He was willing to become president of the new college. He mentioned that the new college should be a U. in fact as well as name and morale but it should be a U. of a new kind. His ambition at that point in time was that he was not interested simply in making me more college or artist. Just like many that already existed he wanted an institution that started new things—brain new habits, set new precedents, open ways for others to follow.

Specifically this policy for Harvard includes:

1. The inclusion of graduate schools in the arts and sciences.

2. An emphasis on research as a faculty initiated function.

3. The selection of men of exceptional ability—merit over men and not what he wanted.
1. The large number of students going to high school and college.
2. The increasing complexity of life in America - a. The conflict of classes.
   6. The broadening and increasing intimacy of international relations.
   5. The increasing influence of women.
     a. What is a college course for?
1) To gain knowledge.
2) To have among the time.
3) To learn for appreciation.
4) To acquire social habits.
5) To acquire appreciation.
6) To find one's place in the world.
To fix values - one's habits + attitude
to learn, think, teach.
2. Who ought to go to college?

3. Who ought not to go to college?

4. What ought our colleges to do for their students?

a) Discriminate among them.

In Wm. Leale, Mr. Lefr. Scudder.

College course not an intellectual

b) Emphasize personality,

character - not mass education

c) Deal with student

as individual.
DR. NORMAN BRIDGE.

By

Ernest D. Burton

The life of Dr. Bridge is well calculated to give comfort and courage to all who love their fellows and are interested in the race and in its development in America.

One is tempted to call it a typical American life, yet it is typical, not in the sense of being an average life, but in that of illustrating the best possibilities of American life. Born of a family, like most American families, without special distinction, with no more than average educational ambition or educational achievement, - without himself having had any exceptional educational opportunities, he became an unusually and an exceptionally successful man. Of rather early delicate constitution, in middle life he acquired a disease which is usually regarded as a sentence of death, but snatched victory from threatened defeat, lived for nearly thirty-five years longer, achieving in those thirty-five years marked success in several different lines of work.

Without inheritance of wealth or any appreciable ancestral contribution to his means, compelled to pay the cost of his education, as so many American boys have done, by his own labor, always giving himself freely to patients who could pay little or nothing, so modest in his ambition for wealth that in middle life he looked upon $25,000 as the utmost limit of his hopes or desires, he yet became before his death a man of large means.
The life of Dr. Bridge is well calculated to give one
and confidence to all who love their fellow and the intercessor
in the race and in the development of America.

One is tempted to call it the principle of American life, yet
it is so palpable, not in the sense of paint on a marble, but in
one of a family. Like most American families, without
special distinction, with no more than another advantage
in occupation or occupation's accomplishment without
precluding opportunity or opportunity's accomplishment, one becomes
and acquires objectivity and objectivity's accomplishment, as becomes an
citizen, with the citizen's privilege and the citizen's privilege
what it really signifies as a condition of health and stability
one becomes one's own security and Thayer's of the health
ones adjustment and one's own security and Thayer's of the health.

You have learned, concisely, to choose the health-alive way.
which he had acquired, not by charging his patients exorbitant fees, but by a successful business career entered upon late in life. With the apostle Paul Dr. Bridge could say, "I know both how to be in poverty and how to abound."

As one looks back over this typical American life, one is impressed with several facts about it.

Dr. Bridge lived a full life. He had an exceptionally Dr. and happy home life. I am sure all who knew/Mrs. Bridge share my feeling that their marriage was one of those great successes that mean so much for happiness to both husband and wife. The relation of Dr. Bridge to his own mother and Mrs. Bridge's mother, both of whom made their home with them for years, was one of rare perfection -- quite ideal.

He had a very useful professional life, both in the days before 1891 while he was practicing in Chicago, and after that time, when he divided his time between Chicago and California.

He was an efficient and successful teacher.

He was a public-minded and useful citizen, serving the community in various relations and always concerned for its welfare.

He was an author both of medical works and of others of a more general or literary character.

When he acquired wealth he determined to use it largely in the promotion of education, and gave not only his money but his intelligent and sympathetic cooperation to the building up of educational institutions, notably of the California Institute of Technology and the Medical Schools of the University of Chicago.

He was a man of genuine religion, simple, undogmatic, but deep
He had a great gift for friendship and made for himself a large circle of warm friends. The last chapter of his autobiography is devoted as the climax of his story to his friendships and the place of friendship in life.

This was a typically, almost ideally American life—a life as might perhaps have been lived in Europe or Asia, but certainly is more characteristic of America than of any other country—a quiet life without great and spectacular events or achievements—a gentle life without bluster or boasting—a heroic life that faced difficulties not without some measure of native timidity but with growing and in the end triumphant courage—a full life, full of faith, full of friendship, full of achievement, a life that rose from small beginnings to great accomplishment and the greatest of these a beautiful personality, worthy of the emulation and the perpetual remembrance of us all.

-----oo0oo-----
He has a great gift for friendship and was a fine man.

The last chapter of life entered a large circle of warm emotions. The last chapter of life entered a large circle of warm emotions.

Perhaps it is not so much the action of the events in life as the feeling in life that is the issue, and the place of friendship in life.

This was an extraordinary, almost mysterious American life. This was an extraordinary, almost mysterious American life. This was an extraordinary, almost mysterious American life. This was an extraordinary, almost mysterious American life.

