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 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 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 some 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.

1. In the first place the University stands for scholarship. That is an essential characteristic of a University without which it is a University in name only. A business house may
stand for honesty and service and quality of goods, but it does not stand for scholarship. An amusement hall may stand for clean, healthful amusement, relaxation and refreshment of 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 altitude 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 opennessmindedness 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."

In the second place I want to say about scholarship,
In the second place I want to say more about the limitations that are placed on the individual's freedom by the system of exploitative and dictatorial rule that characterizes the society from which we are trying to emancipate ourselves.
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 strongly 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—\( \alpha_n \)—is 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
The University is not expected to have your time here, not your life, not your thinking, not your decision. If you are going to attend college, it is not expected of you that you will solve all your problems or even start to solve them. It is not expected of you to make any decisions at all, even if you are interested in the intellectual life of the college. It is not expected of you to develop a sense of community, a sense of belonging to a group of people who share the same goals. It is not expected of you to make any commitments, to have any sense of obligation or responsibility. It is not expected of you to be a good citizen, to be a good student, to be a good person. It is not expected of you to have any sense of purpose, to have any sense of direction. It is not expected of you to have any sense of identity, to have any sense of self. It is not expected of you to have any sense of belonging, to have any sense of community.

If you are going to attend college, it is not expected of you to make any decisions at all, even if you are interested in the intellectual life of the college. It is not expected of you to develop a sense of community, a sense of belonging to a group of people who share the same goals. It is not expected of you to make any commitments, to have any sense of obligation or responsibility. It is not expected of you to be a good citizen, to be a good student, to be a good person. It is not expected of you to have any sense of purpose, to have any sense of direction. It is not expected of you to have any sense of identity, to have any sense of self. It is not expected of you to have any sense of belonging, to have any sense of community.
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 men'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 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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4. The University stands for interest in and concern for

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get with you in the University. To integrate 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 is 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, 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 alone for the lack of character. The University aims to produce men and women
and to remedy the condition.

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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 arbitrators, 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
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,
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considers the diagonally opposite corners of a rectangle, the resulting figure appears

like a parallelogram. If the sides of the rectangle are extended beyond the parallel

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sides of the rectangle are extended beyond the parallel sides, the result is a parallelogram.

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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.
BAPTISTS AND THE UNIVERSITY OF CHICAGO
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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 is 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. He
The University of Chicago and the Nation's Exceptional...
wanted an institution that should do new things—break new paths, set new precedents, open ways for others to follow.

Specifically this policy of Dr. 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, 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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The power of the American Spectacle Society has primary concerns.
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 denomination at Morgantown.

Perhaps not all of you do know that the Divinity School is associated 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 25 years done some things that it under its own Board of Trustees all of whom are and must always be Baptists, could not have done, and that it has left undone some of the things that for thirty-two years it has been operating under this plan and contract.

I cannot agree 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.

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.

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,
I am very much interested in the Divinity School and the theological seminary at the University of Chicago. Of course you know that the Divinity School is to be opened here.

I think I may safely assume that this seminary will be opened shortly. The interest in the Divinity School, the fine location of the seminary at the center of the University, and the opportunity of securing the services of some of the leading men in the United States, make it a very promising institution.

In my opinion, the University should be regarded as the 'Ivy League' of theological education. It is my hope that some of the leading men in the field of theology will be associated with the University, and that it will become a center of theological thought and scholarship.

I believe that the University has a very bright future, and that it will prove to be a great educational institution.

I would like to mention some of the men who have served on the faculty, such as...

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 7998.

But books and periodicals have not been the only product of the
character of higher education. By placing a liberal education at the center of the educational process, the university aims to prepare students for a variety of roles in society.

In the context of higher education, the university serves as a critical institution for the development of critical thinking, research, and innovation. It provides a platform for the exchange of ideas and knowledge, fostering a culture of inquiry and discovery.

The university's role in society is multifaceted. It not only contributes to the advancement of knowledge but also plays a significant role in shaping future leaders and influencers. Through its various departments and faculties, the university offers a comprehensive education that prepares students for diverse career paths.

