The University of Chicago is no longer a young institution. Practically a generation has passed since as the result of a successful effort to raise what seemed then the stupendous sum of three million dollars, and under the guiding genius of President Harper it opened its doors with the College, the Graduate School of Arts and Literature, the Ogden Graduate School of Science, and the Divinity School, with a faculty of one hundred and forty, and a student body of six hundred. Of the original twenty-one Trustees four are still on the Board, of the original faculty twenty-five are still on the teaching staff, while of the original body of students thirteen are now on the faculty, and of the rest, those that have survived are widely scattered.

Each of the two presidencies that have filled the nearly thirty-one years that have passed since the University opened its doors in October 1892, have been marked by great achievements, and as the result the University body is richly endowed and equipped, has a large and able teaching staff and a large and on the whole a serious minded body of students.

But to us who are at the University and on whom there rests the responsibility for the shaping of its policies, -Trustees, and Faculty alike, -the achievements of the past seem not to be contented with but an imperative call to further progress which will make the future a worthy sequel to the past. We have the conviction that the time is ripe for marked advance in several directions. There is a general eagerness to be up and doing, not simply holding our own but making the kind of progress which will appear in increased numbers of students, but to improve the quality and to raise the level
The University of Chicago is to procure a term of a week.

The University has been moved since the University of the University.

The President has been moved by the University of the University.

In October 1965, the President of the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.

And the President has been moved by the University of the University.
of our work in all divisions of the University. Especially is there a general feeling that we can and because we can, we ought to do something more useful than simply to duplicate the work of other Western Universities, that there is a place for us to fill and a work to do which is peculiarly ours and for which we therefore have a special responsibility.

What that place and work are is a question which is being earnestly discussed in all our faculties. To answer it now would be premature, prejudging a case still requires much study and discussion. Yet some of the elements of the problem are already coming into the light and may be at least tentatively stated now.

It seems clear, for example, and it is generally agreed, that among the things that ought to characterize this University in the next few years is a marked development of the spirit and practice of research. In the autobiography of Professor Michael Pupin of Columbia he speaks of the great impulse which was given to the spirit of research by a series of lectures delivered in this country by Professor Tyndall in 1872, and of the marked influence exerted in the same direction by the founding of Johns Hopkins University in 1876. Are we not justified in mentioning in this same series of events the founding of our own University in 1891? Our record since that day is an honorable one and our list of accomplishments a long one. Yet there is today a widespread feeling in our faculty, shared also by the Trustees, that the time is at hand for a fresh emphasis on research, and a new recognition of our responsibility to make this the outstanding characteristic of the University's life. We believe that this should be the case not only in Physics, Chemistry, and the biological sciences, but in every field of knowledge in which the
University undertakes to work.

A second pressing duty of the immediate future is the carrying into effect the plans made some years ago for the development of a Medical School, with a full four years course, and a strong faculty, at the University. Whatever or however imperative the causes that have necessitated delay in putting into effect the proposals of 1915, for which over five million dollars were raised in 1917, whatever the difficulties in the way of realizing them now, Trustees and Faculty are united in believing that those difficulties must be overcome and a University School of the Science of Medicine be developed with the least possible delay. In this development the emphasis will not be upon numbers—it is probable that these will have to be strictly limited—but on the scientific character of the work done. The professors will give their full time to the school, and the aim will be to develop the science of medicine and to produce men who whether they enter on the practice of medicine, become teachers or engage in research, will be the representatives of an advancing science of medicine.

A third phase of the University's work in which there is a keen interest and in respect to which we look for progress is the work of the Colleges. This a matter in which President Harper in his day and Dean Angell and President Judson later were deeply interested and to which they gave much thought. Again it is not numbers about which we are concerned but the quality of education that we give. It is the belief of many of the Faculty that the studies already made and others that still remain to be made ought to lead us little by little—we do not look for sudden changes—to a type of college life better fitted to make intelligent, capable and high minded citizens, better adapted to our situation in a great city with a population exceeding that of several of the states of the union, and in a center of a country whose
A strong pressure upon the immediate future to the exercise of

We must give our whole heart and soul to the development of a

We must give whole heart and soul to the development of a

We must give our whole heart and soul to the development of a

We must give whole heart and soul to the development of a

We must give whole heart and soul to the development of a
responsibilities are vastly greater than they were a few years ago, and especially better prepared to go forward to the graduate school prepared for that further training which will make them competent, original, investigative, and able teachers. And because this seems a possibility, we judge it to us/also an imperative duty to undertake it. The precise directions in which changes will take place, it is too early to state. But it may be confidently predicted that the attempt will not be to produce anaemic intellectual prodigies, or unsocial individualistic storehouses of knowledge, but men and women who are physically strong, socially cultured, intellectually equipped and trained, morally courageous and broad horizoned, will be able to play their part and give a good account of themselves in a twentieth century world, and whether in the field of pure scholarship, the professions, in business or political life.

These are but a few, but some of the most important of the things that we have in mind as belonging to the task of the University in the near future. I might speak of the development of the Libraries, and of our professional schools of Theology, Law, and Medicine, of new buildings, some urgently needed at once, others that will be demanded by the development of our educational plans, and of the sums of money that must be raised. But what I have said is perhaps sufficient to indicate that we have no thought of marking time, but that there is a keen desire to push forward, and on the broad and sound foundations laid by President Harper and President Judson, to build as rapidly as possible, consistently with wise building the superstructure for which they have so well prepared.
THE AMERICAN COLLEGE.

The American Colleges are American institutions scarcely to be paralleled elsewhere in the world except in certain oriental countries when it is a frank importation from America. Yet like almost everything else American, it has its roots in Europe. Harvard was as everybody knows, the first American college, and was undoubtedly founded on the model of one of the Colleges of Cambridge University, England. But while in Cambridge the various colleges together constituted the University, in Cambridge, Massachusetts, there was at the beginning and for a long time but one college, and a University in the British sense of an assemblage of colleges never arose.

Instead other independent colleges were founded in various places: Harvard in 1636, Yale 1693, Princeton 1746, Columbia in 1754, Brown in 1764, Dartmouth in 1774, and so on until now our American colleges, all originally small are now numbered by the hundreds and number their students by the thousand.

This enormous development, for it is nothing less than enormous is the product of several facts.

1. Many of the small colleges have become large, without having otherwise materially changed their character, Dartmouth, Williams, Amherst.

2. Many of the colleges that were originally colleges only and small at that have added on professional schools, which have become a prominent element in the total result. This is the case with Harvard, Yale, Columbia.

3. The States have founded Universities intending from the beginning that they should be universities in the sense that they should contain both the college —i.e. the undergraduate department and a group of professional schools, of Law, Medicine, and various branches of
THE AMERICAN COLLEGE

The American College, at American Institutions of Education, is not

practically speaking, the only school in the country at which American

education is a true American institution. Yet the most striking

feature of the American College, as the root of every institution of

American education, can be properly located on the campus of

college. The American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners, as the

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,

American University, founded as a Protestant seminary

in 1831, is the root of the College of Commissioners,
4. Individuals or groups have founded institutions with the intention from the start that they should be not colleges simply, but either predominantly graduate institutions or assemblages of schools, including a college, but also including graduate and professional schools. Here belong John Hopkins, Clark, Cornell etc.

But the common denominator of all these institutions is the four year college, for which the student is supposed to prepare by twelve years or so previous schooling, and at the end of it a B. A. or B. S. or B.Ph., this is what we mean when in America we speak of the college, and it is the distinctive characteristic of our American scheme of education.

But in recent days we have begun to hear it whispered in various quarters and sometimes shouted from the housetops that the American college must go; that its day are numbered, and that college alumni will soon be orphans.

Such predictions have such basis as they possess in the existence of two factors, one threatening the top and the other, the bottom of the college. Now when two butchers come after a dog, one threatening to cut off his head and the other to cut off his tail just behind his ears, the dog is in a parlous state.

