Notes for an Address to the Alumni prepared at Southern Pines, N.C., Feb. 1924 for possible use at Columbus, Ohio and Philadelphia, Penn.
Intro. - Glad to come. Want to tell you about

1. Business of a University is service
   It does not turn brains into dollars, but dollars into knowledge. Thence

2. This demand that those who manage it shall
   know the world in which it does its work
   first firmly in an age where, characterized
   as no preceding age has been by --- Research,
   a) discovery guy in mice there was a human
   b) but never to recognize a as a definite task
       now so intimately associated with EDM
   c) discovery benzene
   d) Cardinal Newman
   e) within 50 years greater progress than in all
       preceding centuries
   f) research become the keynote of education
   g) Michelson's statement about Physics
   h) illustration - electricity - atoms stars

Sec: We are witnessing a notable extension
   your spirit and interest in research into the
   humanistic

Source:
   IRS Foundation
   Inst. S. R. R.
First. With the extension into Humanities, is a grip and development of research in education. Normal Schools 2 Schools NE.

Fourth. We face an extraordinary critical situation in this world at large.

Dr. Stewart Paton in [name blank]:

"Man faces today the most critical and hazardous moment in the entire period of his development. New印花 by a situation and an opportunity which are unique in the history of civilization."

Urges an duty of a physician. A disable Remedy, doubtful, diagnosis correct.

A problem with him in this:

"A startling series of events has emphasized the fact that real leadership in human affairs is not as expected only qualified but use the human mind for constructive purpose."

This spells "education."

To use the human mind for constructive purpose an admirable statement of the task of an educator and filling empty cups.
Fifth Great Increase in the Demand for Education—beyond anything previously known.

In about 30 years—
No. of High Schools multiplied by 7
High School Graduates multiplied by 5
Students admitted to College multiplied by 5
Students graduating from College multiplied by 5

Since 1920 the increase has been truly extraordinary. Probably can't say that the number of students going from high school to college has multiplied by 10.

Large university classes.

Dartmouth, Pomona.

In parallel in history.
Sixth, the people of the U.S. have become enormously wealthy. Not simply in the no. of dollars (diminished in value), but in purchasing power.

Now a time when so many people can afford to pay for their education of children.

Also a gratifying discretion of people to pay money for education.

As handled in America as in Europe.

The sages, the Carnegie, the Rockefellers of America have reasoned.

Socialism still far in the future, but an increasing proportion of America's wealth is being socialized.

Unboulder Foundation.
[Handwritten text not legible]
Part II

What does all this mean to the Unit of Chicago?

No longer an infant institution.

Twenty-five years ago it would have been.

No longer a pre-cocoonbaby.

What has been done?

President Adams Administration

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<th>Date</th>
<th>Enrollment</th>
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<td>June 30, 1923</td>
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Registration

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<td>5,079</td>
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<tr>
<td>1922-23</td>
<td>12,748</td>
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Is this not enough - 

Our own history cannot help progress on facilities and opportunities unless it. 
Schools and Research.

Schools.

Located -

1. Other School's Service began things.

Nicholas, Nef, Chamberlain, Salesbury, 
Worm - Conklin, Jordan, Little.

Reselected, other provants in their 


dimension.

Ands' recent statement.

Cooperating Commercial Bodies 

Budgeting and de form space.

Weir the additional men

Salesbury, ref - Chamberlain, Mcllwra 

Conklin.
2. Medical School
   Extraordinary advance in Med-
   Harvard - West - EFB -
   What does this mean to U.C. -

1918. 1 17

3. Research in Humanities
   On the threshold - a great advance -
   Research began in phys. science -
   Tendency to medical research -
   Reconsidered the School of Diet -
   Research in this field difficult -
   Markly -
   Nevertheless on the edge of a great advance -
   Foundations - Laura Gilman -
   NAME FOUNDATION
   School of Politics
Address to the Alumni

I am very glad to have this opportunity of speaking to this group of Alumni of

the University of Chicago. I appreciate

the fact that I have time here at your

request to forcing my way in front

of you to address you.

I am much want to tell you

as much as I can in the time at my

disposal about what we are thinking

about to the University today and

what we are dreaming of for the

days hoping for in months to its future.

The business of a University, I am

sure you with all recognize is to serve to

day generation. This is not to

It is not a corporation for pecuniary

profit. If it acquires only that it may

become, and its dividends around it.

