I have a keen sense of the magnitude of the task and the responsibility which the Board of Trustees is laying upon me. The past history of the University has been an honorable and a notable one. Each of the two administrations, which together have covered the thirty-one years of our history, has been marked by great achievements — all the greater that the two presidents and the two administrations have been in certain respects markedly different.

I have a very deep sense of the value of the work which President Judson has done in solidifying and strengthening, as well as in extending, the work of the University. I have often spoken of it both to him and to others.

But it is, of course, chiefly of the future that I am thinking today. For much remains to be done. I well recall President Harper telling me of certain things that he hoped would be done in his lifetime, some of which have not yet been done. We all know of certain great plans which President Judson has had in his heart, and which he confidently hoped would be fulfilled in his day. But the great war came in and to his deep regret and to ours, they are not yet accomplished.

Simply to carry into effect what these great men have planned and left undone would be a large ambition. But we should be unworthy of them if we did no more than this. As we look to the future, I would set no limits to our hopes and expectations. We shall have our own dreams and plans, as well as those which we inherit.

It has of course occurred to you that my term of office must be a short one, and I promise you now that I shall not endeavor unduly to prolong it.
I have seen some of the students of the school and the
universities' work of the Board of Trustees to realize how we.
the best
practices of the universities have seen an important role in the
work of the universities. I have often spoken of the past to
my own students.
but it is, of course, a matter of the future that is frightening.
For you may remain to be gone. I will teach.

I was not very good to be gone. We will know of certain things.
In the present and in the past, and with the continuity of
certain things.

I hope you will not be gone.

And the great war came in and to the good leaders and to the
words are not for accommodation.

simple to carry into effect and these great wars.

Tell me that you are a leader.
I have told Mr. Swift that when that younger man whom the University would by preference have elected at this time is found, I shall not be in his way.

Yet I trust that the period in which I hold office will not be one of stagnation but of advance. One of the first questions that I put to Mr. Swift and Mr. Ryerson was this, "If I accept this office, do you wish me to mark time or are we to begin a great period of advance?" They both said at once and decidedly, the latter. It is with this understanding that I take up my work. However short my term of office may be, many of you will be here for years, and I understand that together we are about to enter upon a period which we hope and expect will be one of marked advance, sharing the characteristics of both the preceding periods.

And this brings me to what I most wish to say today. This is to be our work. The Trustees have signified their desire for an entente cordiale between themselves and the Faculties by inviting the cooperation of a Committee of this body on the matter of the presidency. I am convinced that our further cooperation with them ought to be not of the Acting President only, not of the Senate only, but of the whole Faculty. I think we might well for a time turn the Senate into an open forum for the discussion of questions of far reaching policy. I am thinking not so much of legislation as of discussion which shall enlarge horizons, enable each of us to take into view the whole work of the University, clarify our views and issue in definitions of policy. I hope that you will be willing to make the sacrifices of time and energy that will be necessary to give the highest value to our discussions.

In conclusion, I wish again to express to President Judson, my chief and my friend, my deep appreciation of his great services to the University and to pledge to Mr. Swift, to the Board of Trustees, and to you, all the power and capacity I possess for the absorbingly interesting and important work that lies before us.
The retirement of President Judson at the end of a notable presidency of sixteen years of itself compels those who are responsible for the administration of the University, both Trustees and Faculty to look ahead and define the tasks which lie before them, and consider the means by which they are to be accomplished. To present at this time a detailed programme of action, an articulated series of achievements to be undertaken in order, and of buildings to be built would be premature, that may and should come later, but is not yet practicable. A few broad statements must suffice for this moment.

1. The whole situation demands no radical change of policy, no violent excision of any portion or aspect of the University's work, no sudden embarking on new enterprises, but it does clearly demand definitely planned and vigorously prosecuted advance in several directions. The great war is nearly five years behind us. Its effects are not over and never will be, but it is possible now measurably to define the results as concerns economic conditions and educational demands, and it is the manifest duty of the University to plan its future in view of these results and to push vigorously forward to meet the new situation whatever it is.

2. It is time for us in the light of thirty years experience and in view of present conditions, to define anew our special task. Whatever may be the merits of standardization in education, its legitimate limits are far exceeded when it is assumed that there is a standard type to which all Universities should conform. Our task is not that of our neighbors. We render the largest service not when we duplicate what they are doing, but when we discover our own special function and address ourselves to that. Educators who have no official relation to the University have repeatedly expressed the opinion that
The extent of the present task is the any of a notable breach of six years at the present complacency may not the University of the University, both trusts any faculty to look away any getting the facts which he may have contain of the system which they are to be accomplished. In the effect of a general program of action, an articulate sense of the emphasis of action, a few broad statements must suffice for this moment.

The wide attention given to technical aspects of policy, to

acquire experience in the portion of some of the University's work, to

suggest eminence to the technical, and to assure something to the

In particular, planning and technological processes in service of science.

The great man is health. Life needs planning. As the critic, the

view of these lessons and to try scientifically to meet the new

situation wherever it is.

2. It is time for us to lift of the spirit, new experiences.

and in view of the present conditions, to get the same as possible from

what ever may be the verdict of the technicalization in education, the

legitimate limit in the extreme way to conceive the University's work contains.

Our task is to find the intellectual world, and not that of one nation. We have the further learning, not may we

enjoy the same. Work that I, and we, are ready, not may we

function and acquire continuance to that. Hypotheses may have no difficulty

to the University we must forget the opinion of
there is a task which is peculiarly ours, not of course without elements that enter into the task of other institutions, but yet on the whole specifically our own. To discover and define that task is an enterprise that should engage the thought of us all.

3. There is I believe a strong and growing conviction that when we find that task, it will involve an even stronger emphasis than has here-to-fore been placed on research, that the spirit and practice of research ought to extend to every division of the University.

Ryerson and Kent, the four buildings of the Hull Court group, have always been the homes of research, and the addition of Ricketts and now within a few days the opening of Ricketts South bear visible testimony to the emphasis of the University upon investigation in the field of the physical and biological sciences. Still more eloquent is the record of the actual achievements of Michelson and Millikan, and Chamberlin and Hale, and Barnard, and Coulter, and Neff, Ricketts, Carlson, and Luckhardt, to mention only a few of the names which form our roll of honor in these great fields of research.

We shall certainly make no claim to a monopoly of the right of research as against other universities, but we may justly, I believe, recognize that whatever others do, our tradition dating from the foundation of the University, our freedom to shape our own policy unrestricted by acts of State legislatures or by popular demand, impose on us an obligation that we cannot evade. And that we have no slightest thought of abatement of our zeal in this direction is evidenced by the recent resolution of the Senate asking that a million dollars be secured for the endowment of research in the fundamental sciences, an amount which it was clearly understood would need in due time to be followed by other similar sums. Our only uncertainty in this regard is the completion of our University Medical School on the
Quadrangles. One of the great achievements of President Judson's administration was the working out of the plans for this school, and the raising of over five million dollars in 1917 for the putting of them into effect. The great increase in building costs and other expenses put unexpected obstacles in the way of the actual realization of these plans. But it is now agreed at all hands, as President Judson himself clearly saw and stated, that whatever the difficulties in the way, the time has come for immediate forward steps and rapid progress. Committees of the Board of Trustees and of the Senate are now diligently at work at the restudy of the plans of the school and of the buildings in the light of present conditions educational and financial. It has been definitely determined that this school shall be devoted to the progress of medical science. While the school will undoubtedly produce practitioners, and these of a very high class, its main task will be the practice and promotion of research, and many if not most of its students will become investigators or teachers in the field of medical science. We choose this field not with the thought that medical science is an end in itself, or that it has a value apart from its promotion of health and the betterment and lengthening of life, but because we believe as medical education stands today, our greatest contribution to human welfare can be made through the promotion of medical science and the producing of men trained in the science of medicine. Moreover competent judges assure us that our situation is almost uniquely favorable for the development of a school of this type because of the strength of our departments of Physics, Chemistry, and various branches of biology and the possibility of our developing a medical school in close physical contiguity to these departments and in intimate relation with them.
One of the great necessities of the present day is the recognition of the value of the work that is now being done to improve the conditions of education. The great increase in the number of schools and the more rapid development of secondary education has made it necessary to reorganize the educational system in many places. But if we are to remain at the present level of educational achievement, we must continue to improve our methods and procedures.

The time has come for immediate reforms, not only in the schools and colleges of the nation, but also in the Senate and the House of Representatives. It is necessary to work on the basis of the plan of the school and the college in the light of the present conditions. The school should be a place of education, where the student will acquire the knowledge and skills that are necessary for his future career. It should be the center of intellectual activity, a place of learning and growth.

The student will become important in the life of the college. We choose this college not because of the wealth or the fame, but because of the student's welfare. The college is as much in itself, as it is in the student, and it is from the growth of the college that the student and the college will grow.

The greatest contribution to human welfare can be made through the profession of medicine. Modern medical schools must be staffed with the best and most competent teachers, and the student must be given the opportunity to develop his abilities in the study of medicine. Modern schools must also be equipped with the latest laboratory and clinical equipment, and the student must be given the opportunity to observe and to acquire the knowledge and skills that are necessary for a successful career in medicine.

In intimate relation with them...
But it is by no means solely in the sciences that are represented by the buildings on the north side of the Quadrangles that we look for noteworthy progress in research. The recent creation of a group organization for the social sciences, the receipt of a gift from the Laura Spelman Rockefeller Memorial for special investigation of social and political conditions in Chicago, and the endowment of the Norman Wait Harris Foundation in International Relationships, are all signs of a quickened interest in research in the field of Humanities -- in which notable researches have already been made in past years. And it is possible the field of Education of which Mr. Morrison has spoken so impressively today, that appeals to many of us as demanding our most earnest attention in the immediate future, because it is by research in this field that we must determine our own policy as a University. Our School of Education has already distinguished itself among institutions of this type in the country by its emphasis on research, and frequent utterances of President Judson have emphasized the thought that as a University we are committed to the improvement of education through research in the laboratory of actual educational work. At the present moment, the Curriculum Committee of the Colleges, is, with the cooperation of officers of the School of Education, engaged in an intensive study of the problems of the Colleges.

All this clearly implies what I believe we will all agree to; that the emphasis on research to which we all give allegiance demands not that we should become a research institute with investigation, but no students, not that we should
part if to phy no mean salut in the sciences that a
representation of the patient's on the nature of his
varieties
that we look for necessary pleasure to research, The only
appearance of a blank statement of the social and political
consumer
the special investigation of social and political boom
in increase and the employment of the workers with helix participation
in communism, and the failure of a balance and

"Institutional futures" the why of a difference

interest in research in the field of humanities to work
national association have already been made at our

without any immediate attention in the immediate

interest because it is a research in this field that we are
determine can only be a University. Our School of Economics

and many statements and ideas must be stressed that in the country of the empires on necessity and intervention
of Presidents in order to preserve. This statement in a University
we are committed to the improvement of economic thinking research

in the importance of economic anticipation or the President's committee on the College,

in cooperation of officers in the School of Economics, especially in

intimidation stage of the problem of the College.