Educators tell us and I think they are right that our schools below the college are two long drawn out, that we require our boys and girls to spend twelve years to learn what could really be learned more thoroughly in eleven years or even in ten. Now if this is so, and I am disposed to think it is, (I remember that I skipped one of those twelve years myself without seeming to suffer any damage), then certainly we want to get rid of that air or water, or whatever it is, and not waste a year or two of the life of every child who goes through
high school. But then our educators tell us the thing to do is not to cut off the year or two at the top of the high school, but since most of the work in the first two years in college is really high school work, to crowd back the Freshman year at least if not also the Sophomore year into the High School, and so shorten the college course at the bottom.

On the other hand there is going on at the other end a process that looks like crowding the professional school down into the college. The Medical student or the law student begins his medical or law course after three or even after two years of work in college. This is not really just the way to describe this process because in fact what is taking place is that the requirements of the professional schools are being varied. It is not so very long since the medical student could enter a medical school with the same preparation with which he could enter college or even less. Now in any reputable school he must have two or three years at least. Nevertheless the result is that the beginning years of the college threaten to slide back or be crowded back into the High School, and the upper year or years threaten to become professionalized.

Shall the college go? Shall we college alumni become orphans? Shall our sons and daughters pass out of the High School, somewhat enriched by the inclusion of one or two years of what are now college studies into life, or directly into professional school? Well we must not answer this just from a traditional point of view. We must not simply say, that is the way it was in our day, and that it shall be to the end. We must face the facts and try to reason calmly about it, and trying to do this answer the question, shall the college go, with an emphatic negative.

And my first reason for answering this question with a NO, is that
High School, and then one graduate tells you the time to go to college after the year or two at the top of the High School, but since most of the work in the first two years in college is really high school work, to start back the freshman year at least it not also the

Suppose you were into the High School and go straight to the college immediately

On the other hand there is going on so the other one possibility that looks like achieving the professional school sooner going into college. The medical assistant office is a straight nursing job with the medical school after three to six years after. Two years are not to very long since the medical assistant starts out as a medical assistant with the same preparation with which a very good high school, and the broader part of the college to become

Professionalization

Finally, the college can. Finally we college students become above? Finally the ones and yourselves part of the High School, somewhere on the profession of one or two years at work and now college students into a medical assistant into the professional schools. Waste, we want not to dream that from a practical point of view we want not simply say that the way is more in and out and that it need to be. The end we want the lecture and try to reason carefully about it, and try to reason carefully to become

And my first reason for examining this discussion with a "no" is that
America needs, more than it ever needed them, men and women who have a broad outlook on life and human history, broad sympathies, capacity for thought on any subject that confronts them. It is men and women that have had these qualities that have been the saving element in American life thus far—the Roosevelts, the Roots, the Eliots, and the Adams's. And we need them still, need them more than ever before as America becomes, even against her will, a world power, and is crowded nolens, volens to the front of the stage. And how are we going to produce them if we do away with the college? Will the high school do it? The very argument for crowding the Freshman and Sophomore years back into the High School is that the studies of these years are not really college studies—but largely exercises of memory. Will will the professional school do it? A medical school makes physicians, but as the science of medicine develops it becomes more and more exacting and the strictly medical and premedical sciences leave little room for those broader horizoned studies that characterize the colleges.

A very careful student of education sent me a few weeks ago an article which he had written on the subject on which I am speaking tonight—the American College—and asked my criticism of it. With almost all of it I agreed, but in sending it back I found fault with one sentence in it, somewhat to this effect. "After all, the prime requisite is that each man shall be proficient in his occupation—the physician in his, the lawyer in his, etc." I said to my friend, I cannot agree. Professional efficiency is important, but parenthood, social mindedness, citizenship are even more so. If I must choose—I don't think I am obliged to—but if I must choose, I prefer a thoroughly good citizen who is not a first class lawyer, who is not a thoroughly good citizen. And my friend wrote back that he agreed with me.
A vastly different attitude to affectionate care of men and women who have
physical needs. More than ever, we care for each other, men and women, not
only to support each other in our struggles, but to help each other in our
personal development. It is men and women that have been the main element in
American society for the past two centuries. Women have been active in the
politics, the arts, and the sciences. And we need them all. We need them more
clean and gentle as America's past, and to create more hope and
somehow new meaning, with a strong, powerful, and dynamic power, and to
accept the challenges to the front of the future. And how are we going to
prepare to meet the challenge? With the high school and the very
preparation for awakening the imagination and the creative power, that is the
preparatory school. It is the challenge of the future that we must face.
With the preparation of a similar and far-reaching vision, and with the
creativity and imagination, and the creativity and imagination, it is a holy
room for those.

People participating in activities that characterize the college.

A very extended subject of affectionate care of men and women who seek
affectionate care and attention on the basis of which I describe

To work - the American college - and study my criterion of it.

With the purpose of finding the answer, and in coming to the point I know, I
wanted with one sentence in it, something to the effect of "What will the
time be?" and what matters to the effect."

In many aspects of the world, I think it is important to put it more clearly, I
prefer a society of expressions, classifications, and a larger, and to make

laundry and other jobs, and any other more practical tasks, along with

people of various ages and backgrounds, help each other, and not to
only live in the past.
Japan has tried this experiment that I am discussing, she had a middle school somewhat like our Junior High School, and then a so-called High School that was really strictly preprofessional Junior College, divided into as many alleles as there were professional schools above it and then a University made up of professional schools. And years ago she discovered that it wasn't working well, but it won't work well in America. If the college must prepare for the professional schools and it must, I should like to insist that a part of that preparation be in precisely those things that have nothing particular to do with the profession to which the student is looking forward, if he is to be a lawyer the physical sciences, if he is to be a physician, economics and sociology and poetry and art, the very things that he will not have time for afterwards.

But I earnestly hope that our colleges are never going to be purely preprofessional schools, not even when we include business, banking and insurance and pork packing, in the professions. I believe in the schools of business founded not on the idea of technical efficiency, and short courses in buying, selling, and accounting, but on a scientific and philosophic studies of business as one of the great phases and factors of human life. I think there are great possibilities in such schools, but they are possibilities for good only if we keep the ideas of organic relations and the interplay of social forces, and mutual community service to the front. The business man like the physician and the minister and the lawyer must be first of all a citizen, and secondarily a business man.

But when you have developed your school of business on this plan, you are still going to have room. I am confident, for the man and the woman — let us not forget the women, who are to be mothers, and
When you think of a profession, you might imagine a nurse or a doctor. However, there are many other professions that are equally satisfying and rewarding. College teaching is one of the many fields that I think are perfect for me. I've always been drawn to the idea of helping others learn and grow. Working well in a profession like this is a great way to make a positive impact on the world.

I've always been interested in the field of education. I've worked in schools and universities and I think that I would enjoy working in a profession that allows me to make a difference in people's lives. I think that teaching is a profession that can be both challenging and rewarding.

In the past, I've worked in schools and universities where I was able to work closely with students. This is a profession that I think would allow me to continue doing that. I think that teaching is a profession that can be both challenging and rewarding.

I've always been interested in the field of education. I've worked in schools and universities and I think that I would enjoy working in a profession that allows me to make a positive impact on the world. Working well in a profession like this is a great way to make a positive impact on the world.
voters, and the mothers of voters. You are still going to have room for the student who knowing that he is going to be a business man, with deliberately but the emphasis of his college course not on the things that will prepare them specially for business, but for life-life which belongs to us all in common, life on that plane on which we meet not as business men or lawyers or bankers, but as human beings and citizens of the world.

And for these men —of whom I hope we are going to have many in the future as we have had them in the past—I want a college that will give them not professional training in any sense of the word, but a broad outlook on life and broad preparation for life.

