The Medical School

I wonder how many I can appreciate what an extraordinary advance in men has taken place in medical education in the last fifty years. I think very often that it has been many parallels to it in the history of education in the United States in the last fifty years. I think very much how have there been many parallels to it in the whole history of education.

In a recent volume of Yucatan, President Filo tells the story of his early attempts to elevate the education of medicine at Harvard. Of the medical school in particular he states, but at that time, the course for the M.D. degree consisted of four months' continuous lectures which an student was required to attend, two years in succession, the same lectures being repeated every year.
There has been wonderful advance in the development of certain branches of professional education. Let me mention one example. In his recent volume of Personal Recollections, President Eliot of Harvard says that soon after he became President of Harvard he had about to improve the Medical School. In the connection he mentions that the Harvard Medical School consisted of a single two terms of four months' course, lectures which the student was required to begin the second year in which he was in the School. There were no lectures in the second year. Each year student became a junior for two years of receiving his lectures. When President Eliot pointed out the substitute for his arrangement—a curriculum of two terms of nine months in which the work in the second year should...
different plan and an advance when the work of the previous year, he was improperly advised by the
Dean of the Law School. In the course
of his denunciation of the Peace, he
One of his most effective arguments
against President Kissi was to
be the effect and the young
Iconoclast in the President's office
actually proposed to require written
examinations. Why, said the Dean
doesn't the President know that
the majority of medical students
cannot write?

Of course, you would never
would believe that story that such
people that story of we did not
know it from unimpeachable evidence.
But for some reason a good bed occa-
casion. But how is exceptional. It
would not be possible to state the statement of the Dean
of the inability of medical students...
This may be I can confirm the report of the story by testimony. But put another point to your has the been made from.

But from this situation was not peculiar to Harvard. Instead a few weeks ago of a memorial address on a recently deceased professor in the Western Medical College in the country which similar statements were made concerning the state of medical education in Chicago at the beginning of this century. Just opinion that has happened.

From as recently as 25 years ago when a younger brother, I must say, a student in Rush Medical College. He was almost the only student who in the school who had had when basket college course. He later was not a graduate of college.
Today Harvard requires a college degree for admission into Medical School, from year 4 nine months each. I presume as Rush Medical College does after fourth year internship it is equivalent to four as a condition of the M.D. degree.

Now note what this means to the student, 2 Chicago in particular.
In 1898 the University made a contract with affiliation with Rush Medical College, as a consequence of that contract the standard of the college have been steadily raised. In 1917 after an intensive study of the literature showing medical education with Chicago the most made by Abraham
He now, a new contract was made looking to still for closer relations ship between the two institutions and still further advance in medical situation.

To carry out that programme £300,000 was raised.

The war has delayed the execution of the plan, and within the last year a new turning point situation has been made, a new contract drawn up to make the terms of which the University is to develop for more to take over as soon as the contract is approved by the council, the view is to take over Rush Medical College, operate it as a College of the Union and in the near future establish...
...
a school on a doctoral medical school of medicine for graduates in medicine. But in doing which I want especially to emphasize is that the executive movement it is necessary will call for about six million dollars more than in addition to the amount that already some plan was called raised in 1916-17. Indeed it is now evident that it will require an investment not less than twenty million dollars to carry out his plans to set the University School in the right hands. That represents a marked change from today. Not so many years ago when a medical graduate could go make a fortune, two or three.
3. But I come (like many of my colleagues, especially today at our thresholds of emendation) to emphasize my conviction that modern research in the humanities has in its significance for human welfare may surpass anything that has happened in Physics or Medicine.

We must concede that the organized practice of research — the definite attack on problems by those scientific methods began in the physical sciences and has no fear that its momentum and achievement achievements in that realm. We can no longer in the humanities to have been confined for centuries.,

..as I have said, or at least with the discovery in Astronomy, Physics, including Astrophysics, in Electricity + Biology + Medicine.

...has been a certain tendency in the humanities to reach research...
that had a goal of finding what was con-
cerned with settlement. The former has
been a school of historians who have
maintained that history had nothing
do with meanings or forecasts or
premonition—it was solely concerned
to ascertain facts.

