February 5, 1917

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

I am delighted to know
that Mr. Epstein is the donor of the dispensary.

I have a charming note from Professor Shorey
this morning and I am immensely gratified that he
is going to make the case for the classics. I feel
very certain that it will be a strong one.

With warm regards,

Very sincerely yours,

[Signature]

Abraham Flexner
Memorandum of the Board

General Education Board

Sorum, 30th of December, 1905

4 BROADWAY
NEW YORK

February 8, 1919

President Henry P. Fisk
The University of Chicago
Chicago, Illinois

Dear President Fisk:

I am glad to hear that Dr. W. H. Davenport is to be the new President of the University of Chicago. I have a wire from Professor Davenport expressing his desire to be here. I am glad to hear that he will be a strong and uniform President.

With warm regards,

Very sincerely yours,

[Signature]
February 27, 1917

Dear President Judson:

You may remember you promised to have a memorandum of your conference with me handed to me. I have overlooked the fact that it is Maisie's birthday. I therefore send the draft in my own handwriting. I have indicated that you will have it typewritten after marking it conforme to your understanding of our agreements. Will you then send us a copy, with all?

Sincerely yours,

Abraham Flexner
April 23, 1917

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

Thank you very much for yours of the 20th bringing our information as to the medical fund up to date. I think that we may all congratulate ourselves that this enterprise was undertaken just when it was, for had it been postponed a few months, war conditions would doubtless have seriously interfered.

With warm regards, I am

Very sincerely yours,

[Signature]

AF/ESB
Dr. President:

Thank you very much for your letter of May 5th regarding the 50th anniversary of the University of Chicago.

I appreciate the information you have sent me, and I think that we can all cooperate and conclude that this is not only of interest but of real importance.

I believe that a few months' more work will complete the report.

Yours very sincerely,

[Signature]

W. E. Upjohn
May 9, 1917.

Abraham Flexner,
Care General Education Board,
61 Broadway,
New York City, N. Y.

Total pledges to date five million, four hundred eleven thousand, five hundred dollars; seventy seven thousand, five hundred do not count Board pledges, but five million, three hundred thirty thousand do. Not making public yet. Hope to get further sums.

Harry Pratt Judson.

Send prepaid and charge University of Chicago,
58th and Ellis Avenue,
Chicago, Illinois.
ALL TELEGRAMS TAKEN BY THIS COMPANY ARE SUBJECT TO THE FOLLOWING TERMS:

To guard against mistakes or delays, the sender of a telegram should order it REPEATED, that is, telegraphed back to the originating office for comparison. For this, one-half the unrepeated telegram rate is charged in addition. Unless otherwise indicated on its face, THIS IS AN UNREPEATeD TELEGRAM AND PAID FOR AS SUCH, in consideration whereof it is agreed between the sender of the telegram and this Company as follows:

1. The Company shall not be liable for mistakes or delays in the transmission or delivery, or for non-delivery, of any UNREPEATED telegram, beyond the amount received for sending the same; nor for mistakes or delays in the transmission or delivery, or for non-delivery, of any REPEATED telegram, beyond fifty times the sum received for sending the same, unless specially valued; nor in any case for delays arising from unavoidable interruption in the working of its lines; nor for errors in cipher or obscure telegrams.

2. In any event the Company shall not be liable for damages for any mistakes or delays in the transmission or delivery, or for the non-delivery, of this telegram, whether caused by the negligence of its servants or otherwise, beyond the sum of FIFTY DOLLARS, at which amount this telegram is hereby valued, unless a greater value is stated in writing hereon at the time the telegram is offered to the Company for transmission, and an additional sum paid or agreed to be paid based on such value equal to one-tenth of one per cent. thereof.

3. The Company is hereby made the agent of the sender, without liability, to forward this telegram over the lines of any other Company when necessary to reach its destination.

4. Telegrams will be delivered free within one-half mile of the Company’s office in towns of 5,000 population or less, and within one mile of such office in other cities or towns. Beyond these limits the Company does not undertake to make delivery, but will, without liability, at the sender’s request, as his agent and at his expense, endeavor to contract for him for such delivery at a reasonable price.

5. No responsibility attaches to this Company concerning telegrams until the same are accepted at one of its transmitting offices; and if a telegram is sent to such office by one of the Company’s messengers, he acts for that purpose as the agent of the sender.

6. The Company will not be liable for damages or statutory penalties in any case where the claim is not presented in writing within sixty days after the telegram is filed with the Company for transmission.

7. Special terms governing the transmission of messages under the classes of messages enumerated below shall apply to messages in each of such respective classes in addition to all the foregoing terms.

8. No employee of the Company is authorized to vary the foregoing.

THE WESTERN UNION TELEGRAPH COMPANY
INCORPORATED
NEWCOMB CARLTON, PRESIDENT

CLASSES OF SERVICE

FAST DAY MESSAGES
A full-rate expedited service.

NIGHT MESSAGES
Accepted up to 2.00 A.M. at reduced rates to be sent during the night and delivered not earlier than the morning of the ensuing business day.

DAY LETTERS
A deferred day service at rates lower than the standard day message rates as follows: One and one-half times the standard Night Letter rate for the transmission of 50 words or less and one-fifth of the initial rate for each additional 10 words or less.

SPECIAL TERMS APPLYING TO DAY LETTERS:
In further consideration of the reduced rate for this special “Day Letter” service, the following special terms in addition to those enumerated above are hereby agreed to:

A. Day Letters may be forwarded by the Telegraph Company as a deferred service and the transmission and delivery of such Day Letters is, in all respects, subordinate to the priority of transmission and delivery of regular telegrams.

B. Day Letters shall be written in plain English. Code language is not permissible.

C. This Day Letter may be delivered by the Telegraph Company by telephoning the same to the addressee, and such delivery shall be a complete discharge of the obligation of the Telegraph Company to deliver.

D. This Day Letter is received subject to the express understanding and agreement that the Company does not undertake that a Day Letter shall be delivered on the day of its date absolutely and at all events; but that the Company’s obligation in this respect is subject to the condition that there shall remain sufficient time for the transmission and delivery of such Day Letter on the day of its date during regular office hours, subject to the priority of the transmission of regular telegrams under the conditions named above.

No employee of the Company is authorized to vary the foregoing.