And finally I want to say a word on behalf of the student who is a bit slow in finding out what he really wants to do, in the sense of occupation, but who has a healthy curiosity to learn what he can before he plunges into an engrossing occupation. I am not pleading for the idler, but the man who makes college an excuse for gentlemanly or ungentlemanly dawdling, but for the student who is really a student, but with an appetite for leaving not yet differentiated as between law or medicine or education or theology, or even perhaps as between the physical sciences and the humanities—history and economics and philosophy. May I be so immodest as to cite my own case. I not only went through college without knowing what I wanted to do afterward, but I did not find out till I had been out of college five years, stupid of course, but I want to plead for others who may be as stupid, and who really must find out what philosophy is like, and how the physical sciences taste and something about history before they decide what they are going to make their major interest in life.

Yes, I believe in the college, and I have a different prognosis of its future from that of those who think it will lose both head and
negrove and the motion of negrove. You see still going to have room
for the student who knows that he is going to be a business man.
With college that part of the aspiring or the college, same sort on the
sine that will prepare them socially for business, for life.
This write parade to an all in common life on that plane on which
we meet not as graduates men of learning or business, but as humane
people.

My criticisms of the world.

And for these men—when I hope we are going to have many in
the future as we have had them in the past. I want a college that will
give them not preparation training in any sense of the word, but a
preparation on the plane and actual preparation for life.

And finally I want to say a word on another of the students who in
a pit stop in finding out what he really wants to do in the sense of
cooperation, and who has a mental capacity to learn what he can
become as a citizen in an ever changing occupation. I am not speaking
for the man, but the man who makes college as a means for constant
or never changing occupation, but for the student who is really a student
with an appetite for learning not for differentiation as between
law or medicine or connection to theology to have nothing to do with
the physical sciences and the mathematician and economics and
philosophy. How I go into measures as to give my own case. Not only
want enough college without knowing what I want to do afterward,
but I did not find out till I had been at college for a long time,
nothing of course but I want to please the people whom my own
idea and who will say what kind of work philosophy is like, and we like
theoretical sciences, and sometimes mathematical, and foreign
languages.

The. I believe in the college, and I want a different preparation
of the minds from that of those who think it will cope very well and
tail and the body be somewhere in the shuffle. I think the Freshman year may be crowded back into the High School, and I shall not regret it, that will be clear gain. But at the other end I think we shall push up the requirements for the professional schools so that a college course and a bachelors degree or something even more significant of an education will be prerequisite for the professional school, or at the most the two courses will overlap one year, and the top of the college course stay about where it is now.

And then—and this is really the thing I am most interested in—when we have settled it that the college is going to stay, we are going to recognize that if it is it ought to be made something a great deal more worth while even than it is now.

We shall see that in the advancement of science including the science of education we have gained immensely in a generation, but that in the great growth in numbers by which Freshman classes have come to be counted not by the score, or even by the hundred but in the thousands, we have lost something.

I often recall the remark of a professor in one of our great universities soon after the close of the war that his university was about as much of an educational institution as the union railroad station in the city—you bought a ticket at the beginning and you were railroaded through by the carload to your destination with a little less attention to the individual than the porter in the sleeping car gives to his passengers. There was something after all in that idea of Garfield that the ideal college was Mark Hopkins on one end of the log and the student on the other. And that idea we must somehow bring back into our American college. The personal touch of student and professor, you cannot educate successfully by wholesale.

And the personal touch of student with student, students educate
I think the President
fell and the boy in somebody in the street. And I think the President
may have stumbled into the High School, and I think we might
not be on the right line. But at the other end I think we might
find a line of the rampart for the professional school on that
point of the rampart. Very, very, very, very, very, very, very, very,
college courses and a professional course of some kind. Now, how
rare at the school will go to professional for the professional school?

If at the start the two courses will appear one year and the top of
the college courses can go straight into now.

And then—and there is really the thing I am most interested in—
when we have settled if the college is going to work, we are
getting more money while new talent is now.

We will see what the management of finance involves the
use of money we have gained in the expansion in a certain way.

We want to accumulate money in some way for the college, in a certain way,
in a certain way, in some way.

The President's speech is very, very, very, very, very, very, very, very.
I offer the remark of the President in one of our great
universities soon after the passage of the law that the university was
soon an advocate of a particular institution as the moral
author in the city. And a poet's ticket to the burning and your
attention to the proposition of the radical to your generation with a
little less attention to the insignificant than the popular in the street.

The President's speech was more of the President's speech. There was somewhat after all in
the case here to the President. And the President's speech was more of the
institutions that I have in mind are of an institution that the loyal college was Mark Hopkins on one
end of the line and the President on the other. And that is just what
someone else said back into the American college. The President's speech
of standard and characteristic. You cannot have a characteristic of characteristic
or the President's speech of standard, standard, standard.
one another—almost as much as professors educate them. Student activities so-called have their place in college life and social contacts have their place. That is a very attractive picture that someone has drawn of life in an Oxford College, when after dinner in Hall the men gathered in the common room for an hour around the fire place, and the chemist who had been all day in the laboratory talked with the student of literature or of economics or of theology about their subjects, and to his specialist knowledge added an invaluable outlook on life and insight into other aspects of it than those with which he was specially engaged.

And sport has its place in the college, sport that cultivates the qualities of courage and endurance and team play. It can be over-done, but so can almost every aspect of life.

But why was I saying all these things to you, alumni of the colleges and by no means all of you, perhaps only a very few of you educators? Because more and more the destinies of the colleges are in the hands of their alumni, and because I love my country, I hope the alumni of our colleges are going to stand for the colleges, but stand not for their existence only, and not for bigness only, and not for athletics only, and not for the colleges as it was, only bigger, but for the better college, the college that shall stand for everything that is best in our American life, for culture in the best sense of the word, for companionship among the students and between the students and faculty, for genuineness and honesty, for breadth and outlook, for knowledge and for manhood, for all that will make for sane and sober leadership, for broad-horizoned patriotism and statesmanship. The days of easy optimism about our country are gone forever. We know now that if America is worthily to fill her place in the world, it will be because we take thought to see that she does so, and among
one short scene as much as possible and especially form student. Such
activities no college have great place in college life and social
conferences have great place. There is a very attractive picture that
someone may draw of life in an Oregon college, when after dinner in
Hart Forex romp in the common room or in front of the fire.
Between the classes and work and play in the laboratory and
library and the student of instruction or of economics or of theology
and with the students, and to the specialized knowledge needed in
inspiration
outlook on life and insight into other aspects of life, these
with which he can specialize anywhere.
And short are the place in the college, short that situation
the dilemma of contact and experience and to learn play. It can be over.
gone, but we can simulate every aspect of life.
but we are saying what those chances to you as you go through
and by your means or you, perhaps only a very few of you understand
because more and more the student of the college that the name of
as their summer, and because I face my country, I hope the spirit of
out of their training and because I face to face the college, and from not to
our college are gone to stand on the college, and not to manage their
own experience only and not for pleasure only and not for Aristotle
only and not for the college nor as we may, only bigger but not for the
better college the college that stand or stand for America that is part of the
best in American life for college in the past some or the words
for companionship, some the experience and to enjoy the atmosphere and
for society, for recreation and society, for pleasure and society, for
knowledge and for experience, for Phi Delta Phi that will make not some and
hope for a few this point and to college the home forever. We know
we can be service we care more of it and the more
agencies that may contribute to that result the colleges are by no means the least. Let us stand by our colleges, and as graduates of them see to it that our influence counts for their continuance, their development, their betterment.
knowing what may contribute to their raising the college...
THE SERVICE OF SCIENTIFIC INVESTIGATION TO EVERY DAY LIFE.

