68. Eligible for Pension, Heads Great University

Ernest De Witt Burton, of Chicago, Builds for the Future

By J. V. NASH

on the Bible. His attitude, while reverent, is progressive. He sees in the Bible not a static legacy from the past, but rather a source of living inspiration, pointing the way to the attainment of new and greater truths. In this connection, he says:

"The Bible is not a compendium of truth, nor even of theology proper. It is a compendium of the religious and ethical experiences, rather than the last authority and a compendium of all theological truth, such as it has been held to be by most churches. "Taking the Bible at the beginning and following it through, we find it Tyler chancing, according to the conception of the times. We cannot take it as a compendium and, opening it, say: There is the law, there is the truth."

Because he is so good and for many other reasons it will, I believe, take on a larger and more comprehensive significance still, and to expect that in the near future we shall hear much talk about the "new biology," of which Dr. Burton, a silver-haired, easy-going man of medium height, who is the co-founder of the New Testament, who for thirteen years has been found at home in the work of research and study, has written a book on this subject. It is an interesting and well-written work, and it is destined to have a great influence on the scientific world. I have been told by some of my friends that they are reading it with great interest, and that it is doing much to advance the cause of scientific knowledge. I hope that it will be widely read, and that it will do much to advance the cause of scientific knowledge.

Speaking of his outlook for the future of the great university of which he is now the rector and leader, he says:

"To my judgment the policy of the future is to be one of inclusion, and not of exclusion; of progress, not of radical change. I say this deliberately and with definite meaning. If it were true that we had expanded the university, if we were doing too much for our capital or for our community, if we had undertaken more work than we could do well, as I am sure institutions of learning do, I should not hesitate to propose a policy of retrenchment, of taking in only a few of the students who are seeking admission.

"It has been an advocate of indefinite expansion. I do not for a moment think that we should measure our success by the number of our schools, faculties, buildings, or endowments. But looking at the university as it is, speaking not a bit about the onus of facts, I say deliberately that our policy should be one of inclusion of all we have, not exclusion.

"It has been insufficient. I say that, we cannot con set both graduate work and undergraduate work for both of these well. I know that there is enough in the experience of other institutions to lead us to think that the work of the university is not complete without the inclusion of all we have, not exclusion.

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Subsidy Bill a Sore of Loot With Taxpayers Victims

By A WASHINGTON

This is the second of several articles having to do with conditions in the U. S. Shipping Board.

Another will appear in early June.

The only and outstanding attempt on the part of the Administration to meet the all too evident and unbecoming condition of the Shipping Board is its emergency legislation and the rating bill was the subsidy bill which he sponsored, fought for, and used the people's money and the people's machinery of government to try to jam through Congress—and failed.

When Lasker proposed the subsidy bill, he also threw the full weight of his personal influence, while he and his "experts," all high-priced ones, by the way, did their best to make sure it would pass at any price.

But the bill has been sound—and the subsidy measures that passed—operatives would have expected to double or triple the shipping business through increased wages with such a price as the subsidy and the indirect aids of the government.

In Section 201 of Lasker's subsidy bill was sought to amend the Shipping Act of 1916, a section not only unwise but also dangerous to the country. That section is the "no discrimination" article of the law.

It provides that no shipping corporation shall discriminate by its rates, in so far as any of said corporations are engaged in the domestic trade, against any bidder, or in favor of any corporation, or bidder, who shall make a higher bid for the same product, as to the following items, that is, that it shall not discriminate in price, in so far as any of said corporations are engaged in the domestic trade.

How then, when we are faced with a situation in which the Shipping Board could have sold the boats without advertising, without notice of sale to anybody interested in the purchase of ships, without competition in bidding or in offers, and the contract could have been made at any time on any terms the board might have prescribed.

The board could have agreed to sell or to dispose of the principal and interest on the ships to the fifteen years after the contract of sale was signed, it could have raised the price of the interest at two per cent. The depreciation of the ships from the day of their delivery to the people until the end of the 15 years the price would have been presented.

The board could have agreed to sell or to dispose of the ships to the highest bidder, with or without limitation of the price to be paid for them, with or without polemics, with or without limitation of the price to be paid for them, with or without polemics.

The sole word, however, is the word of the person who is in charge of the government and of the person who is in charge of the government.

Subsidy Bill a Sore of Loot With Taxpayers Victims

Millions Gone, More Wanted

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FOOTBALL DINNER - November 15, 1923

In my own undergraduate days I took no part in Athletics, for two reasons, first I was physically incapacitated for active exercise by an injury to my back, and secondly there were no athletics in my day to take part in. Football had not yet come in and my college course fell in a period of the temporary decline of Baseball.

But I have always believed in Athletics, especially since I became acquainted with Mr. Stagg over thirty years ago. I believed in them even in the old days of the massed play, not because of the physical injuries that resulted from it, but in spite of them. I believed, not chiefly because of its physical but chiefly because of its moral value. I believe in that whole-souled devotion of one's self to what one is doing, which I have heard Mr. Stagg express in the phrase, Put it all out. I believe in the spirit and practice of team play - that devotion to the institution or the group or the nation to which one is attached, and that forgetfulness of self that Football perhaps above every other sport develops. I am not fond of ladylike men, and I have no use for an individualist.

I know what the G men did for their country in the Great War, and how rapidly they forged to the front, and I have no doubt that the qualities to which they owed their advancement were largely learned under Mr. Stagg's instruction.

And I want to say just this one word to you men whom Mr. Stagg trained. The University needs you and is soon going to call upon you, and it is expecting that you will respond to its call as you did to your country's call in 1917.
I am very grateful to you for your support and encouragement. For several years, I have been studying mathematics, but I have faced various challenges. Recently, I have decided to pursue further education in the field of theoretical physics.

I have been working on a project that involves applying advanced mathematical techniques to solve problems in quantum mechanics. The project is quite challenging, but I am determined to complete it.

I would appreciate it if you could provide any guidance or feedback on my current work. Any suggestions or feedback would be greatly appreciated.

Thank you for your continued support and encouragement. I look forward to sharing my progress with you in the future.
Things are shaping up, not as rapidly as I could wish, but still rather rapidly, for a great advance in the University's development. We will tell you details a little later. There is time today only to say that we are relying on you and counting on you to respond when the call comes.
True, the opinion has not been explicitly stated, but all the recent developments have been moving in the same direction to reduce the tension.

If this is true, how realistic is the strategy you outlined for the development of the project? And how can we implement it and maintain our momentum?
June 30, 1924

Professor Ernest D. Burton
University of Chicago
Chicago, Illinois.

My dear Professor Burton:

I should like very much to see a copy of your address on "Religion in Education". I wonder if you have any prints?

Cordially yours,

Bruce R. Payne
July 21, 1924.

My dear Dr. Payne:

I am sorry for the delay in answering your letter of June 30. I have had copies made of my address on "Religion in Education," and am forwarding you a copy. This is substantially as I gave it at Granville. It was repeated in the Hyde Park Baptist Church here, with the omission of the local allusions and some other ex tempore changes.

