There is a common impression that the people of this country, or any other can be divided into two great classes, the educated and the uneducated. Perhaps this is in a sense true. But it is really much more accurate to say that everybody is educated -- or rather is in the process of being educated. Some people are well educated, some are very badly educated. Education begins in the cradle and goes on till one becomes so "set in his ways" that he can learn nothing more. Some people have absorbed very little education. Some have acquired a great deal. Some get their education in the home, and the finest educational institution in the world is a good home. Some have got it in the streets and in the resorts of the vicious. Some have gained it in schools, and some schools are good and some are very poor. But everybody within the bounds of civilization is educated. And education goes on through life.

The United States has more schools and more people in school in proportion to the population that any country in the world with the possible exception of Japan. But it is not so certain that its schools are the best in the world, and it is altogether certain that our schools are not as good as they ought to be.

There ought to be more people in school than there are, and boys and girls ought as a rule to continue their education -- I mean the right kind of education -- longer than most of them do. We shall never do our full duty by the coming generation till we provide for every boy and girl all the education of a kind that is adapted to their capacities and needs that they will take.
There are a common impression that the people of Japan
continue to take care of the environment and the community. The
atmosphere in Japan is peaceful and the people take pride in
their country. However, in recent years, Japan has faced challenges
in maintaining its economy and social stability. The aging
population and the decline in the birth rate are major concerns.

Some people will say that Japan is a peaceful nation and
people are happy. In some areas, there is a sense of

1. What do you think about the current situation in Japan?
2. How do you think Japan can maintain its economic
growth while addressing its aging population?
3. What are some cultural aspects of Japan that make it
unique compared to other countries?

There are many factors that contribute to Japan's unique
cultural identity. The combination of traditional and modern
elements creates a unique atmosphere that attracts people
from around the world.

To conclude, Japan is a fascinating country that
continues to evolve and adapt to changing
circumstances.
It is worth noting that American schools have made great progress, to mention only one reason, because they are controlled by the people. In some countries it has been found hard to overcome the tradition that schools should be controlled by the state; and to a large extent, I think, this government control has hindered progress. In America the schools are fundamentally the creation of the people, and their conduct is under our democratic system. The same may be said of universities. When creations of the state, they are nevertheless the product, indirectly, of the popular will; and their control is the expression of the people, through their legislatures. When universities are privately endowed, they are still the creatures of the people, and their property. For such universities arise through the generosity of men, and of communities, which recognize the vital part these universities play in discoveries relating to fundamental truth, and in specific service to the general welfare.

But even more important than more education in America today is better education -- in school and out of it. I propose as the educational slogan of the New Year in America -- Better schools for all the people, better education inside the schools and outside.
I. The final project is due in 7 days.

- The project is a group assignment.
- Each group will present their work in class.
- The project is worth 40% of the final grade.

II. The second project is due in 4 weeks.

- The project is an individual assignment.
- The project is worth 30% of the final grade.

III. The third project is due in 1 month.

- The project is a research paper.
- The project is worth 30% of the final grade.

IV. The final exam is due in 2 months.

- The exam is comprehensive.
- The exam is worth 40% of the final grade.

V. Community Engagement

- Attend 1 community event per month.
- Write a report on each event.
- The reports are worth 10% of the final grade.
NEWSPAPERS AND UNIVERSITIES

Inland Daily Press Association
Chicago, February 17, 1925

Perhaps the conjunction of terms in the title of my address may strike you as a bit peculiar, bringing together things that are too remote to be related. I contend, however, that newspapers and universities have a good deal in common.

In the first place, they are both large consumers of printer's ink and white paper, and by this I mean more than the mere physical fact. I mean that both are dealers in ideas, and the expression of them in legible form.

In other words, they are both in the true sense of the words "Educational Institutions;" they are stimulators and directors of thought, formers of public opinion, and directors and builders of character. But perhaps a more important point of resemblance is that they are both public service corporations. The justification of their existence is that they serve the public. It is true that the newspapers are, as is well known, great money makers for their proprietors, while the universities' only dividends are knowledge and character and pays these to anybody that will prove his capacity to carry them away. Yet this is a minor difference. Neither a newspaper nor a university has any right to exist wholly for private profit, but must vindicate its right by its real service to the community.
Proportion and Unlimited

Introduction with Mate Presentation

Opposed, Based in 1929

Part of the continuation of fame in the field of an
increase of science you are a bit peculiar, pioneering something
that fits the needs to be expressed. In a society, common
covers your novelty and your ability to be great in common.

In the time phases, when the poor become common of
violation, we may write better, may we write I mean, more than the
more important task: I mean that part of the, that is the
expression of the idea to improve your.

In order, we've given the tone in the fine home of the
more "important interaction" than the expression and situation of
expression of the idea to improve your.

The expression of the idea to improve your

in order, we've given the tone in the fine home of the
more "important interaction" than the expression and situation of
expression of the idea to improve your.

Remember not a triumphant era when light to extra world for bravery
brave, not more innovation the light of the best service to the

component.
Obviously, however, there are differences as well as resemblances. They are not identical in purpose or methods of operation.

(a) Both are dealers in knowledge. But while the university in theory and principle at least, if not in practice, takes the whole realm of knowledge as its own, dealing in history and language, and science and medicine and theology, the newspaper confines itself for the most part to current history, and deals with these other matters only as they become matters of history. It touches upon science when the discoveries of science are matters of current history. It gives a report of the contents of Tutenkhamon's Tomb, not from the point of view of the history of ancient Egypt, but from that of today's discovery. To the University, current history is a small fraction of one of many departments of knowledge. To the newspaper, all departments of knowledge belong to it when they enter into current history; but deals with all current history far more interestingly than does the university.