NIGHT LETTERS
Accepted up to 2.00 A.M. for delivery on the morning of the ensuing business day, at rates still lower than standard night message rates, as follows: The standard day rate for 10 words shall be charged for the transmission of 50 words or less, and one-fifth of such standard day rate for 10 words shall be charged for each additional 10 words or less.

SPECIAL TERMS APPLYING TO NIGHT LETTERS:
In further consideration of the reduced rate for this special “Night Letter” service, the following special terms in addition to those enumerated above are hereby agreed to:

A. Night Letters may at the option of the Telegraph Company be mailed at destination to the addressee, and the Company shall be deemed to have discharged its obligation in such cases with respect to delivery by mailing such Night Letters at destination, postage prepaid.

B. Night Letters shall be written in plain English. Code language is not permissible.

No employee of the Company is authorized to vary the foregoing.
May 10, 1917

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

Your telegram came late yesterday afternoon. Accept our warmest congratulations. We shall of course give no publicity to the matter. We leave that entirely to you. I congratulate myself every day that this great enterprise was begun before the war complication arose. Nevertheless, the fact that you continue to gather in subscriptions shows that the appeal is an extraordinarily strong one.

Thank you for sending me what you called the indictment. We have received a number of copies of it and I wrote with Dr. Buttrick's approval a polite reply seeking to justify myself. These Latin teachers, feeling, as they do, the ground shaking beneath them, are hard to convince.

Dr. Buttrick joins me in warm regards and best wishes.

Very sincerely yours,

[Signature]

AF/ESB
May 10, 1919

President Frank Swift Babson
The University of Chicago
Chicago, Illinois

Dear President Babson:

Your letter of May 25th emphasizes a matter of great importance to me. I understand that you are concerned about the condition of the University of Chicago and that you are interested in its educational work. I am very much pleased to hear that you are in favor of the policy of maintaining the standard of education at the highest level possible.

I am writing to you at this time to express my appreciation of the efforts you are making to raise the standard of the University. I am very much interested in the work of the University and I am confident that it will continue to be one of the leading institutions of its kind in the world.

Thank you for your letter and I look forward to hearing from you again.

Very truly yours,

[Signature]
Chicago, May 19, 1917

Mr. Abraham Flexner
General Education Board
61 Broadway, New York City

My dear Mr. Flexner:

The University Auditor has transmitted to you, I understand, the transcript of the action of the Board relating to the various gifts for the medical fund, with copies of the same, and also a transcript of the action of the Board on the fundamental plan for the organization of the medical schools on the basis of the conference which I had with officers of the General Education Board in New York last February. These have been sent in advance of the meetings in order that you might be able to give them such attention as you need. I shall be glad to take up the whole matter officially next week. We shall probably announce the completion of the fund after the action of the General Education Board next week. We still hope to get the hundred thousand dollars which I spoke of, but find on conference with the prospective donorm that the possibilities will not be affected at all by publicity. With sincere regards, I am,

Very truly yours,

R.P.J. - L.
Mr. Abraham Flexner
General Education Board
41 Madison Ave., New York City

My dear Mr. Flexner:

The University Admissions Committee, meeting to day, I understand, the transcript of the section of the board relative to the various units for the medical year, with copies of the same, and also a transcript of the section of the board on the fundamental plan for the organization of the medical schools on the basis of the conference upon which I had with officers of the General Education Board in New York last February, these have been sent in advance of the meeting in order that you might be able to give them your attention as you need. I suggest that we try to take up the whole matter officially next week. We shall probably announce the completion of the work next week. We will hope to get the students' train to college which I spoke of, part of which we can send to the members of the committee for study. The possibilities will not be affected by any

Sincerely yours,

John Smith

H. F. F.
General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

May 29, 1917

President Harry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

I return herewith the two letters
to which your telegram alluded.

Very sincerely yours,

Abraham Flexner

AF/ESB
May 28, 1933

President Henry Pratt Judson
The University of Chicago
Chicago, Illinois

Dear President Judson:

I have permission to use your letter:

Yours sincerely,

[Signature]
Memorandum to Mr. Flexner

This is an admirable analysis. I should like to talk with you about the plan. I am not wholly convinced that the undergraduate department of the University of Chicago might not be gradually discontinued. It is the only institution young enough to permit such a major operation.

A number of possibilities occur to me which it would be interesting to me to talk with you about.

GEV

GEV: MC
Memorandum to Mr. Tuxen

I have an embarrassingly
somber task to face with you about the plan
I am not widely connected with the mathematics
at the University of Chicago
without the guidance of its president.
It is to
some extent your personal interest to present
a new mental operation.

A number of possibilities occur to me
which it would be interesting to me to talk
with you about.

C.D.
May 12, 1921

Dear Mr. Morris:

Your favor of the 11th of April is received. Thank you very much for your kindness in making inquiries about this matter. In fact the Professor is not in any Scandinavian countries and should he reach them will report to you immediately. I shall be very glad to see you and Mrs. Morris next month and certainly hope you will both be in Chicago.

Very truly yours,

[Signature]

Honorable Ira M. Morris,
United States Legation,
Stockholm, Sweden.

HPJ: JH
Dear Mr. Kotter:

Your kind offer of the trip at short notice is received.

Thank you very much for your kindness in making immediate
appropriation impossible. I trust the President to make in any
satisfactory arrangement and expect to reach you with full report
as soon as possible. I shall do very gladly to see you
and have my name and complete report hope you will
place in Office.

Very truly yours,

[Signature]

[Stamp]
My dear Dr. Judson:

In relation to your recent letter to me of February 11th, thus far we have not been able to ascertain that Professor Maximov is in any of the Scandinavian countries or Finland, although we have made thorough inquiry. Therefore I doubt that he has left Russia.

I have heard of many instances where organizations in Finland have acted in getting people out of Russia, which is considered, of course, very dangerous. Should Professor Maximov leave Russia, I will of course know of it at once and attend to the matter as you requested.

I do not know of anything else I can do for you in connection with this matter, and shall be very glad to await any suggestions you might offer. Knowing your interest in this matter, it has prompted me to write this.

President Harry Pratt Judson,
The University of Chicago,
CHICAGO,
Illinois.
I hope to be in America in June on leave of absence and shall look forward with pleasure to seeing you then.

Mrs. Morris joins me in sending love to you and Mrs. Judson.

