MEMORANDA ON A PROPOSED INSTITUTE OF GOVERNMENT RESEARCH
(or a similar title)

A. Purpose and Scope

The fundamental purpose of the Institute should be the expansion of human knowledge in regard to political relations - the development of fundamental political science in the technical sense of the term. This is one of the most fertile and important fields in the domain of intellectual inquiry, but thus far has never been adequately cultivated. Particularly in view of the rapid advance of natural science and its inevitable relations to political affairs, it is extremely important that governmental relations should be studied with the greatest thoroughness and care. Along with governmental research provision could be made for rendering expert service and for conference in which the wisdom and prudence of the time might be assembled. A third field is that of vocational training and education.

1. Fundamental research

This enumeration is designed only to indicate very broadly some of the larger fields in which very intensive inquiry needs to be made. Specific types of inquiries of particular promise in this field are the following:

1. Governmental reporting, including
   standardization of reports and further measurement of the operations of government.
2. Electoral mechanisms and processes.
3. Police administration.
4. Financial administration.
5. Essential qualities of citizenship and citizenship training.
6. International organization
7. Municipal relations
8. Political psychology.

These are presented only as types of investigations which require the expenditure of considerable time and money and which promise valuable results. An appropriately equipped institute would be able to develop these and other projects on a scale never before realized. Out of these inquiries should come results of a very great value to government and society.

In connection with investigations of this kind, an institute might also serve as a fact finding agency for other groups or institutions. Thus any local or other than local association or institution might call upon such an institute to develop for it the facts in regard to public personnel or elections. If, for example, the X Club wished to expend $10,000 in the study of elections, this sum might be turned over to the institute for purposes of investigation, leaving the policy to be determined by the organization asking for facts.

It would also be possible to develop cooperation between such an institute and other similar institutions in the University
The text on the image appears to be a page from a document, possibly a report or a draft. The text is not entirely legible due to the quality of the image, but it seems to discuss various institutional elements, possibly related to education or administration. Here is a transcription of the visible parts:

In connection with investigations of this kind, an irritated sense of injustice might arise in the minds of those who consider that the interests of the individual are not sufficiently protected by the existing institutional arrangements. The need for a more equitable distribution of resources and a clearer definition of roles within the institution is highlighted.

The text concludes: "If guidance is made to prevent the generation of proposals in any institution, they will be considered in the University..."
or elsewhere. The institute might, in fact, take the lead in bringing about cooperation between various investigating agencies and in coordinating research as far as possible, thus eliminating duplication and waste, and making possible types of inquiry that otherwise would be difficult to bring about. In other words, a well equipped institute of this sort might take the lead in the developing of scientific research in this field.

3. Consultation and Conferences.

An institute of Government would have a large field for work as consultant with various governmental and civic agencies. There is a continuous demand, which our present staff is never able to meet, for expert advice in municipal, state, county, national, and international relations. No University or institution is now adequately staffed to do this consulting work without interrupting its other functions. If, for example, our expert in international affairs is called away to Washington or Paris, the local work suffers, and many other instances might be cited. In order to meet the legitimate community demands for services of men who are expert in various branches of governmental activity, a staff is needed with a personnel large enough to make possible the detachment of one or more members without interfering with the research work of the University or with its teaching functions.

Another agency of large usefulness and promise lies in the holding of conferences to consider problems in the field of political relations. In these conferences students, responsible officials, interested citizens may be called together for the purpose of interchanging experiences and opinions and of elaborating policies and de-
2. Conception and Concession

An institution of government which seeks a large field for work as consistent with various conceptions may arise elsewhere. These may be consistent with various conceptions and, at the same time, in relation to the entire human sphere of human affairs. For example, they may be consistent with various conceptions of education and social welfare.