And each a life as quiet as others have been lived in Europe on the other continent—a quiet life without great and expectation and other ambition—a quiet life without planning or purpose. And yet—A hero is that seeks attainments not without some sense of waking humanity and with knowledge of triumphs over a fatal fate, of lives that have small triumphs over a fatal fate, of lives that live from small attainments to great accomplishments and the crossing of space, a peculiar personality, marked at the emperor and the

bureaucrat remembrance of his will.
December 30, 1924.
Chicago Club
Ernest D. Burton.

Some years ago the University of Chicago had occasion to formulate a motto which might be inscribed on its coat of arms and express succinctly its spirit and aims. Many suggestions were made, and there is still a friendly controversy as to who really proposed the motto that was finally adopted. But we have it, and it consists of four Latin words: Crescat scientia, vita excolatur, which as you doubtless know, means, "Let knowledge grow, let life be enriched". That is really the motto of all modern universities -- only we were fortunate enough to have classical scholars who had caught the spirit of the university and could put it into four Latin words. Crescat scientia, vita excolatur.

To speak in the terms of business life these are the dividends which a modern university pays, the increase of human knowledge and the enrichment of human life, and it pays these to anybody who will prove his capacity to carry them away.

It accomplishes its ends chiefly in three ways -- by research, instruction, and dissemination. Each of these has its importance and each might at appropriate times be emphasized. But that which is most distinctive of the modern university is research, and it is of this that I want first to speak today.

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
Some years ago the University of Chicago and occasion

Some years ago the University of Chicago and occasion

to commemorate a motto which might be interpreted in the case or case

and especially significant the spirit and aims. Many institutions have

were made and these ideas are still in the tradition, I am glad to say, of those

are really working the motto which was first adopted by us as to which

If, and if necessary, we might have knowledge, to bear knowledge and

are working the motto which we first adopted as to the

 execution, which as you can learn, we can," it recognized them.

as the motto of the modern environment. Only we were fortunate enough to have an

opportunity to the spirit of the modern environment and

both it into our hearts. We need a better knowledge of science, and an execution.

To speak in the name of humanity. We choose all the

understanding which a modern environment, but the presence of

knowledge and the environment of humanity, and if by these.

to recognize what will prove the capacity to carry on will

It is to the knowledge that is made possible by the science and the

learning, interaction, and accommodation. Keep of these, and the

importance and deep sense of the environment of the modern environment.

that which is most gratifying of the modern environment to know

sense, and it is of this that I want first to speak today.

Speaking at the present of the unknown. It is the to-

subject of some science — known few, known accurately in a modern

capacity to explain the form and the nature of the letter

a manner we have come to use correctly, can any letter become a letter.

He is not, and to a certain degree, and keep firmly in mind some
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 re-
sult 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 differ-
ently from himself and became a linguist. He wondered what lifted
the heavy lid of a teakettle and invented the steam engine, and steam-
ships 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 fol-
lowed 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 rail-
He seeks to please a wife and a partner and a supporter. He tries to please a writer and a reader and a person to make a place to appear in and a person to influence and become a pulitzer to make a place to appear in.

But more than some people may in certain areas of activity,

find authority and gain in many greater incentives to broaden them.

Phrased another way, all men are cut, placed in this decade like

great giant footnotes, the money. But if they're insubstantial

concrete copies that have become definitive. Perhaps we might even

gain the general statement that the lack of passion in the scope

of civilization is preparing for the knowledge of spirit authority.

Knowledge is the produce of researchers and researchers is largely the to-

suit or make, insubstantial authority. May looking up into the sky

and can there to any essentially become an antiquity. He looking

across the sea and wandering ways not there and ceremony as explorers

and ecologists. He wandering what make the looks so astonishing

and down in years and passage a ecologist. He met a man who

fanage pe can not endear, wandering who he feeling so Hitler.

antiquity Atom's time and became a important. He wandering what filling

the headbend of a ecologist and innovating the seam anting and seam-

ship took place of ending aperus, and the land became conscience

with limitation. Franklin wandering whatever the thief of ignition and

the eighth of the leash of kindling mantle and speed for-

some to the face of this authority and the realization if the realization implications

and innovators in the light of evolution.

If necessary in the water of innovation, continuity in the

water and after the letter innovations the map or communication improves.

Modern researchers have been anomalous to the human

race. If the civilization the participants of life, if they belong to the

community and innovation.
road, the telegraph and the telephone, the radio and the wireless, anaesthetics and asepsis. It has multiplied the earning power of men by from 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 meligible incidents among civilized peoples. In 1891 there were 1997 deaths from typhoid fever. In 1923 with double the population there were but 56 deaths. It 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 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
The telephone and the telegraph were revolutionary inventions in the 19th century. They multiplied the scanning power of men and women within a century. Perhaps some of you notice in the Atlantic Monthly Fiction an article entitled "Wanda's Memory of a Nightly-lore." If you have you know that one part of the frame and the

percentage of modern research. Make your choice in the conformation in the young in an exact sense, and this year in an

abstract in a vivid illustration of the progress of the researches and the

within the ideas of one man. Research and teaching and the

body and hope for better chances from the generation to generation of

some of the following decades. In 1952 these are 1959 genera from the

body and hope in 1952 with hopes the expectation frame and yellow none

be green. It was experimental room and yellow none

three season and it in the way to paint frame from the earth. With

the last years of the more numerous in the study of science. I have

made the research that this science of the Athenian will be extinct.

in the center of the physics and the economics. We have

worry in the center of the physics and the economics. We have

research that there are programs of human life, policies, society

and inventories that call these as long as we go to the frame

of physics and computer and disease and that the study of these

is done as experiment as the inaction of the background of physics. The

indeed it has come to recognize the physics of the background

in the sense that there in the form of some of the background of

these are not experimentally of simply from the above frame

expression for the good of the race, and that important as it is to

see how the processes and organizing frames, it is quite as important

that there were found in the many miles ago to learn how to live efficiently.
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 enrichment thought, and the consequent of human life.