I remain,

Very sincerely yours,

[Signature]
I hope to go to America in June or later.

of pleasure and enjoy your vacation and pleasure of

merry time in warm place.

you may like Greece.

I receive

with sincerest love.

[Signature]
My dear Mr. Judson:

I am returning herewith Maxomow's letter for your files. Unfortunately there is no possibility of a direct reply because he is forbidden by the Soviet under pain of death to communicate with foreigners. I have sent my messages to him through Dr. Cecil Hoar of London and Mme Danchakoff of Columbia University who have found an indirect means of communication.

yours sincerely,

R. B. Bensley
May 13, 1921

Dear Mr. Bensley:

Thank you for your note of the 26th enclosing letter from Mr. Maximov. With your permission I will retain this in my files.

Very truly yours,

Mr. R. R. Bensley,
Faculty Exchange.

HPJ: JH
Alexander Maximow was born in St. Petersburg, Russia on January 22nd, 1874. He studied Biology and Medicine at the Imperial Military Academy of Medicine at St. Petersburg where he graduated in December 1896. He received the degree of Doctor of Medicine in the same institution in 1899. During the years 1900 and 1901 he continued his studies at various Universities in Europe. He was appointed Professor of Histology and Embryology at the Imperial Academy of Medicine in 1903 and held this position until the day when he left Russia. Since 1913, also, he has held the position of Professor of Histology and Embryology of Vertebrates at the University of Petrograd. He is a Member of the Deutsche Anatomische Gesellschaft, of the American Association of Anatomists, and of the Royal Medical Society of Budapest. He received the degree of Doctor of Science (honoris causa) from Trinity College Dublin in 1912, and was elected a Corresponding Member of the Academy of Sciences of Russia in 1920.

In the first period of his scientific work he published a series of papers on various problems of normal and pathological histology. These investigations were partly of a descriptive character e.g. his paper on the structure of the placenta (Arch. f. mikr. Anat. 51), and that on the structure and nucleus of the erythrocytes (Arch. f. Anat. 1899), partly of an experimental character, as for example his papers on amyloid degeneration, and on embolism of the pulmonary artery by parenchyma cells, and on the pathological regeneration of the testicles and ovaries, on the structure of the salivary glands etc.

The second period includes a series of experimental investigations on the histogenesis of the connective tissues in inflammation. In his first memoir published in 1902, the different kinds of cells met with in inflammations were classified and connec
Alexander Maximov was born in 1824 at the Pedagogical Institute of Moscow. He studied botany and medicine at the Imperial Medical Academy of St. Petersburg, where he was a student of the famous botanist and anatomist A. N. Sechenov. Maximov graduated in 1850 and received the degree of Doctor of Medicine in the same institution in 1852. During the years 1860 and 1870, he continued his studies at various universities in Europe. He was appointed Professor of Botany and Pathology at the Imperial Academy of Medicine in 1863 and held this position until 1895. Since 1875, he has been a Member of the Senate of the University of St. Petersburg. He is a Member of the American Association of Anatomists and a Fellow of the Royal Medical Society of France.

In the field of research, Maximov made significant contributions in the areas of botany, physiology, and pathology. His investigations were partly of a general philosophical nature and partly of a more direct experimental character. His work on the physiology of the plant was particularly important in the study of photosynthesis. In 1883, he was one of the first to express the hypothesis that the plant body, through its ability to transform energy, is capable of growing and developing. His work on the physiology of the plant cell and on the physiological basis of the bacterial growth process was also significant. Maximov's research was published in various scientific journals and was highly regarded in his time.
genetically with definite cell species of the normal connective tissue. Special care was taken to elucidate the rôle played by the haematogenous and histogenous lymphoid cells, the 'polyblasts'. They proved to be endowed with far greater vitality and capacity of development than had been believed before. The results of this memoir were further expanded and developed in a series of papers on the different cell forms characteristic of inflammation. At the same time he investigated the histological peculiarities and the genetic relationships of the cells of the normal connective tissue of vertebrates and constructed a classification of these elements.

The third period can be considered as the natural continuation of the second. Under normal and pathological conditions there seemed to exist very close relations between the cells of the connective tissue and those of the blood, but the nature of these relationships could not be disclosed because of the confusion that existed in those days in the field of comparative haematology. It became evident that the histological method of investigation of the adult organism alone could not lead to a decisive solution of these problems. Exact histogenetic studies of the embryonic development of the blood and connective tissue and suitably arranged experiments had to be used to shed light on this important field of morphology.

In 1907 (Ziegl. Beiträge vol 41) Maximow succeeded in proving the development of all blood cells from a common stem form, the lymphocyte, in the kidney after ligation of the blood vessels of this organ thus confirming the monophyletic theory of haematogenesis.

In the following years he published a series of memoirs under the title: Studies on Blood and Connective Tissue, in which the first stages of the embryonic development of the cells were described and the morphological significance of haematogenous and histogenous
The field of psychology can be considered as the study of the mental processes that underlie human behavior. The development of the field has been driven by the need to understand the relationship between the mind and the environment. One of the key areas of research in psychology is the study of the brain, particularly the structure and function of the cerebral cortex. This area of research has been crucial in understanding the neural basis of behavior.

In recent years, the field of cognitive psychology has emerged as a major area of study within psychology. Cognitive psychologists are interested in the processes that underlie human thought and behavior, including perception, memory, attention, and problem-solving. One of the key topics in cognitive psychology is the study of the neural mechanisms underlying these processes.

One of the major challenges in the field of cognitive psychology is the relationship between the brain and behavior. While it is clear that the brain plays a critical role in determining behavior, the exact nature of this relationship is still not fully understood. Researchers in this field are working to develop new methods for measuring the activity of the brain and for linking these measures to specific behaviors.

Another important area of research in cognitive psychology is the study of individual differences. This area of research is interested in understanding how factors such as personality, intelligence, and motivation influence behavior. Research in this area has important implications for understanding the causes of behavior and for developing effective interventions to change behavior.
mast cells elucidated.

Lately Professor Maximow has been using the further enrichment of our knowledge of the structure, prospective potencies, and histogenesis of the blood and connective tissue cells the experimental method of tissue culture, and had obtained results confirming his previous views and enlarging the conception of, the monophyletic theory of haematogenesis. The war and the Russian revolution had brought this work to a temporary pause.