Another means of large size and of making a strong part of the substance of the human sphere to

The policy of conception to conduct programs in the field of policy

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In these conceptions, agencies, and policies of conception

Another means of large size and of making a strong part of the substance of the human sphere to
veloping problems. These conferences might extend for perhaps four weeks and be integrated with the teaching and research work of the University. The Institute held in the summer of 1924, with the aid of the Harris Foundation is a specific example of a type of conference that might be much more widely extended. The Williamstown Institute is a still more elaborate example of a conference in the field of international relations. Other cases are the Iowa Commonwealth Conference held in the summer of 1924, for the consideration of questions regarding elections and parties, and the Clark University conferences on International Relations some years ago.

Examples of the fields in which conferences might well be utilized as a means of developing technique or raising problems and settling some of them are as follows:

- Non-voting
- Civil service
- Election laws and machinery
- Police administration
- Municipal finance
- Citizenship training
- Standardized administrative control over finances.

It may also be noticed that it would be relatively easy to obtain financial support for conferences of this kind on a specific issue. Institutions or organizations interested in some special problem might be willing to contribute their influence and financial aid for the purpose of organizing and carrying through a conference in connection with a staff and research equipment of the University of Chicago. The possibilities of usefulness to the community in this field are exceedingly large and constitute a very great opportunity in the
or experiments might include for purposes of
week may be interpreted with the same kind of
University. The Institute held in the summer of 1954, with the
the University. The Institute has an elaborate scheme of a type of course,
the Willamette.
years that might be many more widely accepted. The Institute
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Conference held in the summer of 1954 for the consideration of these
from developing and training, and the Iowa University and
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example of the roles in which consequences might well go
affiliation as a means of developing some of the ideas and
seem to some of these as follows:

non-active

Civil Service

Election laws and procedures

Police administration

Municipal finance

International trade

Establishing administrative control over finance.

It may also be noted that in many pe relations each of
opportunity important for conferences of this kind of a specific-
least important is the organization of the international relations and
role might be willing to consider some problems and activities
for the purpose of organizing and carrying through a conference in some
sense. The possibilities of making available a variety and opportunities in the
are exceptional. These may constitute a very great opportunity to the
way of direct and practical service to the public and in the development of intellectual leaders and leadership.

3. Vocational training and education.

In this field comes the training of teachers and investigators in political science. This is already partially covered by the University, but will unquestionably continue to be an increasingly large domain. Beyond this there is the developing field of training for specific public services as, for example, in the international world and in public administration. It is inevitable that in time our diplomatic and consular service, our tax administration, our civil service, our police and other lines of our administration will call for higher trained personnel, especially in positions of greatest responsibility. At present this field is limited and could not well be made the basis of a school of politics, but inevitably the number of such positions must increase. A well equipped institute might serve the purpose not only of training men to enter positions in the higher administrative service, but also of giving such training to those already occupying positions of some importance. If a center of the right type were established, men in administrative positions might be given leaves of absence for the purpose of special study at the Institute for particular topics, such as taxation or police or foreign service.

3. Organization

1. The technical organization of such an Institute as is proposed is passed over temporarily except that presumably such an organization would be composed of instructors giving the most of their time to such work and would be in charge of a responsible director who would give part time to administration, part time to teaching, and part time to research, depending on the needs of the occasion.
In this field come the training of candidates for the
position of political science. The training partially consists of the
university part and includes the complete course in the fundamental
learning of Government. Second comes the formal training in the
interaction of the specific political science or for example, in the interaction
with and in public administration. It is interesting that in this case the
admirable and conscientious work on our part in the training of
competent and conscientious men can be administered and given
service on a large scale and other kinds of our training will help
them further through personal, especially in politics or to further
their political abilities. It means that there is no limit to which any actor
will make the plans of a project or politics and profoundly the number of
men and problems which interest. A will depending importance which some
bureaucrats more important, and also of giving such training is of great
importance. It is necessary that each occupying position of some importance.
They make our satisfaction in administration position which is
ignorance. Some officials or the number of officials lose their name
serve for part-time service and not as a constant or valid part-time service.