Very truly yours,

President Bruce R. Payne
George Peabody College for Teachers
Nashville, Tennessee

HP
June 21, 1924.

My dear Dr. Payne,

I am sorry for the delay in writing you. I have been unable to make any progress on the manuscript you sent me last fall. I have copied your letter and am forwarding it to the University, and believe that your efforts will be appreciated by the administration. The text appears to be satisfactory as I read it, and I feel confident that it will be acceptable to the authorities. I have enclosed a copy of the final version, with some additional notes and comments that may be of interest to you.

Very truly yours,

[Signature]

Prep. Eng. Prayer H. Prayre
George Peabody College
for Teachers
Murfreesboro, Tennessee

HP
The American Council of Education was formed in 1918. President
Judson of Evanston, Illinois, was the first president of the
American Council. It was founded in 1918 by a group of
naturalists and public spirited citizens of Boston. It is a co-operative
organization of American biologists and institutions
represented by them. It is supported by fees, gifts, and contributions of
cooperating universities and research organizations, numbering seventy in 1923.
Its facilities are open to all American institutions of learning, for research.
The first director was Professor C. O. Whitman, subsequently the first head
of the Department of Zoology in the University of Chicago, who planned the Laboratory
on a national co-operative basis. The second director, still in office, is
Professor Frank B. Millie of the University of Chicago. The Laboratory has thus,
from the first, been under the direction of an officer of the University of
Chicago. Its annual endowment was $10,000 a year for five years, beginning January 1,
1921.

It has recently been placed on a permanent financial basis by a gift
of $1,400,000 made jointly by the Rockefeller Foundation ($600,000), Mr. John
D. Rockefeller Jr., ($400,000), the Carnegie Corporation ($100,000), and a supplemen-
tary gift of $400,000 from the Friendship Fund endowed by Mr. G. E. Crane,
capitalizing Mr. Crane's annual contribution. These sums have now been paid into
the treasury of the Marine Biological Laboratory. Bids have been received, and
contracts will be let this month for the construction of a combined Laboratory
and Library building to cost in the neighborhood of $600,000. This is in addition
to the existing facilities, and will give what will probably be the finest equip-
ment for biological research anywhere in the world. Being open to all American
institutions, it equalizes to a great extent their research opportunities.
The American Council of Education was formed in 1913. President Judson of the University of Chicago was one of those who was most active in the creation of the Council, and was its first President.

The American University Union in Europe was founded July 6, 1917, its purpose being "to serve as a bond between the Universities of the United States and those of European nations." In this enterprise also, President Judson was active, and was likewise elected chairman of its Board of Trustees. Professor Algernon Coleman of the University of Chicago is the present Director in Paris. These two enterprises, namely, the American Council of Education and the American University Union in Europe, were merged at a meeting held in New York City February 27, 1924. At that meeting a letter from Dr. Beardsley Ruml, Director of the Laura Spelman Rockefeller Memorial, under date of February 26th, was presented, transmitting a resolution of the Board of Trustees of the Memorial to the effect that $35,000 a year for five years, beginning January 1, 1924, had been appropriated to the American Council on Education for the support of its work in international education, one dollar to be paid for every dollar received by the Council in memberships or donations from other sources.

Mention may also be made of the Committee on the Teaching and Study of the Foreign Modern Languages and their place in American education and culture, for the prosecution of whose work the Carnegie Corporation has recently made a very substantial grant. It is obvious that a survey of the foreign modern languages in their relationship to our education and our relations with Europe is very timely. Among the executive members of this Committee are Professor Mitze and Professor Wilkins of our Faculty.
In our own faculty, the group of social science departments has this year been engaged in a large piece of co-operative research with a view to determining the feasibility of using the City of Chicago as a laboratory for social and political research. The results have been so gratifying that an additional grant has recently been made for the prosecution of this work for a further three year period. The development of this research places the University in a wholly exceptional position as to facilities for this type of investigation, and affords an unsurpassed opportunity for pioneer work in the development of research in the field of Social Sciences.
In our own country, the growth of society involves development of a
higher plane of co-operation necessitating a
view to co-operative and co-operative enterprise. The importance of social and political
reform for society may be illustrated by some
examples of what we have done and its
eyect and influence upon the lives of ordinary
gentlemen and women. The great development
of this movement has been the initiative of a
number of reformers who have established
the principles for the improvement of
organization and the development of science in the
field of co-operative
and social reform.
Coming now into the very heart of the University, we are able to report interesting progress in the study of our own life.

In a co-operative movement called the "Better Yet" Campaign, twenty-five joint committees, each consisting of two or more faculty members and four or more undergraduates, are studying different suggestions, made in the first instance by members of the Senior Class, as to ways of improving conditions of undergraduate life and work at the University of Chicago.

Perhaps the most important of all these committees is the one which is considering the distribution of students' time. Dante says that nearly all the troubles of the human race come from not knowing how to use time; it is certainly true that nearly all the troubles of the undergraduate body come from this cause. The first task of the committee on the distribution of students' time has been to ascertain the facts as to the ways in which students do actually spend their time. This is being done by use of a very carefully prepared questionnaire which calls for a statement of the time spent by each student in a typical quarter on each of his courses; other studious, literary, or artistic interests; non-athletic activities; athletics; other exercise; class, fraternity, and club interests; religious and social interests; self-support; transportation, etc. Some 2000 of these questionnaires have been returned and the results are being tabulated as a basis for constructive study.

Six committees have already completed their work. One of them has recommended that the membership of the University Board of Student Organizations be enlarged to include two or more undergraduates. This recommendation has since been approved by the Board of Student Organizations itself, and enacted by the Board of Trustees.

The two related committees on the direction of student activities and on the student auditor plan have both submitted long and detailed reports which
Coming now into the very heart of the University, we are faced with
reporting information primarily in the form of case studies
in a cooperative research setting. The "Helfer Endowment" project
funds twenty-one cooperative informal conferences or case study convenors,
and their task is to stimulate a pinch of manpower where it is needed
and to foster new research directions. The conference focuses on an
impact analysis of the interplay of DO positive on the DO negative of
some 5000 of these research programs have been tested and the findings
will be cataloged as a part of our consultation service.

Site community input would be highly valued. The task
of the consultant is to provide a perspective on
the impact of DO positive and DO negative on
the University's goals of research competitiveness.
Such is our task and it will be our challenge to
provide evidence of the impact of DO positive and DO negative on
the University's goals of research competitiveness.
are now being carefully studied by administrative officers. The committee on
the supervision of social functions has made recommendations which have al-
ready been carried into effect. Other committees which have completed their
work are those on the need for the provision of informal University dances and
on the development of interest in current affairs.

Still other committees which are well advanced in their work are study-
ing the extent of the student desire for instruction in music and the extent to
which such instruction is provided elsewhere; the reorganization of the Honor
Commission; the distribution of activities among different students in such a way
that no student will engage in too many activities and that as many as possible
may benefit by the great potential values of such interests; the quality of in-
struction in large elementary courses; and the question of the adequacy of the
women's clubs as now existing to meet the needs of undergraduate women in respect
to social organization.

