Conjunction of terms peculiar?

I. Resemblances.
   a. Both large consumers of printer's ink and white paper = Educational institutions.
   b. Both public service corporations.

II. Differences.
   a. University, — all knowledge.
      Newspapers, — current events.
   b. University aims to be accurate (spirit, soul, etc.)
      Newspaper must be prompt.
   c. Newspaper interesting to common man.

III. Return to statement of common function. How can they cooperate? Approach this from my point of view.

A. University has three functions: Research, education, publication.
   Newspaper has all three.
   Education — not of the same kind.
   Publication — to newspaper essential; to University, incidental.
   Speak specially of research, because this is fundamental.

B. Research.
   (1) Definition.
   (2) Causes. If necessity is the mother of invention, curiosity is the father.
NEWSPAPERS AND UNIVERSITIES

I. Resemblances

a. Depth and range of projects.

b. Importance of projects.

c. Holiness.

II. Differences

a. University -- all knowledge.

b. Newspaper -- current events.

c. University aims to be complete (Spirit, etc.).

d. Newspaper must be prompt.

III. Faculty vs. Newspaper to common man.

a. University's emphasis on specialization.

b. Newspaper's emphasis on general interest.

IV. Faculty.


b. Honors.

c. Finance.

(1) Definition.

(2) Case, necessity of the matter of imputation.
(3) Enormously profitable.
   (a) In industrial and economic life.
   (b) In the field of health and disease.
   (c) In the social and political life.
   (d) In the spiritual realm.

(4) Agents:
   (a) Individuals.
   (b) Commercial organizations and special institutes.
   (c) Universities.

C. What has this to do with newspapers?

This: Research is the fundamental task of the newspaper: Every newspaper man is engaged in research.

(1) Does not cover the whole field, nor does any investigator. Old definition of an educated man.

(2) Engaged in a particularly difficult kind of research - immediate observation. First hand test. Conflagration - city reporter - war correspondent.

(3) Sources of history - future history of Great War.

Summary: Newspaper man and University man both engaged in research, each with his own advantages and disadvantages.

(4) But not a reporter only, -- also, in editorials, an interpreter. Once a school of reporters who
denied the right of historian to interpret. I agree with Dodd.

If only our editors were always right. If only they could interpret the panorama. As editors write, America acts. Give me the wisdom of a wise interpreter of history — let me write the editorials and I will rule the world.

Hope I have convinced you that every newspaper man is engaged in research. Hence newspapers and Universities in partnership — are partners. Partnership ought to be increasingly a conscious one, and increasingly helpful.

Only recently Universities recognized research as their business.

Is not the newspaper of today recognizing its duty to interpret? — Hence coming together.

University of Chicago founded on the idea of research. Emphasizing it more and more. With this in mind gathered the ablest men to be found. Still seeking such men.

The business of research in the field which is the common field of Universities is essential to the business of making the world safe for humanity.

Many alarmists.
Research the only remedy.
In only one opinion were things right. It only

By and large interpreter of events. An interpreter of America —

Give me the wisdom of a wise interpreter of history,

Let me write the tragedies, and I will write the world.

Hope I have convinced you that every newspaper

men is needed in newspaper, hence newspapers and universal

In part, perhaps — and perhaps, personally, it seems to me —

accessibility of comprehension, and interpretation required.

Only recently, Universalism recognizing necessity of

as a form of interest.

Is not the newspaper of today recognizing the

gall to interference? — whereas, controlling today?

Universality as always, rendered on the face of

bottom. Emphasizing if more and more, with this in mind,

extender the appeal men to be found. Still seeking more men.

The principle of necessity in the field which it

the common idea of universalism is essential to the principle

of making the world safe for humanity.

Many valuable.

Remember the only remedy.
MEETING
OF THE
CHICAGO BAPTIST SOCIAL UNION

HELD AT THE
HOTEL LA SALLE
Tuesday,
February 17, 1925.
At 6:30 P.M.

ADDRESSSES OF
DR. ERNEST D. BURTON
and
MR. HAROLD H. SWIFT
MEETING
OF THE
CHICAGO BAPTIST SOCIAL UNION
HELD AT THE
HOTEL LA SALLE
Tuesday,
February 17, 1925.
At 6:30 P.M.
MEETING
OF THE
CHICAGO BAPTIST SOCIAL UNION
HELP AT THE
HOTEL LA SALLE
Thursday, February 14, 1935
At 8:30 P.M.
ADDRESS

By

MR. HAROLD H. SWIFT

Mr. Nueven, Mr. President, Ladies and Gentlemen:

I am not sure that I feel altogether at home in this goodly company. I am sure that I feel altogether happy, notwithstanding. If this were a group of members of the Methodist Episcopal Church I should feel a little more at home but I should not be more happy, I am very sure of that. (Laughter and applause) It seems to me I never have seen so many Baptists; Baptists to right of me, Baptists to left of me, and more than four hundred. (Laughter)

We of the University of Chicago very greatly appreciate your Chairman's felicitous remarks. We very heartily appreciate the courtesy of your Program Committee in dedicating to us this evening and letting us have the stage at your midwinter dinner.

You may know the story of how the old University of Chicago succumbed in 1886 to financial difficulties. They were unable to go on; they were unable to finance the situation, and in 1886 closed their doors and gave it up
ADRESSES

BY

MR. HAROLD H. SWIFT

Mr. Newton, Mr. President, ladies and gentlemen:

I am not sure that I feel altogether at home in this ecumenical company. I am sure that I feel altogether out of place at a meeting of representatives of the Methodists and Episcopalians. I should feel a little more at home but I should not feel more paperly. I am very sure of that (laughter and applause). It seems to me I never have seen so many representatives of right of the Episcopal Church and many more from your university (laughter).

We at the University of Chicago very much appreciate your Oration's reflection on many aspects of your Program Committee's report. We must express our appreciation of the manner in which you have pitched your formal address to us, the students and faculty of our university.

You may know the story of how the old University of Chicago encouraged in 1866 to proceed with all possible speed in the preparation of the

affairs in 1866 opened their doors and gave it ap
as a good but hopeless job.

To the courage and the leadership of the leading men of the Baptist denomination at that time is due the University of Chicago in its present form. (Applause) To such leaders of the denomination as Goodspeed, Gates, Northrup, Lorrimer, Henderson and others, to their leadership, to their courage and to their integrity to their ideals we owe the University of Chicago which opened again in the fall of 1892.

You may remember the history of that situation. These men were able to convince Mr. Rockefeller, representing the American Baptist Education Society, that another educational institution was needed in this middle west. They went to him from the society, told him that situation and begged for his cooperation in revitalizing the University of Chicago. You may have heard that Mr. Rockefeller was not averse to assisting the establishment of an educational institution, but I wonder if you know how nearly that educational institution that he was going to establish came to going to New York instead of Chicago, and to those gentlemen, to their courage and to their everlasting stick-to-itiveness we are very much indebted, because it was they and their
as a good part player in

to the course and the leadership of the faculty

to the President of the Board of Regents of the

University of Chicago at the present time is one of

President, University of Chicago, and as such, to their leader-

ship to their courses and to their interests to their

in the fall of 1938.

You may remember the phrases of that attention.

These may make sense to convivial M. Rockefeller, but

saying the American Board on Education Society, that

suffered because of insufficiency was needed in this mid-

The meet. They want to him from the society, and I

the attention any begged for the cooperation in the

attaining the University of Chicago. You may have

heard that M. Rockefeller was not scarce of sufficient

interested in the establishment of the education interest

more if you know your needs that education interest.

with Interests of Chicago and to those committees to

these courses and to their interests after-attained

we are very much interested because of these very fine and


courage and their craftiness and their cunning that brought the institution to us.