The administration
II. Personnel

For the purposes of such an Institute, it would be necessary to have in addition to the men now available the following personnel:

- International Law: two men of professorial rank
- Municipal Relations: one man
- Citizenship: one man
- Legislation: two men
- Public Administration: two men
- Political Psychology: two men
- Governmental Reporting: two men
- Public Law: one man
- Research assistants: ten men of instructorial rank
  (or student assistants: twenty men.)

Additional Items of Expenditure Estimated

- Stenographic, clerical, research assistants and statistical service: $3,500
- Salary and expenses of men in outside travel and study: $10,000
- Expenses of outside men called in for conferences and incidental expenses of conferences: $25,000
- Publication: $10,000
- Estimated expense of additional personnel: $75,000
- Miscellaneous overhead expense: $15,000

Various units with which a plan might be developed in such manner as the following:

- International affairs: $45,000
- Public Administration: $30,000
- Municipal Affairs: $30,000
- Politics and Citizenship: $35,000
- Legislation: $30,000

This would add to the existing staff available for these subjects, two instructors of professorial rank; $5,000 a year for conferences of officials and experts; $15,000 a year for stenographic, clerical, statis-
II. Personnel

For the purpose of such an Institute, it might be necessary to provide in addition to the men now available, the following personnel:

- International Law
- International Relations
- Political Science
- Economics
- Agricultural Economics
- Public Administration
- Legal Studies
- Governmental Reporting
- Foreign Languages

For entry on International Law

**Admission Criteria for International Law**

- Bachelor's degree in a relevant field
- Minimum grade point average of 3.5
- Two years of professional experience in the field of international law

**Expenses and Course Structure**

- Tuition: $20,000 per year
- Books and supplies: $5,000 per year
- Housing: $10,000 per year
- Total: $35,000 per year

A username with which a plan might be developed

**Optional Course Offerings**

- International Affairs
- Public Administration
- Political Science
- Economics
- Legal Studies

This money may be the maximum realistic for the shape of a plan in the Institute of International Affairs.
tical and research assistant service, travelling expense, and publication and general administration.

These special courses and the special research work here outlined will be based upon and related to a body of undergraduate courses in government and in related Social Sciences, including Political Economy, History, Geography, and Psychology. Graduate work in government will also be closely related to a considerable group of graduate courses in these same fields of Social Science, and also related to Law, Education, and finally Public Health. For example, in the study of international affairs, use will be made of certain courses in History, Economics, and Geography. In the study of administration, additional material will be found in Law, Psychology, and Political Economy. In short, the development of research here specified will be supported by a wide range of other research and training facilities in additional fields of Social Science, Law, and Education. In this manner it will be possible to provide for the broadest possible training in all branches of Social Science, and also make possible intensive work in more minutely specialized phases of the study of government.
First, any research undertaken, scientific experimentation, and gathering of data should be closely monitored and controlled by the government. This will ensure the accurate and timely collection of data, which is crucial for informed decision-making. In a democracy, the government should set the agenda and control the research methods employed in government-mandated projects. Existing data, such as that collected by the Central Bureau of Statistics, should be used for internal analysis and publication only.

The emphasis must be on the healthy development of research and the maintenance of balanced growth. If this is not achieved, the government may become over-dependent on research for decision-making. This may lead to a situation in which the research is not used for the benefit of the people. Therefore, it is necessary to ensure that the government remains as independent as possible and does not become over-dependent on research for decision-making. The government should be able to make decisions based on more objective and qualitative evidence, rather than on the results of research. It is important to ensure that the government is not over-dependent on research for decision-making.
None of us will ever forget the joy and the exultation of feeling of November 11, 1918. When the awful load of war which since August 1914 had been becoming heavier was lifted, we all felt as if a new day had dawned in the history of the world.