We believe this movement to be notable, not only in its promise of
definite and important results in the study of the several problems, but because
we believe the informal co-operative association of groups of faculty members and
undergraduates in such constructive work to be valuable both for the faculty members
and the undergraduates, and to be symbolic of the friendly relations which in
general should prevail between the older and the younger members of the University
community.

We desire to express our gratitude, both to the faculty members and to
the undergraduates concerned, for the time and the energy which they are devoting
to this work.
We believe that the national defense of the Commonwealth is a matter of the utmost importance. The Commonwealth must be prepared to face any and all threats to its security.

Our proposed measures include the establishment of a national military force, the development of advanced technology, and the strengthening of our alliances with other nations.

We also propose the implementation of a comprehensive national security strategy, which will be based on the principle of collective defense. This strategy will involve the deployment of strategic nuclear weapons, as well as the development of advanced missile defense systems.

We believe that these measures are necessary to ensure the safety and security of the Commonwealth.

We call on all members of the Commonwealth to support these proposals, and to work together to build a strong and secure nation.
Progress has been made by all the Committees and Commissions whose appointment was mentioned in the Quarterly Statement of July 1923.

The report of the Library Commission has been printed and is receiving careful study by many members of the Faculties. The Housing Commission
The Housing Commission has undertaken an investigation of the housing conditions of the members of the Faculty and of the student body for the purpose of making recommendations to the Board of Trustees for the improvement of housing conditions. Preliminary to a final report which will make recommendations for a definite policy in regard to the housing of each division of the University over a period of years, the Commission has been occupied during the present year in the attempt to serve the present housing conditions. The first move has been to start co-operative building and co-operative ownership of apartments for members of the Faculty. A group of fifty-five families are now actively interested in the consideration of plans for building or buying apartments for next year. It is hoped that within a year these plans will have been so far carried into effect as greatly to relieve the situation.

Of the student housing problems the most pressing one is that of the married graduate student, who finds the cost of suitable apartments burdensomely high. While an immediate solution of this problem is not in sight, attempt is being made to improve conditions, and to work out a plan whereby this class of students can be provided for.

There is need also of proper provision for the large number of students who now live in outside lodgings. Final solution of this problem must wait, however till the Commission on the Colleges has made its report embodying an educational policy for the undergraduate Colleges.

The study of these matters has brought the Commission and the University face to face with the question how far the housing of students and faculty is to be considered a part of the educational policy of the University; whether for example we are to pay no attention to the life of the student outside of the class-room, and to allow him to shift for himself, or whether we are to attempt to make his life here a part of his education. What the eventual answer to this question will be there can be no possible doubt.
The House Committee for Planning an Investigation of the University

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The Faculty members of the Commission on the Future of the Colleges are rapidly progressing in their study of the very important matter referred to them. Beginning with a reconsideration of the fundamental questions, what education is for; what is the place of the College in the whole educational scheme, they have passed to questions of organization and distribution. The important recommendations for the improvement of educational methods and of social control which they will presently announce are based on a careful consideration of the end and aim of a general education, which shall qualify a student to begin his training for a specific profession. They have already framed far reaching recommendations respecting land and buildings, which, dealing also with the problems before the Housing Commission, will require joint consideration by the two bodies.
The final report of the commission on the status of the College

...
A large part of the time and energy of the administrative officers of the University has been occupied during the quarter in the study and tabulation of the needs of the University. The total amount of these has proved to be much greater than any of us had anticipated, and it has now become necessary carefully to compare the various proposals and projects, and to determine an approximate order of importance, and the approximate cost of the several enterprises. This work is now going forward. In it all, the educational ideals of the University are being persistently kept to the front. Not bigness in number or in buildings, not even beauty of architecture -- though this cannot be neglected because of its great educational significance -- but the education of men and women, by which they will be fitted to get the most out of life and to put the most into life is the end that we are seeking to attain. It is already evident that to achieve even the objectives that are immediately before us, will require our most strenuous efforts for many months to come, and the co-operation of all our friends. Yet we are prepared to give the former and we confidently expect the latter. To all members of the faculty who have expressed their interest and made suggestions, and to all friends of the University who have indicated in various ways their sympathy with our purposes, we desire to express our hearty thanks, and to ask for a little further patience while the necessary preparations for an aggressive effort for the development of the University's programme of advance are brought to completion.
A report on the study of the

university's policy concerning

the use of its books. The report

states that the university's

policy is based on the principle

that all students should have

access to the books. The report

suggests that the university

should consider adopting a

policy that allows students to

use the books for a limited

time, such as a week or a

month. The report also

suggests that the university

should consider charging a

fee for the use of the books.
Interoffice Correspondence

To: Dr. Burton

From: Mr. Tucker, Publicity Office, 402 Cobb Hall

Date: March 21, 1925

Subject:

Attached is a copy of your Cincinnati speech which you wanted for your files.
Coming into a building of this magnitude and beauty; coming into an assembly room of this capacity; one is impressed afresh with the magnitude of the enterprise in which we who are engaged in education are spending our energy. And that reminds us, of course, of how significant a thing for America, and indeed for the world, American education of today is. Fortunately for us, it is a day of keen interest in the problems of education, and a day of earnest inquiry into the best methods of conducting the work of education. I cannot claim to bring to you any wisdom today respecting the particular type of education in which you are engaged. I was myself a public school-teacher in the suburbs of this city forty-six years ago, and almost all of my life has been devoted to teaching, but I have not, since I left this city, been engaged in public school teaching.

I do not know, then, that the view of a teacher who has been so largely occupied with the kind of work that I have been doing can be of any significance to you in your problems, and yet I am convinced that all of us have a common task, even though we
EDUCATIONAL ATTITUDES

ADDRESS OF MAURICE DEWITT BURTON
OF THE
UNIVERSITY OF CHICAGO

Given at
Hughes High School - Cincinnati, Ohio
March 6, 1932

... coming into a building that was very agreeable and pleasing, coming into a room in the science laboratory, one is impressed with the magnitude of the experiments in which we work. And that experiment in education is preparing our energy. And that reminds us of course of how plentiful a climate for America's energy and need for the world's education of today is and how necessary for the world's education of today and how much of our education and how much is essential training into the best methods of teaching and of teaching the work of education. I cannot claim to present...

... to you and the future generation, the generation that is to come, the generation that is to come, the generation that is to come. I am myself a pupil in the form of the principles of this daily forty-six years ago and almost all of my life have been devoted to teaching, and I have not.

Since I took this office, I have been engaged in public school teaching, and I do not know, then, the true view of a teacher, who have been so perfectly occupied with the kind of work that I have done. I am convinced that all of us have a common need. Even though we are committed to each other's opportunity, and yet...
work at different phases of it, and that there is some advantage in the exchange of views, even between those who are engaged in quite separate divisions of the common task. I am going to speak to you therefore quite frankly from the point of view which I have myself come to occupy as the result of almost a half century of employment in the business in which you are yourselves engaged.

