Charles L. Hutchinson
and The University of Chicago

By
Ernest D. Burton

When I was asked to speak on this occasion as a representative of the University of Chicago, I consented at once and willingly. So much does the University owe to Mr. Hutchinson, so much did he contribute to make it what it has become, that though this service is held under the auspices of the Art Institute, to which he gave even more of his life, the University welcomes the opportunity to add its testimony of appreciation and gratitude to those which have been uttered by others. We should indeed have greatly regretted not being represented on this occasion. Personally I count it a great privilege to say a few words in appreciation of one for whom I had the deep and hearty respect that I cherished for Mr. Hutchinson.

If I shall mention the University oftener than seems to you appropriate, my excuse must be that Mr. Hutchinson was himself so much a part of the University that it is impossible to do justice to him without frequent reference to the institution to whose up-building he contributed so much.

It is men that give character to an educational institution. Buildings and books are necessary adjuncts. But that which determines its character is the men that control it. When the University opened its doors to students in October 1892, no single building had yet been completed. But the University existed, fully organized and vigorous, in the two groups of men that were gathered about President
Chapter I. Notification

and The University of Chicago

By

Extent of Patron

When I was invited to speak on this occasion as a representative of the University of Chicago, I considered it an honor and a privilege to speak on behalf of the University. I am grateful for the opportunity to make it what I hope it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.

I am grateful for the opportunity to make it what it has become.
Harper -- the Board of Trustees and the Faculty. Of the former there were twenty-one, of the latter, 92. Both groups were conspicuous for the youth of most of the leading men in them, and, I may justly add, for the character and standing of these men.

Of the many factors which had cooperated to make possible the opening of the doors of the University at that time, with such a faculty and such a Board of Trustees, with such high ideals and hopes for the future, Mr. Hutchinson was by no means the least.

When in 1889 Mr. F. T. Gates and Dr. T.W. Goodspeed were engaged in the effort to raise the sum of $400,000 to meet a conditional pledge of $600,000 from Mr. Rockefeller, and thus to secure $1,000,000 with which to found the University, they found it necessary to enlist the interest and secure the contributions of others than the Baptists from whom they had originally hoped to obtain the full amount. Dr. Goodspeed has recently told the story of their experience, and I cannot do better than quote that story here.

"We did not know the business men of Chicago and made anxious inquiries as to what man in Chicago, among the leaders in business, we could first approach with some prospect of securing a sympathetic hearing. Everybody said, "Begin with Charles L. Hutchinson." With fear and trembling we went to see him in the Corn Exchange Bank of which he had been President at that early day, 1889, only three years, and which was then in what was known as the Rockery, on the corner of LaSalle and Adams Streets. He received us cordially, heard us with understanding and sympathy and said at once in his whole-hearted way, "This movement to establish a University for Chicago must succeed. I will give you a subscription and I will help you in every way I can." This was the University's first assurance of help from
Hatcher — the Board of Trustees and the Faculty. Of the former, two
speakers were twenty-one, of the latter, 23. Both, however, were con-
spicuous for the honesty at least of the following men in them, and
I may rightly call for the appreciation and estimation of these men.

Of the many factors which had cooperated to make possible the open-
ing of the doors of the University at that time, with many a sacrifice
and much of self-denial, with much higher ideals and hopes for
the future, Mr. Hatcher was my nearest the lesson.

When in 1888 Mr. T. B. Cate and Dr. T. M. Goodspeed were
appointed in the attempt to raise the sum of $1,000,000 to meet a
$100,000,000 debt, of which Mr. Hatcher and I were to
cause $1,000,000 with which to found the University, they found it
necessary to call the interest and secure the contributions of
others than the Episcopal from whom they had originally hoped to
acquire the full amount. Dr. Goodspeed and recently Dr. Emily
opted the full amount, and I cannot go further than to express
my joy at their success, and to call on pectoral grace, that each

We graft not know the patience men of Chicago may make
endure its trials as to what men in Chicago, same the lesson in
persevere, we cannot interpret with some degree of sympathy a
sympathetic patience, nor can the grace of a

Hatcherian. With lean and hard famine we must to see him in the goal
exchange bank of which we have been president of that city, and
only three years, and which we know in what was known as the
Hochschild, on the corner of Lake and Adams Streets. He rejoicing in our city,
knowing, as the move.