The ardent hopes of that hour have not been fulfilled. The war to end war did not destroy international hatred; still less substitute wisdom for folly. Yet hope has not died out. We shall face the future, if with less confidence and with more perplexity than we thought possible in 1918, yet with courage and with conviction that solutions must be found for our problems. It is to discuss some of these and to strengthen our hearts for our task that we have come together today.
The subject topic of your recent note was not addressed in the letter of May 6. Could you please provide more details or clarify your concern?

I hope this quick note finds you well. If there is anything further I can assist with, please let me know.
Memoranda for Use in Drawing Up a Speech to be Made before the Western Society of Engineers at Luncheon on January 18th.

The world in which we live is a tremendously big place and with each additional year the size of it is better appreciated. As a result of study by astronomers the universe, limitless as it is, bulks larger in human consciousness. The earth in itself is but a minute part of the universe but small as it is comparatively, it is in itself an enormous body. How few of us are able to envisage it, let alone travel upon it to any extent. Our own country, our own state, our own city,—each is a huge place upon which the thought and energy of great numbers of people is directed. Man has reached an understanding of the tremendous size of the universe only after a period of tens of thousands of years and the only reason that he knows more about the size and content of the universe now than he did 10,000 years ago is because he is a curious animal. Intellectual curiosity is the key to human progress. In the exercise of his curiosity he discovers truths which whet his desire to learn more of the nature of things, and it is this quality of insatiable curiosity that distinguishes man from the other animals. You may say that a dog is curious, and he is, but to only a limited extent. Man, because he felt the urge to know why and how and when and where, has achieved the measure
Memoranda for Use in Drawing Up a Speech to be Made before the Western Society of Engineers at Luncheon on January 16th.

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of progress that he has. All this sense of ascertaining the so-far unknown is a delectable thing, a source of personal pleasure and intellectual prowess.

But it is not only that. Curiosity is extremely profitable in a material sense. You see enormous steam locomotives drawing mile-long trains of freight across the prairies. Out of what small beginning has this indispensable engine of our modern complex order come? Was it not because a certain young Englishman sat by the fireside watching the kettle boil and discovered that by closing the spout of the kettle the lid blew off? Out of the famous Benjamin Franklin experiment has come the great advance in human convenience and comfort through the development of electricity in all its branches.
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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 commends 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 19, 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 work in life. Gradually it has come to be recognized that our Universities at least have a larger duty of service than that of simply preparing the future generation of a certain number of youths. What they learn by their research they are bound to give out for the benefit of the community at large. All that they have received. They hold it in trust for the service of all.

To the education of the individual and the development of character, the modern university adds, through the opening of research opportunities and a new emphasis on service.

This brings me to a point on which I was announced to speak: A Need of American Life. Partly because they have reached the point in the development of their educational methods which I 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 made. Perhaps I should rather speak of it as an occupation or a trade into a profession by which the citizen is made, with higher standards, intellectually and ethically.

The profession of which I am speaking is politics, serving the public as a whole through enfranchising and filling public offices of all grades and kinds. I have in mind city government, county government, state politics, government of the governorship down, national politics, legislative and executive, international politics, and public service in educational and other phases. For the judicial function provision is perhaps already made in our law schools and in our legal institutions.

But I am thinking also of a service in the sphere of political life that would not necessarily involve the actual holding of office in the making of the law and the execution of the law. It is a service of a very different kind and one that requires not only knowledge of the facts or the effect of a certain policy but the actual ability to function in this sphere. The service I mean is what we may call the service of political understanding.

Perhaps I may venture to draw an illustration from British politics. Early in August of this year when the Davies Report was announced and most of the English people were welcoming it as likely to bring about an energetic and well-considered solution of the unemployment problem, the London Daily Mail began a violent denunciation of it. It predicted that as soon as Germany had been defeated and put under her hands, she would flood England with cheap manufactured goods and would reduce unemployment and all the evils that go with it. A few days later The Times had a signed editorial by Sir John Hope, chairman of the National and Local Government or Congress to have helped to determine the policy of the country on this subject, who clearly knows the facts and understand their significance.