We will define the problem that I define what it will be

these go on, that the expenditure on research to carry on our art.

Give intelligence, geometry, not just as sympathy, but just as sympathy.

institute for investments put on advantage, put first, from which we shall
do away with the Colleges or abate our interest in them, but that retaining them, we shall do our utmost to make them the best possible, giving to the young men and women who come to us for collegiate training the finest possible type of college education, and making thus, if possible, a contribution to the advancement of education in the country at large. Alike from the point of view of research, and from that of our obligation to our immediate environment and the country, which obligations we cannot forget, the intensive and comprehensive study of the college problem seems to me clearly to be one of our immediate duties. I will not believe the very principles of research by prejudging the results of this study, but in accordance with that spirit, I venture to say that it will not be conducted in a narrow or destructive spirit. It will not ignore the fact that our goal is the development of symmetrically educated, intellectually and morally efficient members of Society. Our investigation will not forget the many-sidedness of human nature or the special characteristics and needs of youth of the college age. It will not make the mistake on the one hand of disregarding the need of preparing students for the graduate and professional schools, or on the other hand of ignoring that large body of students whose only graduate courses will be pursued in the school of practical life. It will not emphasize the social, as if amusement were more educative than study, or the physical, as if the body were more than the mind, but neither will it suppose that healthy personalities can be developed in intellectual monasteries. We shall try to escape the danger of mass education and in some measure at least to restore the ideal expressed in Garfield's definition of the ideal college as Mark Hopkins on one end of a log and a student on the other. We shall be concerned far more with quality than with number, with character than with glibness of speech, and with power to think than with ability to repeat others' thoughts. We shall
null
recognize that our students are destined hereafter to live as members of a community, that they now constitute a community, and we shall aim by helping them now to live normal lives, to fit themselves for the larger responsibilities and wider relationships of the life that they will have to live when they have left our halls to be students of life and makers of history.

In short, recognizing that it is our duty, whatever others do, to emphasize research, but we shall define research in no narrow sense, as if it could be conducted solely in laboratories of the physical sciences, but we shall steadfastly maintain that men who conduct research, and the men for whom it is conducted are at least as important as the researches which they conduct, and that our goal is not science in a vacuum, but science that serves humanity, indeed more adequately stated, a better humanity.

Confronting tasks like these which I have named, we shall go forward together with courage and hope.

Achieving these things we shall feel that we are winning our special achievement of work we are all working for a common end, and shall still further develop the spirit of cooperation which is already a marked character tic of our life as a University and Emory together is growing and something real, together, we shall go forward together with courage and hope, and with sufficient that the next chapter in the University will be written.

The splendid men that has passed the forty

thirty year already past.
to reorganize their efforts to live as members of a community that plans for a community, and we apply
principles from how to live mentally lives to the problems of the life that they
labor to reorganize and whose definitions of the life that they will have to live may they have felt or felt to be a result of
the war and later events.

In short, recognizing that it is our only, whatever option to
emerge as a necessary, but we will help to reorganize in no different sense,
we will continue on our way in our schools, in our craft, and the more important is the reorganization which can and that can be
more effectively reached, a better humanity.

Continuing some fine pieces which may remain, we will by
now have recovered with our nation and hope.

...
A University is a Public Service Corporation
(but it has its own special field)
its dividends are knowledge and character + social betterment + it empowers any person who will pour his capacity to carry them away.
It accomplishes its results in three ways: Research, instruction, dissemination.

Research is the search for the unknown.
Three causes: need, curiosity, world.
Research has been immensely profitable:
- Economically + financially
- Physically - in the sphere of health
- Socially
- Spiritually

The Agents of Research
Individuals - men
Corporations - valuable
Universities -
The University - comprehensive, fundamental
University of Chicago
Opened its doors in 1892.
1000 beds. 6000 students.
High emphasis on three things.
Reached an important peak in its history.
Emphasis on betterment
Not only better - but possible.

Men and buildings.
Must look to Chicago.
Mr. Rockefeller.
Noting more Service professor.
Work 'em if thee.
Address to His Royal Highness, The Prince of Wales

By Ernest D. Burton, President of the University of Chicago

October 13, 1924

Your Royal Highness

Gentlemen of the University and the City of Chicago.

This is a red letter day in the calendar of the University of Chicago. Many distinguished guests from our own land and from foreign lands have honored us by visiting this place. But never before have we had as our guest so distinguished a representative of a foreign nation—one who with the single exception of his royal father, represents more perfectly than anyone else could the land that most of us think of as the Mother country.

That England is the Mother country, especially in the field of education, this very hall in which we have met today forcibly reminds us. But scarcely less so many of the other buildings which his Royal Highness has seen from the outside and of which we should have been glad to show him the inside. These do not all so exactly reproduce the form and dimensions of any Oxford or Cambridge building as this does Christ Church Hall at Oxford, but most of them reflect the influence of the English Gothic.

The University hopes soon to build a Chapel which will be more beautiful and more suitable for its purpose than any other building now possessed by an American University—a building which shall be the crown and gem of all our buildings. When it is built, though it will not remind the spectator of any single building it will
Address to His Royal Highness, The Prince of Wales

By Chancellor D. H. North, President of the University

At Chicago

October 15, 1927

Your Royal Highness,

Gentlemen of the University and the City of Chicago:

This is a long letter, but in the interest of the Unitarian activity of Chicago, many distinguished guests from out of land and from foreign lands have congregated on the campus.

But never before have we had as our guest so distinguished a leader and renovator of a tolerant nation—none who with the simple explanation of the ten great principles and the freedom, equality of the ten great men of the Mother Country, especially in the Mother Country, the common land and spirit of the People. There have been few in the world who have been so influential in the work of the American University—no man more so than the University of Chicago, no man more of Chicago, no more of Chicago, no man more of Chicago, out of Chicago, but most of Chicago.

The University hopes soon to publish a complete work which will be

more presentations and moreisi clase for the purpose than the others.

May we possess as an American University—publishing work of

the great and few of all our publications. When is to end.

If will not tampon the expectation of any entire publishing of will
suggest all those glorious Cathedrals of England which challenge
the admiration and the wonder of every American traveller.

But it is not in buildings only that we are indebted
to England. Harvard College, now known to be a great University,
is said to have been patterned after Emmanuel College, Cambridge.
And Harvard in turn set the pattern for practically all the other
colleges and Universities of the Country. To this day though we
have made great advances, we still look with envy and emulation
at the great Universities of England, and wish that we might do
some things as well as they do them and that we might reproduce
the charm of the Oxford quadrangles and the Cambridge "backs".

But neither is it in education only that we are debtors
to England. Our language came from England. And even if our ac-
cent be not exactly the same I trust his Royal Highness will recog-
nize that ours also is an accent of friendliness. Our basal law
is the Common Law of England. We are inheritors with England of
the same great literature. Our political ideals are largely in-
herited from England, and even our independence and obstinacy in
sticking to what we think is right whether it really is or not, we
count an inheritance from our British ancestry.

We all rejoice in this inheritance—not the obstinacy
only but the whole of it—and more deeply than ever before we desire
to cultivate and to maintain friendly relations with the British
Empire on both sides of the Atlantic.

I have but recently returned from a visit to England,
from which I do not like to be absent many years in succession.
I was deeply impressed with what I counted as the evidence of
England's substantial prosperity. Amidst many difficulties and
despite immeasurable losses I am compelled to believe, as I rejoice
BOYNE VALLEY, COUNTY MEATH, IRELAND. 

The university and the moor of many American travelers.

But it is not in America only that we are seduced,

to England. Havering College, now known to be Great Havering,

but said to have been performed after Emmanuel College, Cambridge,

and Havering is truly a fine example of the English. To give an example

of the Oxford University and the Cambridge "preace." But whatever it is in addition only that we are seduced

to England. Our love of home is from England. And even if not so,

can be not exactly the same. I can not expect to find the boys, the girls,

like that once ago in so secret of England. Our dear land of

the Common Law of England. Our boys will be faithful to

the same great interest. Our political careers are largely in

parted from England, and even our independence and affection in

spite of which we think to find a greater if better is not.

come as an influence from our British ancestors.

We still retain in this influence—no the appearance

down but the whole of it—by more clearly than ever before how much
to contrive and to maintain friendly relations with the British.

Enable us part wise of the English.

I have no reason to longer a visit to England.

from which I go not like to be separated many weeks in succession.

was no grief in response with what I connected as the advance of

England's systematic prosperity. Many a man's affections and

great theme consummated I sense in coming so. Then, as I take
to believe, that England is in all essentials prosperous. The basis of that prosperity is in the sturdy character of her citizens. We count ourselves happy to be her kindred and her friend. We have no conflicting ambitions. We covet none of England's territory, and England covets none of ours. We share our common history and we cherish our common hopes. We thank you.

Gentlemen, I ask you to join me in drinking a toast to the health of His Royal Highness, the Prince of Wales. May he long live to symbolize and to foster the friendship between Great Britain and the United States of America. May his country and ours ever stand shoulder to shoulder in the maintenance and the realization of the highest ideals of national life, and in the promotion of the peace and welfare of the world.
to preserve our freedom, our honor, our lives, and our property. It is an essential prerequisite to putting our lives, honor, and property at risk.

We cannot afford to be divided by petty differences or personal grievances. We must stand together as brothers in arms to defend our common cause. We must uphold the principles of equality and justice for all.

Our common goal is to ensure the security and prosperity of our nation and the world. We must work together to achieve a lasting peace and prosperity for all.

We are united by our love for freedom and our commitment to the ideals of democracy and human rights. Together, we can build a better future for our children and grandchildren.

Let us remember that our strength lies in unity and our weakness in division. Let us strive to be the change we wish to see in the world.

May God bless our efforts and guide us in our endeavors.
THE BUSINESS OF A UNIVERSITY MEDICAL SCHOOL *

ERNEST D. BURTON, A.B., D.D.
President, the University of Chicago
CHICAGO

The university medical school, like so many other parts of our educational system, is in the making. It is, as the ancient philosophers rightly said of the world, becoming. The forces that have brought it to the point which it has reached are many, but not least among them are the ideals consciously created by thinking men and more or less completely embodied in this or that school. The discussion of the function of the university medical school cannot therefore take the form of a description or photographic reproduction of an existing institution, but must rather be an attempt to define the goal toward which we are by conscious effort moving.