4-1-24

When Benjamin Franklin, with a kite, drew electricity from the clouds he proved what he had already guessed, that lightning was of the same nature as the spark that can be produced by rubbing a cat's back or shuffling across a woolen carpet in felt slippers. He made the experiment from sheer curiosity and remarked when he made it that he did not suppose that it would ever be of any practical use. That was about one hundred and fifty years ago. Today as a result of the investigations and inventions to which Franklin's discovery opened the way, the world, we might almost say, has been electrified. We have the telegraph and the telephone, wired and wireless, the submarine cable, the trolley car, the electric automobile, electric lighting, the electric stove, the phonograph, the radio, and a multitude of other devices that serve us all. Electricity carries our messages with lightning rapidity to all parts of the world, records and reproduces the voices of singers and orators, propels our cars, lights and heats our houses, cooks our food, diagnoses and cures our diseases. It is the universal servant of mankind harnessed to every kind of an instrument, and leading to new inventions every day.

This, however, is not to be a talk about electricity. I have cited it only as an illustration of a general fact: namely, that scientific study, or what we technically call research, instead of being the concern only of dreamers in the laboratories of universities, is constantly producing important results that are of value to men in almost every department of human life.

The impulse to investigation may arise from one of two causes and work in one of two directions. It may spring from mere curiosity or from a purely practical motive. On the one side, there is the man who is interested in the practical. He wants to know how
When Benjamin Franklin, with a kite, flew electricity
from the clouds to the ground, what he did actually enslaved.
Important was the same nature as the spark that can be produced
by friction of cat's fur or splintering reed on a wooden comb in the
atmosphere. He made the experiment from sheer curiosity and
remained when he made it that he did not suppose that it would ever be of
any practical use. That was soon forgotten and all history of the
experiment lost as a result of the Investigator's and Inventor's habit of
destroying all ideas of their own. We have the telephone, the telegraph,
wireless and wireless, the automobile, electric lighting, the electric
toast, the radio, and a multitude of other gadgets that have
revolutionized our lives and made it easier for us to communicate
with one another. Electricity exists at the heart of every kind of
instrument and technology.

This, however, is not to be a false sort of electricity. I
have often thought of it only as an illustration of a general fact: namely,
that scientific work, or what we call experiment, calls development.
Scientific work, or what we call experiment, calls development.
Beneath the conscious only of the inventions of new materials,
lygos and electricians find it necessary to make a name to make a
new invention every day.

The purpose of investigation may strike from one of two
courses and work in one of two directions. It may spring from
curiosity or from a purely practical motive. On the one side, there
is the man who is interested in the practical. He wants to know how
to make a better electric lamp, or to extend the distance over which
the telephone can work, or to make a ship that can fly in the air as
well as the great liners floating the ocean.

On the other hand, there is the type of man who simply
wants to know without being much concerned with what may be the social
or economic value of the knowledge. He wants to know how far away the
stars are, not because he can do anything with the fact, but just
because he wants to know. He wants to know how the ancient Egyptians
lived, not because he expects to get from them anything that will
affect modern life, but just because he craves the information.

Now the great fact concerning these two types of investigators
is this: that the man who begins with a practical question almost
always, if he is persistent enough, arrives at last at some great
scientific or philosophic fact; and what is perhaps more interesting,
the man who begins with nothing but curiosity has often proved to be
the man who made the most valuable discoveries. Pasteur's life and
work illustrate this interplay of scientific thought back and forth
from theoretical to practical, from practical to theoretical. He
began, I am told, with a problem that was put to him by the wine and
beer makers of France. This led him to a study of the causes of
fermentation, and to the discovery of the important part that is
played not only in wine-and beer-making but in the propagation of
disease by those extremely minute living forms that we commonly
call microbes. As applied to disease this discovery has been
revolutionary, leading to entirely new methods of curing and
especially of preventing such diseases as malaria, yellow fever,
dysentery, and tuberculosis.

Scarcely less important have been the results for surgery,
for by it it has been discovered that many of the unfortunate results
of accidents and of surgical operations have been due not to the
to make a better electric lamp to extend the daylight over which
the telephone can work, or to make a ship that can lift to the air
well as the great linersLabelText-extracting the ocean.

On the other hand, there is the type of man who simply
wants to know without being much concerned with what may be the social
or economic value of the knowledge. He wants to know how far may the
effect be, not because he can go anywhere with the fact, but just
because he wants to know. He wants to know the ancient Egyptians
lived, not because he expects to get from them anything that will
affect modern life, but just because he chooses to gather the information.

How the great test concerning these two types of investigators
is phrased: 'What men who believe in a practical discussion seek
stimulus, if it be present at many, strikes at least of some great
scientific or philosophical fact; and next to popular only because
the men who believe in Nothing put curiosity but curiosity and of eager desire to be
the men who have the most available information. Popular taste and
work influence the introduction of scientific thought back and forth
from theoretical to practical. From practical to theoretical. He
and I are both with a program that we put to fix the wine and
beer makers of France. This I am to a study of the causes of
renunciation, and to the advancement of the important fact that
playing not only in wine-and beer-making but in the production of
cheese is popular. Am why to cheese this cheese in the community,
renunciation, leading to entirely new methods of curing and
especially of preserving such cheese as material of yellowed
cheese, and fermentation.

Conception least important have been the lessons to men,
for this has been discovered that many of the superficial lessons
of experience and of artistic operation have been due not to the
accident or the operation itself but to the harmful germs, such as
tetanus and many others, which have taken advantage of the exposure
of the interior tissues of the body to get in their deadly work.
Today the surgeon's first concern is that his instruments and his
hands and everything employed in the operation is free from
harmful germs.

But Pasteur's discovery has had important results not
only for the hospital and the physician and the surgeon, but for
industry and the household. Every canning factory and every
intelligent household today make use of the discovery which have
followed in the wake of his first discovery.

To the practical men of his day, Harvey, who first
discovered and described the circulation of the blood, was utterly
discredited. Yet the establishment of his discovery revolutionized
the practice of medicine. The discovery by the Rev. Stephen Hales
of the exact value of the pressure of the blood in the blood vessels,
was not deemed of any more medical importance than the measurement
of the flow of sap in a vine. Now in every clinic the results of that
discovery are used. Yet this knowledge is the result of investigations
which in their infancy were of scientific interest only.

Nor is there any reason to suppose that we are at the end
of discoveries of this kind. Let me give you a very modern illustration.
I will relate it in the words of the man who was principally responsible
for the discovery, Dr. A. B. Luckhardt, Professor of Physiology in the
University of Chicago.

"In our own Department of Physiology at the University of
Chicago, an investigation was started several years ago which, at the
time of its inception, was certainly considered to be one of theoretical
interest only. Knowing that certain forms of plant life were rapidly
become evident or operation itself put to the patient's relief as a sort of secondary effect which may have taken priority of the operation. The internal issue of the body to set in plant genetically work. Today the surgeon's first concern is that the instruments and the surgeon and operating team employ the operation in free from patent rate.

But experience, and importance results not only for the patient and the physiologist but also for the institution and the surgeon. Every running facet of the operation contribute to this intelligent performance today, make use of the surgical which have followed in the wake of this first generation.

To the precisely mean of the day, however, who first discovered and appreciated the operations of the body, we naturally gratitude. Yet the establishment of the gynecology revolutionizing the practice of medicine. The gynecology of the Rev. Stephen Hales of the exact nature of the presence of the body in the blood vessel.

Yet this knowledge as the extent of indications which we at first instance were of scientific interest only. Not to please any reason to suppose that we are at the end

of gynecology of this kind. Let me give you a very modern illustration. I will relate it in the words of the man who was primarily responsible for the gynecology of P. B. Luekenfeld. Professor of Physiology in the University of Chicago.