It must also be conceded that research
in the field of humanism is much
more difficult in some respects than it is
in the sciences and chemistry. There is much
less scope for the controlled experiment
than in the sciences, much more
necessity of taking the facts as they
come without control and dealing with them
by observation alone. If you want to
know what is the effect of cementing
Mendel's law, to discover the law of
heredity in especially in respect to
cancer from thick generations while
using crossing and necessary addition.
Keeping humans of them under constant strain.
But if you want to know the effect of intermarriage between an white and yellow race, you cannot so easily set up controlled experiments, marrying off the races as a simple, pure, and well-informed heredity and observing the results for thirty generations—

Remembered, I believe, we are as at the beginning — in the early stages of a very profitable bend in the social sciences, and that we may later make greater results in that field than in the physical sciences.

I referred a moment ago to the fact that to that I may knowledge two foundations had lately been begun & taken effect in emphasis from alleviation of the discovery & removal of causes. They these foundations have recently been given to his limits, some agreement Mr. Bruce an investigation for its own sake
and to test its availability. Chicago as a laboratory of social research. The work is still in progress. Another result an already encouraging.

The family of W.W. Harr is has recently given to this University $15,000 for short studies in the field of international relations.

Another foundation has recently made a small but unobstructed gift for one fellowship in the Social Service Administration.

There are some beginnings but no beginnings full of significance. Then a vast field for testing here and the city of Chicago money the lab laboratories for it in the world. Shall to develop it calls for men + money + organization. We ought to do great things.
Among the things that we ought to do is the development — a School of Politics
in England, in which the community, political life as a career, has long been recognized both as a
legitimate professional ambition, and something to be pursued for — effort to
has long claimed that in trained the men
who administered the country.
In America neither thing has been true.
But still, there's talk about duty.
As acting something that no decent man
would look forward to, and that a man
ought to consider himself for such
career is almost unheard of.
I knew a single man in Washington
today who deliberately chose political life as a patriotic career
public service and then proceeded to
waste himself for it.
3. The Social Sciences - Harris Foundation
   Fannie Pelman Rockefeller Foundation
   A School of Politics.

4. The School Education

5. The Elementary School

6. The Library

7. The Press

8. The College - N.B.
RICHARD GREEN MOULTON, CHARLES ZUEBLIN
AND EDWIN ERLE SPARKS

The passing during the summer of three former colleagues, who had an especially important in the development of the extension work of the University during the early years, and who were all unusually lovable personalities, brings a feeling of bereavement to those of us whose memory reaches back to the days of the University's beginnings.

Originally the organized extension work included lectures, class study and correspondence work. All these were important in the conception of the "larger University" which President Harper cherished. The success of this work in the early years, which did so much to make the University of Chicago favorably known not only in Chicago but throughout the middle west and beyond, was due in great measure to the unusual capacities of Richard Green Moulton, Charles Zueblin and Edwin Erle Sparks. All three were men of enthusiasm for their respective subjects. All three had the gift of clear and direct statement. All three were attractive in manner and had genuine interest in presenting the work of scholarship to the larger public.

It does not seem long since Professor Moulton was among us, a figure both scholarly and genial, a man whose enthusiasm kindled a like spirit in all his associates, and whose influence even upon the youngest students among whom he worked was unique. Coming from England, where his first notable successes as a lecturer were achieved, he brought to America and to the University of Chicago the essence of British scholarly tradition.
The present article is a summary of the recent

cooperation and its essential importance in the development

of the extension work of the University of the South girls.

and also refers to numerous facts related to the

feeling of cooperation to the cooperation of an almost

complete of cooperation of the University of the South.

originally the extension work was supervised

pressure arose and cooperation work. All these work

important to the cooperation of the "University of the

Peabody" Report appeared. The success of this work to the

end, which helped in so many ways to make the University of Chicago

University known not only in Chicago but throughout the country.

meet and retain men in their various positions. In the however,

features of Robert Green Hunter, starting with the

higher marks. If these marks were of any importance for their

extension purposes. If these marks were of any importance in their

interests, frequently to present the work of cooperation to the

Federated Women.

If good work was done, the President's Report was

some of the boiler operators and faculty. It was almost

true that a picture of the University was given. As

influence even under the greatest amount of research and

Wine. Editorial, "The Extension" work was the final decision on the

University of Chicago, the essence of all cooperation and the
He brought also a generous conception of education for the community and a body of well tempered methods, which made him from the outset a distinctive figure. He was an innovator. As such he assumed a rightful place at a time when pioneers in education were establishing the reputation of the university. At our University he has left no successor in the extra-mural field.