Speaking, then, from this point, I think we may safely say that the university medical school ought to represent the university ideal at its highest, and the spirit of the medical profession at its best.

And this, in turn, means that its inclusive ideals are research and service—not that the university stands for research and the medical school for service, but that both stand for both, perhaps the university emphasizing the thought of research more than the medical school traditionally has, and the medical school service more than the university historically has, but without emphasis on this difference of emphasis, both university and medical school standing for research and service.

To this definition of ideals, let it be added as taken for granted without discussion that the ultimate purpose of a medical school is to relieve human suffering, to increase the happiness and worthwhileness of human life, promoting human health by curing or preventing disease. Let it be further affirmed as a proposition that calls for no discussion that the medical school aims at this result largely by the training of a medical profession. It is not simply a research institute, discovering facts, or simply an institute of public intelligence. Whatever it may do either in discovery or in imparting to the people at large knowledge about health and disease, it aims also and especially at the education of physicians.

* Read before the Annual Congress on Medical Education, Medical Licensure, Public Health and Hospitals, Chicago, March 3, 1924.
But how are physicians to be educated? Is medical education mainly a matter of the imparting of information or of the development of an attitude and the equipment of a mind with intellectual tools? Does it send out physicians who, having completed their medical education, will thereafter employ the remedies and methods which their preceptors have taught them, or does it lay the foundations of an education on which the graduate will continue to build as long as he lives? China has for centuries had a medical profession but no medical school. The practicing physician has passed on to his successor the rules he has learned from his predecessor. Farmers have been and are still educated in the same way. Until lately, at least, blacksmiths and carpenters have been made in the same way in this country. All these examples illustrate one method of education—the method of impartation. It is centuries old and still widely prevalent. Fifty years ago it was, I presume, almost the only method in use in this country in all education, from the elementary school to the professional school. It was a matter of give and take. The professor or the textbook did the giving, and the student did the taking.

In his recent volume entitled "Harvard Memories," President Eliot tells a story which would be almost incredible if it did not come to us on unimpeachable authority. For a curriculum which consisted of courses of lectures running through four months of the year and repeated year after year, it was proposed that there should be substituted a medical school in which the instruction should be progressive through each year of the course, and should run through nine months of each year, instead of through four only. It was further proposed that no candidate should obtain his degree unless he had passed a strict (written) examination on all of the chief departments of instruction, instead of five out of nine, as had previously been the requirement. The professor of surgery, who at that time had complete charge of the Medical School of Harvard University, went round to all the members of the board of overseers—he was a man of quick wit, picturesque language, and great personal influence—and told them that this young president was going to wreck the Harvard Medical School: it would cease to exist in a year or two, if his revolutionary reconstruction of the school were allowed. "He actually proposes," said this professor, "to have written examinations for the degree of doctor of medicine. I had to tell him that he knew nothing about the quality of the Harvard medical students; more than half of them can barely write. Of course they can't pass written examinations."

But the dogmatic method of instruction was of course not confined to New England. A man who graduated in medicine in this city as recently as within twenty-five years told me that one at least of his professors used to dictate his lectures word for word, commas and semicolons included, and on examination demanded that the answers to his questions reproduce the exact language of the lecture, punctuation included.

This method of teaching was, of course, not peculiar to medical schools. It was the common method of professional teaching. Thirty-five years ago I was one day expressing to the president of the school in which I then taught my indignation at some one who was doling out his opinions to his students and expecting them to accept them as a matter of course. His comment was, "Well, with the majority of students, is there anything better to do than to give them their message and expect them to go out and repeat it?" This is simply the method of the centuries, and is still the method in large areas of education.

But it is in fact also out of date and doomed to extinction. For at least fifty years it has been in process of displacement by another method, which I believe is destined eventually to affect profoundly our whole educational system. The force that is bringing about this change is simply the restoration of nature's own method and the systematization of a process that has always been going on in the world.

Let me explain what I mean by each of these statements; and first in respect to nature's method. Every normal child is a natural investigator. Lying in his cradle, he begins to acquire knowledge by observation. Long before he can read a printed page or ask a question or even understand vocal utterances, he discovers many things about the world in which he lives. He knows that food gives him comfort and takes away pain; that his mother's face comforts him, and the faces of children amuse him. By this process he discovers what certain sounds mean, and by a long series of experiments learns how to make sounds. Thus he acquires the elements of language, learning to understand it and to speak it. With this new tool he acquires access to the experience of others and adds rapidly to his store of knowledge, by drawing on the common stock of ideas in his environment. Entering on this stage he learns a great many things that are not so, as well as many that are. But the fact of importance for my present purpose is that personal discovery precedes the give and take of conversation, and that it goes on through life. In school, indeed, the child is usually subjected to a process of so-called education which threatens to displace nature's methods of observation and interpretation. But, released from the schoolroom, every child is obliged to fall back in large part on nature's method. No school that was ever conducted furnishes its pupils with answers to any large part of life's questions. We are all compelled to resort to experience, to observe, to interpret, to formulate tentative conclusions, and try them out to see how they work, till we conquer our world, or break our lives against it.

A word on the other point—a process that has always been going on in the world—by which I mean discovery. What I have just said applies in a sense to this point also. Every man is a discoverer from childhood up. But I am thinking now of the discovery of things previously unknown, not only
to the individual discoverer, but to the race. The world has always had its Galileos and its Christopher Columbuses, its Newtons and its Franklin's, its Darwins and its Pasteurs—men whose curiosity has pushed them out to and beyond the frontier of human knowledge. And organized education has taken account of them, first by denial and opposition, often by persecution, then by acceptance, and finally by canonization and dogmatic reaffirmation.

The new thing of which I am speaking is the definite recognition of discovery as the method by which the world gets ahead, its definite acceptance by educators, and the definite incorporation of it into our system of education. The great historic discoveries have been simply exceptional instances achieved by men who have escaped the process of repression to which organized education endeavored to subject them.

Simple as the matter is, simply the open-eyed adoption of a method as old as human nature, and its incorporation into the processes of education from which it has been hitherto largely excluded by dogmatism—simple as the fact is, its importance can hardly be overstated. It is giving us a new education, a new morality, a new world.

For this world old process as thus definitely organized and recognized, we have adopted the word research—a word that you will scarcely find in any book over 30 years old or in any college catalogue over 30 years old, but which is today the outstanding word in our educational vocabulary.

To the new spirit and point of view for which this word stands, we owe all that marvelous progress that has been made in medical science in the last half century. It is superfluous to give illustrations of this fact. It will be quite sufficient for me to name Pasteur, Koch, Claude Bernard, Ehrlich, Walter Reed, Lazear and Jacques Loeb.

The result of all these researches is that the practice of medicine has been transformed from a more or less rule of thumb administration of drugs into a rapidly developing art based on an incomplete but rapidly growing science.

What, then, does the fact that we have come thus far mean for the future of the university medical school? Fundamentally, as I have already said, it means that the university medical school of today ought in its effort to develop a medical profession, to represent the university ideal at its highest, and the spirit of the medical profession at its best, combining the two great ideals of research and service. It demands that it shall stand for the discovery of all possible facts contributory to human health, and for the training of men who will not be mere repeaters of formulas or practitioners of rules, but themselves investigators, accurate observers and keen interpreters. It means that, controlled by the ideal of service, and by the ambition for progress, the school will seek to train investigators and teachers and practitioners, all of whom will be controlled by the spirit of research and of service. In setting this as the standard for the university medical school, I am not meaning to say that any other medical school should have any other ideal. I mean only that the relationships and connections of a university medical school furnish to it an atmosphere and facilities that other schools are perhaps less likely to possess and which make more evident and imperative its duty to meet these high obligations.

But shall we be a little more specific?

TENETS OF A UNIVERSITY MEDICAL SCHOOL

1. The day of the old "give and take" method of instruction in which the professor did all the giving and the student took what was given— that day is gone, not to return. It may linger on in obscure corners of the educational world, just as the snow of winter remains in the deeper northern valleys when all of the rest of the world is green with the verdure of spring. But it is an anachronism that has no proper place in modern education, least of all in a science which is making the rapid progress that medicine is now making.

Certain facts the student must, of course, know. At every stage of education, the acquisition of the established and fundamental data is a necessary part of the process of education. The possession of them is necessary to the practice of research or of the art to which they pertain. But it is an utter waste of valuable time for the professor of medicine to spend the class-room hours in rehearsing these facts to the student or having the student recite them to him. The art textbooks from which they can be learned, and brief examinations will serve to discover whether the student has acquired them. The principal business of the teacher must be to see to it that under his guidance and inspiration the student acquires what no textbook can impart—the investigative attitude of mind, and actual ability in research.

The methods of doing this will, of course, vary in different subjects and even according to the genius of the individual instructor. The point I am emphasizing is that while education must include the acquisition of the inherited store of information on the subject under discussion, it must, especially in a subject which is at the stage which all departments of medicine have now reached, emphasize not less but more the investigative attitude of mind and the practical acquisition of the tools of research.

2. A second consequence of the progress which has been made in medicine and in our conception of the true nature of education is that the curriculum of a university medical school must include a much larger number of courses and subjects than any single student can be expected to take. I confess that I speak here without that exact knowledge of the field which would enable me to illustrate this assertion as forcibly as I might in some other realms of knowledge. Yet I feel
sure I am right in thinking that on the one hand the subjects valuable for a physician to know, and necessary to be known by some physicians, are far beyond the possibility of any one student’s acquiring them in a period which it is reasonable for him to spend in school; and on the other hand that a university school cannot afford so completely to misrepresent the present stage of medical science as would be done by confining the courses offered to a list which a student could cover in, let us say, four years. In another department of my own university with which I happen to be familiar, the number of major courses offered is about sixty. Of these, three are required for the professional degree, from six to twenty for the specialist degrees, and no student probably ever took more than thirty, very few over eighteen. I cannot think that the situation is utterly different in medicine. In short, the university medical school must undertake with a certain approach to completeness to reflect the present state of knowledge and of outlook in the field of medicine, with its windows always open toward the still unknown, and the student must be expected not to cover this whole field, nor to acquire a complete medical education, but to begin a process of education which he will carry forward as long as he remains in the profession. It may probably be left to him, with some suggestions from the faculty, to see to it that he is prepared to meet the conditions imposed by the state law as a prerequisite to his becoming a licensed practitioner.

If it be urged that students cannot be expected to take more work or other work than that which the law requires, the answer to that experience shows the contrary. Of 111 students who completed their preclinical work and went on to the clinical courses in the University of Chicago last year, eighty-one had done more work than was required for this promotion. On the other hand, among students doing work in the preclinical departments, there were fourteen who had already received the M.D. degree and who had evidently therefore returned after achieving the professional degree to do further work in preclinical subjects, and there were four doctors of philosophy who apparently included in their preclinical work more than enough work to achieve the Ph.D. degree. With a curriculum organized as suggested, the tendency to exceed the legal requirements in the interest of breadth and thoroughness of preparation would undoubtedly be still further accentuated.

