

Ad. Burton(?)

ADDRESS TO THE FRESHMEN

*in Chapel*

Thursday, Sept. 25-8:30 A.M.

I have responded very willingly to the request of the Deans of the Colleges that I ~~would~~ <sup>should</sup> speak to you today. For I am really very glad of an opportunity to tell you some things about the University which you are entering. It is an important epoch in your lives. As a rule the years that a student spends in college have a larger influence in determining his future than any other equal period except his early infancy. You are setting out upon a journey, <sup>over a road that you never traveled before and that you will travel but once, you are</sup> entering into new relationships, joining a new family, becoming citizens of a new republic, and just as the traveller in a new country and still more the immigrant into a new country needs as he enters, <sup>some</sup> knowledge of the land, so it is only fair that you who today enter our University, which is hereafter to be your University, should be told by us who have lived here longer something about this to you new and more or less strange land.

But in the few minutes that I can speak to you this morning I cannot of course, tell you all about this place, and so I am going to leave it to others to tell you about the buildings, ~~and~~ where you register, and where you eat and sleep, while I talk to you about the inner life of the institution, the ideals of the University, the things for which it stands.

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*Mr. [unclear]*  
*Chairman*

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stand for honesty and service and quality of goods, but it does not stand for scholarship. An amusement hall may stand for clean, healthful amusement, relaxation and refreshment of spirit, but it does not stand for scholarship. That is the business of the school, and preeminently of the University

But I fancy I hear some of you saying, 'But I am not a scholar, and I never expect to be a scholar. I don't propose to become a dry-as-dust professor or write dull books. I want to know life and to live my life out in the real world.' Well, I sympathize with that feeling, and I am not disturbed over your having it. But let me remind you of two things. First that scholarship is not dry-as-dust pedantry. It is not an interest in or knowledge of things that have nothing to do with human life. It is primarily an attitude and secondarily an achievement. It is an interest in knowing things that are worth while, an insatiable curiosity, not about the trivial and unimportant, but about the real things of the world and of human life. All of us have curiosity, the important thing is what are we curious about. Curiosity about the trivial makes us mischief making busybodies; curiosity about the really important makes us scholars. As an achievement it is an acquisition of knowledge, and still more of openmindedness toward truth and the acceptance of it,—The spirit that is expressed in the Alma Mater that you will soon learn to sing and to love:

"She could not love her sons so well

Loved she not truth and honor more."

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"She could not love her sons so well  
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In the second place I want to say about scholarship,

that the University is not expecting of you at the beginning of your college course what it demands of its graduates and of its professors. It is not demanding old heads on young shoulders. ~~But~~ All that it asks of you now is a reasonable measure of real interest in the intellectual side of life--a desire for knowledge and a willingness to pay the price of it. Unless you have this or can speedily acquire it, you will only waste your time here. Not every boy or girl ought to go to college. There are many who have little or no interest except in things that they can see and touch. They may be very worthy people, who will dig ditches or shovel coal, or sell pins, or amass fortunes, but who have not even the faintest germs of scholarship and who would gain little from a university life. There are a great many people who will never learn except in the school of practice. For them classrooms and libraries, exchange of ideas, communion with the great minds of the past, are all irksome. There is a streak of this in all of us. All of us have times when we feel that we belong to this class. But some of us also have times when we catch a vision of the great world of knowledge and want to have our share in it, and to make our contribution to it. If we feel this often enough and strong<sup>y</sup> enough to be willing to give our best energies for a period of a few years at least to the things of the mind, then the college or the university or school of some sort is the place for us. I assume that at least as much as <sup>is</sup> true of you--that once in a while at least you do want to know more than you can learn out on the street or in the shop, and that this desire has had an important part in bringing you here. The University stands for scholarship

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and would not be worthy of the name if it did not.

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

3. The University stands for interest in and concern for the individual. We have not much faith in <sup>man's</sup> man's education, baptizing men with knowledge, sprayed from a rubber hose. We do not expect to know you as so many hundred freshmen. When I was in college, I suppose every professor knew every student by sight and by name. In an eastern school in which I once taught, I could give the first, middle and last name of every student in the institution, and every one of them dined at my table at least once. Of course such things are not possible <sup>i</sup> in a large institution like this. Nevertheless, we mean to deal with you as individuals. We intend that in the case of

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3. The University stands for interest in and concern for the individual. We have not much faith in mass education, baptizing men with knowledge, sprayed from a rubber hose. We do not expect to know you as so many hundred freshmen. When I was in college, I suppose every professor knew every student by sight and by name. In an eastern school in which I once taught, I could give the first, middle and last name of every student in the institution, and every one of them lined at my table at least once. Of course such things are not possible in a large institution like this. Nevertheless, we mean to deal with you as individuals. We intend that in the case of



each one of you there will be at least one officer of the University who will know you as an individual and counsel with you as a friend whom he knows and understands. If after a few weeks you find that in your case there is no such person, I wish you would write me a letter and we will try to remedy the omission.

4. Yet while we deal with you as individuals, because each of you is an individual with an individual consciousness, we hope you will remember that you are also members of a community, parts of a social organism, and that you will cultivate a community consciousness. You are not simply preparing for life. You are living, and preparing to live only as each stage of life is a preparation for the next. We hope, therefore, that you will feel yourselves responsible members of this community, and will take part in all phases of its life, learn to do team work, acquire the art of social living.