Professor Maximow is also the author of a textbook in two volumes, in the Russian language, On Histology.
TELEGRAM
Chicago, November 17, 1916

Mr. Abraham Flexner
61 Broadway, New York City

Sprague Trustees today unanimously approved plan; appointed sub-committee to draft contract with the University.

Harry Pratt Judson
TELEGRAM

Chicago Office, November 7, 1926

Mr. Arthur P. Lexner
President, New York City

Subject: Trustees today unanimously approved plan; appointed sub-committee to
cooperate with the University.

Harry Pratt Jackson
THE UNIVERSITY OF CHICAGO
Office of the President

TELEGRAM

Chicago, November 23, 1916

Mr. Abraham Flexner
61 Broadway, New York City

Frederick H. Rawson President
Union Trust Company gives University
$300,000 for the laboratory; made public
today; referred to this night letter
Monday.

HARRY PRATT JUDSON
TRIUMPH

Chicago, November 23, 1920

Mr. Alfred M. Lerner
61 Broadway, New York City

Preceptor H. Rawson, President
Preceptor R. Rawson, Secretary
University Union Trust Company Gave University
$300,000 to the Laboratory; made public

Henry Pratt Judson
TELEGRAM

Chicago, November 25, 1916

Mr. Abraham Flexner
61 Broadway, New York City

If possible hold yourself in readiness to take Century for Chicago tomorrow; will wire this evening; important.

HARRY PRATT JUDSON
Therogram
Chicago, November 25, 1916

Mr. Abraham Flexner
41 Broadway, New York City

I hope to meet you next week in Chicago and take this opportunity to express to you my admiration for your work. I am writing this to inform you of an important event.

Harry Pratt Judson
NIGHT LETTER

Chicago, November 27, 1916

Mr. Abraham Flexner
61 Broadway, New York City

Gifts announced last week total $3,500,000; additional pledges to date donors' names announced later 400,000; subject my telegrams Saturday no longer important; will write later.

HARRY PRATT JUDSON
MURPHY, JUDGMENT

500, 500, 500; additional blisters to face

S. WALTER, WHERE ENDOWMENT COMMITTEE ON INC.

MASS., WITH WIFE, ETC.

HARRY T. JUDGMENT

FRIDAY, NOVEMBER 27, 1916

M. E. PRATT

MR. PRESIDENT,

G. I. STRONG, AND NEW YORK CITY

CITIZENS ASSOCIATION, THIS WEEK TOLD

500, 500, 500; additional blisters to face

S. WALTER, WHERE ENDOWMENT COMMITTEE ON INC.

MASS., WITH WIFE, ETC.

HARRY T. JUDGMENT

FRIDAY, NOVEMBER 27, 1916

M. E. PRATT
NIGHT LETTER

Chicago, November 27, 1916

Mr. Abraham Flexner
61 Broadway, New York City

Gifts announced last week total 3,500,000; additional pledges to date donors' names announced later 400,000; subject my telegrams Saturday no longer important; will write later.

HARRY PRATT JUDSON
MR. E. A. KNAPP, President
30 Rockefeller Plaza
New York City

November 26, 1936

Gentlemen:

This should confirm that Mrs. Frank Smith, registered at our office as a new client, has been issued a policy under the terms and conditions agreed upon.

Yours truly,

[Signature]

HARRY F. TUTTLE
HARRY F. TUTTLE DISNEY
The University of Chicago
Office of the President

TELEGRAM

Chicago, December 5, 1916

Mr. Abraham Flexner
150 E. 72d St., Borough, Manhattan
New York City

Will gift six-percent securities par fifty thousand dollars income for research fellowships in medical school be accepted as counting on five-million-three-hundred-thousand-fund?

HARRY PRATT JUDSON
CHICAGO, December 5, 1916

MR. ARThUR LEXNER
159 E. 79th St. Room 40, Manhattan
New York City

Will give six percent certificates per sixty thousand dollars income for research fellowship in medical school to be accepted as continuation on five-million-fund.

Harry Pratt Judson
New York, Dec 6

Office of the President

If income could be designated for research assistant gift undoubtedly acceptable. Fellow might mean reward and opportunity for promising student whereas research assistant would be member of full time staff and thus relieve endowment to that extent. Securities would have to be approved by Finance Committee of Board. Am writing special delivery.

(Signed) Abraham Flexner
The University of Chicago  
Office of the President

TELEGRAM

Chicago, December 7, 1916

Mr. Abraham Flexner  
61 Broadway, New York City

Can you analyze hospital estimate; approximate cost first building; second hospital equipment; third laboratory equipment; fourth any other items?

HARRY PRATT JUDSON
Oppenheimer, Director, N. Y. T. L. A.

Mr. President, New York City

Of Handelsblatt, New York City.

Can you analyze my case statement? Support letters from three business owners, inside information, police reports, former and after interests.

Harry Hurt, Judge.
Day letter from New York, December 28

Mr. Rockefeller, Mr. Gates, Dr. Buttrick and all the rest of us congratulate you on your latest Christmas gift. Here is hoping that the new year may in all respects keep up the promise held out by the close of the old year.

Abraham Flexner
Dear Teacher from New York, December 29

I'm writing to express my gratitude for all the assistance you provided me with my recent exam. I'm happy to see that my efforts have paid off. Please accept my sincere thanks.

Sincerely,

Antony Letterer
TELEGRAM

Chicago, January 10, 1917

Mr. Abraham Flexner
61 Broadway, New York City

New pledges five hundred fifty thousand; total now four millions, nine hundred forty-five thousand; announcements later; please notify President Foundation and President General Board.

HARRY PRATT JUDSON
CHICAGO, January 10, 1917

Telegram

Mr. Abraham Flexner

61 Broadway, New York City

New pledge of five hundred fifty

New pledgee five hundred fifty

Total new five million, nine

Summons: four thousand

Forty-five thousand

Announcement

Letter: please notify President Foundation

and President General Board

HARRY FRATT JUDSON
TELEGRAM

Louisville, Kentucky
January 11, 1917

President Harry Pratt Judson:

Your telegram was repeated to me; your success is unprecedented; I congratulate you anew.

ABRAHAM FLEXNER
TELEGRAM

Louisville, Kentucky
January 11, 1914

President Henry Platt Jackson:

Your telegram was received to me; your
telegrams were respected to me; your
congratulations on your success is unappreciated; I congratulate
you anew.