3. The university medical school must make extensive provision for research on the part of professors and fellows. There is a twofold reason for this. First, the researches already made have yielded results of so great value that the continuance of research is imperatively demanded in the interest of the continuance of this process, and there is no place so favorable for the conduct of research as the school of a university, to which research is the very breath of life. But, in the second place, the prosecution of research is necessary to give to the school its proper educational atmosphere. The student must do all his work in an air charged with the spirit of research.

Nor can such research be limited to that which promises to yield results immediately available for teaching or practice. No one can tell which will prosper, this or that. The university must not simply tolerate investigations which have no immediate goal in sight except the increase of knowledge, and which may not for years make definite contribution to medical science and the improvement of medical practice; it must encourage them and create an atmosphere in which they will flourish.

I am sure that I do not need here to elaborate or urge this point. All are familiar with the numerous instances in which research prosecuted from sheer interest in the enlargement of the field of knowledge has in the end proved to be of indescribable practical value. Research cannot be successfully prosecuted as one builds a house, by contract calling for a specific result at a given date with penalties imposed for delay. It must breathe the atmosphere of freedom and adventure. Seeking an ultimate fact of chemistry, one may find an effective remedy for disease.

Even the great manufacturing corporations have recognized this principle, and freely appropriate large sums of money for research without prescribing the problem or the period to be spent in studying it. Even more necessarily must the university do so. It is built on the faith that all knowledge is worth seeking and will eventually be to the advantage of humanity, whether by sheer enlargement of its intellectual horizon, as is largely the case with astronomical researches, or by some practical alleviation of pain or shortening of the day’s labor. This faith of the university, the university medical school must share and exemplify.

4. The university medical school should be such not in name only, but in fact, and as such recognize itself as an integral part of the university. A university is not properly an assemblage of unrelated schools, each living its own separate life, but a group of schools, each conscious of its relationship to all the rest and participating in the life of the community as a whole. That a university medical school will find advantage in an intimate relation between the clinical and the preclinical departments and between both these on the one side, and those of physics and chemistry on the other, is so self-evident as barely to require mention. Nor need one spend any time in proving that physical contiguity is itself conducive to such intimacy of intellectual relationship. The fact on which for the moment I wish to lay stress is the desirability that the members of the faculty of the university medical school shall take a conscious and active share in the common life and thinking of the whole university community. They have their contribution to make to that life. There are advantages to them to be gained from participation in it. The physician, like
the lawyer and the minister, is not simply a practicer of a profession, but a citizen of the nation and of the world. Contact with the members of other faculties is a matter of mutual advantage, a give and take by which both giver and receiver will profit.

5. The university medical school must always keep in view the ultimate purpose to serve humanity. It must be scientific, but its science must be for men, its ultimate aim the benefit of mankind. It must have laboratories for scientific investigations in every subject that pertains to normal physical life and to pathologic conditions. But it must also have hospitals, and in such hospitals the patient must not be an impersonal subject of experimentation but a human being to be restored to health. This concern for the patient is demanded not in the name of humanitarianism only but in the interest of the art and science of medicine itself. For by their very nature they are concerned to conserve life, and to train their students to the habitual recognition of the welfare of men as the only justifying aim of their profession.

6. The university medical school must stand not only for accurate observation but for clear and accurate thinking as well. Perhaps the inclusion of this statement at this point and to this audience is an impertinence. But knowing from contact with other fields of thought how essential clearness of thought is, I venture to mention it even in respect to a field in which I have little personal knowledge. Accumulation of data by accurate observation, correlation of these data with the previously known facts—these things are necessary in every field. But not less necessary is the interpretation of these facts, by which they become not simple data but knowledge. In every field this calls for imagination, by which one frames hypotheses to account for the data, not one but as a rule several, and the trying of them out by competitive process; clear discrimination between facts and hypotheses, and between hypotheses that have as yet been subjected to no severe process of competition and criticism, and hence are only hypotheses, and those which, though still hypotheses, have weathered the storm of much criticism and are entitled to be taken as, for the time being at least, the bases of further thinking and of action. To such clear thinking is knowledge of the history of science very conclusive. For by such knowledge one comes to understand how we have arrived at our present stage of knowledge and thought, and what the processes are by which further progress is to be made.

7. The modern university school must be richly endowed. Hospitals, laboratories, research, competent instruction, all involve heavy expense. We have moved a long distance from the days in which a group of physicians could supplement their income from practice by conducting a medical school for pecuniary profit. In the university school of today, in any thoroughly scientific medical school, tuition fees of students can provide but a small part of the necessary expense of maintenance, to say nothing of the capital expense for buildings and equipment. A medical school equipped and maintained according to the ideals I have been trying to set forth calls for a capital investment of not less than ten million dollars, and double or treble that sum is not too much if the school is to include in its scope all the specialties of medicine and surgery. Such resources are possible only to institutions supported either by the state or by the generous gifts of public spirited men of wealth. Fortunately there exists in America such a recognition of the value of the scientific school of medicine, and so large a number of men and women of means who are disposed to return to society in voluntary gifts the profits of the business in which they have engaged, as together give us hope that we may reasonably expect to see the wonderful advance of the last forty years from the state of affairs described by President Eliot to that which is now to be seen in several American universities, followed by another period of not less remarkable progress. Both you who have helped to bring about the progress of the last half century and you who are to take part in that of coming days have my hearty congratulations.

PRACTICABILITY OF THESE IDEALS

It remains, however, to ask one question: Are these principles and theories workable? Most at least of them are simply general principles which, with slight change of terminology, might be applied to any field of professional study. But it has frequently been stated, in particular by practitioners of medicine, but also by some teachers of medicine, that the adoption of them will serve to train investigators and teachers, but not practitioners. Indeed, it is claimed by some that the method will render students unfit for practice.

If I venture to discuss this phase of the matter, I do so only because of its immediate practical bearing on the policy of any university medical school; and in doing so I must confess that I am, even more than in the previous parts of this paper, dependent for facts and advice on my medical colleagues and friends. How, then, does the case stand?

To the views here set forth it will be objected, in the first place, that the method will not prepare students for the state board examinations which will entitle them to engage in the practice of medicine. It must, I think, be conceded that the university school of medicine can take cognizance of this objection only so far as the state board examination is a real test of the fitness of the applicant to practice medicine. The university school of medicine cannot constitute itself a mere quiz class, conceived and carried out with the purpose of helping the student to arrange his facts in order, in anticipation of his needing them for an examination of stereotyped form. But it does not follow that the graduate of the university medical school will not be prepared to pass the state board examinations. For in the first place, if he has received that
measure of education which the university medical school ought to give him, he will be able to look after this matter for himself, and, secondly and fortunately, the state boards themselves are now tending toward a very enlightened attitude on this subject, and the old formal written examination is being rapidly supplemented by oral and practical examinations which test the applicant's ability to deal with the problems which he must face in practice.

A second objection needs more careful examination. Will the teaching of medicine, by the methods common to the other sciences, that is, with emphasis on problems rather than on information, and the attempt to stimulate a desire to know and to investigate, help or hinder a physician in his practice?

To answer this question let it first of all be remembered that the chief function of the physician is that of meeting the problems of disease, whether these problems be physical, mental, moral or social. I am not a physician, but I believe I am well informed when I state that no two cases of a given disease are ever exactly alike. Through the experience of our predecessors, and through the results of investigations, we have arrived at certain generalizations with respect to disease, and with respect to various diseases in particular. But does any individual patient ever offer the same picture to the clinician? Is not each patient, in the strictest sense of the word, a new problem to his physician? If that be so, and I do not see how it can be otherwise, then the physician is himself an investigator, and applies the methods of investigation to the problems which present themselves to him. The art of the practice of medicine would then seem to be identical with the art of investigation, for investigation is also an art, and the educational approach to the training of the investigator and of the practitioner would be identical.

In fact, the assumption that the university school of medicine will not concern itself with the training of practitioners is itself without warrant. If we use the word training in its narrow sense, to denote the impartation by rote of the technic required in practice, a technic to which nothing is to be added by observation, experience, investigation or reading, in no way surpassing an unintelligent training of artsans, the assumption is probably correct. It is inconceivable that the real university school of medicine can have such training as its aim. What it will attempt is education, with all that it implies, and training only as an element of education. Nor will it any more attempt to train investigators and teachers than it will to train practitioners. It will offer such facilities as it can, in the way of teachers, patients, laboratories and intellectual stimulus, and it will endeavor to its utmost to enable students to educate themselves in medicine. In the broadest sense one does not teach, one simply points out the ways in which learning may be acquired.

Such facilities and such assistance and encouragement will be offered alike to those who wish to engage in the practice of medicine and to those who may later become investigators or teachers. The university is not in a position to discriminate between these two types of service. Both are of the highest importance to humanity. My thesis is that the same type of education is adapted to the two, since the problems that they are to meet are fundamentally the same.

I return, then, in closing, to the proposition that I laid down in the beginning, that the university medical school should stand for the university ideal at its highest and the spirit of the medical profession at its best. This will mean not only that it will impart to its students a body of knowledge which is the requisite basis for the practice or teaching of medicine, but also that it will aim to make them skilled observers and investigators, who, animated with the spirit of service which has long been a characteristic of the profession, will bring to all the problems of that profession their highest skill in the investigation, prevention, cure and extirpation of disease, and in the promotion of public health.
A School of Politics

A Need of American Life*

Some men collect postage stamps, some autographs, some pictures of famous artists. I have taken of late to collecting new experiences. For many years I have been talking to ministers and teachers and other common people, but not to many others. A year ago I added a new experience by addressing the American Medical Association, drawing heavily I must confess upon my physician friends for facts and ideas. Two or three weeks ago I had my first experience in having as my guest and table companion, an heir to a throne. Lords and Sirs I had met before, but never before a prince of the blood. Tonight I think I am reaching the climax of novelty and temerity in speaking for the first time to a company of lawyers. To be sure I have a brother who has been practicing law in Chicago for towards forty years, and many friends in the legal profession. But this acquaintance has not prepared me to speak to lawyers, for its basis has been as little in a knowledge of law on my part, as of Greek Grammar on theirs.

I have decided therefore that instead of trying to enter your field, where I should certainly be at a disadvantage, I shall be wise to keep to my own bailiwick and talk, as I usually do these days, on a phase of education. This course of action the more commends itself to me because while I know little law, you all know something about education.