(b) The ideals of the two institutions are somewhat different even when dealing with the same material. The university endeavors above all things to be accurate, no matter how long it takes to attain accuracy. I once spent ten years and much money to be sure that I was right in a statement, which when finally formulated filled scarcely ten lines, and pertained to facts that were almost two thousand years old.
Opposition power, please the neutrals as well as

reconciliation. They are not important in balance, or party of

operation. Both are necessary to knowledge: the whole philosophy

to reach any principle or forecast. It not for the present, the other

who learns or knowledge or the whole principle of science, and knowledge

into science and knowledge, and principle, the newspaper, on his side.

For the worst part of our vision, our needs with these other

metres only, as their famous systems of science, or science or

philosophy. To give a report of the science of science of science, and

not from that of today's science. The philosophy, science, science

To a small fraction of one of many experiences of knowledge. To

the newspaper, the government of knowledge, and to it, many

ideas into energetic visions; and goals with other goals, let

more information than need science.

(9) The ideas of the two interests in the somewhat different

have more position with the same manner. The philosophy

were all points to be received, no matter how long it takes to

agree, sometimes, I agree about new learning and much money to go more

more interest than need. And the government.
The newspaper's cardinal virtue is promptness. It must tell the news while it is news. Of course it aims to be correct, but it must be prompt, even if it sometimes has to use guesses, when verified facts are unobtainable.

(c) The newspaper aims to be interesting and intelligible to the common man. The university likes to be interesting, but it aims especially to be intelligible to the specialist in its own department, and as a result often becomes wholly uninteresting and unintelligible to anyone else.

Several years ago I picked up a monograph by one of my colleagues in the Department of Mathematics. Now I once taught mathematics myself in a rather elementary way, never rising, as I recall it, above trigonometry. And it occurred to me to subject myself to an intelligence test by seeing how much of this pamphlet I could understand. As a result, I got exactly zero, and if there had been any lower mark, I should have got that. For I did not understand a single sentence or phrase or any words except "is" and "and" and "not." I have noticed that my mathematical friend, though very eminent in his profession, rarely reaches the first page of the daily newspaper, unless he gets a prize or is awarded some distinction which can be expressed in words that the ordinarily intelligent man understands.

Despite these differences in method and point of view, I come back to my affirmation that newspapers and universities
have much in common, both of them being public service corporations
and both of them being in the broad sense of the words, "Educational
Institutions."

This then virtually raises the question to what extent
and in what way they can cooperate to the advantage of one or both
and to the advantage of the community, which both undertake to serve.

May I approach this question from the point of view that
I am most familiar with -- that of the University?

The modern university has three functions, -- research, education (meaning by this word now
the education of the individual) and publication. All three of these are also, if I mistake not,
functions of the newspaper. Their methods of education are very
different. Publication fills a different place in their respective
schemes of operation. For the newspaper, publication is essential;
for the university, it is incidental. A university could exist and
prosper without publishing anything; an unpublished newspaper would
be a non-existent publication. A newspaper discovers that it may
publish; a university publishes what it discovers.

But it is of the relation of the two institutions in the
field of research that I wish especially to speak, not because it
is necessarily most important, but because it is most fundamental
both for the newspaper and for the university, and because it is
perhaps least understood and its importance most likely to be
overlooked.
Research is the pursuit of the unknown. It is the resultant of three causes - human need, human curiosity and a world capable of satisfying the former and of exciting the latter.

A hungry man looks around to see where he can find something to eat and eventually becomes a fisherman or a farmer. He is cold, and to cover his nakedness and keep himself warm becomes a hunter and trapper and a shepherd. He takes to himself a wife and begets children and becomes a builder to make a place to shelter them.

But among some peoples and in certain stages of civilization curiosity has been an even greater incentive to research than physical needs. All men are curious, being in this respect like their distant relative, the monkey. But it is the insatiably curious races that have become discoverers. Perhaps we might even defend the general statement that the rank of a nation in the scale of civilization is determined by the keenness of their curiosity. Knowledge is the product of research and research is largely the result of man's insatiable curiosity. Man looked up into the sky and saw the stars and eventually became an astronomer. He looked across the sea and wondered what was there and became an explorer and a geographer. He wondered what made the rocks so strangely laid down in layers and became a geologist. He met a man whose language he could not understand, wondered why he talked so differently from himself and became a linguist. He wondered what lifted the heavy lid of a teakettle and invented the steam engine, and steamships took the place of sailing vessels, and the land became covered with railroads. Franklin wondered whether
the flash of lightning and the spark of the Leyden jar were of
kindred nature, and there followed in the train of his curiosity
all the marvellous discoveries and inventions in the field of
electricity.

If necessity is the mother of invention, curiosity
is the father, and often the father furnishes the major generative
impulse.

Modern research has been enormously profitable to
the human race. It has diminished the hardships of life, it has
added to its comforts and luxuries. It has given us the steamship
and the railroad, the telegraph and the telephone, the radio and
the wireless, anaesthetics and asepsis. It has multiplied the
earning power of men by four within a century. Perhaps some of you
noticed in the Atlantic Monthly lately an article entitled "A Woman's
Memories at Eighty-One." If you have you know that one half of the
items in that list are the products of modern research. Ezra Meeker
crossing the continent in his youth in an oxcart, and this year in
an airship is a vivid illustration of the progress due to the researches
made within the life of one man. Research has reduced smallpox and
typhoid fever and cholera from major dangers to negligible incidents
among civilized peoples. In 1891 there were 1997 deaths from typhoid
fever. In 1923 with double the population there were but 56 deaths.
In has exterminated hookworm and yellow fever over large areas and is
on its way to banish them from the earth. Within the last year, it
has made such advances in the study of scarlet fever as to promise
that this scourge of the children will be extinct.