5. The University stands for character, for high moral character. I have said that concern for scholarship is an essential characteristic of the University. But it has lately been borne in upon us with startling force and solemn emphasis that scholarship is not enough, and the conviction which we have always held that the University must concern itself not for scholarship <sup>only</sup> but for character also, has been greatly reenforced by recent events. High character alone can never entitle the student to the University degree. But neither can any amount of scholarship atone for the lack of character. The University aims to produce men and women

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who can play honorably and well their part in life, and we know that they cannot do this without high character. Therefore we desire to create an atmosphere calculated to develop character. But do you notice what I say--an atmosphere calculated to develop character. For after all the matter of character rests with the man himself. We can make an atmosphere conducive to the development of character, but we cannot make character. After all is done that can be done, the man himself is the architect of his own character. We need your help in creating the right atmosphere, and we pledge you our best endeavors in that direction. But not less we urge you to remember that without sound character, of which you yourselves are the ultimate arbiters, all scholarship, and charm, and skill are unavailing, and but emphasize the ghastliness of the failure that will follow.

6. Finally the University stands for religion. I shall not stop to discuss the relation between religion and morality. Suffice it to say that religion is something more than morality and the University stands for both. Stands for it, but again, not to prescribe it or enforce it. For standing for religion the University also stands for freedom in religion. It is not our desire to define for you what you shall believe or what form of worship you shall practice, but we do desire to remind you that no life, whether of individual or community, is complete or symmetrical without religion--a religion which being chosen by the individual also meets his needs.

If there was ever a time when it was necessary to apologize for such a statement, that time has gone by. Perhaps some of you

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have read the very significant utterance of President Wilson, almost the last that came from his pen before his death.

"The sum of the whole matter is this; that our civilization cannot survive materially unless it be redeemed spiritually. It can be saved only by becoming permeated with the spirit of Christ, and being made free and happy by the practices which spring out of that Spirit. Only thus can discontent be driven out and all the shadows lifted from the road ahead."

But if this be true--and I profoundly believe that it is-- then it is manifest that religion cannot be excluded from the life of a University or left out of account. If religion is as important as President Wilson said it is, (and again I want to say that I fully believe it is) you cannot leave it out of the four most important years of your life and not suffer a great loss, a loss to you and to the world in which you are going to play your part,--a practically irreparable loss. The University cannot impose it upon you,

7

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but it will give you opportunity to cultivate and pursue it yourselves, and standing here as the representative of the University, I wish to urge you to recognize its importance and to make place for it in your program of life.

Learning and Religion can never be safely divorced. Each needs the other. Religion needs the free atmosphere of the University to keep it from becoming superstitious or bigotry. Learning needs religion to keep it from becoming selfish and pedantic.

It is in a University that is concerned for both these and the other things that I named,--for scholarship, for consideration for the individual, for social mindedness, for character and for religion,-- that I welcome you to full membership, and I hope that every day that you spend here will add to the richness, fullness and depth of your lives.

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BAPTISTS AND THE UNIVERSITY OF CHICAGO  
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Ad 1

Baptist Social Union, Chicago Feb. 17, 1925.

I. The University of Chicago has had an altogether exceptional history among universities, and certain facts of that history stand out conspicuously, to the perpetual credit of Baptists.

1. First among these facts in the founding of the University. The old University expired from financial starvation in 1886. But scarcely had this happened when enterprising men among us began to plan for the replacement of the old institution by a new University of Chicago. It was a Baptist organization that undertook the task. It was a Baptist who pledged \$600,000 to the new enterprise on condition that others should give an additional \$400,000. It was two Baptist men who raised this money. It was mainly Baptists who gave it.

The founding of the University of Chicago was the act of Baptists, and that record can never be changed.

2. The second great fact in the history which stands out conspicuously to the credit of Baptists is the radical change which the plan of the University underwent before it even opened its doors to students. When the first million dollars was raised it was for a college. No one had any thought that it should, at least in any near future, be anything but a college, or that it should as a college have any specially new features. But the calling of Dr. Harper to be the president of the new institution changed all this. He was willing to become president of the new university only on condition that the new University should be a university in fact as well as name, and moreover that it should be a university of a new kind. He was not interested simply in making one more college or university just like the many that already existed. H3

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wanted an institution that should do new things--break new paths, set new precedents, open ways for others to follow.

Specifically this policy of Br. Harper included

1. The inclusion of graduate schools in the University.
2. An emphasis upon research as a part of the University's function.
3. The selection of men of exceptional ability--mediocre men could not do what he wanted.
4. The adoption of the principle of freedom of research, and teaching and publication, and the eventual extension of this freedom to the members of the Divinity faculty along with the professors of Chemistry and Economics.
5. The addition of the Summer Quarter--the continuance of work of full academic quality throughout the year--an innovation that has done more for education in America than any single fact of like character.
6. The recognition of an obligation of the University to serve not only its own students, but as far as possible the whole community.

I have spoken of these things as to the credit of the Baptists because in the first place President Harper, who was primarily responsible for them was a Baptist, but also because they were accepted and approved by other Baptists, who had the power to prevent them and instead chose to approve them. I mean the American Baptist Society which was wholly made up of Baptists and who approved some of these things before the University began its work; the Board of Trustees of the University in which the Baptists have always had and still have a controlling majority; the Board of Trustees of the Theological Union which is made up wholly of Baptists, and the Board of Education of the Northern Baptist Convention whose mem-

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bership is wholly Baptist being identical with the Convention itself.