Astronomy helps the sailor to sail his ship, and gives us methods of reckoning time that have enormous commercial value. 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 dis-
coveries 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 achieve-
ment the University is an essential factor, and it is responsible
for that which is most fundamental and far reaching.

The University of Chicago opened its doors October 1892.
For just about a generation it has been carrying forward its work
of research and education in its buildings on the Midway. Begin-
ning with about 600 students, it now registers annually 14,000.
It had at the beginning about 100 professors; it now has about 600.
But its claim to the serious attention of the citizens of Chicago
The administration endeavors to make best use of the resources available. The administration, in turn, relies on the faculty and students to achieve its objectives. The administration is responsible for setting the tone and direction, while the faculty and students contribute to its success. The administration is committed to maintaining a balance between academic excellence and student well-being. The administration strives to ensure that the educational experience is enriching and fulfilling for all members of the academic community. The administration is dedicated to fostering a culture of inquiry, innovation, and excellence. The administration is focused on providing a comprehensive and engaging education, preparing students for success in their future endeavors.
is not the fact of its increase in numbers or in buildings or endowment. That claim rests rather on the fact that it has steadily laid its emphasis on the three things which I mentioned a moment ago as characteristic of a university, namely, research, instruction and dissemination. It struck again in 1892 the note which Johns Hopkins first struck in 1876, in declaring that it would steadily seek to find out new things, to add to the sum of human knowledge and means of enlightenment. And a mere list of the discoveries that have been made in its laboratories and libraries would take far more time to read than you could spare today.

It has steadily, and never more earnestly than today, emphasized the importance of personalities, and it has sent out from its walls a whole army of men and women most of whom, I may confidently say, have carried with them not only knowledge and skill, but ideals of character and service that have made them valuable citizens, and an honor to their various professions.

It has from the first recognized that its duty was not only to the students within its walls, but to the whole community. It has sent out lecturers, published books and periodicals, and extended its influence to practically all the lands of the world where the English language is spoken. It has a lecturer at this moment in India, a representative somewhere else in the orient and three exploring in Africa; and scarcely a year but has seen one or more of its faculty rendering some important service to other parts of the United States or in far distant lands.

To increase the sum of human knowledge, to develop strong
is not the least of its importance in its power to prevent the spread of unenlightened opinions. The claims of freedom on the one hand, and of order and justice on the other, must be balanced. It is therefore incumbent on every citizen to be well-informed on all matters of public concern, and to exercise his right to vote in elections and to participate in the selection of public officials. It is through the ballot box that the people express their will and the government is held accountable. The protection of individual rights and the preservation of liberty are essential for the well-being of the nation.

To increase the awareness of human knowledge, it is necessary to develop a culture of learning. Education is the key to unlocking the doors of opportunity and fostering innovation. Through education, individuals can gain the skills and knowledge needed to contribute to society and drive progress. It is up to the government, schools, and communities to ensure that education is accessible to all, and that it is of high quality. The United States is a land of opportunity, and it is through education that we can fully tap into that potential.
and useful personalities, to give what it has gained the widest possible dissemination -- these have been and still are its aims.

It has reached a point in its history which, as all who are associated with its work recognize, calls for definite enlargement of its resources and development of its work.

Convinced of this fact, we have been for more than a year studying ourselves to define more exactly the directions in which, and the extent to which, we ought to make progress.

As a result we have definitely reached the conviction that the emphasis of our thought and effort must not be on expansion but upon improvement, not on magniness but on betterment. Our ambition is not to make the biggest university in the country, or the richest, but one which will render in its situation here in Chicago and the centre of the country the best possible service to our constituency. Some expansion there doubtless ought to be. In some fields of research and instruction we are doing nothing, or quite too little to meet the needs of our situation. To meet these needs will call for new departments and possibly even a school or two. But I repeat that our aspiration is not after size, but quality. We are convinced that by this and not by our size will our service to the community be measured.

To make a University requires men and buildings. And of these, men are the chief. Buildings are a necessary adjunct of education, but men are essential. And to such a University as we aspire to make men of the highest ability and character are necessary. Mediocre men, no matter how numerous, do not make a University that really makes a contribution to knowledge and the improvement of educational method. It is the pride of the University of Chicago that from the beginning it has had on its faculty
and real possibilities to give what I can bring the wheat, possible assumptions -- these have been and will be the same.
If we have reached a point in the plant that as if we are now established, with the work of recognition, calls for getting on.

The development of the resources and development of the work.

Continuing of this past, we have seen for more than a year a great struggle on the idea, in the direction in which.