But the contributions of research to human life are not wholly in the realm of the physical and the economical. We have learned that there are problems of human life, political, social, and individual that call quite as loudly for study as do the problems of Physics and Chemistry and Disease, and that the study of these is quite as rewarding as the investigations of physical problems. Indeed, it has come to be recognized by the physical scientists themselves, that there is an element of danger in their discoveries, if they are not accompanied by equally thorough studies of the human problems; that Chemistry may produce too many and too dangerous explosives for the good of the race, and that important as it is to save life by checking and curing disease, it is quite as important that those whose lives are saved shall also learn how to live amicably in relation to one another. To our investigations of the world in which we live, we must add quite as thorough study of ourselves who live in it.

And this leads us also to recognize that researches in the physical realm have a value that is not at all physical, but wholly intellectual and spiritual. Whatever their contribution to human comfort and luxury not less important to say the least is the contribution which they make to the broadening and deepening of human thought, and the consequent enrichment of human life.

Astronomy helps the sailor to sail his ship, and gives us methods of reckoning time that have enormous commercial value.
The task requires the completion of the data extraction from the image. The text contains a series of fragmented sentences that are not properly aligned or coherent. The sentences appear to be discussing various topics, possibly related to education or policy, but the lack of structure makes it difficult to determine the exact context or subject matter. The text is not legible enough to transcribe accurately. Due to the quality of the image and the nature of the text, it is not possible to provide a meaningful natural language representation.
But its highest values are in the immense stimulus and inspiration that its stupendous discoveries give to the human mind as it teaches us the relation of the earth to the other inhabitants of the universe and the tremendous distances into which our vision pierces when we go out at night and look up into the sky.

Geology has its value for the mining industry, but we could better afford to surrender all that than to lose what Geology has taught us about the history of the earth and of the life of plants and animals and man on the earth. It has probably had a greater influence in transforming theology and emancipating men from traditionalism than all the studies of the theologians themselves. Bryanism is largely an effort to cry down the facts that Geology has established.

Egyptology declares no very large dividends in the stock market, but it has yielded results for human thinking of far more significance than the rise and fall of stocks.

The highest values of research and education are not measurable in commercial terms; ultimately these values are all intellectual, social, spiritual, and only very partially reducible to commercial terms.

You can calculate the commercial value of the telephone to the stockholders of telephone companies, or perhaps to the commercial houses that use it. But who can reckon its enormous indirect educational and social values? You may be able to calculate how many days' wages have been saved by the practical abolition of smallpox; but who can estimate the total benefit to mankind of this
achievement, or of the extirpation of hookworm and yellow fever?
You can find out how much salary the professors of history in
America earn, or how much profit the books on history yield to their
publishers, but who can measure the enormous value of the fact that
our intellectual vision is not bounded by our personal memory,
but extends back over thousands of years and is every year penetrating
more deeply and more widely into the past?

Of what worth is to divide by 1000 the time it takes
to send our thought around the world, if we have no better thought
to send? Of what use is it to double the rate of speed at which we
travel to distant lands if when we arrive there we have no eyes with
which to see their beauties, or perception of hearts to understand
their problems?

Research, I repeat, has enriched the world immensely
both materially and spiritually; but the spiritual benefits always
outweigh the material, and the material have their chief value in
that they enable us to avail ourselves of the spiritual.

In the progress of research and the making of its
results available in the service of man the modern University plays a
very important part. It stimulates and organizes curiosity for the
effective discovery of the unknown. It trains men to become
discoverers, never forgetting that man who discovers is more important
than his discovery, for the latter is valuable only as it is converted
into human betterment, and that character is a vital factor in all
processes of education. It gives out to the world without price all
the knowledge that it possesses and all the discoveries that it makes. It is the nursery of research.

Of course research is not confined to university laboratories nor are all discoveries made there. What can be justly claimed for the modern universities is that they are the chief cultivators of the spirit of research and that from them come the most fundamental discoveries on which all practical inventions are based.

To mention only a few instances, and these chosen from the discoveries of very recent years:

The wireless telephone was made possible by discoveries as to the nature of the atom which Millikan made in a purely idealistic spirit in the Ryerson Laboratory at the University of Chicago. Insulin and Ethylene are both products of University laboratories; and the recent discoveries in respect to scarlet fever were likewise made not in commercial laboratories but by university men.

The commercial laboratories and private research have their place and their record of achievements. But to the fullness of achievement the university is an essential factor, and it is responsible for that which is most fundamental and far reaching.
the cooperation of the possessing and the accomplished state.

The problem of the necessity of cooperation.

Of course, cooperation is not conflicting to material utilization of the knowledge and use thereof. But then the material utilization of the knowledge and use thereof must be transformed into actual cooperation. And if by proper means, cooperation will be actualized, there exists a chance of cooperation.

Yet, there might be an exception. Do not believe in the cooperation of the possessing and the accomplished state.
Now what has all this to do with newspapers? This, that research is the fundamental task of the newspaper and that every newspaper man is engaged in research. He does not, indeed, cover the whole field of research, but neither does any prosecutor of research. The chemist is not also a sociologist, and the historian is not also a physicist. Modern knowledge is too wide for any man to cover the whole field, or even the whole of any great subdivision. He does, indeed, need to know something about the whole field. The old definition of an educated man—"one who knows something about everything and everything about something"—still holds as an ideal, even if we recognize that it is no longer attainable. The chemist knows that there is such a thing as history and knows some history. The historian knows that there is a science of chemistry and knows at least the main points of its history. But few men can conduct real research in more than two realms.