The movement to establish a University for Chicago what
encouragement. I will give you a specification, and I will help you in every
way I can. This was the University's first occurrence of help from

the business men. We used Mr. Hutchinson's name with every man we subsequently approached. We used it when we asked Marshall Field to give the site. It was a name to conjure with. It opened minds and purses to our appeal. Men evidently thought, "If Mr. Hutchinson is committed to this enterprise it is a thing to be encouraged and helped." And so they helped us and the University of Chicago was founded. We went repeatedly to Mr. Hutchinson's office for information and advice, and he entered into our plans as though the enterprise was his own. Before we got through, but as soon as our success was assured, Mr. Field said to us, "I would like to have you make Mr. Hutchinson a trustee of the new University." When we approached him he said, "Yes, I will serve, but I would like to have you make Martin A. Ryerson a member of your board. He is now abroad but he is far and away the best man in Chicago for such a position." This advice of Mr. Field and Mr. Hutchinson was taken. Both the men named were made trustees and the service they rendered to the University through a full generation was incalculably great."

This ready response to the appeal of what commended itself to him as an institution that would be a benefit to the city, was thoroughly characteristic of Mr. Hutchinson. He was not deterred by the fact that the members of the denomination who were behind the new enterprise had rarely cooperated with those of the church to which he belonged. He was neither blind to, nor appalled by the fact that the University enterprise was in its infancy and that connection with it would inevitably involve hard work and large giving. He saw in it possibilities of good for the people of Chicago, and without hesitation cast in his lot with it.
The national response to the appeal of what commenced as a call to action.

To make an institution that would be a benefit to the people of the nation, we must accept the challenge of this institution. We were not guardians of the past, but the present and future of the nation. The idea was to create an institution that would benefit the people and not be a burden on the country.

The University of Chicago was in its infancy and had no connections with it. Despite the obstacles, the University was determined to move forward with its plans.

The response to the University's appeal was not immediate, but it was a step in the right direction. The University was determined to work hard and make a difference.
But whatever of foresight he may have had of the demands that the University would make upon him, the reality undoubtedly exceeded his expectations in both respects. Yet through the more than thirty years of his connection with it he continued to give himself without stint and without complaint to its service.

He became the Treasurer of the University when there was no money in the Treasury. By his holding that office helped greatly to establish its credit, carried it through many difficult times to the later days of security and stability and held the office to the end of his life.

As a member of the Committee on Finance and Investment for many years, he gave the University the invaluable benefit of his many years of experience as a banker.

For over twenty years he was chairman of the Committee on Buildings and Grounds. He and Mr. Ryerson were mainly responsible for the adoption of the late Gothic as the style in which the permanent buildings of the University should be built -- a decision which has contributed immensely to the beauty and educational value of the buildings, and has had a considerable influence on the building plans of other institutions. As each of the forty buildings of the University was planned, and finally built, Mr. Hutchinson gave prolonged and intelligent attention to the plans considering in detail not only the larger matter of style and general structure, but even the minutest details of arrangement, ornamentation, and furniture. Through personal association with him in this work I learned how accurate was his judgment, how inexhaustible his patience. He had a keen sense of the influence of architecture on the formation of taste, and a strong desire, happily shared by many of his associates, that what the University built should be so built that it would stand and be worthy to last. He built
But whether or not one may want to, the University would know it, the Faculty and the students as well. One cannot expect to be alone in these times. One cannot expect to be alone in these times. One cannot expect to be alone in these times.

With sights and without complaining to the President, he became President of the University, which he did not have to do. In the President's role, he policies that alone the faculty put forth, and the students did not oppose. The other faculty members did not oppose these policies, and the students did not oppose these policies.

As a member of the Committee on Finance and Investment for many years, I have been the University's representative to the faculty and students of the University.

For over twenty years, I have been a member of the Committee on Finance and Investment. As a member of the Committee on Finance and Investment, I have been a member of the Committee on Finance and Investment. As a member of the Committee on Finance and Investment, I have been a member of the Committee on Finance and Investment.