To recount briefly Dr. Moulton's life history: He was born in Preston, England, May 5, 1849. He came of a distinguished and intellectual family, including the late W. F. Moulton, the well known New Testament scholar, a brother of Richard. Both these brothers inherited a love of scholarship both religious and literary, and the sons of W. F. Moulton, the late James Hope Moulton and W. F. Moulton the second have carried on the family tradition.

Richard Green Moulton was given the kind of education that was to be expected in view of his parents' conception of what an education means. His first school days were spent at New Kingswood School, Bath, and at Clevedon College, Northampton. He became a scholar of Christ's College, Cambridge, won an exhibition at London University, was graduated from both, and in 1891 received the degree of Ph. D. from the University of Pennsylvania. In 1874 he was made lecturer in English literature at Cambridge University.
After sixteen years he was appointed lecturer to the American Society for the Extension of University Teaching, and a year later lecturer to the London Society for the Extension of University Teaching. When the University of Chicago opened its doors in 1892 he was elected Professor of Literature in English. As he interpreted the function of his chair it was to present the great classes of the world's literature, particularly those which have found such fitting translation into English as makes them in a sense a part of English literature. Deuteronomy Job and the Greek Tragedies lived again in his presentations. In 1901 the title of his chair was changed to that of Professor of Literary Theory and interpretation, but there was no fundamental change in his message. His selection was one of the most fortunate instances of the far seeing vision of President Harper.

From the year of his appointment until his retirement from active service here, Richard Green Moulton toiled as few men have toiled to bring to a public far beyond the university quadrangles his message of the beauty of literature and the beauty of religion. He taught classes, many of them undergraduate classes, in which the works of Shakespeare were illumined in a new way for young students; he traveled far and wide, lecturing to large popular audiences; he wrote book after book. He worked without sparing his strength. His voice and pen were never idle, and both were at the service of the university and of the people throughout the years.
After extensive research, we see opportunities to improve the reception of our research in the field of environmental technology. Developments in the field of technology and innovation also provide new opportunities for our work. We believe that this is a crucial time for our industry to take a leadership role in the transition to a sustainable future.

In conclusion, we see a need for increased collaboration and innovation in order to address the challenges we face today. We encourage all stakeholders to join us in this important effort.

Thank you for your attention.
Writing of the religious strain in Dr. Moulton's temperament and work, a writer in the London Times of August 16 comments as follows:

"R. G. Moulton was in no sense a student of theology, but he cared for it immensely from the literary standpoint. He wrote books on 'The Literary Study of the Bible', of which a second edition appeared in 1899, 'The Modern Readers' Bible', 'The Bible of a Single View', (1918) and 'The Modern Readers' Bible for Schools', of which the New Testament volume appeared so lately as 1920. The first of these volumes is probably the best known. In the last book he arranged the various books of the Bible in the order in which, in the judgment of the editor, they may best, to use his own words, 'felt to draw together with a connectedness like the unity of a dramatic plot.' Apart from all religious questions connected with the Bible, Moulton promoted by every effort in his power its study as a piece of great literature. His arrangements of the books of the Bible, his literary introduction, and his notes served this purpose admirably."

The same article mentions that "Moulton insisted on the value of a classical education for the better understanding of the literature of the past... Moulton perceived that the Latin races of the Continent preserve, as they always have preserved, in their practice as well as their theory, some of the main traditions of the literatures of Greece and Rome. He also perceived America growing and thriving immensely, dependent for her literary
teaching almost wholly on English traditions, and applying these traditions with a laxness and diffuseness which carried them still further from the ancient models. This laxness and diffuseness Moulton set himself to check, and he performed his task with genuine enthusiasm."

Thus far the London Times -- but Professor Moulton's friends did not think of him as primarily setting himself "to check"; his whole attitude was rather that of presenting so effectively the finest expressions of thought and emotion that these would of themselves take possession of the student's mind. His whole attitude was positive rather than restrictive.