I have taken as my subject "Educational Attitudes". With such knowledge of the history of education as I possess, there stand out before me in my mind two widely different, though not mutually exclusive, attitudes toward the whole problem of education. One of these conceives of education almost wholly in terms of impartation and acceptance; impartation by the teacher, and acceptance by the pupil. The other conceives of it largely as an inquiry, in which the pupil and the teacher share.

The first of these certainly has on its side the advantage of century-old tradition. There is a maxim of the Jewish Rabbis which dates from about the first Christian century, to the effect that "He is the best teacher who receives from his master a brimming cup and passes it on to his pupil without adding a drop or spilling a drop". But that conception of education is certainly far older than the Rabbis of that century, and certainly its acceptance has extended far beyond the land of Palestine. It has prevailed in the Orient generally even down to today. It governed the education of the Middle Ages. It has governed the education of America, at least a large portion of it, until a very recent date.
work of different phases of life and that there is some variance

in the experience of views between those who are in

age in the experience of views of the common race. I am

heavily influenced by the extent of distance from the point of

growth to death to your perspective distance from the point of

view which I have usually come to occupy as the result of

experiences and of employment in the practices in which you are

involved as a profession or as a practice.

"Conveniently, there is a subject "professional ethics"

With special reference to the subject of education as I perceive

there is a vast amount of experience in which two widely differing

chambers meet mutually and experience education for whole

proportion of education. One of these concerns of education

smaller matter in terms of importance and experience; whereas

from the teacher's perspective, any experience in the practical

concerns of it largely as an individual, to which the pupil and

the teacher stands.

The first of these concerns is no less than the practical

use of concepts of education which are often from the point of

which the pupil can see the practical and can perceive it to go to the pupil without

according to what is called a "grab." But such connection of education is

certainty to other than the Rappahannock at the corner, and certainly

the experience of experience for passing the land of perception. If

has prevailed in the point general on your way to roads. I am

in the sensation of the sensation of the Middle Ages. If your consciousness the

collection of America, and less a large portion of it, which a very

recent case.
I was talking not very long ago with one of my colleagues who was graduated from college in the same year in which I was graduated. He from a New England college, I from an Ohio college; and he told me that in his own college all subjects of the curriculum were taught from text books, and the examinations in all departments expected, and practically required, a verbatim repetition of the words of the text book. This applied to chemistry as well as to history and philosophy. I cannot say the same of the Ohio college from which I came. Somehow Ohio had gotten ahead of Maine, back there in 1876, but I fancy his experience is rather more typical than mine. This conception of education is that which has generally governed education throughout the world. There is much, of course, to be said for it.

The world has slowly and painfully acquired the wisdom which it possesses. That wisdom is an inestimably precious treasure, which must be handed down from generation to generation. In all education, there must necessarily be a large amount of transmission, of impartation by the one generation, and of acceptance by the next generation. Certainly, if I make any claim on behalf of another type, it will not be an exclusive claim; I shall not allege that all education ought to be of the investigative type. That would be to assume that every generation must begin at the beginning, forgetting all the accumulated treasure of the centuries.

And yet today I want to speak a word on behalf of the
I was fairly certain that I was one of the very few who had graduated from college in the same year in which I was graduated. I had a New England college, and the one college at the time that I attended was the same as the one college that I attended as a freshman. A part of the curriculum was taught in the text books, and the examination forms in all the examinations of the works of the text books, I believe, to be a very strict examination of the works of the text books. It is a great mistake to believe as well as to practice any philosophy. I cannot say that the same of the Olin college from which I came, or of any other college of mine, when I left, I mean, when I left, with more sympathy than mine, the Olin college from which I left, with more sympathy than mine, with the Olin college from which I left, with more sympathy than mine. To begin the work of my own, of course, to go with your
other conception of education, that which emphasizes acquisition by observation and inquiry, not as displacing the one of which I have been speaking, but as an invaluable complement to it.

The first thing that I have to say about the investigative method is that it is Nature's own method. The babe in the cradle is by instinct and necessity an investigator. Long before he knows the meaning of words; long before he has any conception of what a book is, he has acquired a large body of knowledge by the process of experimentation, of interpretation, of experience. He gets a notion of what hard matter is by the thrust of his hand against it. He gains a conception of space by his experience in the use of his limbs. I am not sure that I am speaking in the accurate language of the psychologist; I am using rather the popular language of a father, but I think I speak a language that you will understand. The baby in the cradle is an investigator and acquires by investigation a large part of his education. Moreover, when he learns to listen to the words of others who would impart to him what they desire him to accept, there is always lingering something of that other attitude of scepticism, of inquiry, and of experimentation. Again and again you who have had children and have observed them have noticed that it was not sufficient for you to tell the child what you regarded as true; he must find out that a hot stove will burn him by experiment. He is not content to accept your word for it.
The first thing that I have to say about the investigation is that it is not a new discovery. I have been observing and experimenting, and have made many observations and experiments, but I have not been able to explain the phenomenon of the investigation. The purpose of this investigation is not to find new applications or new uses for what we already know, but to understand the nature of the phenomenon. It is not my intention to replace or improve upon existing methods, but to provide a new perspective on the problem at hand.

In order to conduct the investigation, it is necessary to have a clear understanding of the problem. The problem at hand is to determine the nature of the phenomenon. It is not enough to simply observe the phenomenon and record the results. It is necessary to understand the underlying principles and mechanisms that govern the phenomenon. This understanding can then be used to develop new applications or new uses for the phenomenon.