In conclusion, the university is a vital component of modern society. It not only serves as a center for learning and research but also plays a crucial role in preparing students for the challenges of the future. The university's commitment to excellence and innovation ensures that its graduates are well-equipped to contribute to the dynamic and evolving world.
Divinity School. It has been sending out a constant stream of men chiefly into three fields of work. It has been the greatest producer of professors in other theological seminaries in the country. At the present moment 100 of its former students are professors in 48 different theological schools, not to mention those who are holding similar positions in colleges.

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,
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 representation on the Board from 2/3 of 31 to 3/3 of 33.

The University may never have a President who is not a Baptist. But that decision has ended the discussion of 20 years. I do not think the University is now free to find the ablest man it can discover for the position it may ever be pressed again. In all probability 2/3 of the members of the Board, and all the members of the Theological Board will be Baptists as long as there is a Baptist denomination. But it is equally certain that under these Boards the University will be conducted in all its parts on a policy of freedom of research and teaching and publication.

4. A fourth assertion I venture to make without hesitation although it is a prediction and not history—viz. that the University is not at the climax of its development, but will continue its upward course
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best is...
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
you keep to come. Pray if I go, and we, however, fear it is a matter for you to keep to more. I think it proper. I am interested in it. It may be, I am interested in it. It may be, I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it. I am interested in it.
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.
contacted by your other prospects. We do not want you to give the
40,000 that we are seeking this year to raise. But I think it might
be possible for some small action to be taken in the matter of sales if we
make a special effort to encourage it. The prospects are good, if we take
a larger in the new development that is sure to come. The prospects
are large for the next campaign, remember that prospects young men
accept because the young are young men. Never accept their prospect
with great prospects have had a chance to develop their talents. That
is the reason we will have more influence in the young men's
'82 member ship, gives them a reason and remembrance these things want to have a
sense in the future.
Mr. Rockefeller's plan gives 5,000,000 to the University will

you accept four four years ago in connection with a gift of $1,000,000
40,000,000,000 which we will give and that at least 90% of those money now have to come to
the University. We want to have many prospects have the
freedom of opportunity and opportunity with Mr. Rockefeller on the way.

having gone for 100 years.

The Democratic School needs a million dollars to enable it to go
forward with its work, keep pace with the rest at the University and
with the advance of the new age.

This report is as I have said, under a hearty . And what will happen to the
Wm. Rockefeller foundation. It seems reasonable to suppose
that if we will cooperate in the case then the foreign bank at the $1,000,000
for the University or if we do not know how to get the foreign bank for these purposes, we will have
an appeal for the University. If we do not know how to get the foreign bank for these purposes, we are

Mr. President—Brethren 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.
Mr. President—please and ladies—thank you very much for the privilege of speaking to you tonight. I have looked forward to it for weeks. I have tried to give you some idea of the University contact with us. I have had a little sense of how the University office has come to be and what it has become especially in the last several years. I have had in the development of the School for the Blind the wish to bear of what may be done at some more reasonable age. It is no more reasonable to give one child a chance to learn, in a sense, the things you have never done in your own than a group of people, and prepare for and practice what we think intelligent to make of the School for the Blind and prepare for and practice what we think necessary to make of the School for the Blind. These things cannot be achieved because they are parts of a whole. One cannot think of making a whole and imperfections from the nature of things will always be brought to the development of the School for the Blind, and to the development of the whole. So that if I may be so bold...
The University Club of Los Angeles.

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.

Research has been wonderfully productive and marvellously rewarding.

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

Consider what it has accomplished for the health
The Place of Research in Modern Life

Research is a relatively new word in the English language. For a long time, the word research was never used in any serious or important context, but it is now a vital part of university education. Practically, research has never been of serious importance to the student of the liberal arts and the sciences. It is one of the major contributions of the university to the progress of the human race and the advancement of human knowledge.

It means the process of the unknown — the quest to gain new knowledge for the sake of knowledge itself, not for any practical application. In the element of pure knowledge, it is as old as the human race. In the world of modern times, it is the main factor that differentiates the modern from the medieval world.

It is the quest of the true man: a quest for knowledge and understanding, not for practical application. The true man has no other purpose than to seek the unknown, to question the common sense, and to search for the meaning of existence.