Abraham Lincoln
TELEGRAM

Chicago, January 15, 1917

Mr. Abraham Flexner
61 Broadway, New York City

New gifts fifty-five thousand; total now five millions; please send me address C. E. Hughes.

HARRY PRATT JUDSON
TRINCHER

New York, January 18, 1914

Prevent Hostility: Present Jackson

Renewed

Consultation: The Angles of Mr.

Hughes to be President.

ABRAHAM LINCOLN
TELEGRAM

New York, January 16, 1917

President Harry Pratt Judson: How soon under the terms of other subscriptions would the subscriptions of the Foundation and the General Board be payable?

WALLACE BUTTRICK
Telegram

New York, January 16, 1914

President Harry Pratt landmark: How soon

William Butler

[Address]

[Name]

[Title]
TELEGRAM

New York, January 15, 1917

President Harry Pratt Judson: Renewed congratulations; the address of Mr. Hughes is 96 Broadway.

ABRAHAM FLEXNER
Gram

New York, January 15, 1914

President Henry Pratt Judson:

Renewed congratulations to the agreges of Mr. Abraham S. Flexner.

Yours in 30 Broadway.

Abraham Flexner
DAY LETTER    Chicago, January 16, 1917

Mr. Wallace Buttrick
61 Broadway, New York City

Terms of subscriptions vary; some imply early payments; others spread over two years; one more than that; will confer with you next week on this subject; shall be Manhattan Tuesday morning next.

HARRY PRATT JUDSON
DAE LETTER

Office of the President

January 16, 1941

Mr. Wallace Pattick

of 1 Broadway, New York City

Dear Mr. Pattick:

Term of appointments vary; some imply
early departure; others expire over two
years; one more than that; will concern
you next week or this weekend; expect
to meet you Thursday morning next.

HARRY PRATT JUDSON
NIGHT LETTER

Chicago, February 5, 1917

Mr. Abraham Flexner
61 Broadway, New York City

Desirable confer with you various medical matters. Can you get me official transcript action board trustees Johns Hopkins full time plan? Shall you be in New York Saturday next for conference? Favill fund promising.

HARRY PRATT JUDSON
OFFICE, May 6, 1911

H.E. Postmaster General

125 Post Office Building, New York City

Dear Postmaster General:

I am writing to you concerning the possibility of your appointing me as a permanent post office clerk. I hold the position of an official messenger of the Post Office Department. I have been employed for five years and during that time I have carried

I have been employed in New York Post Office next to you for years

Yours faithfully,

Henry Pratt Johnson
TELEGRAM

New York, February 7, 1917

President Harry Pratt Judson:

On reflection I am not quite sure that I understand the meaning of your yesterday's telegram regarding the transcript of Hopkins action; can you wire me the general subject of Saturday's conference so that I can make sure I have all necessary data here?

ABRAHAM FLEXNER
THE UNIVERSITY OF CHICAGO
Office of the President

TELEGRAM      Chicago, February 2, 1917

Mr. Abraham Flexner
61 Broadway, New York City

Gifts this week not applicable fund are research fellowship endowment fifty thousand; free dispensary building one hundred thousand.

HARRY PRATT JUDSON
March 8, 1923.

My dear Mr. Morrison:—

I am handing you herewith a typewritten copy of an article by Mr. Abraham Flexner. The foot-note at the back of the first page will explain its origin and purpose. Mr. Flexner sent me a copy of this chapter in an earlier form and in revising it has adopted some suggestions which I made at the time. It has occurred to me that in your work on the Curriculum Committee you might be interested in looking this through. Kindly return it to me when you are through with it.

Very truly yours,

Mr. H. C. Morrison,
The School of Education.
We are in America fairly launched upon a movement to make high school education the indefeasible privilege of every American boy and girl; and at the moment, it looks as though a college education were about to become optional for all who have somehow contrived to acquire a specified number of high school credits. A few endowed institutions lay a certain emphasis upon quality as well; but a homogeneous undergraduate student body, well trained and of serious purpose, does not exist in any American college today.

Obviously the problems of the college arise to a considerable extent out of the conditions that exist within the high schools, and an entirely satisfactory solution will not be reached until the high schools have very greatly improved. But meanwhile, there are reasons for thinking that, irrespective of the doings of the high school, the college itself is far from wholly blameless. College opportunities have enormously increased. A well trained student who wants to achieve can accomplish more at college today than ever before. But at the same time I suspect that never before has a greater aggregate of energy been aimlessly discharged. One wonders whether the area of definite purpose can perhaps be further extended without doing more harm than good.

Experimentation under way at several institutions seeks to determine whether certain general, but very definite aims cannot be compassed with the entire student body. The present paper undertakes to suggest further development in the direction of specific aims, not inconsistent with the general aim

1. The author expects some day to elaborate this paper into a book. To that end he will be happy to be informed as to the details of experiments and efforts made or making in the field which he discusses.
A MODERN UNIVERSITY

We live in America today in a country where a woman's education is often neglected. The importance of higher education for women cannot be overstated. It opens doors to opportunities, enabling them to pursue a wide range of careers. Women who have completed college often have a competitive advantage in the job market, opening up a world of possibilities.

In recent years, there has been a push for women to enter higher education institutions. The demand for female students has increased, and many colleges and universities have responded by expanding their offerings to accommodate this need. The pursuit of knowledge is a fundamental right, and it is essential that women have equal access to opportunities for growth and development.

The trend towards gender equality in higher education is commendable. However, there is still a long way to go. Institutions need to continue to address the challenges faced by women in accessing higher education. This includes providing adequate resources, support, and creating a safe and inclusive environment.

In conclusion, women today have the opportunity to pursue higher education more than ever before. The key is to ensure that these opportunities are accessible and equitable. By doing so, we can foster a society that values diversity and acknowledges the potential of all individuals.
in question. The considerations and factors involved are numerous and complex; hence, the particular development suggested, however intelligently and sympathetically carried on, may fail. But after all, education can be improved only if under proper safeguards and after careful reflection we "try things"; and, so far as I can see, no great harm is likely to result and some good may be accomplished, if this experiment - far from entirely novel - is tried. It is easy enough to beat a retreat in case of failure or disappointment.