These matters are of the utmost importance to the University, and I believe that the University, as a whole, is very much aware of the importance of these matters. The University, as a whole, is very much aware of the importance of these matters, and I believe that the University, as a whole, is very much aware of the importance of these matters.

I have been a member of the Committee on Finance and Investment, and I believe that the University, as a whole, is very much aware of the importance of these matters. I believe that the University, as a whole, is very much aware of the importance of these matters.
for a long future. To any of you who knew Mr. Hutchinson it is almost superfluous to say that he not only gave his time and thought to the University but also made generous gifts of money. For you all know that he was one of the most generous of givers.

Hutchinson Commons, practically a replica of Christ Church Commons Oxford, was built in 1902-3 as the gift of Mr. Hutchinson to the University. After him the adjacent court is appropriately named Hutchinson Court. In Hutchinson Commons hangs a portrait of Mr. Hutchinson, and in that great dining hall, or near by, there will soon be placed a tablet which will perpetuate his name and his reputation to all generations. That name, and the story of his relation and service to the University are for us a priceless inheritance.

Yet I cannot close this brief tribute without also testifying to my appreciation of the value of what Mr. Hutchinson did for the University independently of any service that he rendered directly to it or of any gift that he gave to it. I am thinking of the influence on the city of his public spirited citizenship. A University cannot do its best work - it can hardly exist at all - except in an atmosphere that is more or less thoroughly charged with idealism. If Chicago really were the kind of a city which many people living at a distance think it is, and that some people who live in it would like to make it - a city interested only in the material side of life, concerned only with getting dollars and converting them into physical comforts and luxuries, the Art Institute and Libraries and Universities would have a very hard time to live at all, and they simply could not flourish and prosper. That it is instead a city shot through and through with idealism, a city of aspiration after the finer things of life, of interest in art and education and philanthropy and religion, is due not to its location, nor to its wealth, but to the spirit of the men that have made it. As I left Mr.
have a word inside. To say that you recognized. It is because I have not
expression of your own. It is not only because you have an opportunity to
University, but also because you recognize the value of work. For you will
yellow. Harvard, a newspaper, and a radio station. University of
Commonwealth. Cambridge, Massachusetts, in the United States. Harvard
University, where I have the pleasure of being a part of. In
Commonwealth, and in fact, a great many people will hear my name and the reputation to
be placed a footstep with persistence and with the most of the students, and the story of the
to the University, you will see a pleasure in connection,
Yet I cannot agree with their argument. While I agree with
University, I agree with my own. I am thinking of the influence on
the city of the people belonging to it. And I believe in an atmosphere
the part work, I can hardly exist at all -- except in an atmosphere
in which many people live in a humble spirit. I am not sure if
and even some people who live in it would like to make it a city
in the material field of life, connected only with earning
coherence, and in the practical field of life, connected only with
that it is a city of any sort, with people living a humble spirit.

I suppose, correctly.

New York, and even the community is a city of the people
interaction of people who think and work and live, and
universities and practical and university people have a very good time to
influence and popularize and universities now have a very good time to
live in.

And to the spirit of the men that gave me the
house after his funeral, one of the eminent citizens of Chicago said to me quietly, as if uttering not the feeling of the moment, but his deliberate conviction, "Mr. Hutchinson was Chicago's most useful citizen." I am sure he was not thinking simply of what Mr. Hutchinson had done as a wheat merchant, or as a banker, necessary and useful as these services were, I am confident he had chiefly in mind his association with the spiritual idealism of the city, and with the enterprises that furnished to this idealism concrete expression. Of this spirit, which is the real glory of Chicago, Mr. Hutchinson was in part the expression and product. He was even more its creator. We cannot say of him what was said of an ancient emperor that he found the city birch and left it marble. But we can justly say that he found it emerging from that period of emphasis on the material which is an inevitable incident of the struggle for existence, and left it far on its way to become a city of external beauty and of splendid spiritual idealism. It is for this that we shall most gratefully remember him, - that he helped greatly to make the atmosphere in which all things good flourish. The University is indebted to him for many gifts, but most of all perhaps for this.
The future of the University

Prediction is always hazardous. Most people deal with the future so far as they can.