Our American Universities have now for about half a century been undergoing a gradual transformation. This movement may be

*Address to the Members of the Bar Association of Chicago, October 29, 1924.
By Ernest D. Burton, President of the University of Chicago.
A School of Politics

A Year of American Life

Some men college backgrounds sample some experiences. Some

of these experiences. For many years I have been familiar to

ministers and themselves and other common people. But not to many officers. But

also I never a new experience of American society. The American

Association, growing better. I never thought I would

integrate for years and years. Two or three weeks ago I had my

final experience in having as my guest and table companion

part of a group. There and after I had met people, but never per-

fectly, a line of the food. Today I think that I am becoming the

affair of society and society in respect to the final time to

make a speech to somewhow. Today I think I am becoming the

knowledge of law as my part, as of Greek grammar on theater.

I have gotten thoroughly that I am not going to write.

want list, where I cannot continue to be a gadabout. I am not

to write to keep to my own and my society, so I cannot go choose

gain on a phase of education. This course of action give the more

commodified. I am to restate. When I know if I would

know something is not a question.

Our American Universitv. have now lost some. It is a

been subject to a signal occupation. The movement may be

mathe to the members of the Rat Association of Chicago, October

In the name of Barton, President of the University of Chicago.
dated from 1876, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from one another, but in fact are closely related. These two elements are Research and Service. Of course neither of them is wholly new. What is new is putting a new emphasis on them both. Previous to 1876 we had no real universities in this country. We had colleges and professional schools. In both of these the emphasis was almost exclusively on the education of individuals, by the impartation of knowledge. The college aimed to give its students general preparation for life or for further study by imparting to them a certain body of knowledge and a certain power of appreciation. It amply justified its existence by its results, though it does not follow that its policy could not be improved upon.

The professional school was almost wholly a training school for the practice of a particular profession. Its spirit and aims were those of what we should today call a trade school. The minister learned how to preach and how to conduct a church, the lawyer how to plead cases and transact the business of a consultant attorney. The doctor was taught what remedies to administer for certain diseases that were recognized by their symptoms and how to deal with fractured bones and the like. Few of them became investigators or scholars. This came later in their experience if it ever came at all.

It was scarcely within the view of thought of that period that either professors or students had any obligation or function in the realm of research, i.e. in the assembling of data and the
Galbraith from 1906, when it was named University of Chicago. It involves no elements that new bedeck
Universities of Chicago. It involves no elements that new bedeck
seen sooner from one another, and in fact the college founded
these two elements the research and service. Of course neither of
form to multiply new. What I now is bringing a new dimension to
point. Preparation to 1906 we had no real universities in this country.
We had colleges and professional schools. In part of these the
enemies was some exception on the elevation of instruction.
that the importance of knowledge. The college aimed to give the
sustenance general preparation for life or for further study. A
importance to form a certain body of knowledge and a certain power
of abstraction. It simply describing the existence of the necessity
found if gone not follow that to body cannot not be important
now.

The professional schools were more closely a training school
for the practice of a particular profession. Its spirit and scope
were close to what we would today call a trade school. The main
let reassure you to teach and how to conduct a course, the lecture
part I taught were high and transverse the boundaries of a concern or course.
The coarse were longer and second to minimize to calculations. I was made to concurring on
point and the idea, far of them became investigations of importance.

The same lesson in spirit experience if it ever come at all.

I was so much within the view of points at that moment
that spirit also be to attention and any obligation to function
in the realm of research, i.e., to the assembling of facts and the
study of them in such way as to add to the sum of human knowledge. Knowledge was thought of in general as a stable quantity, and the same was true in general of the methods of practicing any profession or trade. That old maxim of the Rabbi's of twenty centuries ago was still largely followed. "He is the perfect teacher who receives a brimming cup from his Master and passes it on to his pupil without adding a drop or spilling a drop." A Turkish farmer was given a modern plow, by which with less labor than he had formerly used he could produce larger crops. He used it for a little time, and then discarded it on the ground that it was a disrespectful reflection on his ancestors to attempt to do things better than they had done them. I do not mean that the educators of fifty years ago were as severely hide-bound as this Turkish farmer but it is true that education was largely a matter of passing on to the next generation the body of knowledge and skills that had been received from the preceding. Increase of the world's knowledge was sporadic and lay outside the regular processes of education.

Today research is a recognized part of a University's task and of the educational process. In its fullest sense, in which one actually ascertains what no one knew before, it belongs of course only to the higher level of University work, to the professor and the Research Fellow rather than to the ordinary student. But as a spirit and attitude it is gradually permeating the whole educational scheme. Education is no longer a process of give and take in which the professor or text book does all the giving and the student does the taking. It is an active process of observation and reasoning and acquisition. This is preeminently the new note in education.
knowledge were confined to it becoming an absolute mystery and the
same was true in general of the weavers of pantries were the
same. The term 'element of the happy' of seven centimeters or
was still correctly followed. "It is the prevalent lesson we receive
a preliminary on from this man an and because it no to the duty with
a modern piano, with lines taken from modern me and
need for a lifetime, and
he could produce better than before. He needed for a lifetime, and
saw the absolute. It on the young to the absolute. Not I saw a stranger part
on the scope to attempt to be nothing better than the new.
I do not mean that the consequences of many results of course as several
like-pounding as the Turk's hat and put up to the Turk's hat and
I retain a matter of passing on to the next generation the body of
knowledge and skills that had been receiving from the beginning.
Increase of the motive's knowledge and ability and for ultimate the
regular processes of education.

Today education is recognized part of a University's face
and of the consciousness process. In the fullness sense in which one
society accepts the world and one new people it parallel of course
only to the higher level of University work to the better and
the reversion return letter. Plan to the organic student. But as a
spirit and ability it is essential becoming the more substantial
some. Education is no longer a process of giving and take in which
the processes of text book goes off the brain and the student does
not care. It is an active process of abstraction and reasoning and
abstraction.
Another new note in education not less significant is that of service. Of course it was not absent fifty years ago. Men founded colleges not to make money out of them, and students in all kinds of schools were taught that they ought to live their lives unselfishly. But the dominant note of most schools was on the preparation of the individual for his work in life. Gradually it has come to be recognized that our Universities at least have a larger duty of service than that which they discharge when they educate a certain number of youth. What they learn by their research they are bound to give out for the benefit of the community at large. To the extent of their ability they are under obligation to be centers of helpful influence in the region in which they are located. All that they have they have received. They hold it in trust for the service of all.

To the education of the individual and the development of character, the modern University adds, therefore, the relatively new keynote of research and a new emphasis on service.

This brings me to the topic on which I was announced to speak, A Need of American Life. Partly because we have reached the point in the development of our educational methods which I have been endeavoring to describe, partly for other cogent reasons, I believe we have come to a time when we ought to recognize a new profession and make definite provision in our universities for the education of men for this profession.

When I call it a new profession I am not indeed quite accurate. For in fact men have been practicing it for centuries, only not as a distinct profession for which definite and broad preparation should
Another new note to appearance not less significant to

A great deal of service. Of course it was not expected until January
new London colleges not to make money out of them and generate
in all kinds of schools late spring after they underwrite this spring
these necessities. But the committee note of your schools are on
the preparation of the interesting for the work in like. Gradually
it has come to be recognized that our universitaries of course have
a larger club of service can that which they appreciate very high
although a certain number of your. What they learn of your to

facilities. To the advantage of great efficiency up to the broader application of
or larger. If the general or particular influence in the region in which they are
increased. All that they have been winning. That point it is
attracts for the service of all.

To the ascension of the interesting and the development
of opportunity the modern universities and a very comprehensive service
new knowledge of research and a very comprehensive service.

This phrase me to the topic on which I was announced to

A great deal of American life. Partly because we have received

the point in the development of our educational welfare where I have

been endeavoring to get the idea of putting it all over the country's resources

self preservation and make a healthy reservation of our universitaries for the

suggestion of men for the preservation.

When I call it a new preservation as not intended during conference.

For I look now very few preservatives if for convenience only not as a

A great preservation for many abilities and many preservations enough
be provided and made. Perhaps I should rather speak of converting an occupation or a trade into a profession by putting it upon a higher level, with higher standards, intellectually and ethically.

The profession of which I am speaking is politics, service of the community through holding and filling public offices of all grades and kinds. I have in mind city politics with its many departments, state politics from the governorship down, national politics, legislative and executive, international politics, and public service in foreign land in its various phases. For the judicial function provision is perhaps already made in our law schools and the practice of law.

But I am thinking also of a service in the sphere of political life that would not necessarily involve the actual holding of office. I mean the painstaking and fair minded investigation of the many questions which arise in political life, but on which both voters and officials are now largely compelled to guess what is right or fall back on their prejudice because nobody really knows the facts, or what the effect of a certain policy would be. I strongly suspect that we often vote directly against our own interest and the interest of the community simply because we do not know what is for our interest, or for that of the public.

Perhaps I may venture to draw an illustration from British politics. Early in August of this year when the Dawes Reparation Plan was announced and most of the English people were welcoming it as likely to bring relief to the whole of Europe, England included, the London Daily Mail began violent denunciation of it. It
perhaps I should take a week or two of convalescent
be developing any more. Perhaps I should take a week or two of convalescent
effect in a presentation of building to show a
higher level, with higher standards. Internationally and nationally.
The presentation of which I am speaking is political not
vote on the community stronger political and united public alone.
all of these and kind. I have to wind up politics with the
money government, shape politics from the government, government
national politics, legislative and executive, international
politics, and public service. In political and in the various places.
For the National Convention, presentation to perhaps already made in our
form schools and the protection of law.
...but I am thinking also of a service in the sphere of
political life that would not necessarily involve the service
political office. I mean the participating and participating
investigation of the many dimensions within which we are involved
in a part of a top down order and all nations the world over.
composing to know what is right or left park on great questions
because nobody really knows the facts, or what the average, or a
particular political moment. I have discussed in part that we have done
a great deal about our community and the interests of the community
simply because we do not know what is for our interest, or for our
purposes. I have ventured to grow in it without from behind
perhaps. But in the interest of first last and the people's representation
policy. Early in advance of the next move the people are willing to
plan and announce and move at the earliest possible time we can
afford to plan ahead to be ready to move. As to the future, Europe is-
Europe the donjon daily. Will began negotiability of it. If
predicted that as soon as Germany had the capital which this plan would put into her hands, she would flood England with cheap manufactures, and aggravate the already serious measure of unemployment and all the evils that go with it. A few days later the Times had assigned editorial by Sidney Brooks in which without referring to the articles of the Daily Mail he pointed out that there could be no solid prosperity for England till the continent of Europe was stabilized, that the continent could not be stabilized while Germany was in chaos, and furthermore that England could not have Germany as a customer without also having her as a competitor.