I have touched very lightly in these statements on the high spots of a great chapter of Baptist history, of which as Baptists we have great reason to be proud, but there is no time now to enter into details.

## II. The Divinity School.

I think I may safely assume that this company will be specially interested in the Divinity School, the first historically of the graduate schools of the University.

Of course you know that the Divinity School is 25 years older than the University; that it was incorporated in the University at the outset because Dr. Harper was not willing to give up what he regarded as his divinely appointed task of teaching the Bible, hence had to have a Divinity School in the new University if he was to be its president, yet was unwilling

to put the University in competition with the Theological Seminary of the  
9. Perhaps not all of you do know that the Divinity School is associated  
denomination at Morgan Park.  
with the University by a contract which while it makes it the one and only  
Divinity School of the University, still continues its corporate existence  
slightly modified, that it has in these 52 years done some things that it  
under its own Board of Trustees all of whom are and must always be Baptists.  
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For thirty-two years it has been operating under this plan and contract.  
it ought to have done. If any of you do so feel I am not disposed to

quarrel with you, for if I admit the supposed accusation, I shall only be admitting that the Divinity School like all other human institutions is conducted by men and not by angels. And if I do grant it, I shall ask the privilege of adding that whatever its faults and shortcomings it has made a very notable record.

1. First I should like to mention some of the men who have served on its faculty, and ask you simply to recall them and their work. President Harper, George W. Northrup, Galusha Anderson, Eri B. Hulbert,

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Perhaps some of you feel in the language of the prayer book slightly modified, that it has in these 32 years done some things that it should not have done, and that it has left undone some of the things that it ought to have done. If any of you do so feel I am not disposed to quarrel with you, for if I admit the supposed accusation, I shall only be admitting that the Divinity School like all other human institutions is conducted by men and not by angels. And if I do grant it, I shall ask the privilege of adding that whatever its faults and shortcomings it has made a very notable record.

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II. The Divinity School.

I think I may safely assume that this company will be especially interested in the Divinity School, the first historically of the graduate schools of the University.

Of course you know that the Divinity School is 33 years older than the University; that it was incorporated in the University at the outset because Dr. Harper was not willing to give up what he regarded as his divinely appointed task of teaching the Bible, hence had to have a Divinity School in the new University if he was to be its president, yet was unwilling to put the University in competition with the Theological Seminary of the denomination at Morgan Park.

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Charles R. Henderson, Shailer Mathews, the two Smiths, G.B. and J.M.P. Edgar Goodspeed and Theodore Soares.

2. Secondly, I should like to mention this fact that these men while teaching in the Divinity School have always had a place of power and influence in the University second to none others, and that this fact has contributed to give to religion and religious men a place and standing in the University at large, which but for them it might not have had.

I think it is only fair to say that in no other American University in which there is a Divinity School has that School or its faculty ever held a more honorable place or a place of greater influence than our Divinity School has held in our University.

3. As a third evidence that our Divinity faculty has taken its task seriously and worked at it diligently and effectively, may I mention that its members have in these thirty-two years produced and published 215 volumes, and 50 titles in the Constructive Series.

4. Besides this they have edited for some years three, and more lately two widely circulated and influential journals in the field of biblical study and religion, and have edited several series of books in which there have appeared fifty volumes, partly of their own authorship partly by outside authors.

5. In addition to all this literary activity they have during all these years conducted the American Institute of Sacred Literature, an organization created by Dr. Harper nearly 40 years ago for the promotion of popular Bible Study, and never more vigorous or prosperous than it is today. For years its pupils have never numbered less than 3000 a year. Last year they were 9919 and this year will probably be much more as up to February 15, 1925 the number had reached 7938.

But books and periodicals have not been the only product of the

Charles R. Henderson, Walter Matthews, the two Smiths, G.S. and J.M.P.  
Edgar Goodspeed and Theodore Sorens.

2. Secondly, I should like to mention this fact that these men

while teaching in the Divinity School have always had a place of power  
and influence in the University second to none others, and that this fact  
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in the University at large, which but for them it might not have had.

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It has sent a goodly number of men into the foreign fields and its graduates are today holding some of the most important and responsible positions in Japan, China and India.

The record made by our men in the pastorate is equal to that of any school in the country. Indeed careful statistical study has failed to discover any other school whose graduates have been quite as successful in the work of the pastorate as have those of our school.

The Divinity School of the University is a Baptist School in the sense that it was founded by Baptists; the Board of Control is made up wholly of Baptists, of its professors are Baptists. But the breadth of its policy and the opportunities offered are such that for years it has attracted to itself about 400 students a year of whom in recent years 60% have come from other denominations than Baptists.

I venture to claim on the basis of that record that the Baptists did well when they founded this school in Chicago fifty-seven years ago, did well when they entered into the contract by which it became a part of the University of Chicago; did well when they gave it the same liberty of research, instruction and publication which belonged to the rest of the University, and will do well in the future to maintain their interest in it and rejoice that if it has not done exactly the same kind of work that other schools have done, and if it today serves more non-Baptists than Baptists it has done and is doing a great and good work.

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III. But let me now turn to the subject that is far more interesting to me--and I believe to you--than even this great record of the past. What of the future?

1. One thing can never be changed, because history cannot be altered. It will always be true that Baptists founded the University.