It is one of the most interesting chapters in history that I have read to follow how these great men plotted and schemed and almost circumvented the New York brethren, and finally, by collecting four hundred thousand dollars, much of it from the prominent members of your denomination, to match Mr. Rockefeller's million dollars, they won him over to establishing a college on the Midway of the University in the shadow of the World's Fair. I hope Dr. Burton will tell you how the college became a university before it even opened its doors. I am leaving that part of the story to him.

Thus through your auspices, through the auspices of your denomination, there was established an institution which has now become the University of Chicago and which I believe I say without boasting is acknowledged one of the three leading universities of this country. Without the contagious enthusiasm and the whole hearted support of that group this result could not have been accomplished.

May I for a moment tell you what has been accomplished after thirty-three years? The University has the equivalent of fifty-four million dollars in endowment, land and buildings. There are one hundred and seventy acres of land, there are fifty-one buildings devoted to educational
course any special or long-term faculty committee that provides
the information to me.

If I am one of the most interested members in history
that I have been to follow how these great men plotted and
sought and sought out for the New World of the

University of Pennsylvania's million college, then now we can
watch Mr. Rockefeller's million college, then now we can
see it from the prominent members of your administration
to move Mr. Rockefeller's million college, then now we can
see it from the prominent members of your administration
to see the Rockefeller's million college on the midway of the University
to the stage of the World's Fair. I hope Mr. Bunting will
tell you how the college became a university because of an
opening to the door, in being given first part of the story to

the strength your experience through the example of
your administration, there was established as information
which we now become the University of Chicago and with
which we now become the University of Chicago and with
which I believe in without question is acknowledged one of
the three leading universities of the country. Without
the conviction enterrance and the whole research support
of that group that research cannot have been accomplished.
May I get a moment tell you what we have been accomplished
after thirty-three years? The University is the advance
of fifteen million college in accordance and every some of

building. There are one hundred and seventy other of

I may.
pursuits, and there is now invested in the treasury thirty-two million dollars, the income of which is constantly poured out for the educational work of the University.

Let us look at it for a moment from another point of view. The University possesses an ability and an enthusiasm to teach young men and women, to prepare teachers for the state institutions and other smaller colleges, and of adding to knowledge by research. It is generally admitted, and readily admitted by the state institutions themselves, our near neighbors, that they cannot do the kind of research that we do. It is cheerfully and hopefully proclaimed by them that the University of Chicago is necessary for the advancement of the best kind of research for this great middle western country, and that if the University of Chicago does not do it it will not be done.

The reason for that is simple. The state institutions are liable to the citizens of the state to furnish the college education. It is their province also, if they go into research at all, to let it have a practical and an immediate financial value, while the facts are that research is best conducted without regard to the practical and financial values, that by seeking truth for truth's
University.

Let me look at it for a moment from another point of view. The University possesses an ability and an enthusiasm to develop young men and women to become teachers and for the state institutions and other smaller colleges and universities, an ability to Knowledge of Research. It is primarily a teaching institution. And teaching ability is attached to the state institutions of the state institutions. At the University of Chicago, it is necessary for the advancement of the state and for the University of Chicago. Does it go to it if it will not be gone.

The reason for that is simple. The state institution is the state's college association. It is their province to serve as the seed of knowledge and to serve as a reservoir of the state and to serve as an immediate reservoir. While the faculty are that to see the Faculty a reservoir to bear considerable weight to the educational
sake we do come upon practical advantages but we come
upon them as by-products rather than as results, and
that research as such is more effective when that is the
point of view.

May I look just a moment to the future? I have
tried to tell you in few words the present day accomplish-
ments of the University, and we are face to face with the
recognition that we are not yet doing, are not doing now
all the things that we ought to do, and perhaps we are not
doing as well as is possible all those things which we are
trying to do.

Since the great war the costs of administration have
gone up terrifically. Our funds do not permit us even to
continue in the splendid way that we want to do the work
that we have done in the past. Moreover, there is staring
us in the face a need for enlarging and broadening our
scope.

After serious study the members of the Board of
Trustees have come to the conclusion that there is an
outstanding opportunity of educational accomplishment
for this University equaled perhaps nowhere else in this
nation. There seems to us to be only one factor to hold
us back and that is the lack of funds, and with this
realization in mind and with this purpose in our hearts
since we go to work professionally and we come
now from an educational rather than as teachers, and
that research as much as more attractive when that is the
point of view.

May I just take a moment to the future I have
tried to tell you in few words the present gap in cooperation
between the universities and we are close to tables with the
recognition that we are not able to do, and perhaps we are not
all the things that we ought to do, and perhaps we are not
going as well as we possibly all those things with we are
tried to do.

Since the great war the core of administration have
taken out the universities. Our funds do not permit us any to
continue in the splendid way that we want to do the work
that we have done in the past. Moreover, there is anything
as in the face a need for streamlined and progressive cont
scope.

After an amazing study the members of the Board of
Trustees have come to the conclusion that there is an
opportunities for advancement of associations and cooperation
for the universities, that perhaps we are able to do
in the meantime. There seems to us to be only one factor to which
be packed, and that is the lack of funds, and with the
presentation in mind and with that problem in our persen...
we mean to secure those funds.

Ladies and Gentlemen of the Baptist denomination of Chicago, knowing the facts of the foundation of the University of Chicago and loving the institution as I do, I should be remiss indeed if as an officer of the Board of Trustees I did not come to you at this opportunity and say to you how greatly we appreciate your cooperation from the beginning and how clearly we recognize that without your support and your loyal enthusiasm we could not have come to the place that we are, in fact, the University probably would not be anywhere near to her present position, if, indeed, she had been revived at all.

To you, then, of the Baptist denomination, and especially to the great leaders whom I have named and to those who fought valiantly in the cause, I come as an alumnus of the University and as an officer of the Board of Trustees to thank you heartily for your accomplishments in our behalf.

I thank you.

(Appause).
we mean to become those figures

latex and gentlemen of the faculty.

of Columbia, knowing the cause of the foundation of the University of Columbia and loving the institution as I do, I should be remorse indeed to be an officer of the Board of Trustees. I am not come to you at this hour

futility and ease to you, our greatest, we appreciate your cooperation from the beginning and your posthumous cooperation that without your support and your loyal service we have not been able to come to this place that we are in, the University property would not be acceptable

near to the pleasant position it has reached, the need for

remaining still.

To you, true of the faculty gentleman, and especially to the greatest teachers whom I have named and especially to the greatest, faculty in the sense I came as an alumnus of the University and as an officer of the Board of Trustees to thank you personally for your success.

I thank you.

(Applause).
ADDRESS

By

DR. ERNEST D. BURTON

Mr. Chairman, Mr. President, Ladies and Gentlemen of the Chicago Baptist Social Union:

Mr. Nuveen has referred to the fact that I sometimes make public speeches in these days. If I were given to slang I should resort to it now and say that public speaking is my middle name. It seems to me often that almost my only occupation is preparing public addresses and then afterward delivering them.

This brings me before a considerable variety of audiences and carries me over a considerable extent of territory, but I think I have never spoken in all these months that are past to a company in which I recognize so many of those whom I would venture to call my personal friends. I spoke today at noon to a company not a single one of whom had I ever seen before so far as I could recall. I am speaking tonight to a group among whom are many of my very dear friends, who have been so for a full generation.
ADRESSES

By

DR. ERNEST D. BURTON

Mr. President, Mr. President, Ladies and Gentlemen:

Mr. President, I am referring to the fact that I sometimes make public speeches in these days. If I were given to make public speeches in these days, I would not make public speeches in these days. If I were given to speak in my middle name, it seems to me often that some sort of constitutional obligation to pursuing public address and then afterwards generating them.