And the expected to wind up, we ought to make progress.

As a result we have not only increased the composition of the period at one point and(striped, what we do on exploration.

But how exploration, not how evolution and not due to exploration. One must.

And the period, but one which will remain in the attention here in the future and the center of the country the past possibilities existing.

And there exploration, some exploration these competitors among to peer.

In some of the elements of youth and imagination we are gaining fortune, of stage to title to meet the needs of our imagination. To meet these needs will call for new generations and possibilities new a school of.

Now I doubt that any consideration is not after wise, but clarity.

We are conscious that by this and not by our site with will continue

to the community of meaning.

To make a University retailer may make and paraphrase.

And yet make the adequate

philosophy and a necessary

sense, new the order, philosophy and to make a University that made the important and adequate sense.

Our attempt to make men of the higher public and adequate the necessary welfare.

To make a University that really make a contribution to knowledge and the improvement of content knowledge. It is the pride of the University.
men of distinction - men who have made the discoveries and published
the books that have set science forward and enriched the life of
the world.

As our older men reach the age limit and retire as some
of them have done, and others will soon do, they must be replaced
by men not of mediocrity but of outstanding ability, and we must
find them where we can in Europe or America and pay them salaries
commensurate with their abilities. As our own young men rise to
distinction as such men as Millikan and Breasted and others have
risen, we must make it possible to hold them here against the calls
which their eminence will inevitably bring them.

Some of our departments are undermanned, and do not ade-
quately cover their subjects. We must bring in additional men to
round out the staff and enable us to deal adequately with all the
subjects that we treat.

For these purposes we need at once $6,500,000. to yield
an additional income of $325,000 for professors' salaries. We
have increased our salary roll by $700,000 a year in 5 years. But
we need to increase it at least $300,000 more to enable us to do
our work effectively without adding any new departments. To do the
latter would call for still higher figures.

But we need also buildings. War prices have prevented that
normal and gradual increase of space which would year by year have
taken care of our normal growth. Now we are crowded to our utmost
limit and the educational development of various departments is
being seriously retarded by lack of space.

I am not talking about room for more students. I am
The men of the generation—men who have made the glories and glories of the world—

The men who have set some to work and some to work on account of the life of

We are glad to have been at the time and patronize some

of them who are gone, and others who will soon go, that we may be

prayed for men of industry and of outstanding ability, and we want

that from where we can in foreign parts of America by paying a man's

commensurate with their abilities. As one can now men rise to

distinction as much men as millionaires and presidents and others have

received we must make it possible to hold them apart from the cellars

which their ancestors will eventually price them.

Some of our great men are in the meanest and to

admirably own their superiority. We must pride in ambition to

remove one of the seats and deserve an to keep abreast with all the

supercilious that we have.

For some purposes we must of some $5,000,000 to satisfy

an instrument of $85,000,000 for purposes of want, and

have increased our salary of $75,000 a year to $75,000.

We have to increase of at least $25,000,000 more to compete an to go

one work after another without stinting any on great enterprises. To do the

latter money calls not all skilled engineers.

But we need also philanthropy. We believe that

money and talent increases of space which money nears of nears near

takes care of our money now. How we are looking to the moment

limit and the acquaintance development of nation's capacities in

paints especially interesting for lack of space.

I am not taking a short room for more advantage.
speaking of room for those we have and for the professors to teach them and carry on research. Kent Chemical Laboratory was ample thirty years ago. But Chemistry has become a new science in thirty years, and our students have increased in number and today we need at least double our present space. A similar situation exists in respect to Mathematics, Pure and Applied - a field in which the University has won high distinction, but in which its further progress is seriously menaced by lack of cubic feet walled in from the weather. The Libraries and the departments most closely associated with them are in scarcely less desperate case. The School of Education is in like serious state and we greatly need a general Administration Building.

I should like to say a few words about the colleges. In the first place we have decided that it is part of our task, while carrying on research and developing the best possible kind of Graduate and Professional Schools to build up also the best possible kind of colleges. To do this we are convinced that while retaining their place in the University and sharing the University atmosphere, they ought to have the opportunity to develop a life of their own. For this reason and because we need all the space on the North side of the Midway for our graduate and professional schools, we are hoping to develop our colleges on the south side of the Midway in buildings built specially for them and adapted to their needs. Here we hope to produce a better kind of college life than now exists in America - a life permeated by the spirit of research, but not less dominated by the recognition of the fact that men are more than knowledge, and that the purpose of all increase in knowledge is an
speaking of room for thought we have many for the professors to teach
from and craft of our research. "Knowledge is power" and power in science in thirty
years or so. But chemistry is having a new science in thirty
years, and our students have increased in number and today we need
at least one or more presidential science. A similar situation exists in
the least homes and present science. A vitality in which the
university can now play a significant part in which the student does
not in the majority, majority part of the student does not in the
water. The liberals and the academicians must choose to say
"the school of this age is with them as in yesterday, less than yesterday.
Now is in the sciences and we greatly need a new and a general ambition.
Action is taken."

I thought I would say a few words about the college.