A few days after this I was talking with an Englishman who to these statements of Sidney Brooks's added that one prime cause of England's unemployment was the loss of her trade with India, and that the loss of her trade with India was largely due to two causes, first the fact that under conditions as they have been for three or four years, India could sell her raw materials to Germany as she formerly did, and second that because of the general instability the people of India were afraid to spend their money and were burying it in their gardens. Now the rehabilitation of Germany, he contended, would tend to correct both these situations. When Germany again has capital she will begin again to buy India's jute, confidence will be restored, and India will again resume her trade with England.

I am not putting forth an argument for the Dawes Report. Such a splendid achievement as that needs no praise from me. What I am endeavoring to do is to illustrate how complicated our political questions are today, and how impossible it is without thorough in-
precaution that as soon as Germany and the capacity will allow, we shall move our forces forward to the mouth of the Rhine. Meanwhile, the strictest measures of prevention and check are essential to prevent the advance of Germany, and the only effective step to check her a few years later. The time had come to act without reference to the conference on the Rhine border, since the German army was ready and the situation of the pottery at Potsdam still the same. Since the conference could not be expedited while Germany was in course and furthermore that England could not have Germany as a companion with whom to fight, I was left with an England that was not ready to fight, and to choose expedients of Slade's clock's ability. The loss of their trade with India, and the loss of trade with India, were largely due to the fact that the local trade conditions are such that you have been. The materials for Germany as an empire, and secondly, how the trade between the peoples of India were stable. I now reconsider the decision to return Germany to the empire and make a new decision. The importance of Germany is focussed and on the need to control the situation. When Germany again becomes capable she will begin to pay back the two nations. That conclusion will be reached, and India will again become a place with England.

I was not pursuing India as a base for our domestic trade, but as a base for our domestic trade. What I am suggesting is that we may have to base our base on the base. I was attempting to do as is to illustrate how our measures are improving.
investigation to find the right solution of them.

Adhering still to the safe ground of British politics, may I cite another illustration? The British bricklayer lays 300 bricks a day. He undoubtedly could lay three to four times as many without at all endangering his health. His reason for refusing to lay more is that if he did he would throw himself or his companions out of work and so increase unemployment. At the same moment he and all his fellow workmen are paying burdensomely high rent for the houses in which they live because of the great shortage of houses. Because rents are high everything else is high, and rents are high because houses are scarce, and houses are scarce because the bricklayer lays only a third as many bricks as he might. Thus the workman is caught in a vicious circle, and in that most fallacious of fallacies that the way to increase wealth and comfort is to reduce production. The less you make the more you will have.

My point is not to blame the British workman. I do not think he is able alone to extricate himself from his maze. What I am again endeavoring to show is that political questions, most of which are at bottom economic questions, or have a large economic element, are too difficult to be solved except by the thorough study of men broadly educated in this field. Yet it is with just such questions the legislators and executives are called upon constantly to deal.

We have a racial question on the Pacific Coast the solution of which may eventually involve us in the most far-reaching consequences, domestic and international. How many of us who have opinions on the subject, how many of those whose votes in legislature or Congress have helped to determine the policy of the country on this matter, really know the facts and understand their significance?
acceleration to and rapid solution of item.

Although skilled to the extreme of limiting policy, may
make a great number of calculations. The calculations have 200 figures
at very different points. As these are used, they may
become the basis of the calculation. The reason for including so
many figures is to facilitate the working.

To start if he can work from simplest to the complicated
or to work and to increase employment. At the same moment he may
work on the first work which the paying beneficiaries, which lend to the
whole work. The process of the greatest effort of the greatest extensive.

Because the highest price is given to the highest level on
the whole space of space, and because the space between the phonographs
is found in a definite order and in that form location of phonographs
and the way to increase wealth and comfort to increase production.

I am sure youMaking the most of the policy I am studying,
I do not think
be the same tone to achieve the same over what we have
embarked to go on in our present situation. More of which the
whole situation is to be more obvious to the economic element the
ten million to be solved. Though we have the obvious to the
end of this item. Yet it is with much more obvious the situation
for my advantage the only way to do this matter.

We have a great deal of caution on the policy come the solution
of which we must eventually fall. To the great for hazardous occurrence
of which we have one we have opinions of the

commercial and international. How many of the more obvious to the
support for many of those within coffee to legistrature of Congress have
put the edge of the botton of the country on this matter. They
know the force and unchanging their alignment.
But let us turn to the executive side of the matter. One of the greatest forward steps in the direction of promoting public welfare in recent years has been the introduction of what is called preventive medicine. I refer to measures for preventing disease, especially contagious and infectious disease, instead of trying to cure them after they have begun. As a result of this movement small-pox and yellow fever and malaria have almost disappeared from civilized lands. This development has in turn led to the establishment of public health departments and the appointment of public health officers, and this in turn to the creation of schools of public health for preparing men for these positions. For the competent public health officer is quite a different person from the ordinary practicing physician. There is one excellent school of this kind in Baltimore and the beginnings of another in Boston and I hope some day there will be one in Chicago.

But where is there a school in which men can be trained for the numerous other positions of responsibility in our municipal and state governments? In Europe city management is a profession for which men definitely prepare. With us men arrive in these positions on almost any other basis than fitness for them. Sometimes we are fortunate, as Chicago is at this moment in the office of Mayor and of Commissioner of Public Works, but for what proportion of the last thirty years has Chicago been fortunate?

Now the conclusion that I draw from this whole situation, which I have so imperfectly sketched, is that what has hitherto been an occupation into which men have drifted under all sorts of influences ought now to become a profession, the high and honorable
But let me turn to the executive side of the matter. One
of the greatest lessons we can learn from the introduction of democratic public
meetings in recent years has been the introduction of what is called
preventive medicine. I refer to measures for prevention of disease,
especially contagious and infectious diseases, instead of trying to
once from which they have begun. As a result of this movement
small-box and yellow fever and malaria have almost disappeared from
attendant lands. The development has in turn led to the establish-
ment of public health departments and the appointment of public
officers. All these steps, and they in turn to the creation of schools of
public administration and public health departments, have led to a different pattern from the
ancient practice of medicine. There is a growing school of
prefers to call them preventive and the beginning of another in Boston and
of the kind in Philadelphia and the beginnings of another in Boston and
I hope some day there will be one in Chicago.

But where to place a school to which men can go for training for
the personnel of those departments of public health is not a matter of
merely establishing an office or a hospital. It is a matter for
a clear conception of the role of medicine in the prevention of
disease and an understanding of the role of doctors in the office of
May or of the Commission of Public Works, and for such purposes
of the kind that might serve as a nucleus of organizing,
now the conception that I have from this whole situation
which I have so important an experience to speak upon and that
possibility
attain to a conception into which men are enabled under the influence of
influence upon men to become a proposition, the kind and possible
profession of politics or public service, a profession with its high intellectual qualifications and its high ethical standards.

Gentlemen, I verily believe that today the need of such a profession, on the intellectual and moral level which I have suggested is to say the least as great as that of any of the existing professions. Society has become so highly organized, political questions have become so complicated and their issues so far-reaching, the happiness and well-being of so many people are dependent on what we do politically, the world has become so bound together in the bundle of life, and America has acquired, partly gradually, partly suddenly, so vast an influence in the world, that there is today a need inferior to none other of competent and high-minded men in public life. Much as we need ministers of religion to set before us high ideals of life and deepen our sense of the eternal realities, much as we need teachers to educate our youth, much as we need doctors to cure our diseases, and lawyers to adjust our personal and business affairs, much as we need musicians and painters, sculptors and architects to stimulate and to satisfy our sense of beauty, none of these exceeds— I verily doubt whether any of them quite equals— our need of high-minded, broad-minded, intelligent politicians.

Of what use is it to maintain schools and churches and Art Institutes, of what use to settle our personal differences of opinion, or cure our diseases if the ship of state is not to escape the rocks of disaster which it does not require a morbid imagination to perceive among the possibilities of the near future?

But to drop all suggestions of an alarmist tone, who can render
proposition of politics as a profession. If the proposition is that the profession of politics
is the intellectual-quasi-scientific and the high-sounding, scholarly.

Gentlemen, I assert that a great deal of the need of more
proposition is on the intellectual and not on the practical side. If we
succeed in not the intellectual and not on the practical side, we
proposition. Sooner or later, we become or morally or religiously, less
more, we become to complexity and final issues do last-century.

The proposition that we are capable of understanding and willing to
the propositions and willing to learn people are capable and
are not to begin with. The more and more the moral and religious, then
beauty suddenly so near its influence to the world, that people are
beauty, much as we need patience of allegory to set
so near to our life. When we need patience of allegory to imagine our
people as high ideals of life and keep on some of the eternal
beauties, much as we need patience of patience to imagine our
we need doctors to cure our blindness, and teachers to gentle
persons and professions alike much as we need patience of patience
pity the profound, none of these excesses — I virtually copy another who of them

But to drop all suggestions of an aristocratic tone, and can really

The proposition of politics as a profession is that the
proposition of politics as a profession.
a larger service to his country than the man who, with adequate preparation for it and in a spirit of service, enters public life? What larger service is possible than that which is open to the Commissioner of Public works, or the Mayor of the City, or the Governor of the State, or the national legislator, or the minister to a foreign country? I neither need nor desire to depreciate any of the established professions when I set forth the need and the worth of the profession of politics.

But if these things are so, then there follows I believe another inference, viz, that at various places in this country, and in several of our Universities, there should be established a thoroughly equipped School of Politics, ranking with the best schools of the other learned professions.

It should in my judgment be, as our schools of law, medicine and theology are, or are rapidly becoming, primarily a Graduate School, in the sense that men should enter it after a complete, or nearly complete college course. It should be as most of these schools are, or are rapidly becoming, a school both of research and of preparation for a profession. In other words, it should aim on the one hand to make thorough investigations of the multitudinous problems of political life, and on the other hand definitely to prepare men for the profession of politics.

The student who receives his degree from this school should be thoroughly grounded in history, general and political, in economics, in the fundamental facts of the nature and organization of human society. He should have a good command not only of English but of the other modern languages, that his studies may not be
a broader service to the country than the mere one. 

The preparation for it and in a spirit of service and duty.

There was a broader service to be possible from that spirit is open to
the Commission on Public Men to the Mayor of the City to the Comptroller of the State, to the National Legislature, to the Minister to a greater country. I believe need not realize to be realize any
of the accomplished or promised when not told the need and the
work of the profession of politics.

But if these things are so, then these follow I believe
another interference, not of various places in the country
and in scantly of our universities, there should be established
a permanent university school of politics. Taking with the part
of the older teaching processions.