Of Dr. Moulton's books, there may be mentioned beside those already spoken of, "Shakespeare as a Dramatic Artist", "The Moral System of Shakespeare" later called "Shakespeare as a Dramatic Thinker", "The Ancient Classical Drama", "World Literature and its Place in General Culture", and the "Modern Study of Literature".

During his most active years as a lecturer, Dr. Moulton gave interpretative readings which made a strong appeal to University Extension audiences, and he journeyed from city to city almost continually. Later he found himself unable to travel so much, but he still taught large classes of university students. Finally, at the age of seventy-one, he sought rest in retirement, and returned to his native England. He died at his home in Tunbridge Wells August 15. The funeral, which was held August 17 and was conducted by Rev. W. F. Moulton, Professor Moulton's nephew, was
attended by President and Mrs. Burton, who were at Salisbury, England when advised of the death of the noted Shakespearean scholar. Writing of Dr. Moulton's later activities, President Burton said in a letter, "Professor Moulton had been since his return to England increasingly active in writing and lecturing, especially the latter, until about six months ago, when pernicious anemia began to develop, eventually causing his death. He had appointments to lecture at Cambridge this summer at just about the time of his death. These, of course, had been cancelled because of his illness.

So passed a truly great scholar and teacher.

Professor Zueblin died the fifteenth of September at his European home near Geneva, Switzerland. Newspaper despatches say that at the time of his death he was working on his latest book, "American Historical Characters". The statement that Professor Zueblin was at work almost up to the last has the ring of truth, for few men have established a record for more active and determined effort. It was in the '90's and the early 1900's that he most impressed himself upon the University of Chicago and its community, and that he carried throughout the middle west and even farther the messages which he had to give. He became an instructor in sociology in the University in 1892, thus forming one of that first group of faculty men. When he left the University to lecture and teach elsewhere, he was a full professor of sociology. Like Professor Moulton he was one of the popular
Vindicate in every sense of the word. Can’t stand bull’s behavior! He knows he’s being watched, but he just can’t help it. He’s trying to show some sort of dominance or control, but I can see right through it. He’s just not cut out for this environment.

I really don’t understand why he’s so antsy. It’s not like we’re doing anything wrong. We’re just being ourselves, living our lives. Maybe he’s jealous of our success or something. Whatever the reason, it’s getting on my nerves.

I tried to calm him down, but he just wouldn’t listen. It’s like he’s on a mission to disrupt our peace and quiet. It’s frustrating, to say the least. I’m starting to wonder if he’s even stable.

I think I need to have a serious conversation with him. I don’t think he’s ready for this kind of responsibility. He’s too young and too naive. I don’t want to see him get hurt or cause any more trouble.

I’ll have to talk to his parents about this. They need to be aware of the situation and take action. The last thing we need is for this to spiral out of control. We need to protect our family and our home.

I’m starting to feel like we’re losing our peace and quiet. It’s like we’re living in a constant state of tension. I don’t think I can take much more of this. I need a break, a little peace.

I’m going to go for a walk. Maybe some fresh air will help me clear my head. I need to think things through before I make any decisions.

I’m not sure what the future holds, but I know I need to be strong for my family. We can’t let this get to us. We need to stay calm and focused.

I’ll be back soon. I promise to come back with a clear mind and a peaceful heart.

Love and support,
[Your Name]
figures in University Extension lecture work. He was an unusually
forceful and agreeable speaker, and had a magnetic quality on the
platform. Having been a graduate of Northwestern University, one
of his first activities was in connection with the founding of the
social settlement bearing the name of that university. After form-
ing his connection with the University of Chicago, he took a leading
part in establishing the University of Chicago Settlement near the
stockyards. Before entering the field of sociology, he was inclined
toward the ministry, and studied both in Garrett Biblical Institute
and the theological department of Yale University. His classmates
at Yale, of whom the present writer was one, found him a genial
companion, whose interest at that time seemed likely to develop in
the direction of Oriental language study. The change in his plans
from the work of the ministry to that of the lecturer upon civic
and social subjects involved no change in his fundamental spirit.
His single purpose which found expression on the platform, in
books, or in the classroom was to open the minds of his fellow
citizens to the possibilities of a better city, a better social
order, and a more humane civilization than our present America knows.
He taught usually one quarter in the year within the University
quadrangles, but it was as lecturer and writer that he became most
effective
widely known. He exercised a strong influence in many communities.
A friend of the present writer, visiting in a small city in this
region where Professor Zueblin had been lecturing, reported that the
whole city had been set to work reading and studying with reference
to improving that city and making it a better place for both old
and young.
lieges in universities, extension service work, and in university co-op programs.”