But let us turn to the executive side of the matter. One of the great services of the Department of Public Welfare in recent years has been the establishment of a network of hospitals and clinics to refer patients with tuberculosis and other serious disease,,”

But if these things are so, then there follows I believe another inference, viz., that at various places in the old world and in some universities our instruction and our university life should be founded on the establishment of public health departments and the appointment of public health officers.

For the competent public health officer is quite a different kind of man from the one who practices physicians in the neighborhood of disease in the neighborhood of life. There is one excellent school of this kind in Baltimore that I believe has the advantage of the English one, and I hope that some day there will be one in Chicago.

But where is there a school, in which men can be trained to take the part of the layman in the difficult and perhaps crucial problems of public health, in which they must be prepared? In America I believe the matter has been so long neglected that we have nothing suited to that purpose in any of our institutions. Here the public has been prepared but not the men. To the need of a new profession, a need to prepare men for the profession of politics.

The student who receives his degree from this school will have had the habit of mind which is necessary for the fulfillment of the political, professional and personal duties of a politician.

I should have a good command not only of English but of the other foreign languages, and the ability to read them fluently and with understanding.
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.
Religion and the College.

No stranger. From Harvard & Reedites.

Sometimes forgotten.

I today distinct revival of interest in
religion in colleges, and religion itself.

The surmises. Attitude of Universities

Mr. Gilkey’s testimony. I agree.

Contract with colleges. Donor a college stool

Of utmost bet. State & denon. college.

Y.M.C.A. U.W.C.A. Student Board

Teachers & religion. Professor of Bible.

Quotation.

"Statistics from 80 state institutions in 1921 show
that of a total enrollment of 152,461 student
130,486 had religious affiliations, while
21,975 made no statement.

This is very encouraging when compared with
our early history when, even through the colleges
with church institutions, practically all
150 students were outside the church."
The MS. was sent to Washington.

Seek sh. for copies.

July 7, 1824

I certify that I certify. May 7th, 1857.

[Handwritten notes]

I am with gratitude yours.

C. E.

[Signature]
In Princeton from 1778 to 1782 there was but one professor of religion.

At Bowdoin College in 1807 there was only one Christian.

At Yale for four or five years there were but one, and but four or five other in other years about the beginning of the century.

Many of the students assumed the name of infidels and atheists.

Often every student was a professed infidel, or at least outside the church. Bishop Meade of Virginia said in 1811 that William Mead College was a hotbed of infidelity, and that for many years in every educated man he expected to find an infidel.
The document contains handwritten text in English. It appears to be a paragraph discussing a historical event or a personal reflection. The handwriting is clear, and the text is written in complete sentences. The context suggests a narrative or an explanation of a particular historical period or incident. The content is not immediately legible without transcription, but it seems to be a well-structured and coherent piece of writing.
Yet conditions are not ideal. Enough progress & encouragement to give hope but not to spawn our better feelings and not enough to make us content.

Conditions differ greatly. Small college, Stanford vs. Chicago, Columbia. But in all alike the faculties have undertaken a responsibility to

must try to much it.

What is that responsibility? To define it, let us note two facts.

1. The college is primarily concerned with the production of personalities - people capable of making significant contributions to life & long participation in life & largest contributions to life.

Not primarily occupation, not primarily an institute of research, not primarily

and knowledge - but to into it.

2. The highest type of personality is not developed without religion.

Assume that you will agree to consider.
It is difficult to write about what I've read. My mind is cluttered with thoughts and feelings that I can't quite put into words. I feel like I'm lost in a maze of emotions and ideas. 

I've been thinking a lot about the concept of consciousness. It's a topic that fascinates me, but also frustrates me. How can we understand something so intangible? It's like trying to grasp the wind. 

I've also been reading about the history of psychology and the development of modern thought. It's amazing to see how far we've come in understanding the human mind. But there's still so much we don't know. 

As I write these thoughts down, I feel a sense of relief. It's like a weight has been lifted off my shoulders. I hope that these words will help me make sense of my own mind.
III. What Kind of Religion?