2. Another thing can never be changed. The Baptists have thus far pursued a liberal policy toward the University and toward the Divinity School. Sometimes with alacrity, sometimes with hesitation, but always eventually with deliberation, they have been true to the liberal and tolerant tradition of the denomination. That fact cannot be changed. I hope that policy will never be changed.

3. A third thing is not likely ever to be changed. For twenty years the question was discussed whether the original contract--for such it was in effect-- between the University and the American Baptist Education Society should be changed. At length, deliberately, calmly, generously the Board of Education of the Northern Baptist Convention, representing the whole denomination meeting at Atlantic City in 1823 decided to modify that contract and the charter of the University by removing the restriction that requires that the president should be a Baptist, and by changing the re-

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for years to come. By which I do not mean, however, that it is certain to become larger. It may do so. I think it probably will. But it is not its increase in size that I am predicting or in which I am interested. When I say that it will continue to develop, I mean that on the foundation already laid there will be reared an even stronger structure in the future.

It is the fixed policy of the Faculty and Board of Trustees from now on to put the emphasis of their effort not on size but on quality. In this way only we believe that we can render our greatest service to the denomination, country and the world.

We have great hopes and great plans for its development. We really believe that the University of Chicago may be destined to become not in size but in loftiness of ideals, excellence of work, the leading University of the world. And we are determined that we at least will do everything in our power to make it such. If some other University can do even better than our best, then we shall rejoice and not mourn; but we are determined not to fall behind by our own fault, or for lack of effort on our part. Situated where we are with history and tradition such as ours, we see before us great opportunities and great responsibilities which we are determined to meet.

To achieve this of course calls for money, money for men and money for buildings. After a careful study we estimate that within 15 years the University ought to double its present resources which means to raise \$60,000,000. and that of this sum we ought to secure \$17,500,000 for immediate necessities this year.

I am speaking tonight to Baptists--chiefly the Baptists of Chicago. Are you going to have a part in the future development of the University which your fathers founded, whose policy and history have been largely

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controlled by your elder brothers. We do not ask you to give the \$17,500,000 that we are seeking this year to raise. But I think it would be nothing less than a catastrophe if the Baptists of today did not take a share in the new development that is sure to come. The Baptist members of the Board have done so and will do so. We should like to feel that others beside the Board members remember that Baptists founded the University, that Baptists have had a share in controlling its policy, that Baptists have and always will have that influence in the Board which their 3/5 membership gives them, and remembering these things want to have a share in its future.

Mr. Rockefeller having given \$3,500,000 to the University announced thirteen years ago in connection with a gift of \$10,000,000 that this was his final gift and that others would now have to care for the future of the University. We should like to have many Baptists share in the responsibility and opportunity which Mr. Rockefeller has laid down, having done his full part.

The Divinity School needs a million dollars to enable it to go forward with its work, keeping pace with the rest of the University and with the demands of the new day.

This School is, as I have said, under a Board wholly made up of Baptists, but serves all denominations. It seems eminently appropriate that if as will doubtless be the case for the larger part of the \$17,000,000 for the University at large is given by others than Baptists, no small part of the million for the Divinity School should come from the Baptists.

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Mr. President--Brethern and Sisters--I thank you sincerely for the privilege of speaking to you tonight. I have looked forward to it for weeks. I have tried to give to you who have had a less intimate contact with it than I have had, a little sense of how the University came to be and what it has become; especially of the part which Baptists have had in its development. It has grown far beyond the wildest dreams of those who founded it. It is sure to become far greater than it is now, though possibly not in size. One thing can never be changed. It was founded by Baptists and Baptists have been largely influential in making it what it is in giving to it that breadth of purpose, those lofty ideals that are today its greatest possession. These things cannot be changed, because they are facts of history. One other thing I wish I could insure for the future, that Baptists will always be proud of its achievements, sympathetic with its purposes, contributors to its development, influential in the determination of its policy.

God grant it may be so.

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The University Club of Los Angeles.

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THE PLACE OF RESEARCH IN MODERN LIFE.

Research is a relatively new word in the English language. Forty years ago you would rarely have heard it on the lips of University men, rarely have found it in University catalogues, practically never have seen or heard it outside of University circles. Today it is one of the words of most frequent occurrence on the lips and in the writings of scholars.

It means the search for the unknown — the endeavor to add to the sum of human knowledge, to push the frontier of the known out into the boundless area of the unknown.

In its elemental forms it is as old as the human race. In its organized form, recognized and named, it belongs almost wholly to modern times. It is the main fact that differentiates the modern from the mediaeval world — the main difference between America and China.

It is the product of three causes: human need, human curiosity, and a world capable of satisfying need and keeping curiosity forever unsatisfied by perpetually stimulating it.

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Consider what it has done in the industrial and economic realm —

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of men.

Consider its products in the sphere of social relations --

Consider what it has done to enlarge men's intellectual horizon and to emancipate them spiritually --

What of its future? It will not be a universal solvent -- a panacea.

It is destined to extend its operations to every possible sphere of human thought -

It cannot be confined to physics and chemistry.

It cannot be limited to medicine and surgery.-

It will be extended to deal with all matters having to do with the relations of men to one another -- to the family, to business, to politics.

It will invade the realm of religion and of education.