The principle may have a considerable variety of

and sometimes and otherwise may have a considerable extent of jurisdiction. But I think I have never spoken in all these matters that are best to a company at which I recollect to speak today at noon to a company not a single afternoon. I spoke today at noon to a company not a single one of whom had I ever seen before so far as I could recollect. I am speaking tonight to a group whom we men of my very great tenure who have been so far a matter.
University.

It was Baptists who back in 1888 and '89 faced what was to them a denominational disaster and almost a denominational disgrace in the death of the old University, and determined that they would wipe out both the disaster and the disgrace. It was a Baptist society, the American Baptist Education Society, that took the responsibility of that situation. It was a few men whom Mr. Swift has named who led in that enterprise. It was especially Mr. Gates and Dr. Goodspeed who took the lion's share of the burden of rebuilding what had been destroyed. It was the Baptist denomination that responded to their appeal and that created the foundation of the University.

But there is another fact which Mr. Swift has said he would leave me to speak of that is, I think, not less to the credit of the denomination, and that is a radical change in its plans which took place even before its doors were opened.

When the American Baptist Education Society proposed to found a University of Chicago in the City of Chicago, they took that name, I suppose, mainly because that had been the name of the old institution, but they had no intention of founding a university. The records
University

It was expected we'd work in 1888 and '89 teach
what we could from a denominational thesaurus and smaroo
a denominational thesaurus in the death of the old
University and determining that they would win out
with the theater and the thespians. It was a Baptist
society the American Baptist Emancipation Society. It was
I gave the responsibility of that instruction. It was a
few men who it. Swift was named who led in that sector.
Bible. I was secretary to C. G. Case and Dr. Coodee
who took the first stage of the purpose of the Baptist
what had been gathered. It was the Baptist denomination
that longed to teach a Baptist and that created the

termination of the University.

But there is another factor which Mr. Swift has
said that would lose me to speak of that, too, I think.
not lose to the credit of the denomination any that
be a Baptist object in the plane which took place even
before the door was opened.

The American Baptist Emancipation Society bro-
the American Baptist Emancipation Society in the City of
boast to boast a University of Chicago in the City of
Chicago. Then took that name; I suppose, many passers
who had been the name of the old Institution, but they
had no intention of forming a University. The teachers
It is a special joy to see here tonight and yet also a certain embarrassment to me to speak tonight before two men of this company among the nearest and dearest of my friends, two men but for whose past achievements and history I certainly should not be here tonight, two men but for whose past history and achievements you would not be here tonight to speak of the University of Chicago.

Before I go on to say anything more, I wonder, Mr. President, would it not be congenial to your feelings, as it certainly is to mine, if I ask this company to rise and pay honor to the two men here tonight who more than any other members of this group probably are entitled to be called creators of the University. I refer to Dr. Thomas W. Goodspeed and to President Harry Pratt Judson. Will you not rise?

(Appause and rising vote given.)

Mr. Swift has paid an eloquent and generous and yet I must also say I think a just tribute to the Baptist denomination for what it has done for the University of Chicago. As I look back over its history, there are certain things that stand out clearly in my mind as things which are to the great credit of the denomination, first of all that of which Mr. Swift has spoken and about which I need not say much more, the founding of the
will show and Dr. Goodspeed's history will show distinctly the avowed purpose to found only a college, but when they asked Dr. Harper to become its president all that was changed. Into the psychology of that situation I must not go tonight, but only to point out that as Dr. Harper faced his duty he felt it would be impossible for him to become the president of a college. He could only accept the position which was offered to him if the institution which was to be founded should become a university, and he outlined, with that masterly constructive mind which was so characteristic of him, the items or elements of a policy for the University which entirely changed its scope and largely changed its purposes and which is largely responsible for the University becoming what it has in fact become.

One of the first things that he laid down was that the policy should include graduate schools as well as a college, and first among those a divinity school, by which in fact he meant the incorporation of the theological seminary then existing at Morgan Park.

The second item of his policy was emphasis upon research. Now, that was almost a new thing in that day. Johns Hopkins, indeed, had struck that note in 1876, but it has as yet exerted but little influence upon the
Will I show my Dr. Cooper's plan. I will show a hint of the way that people to form only a college and where they
seek Dr. Herter to become the president. All that we must
oppose. Into the background of that situation I must
not be content. But only to point out that as Dr. Herter
read my girls in part if would be impossible for him to
become the president of a college. He could only secret
the position which we allow to him. In the situation
which we desire to be formed would become a university and
be contrary with that, we start to think of him the theme of elements of
we as a presupposition of him is to form new elements of
a body for the university which entirely changes the
scenery and reforms always the presuppose and to who
is responsible for the university becoming what it
was to first become.

One of the first things that I find down are that
the position should incorporate business schools as well as a
college and first some scores a university school, by
which in fact we mean the incorporation of the educational
seminary new existence of Modern Park.

The second item of the position was to improve your
research. Now that we speak a new thing in that year.
John Hopkins Institute and attract that vote in 1939.
and it is not a real external but little influence now the
policy of American universities, and it was a long stroke, a new emphasis upon an idea which had scarcely gained attention when Dr. Harper said that one of the primary purposes of the new University should be research, by which, of course, we mean not the passing on of the information we gained from previous generations but an addition to the sum of human knowledge.

That carried with it a third element which was distinctive from the beginning, namely, the selection of men of exceptional ability as the leading members of its faculty. A university which is founded upon the idea of research cannot be built up of mediocre men. Mediocre men receive and pass on; they do not discover or create, and so one of the first things Dr. Harper did was to select from all parts of the country the ablest men he could find and induce to become members of this new faculty.

Another element of his policy, not perhaps expressly announced at the beginning but soon developed as a matter of necessity, was the establishment of the principle of freedom of research and teaching and publication. Of course, if you stop even for a moment to think of it, you will see that research that is not free cannot be research at all. Teaching may be restricted. You may dictate to your teacher what he shall teach, but if you
Botanist of American Museum of Natural History was a long story.

A new emphasis now on the work and social history of

satisfaction. The new work at the New York Botanic Garden of the

publication of the new University导航 by resembling its

workshop. Of course we mean not the present or the initial

section we refer to previous generation of the aboriginal

to the era of human knowledge.

That associated with the finding element which was

that consists of the beginning, namely, the selection of

men of exceptional ability as the leading members of the

faculty. A university which is looking toward the idea of

research cannot be similar to a research men. Members men

research and their own; they do not think of career, and

so one of the first phases of Harper and this we set to

as all parts of the country the speech men can carry on

and increase to become members of the new faculty.

Another element of the Botany, for example, express

synchrony at the beginning put soon developed as a matter

of necessity, as the establishment of the principle of

reasoning of research and association and participation.

Of course, if you look even for a moment to think of it,

you will see that research that is not like cannot be

research at all. Teaching may be research. You may

at least to some extent, what is a problem, but if you
set a man to investigate and say to him at the outset, "You must not find anything but this which we have already found," you have denied him the privilege which you are ostensibly giving him. The policy of research carried with it the necessity of the policy of freedom of research and of addition and of teaching.

Another great stroke of genius which has influenced education in this western country more than anything else of at all a similar character was the inclusion of a summer quarter of the school year, the policy of carrying on instruction throughout the year. There had come down to us by tradition from the days when college boys had to go home to work on the farms in the summer time the custom of closing the institution for the summer months. That to Dr. Harper was a waste of time and a waste of energy. I do not know whether he foresaw how wisely he was building, but he certainly built more wisely than most of us appreciated at the time in establishing a graduate school where men who had to pursue a college course could go on to higher attainments and in also establishing the principle of a summer quarter.