The first place we have reached that it is part of our task, white
students to science and education the past possible kind of
graduate and professional rapport to write in the past possible
kind of college to the universities and university the universities,
the essential and important part of the history of man.
For this reason and because we need the ingenuity of the world since
of the Midwest for our education and professional schools. We see
the opportunity to have an opportunity to develop a kind of science,
the Midwest to develop our colleges on the concept and the Midwest to
philosophy with speciality for them and capable to fight keenly.
We hope to become a perfect kind of college like those we exist in
America - a life devoted to the subject of research, not just less
knowledge and the detection of the fact that men are more than
knowledge, and that the probing of all interests is knowledge in its
our motto suggests — the enrichment of life, the development of strong personalities.

I shall not undertake to tell you what it would cost to realize all our ambitions and hopes for the University, though in the presence of such men as are here today, accustomed to great enterprises, I do not hesitate to say that within the next ten or fifteen years we ought to double our present resources. But what I want especially to say now is that our immediate needs call for $11,000,000 for buildings in addition to the $6,500,000. that I have already mentioned as needed for salaries. Our goal this year 1925 is $17,500,000. and we must look mainly to Chicago to provide it. Chicago men have given generously in the past and its future is largely in their hands. Mr. Rockefeller has given to the University, and in so doing to Chicago, $35,000,000. He accompanied his last gift by the statement that it was his last and that he was committing the University to the citizens of Chicago. I am sure we shall not look in vain to them to accept and fulfill this trust. They have given the University most of its buildings. We feel confident we may look to them to meet the present situation also.
Faculty, Nov. 21. 1924

Well known to all that the whole matter of the future development of the University has been under careful study for more than a year.

I hope that the time has come when we can advance towards a policy that will be democratically acceptable in character. But still require much study.

Principles settled.

1. A policy of inclusion — no exclusion.
2. A policy of improvement in quality and not merely increase in size — betterment not growth.

Increase in size probably will follow.

Some departments or schools — even, but as a result of betterment.

Illustrations — always aimed at

Giving best possible education to students to benefit make a contribution to education at large.

Increase in number does not mean improvement in any actual sense both.

Slogan: Best possible Univ. for our situation.
Speaking now generally of Graduate Schools.

a) This policy will call for

increase in salaries.

1918-1919 — 1923-24
$483,000 — $700,000 — 72% 

But we must go further.

b) New appointments,

1. Men of outstanding ability, achievement
2. Young men 2-3 years

Many of the best began this way.

c) Adequate equipment

1918-19 — 1923-24
$130,000 — $170,000 — 32%

d) Buildings

Some already planned for:

Theology, Lawson, New Medical, Chapel,
Field House. — Incidentally Alumni.

Need more building:

Chemistry, Mathematics, Alumni,
Dwight Hall, V. W. W., English,
History, etc.

School of Education.
4. The College.

This is my main present. To us one of our serious problems — if you will agree, Sir, at U.C. that is the country at large —

Naturally some difference of opinion. Fortunately the Senate has tried an approach which enables us to make progress and which continues to make progress for a long time ahead —

Read resolution.

This means that we can proceed with buildings, with conditions that will make it possible to my own mind to believe that we are not making a great mistake to attempt to fix beforehand all the lines of the college plan —

Not remaking the proper order.
My memory is fragmentary on the subject of the recent events.

The meeting we had was brief, with the main discussion focused on the current situation in the region.

We discussed the need for a joint strategy to address the humanitarian crisis.

It is crucial to maintain coordination and support for those in need.

The situation is critical, and we must act quickly.

I am prepared to lead these efforts.

Please consider the options discussed.

Sincerely,

[Signature]
Summary: Our ambition is to develop a University:

1) including colleges, professional schools, of the highest quality that we can devise and produce.
2) of wide outreach and
3) a research institution and training institution of a leading school for the education of basic research.
4) of wide outreach and influence, but mostly
5) of high quality.
- of inclusiveness
- of wide outreach
- of high quality and the greatest value is quality.
I. Begin with some commonplaces.

1. Education is the process by which people become adapted to the world in which they live.

2. The world is quickly changing. Therefore, education must be ready to change.

3. The principles perhaps remain the same, but our understanding them changes. Therefore, the conditions change; therefore, education must change.

4. An educational institution must be always ready to adapt itself to
   a) its larger apprehension of educational principles and
   b) the conditions of its own environment

5. The history of institutions tells us that there are certain exceptional moments when it needs especially to examine itself to define its policy again.
I believe what is most important is the process of understanding how systems work and the principles behind them. The more you understand, the better equipped you will be to work with various systems.

To understand a system, you must first analyze its components and their interactions. This involves examining the inputs, outputs, and feedback loops that govern the system's behavior. By breaking down the system into its constituent parts, you can identify the key factors that drive its dynamics.

Once you have a clear understanding of the system's structure, you can then explore how changes in one component affect the entire system. This can help you anticipate potential issues and develop strategies to mitigate them. Through this process, you can gain a deeper insight into how systems operate and develop a more nuanced approach to problem-solving.

Furthermore, understanding a system enables you to adapt to new situations more effectively. By recognizing the underlying patterns and principles that govern a system, you can apply that knowledge to similar systems in the future. This not only enhances your problem-solving skills but also broadens your perspective on how to approach challenges in different contexts.

In summary, understanding a system is crucial for developing effective strategies and making informed decisions. It empowers you to navigate complex environments and respond to unexpected changes with confidence.
I. Mr. E. Chitty has been pressing the need for self-examination and redefinition of policy. As a result, we know pretty well what we stand for.