"In our own Department of Physiology at the University of Chicago, the investigation was started several years ago which of the time of the inoculation was certainly considered to be one of the most interesting only. Knowing that certain forms of plant life were capable
killed by an atmosphere containing only traces of a gas known as ethylene, it was proposed to determine the poisonous effect of this particular gas on animal life. Experiment disclosed the fact that animals could be placed in an atmosphere containing ethylene in high concentration without any apparent harmful effect. When the animals, however, were put in the mixture containing 80% ethylene and 20% oxygen, they soon became drowsy and went to sleep. Returned to air, they promptly recovered from this seemingly natural sleep, without showing any bad after effects. After it was shown that all classes of animals could be repeatedly exposed to this gas for prolonged periods of time, without the development of any symptoms of poisoning, the investigators decided to inhale the gas mixture themselves. They found that all sense of pain was lost after a few inhalations of the gas, and that within less than one minute after such inhalations, they were completely put to sleep. No bad after effects were noted on themselves. Following a demonstration to several surgeons and professional anesthetists, ethylene was introduced in the hospital as a general anesthetic agent. Within the past year, more than 50,000 operations have been performed with very gratifying results. You will recall that the investigators were at first interested only in the poisonous qualities of ethylene gas as shown in the effects purely theoretical upon plants. As a result of this investigation, they discovered that ethylene exerted no poisonous action, but was indeed a very good anesthetic agent, with properties similar to ether, but the evil after effects of this latter anesthetic agent."

To give another modern illustration: The invention of gas masks as a protection against poison gases employed in the World War was made possible by researches into the absorptive power of different samples of charcoal. These researches were undertaken without any
Rilled by an "amplifier" consisting of a few known as
"amplifiers" for the proposed to determine the potocious effect of this
particular case of a stimulant. If the experiment already the fact that
stimulants can be placed in an opposite stimulant effect. When the stimulants
concentrated without any apparent partiality effect. When the stimulants
however, were put in the mixture consisting for 80% of the and 20%
oxyn is then soon become known and many of sleep. Resulting at art
known, they soon becomes known from the symptomatology natural effect
without stopping any real after effects. At least if we supposed that all of these
appearance of any real after effects. Only the stimulants could be reproduced
of stimulants were a disease of allowed exposure to this for this phenomenon
portion of time, without the development of any symptomatology of the
The investigators decided to impose the two stimulant measures. They
found that after some of pain was lost after a few instants of the
ear, and that within three days and one minute after such instants
they were completely out of sleep. No bed after effects were noted
and on treatment. Following a demonstration to several otherwise and
proposition neereptile's, et al. then introduced in the possibility
within the best yeast, more than
50,000 operations have been performed with very satisfactory results.
You will notice that the investigators were of little interest only
in the subclinical difference of etynine. See as shown in the above
paperly referenced. As a result of this investigation they concluded that
etynine exerted on subclinical sections but was ineffective on any body
neereptile yeast, with properties similar to after, put the end
after effects of the latter neereptile yeast.
To give another modern interpretation: The introduction of the
make as a protection against poison cases employed in the world will
as make possible by research into the medicinal power of different
samples of animals. These researches were undertaken without any
thought of their practical application. The invention of the gas
mask with its enormous practical importance was a result purely
incidental to an abstract inquiry occupying a period of four years.

The United States enjoys a great advantage over all
nations in the supply of helium found in our natural gas. The
discovery of this valuable element is a result of the purely
theoretical work of Lord Rayleigh and Sir William Ramsay on the
density of nitrogen.

There are many other fields in which studies beginning
in purely scientific curiosity are certain sooner or later to yield
great results for practical life.

You all know that Botany is the study of plant life. In
my boyhood it had mainly to do with the study of plant structure and
with the classifying and naming of the various kinds of plants. In
more recent years the attention of Botanists has been turned
especially to the conditions under which plants grow. As a
result of these studies it has been discovered that each particular
wild plant grows under certain definite conditions of soil and
climate. This fact which of course we all know in a general way,
reduced to exact statement in reference to each plant has proved
to be of great value in various ways. Today a plant ecologist, as a
botanist of this modern type would be called, could tell the
farmer going into a new region what plants would and what would
not grow there.

A young scientist, a graduate of the University of Chicago,
undertook a study of some of the lands from which the timber had been
cut in the upper lake region. Partly as a result of this work that
state has now undertaken a systematic study of its non-productive
lands with a view to mapping and classifying them according to
their highest economic value.
The Invention of the Electric Battery

The Invention of the Electric Battery is a landmark in the history of scientific progress. The electric battery was an essential component in the development of electric circuits and has revolutionized many fields of science and technology.

The Electric Battery: A Great Challenge of the 19th Century

The United States emerged as a great scientific power in the 19th century. The invention of the electric battery was a significant milestone in the country's scientific progress.

The Electric Battery: A Critical Element in Many Fields of Science

The electric battery has played a critical role in various fields of science. It has been used in the development of various technologies, including transportation, communication, and energy generation.

Great leaps forward in the study of plant life

You all know that plants play a vital role in the stability of our planet. In my opinion, it is hard to understand the study of plant structure and function without an appreciation of the various kinds of plants. In more recent years, the attention of botanists has been turned especially to the conditions under which plants grow. As a result of these studies, it has been determined that these conditions are

Without growing under certain conditions, plants cannot

While growing under certain conditions, plants have been able to

The fact that plants grow in a certain way, and not in another,

To be of great value in natural ways, to be a plant, is to

To be a plant, going into a new region, plant growth and plant

not from there.

A modern scientific, a student of the University of Chicago,

undertook a study of some of the lands from which the plants had been

and in the upper take region. Partially as a result of this work, he

and now are undergrowing a systematic study of the new-planting

lands with a view to mapping new areas for scientific farm

Here, pleasant economic value.
Eventually we shall probably have plant and mineral maps of every state in the union, showing for each district what minerals are here to be mined and what plants can be most profitably grown. And no farmer will need to resort to a series of costly experiments to determine what his land is good for. If to this there is also added a transportation map showing cost of marketing, science will be serving the farmer in a very effective way.

Another interesting field which is now in process of development is that of Plant Pathology, in other words, the diseases of plants. Perhaps it has not occurred to most of us that plants have their diseases as truly as animals, although every housewife who raises plants knows what a sick plant is, and we have recently seen the rise of tree-surgeons. But the field is really a very large one, and as yet only beginning to be worked. One thing already brought to light is that growing plants have a certain group of diseases, and plants in transportation quite another group. It is safe to say that the losses from the latter cause alone on foods shipped into Chicago amount to millions of dollars every year. Here is an enormous field for study calling for the keenest scientific investigation but capable of yielding large and very valuable practical results to farmers, shippers, merchants and indeed to us all who eat fruits and vegetables.

But I must not leave on your minds the impression that scientific investigation has to do only with the world of material things. In fact it is just as significant for those that have to do with History and the organization of human society. Such organization as the General Education Board, the Carnegie Foundation, the Rockefeller Foundation, the Sage Foundation, and the Commonwealth Fund are largely engaged in investigations in this latter field. And the value of such studies for men and women in
Partially we spell properties have plant and mineral...
ordinary life are already to be seen in the improved and gradually improving conditions in housing, sanitation and city zoning. It is moreover already apparent that further results are to be expected in a more intelligent dealing with problems of immigration and public finance. One eminent authority (A. W. Small) has asserted that "the sciences of the human world are reaching results which are bound to affect all our ways of living quite as radically as the results of physical science." And another, (Judd) has declared that "the social sciences have in recent years made great progress by establishing in the familiar fields of human experience, the fundamental principle that there is a regularity and law in human operations as well as in the procedures of nature." And that "this establishment of the social sciences is even a more significant fact than any discovery that can be reported in the natural sciences."

But neither do I wish to leave the impression that these two fields have nothing to do with one another. In fact physical science is of no significance whatever except as it affects human things. Ultimately we cannot think of any discovery as having value except in terms of the amelioration of the conditions of human life. Even as long ago as 1561-1626 Francis Bacon declared that investigations in astronomy find their justification in the guidance of the navigator, and that the study of Anatomy was valuable only to afford direction for the surgeon's knife. This I should contend is an overstatement. Astronomy would be worth all it cost if it did nothing but enlarge our ideas of the universe, stimulate our imagination and inspire our reverence. But Bacon was right so far at least that science is of value only in its relation to men.

Of course you all know that I have been saying nothing new this evening. I have only been putting together what all intelligent people more and more recognize. So well is it understood that the
The prestige of the United States in the world is an important consideration in planning an efficient policy, and it is necessary to develop a new form of government that will support and guide the nation in its efforts to achieve the goals set forth in the Constitution.