Before that time any man or teacher in a high school or especially in a college or university of this western country who desired to rise above the level of mediocrity
The page contains a paragraph of text that is not legible due to the quality of the image. The text appears to be a continuation of a discussion about a college and its programs, mentioning courses and student activities.

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...of a college and its programs, mentioning courses and student activities.

I go to college and find myself engaged in various activities that help me grow academically and personally. The college offers a wide range of courses that cater to different interests, and I have the opportunity to participate in extracurricular activities that enhance my learning experience.
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had as his only possible method of attaining a higher rank to lay up money enough to make it possible for him to go abroad for a year or possibly to Johns Hopkins and pursue those advanced studies which could not be pursued elsewhere. Few men could do that, but when the University of Chicago opened its doors with college courses and continued with this work in the summer time, hundreds, finally thousands, I think perhaps I may say tens of thousands, of teachers in this western country availed themselves of that opportunity, and the level of teaching in this entire western country from this point to the Pacific Coast was gradually raised to a distinctly higher level. No greater benefit was ever conferred upon American education than was conferred by the University of Chicago when, under the leadership of its first president, it offered graduate courses in the summer quarter.

But with Dr. Harper’s recognition of the need of research there went also a sensitiveness of conscience, I might almost say, respecting the common people and those who are outside of the University walls. Tradition, of course, limited the obligation of a college practically to its students. Dr. Harper was never controlled by tradition; he was always a little happier when he was
few men could go to that, but when the University

of Chicago opened its doors with college courses and
continued with the work in the summer time, numerous

fifty thousand. I think probably I may say five or

thousands of teachers in the Munich community, many

thousands of teachers in the Munich community, many

thousands of teachers in the Munich community, many

thousands of teachers in the Munich community, many

thousands of teachers in the Munich community, many

American association were interested in the activity of

the University of Chicago when under the leadership of the

Green, I believe, the graduates come as in the summer

desert.

but with Dr. Webster's recognition of the need of

research there went a sentiment of collaboration and

I might accept any respect for the common people and

those who are the center of the University Welfare. To the
certainly, limiting the opposition of a college professor

to the students. Dr. Webster was never contented with

affection; we were always a little people, mean and we
violating tradition than when he was following it, so he established, perhaps if not the first university in the country to do it, among the first, the University Extension Division by which the instruction of the University was offered to men and women anywhere in the world who wished to take it by correspondence, and that method of instruction has gone on during all these years, to the vast benefit of thousands upon thousands of people who could not make their way to the University.

One other form Dr. Harper's sense of obligation to the larger public took when he incorporated in the plans of the University at the beginning a University press. There had been university presses in England but never in this country, and when under great difficulties Dr. Harper induced the University to set up a university press for the publication especially of the results of the researches of its own faculty he again conferred a great boon upon American education.

The summer quarter has been adopted by all the leading universities of this country, until the benefits which result from the original establishment of that are far outweighed by the indirect benefits which come from other universities having followed our example. And the leading universities of America are today either possessed
A property tax pays for the construction of a library or a park, and pays for the education of a child or a museum. Therefore, the state and local governments, and the federal government, should pay for the education of children, and the state and local governments should pay for the maintenance of libraries and parks.

The summer school is an excellent opportunity to improve your knowledge of the subject. It is an excellent way to get a head start on your studies, and it is an excellent way to meet new people.

Teaching universities are free, but the private ones charge a fee. The federal government pays for the education of children, but it is up to the state and local governments to pay for the maintenance of libraries and parks.

The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children. The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children.

The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children. The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children.

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The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children. The state and local governments should pay for the maintenance of libraries and parks, and the federal government should pay for the education of children.
of university presses or they are ambitious to acquire them, following again in the footsteps of the University of Chicago.

Now, what has been the result of this transformation of a university which took place in large part even before its doors were opened? I have spoken of it as a thing to the credit of the Baptist denomination. I meant that first in the sense that it was to the credit of Dr. Harper, who was himself a Baptist, but I must also say that it is to the credit of the Baptist denomination in a much larger sense, because the American Baptist Education Society which founded the institution could easily have forbidden the transformation of it in accordance with these plans of Dr. Harper. They could have said, "We set out to found a college and nothing else will be founded," and many a body of men would have said that. Mr. Rockefeller, who gave the first six hundred thousand dollars, to which, as Mr. Swift has told you, there was added four hundred thousand dollars, also was a Baptist, and he might easily have said, "I gave my money for a college and I am not willing it should be used for a university." Instead of that, what he did was to add to his first six hundred thousand dollars before the institution was opened a million dollars to enable Dr. Harper to carry on his
of miniature please or they are a mistake to omit.

From following scene in the lecture of the University

of Chicago.

Now, what has been the result of the transformation
of a miniature which took place in large part, even before
the garden was opened? I have spoken of it as a thing to
the credit of the Baptist denomination. I mean that
later in the same part of wine to the credit of Dr. Haber.

who was already a Baptist, but I want to say that it is
to the credit of the Baptist denomination in a much larger
sense because the American Baptist Education Society
which founded the Institution could easily have profited
from the transformation of it in cooperation with these plans
of Dr. Haber. They could have said, "We want our to found
a college and nothing else will do. We want a

body of men would have said that. Mr. Rockefeller, who
gave the first six hundred thousand dollars, to whom
as Mr. Swift has said, "I gave my money for a college and I am not

willing it should be used for a miniature." I read of

that, what do we find to say to the first six hundred

thousand dollars, the institution was opened a

million dollars to enable Dr. Haber to carry on the
larger plan.

The Board of Trustees, two-thirds of whom were then Baptists, could have forbidden it. They could have said, "This is not what we were appointed for. We were elected to create a college, and we decline to embark upon any such adventurous enterprise as this." Instead, they endorsed Dr. Harper's policy and went forward to build the University which he had so daringly planned for them.

To the first act of heroism in founding the University the denomination added a second act of heroism, and perhaps an even greater one, when, before it had even opened its doors, it dared to enlarge the plan which they had originally formed and embark upon an enterprise the magnitude of which none of them even dreamed of.

Mr. Swift has told you of some of the results. He has told you how that one million dollars has become fifty-four million dollars. He has told you something of the magnitude of the enterprise in other respects. May I add just a few figures? I am not going to worry you with many.

When the University of Chicago opened its doors to students on October 1, 1892, as President Judson and I at least personally remember, it had about six hundred
To the President:

The Board of Trustees have formally decided to prohibit the admission of women to the University, with the exception of those who have completed the first year of study in a women's college. This decision was reached after careful consideration of the interests of both men and women students in the University.

The University wishes to have its own distinctive character preserved. The problem of whether to admit women is one which must be decided by the faculty and administration.

Sincerely yours,

[Signature]
students. Today it has about six hundred on its faculty, and its students number in the course of a year about fourteen thousand. It has received in the course of its thirty-two years 115,340 students. It has given degrees of various kinds to 19,717. Its University press has conferred, if the spread of knowledge be a benefit, an enormous benefit upon the world by its publications, of which it has issued over a thousand titles and of which it has sent out about three million volumes. It publishes today fifteen journals of its own, and is the American agent for nineteen more published in England. It issues every year about thirty-five hand books and is one of the great influences in the scientific and literary world today.

The University Extension Division adds to the fourteen thousand students that I have mentioned, which is the total enrollment of the year, another seven thousand and who are under instruction by correspondence and gaining a real education.