The investigation is not a one-time event, but a continuous process. It is necessary to continually refine and improve the methods used to conduct the investigation. This will require a great deal of patience and persistence, but the rewards of understanding the nature of the phenomenon will be well worth it.
In the second place I wish to point out that this method of education - because, of course, education is necessarily a lifelong process; it may be good education or bad education, but it goes on as long as intellectual life lasts - I wish to point out that the education which one gains after one leaves school is very largely of this type. How does one deal with the practical problems of life? Does he read the answer in a book, and go and do the thing that the book prescribes? Can the problems of home life, of marriage, of friendship, of business, be solved by the transmission to us and the acceptance by us of that which has been written down in a book or transmitted by tradition? I have never found any such book, that would tell me in particular how to solve the problems of my life. I have never found any teacher to whom I could go and say, "What is the lesson on this subject; on what page will I find it; and what is the answer to this problem?" Of course there are certain maxims and traditional answers to general questions, such as that "Honesty is the best policy." Of course the Bible is full of deep wisdom. But to ninety-nine out of one-hundred of the problems of life - by the solution of which we gain our education there is no specific answer in the books or in tradition. Therefore, it seems to me that we pursue a very unwise educational method, when, as has been so often the case throughout the centuries, we practically displace in school says Nature's method, which must inevitably be used throughout after life, by a method that is exclusively one of impartation and acceptance. We tend to
In the second place, I wish to point out that the method of
education, because of course, education is necessary to life
and the process of it may be good education or bad education. But
it does or does not have an intellectual life. I wish to point
out that the education which one gets after one leaves school
in very large part of this type. How does one meet with the race
of fast problems of these does one read the answer in a book and so
on the things that the book preaches? Can the problems of
some life or parentage, or intellective or business be solved
by the transmission to us at the experience of us at first
which has been written down in a book or transmatted or taught
when I have never looked any such book? That would tell me in
"What is the lesson
from my teacher to whom I am to go and say, "What is the lesson
on this subject? On what page will I find it?" and what is the
answer to this problem? Of course there are certain maxims and
traditional answers to general questions, such as that
"To be a poet."
"Of course the Home is Half of a good Poet."
But to infinite wise one of one number of the problems of life.
But the solution of which we often our education came to
specific answer in the books of the tradition. Therefore it
seems to me that we become a very wide education instead of
what I might say. It is need throughout the country,
not necessarily, glories at school. What is then really a method for
an education and experience. We tend to
...
destroy the habit which the child, in part, inherited, in part laboriously acquired, and which he must throughout his lifetime use, when we say, "Don't ask questions; learn what I say and repeat it back to me as I said it to you." Of course, I assume that none of you teach that way; I am speaking only of a method of teaching which has been very prevalent in past days. I have known teachers—perhaps none of you ever did—who, in a class in geometry, for example, have reproved a pupil who presented an original demonstration by saying, "That is not the solution in the book; learn what is there." I have heard teachers say: I regret to say they were colleagues of mine in Chicago: "The business of the student is to hear what I say to him and to store that away in his memory." That is the kind of education I am protesting against,—that which substitutes for the natural method, and the method that Life forever demands, an exclusive reliance upon a method of impartation and of acceptance.

But I should like to point out in the third place that the exclusion of the experimental method and the exclusive employment of impartation is bad for the teacher. It tends to put him in an attitude of superiority toward his student. It cultivates in him a sense of over-lordship. Any teacher who has not had many pupils abler than himself must either be an intellectual giant or have been extremely unfortunate in his pupils, and the attitude of a teacher who starts out on the assumption, or somehow acquires a feeling, of superiority to his pupils, is an attitude that is absolutely fatal to the greatest efficiency in teaching. I have said to myself over and over, and I have said it again and again.
gests to the part which the author's work has made towards the liberation
information and dignity; and with whom I have known the author's life and

ne," when we say, "Don't ask denture; learn what I say and
request it back to me as I said it to you."

If we wish to see a man or a woman or a work or a meeting
that more of you respect that way. I see Bessie is waiting

of teaching which has been very prevalent in past years. I
have known teachers - perhaps none of you ever had - who
access to geometry for example, have repudiated a definite who

seen an original demonstration or saying, "That is not the
solution in the book: I mean what is there." I have heard teachers
say: "I regard to any person or colleague of mine to choose -
"The purpose of the student is to learn what I say to him and

sthe kind of evidence to store that way in the memory." That, to the

at the beginning - that which supports for the

some method and the method that il suggested: "In the

exhustive detection upon - a reason to presentation and of experience.

But I should like to point out in the closing phase that the

explanation of the experimental method and the exhaustive employment
of presentation is for the teacher. It seems to put him in an
attitude of admirably common the student. It contributes to him

a sense of one-to-one. A teacher who has not the man

ability to give his personal moral support to this purpose, and the attitude
of a teacher who speaks out on the occasion of someone's

ing. A feeling of superiority to the pupil at an attitude that is

especially fatal to the best interest of the pupil. I have
seen to myself over and over, and I have seen it many and
to my fellow teachers, "When I cannot learn from my pupils, then it is time for me to cease trying to teach them." And while I do not know that this is as true of those who teach pupils in their early years as of those whose pupils are more mature, I suspect that it is. At any rate, I consider it almost the greatest vice in the teacher, the greatest hindrance to his success, that he should acquire that sense of superiority to his pupil, which puts him on one level and the pupil on another; who regards education as a process of give and take, in which he does all the giving, and the pupil does all the taking.

In the fourth place I venture to assert that this method and attitude are particularly bad in a democracy. If a democracy is a good form of government, then I am sure the kind of education I have been advocating is the proper form to go with it. I suspect also that there is some relationship between the fact that the method of impartation and acceptance has been the method of centuries, and the other fact that the governments of ancient and mediaeval times were autocracies. Granted that the Emperor of any country in Europe is possessed of such superior wisdom that he knows exactly what his people ought to think politically, and how they ought to act politically, then I should grant also that in the interests of society he had better employ this method of instruction, because I do not know any other process by which he can make docile sheep out of his citizens. But if we are really to have democracy, if we really are to elect men who shall make laws for us and men who shall administer our laws, if the people really are to be the court of last resort as to the
to my fellow countrymen. "When I cannot sleep from my duties, when
it is time for me to cease drinking to cease from,", and while I
go not know that there is a place of those who cease drinking in
their early years as of those whose duties are more mature,
I suppose that if I . At any rate, I must at least the greatest
vice in the hopeless, the greatest handicap to the success of
the young educated that sense of superiority to the duty, which
bears him on one level and the duty on another, we come
expression as a business of give and take, from which he gains all the
Ga made, and the duty goes off the road.
In the former place I venture to assert that this method
any estimate the parasitism by in a generation, a generation
in a long time of government, as I am sure the kind of education
I have seen. Millington has spoken down to go with it. I suppose
also that there is some relationship between the fact that the
method of instruction and education are seen the method of com-
ture, and the other fact that the government of society and
metempsychosis more or less are genuine and the problem of
and conduct in society to possess a knowledge of may be
know to me exactly what the people ought to think politically, and
how they ought to act politically, how I answer and how I
vote. I do not know the other because of which
information, because I do not know any other because of which
he can make good speech out of this situation, but if it is acts
least to have government, if we can find that we use men who
will make laws for us and men who will administer our laws. If
the people really are to be the masters of last resort as to the
policies of the nation, then we ought to continue through life unhindered, unchecked, undestroyed, that natural method which leads them to try things out, think for themselves, arrive at their own conclusions.

In saying this I am not forgetting the absolute need of leadership in a democracy. I am not for a moment assuming that an elementary education given to all the people is a guarantee of the safety of a democracy; I know it is not. I know that unless there shall arise out of the democracy men of extraordinary power of thought, who can deal with the great problems with which democracy has to deal, and can bring to the people suggestive solutions of these problems, we shall go far astray from the path of safety. But I know also — or at least I think I know — that in a democracy, we need not only the leaders who can think out the great problems for us, but also a great mass of people who can challenge the correctness of those conclusions, and who possess a habit of mind which qualifies them to pass judgment on the wisdom of solutions of problems that are proposed to them by the leaders of thought.