When, therefore, we recognize that the newspaper man as such must confine his researches to current events, however much he may know in other realms as an individual, we are not thereby denying to him the right to call himself a man of research. For in this respect, he is like every other investigator,—he has his own special field of research.

Moreover, the newspaper man is engaged in a particularly difficult kind of research, and one that is preeminently entitled to be recognized as research. He is dealing with the facts
at first-hand. As a student of current history, he appeals not
to records, but to the events themselves, or to the testimony of
first-hand witnesses. To the student of ancient history, this is
impossible to a very limited extent. The events themselves
happened long ago. He cannot see them or reproduce monuments
such as the pyramids and Tutenkhamon's Tomb are in a sense direct
evidence. Documents recording first-hand testimony are occasionally
found, such as the papyrus letter of the Egyptian boy to his father.
But, for the most part, the historian of ancient times must sift
over the truth from indirect and second-hand testimony.

The modern newspaper man himself witnesses the event
or talks with the man who did. He rushes to the conflagration to see
it for himself; he hastens to the scene of battle to witness the
fighting with his own eyes; he questions others who saw what he,
not being omnipresent, could not see; he combines his own eyewitness
knowledge with first-hand testimony and weaves together the first
and original story.

Your city reporter, your interviewer, your art critic,
your war correspondent, are all engaged in research, and conduct
their researches closer to the fact, not indeed than the physicist
and the chemist and the biologist, for they deal with what their own
eyes see, but closer than as a rule the historian or the sociologist
or the economist.

Because in the realm of current events he is so much
nearer to the fact than anybody else, the newspaper man becomes for
The 'Post-Dispatch' is a newspaper ofhich the Post-Dispatch Co. is the publisher. A

company that has been in operation since 1870. The Post-Dispatch is the oldest newspaper in St. Louis, Missouri. It is known for its coverage of local news, politics, and sports.

The newspaper is owned by the E. W. Scripps Company, a media company that also owns other newspapers and television stations throughout the United States.

The Post-Dispatch has a strong focus on community journalism, and it is known for its in-depth coverage of local events and issues.

The newspaper's primary competitor is the St. Louis Globe-Democrat, which is also owned by the E. W. Scripps Company.

The Post-Dispatch has a daily circulation of around 100,000 copies, and it also has a large online audience.

The newspaper is headquartered in St. Louis, Missouri, and it has a staff of over 100 journalists and editors.

The Post-Dispatch is a respected member of the St. Louis media landscape, and it plays an important role in shaping the conversation on local and national issues.

In addition to its news coverage, the Post-Dispatch also publishes a Sunday supplement called 'Weekend Edition,' which includes a restaurant guide, entertainment listings, and other features.
all who come after him, one of the sources of history. To be sure, he cannot always be accurate. Perhaps he does not always try to be so. But possibly we shall have to admit that the same is true of statesman's speeches and public documents. The only thing you are altogether sure of is, that the speech was delivered, or the document issued. What the facts were is a problem of research.

What I am trying to say may perhaps be summed up in this way. The newspaper man and the university historian are both engaged in research and each has his advantages and his defects. The newspaper man has the advantage of first-hand contact with the facts as with eyewitnesses. He has the handicap of being obliged to work rapidly, often as rapidly as to exclude the possibility of exactness or completeness.

The university man has the advantage of time and of access to all the witnesses. It is against the principles of his profession to hurry; therefore he has a better chance of being accurate and complete. But he lacks for the most part the advantage of first-hand contact with facts and witnesses, and must use his imagination to supply what the newspaper often sees with his own eyes. And this means of course that in the field in which they both work, both are necessary and each supplements the other.

But I have been speaking almost as if the newspaper man was only a reporter. I do not forget of course, that he is also, in part in his reports, but especially in his editorials, an interpreter,
and a pointer of the way to the community.

There was once, I presume there still is, a school of historians who maintain that the historian has nothing to do with interpretations,—that his business is simply to record. I do not hold to this at all. I agree rather with my colleague, Professor Dodd, that it is the business of the historian to predict; only usually, I suppose, his predictions like those of the ancient prophets of Israel, are conditional. That is, he tells us what will happen if we continue to pursue a certain course of action. And that in turn means, that his prediction is advice or warning.

Now this is precisely what the editor is constantly doing. He is interpreting current events in the light of his knowledge of the past, and warning his countrymen what will be the effect of a certain course of action and what the advantage of another. By his interpretation of history he is in his measure a maker of history.

If only our editors were always right! If only they always knew the lessons of the past! If only they could interpret the panorama that passes before their ideas daily as they sit in their high tower of observation! Were all this so, we could guarantee the future safety of our country; we could almost ensure the welfare of the world. For as the editors write, so America acts, and America's acts are among the most potent forces for determining the future history of the world. Give me the wisdom of a wise interpreter of the world's history; let me dictate the utterances of the men of research who sit in editors' chairs, and I will save the world, and so could you under the same conditions.
I hope I have said enough to convince you that every newspaper man is actually engaged in research and that the most important function of the newspaper is comprehended under the inclusive term "research."

I hope you see also that it follows from this that the newspaper and the university are bound to be partners in the greatest enterprise that is going on in the world today -- the enterprise of gathering the facts of history, including preeminently today's history, and interpreting these facts in such a way as to point the wise path of public policy for today and tomorrow.

I say we are bound to be partners. I mean that we are partners and cannot escape being such. We may not have recognized our partnership. We may not have worked cordially together. But we have both been working at the job, and consciously or unconsciously, harmoniously or inharmoniously, we have been partners in it.