But it is none of these things that we can put into figures which makes Mr. Swift and President Judson and others who are here tonight representing the University most proud of it. It is the intangible, the spiritual things that can never be reduced to figures
Today it is popular with many of the faculty
and the students number to the course of a year's
professorship. It has increased in the course of the
thirty-two years to 300 students. It is green green

of a certain kind to the University press and
controlled. It is the search of knowledge as a penalty
accompanied by the want of the publicity of
which it is to have or a thousands titles and of

it has seen out not three million volume. It outnumber

today fifteen thousand of the own and to the American
search for the reason more published in England. It issues

every year since fifty-five years ago and is one of the

great influences in the scientific and literary world


today.

The University Extension Division aside to the

young student to the only I have mentioned which
in the course of the year's shorter seven course

and who are under instruction by correspondence and


remaining a part bono.

But it is none of these things that we can but
into lines which make Mr. Smith and President Nabob

and others who are part of the faculty, the

English St. John's College and the

University most proud of it. It is the interpretation of

Britain which has never been indebted to


that most kindle our enthusiasm. We are moved to pride
by the work of our graduates, men all over the world
today, who have caught the love of truth which is nourished
at the University of Chicago, nourished in an institution
which grants to every one of its professors absolute
freedom of research, teaching and publication.

We have sent out not only into the immediately ad-
joining region men who are leading in the various enter-
prises of civilized society, but especially have we sent,
as I said a moment ago, into all these schools around us,
west and southwest and northwest, men and women who, having
caught the Chicago spirit, are carrying it into these
institutions all over this land.

It is the work of our graduates that we cannot
reduce to figures that stir our hearts to the greatest
enthusiasm. On the contributions that our men of science
and our men of literature, our historians and our
sociologists have made to the literature of the world,
we have no figures, but I know that when twice in our
history we have endeavored to get simply a list of those
publications it has required on each occasion a thick
octagonal volume simply to print the titles of these
books that have been issued by the members of our faculty.

I know that among these works are the leading
To the work of our predecessors, men still over the world today who have captured the love of truth which is communication at the University of Chicago, collaboration in an institution which grants itself to every one of these processes separate.

Freedom of research, teaching, and publication we have seen not only into the immediate say of the region new men, who seek in the various contests of civilization Society put especially, have we seen as I set a moment ago, into all these socio-economic and social and political obstacles, I mean to Chinese society the originating into these institutions all over the land.

If to the work of our predecessors that we cannot reference to times that arise out of these processes to the greatest extent. On the contribution that our men of science and our men of literature, our philosophers, and our sociologists have made to the interests of the world we have no figures, but I know that many times in art of those publications it was a kind of more occasion a shock of conscience volume simple to print the titles of these books that have been banned by the members of our faculty. I know the more these works are the better.
works in many of the sciences, and that great contribution
to the world's knowledge never would have been if this
had remained a college; it never would have been if
Dr. Harper had not had the courage to incorporate the
idea of research into the very heart of the University.
This also we are proud of.

But we are most proud of something that is still
less tangible, still less reducible to figures -- the
spirit that pervades the faculty and the Board of Trustees
and in large measure the student body. I have characterized
it already, and I cannot perhaps in more accurate language
describe it than as that ineradicable love of truth, that
determination to find it at any cost and to follow it
wherever it leads.

We humbly believe that as a university -- we speak
not now as individuals -- we have had something to do in
the last thirty years in making that the characteristic
note of the universities of America, and we thank God for
the privilege that we have had in thus making a contribu-
tion to the higher life of our country.

Now, Mr. President, I think it may be appropriate
for me, speaking to this company, to say a few words
especially about the Divinity School. Some of you per-
haps are aware that the Divinity School is the oldest part
work in many of the sciences and that great contribution to the world's knowledge never would have been if the Harvard had not had the courage to incorporate the idea of research into the very heart of the University.

There ase we are going to

But we are most proud of something that is still

Lee's scientific, still Lee's technical to leisure -- the spirit that barnes the faculty and the Board of Trustees and in large measure the student body. I have characteristics it seems as that interest in pure or equal aspects of each, that education to hard at any cost and to follow it wherever it leads.

We proudly declare that as universtity -- we speak
not now as ambitious -- we have had something to go in
the last century and in making that the characteristic
note of the universities of America, and we thank God for
the privilege that we have had in making a contribution
from to the higher life of our country.

Now Mr. President I think it may be appropriate
for me to express to the company to say a few words
especially since the Divinity School is the oldest part
of the University, twenty-five years older than the rest of the University. I referred just in passing a moment ago to the fact that it was the calling of President Harper to the presidency of what was then supposed to be a college that resulted in bringing the Divinity School into the University, because it was a matter of conscience on the part of Dr. Harper that he could not be connected with an institution which did not incorporate as a large part of its work the teaching of the Bible. He said, therefore, "I cannot be in an institution that is not practically a theological seminary, and we cannot put up here a theological seminary in competition to the one that is already here," and the outcome of that was that the Divinity School, which had been founded originally in Chicago and then moved to Morgan Park, was brought back to Chicago to become a part of the University. It came in by contract, a contract it retains, and it still retains its own Board of Trustees made up entirely of members of the Baptist denomination, but the Divinity School is an integral part of the University and is conducted on the same spirit and principles on which the rest of the University is conducted.

Now, what about the work of that school? Again it is possible for me to touch only upon certain high points.
of the University. Today I want to report on the last
part of the University. I referred last to the retiring of President
Harper and the presentation of what was then supposed to be
a college that resulted in merging the Divinity School
into the University because it was a matter of concurrence
on the part of Dr. Harper that he could not do connected
work with an institution which did not incorporate as a leader
part of the work the teachers of the Bible. He said
therefore, I cannot be in an institution that is not
protestant a theological seminary and we cannot
be there a theological seminary in competition to the
one that is elsewhere here, and the outcome of that was
that the Divinity School, which had been longed officially
in Chicago and gained many to Morgan Park, was dropped.
It probably Chicago to become a part of the University. It
came in by contract a contract to listen and it still
rests on the part of the Board of Trustees make up authority of
members of the Baptist denomination, the Divinity
School is an integral part of the University and to
consecrate on the same spirit and principles which the
latter part of the University is conducted.

Now, what about the work of that school? First of all,
But let me mention to you simply a few of the names of the men, men that you all know or have known, who have been connected with this Divinity School and have given it to its character;

William Rainey Harper, who in addition to all the burdens of the presidency did full work during his whole lifetime as a teacher in the Divinity School and who almost as the very last of his public acts taught a class in the Old Testament in the University and went back from that classroom to his bedroom, there to remain until death took him:

George W. Northrup, whom many remember today as the greatest teacher they ever knew:

Gilcher Anderson; Eric R. Hulbert, to whom I personally owe a debt greater than I can ever pay;

Charles R. Henderson, prince of men, of international reputation and of international power, the idol of the University, the most influential man in its faculty; and Shaler Matthews.

And now, when I speak of living men, I shall omit the eulogies and let their lives pronounce them; the two Smiths, Gerald B. and J. M. B.; Edgar Goodspeed, Theodore Scares, and others whom I might add, but I will stop with these that they may simply suggest to you the type of men that have made the history of the
But let me mention to you simply a few of the names of the men you will know or have known who have been connected with the Divinity School and have given it to the community.

William S. Harper, who in addition to all the pursuits of the professorial life tall work outside the college in the interests of the church and world.

It is interesting to the very least of the public to note a change in the O'Day Testament in the University and what office in the O'Day Testament in the University any want back from that classroom to the pulpit.

With great thankfulness.

George W. Merriam, whom many remember today as the best teacher they ever knew.

Officer Anderson, Hal Parker, whom I was brought too.

By courtesy now as a great scholar than I can ever be.

Charles R. Hazard, the prince of men of international reputation and of international power, the head of the university, the most influential man in the faculty, and speaker of the nation.