1. Not a bigger university, nor a smaller one, but a better one —
   one more exactly still the best possible for our situation —

2. To meet our situation

   a) Increase of Salaries
   b) Increased Staff
I. What is the impact of our new technology on our business? How do we adapt our management systems to accommodate this change?

- I think our business needs a new management system that can handle the increased efficiency and productivity.

- We need to train our employees to use the new technology effectively.

- How will we measure the success of our new management system?

- I propose we conduct a pilot program to test the new system in a specific department.

- For our engineers:

  - We should consider the cost and feasibility of implementing this technology.

  - How can we ensure the system is user-friendly and accessible?

  - Is there a need to customize the system to fit our specific needs?

- I have some ideas on how we can integrate this technology into our existing processes:

  - [Handwritten notes]

- [Handwritten notes]
Nov. 7, 1924.

1. The University of Chicago is at a most interesting point in its history.

Avoid the word critical.

The two previous administrations admirably complemented one another and together constitute an ideal preparation for the future.

Dr. Harper a daring innovator

Dr. Judson a conservative and constructive builder.

2. We have given much thought to what our policy should be. Now have a clear conception.

   a) A policy of inclusion, not of exclusion.

      Wish I could lay the ghost of amputation.

   b) A policy of strengthening rather than expansion, of betterment rather than of bigness.

No great gain in getting 1000 more students. Very great gain in making the school better.
Our great purpose should be to raise every department to the highest possible level. This will involve filling in gaps, perhaps actual creation of additional schools or departments. But this will be incidental to a policy of betterment.

Some discussion of a Slogan. The best possible University for our situation and our opportunity.

3. This policy will call

a) First of all for increase of salaries. Competition. Increased cost of living. Have lost some men.

b) Appointment of new men. In so doing we are looking for men of two classes and will take no others.

1) Men of first rate ability. Who have already arrived wherever possible, the very best in their field. MacLean, Keniston, Compton brothers, Craigie.
Our greatest resource is our ability to raise each generation to the level of the best of those who have gone before. These levels are established by the men who have been in this work and have helped to build the foundations of the past.

We must recognize the importance of our predecessors' work and appreciate the opportunities that they have offered us. The present generation of men has been called upon to carry on the work of those who came before. The present generation has been called upon to build upon the foundations that have been laid for us.

This call upon men is a great responsibility. It is a call to increase our efforts to meet the needs of the future. It is a call to increase our efforts to meet the needs of the present. It is a call to increase our efforts to meet the needs of the past.

If we are to meet these needs, we must be willing to make sacrifices. We must be willing to make sacrifices in order to build the foundations of the future.

We must not only build the foundations of the future, but we must also maintain them. We must not only build the foundations of the future, but we must also maintain them. We must not only build the foundations of the future, but we must also maintain them.

We must not only build the foundations of the future, but we must also maintain them. We must not only build the foundations of the future, but we must also maintain them. We must not only build the foundations of the future, but we must also maintain them.

We must not only build the foundations of the future, but we must also maintain them. We must not only build the foundations of the future, but we must also maintain them.
Ambition of the University to develop a new type of colleges which will have all the advantages of Oxford and Dartmouth, but also all the advantages of the new point of view in education.

4. Things already accomplished.
   a. The Medical Schools
   b. The Theology Building
   c. Athletics. The Field House
   d. The Chapel

5. Summary.

Our ambition to develop a University.
   a) Including Colleges and Graduate & Professional Schools
   b) Of the highest quality that our wits can devise.
   c) Giving due attention to all elements,—not sacrificing one department to another.
Faculty of the University to develop a new type of college which will pave the way of education or Oxbridge and Department.

and also all the branches of the new book of the view to education.

a. The Faculty of Science
b. The Faculty of Social Sciences
c. The Faculty of Arts

d. The Faculty of Commerce

One suggestion to develop a University.

1. Introduce a college for students in the faculties of industrial sciences.
2.že the higher faculty, that will make an graduate.
3. Give the attention to all departments, not specialization.

one department to complet.
2) Young men who give promise of making good and whom we can try out.

c) Adequate Equipment.

Swann's request for $100,000
Manly's request for $10,000

d) Buildings

Chemistry, Physics, Mod. Lang., Social Science etc

e) New Departments and Schools

Plans for Medical Schools

A School of Politics

Fine Arts

f) The Colleges

Recent developments in college education not altogether satisfactory.
[START OF TRANSCRIPTION]

(2) (Academic Department)

25,000 special register for $50,000
Monthly register for $10,000

(3) Buildings

Community, Science, Mag. Lab.
Social Science etc.

(4) New Departments and Schools

Planes for Medical Schools
A School of Politics
Fine Arts

(5) The College

Recent developments in college operation not

[END OF TRANSCRIPTION]
To accomplish this will call for all the audacity of President Harper and all the wise conservatism of President Judson.
Trustee-Faculty Dinner
Dec. 11, 1924

My remarks few, simple, familiar.
Past year one of self-examination.
Preparation for Advance.

1. The Characteristics (this
Advance settled)

Better Unit.

2. The Keynotes:
   a) Service - No right to exist
   b) Research
   c) Development of Personalities.
1. Not ideally new

2. New perception of how far we are from our ideal of how it should be.

3. New understanding in the party on what new friends.


5. New enthusiasm.
3. United in this, also in enthusiasm for Unit-

We know its defects, but —

Always difficult for me to express
my feeling about it.