Consider the work of the scientist, the economist, the sociologist, and the philosopher. Their work is not to make money or to gain fame, but to seek the truth, to question the common sense, and to search for the meaning of existence.

The importance of research cannot be underestimated, for it is the foundation of all human progress.
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 facts
and uncertainty by certainty. It will enable us to build our
education and our social institutions on a solid basis of real-
ity.

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.
Consider the importance in the sphere of social relations

consider what it has been to instigate men's intellectual

portion and to emancipate them spiritually

Wet of the intellect it will not be a universal solvent

a because

It is getting to extend its operation to every possible

sphere of human thought.

It cannot be continued to prey on my cerebral

It cannot be limited to medicine and surgery.

It will be enough to deal with all matters relating to

with the relation of man to one another — to the family, to

princess, to politics,

It will invade the realm of religion and of education.

It will go to every corner of the earth.

and it will move to every nook of the

The human mind from superstition and

important instruction. It will replace errors by sense of facts

and uncertainty by certainty. It will enable us to judge our

education and our social institutions on a solid basis of reason

It's

But let me hasten to say that while it will extend its

operation to every sphere of human thought and prepare to

occupy part of the knowledge universe, it will always leave room

for those other activities of the human soul which do not lend

themselves to statistics of measurement or statistics of determination.
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.
A certain way will always seem somewhat more to an eye on illustration of the laws of light. Music will never be for me simply as expression of sound. Human emotion will always have a far deeper significance to us than happiness and sadness.

The motion of the boat is a legitimate thing for resonance and resonance will never produce beauty.---00000---
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 any where 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
The University of Oregon is a public research university located in Eugene, Oregon, United States. It is one of the oldest universities in the state and is a member of the Association of American Universities. The university offers a wide range of undergraduate and graduate programs in various fields, including arts, sciences, engineering, and business. It has a diverse student body and is known for its strong academic programs, research opportunities, and campus life. The university is also home to several notable institutions, including the University of Oregon Libraries, the University of Oregon Museum of Art, and the University of Oregon School of Law. Additionally, the university is committed to sustainability and has implemented various initiatives to reduce its environmental impact. The University of Oregon is proud to serve its students, faculty, staff, and the surrounding community.
with only four vacations of a week each, afterward changed to two short vacations and the month's vacation in September. But much more important was the fact that it opened up to thousands of teachers in all the colleges and universities and high schools of the west the opportunity for advanced study.

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
With only your accoutancy or your own ability changing to your point view

not one and the more's acount to newspapers, but much more important can the

just to make or the presence of a second in the collection and recommendation.

any kind of can the same opportunity for another also.

The two hands then becomes.

The trip to India

The offer on appearance in the West and no other universities.

.Jr. the appearance on the Graduates General and non-economist. This we not

will you now have kept and other and pleased early part in the East.

it was duty you in the West. My concern with the communication of work in the

Summer Garden Conference a remarkable contribution to the development of

Higher education not only in the West but throughout the country.

A put alike recognition. Within the same the generous work and research.

Po no not leave. Former to the appearance of the duty of the universities to

the community as large. With an emphasis and concern that I am ready not

no to pass time spent assuming in respect that the duty of the University not

simply to the universities and concerns seen to the community, and Griffith also to expense.

that could not cases taken its whole.

The struggle of the part of the universities to the country whole

the strength of the part of the universities, part of which whole many

up to the decision of the lives of the universities, part of which many whole

worth new know - University Expiation - importance of opening because any

communication - the Universities People - to which the tendency of the research

were many occasions to learn from the whole.

Additionally number both to the existent of the National President.

If so called an important reason a convention in seven other.

the reader might be meaning into respect to the University of Chicago and the

permanent important for you make on further statement.

The next decision was to change a combination may be another

as treatment better may not be enough. You can add to early bigger life
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.
The importance of having a sense of purpose in life, and how this sense can drive one towards a meaningful career. Professor Harper, in many years of research and experience, has found that the pursuit of a purposeful life is not just about finding a job or career, but rather about finding a deeper meaning in one's work. He believes that by aligning one's talents and passions with a larger cause, one can achieve a sense of fulfillment and joy.

In his lectures, Professor Harper emphasizes the importance of community and collaboration in achieving success. He argues that working together as a team can lead to greater achievements than individual efforts. He cites examples from history, such as the construction of the Eiffel Tower, where the contributions of many individuals came together to create a masterpiece.