But some task is difficult, because the lines of the university have tended to become involved around the unknown.

Brandy says speaking the tasks of the university are research, education, and publication.

By research we seek to discover new facts and truths.

How can I tell you what we have found?

In education our prime business is to find and better ways of educating. How can I tell you what these ways will be? These we can make education better.
Might tell you about our buildings. We have between 50 and we need more.

The Medical School in the South
The New Library Buildings.

The Chapel. The new library buildings.

School of Chemistry, Administration, Physics.

School of Education. The College. New Residence Halls.

When these are finished the university will be one of the greatest educational institutions in the world.

But none of these buildings will be built for itself. Their purpose is to house the work of discovery and education and publication.
But since I cannot tell you what we shall do in the future, I can only name some of the fields in which we might make discoveries.

1. Medical Schools: Wonderful progress in past 50 years.

Two new fields: Preventive Medicine, Public Health, Mental Hygiene.

In both, these will all the old ones, which make progress.

2. New Department: Science, Botany, etc.
   - Euk. Diseases of Plants in Transmission.

3. The next field, next 50 years: Social Science.
   - These Schools in this field: Com., Adm., Soc. Serv., Adm., Educat.

"Study of non-voting!"
C. Styer, G. Hamm, C. Moore, and G. Foster.

This is a handwritten note with several paragraphs of text. The handwriting is legible but requires careful reading. The content appears to be a discussion or report, possibly related to a scientific or technical topic. The text is not clearly transcribed here due to the format constraints.
This suggests a new field: Schooly Politics.

But there is also an old field in which we feel that there is much progress to be made.

College Education: The purpose of college education is to develop personalities. Mass education frustrates this. A city has its difficulties as the college and city has its peculiar difficulties. But we much face these.

Summary: This is our ambition: to build a real university administered by the ideals that we named; and to make it no bigger than any other, and to build it as well as possible — the best possible medical school, the best possible college. One prediction: Chicago is going to win.
The Future of the University

Prediction is always difficult in retrospect. The historian may perhaps find it out in the future in the past. But who shall predict our future?

Re standing in my position must foreclose deal with the rather than in predictions.

But even so my task has its difficulties. because the strength of the university is entirely chiefly around the unknown, and to discover the unknown, and how can I tell you the instant thing that no one knows? This is the self-constant discovery lacks of the university are that the seed lies of the university center round the idea of research: inquiry into fundamental knowledge and discovery of new truths, and new building.

We want buildings, but these are only a very large one. But the want of a building only that in them in may carry forward an educational programme
Recently sketching the trends in university, in research, education, publication.
In research we seek to discover new facts from old to new truths. And how can I tell you what we shall find out? In education, our great purpose is not to teach in the educating as schools of education but Educated for centuries, but to find better ways of educating, to make a real contribution to the science of the art of education that the growth of the coming generation may be educated more effectively than those of the past have been. And how can I tell you what we shall find out in the field of publication, the future four years is not to make money by a publishing business and to publish...
old books, and to disseminate through out the world the results of your discoveries. How can I tell you which we shall publish?

I might tell you about the buildings that we hope to build. It would take a few minutes to do that. But I must tell you an important fact that are my reason for wishing to build buildings is that we may have space in which to carry on our work of research and education and dissemination.

On the west side of the city near Union Hospital stands where the buildings of Rush Medical College stand. We hope to begin a new building to be known as the Rand Memorial Laboratory, built by Mr. F. H. Rand. In memory of his father. In this building the flow will be known as the Norman
Bridge Association, the money for the four
buildings here, given by Mr. Bridge to perpetuate
the memory of his worthy Dr. Bridge, who
is still living.

Oxford University Quadrennial's with additional
when an extensive building programme
in mind.
The Medical School - a special quadrant
is to be complete.
The Chapel.

Additions to the Library
Buildings for the School of Art.
Buildings for Chemistry
Buildings for the College.
A few of these we have the money for, most of these we have still to finish.

Secure the money

When these are finished, the University will be one
of the greatest educational exhibits in the
But I must emphasize again that these
buildings are means and not an end.
Only by a broader and deeper
influence of our students upon public.
Then for we shall try to make them beautiful.
But these chief purpose is themselves
work of research and education that go
on within them.