It doesn't earn brains into dollars, but

dollars and brains into knowledge.
<table>
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<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Buildings &amp; Equipment Maint.</td>
<td>£500 000</td>
</tr>
<tr>
<td>Equipment</td>
<td>£2,750 000</td>
</tr>
<tr>
<td>Total</td>
<td>£3,250 000</td>
</tr>
</tbody>
</table>

**Notes:**
- Buildings & Equipment Maint.
- Equipment
- Total

**Special Items**
- Total: £3,250 000
- Equipment: £2,750 000
- Buildings & Equipment Maint.: £500 000

**Other Notes**
- Total: £3,250 000
- Equipment: £2,750 000
- Buildings & Equipment Maint.: £500 000
and human. But its task is to give to the
human and age and its experience
which find out into its contemporary
world that knowledge and artistic
view which will most contribute to
its welfare and progress. It sends to
men and women who have this kind
knowledge and their equipped minds,
equipped for leadership and service.

But this demand in turn that those
who conduct its affairs and direct
its policies shall understand the
day-to-day in which they live in
which the university can do its
work.

I shall therefore first call to your attention certain characteristics of this age and country
in which we live, and which it is the business of the university to term.
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<tr>
<th>Non Medical</th>
<th>Pldg. Equip. Man.</th>
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<td>3. Farmers House</td>
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<td>4. Theology</td>
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<td>5. Women's Hall</td>
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<td>6. Education, College</td>
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<td>7. Chemistry</td>
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<td>8. Social Service</td>
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<td>9. Botany, Greenhouses</td>
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Total, Non Medical: 7,500,000

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First, man living in an age that was characterized as 'precious age' has been by the spirit and practice of research. Of course, scientific inquiry—research to use our modern phrase—has been the discovery of new facts and new truths has been progress in science human science society, and in which research is associated with education as never before. Of course, there has been discovery of new facts and truths has been going on ever since there was a human mind to apprehend them. But never has it been so recognized and organized as a definite task belonging to men to be achieved, even as it is today, and never has it been so intimately associated with education. In fact education has usually been thought of as the discovery of new truths.
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   ment & Maintenance

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has often been persecuted than honored, and education has been
commonly conceived as the trans-
mission of accepted teaching and
accepted tradition, rather than the acquisition of new truth.

Overtones for the novelty of his ideas
were given by the fact that he was
baptized as a child and raised as a
Catholic. Jesus died on the cross to
tear his sins, and about fifty years
ago Cardinal Newman opened a
series of lectures on a University
for Ireland with the statement
that the business of a University
was not research but the finding
of acceptable truths, adding that of
the business of a University was research


...
C R. Special Fund

- Oriental Institute
- Rockefeller Foundation
- Technology
- Home for Adolescents, Children
- Massague

- Help Defense
- Church Religion
- Foreign Students
- Music Art
- School Policy
- Massague

- Graduate Club
- YWCA Women's Club
- Science Club
- Trade School
- New York School

Total: $2,700,000
Medical Endowment

Children's Hosp. 1,500,000
Contemporary Dis. 1,575,000
School for Nursing 1,000,000
Research is rapidly becoming the keyword and dominant note of our Education at least in its higher ends. To assemble facts, to correlate facts, to deduce conclusions from them, to test and verify these conclusions, to combine these with larger synthesists, this is the constant and consuming interest of the Physicist, Chemist, Biological Physicist, Engineer, Economist, Historian, Sociologist, Theologian. Research has given us a new world and justly given us a new Education. Professor Frederick has perhaps an aware how rapid have been the advances in some fields of Research. Professor Michelson said to me a few months ago that in fifteen years Physics had become a new Science, scarcely recognizable as the same subject which is called Physics.
1. Math + Chemistry: $520,000
2. Art: $500
3. Social Service Administration: $2,800
4. Philosophy: $600
5. Medical School: $20,000,000