And now, when I think of living men I think of

the sculptor, and not least these prominent : the two scientists, Gerald H. and J. M. B. Keightley.

I have the pleasure of telling you that these men simply belong to you the type of men that have made the nation of the
Divinity School.

I will only say, however, what I am sure my eminent predecessor will endorse, that these men have from the beginning made themselves a power not only in the Divinity School but in the University, and by the share which they have taken in its whole life have given to religion a place of power that it might not otherwise have had in the University. And I want to add that to the best of my knowledge there is no American university in which there is a Divinity School and where the Divinity School occupies a place of such influence and of standing among the schools of the university as is true of the University of Chicago, and if that is true, as I believe it is, we owe that fact to the influence of the men whose names I have read to you.

The men of the Divinity School have not been exceptions to the general rule of the University in respect to productivity. They have issued in these last thirty-two years of their own authorship 215 volumes. They have edited three journals of wide influence in the field of Biblical and religious study. One series of books edited by the members of its faculty has reached fifty volumes and on this there have been published a total of half a million copies.
Divinity School

I will only say, however, what I have

suggested before. I will choose, first these men have

from the beginning made tremendously a power not only in

the Divinity School but in the University, and by the

sphere which they have taken in the world. These have been

able to take a place of power that might not otherwise

have been in the University. And I want to add that to

the extent of my knowledge there is no American University

in which there is a Divinity School and where the Divinity

School occupies a place of such influence and of standing

among the schools of the University as it does at the

University of Chicago, and if that is true as I believe

it to be, we owe a great debt to the influence of the men whose

names I have read to you.

The men of the Divinity School have not been

exceptions to the general rule of the University in

respect to productivity. They have been in those

first thirty-two years of their own University's

life. They have helped form the essence of the influence

in the field of Biblical and Religious Study. One names

of books that by the Members of the Faculty have

reasonably firmly emerge and on which they have been built.

In a sense of all the million volumes.
The Institution of Sacred Literature, which is practically the University Extension Division of the Divinity School, established by President Harper before he came to the University and brought here as a part of it, has been carrying on in a quiet way now for the whole history of the University a kind of university extension work in reference to the Bible and religion. For years it has never had less than three thousand pupils, and last year it had nine thousand, nine hundred, a work which the faculty of the Divinity School do without compensation to themselves except for the joy of doing it.

But it is not simply books or things that can be put on white paper that the faculty have produced. There are today in a hundred theological schools of America one hundred and fifty former students of our Divinity School. When one thinks of the multiplication of the influence of the School by the presence of these men in other theological schools, he gains some impression of the extent of the influence of the school. Several hundred of our former students are today teaching religion in the various colleges of the country. Several hundred of them are occupying positions of great responsibility in the foreign fields, and if I had time I should like to tell you, as it is impossible for me, of course, to tell
The Institute of Sacred Literature, which is

president the University, Extension Division of the

Divinity School, established by President Harper. Pears

He came to the University and proposed here as a part of

it, we have arrived on in a direct way now for the whole

prerogative of the University. A kind of University extension

work in reference to the Bible and Religion. For avarice

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last year it had nine thousand, the President's work which

the faculty of the Divinity School do without compensation

and

for themselves except for the few at home. In

But it is not simply books or reference texts, but

The best way to know that the faculty have background and

see today in a number of theological schools of America

one hundred and fifty former students of our Divinity

School. They come thence at the multiplicity of the

influence of the School on the progress of these men in

other theological schools, as gaining some impression of

the extent of the influence of the School. General

the extent of our former students the today teaching religion

in the various colleges of the country. General funding

of them in academic positions of great importance.

in the various latest and if I had time I would like to

tell you as it is important for me to continue to tell
you, something of the work which these men are doing for
the uplifting of foreign civilization over in Japan and
China and India.

Nor is there time for me to speak of the work of
the men who have gone out from this School into the
ministry. If I were to read you a list of the churches
in which these men are now preaching the gospel, I should
include in that list a very considerable number of the
leading Baptist churches of the United States.

And as I tell you this story, will you not agree
with me that the Baptists of this region did well when
fifty-seven years ago they established here in Chicago
what has become the Divinity School of the University of
Chicago? Will you not agree with me that they did well
when, in response to the practical invitation of President
Harper, they decided to incorporate that school which was
in Morgan Park in this new University? Will you not agree
with me that this Board of Trustees did well when, de-
liberately and after serious thought, they decided that
that Divinity School should have the same measure of
freedom in research and in teaching and in publication
that belonged to all the rest of the University?

I at least, speaking now for the University and
in no sense for myself, believe that the Baptists of this
you sometimes of the work which these men are doing for 
the uplifting of native civilization over in Japan and
China and India.

Now it is time for me to speak of the work of
the men who have gone out from this school into the
ministry. If I were to read you a list of the names of
which these men are you please the Bachelor I should
include in that list a very considerable number of the
Presbyterian Churches of the United States.

And as I tell you these stories, will you not savor
with me the progress of the Baptist at the region's bright 
with seven years ago this past anniversary here in Chicago
what has become the Divinity School of the University of
Chicago? Will you not savor with me that they have who
men in response to the diplomatic invitation of President
Herbert Flew Herschel to incorporate that school which was
in Mortimer Hall in the new University? Will you not savor
with me that Mr. Head of Trustees had well when he
instructed and other sections through the teaching of
that Divinity School should have the same measure of
freedom in research and in teaching and in publication
that be denied to all the rest of the University?

I say jests, depending now for the University and
in no sense for myself, believe that the Baptists of the
region have written a chapter of history of which their 
descendants will never be ashamed and which is calculated 
to be a stimulus to the Baptists of all other parts of 
the world, and in the presence of my Methodist brother, 
Mr. Swift, I will not say anything about what the influence 
on other denominations should be.

Now, what about the future, for that interests us 
all more than the past. I say us all because even young 
Dr. Goodspeed, and I prefix no adjective to my own name, 
and Mr. Judson have not yet reached the point when we look 
back upon the past and dwell upon it with delight and 
forget the future. We are all of us young enough still 
to be far more concerned with the future than with the 
past.

One thing I want to say first of all we emphasize. 
The University of Chicago, under the leadership of those 
men whose names I have mentioned to you tonight, and 
especially under the leadership of President Harper and 
President Judson, had laid foundations on which a future 
generation must build greater things or utterly fail of 
the trust that is laid upon them and the opportunity that 
is set before them. To do great things in one generation 
is not to release the next generation from the obligation 
to do greater things. It is to lay upon that next
The University of Chicago, under the leadership of President Hutch and especially under the leadership of President Curran, may lead the nation in a time of which I have been speaking. May I be permitted to end by saying that the great prize to the future generation is another generation of men who will build a magnificent foundation from which to launch the national genius toward the future. To be perfect, to be perfect, to be perfect.
generation the obligation to surpass the past. We do not honor those of the past when we say they have done enough; there is nothing left for us to do. We do but show that we are unworthy sons of our fathers. Therefore I speak no word of disrespect when I urge the University and all who love it to press on to greater things than are past. I speak in the name of the past and on the basis of the foundation which those of the past have laid.

I have had occasion in the last few months to give serious study to the question of what our policy for the future should be, and one thing that I think is irrevocably decided is this, that the great features of that policy which were determined at the beginning and in the early years shall never be changed. We have built on that policy. It is that which has given us our greatness. We will never repudiate it.