And in reference to this since I cannot tell
you what we shall discover I must myself
say I tell you in myself with telling you:
the departments of thought and research
in which we are planning to work.

Not on our new medical building.
In a spirit to develop a medical school
of medical science in which we shall be
indicated, the emphasis will be laid on
research.
the social science

ethics is an attempt to create civilized society without politics

the college
And now I cannot tell you what we shall discover or how we shall teach or what we shall publish. I must foreclose tell you in what departments of knowledge we shall work.

In our Medical Schools we shall make real contributions to the art of healing and preventing disease. I need not remind you what enormous progress has been made in the past 50 years. More will be made in the next fifty. Two new fields of learning--Preventive Medicine and Mental Hygiene--will both yield new fields--as well as all old ones--we shall hope to make new progress.

But progress will not stop in the older departments: Botany, Zoology, Physiology, Anatomy, Physics & Chemistry.


The great field of coming half-century is the new Social Sciences. New great schools in this field. Social Education, School of Commerce & Administration, New School of Social Service Administration.

"Study of Non-voting." This suggests a new field in which I believe shall be able to make real advance. "A School of Politics."
Address
by
DR. ERNEST DE WITT BURTON
at
THE CHICAGO CLUB
on
THURSDAY, MARCH 19th, 1935
1:00 O'clock P.M.

Verbatim Report by
RADFORD REPORTING SERVICE
69 West Washington Street
Chicago
Dearborn 5800
Address
by
DR. ERNEST DE WITT BURTON
at
THE CHICAGO CLUB
on
THURSDAY, MARCH 19th, 1935
1:00 O'CLOCK P.M.

---
DR. BURTON: I am very glad to greet you here today and to have this opportunity of talking to you about the University of Chicago. I am sure that it is one of the institutions of the city in which you are interested — your presence here testifies to that — and that you would be glad to have further information that may, perchance, deepen and broaden your interest. I want to say just a few words about its early history, merely to call back to the minds of the older of you things that you perhaps know, and to bring to the minds of the younger members of this group things that are passed into history.

The founding of the University of Chicago in 1892 was not simply an ordinary event in the history of American education; it was not simply adding one more college or one more of existing institutions. This in what it university to the long list of would have been that but for the genius of Dr. Harper, those who were first concerned in its foundation planned simply a college. When, however, they approached President Harper, then a professor at Yale, with the proposition he should become the president of the new institution, he replied in effect, although not of course in these words, that he could not come as the president of a college, that his ideals of his own duty in life prevented that, but in the back of his head and in back of his senti-
in recent years been more definitely organized, until it has become a permanent fixture in the education of the race. This thing which began back at the beginning of the human race, but has not been sufficiently studied, is now to be pursued more systematically. The process by which we come to know new things is still the same process by which we use our knowledge. The first of these, in order of importance, in president Harper's mind, was research, and research is that process by which we search out new things, and, in the sum of new, everything that we possess today as the common property of the race, that thing that process which we owe practically everything that we have to humanity.

Mr. Rockefeller, who had been the largest giver toward the fund for the foundation, and Dr. Harper was given practically carte blanche to make the new policy of a university. For the first time there were combined in the Board of the University and in the Board of Trustees, a combination of people who understood the needs of the country.

There was a great response to the part of these who were instrumental in founding the institution, especially those who were instrumental in founding the institution.
President Harper's conception of the fundamental purpose of a university.

The second was that which had been, fundamentally, and which of necessity is, the purpose of all educational institutions, instruction; the education of the students who come within its walls. It led them to their knowledge, enabled them to bring an attitude of mind to it.

The third I call dissemination, by which I mean the publication of the results of the University's work, by the voice and by the printed page, sending it out, so far as possible, into the whole world.