In recent years, there has been a growing emphasis on the importance of national security and the need to promote peace and stability around the world. This has led to increased military spending and the development of advanced technologies, such as nuclear weapons, which have become central to national security policy.

The United States is a country with a long history of innovation and excellence in science and technology. This has led to the development of many important technologies, such as the Internet and the World Wide Web, which have revolutionized the way we communicate and conduct business. These technologies have also enabled the United States to play a leading role in the global economy, which is increasingly driven by knowledge and innovation.

In recent years, there has been a growing awareness of the importance of environmental sustainability and the need to address climate change. This has led to increased investment in renewable energy sources and the development of new technologies to reduce greenhouse gas emissions. These efforts are essential for ensuring a sustainable future for generations to come.

The United States is also a country with a rich cultural heritage, which has contributed to its unique identity and national pride. This heritage includes contributions from many different cultures and communities, which have helped to shape the nation's history and values.

In recent years, there has been a growing recognition of the importance of diversity and inclusion in society. This has led to increased efforts to address issues of race, gender, and other forms of discrimination, and to promote greater understanding and respect among different communities.

The United States is a country built on a foundation of freedom and democracy, which have been central to its identity and national identity. These values have helped to shape the nation's history and continue to inspire its people to work together for a better future.
methods of the scientific laboratory must be employed for purposes of everyday life, that industrial and commercial concerns are almost universally employing experts, trained in scientific laboratories, to discover better processes and methods. A group of eighteen retail concerns employ a university trained man who has the title of Director of the Retail Research Association to study minutely the problem of retail distribution in an endeavor to reduce waste. Another expert, from one of our State Universities, has recently been made Director of the Bureau of Research and Information of the National Research Dry Goods Association. He is now conducting a minute investigation of the relations between buyer and seller in an attempt to bring about better relations. Swift & Company employ a university expert at the head of their research department. William Filene's Sons Company of Boston employ an expert of the Massachusetts Institute of Technology to make chemical tests of merchandise to determine tensile strength, wearing qualities, fastness of color, wool content, etc.

Time was when the practical man sneered at the dreamer. And when the scientific investigator was inclined to despise utility. Happily we have come to see that these two types of interest are not opposed or even mutually exclusive—indeed that neither can spare the other. Whether a man is studying the crust of the earth, or the starry heavens, or the phenomena of the human mind, or the realm of the spirit, it is well for him to remember that nothing that is found to be true can be without value at last to everyday life—only let us include in that phrase not only the life of the body, food, shelter and transformation, but the life of the spirit also which is concerned with music and painting and thought and affection, with imagination and aspiration and hope.
methods of the scientific investigation and commerce are to be
employed to promote the public interest in scientific investigation.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
A group of trained scientists
are to give better progress and methods.
It is eighty-nine years since Chicago was first incorporated as a city with a population of 4,000. Today it is in population the fourth city in the world, London, New York, and Paris alone exceeding it. If one will fix his mind upon some point where today fewer than twenty families are living and contemplate the proposition that within the lifetime of an infant born today, 3,000,000 people will be living, he will have some notion of what has actually happened to Chicago.

It used to be said that if one would do justice to Chicago, he must lie about it. But it was added that if he told a lie about it at night, it would become true before morning. One of the members of the early faculty of the University of Chicago was leaving his home in New York to begin his work in the new institution. The night before the family left New York, one of his children saying her prayer, concluded by saying "Goodbye God, we're going to Chicago", the implication being that the deity would not be found within the city limits.

Well, it was probably inevitable that the city should during its early years be boastful and vulgar, and attract the ridicule of the rest of the world; but now as we approach our hundredth birthday, we are forming a juster estimate of ourselves, and thinking less of our achievements and more of our opportunities, responsibilities and duties.

The name of this city has been thought to have been derived from the word "Checaqua", meaning "strong", a name given by the Illini tribe to a long line of their chiefs. The first white men to pass through this point were the French Jesuit missionaries, Fathers Marquette and Joliet, 1662. The first named prominent white settler was John Kinzie, about 1800, 125 years ago. The first prominent building was Fort Dearborn, 1804. The first census taken in 1829 enumerated ten families outside of Fort Dearborn. The first real impetus and growth of the city
was the completion of the Illinois and Michigan Canal, 1848, seventy-six years ago, when the population was 28,000.

Nothing in the world parallels the story of Chicago’s increase in population:

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1837</td>
<td>4,170</td>
</tr>
<tr>
<td>1840</td>
<td>4,479</td>
</tr>
<tr>
<td>1850</td>
<td>28,289</td>
</tr>
<tr>
<td>1860</td>
<td>306,605</td>
</tr>
<tr>
<td>1870</td>
<td>503,298</td>
</tr>
<tr>
<td>1880</td>
<td>1,105,540</td>
</tr>
<tr>
<td>1890</td>
<td>1,700,000</td>
</tr>
<tr>
<td>1910</td>
<td>2,200,000</td>
</tr>
<tr>
<td>Now</td>
<td>3,000,000</td>
</tr>
</tbody>
</table>

Human enterprise can hardly claim sole credit for this unparalleled development. No man or combination of men could have prevented it. Chicago is one of the inevitable cities. With the great lakes in front, and behind it, a valley of enormous extent and unequalled possibilities of fertility and variety of production, this particular spot was destined from the beginning to be the center of a great population. For the transportation of the products of the soil and the distribution of manufactures, Chicago has become the greatest railway center in the world. Thirty-eight different railways converge to this point. Every day 1,376 passenger trains arrive and depart.

Until October 9, 1871, Chicago was a raw, ugly, dirty, repulsive, struggling town. On that day there came to Chicago perhaps its greatest blessing, disguised in the shape of the greatest conflagration of modern times. Within a space of about three days, 2,100 acres of the city were covered with ashes, involving a destruction of buildings, personal property, and merchandise amounting to $190,000,000. This event which at first seemed like an appalling disaster, proved an incentive to ambition and effort. Before the ashes of the fire were cold, the new city had begun to arise, and the rapid recovery of Chicago from the great
we are compelled to the inference that attempts must be made to reduce the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.

The great change in the social conditions of the poor has been due to the decrease in the number of the poor. A hundred years ago, the poor were a much greater percentage of the total population.
fire and its development since, may be soberly termed one of the outstanding wonders of modern times.

What I have thus roughly sketched describes only the material foundation of the real Chicago. Chicago of today is to be interpreted in terms of the social and spiritual super-structure which has been erected upon this foundation. That which gives significance to its splendid material development is to be expressed in terms of art, music, literature, education, organized charity, social progress, and religion. Time does not permit a detailed account of the organized expressions of these ideals. Those which perhaps are most distinctly outstanding are its generous provision for the education of all the people in the form of free and costly elementary and high schools, private schools and universities. This organization of education is of course in some degree common to all American cities, but in this very respect Chicago is pre-eminent. In professional education, Chicago is in the forefront. No city surpasses it in provision for medical education. One of its law schools imposes the highest requirements of any in the United States for those who wish to enter. We have two business schools of University grade. Reliable authority credits Chicago with a larger number of superior theological seminaries than are to be found in any other city. The Art Institute enrolls 3,500 students, a larger number than attend any other art school in America. The Art Library of 22,000 volumes is open free to the public, and was used by 102,000 people last year. Classes from the public schools visit the Art Institute by appointment and receive instruction concerning the exhibits by teachers provided by the Board of Education. The Field Museum, one of the largest and most generously endowed institutions of its kind in the world, renders a similar educational service, giving their admittance to pupils and teachers and providing free lectures for them. Similar provision is made by the Chicago Academy of Science. The Chicago Symphony Orchestra is one of the outstanding organiza-
tions of its kind now in existence. In addition to the great concerts for the general public, it provides programs arranged by the Director with special reference to the enjoyment and education of children. The Chicago Public Library is the peer of any of the great city libraries of the world. Besides this great public library there are the Newberry, Crerar, and Chicago Historical Society Libraries for reference. The City is dotted all over with small parks, playgrounds, in which there are convenient field houses free to the children for assemblies and entertainments.