He urged the superintendent to consider the need for better coordination with the state’s colleges and universities. He proposed that the university establish a center for extension service work and that the university cooperate with the state colleges in the development of extension programs. He also suggested that the university consider offering courses in extension service at the undergraduate level.

The superintendent agreed to consider the proposal and to work with the university to develop a plan for the center.

The meeting was adjourned.
His books include: "American Municipal Progress", "A Decade of Civil Development", "The Religion of a Democrat", and "Democracy and the Overman." He had what a writer describes as a "militant interest in social betterment", and a mind which divined social tendencies and faced them courageously. "His books," says the same writer, "are notable for their stimulation of interest in the underlying problems of social organization from a humanitarian standpoint." In this spirit Professor Zueblin devoted himself, after leaving the University of Chicago, to writing and lecturing. He was fifty-eight years old at the time of his death.

Dr. Edwin Erle Sparks was born in 1860 in Licking County, Ohio, a region invested with the interest of early American history. In this field of history, particularly as it reflected itself in outstanding personalities, Dr. Sparks was an enthusiastic student and was a member of our faculty in this field from 1896 to 1907. Prior to this appointment he had taught in Ohio public schools, had been a member of the faculty of Pennsylvania State College, and had been a member of the staff of the American Society for the Extension of University Teaching. Dr. Sparks, who received his Ph.D. from the University of Chicago, became active in its extension work, and lectured widely, especially in the middle western and southern states. In 1908 he was elected President of Pennsylvania State College, assuming office in June of that year. Under his administration the college developed from an enrollment of about 1000 to one of more than 3000 regular students and 2000 "special" and "short course" students.

*Springfield, Mass. Republican, Sept. 25, 1924*
The page contains a block of text discussing various topics, including a reference to "international agriculture programs" and "the history of a democracy," and mentions the development and growth of societies through various processes and activities. The text also refers to a report of the proceedings of a conference and the importance of understanding the interrelation of economic and social factors.

While the text is rich in content, it appears to be a part of a larger document, possibly a report or a collection of essays, discussing complex themes related to international development and the growth of societies.

However, without additional context or specific questions, it's challenging to extract a clear, natural representation of the document's content.
The income of the college increased from about $100,000 a year to more than $2,000,000. In 1920, on account of ill health, Dr. Sparks retired and was made president emeritus. He continued to give occasional courses in history. An inspiring teacher and public speaker, Dr. Sparks was also an excellent writer on historical topics. His books include "The Expansion of the American People", "Men Who Made the Nation", "The United States of America," and "Formative Events in American Diplomatic History." Dr. Sparks died June 15 last.
The income of the college increased from about $100,000 a year
in 1930, to more than $200,000. In 1940, no account of IIITPhysics'...
Research is one of the new words in the vocabulary of American educational literature = new, I mean, in the sense that it has come in within the last fifty years and that it has become increasingly common in the last twenty. I doubt whether it will be found in any college or university catalog before 1876, and I suspect that that for which the word stands was vigorously prosecuted in more than three or four institutions before 1890. Today it is constantly on the lips of educators and frequent in the pages of university announcements.

Please observe that I am speaking of research = the word and the process itself = in connection with educational institutions and the work of education. Research itself is far more common today than in earlier periods, but what I am saying is not this, but that its association with education is relatively new. The names of Galileo, Newton, La Place, Darwin, Huxley, and multitudes of others remind us of research is no modern novelty. But these men did their work, not as students or as teachers in educational institutions, but as mature scholars, after school days were over and for the most part, at least, not as the teachers of others. Today also there is much research going on outside the schools in the laboratories of men like Edison and Steinmetz (of Schenectady) and many others, and in connection with many industrial and profit producing enterprises. The fact to which I am calling attention is the development of research institutes where men not only conduct research, but learn and teach the art, and especially its domestication in our universities. To such an extent
The importance of one of the few words in the proposition of
the American Association for the Improvement of Libraries is
that it is a principle that the first thing you must do is to
understand common in the first place. I have an interest in
the term "library," and I do not mean in the sense that
liberal arts colleges or universities are considered.