Now, these three important functions of the university had, as I said, never been joined together before. Instruction all schools had reckoned as their chief. Research had been developed by Germany. Publication in connection with University work had been developed in England. President Harper brought them all together. It carried with it the adoption of these three together. It carried with it immediate consequences, that I must do no more than barely mention. It carried with it, first, the necessity of getting men of unusual ability. So far as a university's function is that of instruction, namely, the passing on to the next generation of what this generation has received from the preceding, it can be done by ordinary men. But when you come to research, discovery, addition to the sum of human knowledge, the primary function of the University, you must have a group of extraordinary men. President
Harper searched all over this country and Europe to find the men who should make up that first faculty. I do not mean to say that all of them were stars of the first magnitude. I am bound to confess there were some of us were not; but there were enough to give character to the whole faculty, and to stamp them as an extraordinary group of men.

The immediate consequence of that selection of these men and the adoption of that principle was the more explicit granting of freedom to that faculty than had ever been made, as far as I know, in the history of American education. For if you permit men to engage in research as their principal task, you cannot tell them at the outset they cannot find anything except what you tell them they may find. Therefore, it became necessary very early to announce to that faculty that each of them had absolute freedom of research, freedom in his teaching and in his publications. The policy of dissemination led to the establishment of the University Press, the first university press in America in the form carried on here, still the leading university press of the country, though many more have been founded since in imitation of this.

The principle of dissemination led also to the establishment of the University Extension Division, which in certain lines of its work is still going on. It led to the establishment of the Summer Quarter, by which a large number of students throughout the country were able to
The immediate consequence of this decision of peace
and the order to cease fire I have just read to you
is that, as far as I know, the forces of American occupation,
who have been acting in accordance with the directives issued
by the American high command, will now begin to withdraw
their forces. This is a momentous event and I shall
speak to you further about it at the appropriate time.

The situation is critical and we must act immediately.
I have decided to order the immediate withdrawal of our
troops from this region. I trust that this decision will
be seen as a step towards peace and stability.

Please let me know if you have any questions or concerns.
I am available to speak further on this subject.

Sincerely,

[Signature]
get opportunities of higher education which hitherto they
could have obtained only by going to Europe. These planks of
his platform, I am sure anyone who knows the history of
American education will say, constituted the University of
Chicago a unique contribution to education in this country.

On the basis of that platform the University has pro-
pelled. Not solely by reason of that platform; partly also,
in no small measure, by reason of the guiding genius of
President Harper and his successor, President Judson; and
in no small part by the unexampled devotion of the Board of
Trustees through all these years to the University; and
because of course, to the unexampled generosity of Mr. Rock-
felder, as well as in no small measure to the great generosity
of the Citizens of the City of Chicago, to whom we owe prac-
tically all the buildings which now make up the group of
university buildings on our quadrangle.

Beginning with One Million Dollars, the University has
reached a position of financial stability, represented by the
fact that it has Fifty-Five Million Dollars of property,
kept in the hands of a Board of Trustees whom I am sure I may
say command as full confidence in the community as any board
of bank directors command in this city. Its faculty,
originally one hundred, has grown to six hundred. The student
body, originally six hundred, equalling what our faculty now
is, has grown to fourteen thousand a year, with about half that
number in session at any given time. The University Press has
sent out thousands of publications, and the University Exten-
sion Division is now still reaching thousands of pupils every
year, and many years increasing the extent of its influence.

But I should not care to emphasize these things if I did not also believe, and if I did not have substantial evi-
dence to prove, that through all this period the characteristic
distinction of our work has been its quality rather than its
quantity. A boiler factory might have grown, in the matter-
facts that can be measured by statistics, as greatly as the University, and have made no
great contribution to the improvement of social life. We can't
and would not in such a factory because we know the evidence that
believe the University has—by its work during all these years,
it has made contributions that have been making great contributions that it has been a real public
service corporation, which I think is the title that ought to be giving the public effectually, being a real public service
always applicable to a university. Its publications will have
total of the results of the researches of the men of whom I have
and I believe have spoken have been extremely voluminous, so much so that if I
were going to give you a list of these it would keep you here
the rest of the day. It has sent out nearly nineteen thou-
sand, issued from the University, and students with degrees, and many of these have gone to very
important positions, both in the educational and in the busi-
ness world, and in the various activities of life. Large num-
bers of students who have not received degrees have come
for shorter periods, often going away with perhaps quite as
great benefit as those who stayed on to a degree. So that
The number of our former students today is climbing up towards
a Hundred Thousand.