1. Rel. I call must be in essential harmony with its general intellectual life. Cannot construct water if we try to control 40 yr. ago - Relig in the same way. But when the intellectual life breathes an atmosphere of freedom exchanged with the spirit of inquiry, this will permeate thought about religion.

   The professor of today an inquirer. What he claims he cannot deny his students theory that immortality is decided by what authority is a fiction.

2. Therefore in college today religion must rest on a solid foundation of fact and evidence.

   Young man at Moody Institute. Sometimes started - but cannot repudiate the method of go backward. So long as it is not sufficient denial.

3. Not saying that the attitude should be overthrown, discard, but the more -
4. And I must not leave the impression
that I think religion is wholly a
matter of opinion or even persuasion.

Religion is a life.
We do not come to it as to Chemistry
or ancient History.

Thought about religion arises in a
life already religious.

Cannot therefore deal with it wholly on
an intelligent basis.

Influenced by many things not set
down in the curriculum.

By the Chapel assembly
and the building.

By men when they are talking
about religion.

One man—
Charles R. Henderson.

M. Laughton.

Beautiful buildings, music, ornament, endless
instruction and effort of thought—
high over the fact that man all men in
whom the spirit of Jesus is revivified.
The Spirit of Jesus: May I remind you what I have been characterizing as that spirit was?

In 1924 we look back to him, and is still the leader and exemplar for two centuries. How did he know art life?

1. Born with an age and into a world dominated by tradition. To protest itself against the corrupting influence of a great outside world.

Into this world Jesus was born. When he came to consciousness repudiated its whole point of view and method. Facing any question of morals or religion asked what is the fact.

Yet was no iconoclast.
The point of interest was the
interception of communication
during the war.

It is believed that the German
intelligence service was
not informed of the
existence of the
interception facility.

On the night of
the interception,
the German
intelligence
service
was not
informed.

This was
important.
Illustration:
a. The Sabbath.

b. God.
The first service of the Hebrews refers to the human race in its idea of God.

Impression: For they their way up from the idea of a tribal God to the magnified conception of the God who made heaven and earth.

I doubt they had left behind aquasites they had never been. Heroic, world encompassing theist, they had become into this world another Jesus was born. This the idea he entailed. What did he do with it? Accepted it wholeheartedly without abatement - yet modified it. Monumental: woman, our father.
But what has this to do with my subject? Just this:

1. Jesus is the world's greatest thinker in the field of religion, and in the college, which in every field seeks the best must he accompany him.

2. The method in which Jesus dealt with religion is essentially the same that the world has now in modern times discovered. He test and try the method of dealing with all the problems that have relation to human life. First and foremost, exemplary, or scientific spirit.

The second letter is not clear.
I formed in the middle of the night in the dark.

I arrived at my first paint-along event and
attended a new group of people. The 

coffee tasted different from the usual ones,

I drank a great many times more than usual.

So, beforehand, I went to bed. Beforehand

The event began with a home-cooked meal,

and we went into a more intense process.

I switched to read some text. First, I

started to write a letter. First letter,

I wrote a letter to the General Secretary.
3. Still stronger reason for claiming for Jesus leadership in college education: because he is the great developer of personalities, development of personality is the prime business of the college.

Wilkins

Conclusion: There are the things that I want to say about Religion in the College.
1. Religion belongs in the college.
2. No college can do its work well without it.
3. No religion to adopt in the college.
4. As the religion of Jesus.
   He is the grand representative of the scientific spirit.
   He was first and is still the permanent answer of the...
Supremacy of human values.

He is the great ideal, the great exemplifier of ideals, to the greatest achievement that our world possesses.

This I believe to be one of the great duties and opportunities of us who are engaged in educating the college of America, to make our spirit of Jesus the dominating influence in their life. It is anything sometimes the most encouraging, the most liberalizing of the most elevating influence that can be brought into them.
Invent new forms of transportation.

Are you a mathematician or a...