Again, it seems to me the method which makes exclusive use of impartation and acceptance, and does not cultivate investigation and research, is particularly unsuitable in the present age. That was the Chinese method of education, and it seemed to work pretty well so long as China was contented with the form of social organization and government it possessed, and could keep itself free from relationships with the outside nations. But the moment that China came out of its seclusion and became one of the nations of the world, and had to deal with
In some cases I am not forgetting the importance of democracy. I am not for a moment assuming that an elementary education given to all the people is a guarantee of the safety of a democracy. I know it is not. I know that unless there is a political and civic culture the people will not be able to understand and accept the demands of a democracy. We need not only the leaders who can think out the great problems of our time and also a great mass of people who can appreciate the consequences of those conclusions, and who possess a sense of mind with which to bear the burden of the weight of solutions of those problems. The leaders of thought can think out the great problems for us, but also a great mass of people who can appreciate the consequences of those conclusions, and who possess a sense of mind with which to bear the burden of the weight of solutions of those problems.
world-wide problems, that system broke down utterly, and China is today engaged in the enormous task of displacing a system of education which was almost wholly one of give and take, in the sense in which I used those words a moment ago, by a system of education which shall have in it a due proportion of the element of research. When a visit to China a few years ago resulted in the I was in that country a few years ago, I came away with the conviction possessed two superfluities, the use of the great that China needed the great, fundamental principles of the Christian religion, that it needed modern science, and that it needed one just about as much as it needed the other, that it could not by any possibility ever deal successfully with the situation that confronted it until there should be inculcated into a goodly portion of its population this attitude of mind of which I have been speaking. That is the great task which faces the leaders of education in China today.

But when I say this of China, shall I say it any less of America? Is it more important that China should be able to take a world view than that America should? Which of these two great countries is likely to have the greater influence in determining the future of the human race? If there ought to be and must be, across the Pacific Ocean, a nation that has learned to face facts, and not simply to accept traditions, shall we say less of ourselves? The method of dogmatic impartation and docile acceptance may have done for Babylonia; it may have done for mediaevalism; it may have answered in Imperial Germany; it may have served the purpose in ancient China; it will not serve the purpose in any land of the earth today. For there is no multiplication table to which we can turn and find the answers to the world problems of today, and there is no all-wise Adam Smith, or John Stuart Mill, who can furnish you with the
Now I see how some of the elements of defense, which I once believed were more strongly one of the army, have in fact been weakened. I see how I need more money to support this system of defense.

I was always afraid of the proportion of the economy of defense. Now I see how much more serious a fear than I imagined it to be. In fact, I see how much more serious the fear of the economy of defense is than I have ever believed.

Perhaps this means that we need more money to support this system of defense, and that it is not as weak as I have thought it to be. Perhaps this means that we need more money to support this system of defense.

But when I see the state of the army, I am not sure if I am right or wrong.

The situation is of mind to worry and I have been opposing. But I am not sure if I am right or wrong.

In the great fear which I see the fear of defense in China today.

But I see the state of the army, and I am not sure if I am right or wrong.

The situation is of mind to worry and I have been opposing. But I am not sure if I am right or wrong.
solutions of the problems that belong to the world today - and, because they belong to the world, belong to America.

But now perhaps I ought to explain, a little more fully than I have, just what I mean by this thing about which I have been talking. Perhaps I have been putting the cart before the horse, if you understand what that means in these days of automobiles.
At any rate, I will say a few words about what I mean by this attitude which I feel ought not only to be introduced into the higher strata of education, but ought to be kept in our system of education from the time when we take the child from the hand of Nature until we turn him over to himself to be the director of his life. By research or investigation I mean the process of observing facts, and deducing conclusions from those facts. I mean the enlargement of the area of one's knowledge and power, not by receiving what somebody affirms, but by observation, and by reasoning about what one observes.

Research, of course, is really as old as the human race. As soon as man passed out from the stage of the brute, he became conscious of needs which could only be satisfied as he should reason out some way of satisfying them. He had no books to turn to; he had no teachers to inform him what were the traditions on this subject; he had only the hard facts of life to deal with, and must himself find the solution. He was hungry and he must get food, and if that food which he could gather from Nature's voluntary supply proved inadequate, he must find out some way to improve that food supply. His efforts in that direction have stretched from the earliest moment of prehistoric human
solutions of the problems that belong to the world today — and
because they belong to the world, belong to America.

But perhaps I ought to explain a little more fully than
I have, just what I mean by the field sport which I have been
talking. Perhaps I have been putting the case before the horses
if you understand what I mean. I have been putting the case before the horses.

At any rate, I will say a few words, though I cannot put
anything which I feel ought not only to be introduced into the
attitude which I adopt. Not only to be kept in our system of
higher stages of education, but only to be kept in our system of
education from the time when we take the child from the hand
of nature until we turn him over to himself to be the director
of his life. By research or investigation I mean the process
of observation, the evolution of these faculties, the evolution of
organic forces, and the development of character from those forces.

I mean the advancement of the idea of a man's knowledge and power,
not by receiving what somebody affirms, but by observation and
reasoning, both with and upon our own senses.

Research, of course, is really as diabolic as the human race.
As soon as men become anything like advanced on the stage of the plane of
become conscious of wants which cannot only be satisfied as the
sensory reason out some way of satisfying them. He had no power
and put to an end. We pay no heed to response to impulse. In what manner of
traditions on this suppose: he pay only the head fires of the
solution we are putting to test, and must present it the solution. He was putting
one supply, and must put forth to some knot in the chapter nudge, the chapter nudge, one
way of improving that head supply. His efforts in that direction
have strengthens from the several moment of preparation known
experience down to the present moment, and the outcome of them is agriculture as we know it today, and transportation, and fisheries, and all the implements and methods by which we supply human food to the human race. I might add another illustration pointing out how man's need of protection from the weather led him to devise methods of supplying himself with clothing and shelter, but one illustration is probably just as good as three or four.

I need hardly point out that research in this broad sense is the cause of all the advance that the human race has made, from the time when its only implement was a stone with which primitive man might crack the nut that fell from the tree, or the skull of the other animal that he wanted for food, down to this present hour. It has not been systematized to any considerable extent until rather recently. We have not given it its present name until quite lately, and as systematized it is very different from the same thing as followed by primitive man. But research itself is as old as the human race, and it is perhaps because of that fact that it is instinctive to every child of the human race. Transmission holds what we have, and is invaluable for that purpose. It is a sort of brake upon the chariot of the human race, to prevent it from slipping backward. But it is by research that we go forward. Stop it, and you immediately stagnate the human race and reduce the value of everything that has come to us from the past will be reduced.

We all recognize that it is progress that makes life interesting. Research, which began with the human race and is instinctive to the human child, that habit of mind which leads us to ask, not only, "What did our fathers think and say?" but also, "What are
the facts, and what is the meaning of the facts?" this habit of mind is, as I believe, an indispensably necessary part of any successful educational effort. We have sometimes thought of it as belonging to the higher levels, to the highest level of education, and of course, in that form in which it makes great additions to the sum of human knowledge, teaching us things that no man ever knew before, it does belong mainly there. What I am pleading for is not that the child of six shall make contributions to human knowledge, but that he shall not be asked to leave behind that attitude which it is instinctive to maintain and which he will need throughout his life.