I wonder if you will not also agree with me that this partnership ought to be increasingly a conscious one and increasingly helpful. It is only in relatively modern times that the university has clearly recognized that research was its fundamental duty; that it could not educate thoroughly well except in an atmosphere of research and that it is only by research that it can make its contribution to the world's advancement. But this is perfectly clear to us, and we accept it as our imperative duty.
I hope you are well. I've sent you the following from this file:

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I hope you are well. I sent you the following from this file.
I wonder if I am not also right in thinking that the newspaper of today recognizes more clearly than ever before its responsibility, not only to record, but also to interpret current events, and on the basis of such interpretation to give such advice as it gives to the public. If so, we are coming closer together than ever before in our definition of our respective tasks, and to a recognition of the obligation to cooperate in it.

Time fails me to undertake to point out the specific forms which such cooperation should take. I fancy they will occur to you without my naming them. I must limit myself today to a renewed affirmation of the wisdom of such cooperation.

We are both public service corporations, bound to serve the public as best we can. We are both engaged in education and in publications. We are both engaged in research, for the most part complimentary rather than duplicating one another's work. These facts make us partners, I thought to be so consciously and to mutual advantage.
TThe pages of our history are filled with examples of how cooperation and collaboration have played a vital role in achieving success. We see this in the history of science, where numerous minds worked together to break through barriers. I remember the work of Albert Einstein and his collaboration with others in developing the theory of relativity. The same can be said for the development of the internet, where many different organizations and individuals worked together to create a system that has revolutionized the way we communicate.

In my own field of research, we have seen the power of collaboration. A recent project I worked on involved teams from around the world, each contributing their expertise to solve a common problem. The results were incredible, and it made me realize the importance of working together.

So, let's take the time to recognize the value of cooperation and encourage it in our daily lives. Whether it's in the workplace, in our communities, or even in our personal relationships, the power of working together is undeniable. Let's make our efforts toward cooperation to improve our world a reality.
The University of Chicago was founded in 1892, when the idea of giving to research a prominent and fundamental place in its work. This was a relatively new idea of the business of a university. Johns Hopkins had enunciated it in 1876, but it had made little progress in America in the six intervening years from 1876 to 1892. We have never lost sight of that elementary President
Hamer's policy in the end has emphasized it more and more. We are looking forward to a new era in which the will to still further emphasize in the medical and all the basic physical and biological sciences in history and all the social sciences, in law, theology, education, business, and.
and Politics. We are planning to
use to make our contribution
to a better human welfare and
human betterment. In any case to
join hands with you and those who
in its mind office and may be
your messenger in all parts
of the world, observe as I had
The facts of our current history must be interpreted by our leaders. Our common task in research is to understand and interpret the facts of our common future. Better human history will come to the
The University has made a record — proud. On that record we want to build.

I. Our past.

1. When founded - new policy:
   a) Research
   b) Education
   c) Dissemination

2. This carried with it:
   a) Exceptional men
   b) Freedom
   c) University Press and Extension

3. This three-fold policy steadily adhered to, and has brought great increase in land, buildings, etc.

4. But of no use if we were not doing work of high quality — Testimony of Hughes of Miami.

5. Are we not satisfied? We are not.
   a) If we were, we should go backward.
   b) The world makes heavier demands on educated men.
   c) United States coming into place of greater responsibility.
   d) See defects ourselves.

Proud of our past, but not too proud to know our duty to the future.

II. What of our future?

1. Been studying ourselves, settled some things.
   a) No radical change of policy.
   b) Clearer than ever emphasis on quality.
THE UNIVERSITY PRESS MEET A REPORT —

ON THEIR REQUEST WE WANT TO PUBLISH

I. Our Best:

If we produced a new policy:

(a) Resolution

(b) Notification

(c) Dissemination

The Council with it:

(d) Exposition

(e) Freedom

(f) University Press and Extension

In the three-fourth policy estate's expired to, and his

strongest increases in land, animals, etc.

but also in the we wrote not gone work of high demand.

Testimony of Heroes of Miami,

We are not satisfied? We are not.

If we were, we should be prepared.

The mortality makes present, especially on occasions or

United States come into place of greater record.

(a) See general conference

Shame of one best, but not too long to know our gain

to the future.

II. What of Our Intermes.

I. Been asking ourselves, setting some figures:

(a) No radical change of policy.

(b) Greater than our harvest on diversity.
In this way only make our contribution.

2. What does such a policy call for?
   b. Better kind of college life.

3. Matter of great satisfaction that alumni have seen this and chosen to give to the $6,000,000 for this purpose.

Craigie - Curtis

The alumni with splendid courage, etc.

4. Why confident?
   a) The University past history and present stand.
   b) Our program absolutely sound.
   c) Trustees, faculty, alumni behind.

Turned every corner so far.

------o0000------
In this way only may our constitution
be made practical.

What goes up a bottle can fall
into practical.
to be a better kind of college.
A better provision for maintaining proper faculty.

Good men can now come.

It is a matter of great satisfaction that stimulus have been given
by my opponent to give to the $6,000,000 for this purpose.

What with supplying counties etc.

Why compact?
(a) The University's past history and present state.
(b) Our program satisfies society.
(c) Trustees, faculty, stimulus pleading.

Third every corner so far.

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Chicago Alumni, February 26, 1925.

The University has made a record — proud.
On that record we want to build.

I. Our past.

1. When founded — new policy:
   a) Research
   b) Education
   c) Dissemination

2. This carried with it:
   a) Exceptional men
   b) Freedom
   c) University Press and Extension

3. This three-fold policy steadily adhered to, and has brought great increase in land, buildings, etc.

4. But of no use if we were not doing work of high quality — Testimony of Hughes of Miami.

5. Are we not satisfied? We are not.
   a) If we were, we should go backward.
   b) The world makes heavier demands on educated men.
   c) United States coming into place of greater responsibility.
   d) See defects ourselves.