It is going in my judgment, even as our scope of law, medicine
and education, etc., to the study of economics, primarily a graduate
school in the sense that we should have a complete, in
recently completed college can. It should be as much or more of
a complete, etc., to the study of economics, a school, rigor of research and
of preparation for a profession. In other words, it should be an
preparation of to finish first, and on the proper field naturally so
prepared men for the preparation of politics.

The student who becomes a professional from this scope would
be professionally trained in emphatic, routine, and politico, in econ-
omy in the fundamental ideas of the nature and organization of
human society. He should have a good command not only of English
and of the other modern languages, that the studies may not be
limited to material available in English. He should be thoroughly acquainted with the history of his own country and its political institutions, national, state, and municipal. He should know the origin, history and content of the common law. His horizon should be broadened by the beginnings at least of knowledge of world affairs. He should have had actual contact with political life, and actual experience in political action. The clinical side of his training is certainly as important as that of the physician and the teacher. He must have been trained in the methods of research and have acquired the investigative attitude of mind. There is no excuse today for ready made standardized procedure in the treatment of disease or the care of social ills. Least of all can the competent politician deal with the problems that he will meet by any set of fixed rules. He must be prepared to meet every new situation in the spirit of research asking first for the facts and then trying to discover what course of action they call for. The more he knows about precedents and previous practices the better, but he must not be the slave of them. The graduate of the School of Politics should be a man of scholarship, but of scholarship that he knows how to apply to practical politics.

But the School of Politics should do more than prepare men for professional service in public life. It should also offer to all students of the University a knowledge of the facts and principles of political life which would dispose them to accept the responsibilities of citizenship, and sufficient training in practical politics to enable them to meet these responsibilities effectively. Making a
Implied to material existence in England. He should be autority
associated with the project of the town country and the policy
of national, sectional, state, and municipal. He should know the
attitude, project, and concept of the common law. His position should
be proceeded by the beginning of least of knowledge of world
attitude. He should have background with political and
the articulate, an articulate in political section. The articulate, the
and social experience in political section. The articulate, by the
attitude is certainly important as sides of the psyche and
the case. He must have been trained in the methods of research
and have something the intellectual attitude of mind. There is no
exercise today for reach make standardization procedures in the treatment
of theme of section of social. If I am the comprehensive
of treatment, the treatment, and the program, that in will meet, by and by, and
intense. He must be prepared to meet every view affirmation in a spirit
of research taking ideas for the cases, and then trying to discard
those cases or section may fall. The more he know, the
predecessors, and then take the cases, the concept, and be used not be
the idea of them. The attitude, of the section, of political and
as a man of sophisticated, part of sophisticated, shall be know what to
apply to practical politics
but the concept of practical politics should be more than obvious men
for predecessors, creates in practical Ideas. If possible also alter to
political. The stop, some changes form to reach the research
of politicians, and continue gain in practical condition. Making a
endeavor from to reach deep reside of political affection. Making a
few high-minded politicians it ought to make many politically-
minded citizens.

When I first began to think about a school of this kind about a year ago, I did not think that there existed anything of just this character in any American University and did not know that anyone was planning to establish such a school, though I knew, of course, that there were departments of Political Science in most of our Universities. But I soon discovered that Johns Hopkins University was endeavoring to raise money for a school approximately like what I had in mind, and I learned only yesterday in New York that another eastern institution has just received a gift to start it in the same direction. These are to my mind only confirmations of my own strong judgment that Schools of Politics are among the pressing needs not of American education so much as of American life.

It may be safely predicted that the graduates of such a school would not always have an easy time. They would not be prepared to step to the head of their profession any more than the graduate of the Law School is ready for the Supreme Bench, or the young physician able at once to enter upon a lucrative practice. They would have to go through their years of practical apprenticeship as do the men in any other profession. They would be subject to the additional disadvantage that the places for which they would be prepared are not usually filled on a basis of competitive examination or wholly on a basis of merit, but by political appointment or by election. Progress would undoubtedly be slow. Yet I think that we may depend on the intelligence of the American people when they really see a good thing to avail themselves of it. I was told quite recently
I'm afraid I don't have a clear idea of how I did.

When I first began to think about a course of study and the kind of work one might want to do, I did not think that there was any particular advantage to going to a school of political science. However, I was planning to study political science at one of the major universities. I thought I might want to go to Columbia University, but I soon discovered that it was not as good a school as I had hoped. I had in mind, and I learned only after I was there, a kind of school that I thought might be a good place for me.

One of my own conclusions was that the school was not as good as I had hoped. I had in mind, and I learned only after I was there, a kind of school that I thought might be a good place for me.

I'm afraid I don't have a clear idea of how I did.

It may be safe to say that I was not a good student, but I don't think I was a bad one. I learned a lot, and I'm sure I could have done better if I had put more time into it. I'm afraid I don't have a clear idea of how I did.

It may be safe to say that I was not a good student, but I don't think I was a bad one. I learned a lot, and I'm sure I could have done better if I had put more time into it.
by a man who is familiar with the situation that there has been
a perceptible improvement in the type of man who is appointed to
the position of Health Officer as the number of men competently trained
for this office has increased. I believe we might expect the same thing
to happen all along the line.

I recognize too that the country has been producing men of
the kind that I am speaking of without any special school. Such men
as Theodore Roosevelt, and Woodrow Wilson, and Robert Bacon, and my
own namesake but not relative, in Ohio, Theodore E. Burton, and
Albert J. Beveridge, and Albert A. Sprague are illustrations of this
fact. But this does not at all prove that we do not need the school.
There were lawyers before there were law schools, and physicians
before there were medical schools, and great teachers who had never
been inside of a school of education. But as we have gradually come
to see that we cannot provide an adequate number of men of high
quality in these older professions, so in respect to the profession
of politics I believe we have reached the point in American history
when we imperatively need a school of Politics.

In one respect I hope that we shall not repeat our past
experience in these other fields. If any of you have read President
Eliot's reminiscences of his life as President of Harvard, you
know that fifty years ago medical education was on an extremely low
level, so low that the Dean of the Harvard Medical School protested
against introducing written examinations into the school on the
ground that most medical students could scarcely read or write. I
see no reason why the school of Politics should repeat this history.
It will have to develop from small beginnings perhaps, but it ought
to appear in future issues.

I recollect too that the country and the newspapers...  

The kind staff... Woodrow Wilson and Roosevelt, and...

were nearer at home, but not close. It's O.K. Roosevelt's... 

Although... there were... but not close. It's O.K. Roosevelt's... 

were nearer at home, but not close. It's O.K. Roosevelt's... 

were nearer at home, but not close. It's O.K. Roosevelt's...
to start upon as high a level as that which the best schools of law and medicine and theology have now attained.

Finally may I answer a question which perhaps has been in your minds, why I have persistently used the terms politics and political, which carry with them for many people at least a suggestion of corruption and soil, rather than such highly honorable terms as statecraft and statesmanship. My answer is that I have chosen my terms deliberately, and because I am very desirous that this enterprise, when it achieves the stage of being an enterprise and not a dream, shall keep its feet on the ground, I want it upon a high level, but not in the clouds. A number of people were once discussing what was the proper length of a man's legs, and not coming to an agreement, they appealed to Lincoln, who answered, "Well, I have always thought that a man's legs ought to be long enough to reach the ground." A school of Politics must keep its feet on the ground. It may have, it must have its political philosophy and its political ideals. It must not be a training school of political expediency. But it must deal with conditions as they are. Its basal data must be facts, not theories. It must fit men to enter political life with high ideals and purposes, but with capacity to serve humanity under the conditions of today.

Such a school, I say again, can render a service of unsurpassed value to the life of Americans of today and to the generations to come. I hope it may soon be a reality.
To speak now as plain as I can speak, the board schools will have to go to a level as far ahead as the needs and the expectations have grown.

First of all, I want to make a suggestion which is that the board of education and the people who are interested in the board should be given some power and some authority to make laws for the people, or at least a suggestion of co-operation and collaboration, rather than just a reflex type of government. I have always felt that if I have access to a government, I will try to keep the people to keep the people at the level of the board, not at the level of the board, and not to keep the people at a level of the board. I want to keep the people at the level of the board, but not to keep the people at a level of the board. I want to keep the people at the level of the board, but not to keep the people at a level of the board.

I have always thought that a man's idea of an education should be improved and not just of an education. If a man were to read the newspapers, 'Well, I have always thought that a man's idea of an education should be improved and not just of an education. If a man were to read the newspapers, 'Well, I have always thought that a man's idea of an education should be improved and not just of an education. If a man were to read the newspapers, 'Well, I have always thought that a man's idea of an education should be improved and not just of an education. If a man were to read the newspapers, 'Well, I have always thought that a man's idea of an education should be improved and not just of an education. If a man were to read the newspapers, 'Well, I have always thought that a man's idea of an education should be improved and not just of an education.
Union League Club
Dec 6, 1922
Education for Participation in Public Life

Mr. Fred,

Glad to speak to my fellow members on this topic this afternoon. Occasions when it is difficult to be mentally active.

No such embarrassment.
No place where this theme would be more apt.
No theme more appropriate than this.

Club organized some years ago.

Union never lost sight of.

But here is another union.

Club educational.

Speak a word for that point of view.

Mr. Fred.
Informal Letter

[Handwritten Text]

Sincerely,

[Signature]

Date: [Handwritten Date]
Without further preface may I announce that the proposition which I wish to defend today —

We have reached a time in American history when we must recognize a new profession, and a new task for Educated Men.

By the new profession I mean Politics — in all branches—city, State, national, international.

By a new task, I mean systematic research in the sphere of political life—equally.

Not quite accurate when I call whole new—rather — in profession nor research wholly new.

Closely connected—Because when the profession which we need is not an ignorant one — and research not from closet.
Functional form - fit well with government laws

In fear of being wrong - we did not proceed.

And then to realize we were incorrect and

...and professors, and so on.
Illustrations from British Life.

1) London Daily Mail.
   Signed editorial in Times by Sidney Webb.
   Comment by another English man.
   Not putting forth a defence of the
   Davis Report.

2) Another British Illustration.
   Bricklayer lays 300 bricks a day.
   Very proud not to blame British workman.

American Questions.

3) The Race Question in the Pacific.

4) Executive Suite of the Matter.
   One of the great forward steps in
   promoting public welfare is
   Community Medicine.

   School of Public Health.

When is there an adequate
   School for Political Life?
Conclusion deduced is that
we need both a new profession and
adequate means for preparing men
for such a profession.

Such need at least as great as
that of any other profession. (Strongly)

And parallel with this somewhat
Systematic Research.

These two together mean a
University School of Politics.
Circumcision absolutely not.

The need feel to have my perforance.

You must or perforance - I say now as perforance as can be.