The college introduces young men and women to their world. What sort of world is this modern world to which they are introduced at graduation? It is - as compared with the world to which their forbears were introduced a century or more ago - an organized world, a world, I mean, characterized among other things by definite differentiation of functions embodied in several careers or professions, each requiring its own technical and professional training and experience. More and more the smooth running of this complicated modern world is coming to depend on the intelligence and devotion with which specialized intellectual functions are discharged. They are discharged by teachers, doctors, lawyers, engineers, clergymen, journalists. If teachers, doctors, engineers, bankers, manufacturers, and railroad managers were made as intelligent as, at the present level of human knowledge, they might be, and as devoted as, at the present level of human ethics, they should be, the world organism would not, of course, run perfectly, but it would run much better than it does.

On the other hand, though the modern world is organized, it is not completely organized. Large realms of activity and interest remain more or less nebulous. Important, therefore, as is expert professional service, the whole range of human interest is not covered by service of specific professional or expert type. As time goes on, the organized area will be extended at the
expense of the unorganized area; other professional or expert careers will be carved out; that part of the world's concerns which can be attended to by trained intelligence will increase; but it is not easy to believe that there is coming a time when mankind can be fully served by persons specifically trained for definite tasks. I say, therefore, that, though life is organized as never before, though the area covered by organized knowledge and intelligence is extending, the whole of life is not now organized and probably never can be.

There is another preliminary consideration which must be kept in mind. The individual physicians, clergymen, lawyers, journalists, educators, and engineers, who render expert service to the modern world, need to be specially trained for their several tasks. Every one of them must be trained - or organized - with distinct reference to the function that he is to perform. Yet, inasmuch as all of them are persons as well as experts, though organized, no one of them is wholly organized. A man's leisure, his random tastes and interests, his civic responsibilities represent his unorganized margin. There is something in every one over and above the trained expert; and in no two persons is this unorganized area precisely the same. As experts, as members of a profession, they may resemble one another more or less closely; but as persons they differ; personality and individuality add something that is subtle, fugitive, precious and incalculable. Especially in one's leisure does this subtle and incalculable element make itself felt. Finally, as citizens, they all owe social service to the community.

What has all this to do with college education? Let us see.

II

The American college offers, or tries to offer, academic opportunities that in amount and variety cover, extensively and intensively, the whole field
of intellectual interest and opportunity. General courses sketching all the
major domains of human knowledge - languages, philosophy, history, the fine
arts, economics, mathematics and the sciences - are, as far as possible, supple-
mented by special courses devoted to the detailed study of those portions of
each general course that are of outstanding importance. From this rich
abundance of material, students are, with certain exceptions, that I shall not
only mention but emphasize, to a large extent free to construct their courses
of study, as they proceed, with comparatively little thought of the morrow, when
definiteness of aim may be required, or actual need will make itself felt. Sub-
ject matter is spread out in great and sometimes overwhelming abundance. Teachers
are usually interested in it for its own sake. They are apt to present to their
classes such aspects as interest them, rather than the aspects which may be
rather more important to most students. The several departments are moreover,
as a rule, quite autonomous, and not infrequently self-contained. Sometimes
a group of workers in, say, history and political economy, or physics and
chemistry, will undertake a joint enterprise; but such cooperation is not
necessary and is none too common; nor is it likely to be arranged with a view
to the ultimate objects which the student may wish to embrace on leaving college.

The frequent aimlessness of the college student is the natural result.
All sorts of motives may determine the student's choices; and from the standpoint
of what happens, one reason is as good as another. A student may, if he chooses,
take a subject or organize most of his course with reference to his subsequent
vocational or professional intentions; but, though conditions vary in different
institutions, and there is a tendency, reflected in the general examinations,
efforts at educational guidance and otherwise, towards order and away from chaos,
he may still in larger or smaller measure follow his fleeting interests from
year to year, be governed by the convenience or inconvenience of the time
schedule, decide on the basis of ease or difficulty, compound a mixture in
which traditional culture and present utility are all represented, or take the
hasty advice of an instructor, who, having ascertained that he took this course
last year, suggests that he take that course next. In any event, he is all
too often apt to lack guiding purpose during his college career; he is apt to
drift after he leaves college; and whatever career in life he comes to pursue,
he is likely to discover that he failed to take advantage in college of oppor-
tunities that he subsequently finds of inestimable importance. That is to say,
the student making his way through college into a world, an important part
of which is organized and as such makes definite intellectual demands, is apt
during his college course to be more or less unaware of the peculiar make-up
of the modern world—he is apt, on graduation, to find himself either without
aim or unready for the service at which he might have aimed.

Roughly speaking, three kinds of careers are open to the college
graduate: (1) he may continue to pursue subject matter as scholar, investigator,
or teacher; (2) he may enter a profession—law, medicine, engineering, education,
the ministry, or journalism; (3) he may follow a business career. I propose
to consider what bearing the probability of one rather than another of these
three kinds of careers might fairly have on college teaching.

I have already said that with certain qualifications the American
college spreads its opportunities lavishly before the student. The quali-
fications, to which I alluded, are of two kinds: (1) the frequent requirement
that before taking a given course, generally an advanced course, the student
must have satisfactorily completed a preliminary or introductory or related
course; (2) the requirement that the student must elect a certain group of
subjects, generally two, to which he devotes his major attention, while pur-
suing more superficially a number of other subjects, some related, others not
related, to his major subjects.
would prefer to continue my present major and take the same courses.

Last year I decided that I was not ready to leave college. I was not sure if I had the necessary preparation to go on to graduate school. However, I feel that I am now ready for college and am planning to attend in the fall of this year.

I am interested in becoming a nurse and am currently taking courses in preparation for this career. I believe that the combination of my major and my minor will provide me with the necessary background for a successful career in nursing.

I am optimistic about my future and am looking forward to the challenges that lie ahead.

Thank you for your continued support.

Sincerely,
[Your Name]
Both these requirements concern subject matter. They were designed to bring a certain degree of order into the student's course of study. Let us assume that as a result a student, especially a good student, gives more attention, perhaps one might say, a substantial amount of attention, to at least two related studies, and that he thus attains a respectable body of information about them and training in them. He will have acquired, for example, a pretty good knowledge of Latin and Greek, or French and Spanish, or mathematics and physics, or chemistry and biology; and, in addition, he will have dipped into other fields—history or literature or philosophy or science. But the acquisition of subject matter, as such, has been his object. At times definitely, at times vaguely, his choices may be influenced by a purpose that lies beyond the college. But, with an important exception to be noted, the college does not, as a rule, systematically and deliberately seek to ascertain the purpose, if it exists; to help the student to crystallize it, if it is vague; to help him to create it, if it is non-existent. In other words, the group system does not necessarily involve the formation of ultimate purpose. It does not necessarily look beyond itself.