When the doors were opened in Oct. 1892

We had at the beginning one building nearly finished,
one actually completed, when the doors were opened October 1st,
1892. Three others were in process of erection. Today we
have twenty-five buildings finished, and seven more have either
been begun or are now in process or will be begun within the
year.

(Note A few weeks later)

Now I can imagine that you might feel that we are
Are we not then content — satisfied to go on,
coming to you simply to say "See how great we are! Rejoice
with us in our greatness, and let us go on our quiet way
without change or improvement" Kind? Before." On the contrary, we come to you troubled with a
serious discontent, discontent because we feel that upon the
basis of so good a record as we have made the University
ought to make a still greater record in the years to come;
troubled because we have certain responsibilities which are
created partly by our success and partly by the conditions in
which we live in the world today. We should like, perhaps, to
maintain ourselves in the air of academic seclusion. We
should like not to be troubled with finance. We should like
to maintain our present faculty and go on quietly. But we
cannot, in justice to what has been done in the past, in justice

Responsibilities that we feel compelled to face
and to attempt to meet.
to what the citizens of Chicago have done in the past, in
justice to the situation with which we are confronted.

From what I have said you will recognize I think that
I believe, and I think you believe, that the University of
Chicago was never in the history of American education, an
unimportant institution. Its very creation was an important
event. The very policies that Dr. Harper announced at the
outset constituted an important event. But it was of course
at the beginning a relatively small institution, it was of
course in the beginning incomparable in magnitude with the
other larger universities. We have passed that day, and al-
though we have ourselves a perception of it, I am going to
rely on the testimony of others. Within the last few weeks
it has been brought home to us by the judgments of competent
witnesses who have no association whatever with the University
of Chicago, that we now stand among the first three of
American universities for the importance of responsibilities
that we carry. This is partly due to the way the University
has grown, partly due to the ideals for which it has stood,
and partly due to its location.

I was talking last night with one of my colleagues in
the University who was speaking of the signal, exceptional
significance of this region in which we live. I will not
attempt to quote his statement as to the commercial, economic
significance of this region, and its significance for the future of this country and of the world. I was talking a few weeks ago with a man who had made studies of education all over this country, and he called my attention to the fact that the area of the country which now produces the largest number of aspirants for college education is this area of which Chicago is the center. No longer New England or any other part of the country represents the maximum of educational interest.

I might appeal also to the thing which many easterners do not know, but which you know: the City of Chicago represents in itself almost the highest pitch of public spirit and of real idealism. We know that those who have formed it have the impression that it is excessively materialistic are simply mistaken. We know there is no city in the country which responds so heartily, readily and generously to the appeal of that which makes an appeal to their idealism.

These things together lay upon us a sense of responsibility which has compelled us lately to make a new study of our whole situation, to go back over our history, to scan every department of our University, to look out into the region round about us, consider our relations to other institutions, and look into the future and try to forecast and define our duty.
We have come to several conclusions about the University. One of these is, I think, rather a remarkable one; and it was not taken as a matter for granted, but the result of study:

That we have no occasion materially to modify the policy which President Harper laid down for the University thirty-three years ago. We shall still emphasize research, believing that in so doing we shall render perhaps our greatest possible service to the country and to the world. We shall still stand for sound education, believing that men, after all, are the greatest creation of human society. We shall still recognize our responsibility to the world outside of our own walls, and seek not only to teach those who come to us, but, so far as possible, to share all we possess in knowledge and discovery with the whole world. We shall maintain our University Press, the University Extension Division, and probably try to increase our facilities.

The second conclusion to which we have come is that our duty from this time on, so far forth as we can see, is to put the emphasis of our efforts upon the quality of our work. At the outset, of course, it was important that quality should be emphasized, and President Harper emphasized it; but it was also necessary that the University should grow, and if we had remained at six hundred students and a hundred faculty we could hardly have made the impress upon the educational world
The secret construction to which we have come to that
and which gave rise to our present agreement is not
only the result of the utmost care and elaboration of
details but also of the utmost care and elaboration of
details and the utmost care and elaboration of
details. The utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
details and the utmost care and elaboration of
det
that we have made. But we have concluded that necessity of growth in the scale of enlargement is no longer imperative, and that the one thing we need to put emphasis upon hereafter is quality.