It will do these things, did I say? It has already done them, but will do so more and more.-

It will emancipate the human mind from superstition and ignorant imagination. It will replace guess ~~by guess~~ by facts and uncertainty by certainty. It will enable us to build our education and our social institutions on a solid basis of reality.

But let me hasten to add that while it will extend its operation to every sphere of human thought and therefore to every part of the knowable universe, it will always leave room for those other activities of the human soul which do not lend themselves to exactness of measurement or definite determination.

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A setting sun will always mean something more to us than an illustration of the laws of light. Music will never be for us simply an experiment in sound. Human affection will always have a far deeper significance to us as husbands and fathers. The poetry of the past is a legitimate field for research, but research will never produce poetry.

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The University of Chicago is thirty years old. It is a far cry from October 1892 with three or four buildings partly finished, and not one actually complete, with 600 students and 140 professors, and about \$3,000,000 property to 1923 with 12000 students, nearly 400 professors, 45 buildings, and \$60,000,000 in the University and its affiliated buildings.

The University was conceived of as a college. But in the short period between the launching of the project in 1889 and the opening of the doors it became a University, and began its work in October 1892 with an emphasis on graduate work which has characterized its whole history.

President Harper was a man of great originality. Not all of his ideas have proved practicable. Not all of his schemes succeeded. But he was so fertile in producing them that he could fail in enough things to have ruined another man, and yet succeed in enough to make him eminently successful. Not all of his ideas were new, but an astonishing number of them were, and those that were not new were so reborn in his mind, and were set forth with such new clearness and force that they had all the inspiring quality of absolute novelty.

For the benefit of some of you who perhaps never knew him and do not appreciate how much of what you found at the University and what you perhaps took for granted, was really due to him and was new, I should like to mention certain elements of the University's life which were born in his brain.

1. The three major system. I mean the plan according to which each student in general pursued only three subjects at a time. This policy of concentration was produced at a time when under the influence of the comparatively recent introduction of electives, students were accustomed to carry on anywhere from five to ten subjects at once.

2. The four quarter system, the elimination of the long summer vacation, which all colleges had inherited from the days when the boys had to go back to the farms to reap the harvest in summer time. This gave a chance to the student who wanted and was able to do so to carry on his work through the year

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The two young men from Kentucky.

My trip in 1907

The effect on education in the West and on other Universities.

3. The emphasis on the Graduate School and research. This was not wholly new - Johns Hopkins and Clark had blazed their path in the East. But it was quite new in the West, and coupled with the continuance of work in the Summer Quarter constituted a tremendous contribution to the development of higher education not only in the West but throughout the country.

4. But while President Harper exalted the graduate work and research, he was not less earnest in his insistence on the duty of the University to the community at large. With an emphasis and clearness that I am sure had not up to that time been equalled he insisted that the duty of the University was not simply to its students and through them to the country, but directly also to those that could not come inside its walls.

This thought of the duty of the University to the outside public took form in two features of the life of the University, both of which were almost wholly new then - University Extension - instruction by public lecture and by correspondence - and the University Press - by which the results of the research were made accessible to readers throughout the world.

President Harper died without reaching his fiftieth birthday. But he left behind him a marvellous record of achievement in several fields. But his greatest achievement - his largest contribution to the welfare of the country was the ideas which he wrought into reality in the University of Chicago and the permanent impress he had made on American education.

President Judson was as great as a conservator and as a builder as President Harper was as an originator. For cut off in early middle life

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President Harper left many things incomplete - their future unassured. He had extended his lines, he had not in all cases consolidated his gains. President Judson took his office in an hour of grave difficulty, not to say peril. The situation that confronted him was wholly different from that which Dr. Harper had faced. Seeing this with clearness he addressed to it with a clear perception of its nature and has wrought nobly and well. He took an institution which was like a building well begun but with many parts still incomplete, open to the weather, exposed to peril. He left it rounded out, solid, substantial, far beyond the reach of danger.

The University is thirty years old. It has had two great presidents. It has become a great University - here tonight in the family gathering we dare to say - one of the greatest Universities of the world - as solid as Gibraltar - as beautiful as a Cathedral - and to change my figure abruptly, as full of life as a young colt.

What then of the future? Is everything done? Have we only to guard what has come down to us? Is there no further progress to make? Far from it. The past has but laid the foundation for a yet greater future.

Someday before long there will appear upon the Quadrangle, and take his seat in the President's office a young man, bred in the best traditions of American education, with a knowledge of the past and respect for it, but with his face to the future, with a world wide vision and outlook, with scholarly sympathies and attainments and with trained administrative ability. And on him will fall the mantle of Harper and Judson and he will be heir of what they wrought, to him will be given the task of building on their foundations the still greater University of the future.

Had he been found he would be speaking to you tonight. While he is still skulking among the stuff, hiding his light under a bushel, engaged in some baser job, from which he cannot yet detach himself, the Trustees have decided that they cannot wait for him, and that together we must begin his work for him. Time is too precious to be wasted, the work too important for us simply to mark time. We must press on without delay.

President Harper felt many things incomplete - their future unassured. He had extended his lines, he had not in all cases consolidated his gains. President Judson took his office in an hour of grave difficulty, not to say peril. The situation that confronted him was wholly different from that which Dr. Harper had faced. Seeing this with clearness he addressed to it with a clear perception of its nature and has wrought nobly and well. He took an institution which was like a building well begun but with many parts still incomplete, open to the weather, exposed to peril. He left it rounded out, solid, substantial, far beyond the reach of danger.