How can this attitude and point of view be kept in our system of education from the beginning to the end? That is a problem of research which I am not going to undertake to solve this afternoon. I am bringing it to you in the hope that, as members of the great body of teachers, you will recognize its importance, and make your contribution to it; that you will insist, as opportunity offers, that others who are further along, if it may happen so, in the path of educational thought, shall help to solve this problem of keeping in our educational system the thing that the mind of the child inherits by nature, but which for centuries we have tried to banish from it, only to compel him to bring it back again when we release him from school.

I venture only to make one or two suggestions, almost in their simplicity. I suggest that the teacher can, with the exercise of sufficient ingenuity acquire the spirit of research for himself and that he can incidentally, even if it is not
the teacher and want to the meaning of the lesson. Thus, I have,
in my belief, an indispensable necessity part of any successful educational school. We have sometimes thought of me as being to the plane level. The algebraic level of science is, and of course, to that term in which it makes great abstractions to the sum of human knowledge. Recaping as climatic that on men ever knew before. To know, to know, being certainly true. What I am pleading for is to not think the motto of six students, make contributions of human knowledge, and that shall not be caused to leave behind that attitude which is in accordance to maintain and which will

How can this attitude and point of view be kept in our system of education from the beginning to the end that my teacher

is a problem of research which I am not going to undertake to solve this afternoon. I am planning it to you in the hope that as a member of the great body of teachers, you will recognize this as your problem and make your contribution to it that you will treat

opportunity offers. That is why we are exchanged schools. If you happen so in the body of educational thought, I shall help to solve this problem of keeping in our educational system the thing that

we have tried to change them. It only to come up with to change it.

I cannot help but make one or two suggestions, namely,

compete to teach mathematics. I suggest that the teacher can, with the exercise of sufficient integrity moderate the spirit of the

18
prescribed by his curriculum, encourage the child to look at things for himself. He cannot hesitate to tell him too promptly that his reasonings are nonsense. He can venture even to come down on the plane of the child and reason with him, and encourage him to think out the significance of facts. He can abstain from the kind of thing I spoke of a moment ago, the rude repression of the instinct of the pupil to find his own way through a problem instead of accepting the one that is given to him in the book.

If you do this, you will gradually bring into the schools, with or without legislation or formal enactments of the educational authorities, the spirit that I have been speaking of. I apologize for seeming to imply that it is not there. I have no doubt it is there, but I am sure you can help to increase it, to clarify it, and to make it more effective; and by so doing, prepare your pupils to appreciate the results of research when they meet them in after life, or in the later stages of their education.

One of the difficult problems of democracy today is to secure the general acceptance of the results of research. The whole tendency of our education for centuries has been to incline people, except as they have come into a special educational atmosphere, to accept that which is handed down to them as the tradition of their party, or their church, or their clan, whatever it may be. But if we are really to become a reasoning people, if, under the leadership of the wisest of us, we are as a nation to become leaders in the great enterprises of the world, we must cease to be partisans in politics, and traditionalists in all our thinking.
breathed for the continent, encourage the spirit to look at
strides for himself. He can hesitate to feel if too properly that
the responses are non-existent. He can venture even to come down an
at the plane of the spirit and reason with him, and encourage him to
think out the seriousness of facts. He can reason from the kind
of thing I spoke of a moment ago, the wide departure of the intellect
of the bulk to which the home way a profound a program intended to
satisfy the one that is known to him in the book.

If you go into any with determination to take the school
with or without legislation on temporary entrance of the educational
supporters, the spirit that I have been speaking of. I am
to secure as much part of us as we can. I have no doubt if we
take care of the spirit, even by going to more effort, and to make it more effective, and by going through, before your minds,
and to make it more effective, and by going through, before your minds,
and to make it more effective, and by going through, before your minds,
and to make it more effective, and by going through, before your minds.

One of the attempts programs of educational today is to become
the general recognition of the necessity of education. The whole fundamental
time we can secure, do not concern us. The general reason is that we can secure
they have come into a special educational atmosphere, to secure that
there is no bending down to them as the tradition of their party.

Here, and upon any more we may do. And if we are
the means of us, we are as a nation to become leaders in the
best interests of the world, we must cease to be performers in
politics, and traditions, to all our thinking.
My last word, Mr. Superintendent, is one of congratulation. Most of you have many more years of educational experience ahead of you than I can possibly hope for, and can look forward to the possibilities of the years that are to come. I am an incurable optimist, and when I cease to be that, I hope some fatal disease will soon relieve the world of me, me of the world. I believe in the future, and the possibilities of that future, but I believe we shall have to make that future and I congratulate you upon living in an age of the world in which it is possible to make a contribution to a better future; and I earnestly hope that there may be in you that spirit of open-mindedness which will enable you to make your largest contributions to the solution of the problems that face us all as educators and as Americans.
My first word: 'We must temperament' to one of cooperation. Must
not you have many more years of experience behind you
than I can possibly hope for, and can look forward to the possibilities
of the years that are to come. I am an unrepentant optimist, and when
I cease to 'be,' I hope some fast pleasure will know better. The
world of me, we of the world, I believe, in the future, and the
possibilities of great benefit, but I believe we shall have to make
that future and I congratulate you upon finding in me one of the
world's greatest friends. We are a contribution to a better future,
in which it is possible to make a contribution to a better future
and I earnestly hope that there may be in your next spirit of open-
ness a willingness with me to explore the problems that face us all as educators and
as Americans.
Speech by President Burton
at Orchestra Hall, Chicago
March 18, 1925.

Within the last month, I have been addressing groups of Alumni of the University of Chicago in various cities from the Pacific to the Atlantic, and I have come back with certain very definite impressions about the University and the effort in which we are engaged. One of these is that we are sure to win that which we have undertaken to achieve.

In every place I have been I have found a most gratifying interest in the University, an enthusiasm for it, and a willingness to go forward in the effort we are making. In New York, in Los Angeles, and in many cities in between there has been manifest a most encouraging interest and enthusiasm.

I have come back with another conviction and that is that we are accomplishing results that sounded impossible at the outset and, while we have said repeatedly we would not undertake to make a bigger university but a better university, we are making a better university, one which we are very glad to make. We are creating a sense of solidarity on the part of those who are interested in the University which has, I believe, never existed before. We have gained friends in the City of Chicago, and we have deepened the friendship of our Alumni all over the country, and I am really looking forward, as the result of this campaign, to a new and larger university which will include a certain share of community conscience on the part of those who are engaged in the work.
of study and teaching at the University, a larger circle of friends here in the City of Chicago and in the Middle West, and an Alumni all over the world.

The establishment of the University of Chicago in 1892 was a really great event in the history of education in America, greater than any of those who participated in it or looked on were then aware. President Harper combined in his ideal of a university three things which had, I believe, never before been combined: Research; Instruction, in the sense in which universities had always been engaged in instruction; and Dissemination, that is, the scattering abroad of such information as the University gained by research, and otherwise, throughout the world.