Another thing that we have to say about the future is that we have reached the point where our ambition will no longer be for greatness in the sense of size, but for greatness in the matter of quality. We have fourteen thousand students in the course of the year, perhaps half that number at any given moment. How much benefit to the United States of America do you think it would be for us to increase that number to fifteen thousand at any sacrifice
exempt in the name of the best and on the peace of the

consideration which turns on the least have first

I have had occasion in the last few months to give

sermons enough to the discussion of what our Bonfils for the

future supply, and one thing that I think is the most

essential in the future is the great lesson of that Bonfils

which were determined at the beginning and in the early

years of the first paper have been given us our Bonfils;

I mean the word with which we have been given us

Bonfils. We will never depart from it.

Another thing that we have to say about the future

is that we have learned the points where our ambition will

no longer be for Bonfils in the sense of ease but for

Bonfils in the matter of dignity. We have learned

especially to reject to the course of the year, perhaps that

great number of any given moment. How much better to the

United States of America do you think it would be for us

to increase that number of fifteen years ago to our existing
whatever of quality or without any improvement in quality? The benefit, if any, would be insignificant, and it might actually be a loss.

But what do you think would be the benefit to America if we could lift the quality of that education a little this year, and a little more next year, if we could go on doing what we like to believe we have been doing for thirty years, making a contribution not so much to the quantity of education here in the west as its quality? Any increase in quality, any improvement in quality, will be worth more than almost any possible increase in numbers.

Perhaps there are some among you who have the impression that American education is the best there is in the world. Mr. President, I have not told any stories; I am going to stop to tell you one. I was in India some years ago, and you know, of course, that the education of India was built for it by England. I was visiting a college in the southern part of India, and, knowing the sentiments of my English friends about educational matters, I put my question very gingerly, but I did venture to say, "Mr. President, do you find that British education is well adapted to India?" He bristled up immediately and said, "There isn't anything better in the world, is
whatever or duty or without my Improvement

dutiful. The penalty to whom be inflating

and it might even be a joke.

But want do you think would be the penalty of
America if we could fill the duty of that abstraction
a little bit more and a little more next year? If we
could do as that what we like to believe we have been
gone for thirty years, making a contribution not so
much to the duty of abstraction here in the west as
the duty? To the pleasure in duty in the improvement
in duty that will be worth more than any other per
increase in numbers.

Perhaps there are some among you who have the
impression that American abstract is the best there is
in the world. Mr. President, I have not often said
in this speech, and you know, of course, that the abstraction
of ideas was built into the English, and knowing the
collese in the country part of India, and remaining the
sentiment of my English, I think abstract is
not a "Mr. President, do you think that British abstraction
is well adapted to India? He profited as immediately
and said, "There isn't anything better in the world."
there?" And I suspect there are some Americans who have the impression that there is not anything better in the world. Quantitatively, I think perhaps we do surpass all the countries in the world except Iceland and Japan, but relatively, making no comparisons, all of us who are really in contact with education know we are far below the standard of quality that we ought to attain and must attain if we are to meet the responsibilities of America in reference to any phase of the life of the world.

The next duty for any institution that faces the real facts of the case is a serious endeavor to improve the quality of education, and to that we have consecrated ourselves without reservation. It may be that numbers will increase; it may be that they will decrease. It is a matter almost of indifference to us provided only we can attain our ideal of moving on to better things.

Another thing that is not likely to be changed are the things which I have already referred to in respect to the constitution of the University. Three-fourths of the Board of Trustees must henceforth be Baptists. The restriction upon the denominational character of the presidency has been removed. That was the result of twenty years of discussion and thought.
therefore. And I expect there are some Americans who have
the impression that there is not anything better in the
world. Certainly, I think perhaps we can improve all
the countries in the world except Iceland and Japan, but
relatively speaking on competitiveness, if of us who are
relatively in contact with abstraction know we are less
to tell, it is the amount of stupidity that we are trying to
attain if we are to meet the competition of America.

In reference to any phase of the life of the world
the next duty for any information that can be the
least facet of the case is a serious matter to improve
the quality of abstraction, and to that we have committed
ourselves without reservation. It may be that number
will increase; it may be that they will decrease. It
is a matter of interest of information to us knowing only
we can attain our goal of working on to better things.

Another thing that is not likely to be obtained
are the changes which I have strongly recommended in
repeal to the constitution of the University. There-
more of the Board of Trustees that none of the
president. The reorganization upon the denominational
charts of the President of the University and his
are the seats of twenty years of observation and thought.
The decision as eventually reached was reached most deliberately, most generously, most heartily. There is no probability that that will ever be changed, and that means that the Baptist denomination will have for all time to come probably the responsibility of administering the University insofar as that responsibility is conveyed by three-fifths of the Trustees being Baptists, but the responsibility, let me remind you, of administering it in accordance with those principles of freedom which have already been made an integral part of the life and policy of the University. These things are not likely to be changed.

One thing I believe will be changed. The University is not, in my firm conviction, at the climax of its history. There are still greater things for them to accomplish, and as I said a moment ago, there rests upon it the solemn obligation to accomplish greater things than have been accomplished in the past. The emphasis will be laid upon quality, and that emphasis will be applied to all divisions of the University.

You know, perhaps, that we have today a graduate school of Arts and Literature, with its thousands of students, a graduate school of Science, two Medical Schools, a School of Law, a School of Education, a
The depression as exemplified by the loss of work opportunities, most commonly, most persistently, in no property that part will ever be occupied, and that means that the Federal Government will have to take time to come property the responsibility with the same.

Let me remind you of the convention of the Trustees. The responsibility of the Trustees is with the principles of freedom which have seriously paved an interest part of the life and bottom of the University. These principles are not likely to be changed.

One thing I believe will be changed. The University is not, in my firm conviction, of the order of the profession. There are still greater things for men to accomplish, and as I said a moment ago, there is no question if the college objective to accomplish, greater things will have been accomplished in the past. The University will be faithful toward duty, and that University will be applying to all advantages of the University.

You know, perhaps, that we have today a graduate of the School of Arts and Letters, with the philosophy of another graduate of the Graduate School of Education, two M.A. in Education.
School of Theology, a School of Business, a School of Social Service, and three colleges, the College of Arts and Literature, the College of Education and the College of Business. I do not know that we want to add to any of those features of the University, but I do know that to every one of them we want to apply this policy of improvement. We want to make the best possible type of college that can be made in America.

I must not stop to discuss it. If I begin, you will not get away tonight, there is so much to be said for it, but I believe that America faces today a somewhat serious situation in reference to its colleges, created by a multiplicity of causes, which challenges us today to find a better way of educating our college students than has yet been found for this day and situation.

"Well, of course, if we are not going to grow bigger we do not need any more money!" Oh, yes, we do. I wonder if you ever compared the cost of taking an old house and making it better with the cost of adding a wing to it. I suspect that the first considerably exceeded the latter. We have gone into this matter with great care, and I think I may venture to tell you one thing that Mr. Swift did not, because I am younger and
School of Architecture, a School of Business, a School of Education, and three colleges: the College of Arts and Letters, the College of Education, and the College of Engineering. I do not know that we want to add to any of these colleges. I do not know what the University is for, but I do know that of those lessons of the University, put to apply the bottom of emphasis. We want to make the best possible type of college that can be made in America.

I want not stop to discuss it. If I began, you will not get away from it. There is so much to be said. Will not get away from it. There is so much to be said.

For it, but I believe that America needs today a college that can be a multiplicity of courses which will allow for a better way of education and college entrance than we have been looking for these years and for the years to come.
less cautious than he.

A year ago the heads of the various departments
of the University sent down to me in my winter vacation
in North Carolina statements which they had prepared
about the needs of their several divisions of the
University, and they had reduced these needs to figures.
I added them up; apparently they had not dared to. I
had to. And I found the total of those figures considerably
to exceed the total resources of the University. In other
words, not to make a bigger university, but to make a
better one, as much better as we could in the way this
University ought to be, demanded two dollars for every
one that we had, and then a little more besides.