III

I said that there are three kinds of careers open to the college graduate: (1) scholarship; (2) a profession; (3) a career of commercial or industrial character. The procedure above described serves the first more satisfactorily than the others. That is, the student who wants to master Greek or history or physics, as such, because he is interested in them as subjects and wishes to become a classical scholar or historian or physicist, may be taken care of by the system now in vogue. He gets an opportunity to work in his chosen field, taken as a branch of knowledge; if he is able and competent, he may, even as an undergraduate student, get a chance to carry on a piece of minor research or to read widely in fields contiguous to his own. Students
III

I want to say that there are three kinds of classes open to the college.

I. Lecture courses (a) Section I: Sociology; (b) Section II: Mathematics. These courses provide a general understanding of the subject. The instructors are knowledgeable and experienced in their fields.

II. Discussion courses. These courses are open to students who have completed the prerequisite courses. The discussions are led by professors who are experts in their fields.

III. Laboratory courses. These courses are open to students who have completed the prerequisite courses. The laboratory courses provide hands-on experience in the subject.

In conclusion, the college offers a wide variety of classes to meet the needs of all students. Whether you are a first-year student or a senior, there is a class for you.
of this kind are not numerous, but they are incontestably precious; and I should be the last one to wish to organize them out of existence. A student who really wants to perfect himself in the classical languages or in modern literature or modern science, as such, and who can concentrate himself effectively on the undertaking is a rare person, sorely needed to sweeten and to elevate American life. The present system, if only, as I shall later suggest, it were freed from a few conventional subject requirements, and freed, at the same time, from its excessive reliance on school mechanism (courses, examinations, etc.) - would serve satisfactorily the small number of devotees to learning as such that our colleges now contain or may succeed in cultivating.

But the present system does not fit the far more numerous others who, not deeply interested in a subject, can be efficiently motivated, if at all, only by a career. These persons, - the large majority of our present student body, many of them extremely able, some of them earnest and more still capable of being earnest, the college now leaves at sea. Its requirements, as indicated above, do not adequately help, for they are not based on motive. And not only do these students lack direction in college, but they are preparing themselves for avoidable defect and disappointment a bit later. That is, if the student ultimately enters a profession, law or journalism, for example, business, or even teaching, he may well find that he failed to coordinate his college studies with some regard to his now urgent needs. He will, in all probability, have touched on certain branches, which prove to bear on the main preoccupation of his mature life; but, unless he has had medicine as a career in view - this is the exception which I had in mind - his college experience may have failed to help him to formulate a purpose, or it may have failed to take timely note of a purpose formed or in process of formation. And this is a very serious matter, for most college graduates
I have found that there are not many college students who are interested in science or technology. A lot of them want to become engineers, but they don't really know how to get there. I think it's because they don't see the value in it. They see it as a job, but not as a career. I think it's important for us to show them the potential careers that are available in science and technology.

The success of American life depends on the scientific and technological advancements, and it's important for everyone to be aware of the importance of mathematics. It's only as I speak later on, that I realize how much we've taken for granted.

This is why I believe in science education. The students need to be aware of the potential careers in science, and how important it is for the country.

If we don't teach them now, they won't be interested in science later. It's better to teach them now, so they can make informed decisions about their future careers.
follow another career than pure scholarship - follow, I mean, organized careers for which not only professional, but pre-professional training is requisite.

I said a moment ago that medicine is an exception. Of all the professions developed under modern conditions, medicine has perhaps attained the most definite educational organization. Modern medicine has a point of view; it has developed a technique by means of which it is rapidly acquiring and setting in scientific order a substantial and rapidly increasing body of skill and knowledge. We know what medical training is and what it aims at; and from these aims we have worked back, constructing a course of training which should logically precede work in the medical school. The colleges and medical schools have got together on this point. They have agreed that if a youth of either sex wants to begin the study of medicine at twenty-one - as he certainly should, unless he can begin it a year or two earlier - he must make up his mind about it at least three years beforehand - for which something can surely be said alike on moral, educational and professional grounds. On moral grounds, because forehanded decision tends to add a dash of seriousness to the education of our none-too-serious boys and girls; on educational grounds, because studies are better coordinated and more intently pursued if it is known that they lead somewhere; on professional grounds, because modern medicine can no longer be taught merely in the medical school. The medical school has to presuppose knowledge, training and aptitude. The aptitude must be ascertained in the college, if not previously; the knowledge and training upon which modern medicine repose must be brought to the medical school, for the medical school curriculum, overloaded with medical subjects and in serious need of reorganization, simplification and perhaps lengthening, cannot possibly offer training in any of the instruments - linguistic or scientific - which the student must be prepared to use at the very outset of his medical studies.
I mean, organizing careers. Following career paths is part of what I do, but it's not easy to articulate. I make a comment at a meeting in expectation. I mentioned a development project involving collaboration, teamwork, and problem-solving. A point of view I presented has been shared and developed. A comment by someone who's not at the meeting any more is worth mentioning.

I also mentioned a development project involving collaboration, teamwork, and problem-solving. We want to be able to talk to each other. The college and market schools factor heavily here. We have very high expectations for the college and market schools.

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We have very high expectations for the college and market schools.
For these reasons the university medical school admits only students who have been competently trained in physics, chemistry and biology, and who have a reading knowledge of French and German. Under pressure of this objective, the colleges have framed a preliminary medical course, the backbone of which is formed by the studies in question. It is a coherent, severe and absorbing discipline in science and modern languages, occupying as a rule the first two years of the college course. All the elements that it contains were already there; any farsighted and intelligent student might have put them together for himself. But not many students would have been intelligent and farsighted enough to do so; accordingly the medical schools and the colleges do it for them.