In more than three of the institutions I have visited, I found
that the terms "library" and "knowledge" are used in the sense of

Please observe that I am neglecting the fact that the name and
the purpose of the association are in connection with education in
the sense that it is the same common in the first place.

I am interested in the term "library," and I think it is
appropriate in the sense of education in the sense that it is

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Please observe that I am neglecting the fact that the name and
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has this gone that it is a question requiring serious consideration how far it ought to go. Is it to become the dominant note of all education from the kindergarten up, or does it belong to certain stages only of our educational work? In certain regions of the world and periods of human history, education has been conceived of solely as a process of acquiring for one's self such store as one could of the accumulated knowledge and wisdom of the ages. There is a proverb of the ancient Jewish rabbis that runs somewhat as follows: He is the perfect teacher who receives from his teacher a brimming cup of knowledge, and passes it on to his pupil, spilling none and adding nothing. Substantially, this ideal has prevailed extensively, not only in China where it has only begun to break down in the last twenty years, but in Europe and America.

Is this conception to be discarded entirely to be replaced by the idea of research, or are we to draw a horizontal line and say thus far the old ideals of transmission and acquisition, above this the new research?

Before we answer this question we seem to need a definition that we may be sure what we are talking about. What is research? Let us first, following the maxim that a thing is to be defined by its highest development, not by its elemental form, consider research as it is practiced by our great investigator—research as great physicists and chemists and botanists and astronomers understand. So defined research is the discovery of new facts or the interpretation of facts old or new, by which an addition is made to the sum of hitherto possessed human knowledge. By research we discover a new star or planet, a new element or plant, a new law of chemistry or biology, a new fact of history, a new
law of social progress, a new language or a new principle in accordance with which languages are developed, a new principle of conduct or a new poison gas, how to propel a ship in a new way, how to fly, or how to live.

 Practically everything that differentiates the life of the modern world from that of the middle ages is the product of research, the steamship, the railroad, the electric light and the manifold applications of electric power, the telegraph and the telephone with wires and without, anaesthetics and x-rays, the atom, the molecule, the electron.

 Now it must be at once evident that research in this sense is not for children or even for youth, for the decisive reason that, with rare and negligible exceptions, if any, no one can add to the stock of already possessed knowledge in any field who has not himself mastered that already possessed stock — new facts mean nothing except to him who already knows and understands the old facts.

 Let me illustrate what I mean by one or two very recent events. In the May number of the periodical called "Asia", Roy Chapman Andrews, who has been making a scientific journey into northern Asia tells the following beautiful story.

 "Before breakfast my wife and I walked out to inspect a line of traps that had been set in the sandy mounds of the basinfloor. While we were busy at the traps, we saw Dr. Berkey with head bent and hands behind his back, wandering about on the ridge near camp. Soon he came in to breakfast with both hands filled with fossils. Granger examined them with a puzzled expression."
"'For the life of me,' he said, 'I cannot make that anything but reptile. It might possibly be bird, but it must have been some bird to have a leg-bone like that. It certainly isn't mammalian.'

I was about two-thirds of one of the lower leg-bones which he held out. It had been found just above camp. A little later, when Dr. Black was walking to his tent, he almost stepped on the missing section, which made the specimen complete. It had obviously weathered out and rolled down from the ridge above. We were confident then that it was reptilian. The geologists, with Granger and Black, went up to the ridge where Dr. Berkey found the bones. Just as my wife and I were starting out on a little shooting-trip, we met Dr. Berkey on his way into camp. 'Come up with me,' he said, 'we've made a discovery, and a very important one.'

He would give us no more information until we reached the summit of the outcrop. Then he pointed to Granger, who was on his knees, working at something with a camel's hair brush. 'Take a look at that and see what you make of it,' he said.

'I saw a great bone beautifully preserved and outlined in the rock. There was no doubt this time; it was reptilian and, moreover, dinosaur.