Start using of fractures on durante.

What sound other perforance. (Surgical)

kept for sexual perforance.

Established perforance.

Instruction first - please a

Director of Orthopaedics.
Why a University School

Sketch history of University Education

Since 1876.

For half a century have undergone a gradual transformation.

1876

1892

Two ideas, research and service.

Vastly different. What is new is emphasized.

Previous to 1876 we had colleges and professional schools.

Colleges — general preparation.

Professional schools — professional.

Both largely individualistic.

Neither had any idea of research.

Ross's ideal —

Today research permeates an whole unit also.

Science is fully recognized.
These two ideas should underly our primary school: Politics.
Research - not snap judgments on superficial studies
Service - not selfish politics.

Another reason - political life must touch every other phase of life. The statesman must know History, Economics, Sociology, languages, hence must be educated.
...
This idea is wholly original.

Johns Hopkins
Syracuse

Graduate would not have an easy time. Work would be hard for them. Progress would be slow. Sustained improvement in health upon.

Country has produced enough without schools.

Roosevelt, Wilson, Robert Bacon, Senator Beveridge, A.A. Strong, Chas S. Dillon.

But this does not prove that a school was needed.

Evans, before law school. Good lawyers before good schools.
Here we shall not neglect the
efficiency of the press—
President Elkins's story—
Begin in high level

Finally why every Politicus?
First it is the right word—
Second, we need to readuce it.
Third we want to keep our feet
on the ground.

This is an enterprise in which it
is natural for the Club to be
interested.

Unit—more practical without being
less scholarly or through.
Club. More fundamental without being
and less practical
The text on the page appears to be handwritten and contains several paragraphs. Due to the handwriting style, the exact content is difficult to transcribe accurately. The text seems to involve discussion or notes, but without clearer handwriting or context, it's challenging to provide a precise interpretation.
ADDRESS TO THE RECIPIENTS OF
DEGREES

AT THE ONE HUNDRED TWENTY-NINTH CONVOCATION
OF THE UNIVERSITY OF CHICAGO, JUNE 12, 1923

BY THE ACTING PRESIDENT, ERNEST DE WITT BURTON

For each of you this is an epochal day, one of the great days of life. And it is a festal day, not one of mourning but of joy. If I could I should like to make it a little more epochal and a little more festal, to add at least one bay leaf to its crown of joy.

That you are here today itself bears eloquent witness to your character. It signifies that you have turned away from many things that you might have done with the years spent in school, and have chosen to give your time to the acquisition of knowledge and scholarly habits; that you have put wisdom above the cheaper pleasures and the grosser goods of life and have been willing to pay the price of it. This day testifies also to your perseverance. Many who began with you have fallen out by the way. You have held on, have made a creditable record, and are here because you have persevered.

Your courses of study have been so various that there are no common terms in which I can speak to you about the knowledge that you have acquired. I cannot say I hope you have taken this course or that, mastered this science or that, or have learned this fact or that, because you have been learning different things. There is no common denominator of your knowledge. But the University is a place not only for the acquisition of knowledge but even more for the forming of habits. Here we are much more nearly on common ground, and it is about habits that I want to say the few words that I speak to you.

I hope you have had a good time in the University, and that you have formed the habit of having a good time. No really good work in study, business, or profession is done in an atmosphere of gloom. There are things enough in life to make us unhappy, but there are also enough to make us happy. As Ruskin said long ago, "It is at our own will whether, passing along the ways of life, we see in the pools of water by the roadside the mud and refuse of the road, or the blue sky overhead." I hope you have formed the habit of happiness. If not, I advise you to lose no time in doing so.
I am sure you have all made friends and I hope you have formed the habit of making friends. There is no more valuable habit that a man can possess and there is no better place to gain it than at the University. I especially hope that you have learned the art of keeping friends once made. In the words of our great English dramatist,

Those friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel.

I assume that all your teachers have taught you to be openminded, facing facts without prejudice, and keeping your minds open to all the four winds of heaven, and I hope that you have heeded these teachings and have formed the habit of unprejudiced facing of all the facts that come within your vision, and constantly seeking for more. This is not really as easy as it sounds. I have found many men, real scholars in their own field, but who, the moment they left it, became as blind and bigoted as any priest or theologian. Therefore, I say, I hope you have formed the habit of openmindedness which will go with you into every field of thought or action.

But most of all I wish to emphasize at this time the necessity of acquiring a habit that the University does not always give a man. Indeed, it has been charged that by its life of ease and comparative leisure, the college even tends to destroy this habit, which, for lack of a better phrase, I shall call the habit of invincibility. Of course, I recognize that no one can win all the prizes; that in every game, someone must lose as well as someone win; that many compete where only one gains the prize. I grant all this. What I am speaking of is not surpassing someone else, but conquering difficulties, overcoming obstacles; not taking the prize from your competitor, but winning it from life; not the defeat of another, but the mastery of one's self and one's situation, the complete command of one's power, and a courage that no reverse can overcome. The soldier may fall in battle, smitten down by the enemies' bullet, but he is not defeated; nothing can really bring him defeat except a yellow streak in the man himself. In all the walks of life, in business, in scholarship, in diplomacy, it is possible to acquire a real habit of invincibility, a quality of soul that makes the difficult more attractive than the easy, and the impossible not an inhibition of effort, but a challenge to the greatest effort. He who has it may be surpassed in a contest, but never defeated. He may fail; he will never quail. Like Robert Louis Stevenson in his far-off Pacific Island, his strength may decline, but he himself constantly rise to higher levels of courage and of accomplishment. He who has this quality may go down fighting, but he will never strike his colors, and will dread no pain, but the pain of remembering that in some situation he did less than the best of which he was capable.

You know the familiar words of Henley's "Invictus:"

Out of the night that covers me,

Black as the Pit from pole to pole,

I thank whatever gods may be

For my unvanquishable soul.

But perhaps you are less familiar with the yet nobler words of our own lamented University of Chicago poet, William Vaughan Moody:

Of wounds and sore defeat
I made my battle stay;
Winged sandals for my feet
I wove of my delay;
Of weariness and fear,
I made my shooting spear;
Of loss, and doubt, and dread,
And swift oncoming doom
I made a helmet for my head
And a floating plume.
From the shutting mist of death,
From the failure of the breath,
I made a battle born to blow
Across the vale of overthrow.
O hearken, love, the battle born;
The triumph clear, the silver scorn:
O hearken where the echoes ring,
Down the grey disconsolate morn,
Laughter and rallying!

I wonder how many of you have ever read William James's *The Energies of Men*, and remember how in that remarkable essay he set forth the idea that in us all there are different strata and levels of energy, physical, mental, and moral. Ordinarily we live entirely on the first level, and when we reach its limit, and feel ourselves exhausted we desist, "tired to death," as with customary exaggeration we say. But, sometimes, under the stress of strong desire or stern necessity, finding ourselves driven to go farther because our own lives or reputations, or the lives or happiness of our dear ones, are at stake, reaching the utmost limit of our ordinary strength, we break through into another stratum, find a new supply of energy, banish weariness, displacing it by new courage and power. Sometimes, indeed, exhausting the resources of this second stratum, driven still by stern necessity, we repeat the experience, break through into a third stratum of power, and again find weariness vanishing, and courage and strength returning. Perhaps all of us have had such experiences, but I am persuaded that few of us have them as often as...
we might and should. I do not recall whether James himself mentions the fact, but I am convinced that it is a fact, that each such experience makes its repetition easier, until it becomes almost a habit in moments of great necessity, or of great opportunity, to draw upon our second and third level of strength and rise to meet the extraordinary opportunities or necessities of life. Certainly there are great native differences in men, but it may well be questioned whether the difference between marked success and commonplace does not lie quite as much in capacity thus to exceed one’s ordinary powers as in a difference of the powers themselves.

In us all, I am persuaded there is latent the spirit of the invincible. I commend to you its acquisition. May you all have joined the army of the unconquerable, whom difficulties do not daunt, nor failure discourage, to whom all things are possible, and the impossible the most alluring and charming of all.

But there is one other habit of mind that possibly not all of you have formed, and which if you have not I wish to urge you to acquire. If the University has done for you all that it ought, if you have gained from it all that it has to give, you have acquired while you have been in residence a broader horizon than you had when you came here. Yet in a measure even here you have been sheltered and secluded. You are going out into new relationships, perhaps into a larger world. I counsel you to be ready for a still broader vision, a still larger horizon, than you have gained even here. Learn to think in terms of the larger units, not of your own school only, but of education; not of your own church only, but of religion; not of your own country only, but of the human race. Find your own work and bend your energy to accomplish it, but at the same time abjure all narrowness of mind and groundless prejudices. Draw a wide circle about yourself, see all that is in it, and all that lies at its outermost circumference. Make room within that circle for work, for friendship, for religion, for patriotism, for interest in and sympathy with other nations than your own. Be a citizen of the world, of wide vision, of broad and generous sympathies. If your own task is small do it well and cheerfully, and dignify it and elevate it by thought and interests that are as varied as the life and achievements of man, and as wide as the world.

I am the more concerned that you shall gain this breadth of vision and of sympathy because of my keen sense of the responsibility which America and American educators must face in these coming thirty years of which we have been speaking. One does not need to be a cynic or a pessimist to be sobered by the condition in which the world finds itself today. Not the most confirmed optimist can fail to recognize that there are perils abroad in the world, greater perhaps than those of any previous period of human history. Nor can anyone whose vision is not hopelessly narrow, fail to see that this situation brings to America a responsibility and an opportunity which is shared, at the utmost, in equal measure, by but one other nation in the world. Not the most hopeless little American can fail to see that God in his providence and we in our selfishness have combined to put in our hands power and responsibility surpassing anything that our fathers knew or dreamed of. If America fails in this moment of the world’s history it will be a measureless disaster to the world and a measureless disgrace to America. And the question whether America fails is mainly in the hands of our educators and the educated youth of the land.

You, to whom I speak today, must bear your share of this responsibility, and it is not a small one. Coming, many of you, from small towns, and from small schools, you have had the added experience of contact with a large city and with a large university. You have met here the representatives of many races. You have learned to know that these youth from other lands are able, attractive, charming. You have lost, I hope, whatever race prejudice you brought here, and have learned to respect other nations and other races. In our libraries you have seen, if you have not read, the books and periodicals that remind one how large the world is, yet how intimate the relations of nation with nation. It belongs to you to become the missionaries of international outlook and of international thinking. Wherever you go I charge you to be faithful to your own task, shirking no difficulty; examples of the spirit of invincibility, advocates and exemplars of the broad vision and world-wide thinking. So will you reflect honor on the University, and by your example stimulate us who remain behind worthily to achieve our task.