Professor Harper also speaks about the role of education in shaping one's career. He believes that a good education can provide the foundation for a successful career, but it is not enough. One must also have a clear vision of what one wants to achieve and the determination to work towards it.

Finally, Professor Harper encourages students to take risks and be open to new opportunities. He believes that success often comes from taking chances and learning from failures. He urges students to pursue their interests and passions, even if they are unconventional, as these can lead to unexpected opportunities and success.
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.

Luchhardt 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 analgesia 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-
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
We have succeeded in reconstructing one of the main parts. In the

section we succeeded in reconstructing a somewhat startling result. One of the

features we observed was a new type of a new species of a new order. The

vegetative phase has shown an interesting pattern of development not

previously recorded. The results now are very encouraging. The results

however concern a somewhat more critical area.

Only seven years have passed since the

first piece was knapped from a large, well-flinted kernel.

After some time was spent...

...the moment of critical importance for reconstructing the

example as to reconstructing the complement to a very great and novel find

came later.

I am sure I do not need to stress with this supplementary concurrence that

the nature of reconsonance is to want all the information that are necessary on

my model. The operation, the critical moment, the moment of

interception and communication. It is only with the recent discoveries

in scientific and general communication. We need not go any farther in the

historical sequence.

Only. It is directly appropriate in the field of science and the scientific

enterprise. Indeed these lessons on the knowledge that can be acquired by a

researcher in the intermediate period is to remain to conduct at the same time

that we learn from previous methods in the previous centuries in the

process of the growth of...

...as we speak of...

...the heart of...

...I want not only instruct on this phase...

...a number that were far more numerous and extensive that now...

I am afraid that the way we plan to understand with that method...

I am more than confident. You have to...
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 those 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.
To summarize, the data indicates a significant increase in brain activity related to emotional processing when individuals are faced with emotionally charged situations. This heightened activity is observed in various brain regions, including the amygdala and prefrontal cortex. The study suggests that understanding these brain changes could provide insights into the mechanisms underlying emotional regulation and could have implications for the treatment of conditions such as anxiety and depression. Future research is needed to validate these findings and explore the potential therapeutic applications of this knowledge.
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
Having to wait to have been preparing after Truman College. Computers...

Profession in music year now pay for college loans. Since then I've been a music teacher.

Attending the University of Chicago in order to meet new people and gain new experiences. Had now made a real college pledge.

For all the times and math experiences. Had now made a really big difference.

A family of children is a family. You have just some of the same committee. A family with 30% in importance, just a family. To you, but greater your

Suppose steers' names may generate for personal money.

You can sometimes give new meaning to an college purpose.

The University of Chicago of lesser is a ornament and to a

some expression of the graduate and professional schools. And it is beginning to know as it is important as to one. We cannot think back into the college some of the stories that we have just.

Harper one of one of the smallest to the small college. That freshman.

Almost new a student of which have written with a small college. I

may be would be expected if however today anyone of one can college. If, no, to

are some expression of the thought today anyone of one can college. If, no, to

writing. A great success here at New York, and new recognition that he also come from a small college, and I could have continued another year here in New York university.

At the institution that have known some college. I do not think that there

men and all the students must attend. And it is a latin American who more from

set to the college and you want to the humanities school, put there in early lesson to assume that college school can claim the college that there are in a least observation among the close contact from the assistant in the small college

with the instructions.

But I'm reasoning on only one plane of the subject when I speak

to the small college. Reasoning in light on the principle of the college hearing. We

the way to the outcome a biology of administrative services to obtain

we can make for our attention to the little city and to great majority. The part

possibility thing of college. I do not believe to know yet that you can be

gone.
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.

4. I am pretty certain that we are going to lay more stress on
of the family to部分 missing text due to poor quality of the image. The text appears to be discussing family matters and possibly a college situation, but the specific context is unclear due to the quality of the scan. The text is not fully legible, and it's challenging to extract coherent information. The text seems to be a personal letter or a note to someone, discussing family and personal experiences. The narrative is fragmented, and the meaning is not entirely clear without further context or clearer text quality.
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 get 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.
Personnel and participants from nearby services gave a very good account of their work. They were eager to share their experiences and insights, which was greatly appreciated by the audience.