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What then is the task of the undiscovered president that we take up while we wait for him to grow his beard. Ours for the hour till he comes and claims it. Time fails me to tell the whole story. But I should like to speak of a few elements of it.

1. A new emphasis on research. Research is no new thing with us. As I have said Dr. Harper emphasized it at the beginning and we have practiced it all these thirty years - our roll of honor - both of men and of achievements is a long one. We do not need to boast, because the world knows what has been wrought by Michelson and Millikan, Hale and Barnard, More and Moulton, Chamberlin and Coulter, Nef and Stieglitz, Ricketts and many others. And there are new names to add to that list that you older alumni do not know. It is really astonishing how many interesting things have been happening in our laboratories of late under the hands of our Chemists and our Biologists. Some of them are too technical not for you to understand but for me to state. But two of them are easily stated. Luckhardt our associate professor of Physiology, a product of our own University who in seventeen years of service in our laboratories has taken but one vacation, ~~and~~ has recently discovered a new anaesthetic of which you are likely to hear a great deal in the future. It is called Ethylene. It produces anaesthesia and analgeria more quickly than any of the anaesthetics, produces no appreciable unpleasant or injurious effects and recovery is very rapid, usually without nausea or other unpleasant effects. It has already been used in fifty-three operations of a wide variety of types, always with most happy results. It seems certain to displace all other anaesthetics, and to add greatly to the comfort and success of surgical operations.

The other discovery of which I shall speak is in quite a different field. Some of you will perhaps remember Prof. Von Noe as a member of the Germanic Department. Three or four years ago he was transferred to Paleobotany, and in this field has been doing some remarkable work. In his visits to certain coal deposits in Illinois, Prof. A. C. Noe has discovered "coal balls." This means material that can be sectioned, so that we can reconstruct the Carboni-

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ferous flora. Coal balls have never been found in this country before, but their discovery in England has put the Carboniferous flora almost entirely in the hands of English workers.

We have succeeded in sectioning one of the small ones. In the section we secured, we uncovered a somewhat startling result. Our so-called flowering plants have always been thought to be relatively modern, not being recognized below the Cretaceous. This section uncovers a monocotyledon stem down in the Coal Measures, which makes this group a great many million years older than was ever imagined.

The amount of material available for sectioning promises to enable us to reconstruct the Carboniferous flora in a way that has never been done before.

I am sure I do not need to argue with this audience concerning the value of research. It is what distinguishes modern life from mediaeval. To it we owe all the wonderful inventions that characterize our modern way of living - the telegraph, the telephone, the electrical engine, the automobile, electric lighting and a thousand other conveniences. To it we owe all our recent progress in Medicine and Surgery. But research does not belong in the physical sciences only. It is equally appropriate in the field of history and the social sciences. Indeed unless research on the physical side can be matched by a corresponding progress in the humanities, unless we learn how to conduct at the same time that we learn how to harness nature, progress in the physical sciences may literally be the death of us.

But I must not speak further on this theme.

A second task that is very much engrossing our attention just now is our Medical School. For years we have had an arrangement with Rush Medical College by which the pre-medical and pre-clinical work have been done at the University, and the clinical work occupying the last two years of the Medical course has been done at Rush. For years also it has been felt on all hands that the whole four years should be done at the University, and moreover that

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the school thus developed at the University should emphasize the development of Medical Science. There are many admirable excellent medical schools in the country. But those who know the field thoroughly assure us that there is still need of a school closely connected with departments of research in Physics, Chemistry, and the various branches of biology, and devoted especially to the promotion of Medical Science - to such work as Carlson and Wells and Luckhardt have been doing. Seven years ago the University set aside to meet that need and raised over five million dollars to carry out its plans. But the High cost of building and the hope that prices would fall led to a temporary postponement. It has now become clear to us that we cannot wait longer for a fall in prices that may never come and that we must without delay go forward. We are now actually engaged in determining just how many millions more it will cost than we originally estimated, four or five or six, and as soon as we can answer that question we shall be going out to get these millions with which to carry out these plans. I hope we shall do both these things - determine the amount and get it before next Christmas.

Two other tasks - each very important I must barely touch upon - the further developments in the Science of Education - a great field in which there are urgent tasks pressing for solution - and a like development in the field of business - or as we call it The School of Commerce and Administration.

Both of these are most fascinating from the point of view of the educator, and if Mr. Judd and Mr. Marshall were here and given time they would each convince you that he was engaged in the most important and most pressing part of the University's work.

But I must press on to speak of a theme in which I am sure you will be interested as I am, though I can hardly hope to pass on to you all my own enthusiasm. We think we begin to see our way dimly perhaps, but yet really - toward the creation of a new and better type of college.

The American college was founded on the pattern of the small college of England - a small group of students living in close contact with a small group of teachers.

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Harvard is said to have been patterned after Emanuel College, Cambridge. But whereas in Emanuel when they got beyond these limits they founded another college - till Oxford has about twenty and Cambridge nearly as many, in America we simply took off the limit. We did with our college what later we did with our buildings, took off the limit and made skyscrapers. But when you make a small college big you have lost some of the essential qualities. A family of 5 children is a family - but a family with 500 is an institution, not a family. As you get bigger you substitute elaborate rules and standards for personal touch.