'"It means,' said Dr. Berkey, 'that we are standing on Cretaceous strata - the first Cretaceous strata, the first dinosaurs ever discovered in Asia north of the Himalaya Mountains.'
"Unless one is a scientist, it is difficult to appreciate the importance of the discovery. It meant that we had added an entirely new geological era to the knowledge of the continental structure of Central Asia and had opened up a paleontological vista dazzling in its brilliance. With the rhinoceros and titanothere teeth and other fragments of bones that had been found the day before, the dinosaur bone was the first indication that the theory upon which we had organized the Expedition was true; that Asia is the mother of the life of Europe and America."
"A particular case in point is the question of the importance of the knowledge that we have gained in anatomy and psychology as to the manner in which the human mind is affected by various stimuli..."
What did those two pieces of broken bones mean to the workmen who accompanied that expedition? What would they have meant to a high school boy? What would they have meant to most of us here? The tremendous conclusion which Mr. Andrews and his fellow investigators drew from them they drew only because they added that fact to an already large body of acquired and understood fact.

Last summer a professor in the University of Chicago made an expedition into the coal field of Indiana and was fortunate enough to discover a number of so-called coal balls, i.e., lumps of coal that can be sectioned so that the investigator can reconstruct the flora of the carboniferous period. Now coal balls have never before been discovered in this country, and this discovery opened up a new field of investigation to our paleobotanists. But still more interesting, as soon as they began to section these balls they discovered inside, the fossil of a flowering plant — monocotyledon stem. Our so-called flowering plants have always been thought to be relatively modern—but this discovery proves that this group of plants is many million years older than was previously supposed.

Again I ask, what would that coal ball have meant to an ordinary miner. He only sees who brings eye to see. He only perceives the significance of a visualized fact who adds that fact to a vast body of previously acquired knowledge.

I certainly do not need to multiply examples. It is too evident to require argument that research in the sense in which we are speaking of it is not for the early stage of education. Research that adds to the sum of human knowledge is achievable only
much of the recent work in the field of phonology has been focused on the concept of metaphor and its role in the development of language. The use of metaphorical expressions in language has been shown to be a powerful tool in shaping our understanding of the world. The recent focus on metaphor in phonology has been driven by the need to better understand the complex interplay between language and thought. This has led to a greater appreciation of the role of metaphor in the development of language, and has opened up new avenues for research in the field. The study of metaphor in phonology has the potential to provide valuable insights into the nature of language and the human mind.
by one who has in some field — by no means necessarily in all — acquired a considerable body of knowledge and a power of interpreting facts so that when a new fact comes within the field of his vision, he not only recognizes it as new, but perceives its relation to other facts and its significance.

Does it then follow that we should proceed a horizontal plan across our educational process and up to a certain point, let us say, up to the end of the college course, require the student to devote himself wholly to the acquisition of knowledge, forbidding him till he has passed beyond that plane to undertake research, or practically preventing his doing so, and then when he has passed the plane requiring him abruptly to change his attitude and become an investigator?

Such a sharp distinction of method is, of course, unthinkable. I remember some years ago hearing one of my colleagues at Chicago say, "These students are here to get the knowledge I have to give them, and I am here to give it to them." That is the rabbinic theory of the brimming cup. It issues in text books and recitations, in lectures and content examinations. It was the method that chiefly prevailed in most colleges forty years ago, and is, I suspect, widely practiced today. There is much to be said for it. But I believe there is more to be said against it.

In the first place, it is against nature, and involves a reversal of the process that every child adopts unconsciously. Every normal boy and girl is born with eyes that see and ears that hear. And they begin before they are out of the cradle to accumulate facts, not out of a book or by being told them, but by observation, almost as surely does the child very soon begin to put facts together
and to deduce conclusions. He is not adding to the sum of human knowledge in any language but he is constantly adding to the sum of his own knowledge, and the method of the two processes is essentially the same. To project into the midst of this normal experience a process of so-called education in which the boy is practically required to cease observing anything except a printed page, and hidden to acquire by impartation not by observation and reasoning, is to do violence to an obvious law of nature. I do not say that he should not supplement observation by reading. Undoubtedly he should. But if reading destroys observation, whatever the gain, there is at any rate a great loss.

My second reason for objecting to a horizontal plane below which all education is by impartation, is that instead of preparing the student for the next higher stage it in a measure unfit him for it. I am not assuming that all students will, on leaving college, take up graduate work and engage in research work. I am aware that very few of them will do so. But I am thinking that that process by which the child acquires knowledge before he ever enters school is in fact also a process which he will normally continue to employ throughout life. Whatever his occupation, life is for us all just one problem after another, whether in business or home or politics. And there is no printed key to which you can turn and find the answer. Successful living is dependent on the ability to see facts - the facts that happen from day to day, to relate them to one another and draw conclusions from them.