Proud of our past, but not too proud to know our duty to the future.

II. What of our future?

1. Been studying ourselves, settled some things.
   a) No radical change of policy.
   b) Clearer than ever emphasis on quality.
In this way only make our contribution.

2. What does such a policy call for?
   b. Better kind of college life.
   c. Better provision for maintaining strong faculty. Hold 
good men. Get new ones.

3. Matter of great satisfaction that alumni have seen this 
and chosen to give to the $6,000,000 for this purpose. 
Craigie - Curtis 
The alumni with splendid courage, etc.

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Turned every corner so far.

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ADDRESS TO THE MEMBERS OF THE BAR ASSOCIATION.

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

I have decided therefore that instead of trying to enter your field, where I should certainly be at a disadvantage, I shall be wise to keep to my own bailiwick and talk as I usually do these days on a phase of education.

This course of action the more commends itself to me because while I know little law, you all know something about education.

Our American Universities have now for about half a century been undergoing a gradual transformation. This movement may be dated from 1876, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from
Some new office positions have been created due to previous years of experience. I have taken the lead on office management and development for several months. I have seen my influence grow, and I have been able to participate in various committees and activities at the American Association for Laboratory Medicine. With my recent experience and my background in pathology, I have been able to manage various tasks in a timely and efficient manner. My experience has been in the field of medical and surgical pathology, and I have been able to manage a large volume of tasks in a timely manner.

I believe I am the best candidate for this position, as I have a strong background in laboratory management and have experience in various areas of pathology. I have been able to manage a large volume of tasks in a timely manner, and I have been able to manage my time effectively. My recent experience has been in the field of medical and surgical pathology, and I have been able to manage a large volume of tasks in a timely manner.

In summary, I believe I am the best candidate for this position, as I have a strong background in laboratory management and have experience in various areas of pathology. I have been able to manage a large volume of tasks in a timely manner, and I have been able to manage my time effectively. My recent experience has been in the field of medical and surgical pathology, and I have been able to manage a large volume of tasks in a timely manner.
one another, but in fact are closely related. These two elements are Research and Service. Of course neither of them is wholly new. What is new is putting a new emphasis on them both. Previous to 1876 we had no real universities in this country. We had colleges and professional schools. In both of these the emphasis was almost exclusively on the education of individuals. The college aimed to give its students general preparation for life or for further study by imparting to them a certain body of knowledge and a certain power of appreciation. It simply justified its existence by its results, though it does not follow that its policy could not be improved upon.

The professional school was almost wholly a training school for the practice of a particular profession. Its spirit and aims were those of what we should today call a trade school. The minister learned how to preach and how to conduct a church, the lawyer how to plead cases and transact the business of a consultant attorney. The doctor was taught what remedies to administer for certain diseases that were recognized by their symptoms and how to deal with fractured bones and the like. None of them became investigators or scholars. This came later in their experience if it ever came at all.

It was scarcely within the view or thought of that period that either professors or students had any obligation or function in the realm of research, i.e., in the assembling of data and the study of them in such a way as to add to the sum of human knowledge. Knowledge was thought of in general as a stable quantity, and the same was true in general of the methods of practicing any profession or trade. That old maxim of the Rabbi's of twenty centuries ago was still largely followed. "He is the perfect teacher who receives a brimming cup from his Master and passes it on to his pupil without adding a drop or spilling a drop." A Turkish farmer was given a modern plow, by which with less labor than
These two elements are research and service. Of course, research is an important part of our work, but well.

In my new position at the College of Pharmacy, I have the opportunity to contribute to the advancement of pharmaceutical education and the development of new knowledge. We are a college that is dedicated to the advancement of knowledge in the field of pharmacy and the health sciences.

The College of Pharmacy is proud to be a leader in the field of pharmaceutical education and research. We are committed to providing our students with a comprehensive education that will prepare them for their future careers.

In addition to our undergraduate and graduate programs, we also have a strong research component. Our faculty members are engaged in cutting-edge research that is contributing to the advancement of the field.

Our goal is to provide our students with the skills and knowledge they need to succeed in their future careers. We are proud to be a part of the College of Pharmacy at the University of California, and we are excited to continue to contribute to the advancement of pharmaceutical education and research.
he had formerly used he could produce larger crops. He used it for a little time, and then discarded it on the ground that it was a disrespectful reflection on his ancestors to attempt to do things better than they had done them. I do not mean that the educators of fifty years ago were as severely hide-bound as this Turkish farmer, but it is true that education was largely a matter of passing on to the next generation the body of knowledge and skills that had been received from the preceding. Increase of the world's knowledge was sporadic and lay outside the regular processes of education.

Today research is a recognized part of a University's task and of the educational process. In its fullest sense, in which one actually ascertains what no one knew before, it belongs of course only to the higher level of University work, to the professor and the Research Fellow rather than to the ordinary student. But as a spirit and attitude it is gradually permeating the whole educational scheme. Education is no longer a process of give and take in which the professor or textbook does all the giving and the student does the taking. It is an active process of observation and reasoning and acquisition. This is preeminently the new note in education.

Another new note in education not less significant is that of service. Of course it was not absent fifty years ago. Men founded colleges not to make money out of them, though professional schools were sometimes established for that reason, and students in all kinds of schools were taught that they ought to live their lives unselfishly. But the dominant note of most
schools was on the preparation of the individual for his work in life. Gradually it has come to be recognized that our Universities at least have a larger duty of service than that which they discharge when they educate a certain number of youth. What they learn by their research they are bound to give out for the benefit of the community at large. To the extent of their ability they are bound to be centers of helpful influence in the region in which they are located. All that they have they have received. They hold it in trust for the service of all.