And then something else has happened to our colleges besides becoming big. At the University of Chicago at least it is surrounded and in a sense overshadowed by the Graduate and Professional Schools. And it is beginning to dawn on us that it is incumbent on us to see if we cannot bring back into the college some of the things that we have lost. Do you remember that President Harper came out of one of the smallest of the small colleges, that President Judson was a student of Williams when Williams was still a small College. I was speaking at luncheon today about one of our own Chicago Ph. D's who is making a great record here in New York and was remarking that he also came from a small College, and I could have mentioned another man here in New York equally distinguished who came from that same college. I do not forget that these men all did graduate work afterward, and it is a fair question how much they got in the college and how much in the graduate school, but there is good reason to suspect that neither school can claim the whole credit, and that there is a real educational value in the close contact that the student in the small college has with his instructors.

But I am touching on only one phase of the subject when I speak of the small college. Because in fact we are thinking of the whole problem. We are making it for ourselves a problem of educational research to discover how we can make for our situation in a large city and in a great university, the best possible type of college. I do not profess to know yet just how this can be done. But at the risk of being wrong on some points I am willing in the bosom

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of the family to share with you some ideas I have on the subject without being sure that all my colleagues would agree with me. I don't in fact know anything on which we are all agreed except an enthusiasm for Chicago.

1. One thing I am quite sure of - We are not going to solve our college problem by abandoning it or by converting the University into a research institution with laboratories and a research faculty and no students. The Research Institute has its place - an important one and research is to have an important place in the University. But we are building a University and a University is a Research Institute-plus - a very large plus - And a part of that plus is an interest in people - the production of men - men and women of character and power - And we have no thought of giving up our College.

2. In the second place I am sure we are never going to solve our problem simply or chiefly by reducing numbers. You cannot crowd the skyscraper back into the log cabin. You cannot make a grown man youthful by hunting up his childhood clothes and trying to get them on him. Perhaps we shall reduce numbers somewhat. We have certainly got to the point where our chief ambition is no longer to win in the statistical race with other Universities. But that is a small part of the solution of our college problem.

3. In the third place I am confident that we are not going to find the solution of our problem by eliminating from the college the element of sport or of social life or of the so-called activities. All these are a normal part of life - and because they are they are a normal part of college life. I read on a Y. M. C. A. building the other day the sentence - Men do not quit playing because they are old - Men grow old because they have quit playing. Of course, all these things may fill too large a place. In a college as elsewhere education is not for amusement but amusement is for education. But sport, clean, manly sport, sheer fun and social life will always have its place in college life.

So much for negations, now for a positive or two.

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personalities and individuals than heretofore, devising some way of forming smaller groups the members of which come into closer contact with one another and with members of the faculty. Education cannot successfully be accomplished by wholesale, or quantity production. It is a personal process and personalities must be recognized. There is a great deal in that old ideal of the college - Mark Hopkins on the end of a log and a student on the other. In my own student days I had many teachers, but only a few who knew how to teach, and among them all one man who really stood out as the preeminent teacher - a man the mention of whose name today though he has been years in his grave - stirs the heart of every man or woman who ever came into his classroom.

I was in a group of three alumni the other day and we were talking about this matter of personal influence - and after I had spoken of my great teacher, one of the three said quietly - "It was Chas. R. Henderson that made me" and another said, "It was W. R. Harper in my case", and the third said, "I had several teachers but the greatest of them was Von Holst"\*

I shall not be satisfied till we have organized our college education so that every student has a chance to come into close personal touch with at least one great teacher - one great personality with life-giving power in his touch.

And finally I suspect that we have something to learn from Oxford and Cambridge from which we got our first idea of the American College. Perhaps someday we are going to find a way of grouping our thousands of students into smaller groups, that will to a considerable extent share a common life - be something like the old mediaeval guild of scholars, where pupil and teacher mingle together and you do not always know who is teaching and who is being taught.

That is a very attractive picture that someone has lately drawn for us of life in an Oxford College, when after dinner together - in the common hall, the men gather for an hour around the fire-place and the student of literature exchanges ideas with the Chemist, and the Historian with the Geologist, and both gain enlargement of mind and broadening of sympathies.

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We are making this year just a very small and imperfect experiment in this direction. I cannot tell you how it will come out. I only know that some of us have quite set our hearts on making in Chicago the best type of college that it is possible to develop under our conditions .

Well for such a task what are our resources?

I will speak of these very briefly.

1. Our history and our traditions. There is very little in our past of which we are ashamed - there is very much of which we are very proud, and as we face the future it is with a feeling that we have a solid and a safe foundation on which to build.

2. A second great asset is our faculty - an able and a devoted band of men who are constantly turning their backs on good offers to go elsewhere because they believe in the University of Chicago, and when they leave us come back again. Of course we don't hold them all. But I am not sure that we shall not yet get Vincent and Angell and Atwood. I am sure that all of them are sometimes homesick for Chicago.

3. And a third great asset is our new President of the Board of Trustees. I have spoken of the two great Presidents of the University. We are not less fortunate in our two Presidents of the Board of Trustees. It was a noble service that Mr. Ryerson rendered for thirty years as President of the Board of Trustees. And we who know Mr. Swift, and have seen the keen intelligence which he brings to the great problems of the University, and the generosity with which he spends his time and his money, and the sympathy with which he enters into every situation are sure that the reign of Harold <sup>the</sup> Swift will be in no respect inferior to that of Martin the Silent.