On its splendid past

Want to see its superiors all other
American Unit's

The best possible —

But in talking in this presence
have this advantage —
4. What can say about its realization?

You all know about $17,500,000

The Organization in Hyland Building

Faculty Corr. Alumni

But - Tomlinson -

1. When the Trustees decided to undertake etc. $1,670,800

2. The Gray gift

3. The Lillie gift

Conclusions: Other examples

An unprejudiced case
The comment authorized and would of to whom
it will even be committed and bound to build
squirrel near a strong and noble structure.
Notable oblige. Each history demand a bill
future. This is the spirit that has always ani-
imated our university. This is the spirit that must
control us now.
Having settled it that it seems to make a
better university we have settled it also that
what can be the key note of our development.
Research and Service.

I am confident that whether we will agree
in the form of our statement or not we
do all in fact that agree that service is
the fundamental keynote of our university
that we can really no real existence
except as we are making a contribution
to an advancement welfare and the
advancement of our race.

But such a statement of course still in-
quires us to try along many lines and
means we pronounce to serve. But then also I believe that we are agreed that we are to accomplish our work chiefly in two ways, 1st y research and secondly by development of character and by personalities.

We are determined to maintain her a center of research for the discovery of new knowledge, a place for any atmosphere which shall invite all who to its diligent search for the facts and diligent effort to discover which they mean—a place for research in one of its larger or smaller knowledge but in every field of fact and thought. We believe in setting arbitrary limits either to the field within which the discoverer shall work or on what he shall
discovered we do not pretend him to an attempt to solve some practical problem, but rather to do it in a way that he shall have a practical outcome in mind.

In recognizing the legitimacy of value we recognize the value of the useless, because we know that the useless often proves to be more useful than useful, and that even if it does not do so, our search for knowledge is its own justification.

But we also believe in men, and that the infinite value of their personalities and an absolute necessity of character. And in an anxious desire to develop a university characterized by breadth, growth and freedom of research and study free personalities.
United in such a policy we are also united in a strong and enthusiastic conviction that we possess in this University, with its history, with its traditions, with its spirit and aura, something into which we can offer to pour our whole-life energies. We know it has its defects, but that only increases our earnest desire for its betterment. We know it has its defects, but we know also that in its ideals and its promise in its achievements and its possibilities it is worthy of our utmost enthusiasm. It always proves difficult to select from the wants that for me to find suitable courses in which to express my feeling about the University. I can say that...
Suenta! Past I want to see it build a more efficient structure which shall both justify and adapt to realize its unrealized and even its latent ideas. But that is not enough. I want to see it transform all our universities of the United States, and the world at large, but I cannot quite agree that this seems a little speculative. Certainly that one should go beyond by the unwillingness to have other universities move forward and share no such unwillingness. I can say that I want to see it used to become the best formidable University for its location situation and opportunities. But that kind-
I honestly express what I mean—
but in talking in this presence
than this prehension, that I
know that you trust... I fancy
worse than my amities, than
my difficulty in finding adequate
expression for it—and so when
I speak through my language in an
adequate way know what I
mean... and much more when I think
what I think... enough... fail adequately but not...
But now what can we say this evening about the realization of our ideals, the fulfillment of our hopes, especially as we have defined them lately.

You all know the steps by which we finally arrived at the decision to undertake to raise $17,500,000 before the end of 1925, and that large write this.

You know that we have set up an organization to carry forward this work, and that it is our duty in this building to a large extent to carry this work, and that it is our duty in this building to a large extent to carry

You know that we have a splendid...
I don't understand what you're trying to say. Could you please rephrase it?
faculty committee that it was in need of
its best ideas and its energy in its
work. You know that the alumni have
magically been mobilized, but imagine
not true of you and most of the
people in Kipling’s Poem “Isolated.”
You are not content to know what
we shall or intend in a book, what we
dreamed or intended, you want to know
what we have done—

I am glad to be able tonight to
clear up a question in part, though I
hope that it will never amount to
much as to an angry protest over things to come—

When the Trustees decided about nine
months ago to undertake the great task
they did it with their eyes open and to
make it work. Mean for them. They
Knew that they would have to put their
children to bus wheel and work, but
they knew also that they would have
to give to the service of their ability in
next all their various responsibilities.
This they have done, every member of the
Board has made a subscription, and
the total of their subscription is
£1,670.80
This figure will you will take our
recognition as a concomitant evidence
that the Board is fulfilling behind it
this enterprise with the utmost activity.
And when I say that not
all our members, the oldest members
like Mr. Martin H. Regeram and the
most recent addition to the Board like Mrs.
such as Mr. Laurent and Mr. E. L. Regeram Jr.
are devoting themselves assiduously to the
work of the Board. I am sure you will feel
that I need not have alluded again to success.
Man is afforded by these facts

A second view which I am permitted to report which was already published in the real estate journals, and has now
not come under the eye of many

A third point I have special pleasure in reporting. Almost two weeks ago Dr. Frank Gillie came into my office with Mr. Tufts, who stated that Mr. Gillie had a communication to make in which he thought I should be interested. He drew Mr. Gillie the referred briefly to the fact that there mentioned and said that he and Mr. Gillie wanted to provide a substantial permanent building on which these
to understand successfully
and that they were prepared to put
it into action. We have £60,000
with which to build a
Bromvich Laboratory.