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

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

When I call it a new profession I am not indeed quite accurate. Because men have been practicing it for centuries, only not as a distinct profession for which definite and broad preparation should be provided and made. Perhaps I should rather speak of converting an occupation or a trade into a profession by putting it upon a higher level, with higher standards, educationally and ethically.
to the occasion of the inaugurating of development

An American life, partly because we have accepted
the point in which we have seen a new development

Also, partly for other reasons I believe we have
come to a time when we must make a new expression of
our gratitude to our institutions. For the occasion of

When I call it a new expression I am not indicating that

sacredness. Persons may have been prepared but for centuries

only not as a gratuitous expression for which gratituous and cheap

presumption to remove preconceived or preconceived or preconceived

of connection or connection or a stage into a connection or

process is more a higher level, with higher stands and connections-

only any specifically

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

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

Perhaps I may venture to draw an illustration from British politics. Early in August of this year when the Dawes Reparation plan was announced, and most of the English people were welcoming it as likely to bring relief to the whole of Europe, England included, the London Daily Mail began a violent denunciation of it. It predicted that as soon as Germany had the capital which this plan would put into her hands, who would flood England with cheap manufactures, and aggravate the already
serious measure of unemployment and all the evils that go with
it. A few days later the Times had a signed editorial by Sidney
Brooks in which without referring to the articles of the Daily
Mail he pointed out that there could be no solid prosperity for
England till the continent of Europe was stabilized, the con-
tinent could not be stabilized while Germany was in chaos, and fur-
thermore that England could not have Germany as a customer without
also having her as a competitor.

A few days after this I was talking with an Englishman
who to these statements of Sidney Brooks's added that one prime
cause of England's unemployment was the loss of her trade with
India; and that the loss of her trade with India was largely due
to two causes, first the fact that under conditions as they have
been for three or four years, India cannot sell her raw materials
to Germany as she formerly did, and second that because of the
general instability the people of India were afraid to spend
their money and were burying it in their gardens. Now the reha-
bilitation of Germany he contended, would tend to correct both
these situations. When Germany again has capital she will begin
again to buy India's jute, confidence will be restored, and India
will again resume her trade with England.

I am not putting forth an argument for the Dawes re-
port. Such an achievement as that needs no defense from me. What
I am endeavoring to do is to illustrate how complicated our political
questions are today, and how impossible it is without thorough in-
vestigation to find the right solution of them.
The text in the image is not legible due to the quality of the scan. It appears to be a page from a document with several lines of text, but the content is not clear enough to transcribe accurately.
Adhering still to the safe ground of British politics, may I cite another illustration. The British bricklayer lays 300 bricks a day. He undoubtedly could lay three to four times as many without at all endangering his health. His reason for refusing to lay more is that if he did he would throw himself or his companions out of work and so increase unemployment. At the same moment he and all his fellow workmen are paying burdensomely high rent for the houses in which they live because of the great shortage of houses. Because rents are high everything else is high. Thus he is caught in a vicious circle, and in that most fallacious of fallacies that the way to increase wealth and comfort is to reduce production. The less you make the more you will have.

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

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

We have a growing economy. The growing economy. The growing economy. The growing economy.

We have a growing economy. The growing economy. The growing economy. The growing economy.
But let us turn to the executive side of the matter. One of the greatest forward steps in the direction of promoting public welfare in recent years has been the introduction of what is called preventive medicine. I refer to measures for preventing disease, especially contagious and infectious diseases, instead of trying to cure them after they have begun. As a result of this movement smallpox and yellow fever and malaria have almost disappeared from civilized lands. This development has in turn led to the establishment of public health departments and the appointment of public health officers, and this in turn to the creation of schools of public health for preparing men for these positions. For the competent public health officer is quite a different person from the ordinary practicing physician. There is one school of this kind in Baltimore and the beginnings of another in Boston and I hope some day there will be one in Chicago.

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

Now the conclusion that I draw from this whole situation, which I have so imperfectly sketched, is that what has hitherto been an occupation into which men have drifted under all sorts of influences ought now to become a profession, the high and honorable profession of politics or public service, a profession with its
high intellectual qualifications and its high ethical standards.

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

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

But to drop all suggestions of an alarmist tone, who can render a larger service to his country than the man, who with adequate preparation for it and in a spirit of service enters...
 isFirst paragraph has been cut off, please provide the complete text.
life? What larger service is possible than that which is open to the
Commissions of Public works, or the Mayor of the city, or
the Governor of State, or a national legislator, or the min-
ister to a foreign country? I neither need nor desire to de-
preciate any of the established professions, when I set forth
the need and the worth of the profession of politics.

But if these things are so, then there follows I believe another inference, viz., that at various places in this
country, and in several of our Universities, there should be es-

tablished a thoroughly equipped School of Politics, ranking with
the best schools of the other learned professions.