But finally I must mention as our great asset for the future the Alumni. Presidents come and go, professors are appointed and serve and die. But the University and the Alumni never die.

There are perhaps some here tonight who took your degrees thirty years ago and heard those first deans in stumbling Latin, not quite sure which pronunciation to follow recite their little piece to the President - Hi, praeses

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juvenes, exdisciplina collegii evadentes gradum baccalurei, petunt," and the President a little more glibly respond, "Vos juvenes, qui per tempus debitum in studiis incubuistis" - And in those years you have been making your place in the world, and our alumni have become a great army of men and women of influence in the world, bankers and lawyers and preachers and teachers and mothers and fathers. And we take off our hats to you. The children have become the parents. Once the University carried you on its shoulders, or led you along the paths of learning and life. But you have come to your majority. Henceforth more and more you are going to carry the University. You have three representatives on the Board of Trustees, including its President - and that forecasts the future in which more and more the destinies of the University are to be in your hands. You to whom belongs the future, in whose hands the future of the University is safe - you, in the name of your Alma Mater, I salute.

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2. A second great asset is our faculty - an able and a devoted band of men who are constantly turning their backs on good offers to go elsewhere because they believe in the University of Chicago, and when they leave us come back again. Of course we don't hold them all. But I am not sure that we shall not yet get Vincent and Angell and Atwood. I am sure that all of them are sometimes homesick for Chicago.

3. And a third great asset is our new President of the Board of Trustees. I have spoken of the two great Presidents of the University. We are not less fortunate in our two Presidents of the Board of Trustees. It was a noble service that Mr. Ryerson rendered for thirty years as President of the Board of Trustees. And we who know Mr. Swift, and have seen the keen intelligence which he brings to the great problems of the University, and the generosity with which he spends his time and his money, and the sympathy with which he enters into every situation are sure that the reign of Harold<sup>the</sup> Swift will be in no respect inferior to that of Martin the Silent.

But finally I must mention as our great asset for the future the Alumni. Presidents come and go, professors are appointed and serve and die. But the University and the Alumni never die.

There are perhaps some here tonight who took your degrees thirty years ago and heard those first deans in stumbling Latin, not quite sure which pronunciation to follow recite their little piece to the President - Hi, praeses

We are making this year just a very small and imperfect experiment in this direction. I cannot tell you how it will come out. I only know that some of us have quite set our hearts on making in Chicago the best type of college that it is possible to develop under our conditions.

Well for such a task what are our resources?

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juvenes, exdisciplina collegii evadentes gradum baccalurei, petunt," and the President a little more glibly respond, "Vos juvenes, qui per tempus debitum in studiis incubuistis" - And in those years you have been making your place in the world, and our alumni have become a great army of men and women of influence in the world, bankers and lawyers and preachers and teachers and mothers and fathers. And we take off our hats to you. The children have become the parents. Once the University carried you on its shoulders, or led you along the paths of learning and life. But you have come to your majority. Henceforth more and more you are going to carry the University. You have three representatives on the Board of Trustees, including its President - and that forecasts the future in which more and more the destinies of the University are to be in your hands. You to whom belongs the future, in whose hands the future of the University is safe - you, in the name of your Alma Mater, I salute.

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outline of possible (Alternative Section I.)  
talk before Western Soc Engineers  
1-16-25<sup>I</sup>

Research is the organization of ~~a~~ human curiosity and sense of need for the purpose of enlarging the field and increasing the sum of human knowledge, in the interest of human progress.

It is the product of three great facts. Man has many practical needs, he is endowed with insatiable curiosity, and he lives in a world which is capable of meeting his needs and which perpetually stimulates his curiosity. Out of these three facts have sprung all human science, invention and progress, and of the three curiosity is certainly not the least potent force.

A hungry man looks around him to see where he can find something to eat, and eventually he becomes a fisherman and a farmer. He is cold and to cover his nakedness and keep him warm he becomes a hunter, a trapper, a shepherd. He takes to himself a wife, begets children and becomes a hewer of wood and a builder of houses to make a place of shelter for himself and his family.

But in all the higher realms of life <sup>in the sphere of</sup> the things that most distinguish him from the lower animals, curiosity is a much greater incentive to research than to physical need.

He looked up into the sky, and saw the stars and eventually became an astronomer.

He looked across the sea and wondered what lay beyond the horizon, and became an explorer and a geographer.

He noticed the ~~strange~~ way in which the rocks were laid down in layers, and the evidences of life which were written in them, wondered how it all came about, and eventually became a geologist.

He met a man who talked a different language from his own, wondered why, and became a linguist.

Outline of possible  
talk before Watson  
for Engineer  
1-15-27

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He wondered why the heavy lid of a boiling teakettle rose and fell, invented a steam engine, and steamships took the place of sailing ships, and railroads crossed the continents.

He wondered what was the relation between the lightning flash and the spark of the Leyden jar and electricity became man's obedient servant.

The passion for knowledge grows with its gratification. Each discovery opens up a new frontier of knowledge, and the more man learns the more insatiable his curiosity becomes, and the more he organizes his forces to gratify it. There are few higher joys in life than the joy of scientific discovery. For it men have surrendered the comforts of a home, ~~forgotten their wedding days~~, rejected opportunities of wealth, risked and lost their lives -- all for the joy not of satisfying any physical or social need but for the sheer joy of searching out the unknown.

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