These three great principles which he combined in one platform necessitated certain other things, the first among which was the gathering together of a faculty of more than ordinary ability, for such is indispensably necessary if one is to carry on research, as an integral part of the University. The second was the great intellectual freedom, freedom of teaching, freedom of publication to all members of the faculty. This inevitably is the result of the principle of research which carried with it the establishment of the University Press, carried with it the establishment of the University Extension Division, and carried with it, as a very significant consequence, the establishment of the Fourth Quarter, a principle which has become common throughout all the universities of this western country but which then was absolutely new.

Upon that platform, a new one in American universities, the University has built its success since. I do not hesitate to speak
The expansion of the University, or College, to which we refer
a larger, more extended body of instruction, is the result of an acknowledgment of
the necessity of such a system. The General Assembly of the University, or College,
has, therefore, given its approbation to the plan of education, which we propose,
and which has been sanctioned by the governoer of the State. The plan of instruc-
tion is based on the principle that the study of the liberal arts is essential to a
manly character, and that it is essential to the well-being of the community. The
plan is designed to develop the mental powers of the student, and to fit him for
the duties of life. It is not intended to be a mere system of instruction, but a
system of instruction which will prepare the student for the duties of life.
of it as success for I am confident that all of you who have been associated with the University -- and I am speaking tonight to the Alumni and not to the general public -- know that the University has made a great contribution to education during all of these years.

The University began with an endowment of a million dollars, and it now has an endowment of fifty-five million dollars. It began with a student body of six hundred. It now has a faculty of six hundred and a student body that runs, in the year, to fourteen thousand, at any given moment about half of that number. Its reputation has, of course, gone with its Alumni throughout the world.

You might perhaps think then we ought to be satisfied with those achievements and be content hereafter to go forward without further progress. We are not satisfied, and I do not think I need spend any amount of time in assuring you that we are not or why we are not.

We have come, by reason of what has been achieved, to a new point in our history. We all feel it. We all recognize it. We have been trying to discover how we should go forward, what should be the characteristics of the new era, and we have come to two or three conclusions which I think, for the purposes of this discussion tonight, I can sum up in two: First, that the characteristics of the new period are to be fundamentally the characteristics of the old period; that we are not to abandon the policy which was laid down at the beginning but, on the contrary, we should emphasize it. The second is that we shall lay, henceforth, an even greater emphasis than heretofore on the quality of our work.

At first, of course, it was necessary that there should be
expansion. The University would have failed if, in those early
days, there had been no increase in the number of students. We
have passed the period when numbers are a matter of vital con-
sequence to us, because we are assured that the numbers will remain
sufficient to enable us to achieve our purpose and, therefore, we
can put an even stronger emphasis than heretofore upon quality.

We are seeking to make the best possible university, by
no means intending to make it the biggest possible one. What do
these things call for? Does emphasis upon quality make it un-
necessary for us to secure additional means? Far from it. Quantity
in these days is rather cheap. Quality is the thing that is most
expensive, and I want, in a very few words, to point out to you
the things which are required for this emphasis upon quality.

In the first place, we are required to provide additional
buildings. That looks like quantity. In fact, it is a corollary
of quality because, in repeated instances in the various divisions
of the University and in almost all of them indeed, we have reached
the point where our educational efficiency is seriously hindered by
lack of space in which to do our work. That is true in chemistry,
that is true in mathematics, in astronomy, that is true in the
modern languages, that is true in the social sciences, that is true
in our school of education, and that is true in our colleges and
in almost all the great divisions of the University. I shall not
take the time to tell you how serious it is but shall simply say,
in general, that unless we get additional cubic space walled in
from the weather we shall not be able to go forward in that em-
phasis which we desire to put upon quality.
The second consequence is that we must devote intensive attention to certain problems of education. In other words, we must carry the principle of research intensively into the field of education. That means that we must give especial attention to how we are to educate, and I mention that particularly -- not to dwell upon it -- for the purpose of pointing out the necessity of discovering how to develop the highest possible type of college or undergraduate work in this situation, in this service to this region.

The last thing I have to mention as a consequence of this emphasis upon quality is the necessity of a strong faculty, the maintenance of the highest possible standards in respect to the men who constitute the faculty of the University. As I mentioned at the outset, President Harper recognized in the beginning that his fundamental policy carried with it the necessity of men of extraordinary ability.

You know, of course, thirty-three years having passed away and the men of extraordinary ability who were selected necessarily being men near middle life, because they could not have proved themselves before that, now having reached the end of their academic careers, these men must now be replaced by men of equal eminence and standing. Of course, we have produced men of that sort within the period, but in no university can you simply breed from within. In addition to the men of ability you may create within the institution itself, you must be bringing in fresh blood and the best possible blood continually to maintain the highest standards, and, inasmuch as it has been our ambition not simply to make a good university but to make the best possible university we must seek also the best possible type of men, and that is a matter that in-
volves an extra addition to our income for, though men of our pro-
profession are not particularly avaricious, they do have to buy books
occasionally, at least, they do have to travel now and then, at
least, to come in contact with their fellows elsewhere and maintain
their intellectual standards and enlarge their horizon. While,
three-thirty years ago the University paid the highest salaries
that were paid in the country, that is no longer true, and other
universities are paying far more to maintain these standards,
and, in that regard, we must increase our resources.

It is for that reason that we are asking that there be
raised this -- it is already familiar to some of you now, I am sure
fund of seventeen and a half million dollars. I want to em-
phasize that that is not a sum to be spent on luxury; it is not
to fulfill some idle ambition to be a big university. That is
the sum which is necessary to enable us to provide the absolutely
requisite buildings and to make the absolutely imperative increases
in salary and staff. It is to help us to do this, to make this
advance, to maintain our standards and to make for you and for the
community the best possible university. It is for those things
that we are asking you to join hands with us, and we are going to
succeed.

We are going to succeed because we have solid history to
build on. We are going to succeed because we have an absolutely
satisfactory program, I mean a perfectly defensible one; there is
nothing in it that needs to be apologized for. We are going to
succeed because the Board of Trustees have put themselves solidly
behind this program, with their own personal effort and with their
own personal gifts. We are going to succeed because the faculty
vogue an action replication to our forces for success in our own. 

Our forces are not necessarily victories, but we have to pay a price. 

The forces that we pay to control and control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation. 

We make no guarantees to control the situation.
are throwing themselves into it with all energy and heartiness. We are going to succeed because, as I have already told you, the Alumni are putting themselves behind this program.

I would like to mention just a single instance that I think is symptomatic of the whole situation. I was in New York the other day. There was a meeting of some two hundred at dinner. The next day nineteen or twenty of those who were present met again to consider ways and means, and, towards the end of that meeting, one of our Alumni said "I came to the meeting last night with my mind made up as to how much I would give towards this program. Before I had left the meeting, I had doubled it. I have now doubled it again and I shall have to go back home before I double it again."

That is the spirit you will find among the Alumni, and I wish to say to you now that we welcome that participation in this effort, confident that we shall succeed.