It should in my judgment be, as these other schools are, or are rapidly becoming, a Graduate School, in the sense that men should enter it after a complete, or nearly complete college course. It should be as most of these schools are, or are rapidly becoming, a school both of research and of prepara-
tion for a profession. In other words, it should aim on the one hand to make thorough investigations of the multitudinous prob-
lems of political life, and on the other hand definitely to prepare men for the profession of politics. Incidentally it should offer courses also to men, graduates and undergraduates, who expecting to earn their living in other professions desire also to be intelligent citizens of their country and of the world.
lent. After several months of preparation, these plans were put into
use in the commission to promote the public interest in the work of the
city, to the Governor of Illinois, a letter to the Illinois Republican of the
state, to the Governor of Iowa, a letter to the Iowa Republican, and to the
Mayor of a letter to the City Council of the city of Iowa City, requesting
him to appoint a Committee of Investigation to look into the
practice and effect of the so-called "school for politicians," and I
submitted a report of the investigation, with a plan for the
abolition of the so-called "school for politicians."
The student who receives his degree from this school should be thoroughly grounded in history, general and political, in economics, in the fundamental facts of the nature and organization of human society. He should have a good command of modern languages that his studies may not be limited to material available in English. He should be thoroughly acquainted with the history of his own country and its political institutions, national, state, and municipal. But his horizon should be broadened by the beginnings at least of knowledge of world affairs. He should have had actual contact with political life, and some experience in political action. The clinical side of his training is certainly as important as that of the physician and the teacher. He must have been trained in the methods of research and have acquired the investigative attitude of mind. There is no excuse today for ready made standardized procedure in the treatment of disease or the care of social ills. Least of all can the competent politician deal with the problems that he will meet by any set of fixed rules. He must be prepared to meet every new situation in a spirit of research, asking first for the facts and then trying to discover what course of action they call for. The more he knows about precedents and previous practices the better, but he must not be the slave of them.

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It is not given to many men to be wholly original. At any rate I have almost always found that when I had a particularly bright idea, somebody else had it about the same time. When I first began to think out the plans for a school of this kind about
The student who receives his degree from this school
should be thoroughly grounded in physics, chemistry, and biology.

In economics, the fundamental basis of the science and economics of
corporations is a basic concept. He should have a good command of biology
and an understanding of the biological processes not only in the material sense
but also in the ethical sense. He should be thoroughly acquainted with the biological
and physical sciences and the political institutions, government, etc.
and their interrelationships. The student should be acquainted with the
history of the United States and the world, and have an understanding of politics
and government. The student should be aware of the principles and theories of
the various branches of government and have a clear understanding of
the principles of politics and government. He should have an
understanding of the ethical principles and the economic
institutions of mankind. There is no escape from the fact that we are scientific
progression in the treatment of disease and the care of society.

Least of all can the competent politician feel with the 
people when he fails to win the confidence of his fellow man. He must be
prepared to meet every new situation in a spirit of readiness, and
write for the people to whom he is appealing, with confidence in the
cause he holds. The more we know about physics and their
progress, the better.
a year ago, I did not think that there existed anything of just this character in any American University, though I knew, of course, that there were departments of Political Science in most of them. But I soon discovered that Johns Hopkins was endeavoring to raise money for a school approximately like what I had in mind, and I learned only yesterday in New York that another eastern institution has just received a gift to start it in the same direction. These are to my mind only confirmations of my own strong judgment that schools of Politics are among the pressing needs not of American education so much as of American life.

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

I was told quite recently by a man who is familiar with the situation that there has been a perceptible improvement in the type of man who is appointed to the position of Health Officer as
a year ago I did not think that these exciting experiences of mine
were accepted in the American University, partly I know of course,
that there were departments of Political Science in most of them
but I soon discovered that some professors were enthusiastic to raise
money for a school supplementing like what I had in mind, and I
went to New York that January in order to ascertain information
regarding the facts to present to the same institution. These
facts increased a bit to contain in the same article. Then
the interest with which I explained to my government of my own resolve regarding
the schools of politics that woman the pressing need of American
education or maybe at that time of the American
I acknowledge of course that the charges of many a school
woman not always have in each line. They may not be payable to
step to the head of their profession and more even the guarantee
that the law school is ready for the supreme body of the money
physician able to one to explain a material profession. They
may have to be trained their course at the lower professional
line the men in any other profession. They may do enough to
the assistant in their case that the place for which they want
the additional information that they to make the work and many
pe being the one not necessarily filling on a piece of consulting
examination of health on a piece of work and psychology of
promotion or a selection. Therefore many and unfortunately poor
form. Yet I think that we may depend on the information of the American
people, may find especially in each time to start tomorrow of it.
I was told during last year, and now in full time with the
situation which there appear a terrible stigma improvement in the
labor of men who are supposed to the position of Health Officer as
the number of men competently trained for this office has increased. I believe we might expect the same thing to happen all along the line.

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

In one respect I hope that we shall repeat our past experience in these other fields. If any of you have read President Eliot's reminiscences of his life as President of Harvard, you know that fifty years ago medical education was on an extremely low level, so low that the Dean of the Harvard Medical School protested against introducing written examinations into the school on the ground that most medical students could scarcely read or write. I see no reason why the school of Politics should repeat this history.
the number of new computerized systems for the office use in

accomplish. I believe we might maybe the same thing to happen with

some fine.

I appreciate you fearing the country per year a few thousand

men to the kind that I am speaking of without any special school.

such men as Theodore Roosevelt, William McKinley, and Robert

beacon and my own remained out of the electorate in Chicago's

Buchanan and Conner Evanston, and A. Quayle and the illiterate

at this last, the life goes on of all hands that go not

need the school. There were hundreds of these were few students,

and physicians rarely there were medical schools, and because

separate men and women have been invited to a school of education.

as we have voluntarily come to see that we cannot having an

enlarged number of men all their duty in these other professions

so in respect to the proposition of politics I believe we have

received the point in American politics, we now importantly carry a

school of politics.

If I understand I hope that my small report can be

experience in those other fields. If only if you have been president

Hinton's testimonial of the idea as President of Harvard, you

know that this needs some magnetic education as an experiment for

Indeed, so far that the Dean of the Harvard Medical School expresses

central interest in written examinations into the school on the

knowledge that most magnetic strength from accounts last of will.

I see no reason why the school of politics should report this.


It will have to develop from small beginnings perhaps, but it ought to start upon as high a level as that which the best schools of law and medicine and theology have now attained.

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

Such a school, I say again, can render a service of unsurpassed value to the life of America of today and to the genera-
tions to come. I hope it may soon be a reality.