The ideals of Chicago are expressed not only in these organized forms of its intellectual and social life, but perhaps quite as effectively in voluntary organizations. The Chicago Association of Commerce embraces a membership of 6,900 firms, corporations, and individuals, devoting its influence to the civic, national, and international interests. Of a similar sort are the Union League Club, the Chicago City Club, the Woman's Club of Chicago, and the Woman's City Club of Chicago.

Chicago is passing out of a stage of boastful glorification. It realizes that it is now one of the outstanding world capitals. It aspires to discharge faithfully its obligations to humanity; and for realization of this ideal, it relies as it has in the past on the leadership of its courageous men and its high minded women.
The effects of the kind of exercise in application to the brain connections for the patient may be influenced by factors such as the patient's age, level of fitness, and the specific exercises performed. It is recommended that patients consult with a healthcare provider to determine the most appropriate exercise program for their individual needs. Exercise programs should be tailored to the patient's specific goals and may include a variety of activities such as walking, swimming, and yoga. Regular exercise has been shown to improve brain function and may help to reduce the risk of cognitive decline and Alzheimer's disease. It is important to consult with a healthcare provider to determine the best exercise program for each individual.
The founding of the University of Chicago was not an ordinary occurrence in the history of American education. It was an epochal event. When in the exercise of that freedom which was given him by the founders of the University President Harper announced the policy of the new institution, that policy combined three elements which had so far as I know never been so combined before. None of them was wholly new. The combination of them was new.

The first of these was research, that process by which men search out new things, add to the sum of human knowledge; that process to which we owe practically everything that we possess today as the common property of the race; that thing which began back at the beginning of the human race, but which has in recent years been more definitely organized, until it has become a great polished, acute and powerful instrument for the acquisition of knowledge, for the pressing of the area of the known out into the great boundless territory of the unknown, for putting more and more of the possible resources of the world at the disposal of men.

The second was that which had been traditionally for centuries and which still is the common purpose of all educational institutions, instruction; the education of the students who come within its walls, the addition to their knowledge; the impartation to them of an attitude of mind.

The third we may call dissemination, by which I mean the publication of the results of the University's work by the human voice and the printed page, sending it out to an ever widening circle.
Now, these three functions of the university had, as I have said, never before been joined together in a definition of the policy of a university. Instruction, all schools had recognized as their chief, often as their only duty. Research had been developed by Germany and in this country by Johns Hopkins at its foundation in 1876. Publication in connection with University work had been developed in England in the University Presses of Oxford and Cambridge. President Harper for the first time brought them all together.

The adoption of these three planks in his University platform carried with it immediate consequences, that I must do no more than barely mention. It involved, first of all, the necessity of getting men of unusual ability. So long as a university recognizes only the duty of instruction and conceives of this as passing on to the next generation of what this generation has received from the preceding, its work can be done by ordinary men. But when you add research, discovery, addition to the sum of human knowledge and make this the primary function of the university, you must have at least some extraordinary men in your faculty. President Harper recognized this very clearly and searched all over this country and Europe to find the men who should make up that first faculty. I do not mean to say that all of them were stars of the first magnitude. I am bound to confess some of us were not such; but there were enough to give character to the whole faculty, and to stamp them as an extraordinary group of men.

The immediate consequence of the selection of these men and the recognition of research as one of their principal duties was a more explicit granting of freedom to the faculty than had ever been made, as far as I know, in the history of American education.
The adoption of these three principles in the University's program
of education is an essential step in the University's transition to a
higher level of intellectual endeavor. It is important, therefore, that
these principles be clearly stated and understood by all members of
the faculty. The principles are:

1. The emphasis on the liberal arts and sciences.
2. The importance of research and scholarly activity.
3. The provision for individualized instruction.

These principles are essential to the University's mission, and
each must be given equal weight. The faculty must work together
to ensure that these principles are upheld in all aspects of academic
life at the University.
For if you permit men to engage in research as their principal task, you cannot tell them at the outset they cannot find anything except what you tell them they may find. It was not long before this was clearly seen, and it became necessary to announce to the faculty that each of them had freedom of research, freedom of teaching, and freedom of publication.

The policy of dissemination led to the establishment of the University Press, the first university press in America, still the leading university press of the country, though many more have since been founded in imitation of our example. The principle of dissemination led also to the establishment of the University Extension Division, whose work is still going on prosperously. It led to the establishment of the Summer Quarter, by which a large number of students throughout the country were given opportunities of higher education hitherto they could have obtained only by going to Europe.

On that platform the University has prospered. Not solely by reason of the guiding genius of President Harper and his successor, President Judson; in no small part by reason of the unexampled devotion of the Board of Trustees through all these years to the University; in no small part of course, because of the unexampled generosity of Mr. Rockefeller, and in no small measure because the great generosity of the Citizens of the City of Chicago, to whom we owe practically all the buildings which now make up the group of over fifty university buildings on our quadrangles.
In the beginning we had one million dollar, today we have fifty five million. A faculty of one hundred, a student body of six hundred, no alumni, no publications. Now Press, a few hundred correspondence students. Today we have fifty five million dollar property, a faculty of six hundred, a student body of 14,000. 2000 at a time moment and 7000 correspondence students, along with periodicals and books issued by the Press, the leading University Press in our country. Nearly 19,000 alumni who hold our degree, and toward 100,000 former students.

But I should not care to emphasize any of these facts which can be expressed in statistics if I did not also believe, and if I did not have substantial evidence to prove, that through all this period the characteristic distinction of our work has been
its quality rather than its quantity. A boiler factory might have
grown, in the facts that can be measured by statistics, as greatly
as the University, and yet have made no great contribution to the
improvement of social life. We are proud of the University
because we have the evidence that by its work during all these
years it has been making solid contributions to knowledge; that it
has been adding to the community men and women of power; that it
has been serving the public effectively, being a real public ser-
vice corporation, that it has lifted the standard and raised the
quality of educational work in the country.

Are we not then content—satisfied without change or improve-
ment of any kind? On the contrary, we come to you tonight troubled
with a serious discontent, discontent because we feel that upon the
basis of so good a record as we have made the University ought to
make a still greater record in the years to come; troubled because
we have certain responsibilities which are created partly by our
success and partly by the conditions in which we live in the world
today, responsibilities that we feel compelled to face and to
attempt to meet.

The University of Chicago was never in the history of American
education an unimportant institution. The very policies that Dr.
Harper announced at the outset constituted an important event.
But it was of course at the beginning a relatively small institu-
tion not comparable in magnitude with the larger universities.
We have passed that day and not only we but others recognize the fact. Within the last few weeks it has
been brought home to us by the judgments of competent witnesses
who have no association whatever with the University of Chicago,
among the University that we now stand in the first rank of American universities for
the importance of the responsibilities that we carry. This is part
And when came to look that we have a special
true to do but will come unless we do overlook.
ly due to the way the University has grown, partly due to the ideals for which it has stood, and partly due to its location. These things together lay upon us a sense of responsibility which has compelled us lately to make a new study of our whole situation, to reconsider our history, to scan every department of our University, to survey the region round about us, to consider our relations to other institutions, to look into the future and try to forecast and define our duty.

We have come to several conclusions about the University. One of these is, I think, rather a remarkable one; especially because it was not taken as a matter for granted, but is the result of careful work. We have no occasion materially to modify the policy which President Harper laid down for the University thirty-three years ago. We shall still emphasize research, believing that in so doing we can render an inestimable service to the country and to the world. We shall still stand for sound education, believing that men, after all, are the greatest product of human society. We shall still recognize our responsibility to the world outside of our own walls, and seek not only to teach those who come to us, but, so far as possible, to share all we possess in knowledge and discovery with the whole world.