I referred a few moments ago to the fact that President Harper sought throughout the world to find men of eminent ability. It is the men of eminent ability that give quality to an institution, not only by the character of work which they do, but by the influence they exert upon their colleagues and upon the whole student body. We recognize the fact that if we would meet our opportunities, meet our responsibilities, we must not lower the standard in respect to the quality of the men that we seek to secure for and retain in our faculty, and in respect to every aspect of the University’s work, whether it be research, instruction, or publication, we have set as our ideal the highest possible attainment in respect to quality, content with nothing else than that.

What does this policy mean for our future? Perhaps my first answer to that may be a bit surprising. It may seem as if I were denying what I said a moment ago about expansion, when I say that we need, and imperatively need, new buildings. Why? In the name of efficient education. Let me give you a few examples of what I mean. Our Department of Chemistry has been an eminent department, as compared with
those in other institutions. This building was originally
founded 35 years ago
given by a Chicago citizen, Sidney Kent, and when erected was
one of the finest in the country, four times as large as we
needed at that time. For years it has been only half as large
as it ought to be, and we have now reached the point where
we cannot go forward, cannot even maintain our present standards
without more space, because there are just about half as many
in which to do
without more space, because there are just about half as many
in which to do
cubic feet there as are necessary to permit efficient work.

When we go out to seek first class men, and we do not
want any others, to come upon our staff in chemistry to
replace those who are passing away, we get back the answer
"If you do not give me sufficient equipment, I cannot come."
To maintain our efficient work in research and instruction
we must double our capacity in chemistry. Exactly the same
situation exists, only more acutely, in respect to the group
of sciences housed in Ryerson Laboratory; physics, mathematics,
and astronomy. I could tell you a tragic story of what is
happening to that department, which has been one of the most
eminent, not only in the University, but in the world, simply
for lack of space in which men can carry on their researches
and their work of instruction. Harper Memorial Library was
erected a few years ago, one of the beautiful libraries of
the world. For five years we have been moving books out of
that building for sheer lack of space to contain them, carrying them away in order that we may have space in which to do our work. Still worse, we have only half the amount of room necessary to house our staff, and we cannot increase the staff by one single person. Still worse, when our great army of students comes up for the Summer Quarter to do their advance work, we have but one-third the number of chairs necessary to seat them, we actually have them sitting on door steps.

What I have said about the department is equally true of half a dozen others. In fact, there are only two or three departments that are not now so crowded for space that their actual educational efficiency is seriously hampered.

So much then for buildings—all of which are needed. The second thing that is involved in this is the serious study of educational problems. I must just barely mention that, and give a single illustration, because the subject would demand another hour for even a cursory explanation. Among these may I mention as an illustration, my own college. I mean the college for the work for our undergraduates; that we recognize that in that we have a serious problem. The universities, the colleges of the country, fifty years ago had certain characteristics, most of which have changed, some for the better, some for the worse. Today we all recognize that we do not exactly know how to deal with the young people of that age.
Is this the university which I am familiar with, Mr. Chamberlain, whose names I know? There were intellectual giants, the names of some of whom are familiar.
of 1893 were either freshmen, possibly entering the graduate school, or just entering their academic career. But no institution can possibly maintain itself upon the high level it ought to maintain if it does not also bring in others from the outside. And to this end we are addressing ourselves with all earnestness and determination.

These are our great tasks, and they all, I am sure, call for money. Therefore we are calling on the public, and our Alumni, who are responding most generously, and our friends, to come forward and give us money, Eleven Million Dollars for building, Six and One-half Million Dollars for increases in salary to the faculty, to enable us to do now the most urgent, necessary things. Beyond that there is a larger program, that some other day I would like to tell you about, but I think perhaps we have gone far enough today, because I am sure when we raise this sum we have set for ourselves to do the most necessary things, we shall have laid the foundations on which we may build solidly for the future.

I tell you these things, gentlemen, not to ask for the Seventeen and One-half Million, but to help create that public opinion in the City of Chicago which you have so large an influence in creating, the creation of which will bring us that co-operation which is all we need now to enable us to meet these great responsibilities, and go on to create a still greater University to come. (Applause)