1. To complete Billings Hospital: $2,500,000
2. Pathology: $400,000
3. Physiology: $700,000
4. Obstetrics: $400,000

5. Children's Hospital: $1,000,000
6. Contagious Area: $500,000
7. School nurse training: $500,000

Total: $3,600,000
It would be interesting if I could take you time to enumerate some of the discoveries which have arrived at by recent researches. But briefly let it remain that almost at the outset, sense of instantaneous communication telegraphy to transportation, communication, and medicine began to lead to the development of the telephone, telegraph, phonograph, wireless communication, and the navigational plane and in discovery that distances are due to microscopic organisms; the marvelous enlargement of our knowledge of the astronomical universe and one not less marvelous, knowledge of the last location which once we supposed to be a solid particle of inorganic matter, which is now supposed to be sixty varieties, instead of a continuum of the same inerrable in empyrean by art of the distance of ten parts from one another to the solar system. But to me, this brings only to touch upon the fringe of an infinite.
And let me pass on to some general remarks on the growth of research in the Physical Biological field into that of the Humanities. The whole net of the subject Sociology which had been for years dead and we had no wish to see it recognized as a distinct field is illustrated by this fact. But there is often a more recent expression of it. I can mention two foundation lines by an attempt to elucidate their aims on a different measure, but an gradually transferring their emphasis to investigation of causes. In an interest which at first very sought to alleviate. I am myself a member of a recently organized foundation devoted to more whole business in research in this field of human relations.
Included in this great reservoir into our field of the Humanities is the extension into the field of education. Forty years ago schools of education, or Normal Schools as they were generally called, existed in our country. Teachers in the field of education, but only had one pathway, and those who desired to become teachers had accepted methods of teaching. Today the leaders in this field of education recognize that there is a far more theoretical education that we do not know than those that we do know, and that the two leading schools of education in the country accept it as their foremost function to prepare in thirty years education for the discovery of how to teach, and of the in that larger problem, how to educate.
A situation which education must take account today is the fact that we face an extraordinary critical situation in the world at large, a situation unprecedented ever before in man's experience.

In the Jan. 1944 issue of Harper's Magazine, Dr. Stewart Cramton began an article on "Protecting Civilization" with these sentences:

"Man today faces perhaps the most critical and hazardous moment in the entire period of his development. He is confronted by a situation and an opportunity both of which are unique in the history of civilization."

A little later he said:
A startling sentence has been
marginal in fact that real leadership
in human affairs often reflected
only of those qualified to tell us how
to use the human mind for constructive
purposes.

Dr. Patton, himself a physician,
develops his article to an argument to the effect that the physician
is the man who must face the
situation. I think I share my
impression. The situation again with
Dr. Patton. I believe he is but
marginal right in saying that the political
forces today are the most critical-
regarding moment in the development
I have no doubt to that he is right
in maintaining that the
physician has a responsibility,
In recent years, the generativity of the mental and social fabric of human history. But I still like to call it the 'Age of Self.' I find myself ever more in agreement with Hume's statement that 'A starting point - a point of departure - for the real leadership in human affairs is to be expected not from those qualified to tell us how to use the human mind for constructive purposes.' And this signifies that the real question for the hour is for education - to instruct the physician or the lawyer, or for that matter, for the physician or the lawyer, or the artist, for example, to be trained as an educator not as an administrator of drugs. And it is to be trained as an educator, not as an administrator.
The task with others is in one
equal or higher degree in also
educators.
Leadership in human affairs
is necessitated
to use the human mind for
constructive nurture - that is an
admirable statement. Yet what
we must do in order to deal the
carefully with the complex
problems of every kind which the
process? I can write them fast but
cannot embed the present generation
to face it as far as it may ever.

And this is also the task of our schools.
For to train men to make their
minds constructively, and the fun-
damental demand of this hour is per-
education, not men acquisition
of facts - not repetition of traditional
formulate, and in training to new circumstances, their minds to the utmost from for constructive purposes.
In the affirmative, the applicant is allowed to enter.

[Signature]
Facing the need for education is encouraging to note that there is a demand for education today such as there never has been in any previous age. In any other country of the world's history, high schools and colleges were

In the United States, in which possibly the whole nation, the country has increased, perhaps 50% in the high schools of the country have been multiplied by two, and the size increased to such an extent that it is practically safe to say that the number of high school students has been multiplied by ten. Then are in some wonderful states of expression in the last also some communities in which many boys and girls of high school age is actually attending high school. Not only in the proportion of high school students five or a college is greatly increased over the figures of previous years, even the schools of free which a few years ago only have been a boy or girl from your
...
to a college course, it is now almost a matter of course that the student finishing high school will go to college, if he can get
admission.

That is situation that has not been
anymore the result of being in entrance
dates, but a few years ago, what has
been thought impossible— Dartmouth
selects about 40% of its applicants.
The large state universities have
entrance classes numbered only
by hundreds and by thousands. A
small college on the Pacific Coast
turns away 500 applicants for
admission in its freshman class.

This is a situation that has not
happened in the history of our work.
Of education ever into the world's pruned
net, we shrunk for the world and had
fine education mind. As it is, we think
in one blind calculated at other the all re
lost as task very simply what we are
going to do about it.
Sixth. Then how are we to unite?