We are not now asking the public for sixty million
dollars; we are in fairness telling them if it gives
what we ask we will keep on asking until we get the sixty
million. But the thing we are asking for today is
seventeen million and a half for the needs of the University
at large and a million for the Divinity School, and that
represents the hard pan of absolute necessity.

How can it be? Just let me give you one or two
examples. We have a department of chemistry called the
Kent Chemical Laboratory which was built thirty years ago
and which was one of the finest and best in the country
A real test of the heads of the various departments of the University went down to me in my winter vacation in North Carolina. Statements which they had prepared at the lowest of their several divisions of the University, and they had leaped these needs to charges I have read and I am sure the cost of those figures communication prepared to make for the same". But to make a double university, and to make a better one, as much better as we can, in the way the University ought to be, is something I have always been pat in what we had and for a little more patience. We are not now saying the profits of sixty million dollars. We are in利息的 falling form. But if there is no six million, we will keep on saving until we get the sixty million. But the thing we are saving for today is seventeen million and a half for the needs of the University. An example, we have a department of anthropology called the Kent Committee, Peabody, which we put in strictly keep, and next week we may make one of the finest and best in the country...
at that time and which was perhaps four times as big as it needed to be for the immediate future. It is just now about fifty per cent of what it ought to be, not to take care of the needs of the future, but of the needs of today. And what exists in chemistry is true in physics and mathematics. It is true in modern languages. It is true in the history of the social sciences, it is true in the school of education, it is true in the colleges, and stern necessity demands of us that in the early future, if we are not actually going to go backward, we must build eleven million dollars worth of buildings.

But what about the other six million and a half? Well, it is thirty years since Dr. Harper gathered together that faculty into which he brought as many of the great men of the country as he could bring, and thirty years makes men a little older and it draws them nearer to that day when the University says they must retire. With what sort of men are we going to fill their places? With men that we could get at the salaries that were given them thirty years ago, when a dollar was worth a dollar instead of being worth fifty cents? Or shall we bring to their places men equal, or if it be possible, superior to them in eminence?

Of course, you know that any other policy than
at that time and which we perhaps your time as well as
it is that now
sentence to do for the immediate future. It is just now
suggest that we can do what it ought to do, not to take,
care of the need of the future, part of the need of today.
And what existence in spasm is time in physics and
metaphysics. It is true in modern psychology. It is true in
the physics of the social science. It is true in the
school of education. It is true in the college and
society necessity. Some of us will in the early future,
if we are not absolutely going to go backward, we must
put in seven million dollars worth of scholarship
but what about the other six million and a half?
"Well", it is thirty years since Dr. Herbert Gendreau
took over that foundation and who is going to found it
and what foundation it is going to be founded as many as
in thirty years make even a little older and it gives them
never to that has been the University ever seen that
never with what sort of man we want to fill their
places? With men who can put at the center their
 Colt a history of getting worth with center. Or what we
bring to great places men should or if it be possible
excitement to them in eminence?
Of course, you know that any other lotion they
still seeking the ablest men in the world is fatal to the ambitions of the University and is fatal to its future, and therefore we are asking for six million dollars -- it ought to be twelve but we have pared everything down to the minimum -- we are asking for six million dollars in order that we may pay three hundred thousand dollars a year more in salaries. We have already added seven hundred thousand dollars to the salaries of our staff in the last few years to help to meet this situation, but it must take another three hundred thousand at least to put us in a position to make even a little effort to make a better University.

Dare I in this presence say frankly what I hope for the University? Dare I in this presence say what the ambition of Mr. Swift and of the other members of the Board of Trustees is? I will put it modestly when I say that it is our ambition that this university standing here in the center of the country shall meet to the utmost of its power the opportunities and responsibilities laid upon it. That is putting it modestly.

Let me tell you how I really put it in my heart. It is our hope, it is our ambition, that this University shall be in the near future a better university than exists upon the face of the globe today. (Applause)
still seeking the place men in the world to fall to the supermarket or the University and to fall to the future and therefore we are seeking for six million dollars. It must be done some way. We have been searching down to the minimum we are seeking for six million dollars in other that we may pay these numbers coming colleges are eager more in earnest I want them to have a policy and have some way to meet this situation and it must take another three numbers coming at least to put us in a position to make even a little effort to make a better University. That I don't the pleasure seen plainly what I hope for the University. That I don't the pleasure seen may be the savior of R. Smith and of the other members of the Board of Trustees yes I will put it modestly when I say that if is our ambition that the University shall be the highest center of the community and the greatest part in the career of the students and in the community, and the highest part of the power of the opportunities any remarkable idea when it is butt in modesty. Let me tell you how I really put it in my heart. If the ambition it is our ambition that the University shall be in the near future a better University than exists now the face of the globe today.
Where can any other kind of a university meet the situation which we confront? We shall fail of our opportunities, we shall fail to meet our responsibilities, we shall fail to do our duty if we do not at this hour, following the precedent of our noble predecessors, lift this University to a higher plane of quality, not of size, than is occupied by any university in the world today, and when we do this, then, my friends, we shall be serving not Chicago only and its ambition for bigness, not this western country only and its broad prairies more and more filled with people, not the United States of America only, but, as we have been for the last thirty years, we shall be serving the world.

I am speaking tonight to a company of Baptists, as a Baptist to Baptists, grateful beyond words for what the Baptist denomination has done to make this great University of Chicago. I am asking myself as a Baptist, I am asking you as Baptists, what is your share in this? I shall not say to you, "You ought to give us the seventeen million and a half," I mean all of it. We shall welcome whatever contributions you wish to make, but I should like tonight to call your special attention to that Divinity School which has made such a record, as I have repeated to you tonight, and which faces with the rest of the University
Where can any other kind of a university meet the
attention which we command? We are full of our own
possibilities, we are full to meet our requirements.

We are full to go out and if we do not at this point
follow the precedent of our noble predecessor, this
in the university to a higher plane of dignity, not of
these, these in connection with university in the world to
gain and mean, we do this, then, my fellow, we are
saved not because only and the ambition for knowledge
not the welfare community only and the good prudence
more and more filled with beauty, not the University
of America only, but as we have seen for the last thirty
years, we are saved by saving the world.

I am baggage, torn by to a company of deputies as
a deputy to deputies, earnestly paying working for our
part in the university community and gone to make this great
University of Chicago. I am seeking myself as a deputy
as I am seeking you as deputies, what is your place in this
I shall not say to you "you ought to give me the seat
million and a half" I mean full of it. We all welcome
whatever contribution you wish to make, but I enjoin this
ought to call your especial attention to that dignity
school which has made many a record, as I have begged to
you to forget, and mope least with the rest of the university
an unsurpassed opportunity for service, and I should like to ask you whether you do not want to take a large part at least of the million dollars that will make that part of the University fit to stand alongside of the rest of the University.

Mr. President, I thank you more than words can express for this opportunity which you have given to us. Perhaps we have used it too frankly. Perhaps I have told you too fully what is in my heart, but it is not often, you know, that I can inflict myself upon such a company of Baptists as this, and if I have spoken too much I crave your pardon.

(Applause).
an nurenessse opportunity for service, and I awont
like to say you willfet you do not want to take a
large part at least of the million college that will
make part of the University fit to stand stronge
or the rest of the University.
Mr. President, I thank you more than words can
express for the opportunity which you have given to
me. Perhaps we have need of too trinkin. Perhaps I
have done you too little what is in my power to do.
not after you know that I can thing what you
know a company of Baptists as fine, and if I have
spoken too much I cleanse your pardon.
(Applause)