If indeed a student is going to do research work in the university, first as pupil and then as prosecutor and director of research, it is obvious that it is a great disadvantage to him
for a period of four years or less to drop the method that
nature taught him and then laboriously acquire it again. But
what is so obviously true of the special research student is
substantially and really true of all who go out from college
halls into life. Research is nature's method for all her
children.

We seem, then, clearmly to arrive at the conclusion that
while research in the sense of investigation that adds to the
sum of human knowledge is possible only to one who has already
acquired a large body of knowledge in the field of his research,
yet that research, in the sense of observation and inquiry by
which one adds to his own stock of knowledge, research, if I
may so express, as an attitude of mind which leads one to observe
facts for himself and try for himself to discover their meaning,
belongs normally to every period of life and so to every stage of
education.

This is not to say that all knowledge is to be acquired
in this way, that there is no room for impartation and transmission.
No one can begin the process of acquisition de novo, ignoring all
that has gone before, whether in history, philosophy or science.
But if one carry forward into the period of school education that
spirit of inquiry which is natural to the child, if while one reads
books he also keeps an open eye and an open mind, he will never
become simply recipient, a cup under a spout, but will even while
he reads and listens be trying all things to hold fast that which
is true.

Shall we not then say that in college - not now to discuss
the early periods of education, while there must be much storing
up of knowledge which is the product of the research of previous questions, there ought also to be some actual research, and through it all the spirit of research. Imsofar as this is the case, and I by no means intend to imply that it is not so in our better colleges, the student is preparing himself both by the acquisition of knowledge and by the cultivation of an attitude of mind for the next stage of his experience whether that be a period of further study or what we call active life.

Nor will entrance into the graduate school be marked by an abrupt change in method and point of view, but rather by a changed emphasis. Learning from others, absorbing the results of the researches of others will never cease, but the element of personal research will gradually increase until those who are capable become real discoverers of knowledge hitherto not possessed either by themselves or others, contributors of new items to the world's store of knowledge.

The college can scarcely be a place of research in this sense. But if I mistake not, it can be and ought to be in the sense that while sheer acquisition of the common stock of knowledge will fill an important place, there should be some place for real discovery, and the whole process should be permeated with the spirit of research, not by dogmatism on the part of the teacher and docility on the part of the pupil.

But there is another aspect of college life about which I should like to speak, and to which I attach no less importance than the spirit of research. Just because of the age at which boys and girls ordinarily go to college, college life has a significance which does not attach in anything like the same degree to the later
In my opinion, what is the meaning of the sentence that was previously extracted for this document?

I think the sentence means that if I were to learn something new, I would be more interested in learning about the concept of "meaning" than I am currently. However, I am not sure if this is the correct interpretation. What do you think?
years. The graduate student is, or ought to be, a person of a
certain degree of maturity. He has found his place in life, he
has formed his habits, he knows what he wants to do and why he
wants to do it. This is far less true of the college student.
He is still in his formative stage of life. Very often he has
not yet found himself. His habits and his character are still in
the making. Because this is so, and by as much as character and
people are more important than even contributions to knowledge,
college life has a significance all its own from the point of
view of the development of personality. College is pre-eminently
a period of habit formation. I once had a teacher who, speaking
to a class in professional school, said to them with more wisdom
than he usually displayed, "Young men, I advise you while you are
still in school to form good habits, for after you are thirty you
will form no new habits unless before you are thirty you have
formed the habit of forming good habits." I presume that he
raised the age limit to fit his audience. Certainly one might
well give the same advice to college students, even though one
did not insist that all possibility of forming new habits would
cease with the acquisition of the bachelor's degree.


The response appears to be a series of disconnected sentences mixed with fragments of coherent text. It seems to convey a message related to college or school environment, possibly discussing the importance of understanding one's position, the value of certain skills, and the need for personal growth.

For instance, the text might be discussing the role of formal education in shaping an individual or the significance of certain skills in achieving personal or professional success. The context is not entirely clear due to the fragmented nature of the sentences.

However, without further context, it's challenging to provide a more detailed interpretation.