Second. There is no revenue in the States but from the sale of products in distant States. The increase in this wealth is slight compared with the enormous increase in wealth caused by the decline in the value of the dollar. But the actual purchasing power of the dollar has declined as an economist and economist, I am not thinking, on the basis of the exact knowledge of statistics. But I am using your previous observations which all agree with me that there has been a decline in the income of the workers. Then never in the history of the world was a time when there was a large part of the population could afford to pay for the education of their children as is the case today in America. And then never was a time when there were so many men and women who have acquired large wealth and which they can afford to devote to the general welfare of the community as is the case in America today.
There is an astonishing gratifying disposition in the part of people of means to give at away for the promotion of the general good of the community. This phenomenon is one which is unparalleled in the history of the world, and without parallel today in any other country in the world. Not in Africa or Asia or Europe will you find any nation in which men of wealth feel the obligation to give back to society what society has helped them to acquire so do the men of men and women of America. The Sages, the Carnegies, the Harknesses, the Rockefellers of America have no peer in any
other period overall. Socialism is still far in the future in this country, but a large part of our economy by American wealth is being socialized. By taxation and by voluntary gift, the people who have large means are now in increasing amounts being called upon to spend something for art galleries, museums, and schools, which are not largely free to all who will use them, and the number of people who have enough money to do what they can afford to and whose leisure is at the same time beyond what has ever been seen in any land of the world before.

Let me give you a single concrete example which is interesting just
because it attracted little attention as to characteristic that it attracted but little attention. How many of you ever heard the Weibold Foundation?
Chapter II

Address to Alumni

What does meeting mean to an University?

Philadelphian Jan 22

Columbus Nov 23, 1924

I. The University of Chicago is no longer an infant institution. Twenty five years ago it was one of the wonder of the educational world, because of its

exceptional growth within a short time. Now it is over 30 years old, and has settled down. The precocious baby, the

conundrum of all the family, has become a youth. Upon the world is beginning to demand that it show results, and which can no longer claim distinction in the format of its extreme youth.

2. What has it done in these years?

Statistics (in 1872-3)

100 - 1

12 - 22

3) President Harry A. L. Roush
4) President John C. Hanner
What has it done in two years?

1. President Ford's Administration

2. President Johnson's Administration
What does all this mean to us?
Has not twenty years of healthy
Voluntary Service
President Steward
President

May we not then be satisfied? Have we not
done enough? If we hold on, will
that not be enough? Is that not
sufficient?

No, emphatically. No

Our first business is the welfare of
Our first business is the welfare of
Our first business is the welfare of

progress, and the whole extraordinary structure
that has been described belongs to us at much
it. We have to think, to research,
how to combine the physical and
human side.

Unhappily, the two great schools
Ed in our country which are
most thought of,

We have an ideal in the midst of
a great community which
provides

2 Students + opportunities of some
There was open door opportunity befo-

re. In all the great lines of

investigation and education there was

cultural technology. The free arts

would make. Such progress is imperatively desired but not in fo-

rth.

May I present the situation in terms of

the disciplines? The Unit:

1. The Graduate School

2. The Medical School

3. The Division of Social Sciences

4. The School of Education

5. The Divinity School

6. The College Libraries

7. The President
May I present an estimate in certain of the divisions of the University.

1. In the Ogden Graduate School of Science.

This school began with the University, and at one time strongly. It happened that there was something like an investment in an Eastern University just at that time. President Kellogg was able to secure an unusual group of men, including, among others, Fish, John B. Neff, in Chemistry, Donaldson in Neurology, Jacques Loeb in Biology, Beach in Mathematics, Chamberlin & Salisbury in Geology, More in Mathematics, & recently Gates & Spaulding in Boston. In the open space, in reality, there were able men, a scarcity of which has been regretted. This original group has come here invigorated.

But the thing men have come, Millikan, Boley, Carlson, Wells, and I...and still more recently Swann & Compton.

The research in this field more and more men have been in the University have given in the University distinct contributions. Recently I asked Mr. Gale for a statement...
research in the progress in two or more fields of physics alone, and a more catalogue of the activities in that department of the investigation in that department covered the last few years. But what is going on in physics is going on in other departments - in physiology, in bacteriology, in chemistry.

A notable factor in this school is the increased measure of cooperation between the university and commercial corporations in the matter of research. Thus the American Canners Association, the United States Co-ops, and the American Meat Institute are all contributing annually to foster the work of research in this school.

But we are getting crowded for space to meet the increasing demands upon us. One large department recently reported that it could not ask for any additional staff until it had space available for them to work in. But it is not buildings that we need but men. The giants of former days anyone or will soon return.
Satisfy the needs of the Chamber and the school. Michelson & Co. are both good men. If these departments can maintain their present position and maintain their standing as one of the best schools in the country, we must have new buildings. We must have new buildings and means with which to call in trained, reliable men.