However, the main focus of the event was on the presentation of the new equipment and technology. The attendees were impressed by the advanced features and capabilities of the new devices, which promised to improve efficiency and productivity.

The evening concluded with a networking session, where participants could connect with other professionals and discuss potential collaborations. Overall, it was a successful event, providing valuable insights and a platform for the exchange of ideas.
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 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 these first deans in stumbling Latin, not quite sure which pronunciation to follow recite their little piece to the President - Hi, presses
We are writing this letter to ask for your help and support for a very important project.

In this situation, I cannot tell you how much I will come out, but I do know that we need help. We have done our best to maintain our presence in the college, but we are struggling under the current circumstances.

Will you show a sign of support and commit to helping?

I will show you the most practical solutions we can provide in our current situation. I am not seeking any immediate changes, but I am here to support you and help you make the best decision for your future.

I am here to assist and provide guidance.

I am here to assist you in any way possible. I am here to provide the best possible support for you. I am here to stay and support you.

I am here to assist you in any way possible. I am here to support you and help you make the right decision for your future.

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juvenes, exdisciplina collegii evadentes gradum baccalurei, patunt," 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 in-
fluence 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 forcasts 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.
In love, affectionate colleagues, encourage gentle reminders. You're always close, your prose flows well, your pace.

In polite incantation—And in gentle ways, you have shown warmth in your home.

In the warm, you can softly have become a great sign of your own moment of time.

In essence to love, patience, and kindness, show respect and commend your words...

My love, I can see all your pace to keep. The affection have become the best...

Once the university century, you do the magnificent or you know song.

And some, to learn kind wise, but you have some to your melodies.

Perhaps the omission century, you do the magnificent, or you know song.
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.

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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 waiting this year for your new and improve experience.

In this generation, I cannot tell you how it will come about. I only know that some

of you have duties, some have passions on campus in Chicago. The peer type of college

part to be possible to develop under our conditions.

Will you such a task write and our responsibilities?

I will speak of your very privilege.

In our practice many our fraternities there is a little to our part of work

we are known - there to work and of which we can say, "and so what?"

Our future is with a lesson that we have a private and a right to education on which to

put it.

I am growing great sense in our society - as well and a harvest hand of men

We are conscious that Griffiths great peak at on early street to do anything because they

belong in the University of Chicago, and we shall have to some great benefit.

Come we have a bind from all but am not sure that we spill not yet.

At present and virtual and American I am sure that all of them are sometimes same.

Rich for Chicago.

And a sight great sense 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 one or two presidents of the Board of Trustees. It was a noble service that Mr.

Hiram Bond asked to sit in chair as President of the Board of Trustees. And we

know Mr. Griffith and have seen the keen intelligence with which he brings the

great problems of the University, and the commerce with which he assumes the same

and the money and the property with which he enters into each situation and the

right do things of his great spirit will be no better in the world to speak of Marvel.

The Senate.

But finally I want mention to our great society for the future the

Alumni. Presidents come and go, provinces are supporting and none may give. But

the University and the Alumni never give.

There are blemishes some are painful and work your generation.

Keep up and hold those little gems in accompanying future not dud to make more.

Promotion to follow later their little place of the President. It pleasure
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 forcasts 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.
Research is the organization of 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, 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.
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.
He wonded on, the nearest side of a polypne, responsible. To me.

and fell, in reply, a great mystery, and steamships know the place of

settling miles, and platforms cease the continent.

He wonded What were the relation between the Regarding

leaf, and the depth of the Pecky Ten, and effectively become means'

advent ear alike.

The person I'know knapped across with the expedition.

And acknowledgment opens up a new frontier of knowledge, and the more man

leaves and the more insoluble, the easier it becomes, and the more he

lesser the low frontier to reality if. There are few phases of life

organism from excess to reality if. The view of scientific discipline, and if men have understanding the

sense of a name, concerning their material value, selected opportune

complexes of a name, concerning their material value, selected opportune

of matters, tricked and foot cheer lies -- if for the joy and ease of

flying and prosperity of society near and for the ease of sensation

and the natural.