The second conclusion to which we have come is that our duty from this time on, so far forth as we can see, is to put the emphasis of our efforts upon the quality of our work. At the outset, of course, it was important that quality should be emphasized, and President Harper emphasized it; but it was also necessary that the University should grow, and if we had remained at six hundred students and a faculty of a hundred, we could hardly have made the impress upon the educational world that we have made. But we have concluded that the necessity of growth in the sense of enlargement is no longer imperative, and that the one thing on which we need to put emphasis hereafter is quality.
publication of the results of the University's work, by the voice and
by the printed page, sending it out, so far as possible, into the
whole world.

In respect to every aspect of the University's work, therefore, whether it be research, instruction, or publication, we have
set as our ideal the highest possible attainment in respect to quality.
content with nothing less than that.

Our third conclusion may shock a little that sense of
modesty for which all Chicago alumni are justly famed. But I want to
assure you that it represents a serious conclusion deliberately
arrived. We believe that we have a task of our own which will go undone
if we do not do it. We do not deny that others also may have their
special task. So that as it may, we are convinced that our ideals
given to us at the outset and never lost sight of, our achievements,
our opportunities, our location, here in the heart of America impose
on us a task, and set before us an opportunity that is ours and be-
longs to no one else.

What then does this policy mean for our future? Perhaps
my first answer to this question may be a little surprising. It may
seem as if I were denying what I said a moment ago about expansion,
when I say that we need, and imperatively need, new buildings. Why?
In the name of efficient education. Our Department of Chemistry has
been an eminent department, as compared with those in other institu-
tions. Its building was given to the University thirty-three years ago
by a Chicago citizen, Sidney Kent. When erected, it was one of the
finest in the country, and four times as large as we needed at that time.
For years it has been only half as large as it ought to be, and we have
now reached the point where we cannot go forward, cannot even maintain
our present standard of scholarship without more space, in which to do
efficient work.
Exactly the same situation exists, only more acutely, in respect to the group of sciences housed in Ryerson Laboratory; physics, mathematics, and astronomy.

Harper Memorial Library was erected a few years ago, one of the beautiful libraries of the world. For five years we have been moving books out of that building for sheer lack of space to contain them, carrying them away in order that we may have space in which to do our work. Still worse, we have only half the amount of room necessary to house our staff, and cannot increase it by a single person. Still worse, when our students come up for the Summer Quarter to do their advanced work, we have but not over half
the number of chairs necessary to seat them, and must let them sit
on the steps.

What I have said about these departments is equally true
of several others. In fact, there are only two or three departments
that are not now so crowded for space that their actual educational
efficiency is seriously hampered. So much then for buildings, all of
which are needed to enable us to maintain the quality of our work.

The second thing that is involved in our policy of
emphasis on quality is the serious study of educational problems.
Among these may I mention, as an illustration, the work of the Colleges--
the Undergraduates? For in this work we recognize that we have a
serious problem. Fifty years ago, the colleges of the country had
certain characteristics, most of which have changed, some for the
better, some for the worse. Today we all recognize that the problem
of the education of the young people who have finished their high-
school education and are not yet ready for a professional education
or for the business of life, is a serious one, which requires thorough
restudy in the light of present day needs and conditions. To this
problem we are addressing ourselves earnestly and seriously in the
determination that we will not rest till we have discovered and built
up a better type of college than today exists in our University,
or so far as we know, elsewhere—the best possible type of college
for our situation and opportunity. We are quite clear that we shall
have to have additional buildings in which to carry on this experiment
successfully, separated in a measure from the other types of research
that are carried on in buildings that now exist.

But the point on which I must put my greatest emphasis
is this: we must maintain our standards in reference to the quality of our faculty. Thirty-three years ago President Harper gathered together his faculty here, among whom there were intellectual giants, whose names are familiar to all the alumni, Mr. Michelson, Mr. Chamberlain, Mr. Small, Mr. Coulter and many others, whose names I will not stop to enumerate. They were the men that gave character to the institution, and they were the men that insured its future. They are thirty-three years older now than they were then, and we must also realize, of course, they were nearly in middle life then or they would not have reached the eminence which they had attained. Their places must be filled. Thank God we have been able to raise up some men of this kind ourselves. A University which does not produce men of that type does not justify its existence. There is a long list of men who, in the fall of 1892 were either freshmen, or entering the graduate school, or just entering their academic career, who are today the glory of the University. But no institution can possibly maintain itself upon the high level it ought to maintain, if it does not also bring in others from the outside. And to this task we are addressing ourselves with all earnestness and determination.

These are our great tasks and they all call for money. After long and careful study we have decided that to meet all our responsibilities will call for a much larger sum, the immediate needs for which money ought to be secured this year call for $17,500,000—$11,000,000. for buildings and $6,500,000. for the increase of salaries and staff. For this sum we are appealing to the Trustees, the Alumni, and the great general public which is interested in education.
I was very greatly gratified when last November the representatives of the Alumni came together from all parts of the country, and of their own accord said that they would undertake to raise $2,000,000 toward the whole sum of $17,500,000 and it pleased me especially that they indicated their preference for giving this sum of $2,000,000 toward the first item of the $17,500,000, namely the $6,000,000 which it is proposed to raise for the increase of salaries and staff. This is the vital centre of our whole new effort. We need buildings, but only to provide opportunities for our men. Beautiful and spacious buildings with mediocre men will make only a mediocre school. Extraordinary men will make a great school, provided only you give them decent space in which to work.

We have come to our fourth turning point. The first was rounded when we decided to make this great effort for a better university—the best possible under our conditions and for our situation. The second was gained when the General Education Board gave convincing evidence of their approval of our effort by a conditional gift of $2,000,000. The third was successfully turned when the Trustees showed their faith in their own proposal by personally subscribing $1,700,000. We have come now, to the fourth. We need an emphatic approval of the advance movement from the Alumni. They have already given this in words. In every city to which our representatives have gone they have rallied enthusiastically to our support. The hour has struck for action. The action that is called for is a prompt over-subscribing of $2,000,000 that the alumni have undertaken to give. Then we shall be ready for the last home stretch. We all know that to raise the full sum of $17,500,000 we must have not only many small gifts, but a goody number of large ones—in hundreds of thousands and millions. To get these we must convince our friends who are able
I was very greatly entertained when I first heard the story of

the man who came to the company with a note in his hand,

and at the head thereof was the following sentence:

"I have here a note which I believe to be a genuine one,.

and the sum of $10,000,000 is mentioned in it.

if it is true, I will accept it as a present of love."

if this story is true, it would be an extraordinary achievement,

for the man who gave the note was not only wealthy, but also

very skilled in the art of writing.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.

The story was so interesting that it was published in all the

newspapers and it was received with great interest.

In the meantime, the man who had written the note

was looking for a way to get his money back.

He finally decided to write a letter to the company,

explaining the circumstances of the note.

The company was surprised and interested in the story,

and they decided to investigate further.

After some investigation, it was discovered that the note

was indeed genuine, and the man who had written it was

found to be a person of some reputation in the city.
to make gifts of this kind that we who constitute this university believe in it with all our hearts. Now for the two million from the alumni, and then for the long strong pull together that will carry us past our goal before December 31, 1925.

The University’s appeal to you is something more than a call to gratitude. It is something more than an appeal to honor your alma-mater. It is the challenge of a great opportunity and of a great responsibility. Here in the centre of the United States, with radiating lines of influence reaching all parts of the world, now at the moment of America’s greatest power and greatest responsibility, a University—your university founded on the broadest foundation ever laid for any university, after thirty three years of successful achievement, calls on you to help her seize the extraordinary opportunities which are opening before her. It is not a university that appeals to you, it is YOUR university with opportunities of service and achievement unsurpassed—we almost dare to say unequalled—in the world or in the history of the world.

We do not doubt your response, we are sure of it, then let it come quick and strong—$2,000,000 before June first.