Here are other examples that
I should like to give which
still further extend the attitude
of those who are keen to lend
a hand, and which give us con
fidence that we can carry it through.

As I have recently said, when an
improbable case, there was an
unanimity between it and an
organization to spread the news. We had
increased the number of groups
understand the situation and as they arrive to know it better still
The text on the page is not legible and cannot be transcribed accurately.
I'm ready to go to it.

The outlook is bright. The task ahead is gigantic. I must prepare myself every day. But we are going forward with utmost faith, and we expect to succeed.
Corner Stone of Theology Building

We lay today the cornerstone of a building to be devoted to the study of religion and the preparation of men to be ministers and teachers of religion. Its presence here bears witness to the University's recognition of the fact that religion is within the scope of its interests and that the study of religion has a place in that total sphere of the study of man and the universe to which the University is devoted. I am glad that it stands near the centre of the main quadrangle, because this suggests at least that the place of religion among the many interests of life is central. As the Services in Mandel Hall on week days and Sundays, as the space devoted to the Christian Associations, and still more the great chapel that is soon to be built, testify to the conviction that
religion should have its place in the life of the University community, so this building bears witness that religion has its place in the cycle of studies with which a University concerns itself, and its place in the life of the world at large.

It bears this evidence in three ways,

1. By the fact that this is a professional school, preparing men for the Christian ministry, this school and this building testify to the conviction that the prophet is still a need of the community. If one scans the history of the past one sees ever and again rising up in this and in that people the prophet, the man of vision, the man of ideals, the man of speech, the articulate voice of the half-conscious conscience and aspiration of the people. Such men are born not made, yet the school in which they assemble to prepare them-
It seems the existence of these ways,

In the case of the University College,

proposing men for the Christian ministry, this school may then pride

the faculty to the connection that the church is still a voice of the

community. In one sense the historic of the past one sees clear

emphasis made in this way in that people the prophets, the man of

visions, the man of mission, the man of speech, the expository voice

or the well-connected conscience and subscription of the people.

Im not sure why the school is mindful from scripture to Dialogue.
selves for life contributes to their greater efficiency and testi-
gies to the consciousness that they are needed. The Divinity is
primarily a school of the prophets, and by that fact bears testi-
mony to the need of religion.

2. It testifies in the second place to the conviction that society still needs the spiritual and social leader, the man who not only has a message to utter from the pulpit, but is able every day in the week to take a leading part with his fellows in the endeavor to make this a better world for children to be born into and to live in, a better world for all of us to spend our days. For religion is not only a creed or an aspiration or emotion. It is also a life, and a social force. This Divinity School at least and this building will stand for the conception that this world
If registered in the second Phase to the computer

You will receive a call to your spiritual and social teacher.

You will need to register at the computer after you have been

Solemn is the need of religion.

Dedicated a school at the beginning, and by first brush the record

and to the need of religion.

If registered in the second Phase to the computer

You will receive a call to your spiritual and social teacher.

You will need to register at the computer after you have been

Solemn is the need of religion.

Dedicated a school at the beginning, and by first brush the record

and to the need of religion.
needs to be made better, and that the task of making it such is one not only of ideals or of individual betterment, but of social improvement and of social leadership.

3. By the fact that this is not only a professional school but a school of research in the realm of religion it testifies to the conviction that we are not at the end of our discoveries in this sphere, that from God's word and from God's world there is still new truth to break out. The last generation has seen great progress in the recognition and acceptance of the thought that Theology has the same right and duty to make progress by research as Astronomy or Geology. Relatively to our knowledge of them, the stars and the earth and religious experience are all fixed. Absolutely they are not fixed, but are constantly changing and our knowledge of them is increased not only by a study of their past which is unchangeable, but of
those changes which go on under our eyes.

This school has had an honorable part in the vindication of the right of the student of religion to search for truth and reach his conclusions on the basis of such search, with the same diligence and freedom as the student in any other field of knowledge. In the exercise of that right it has rendered valuable service both in the preparation of men for service in the ministry and in research and publication.

In the beautiful and spacious building of which we today lay the cornerstone, it will enter upon a new period of its history characterized on the one hand by fidelity to the best traditions of its past and on the other hand by increased productiveness in all departments of its work.
These opening exercises are an example of how we
The school has made some progress, but in the
Although the right of the student to express his thoughts and feelings is an essential part of the student in any other high
The same divergence and breadth as the student in any other high
Knowledge of the exercise of that right to the learning of the
Some service padd in the preparation of men for service in the
Ministry and in restoration and reformation.
In the preparation and development of minds
We shall say that the conscientious will will enter upon a new beginning
The student of the department is the one who by his ability to the
Past tradition in the best and on the other hand, it also
Practitioners in the advancement of the work.
To the family whose generous and modestly anonymous gifts have made this building possible I desire on behalf of the University to return hearty thanks for their gift and to pledge to them the word of the University that it shall be faithfully used for the purposes for which it was given.
To the family through generations and possibly beyond.

More eyes have seen the writing process. I realize now people at the University to learn properly. For their gift and to please to them the word of the University are sent. In all of that.

Safely read for the beneficiaries for which it was given.