In making this requirement university medical schools have not attempted to limit the details of the student's scientific work to the supposed needs of medical education. They have not mapped out a course in which the student must be mechanically drilled; they have not assembled a list of experiments which he must have performed; they have not insisted on his having at his tongue's end any particular set of facts. The requirement has been conceived in liberal, not in illiberal form. The medical teachers hold that the student of medicine should have acquired scientific interest, training and point of view. Competent teachers, treating these subjects in a comprehensive and philosophic fashion, do not have to be told the importance of accurate knowledge and clean-cut conceptions. The medical schools do not minimize clearness and accuracy; but they know that instruction is all too easily mechanized and the free spirit all too easily chilled by a highly particularized requirement. And as not only scientific knowledge but scientific culture and scientific interest are requisite, the schools do well to define their need in general, that is, in liberal terms.
On the other hand, the prospective student of medicine is not while in college entirely absorbed in his pre-medical studies. A limited requirement is usually made in other fields; and the student has a chance to browse further. It would be interesting to inquire just what use he makes of his browsing privileges - whether to browse in other fields, because his professional studies do not completely satisfy or absorb him, or to get more chemistry, more physics, or more biology. It is, for our purpose, important to note that, though this close coordination of college and medical school is, except at the Johns Hopkins, a relatively recent development, it has proved amazingly easy to get our college boys and girls to come to a timely decision and thus to shape their college courses with explicit reference to the demands of the medical school. Students, who ten years ago might have ambled aimlessly through college only to find that, having after graduation decided to study medicine, they had made no proper preparation for it, now make up their minds in advance, and do better work accordingly. That is, a three cornered gain - moral, educational and professional - has been realized, and by such numbers that already the medical schools lack room for all the qualified students who apply for admission. And it is interesting to note, further, that many colleges are so well satisfied that one of their own fundamental purposes is accomplished by students taking the preliminary medical course in order to enter a medical school in what would otherwise be their junior college year, that they confer a bachelor's degree upon these students at the end of four years, i.e., when they are half way through the medical school, precisely as they confer the degree upon students, who have for four years pursued a less highly organized course with a less definite object, or with no object at all.
of the other hand, the progression of knowledge is not always as smooth. A student in college may encounter problems in the early stages and may struggle with a course. It is important to note that these close connections to college and university education are key to the success of the military. A career in the military requires a certain level of education, and a student who has not had an adequate foundation in mathematics, science, and engineering may find it difficult to progress.

To the students who want to become better acquainted with their college professors and fellow students, it is important to understand that each college offers a unique environment. The mix of students and the nature of the courses vary from college to college. At some colleges, the atmosphere is more relaxed, while at others, it is more rigorous. It is important to find the right fit for your needs and abilities.

The military provides a unique opportunity for students to explore various fields of study. Many military colleges offer courses in areas such as engineering, science, and technology. These courses are often more challenging and require a higher level of dedication. However, the benefits of a military education are significant, and many students find that the experience is well worth the effort.
IV

The reader may now perceive the drift of the argument. The world is more highly organized than ever before; for the special expert service that it requires, training can of course be had only in professional schools; but professional competency begins back of the professional school. The college graduate of two and twenty, arrived at the threshold of professional school or practical life, cannot then begin to lay the specific foundation which professional training requires. He is too old to begin once more on underpinning; his capacity for that sort of study is no longer at its maximum; he is naturally and properly impatient to start his life's work. The college should have anticipated some of the definite needs that the coming years will certainly disclose.

If then the American college suffers from a considerable degree of aimlessness, does not the history of the preliminary medical course contain a suggestion that might be carried a little further? Certainly on its face there is no reason why of all possible definite careers medicine alone should exert retroactive pressure on the student to be thoughtful, and on the college to be efficient. And if such retroactive pressure on the part of the medical school does not, or does not necessarily, defeat other legitimate college aims - social and cultural (I shall recur to this point) - it is not at first blush apparent why similar retroactive pressure by other careers would be objectionable. If purposeful organization of college work with reference to a career in medicine is a good thing, is it possible that purposeful organization of college work with reference, say, to engineering, to law, to teaching, to the ministry, to business, would be a good thing, too?

It is fairly obvious that the same case can be made out for engineering that has been made out for medicine. Nor should argument be nowadays
needed to prove that, though sound and adequate scholarship is always his prime need, the prospective teacher of language, history or science would do well to master betimes the modern technique of his profession; for it is one thing to know a subject and something more to teach it. In the very process of acquiring mastery of his subject in college, the future instructor should be studying educational problems, experience and techniques.

As to other professions, the answer turns upon several considerations. Does law in itself involve a training as technical and as definite as medicine? The history of the modern law school would seem to give an affirmative reply. The lawyer was once made by apprenticeship, just as the doctor of the same day was made; but schools were soon created—schools conducted by practising lawyers in odds and ends of time for the benefit of students who simultaneously often did other things—very much as medical schools were in that day carried on. The process was not satisfactory in law any more than it was in medicine. Accordingly, the last generation evolved the modern university law school with its organized curriculum, its paraphernalia of textbooks and methods, and even in a few places its full-time teaching staff.

The lawyer thus shaped serves several functions. In the first place, he represents and advocates the interest of his client in conference or in court. Perhaps this, the most prominent aspect of his career, is on a long view the least important, for as legislator and judge—all judges are lawyers and most of the members of Congress—he is not only law-maker, but also the main agent in so interpreting laws as to facilitate the orderly and progressive development of society. A law, be it ever so cleverly and luminously worded, does not mean the same thing forever. Constitutions and statutes alike must be interpreted. When it becomes impossible to interpret them into a meaning consistent with dominating social purpose, they must be
As to other phrases, the manner in which the events were handled and the consequences of the phrase do not seem to have been finalized or implemented.

The mission of the modern law school would seem to be an initiation of the law. The modern law school is to be a place of new and daring students - to provide opportunities for creative and innovative legal professionals.

In order to achieve this mission, a program of comprehensive and constructive education must be established. The legal education program must be designed to provide the students with the necessary skills and knowledge to succeed in the legal profession.

Moreover, the legal education program must be designed to meet the needs of the legal profession and the society as a whole. It must provide a comprehensive education that is relevant to the current legal landscape and the challenges facing the profession.

The legal education program must also be designed to be inclusive and to provide opportunities for students from diverse backgrounds. It must be committed to access and equity, ensuring that all students have the opportunity to succeed and to contribute to the legal profession.

Finally, the legal education program must be designed to be flexible and adaptable, allowing for innovation and change as the needs of the profession and society evolve.

In conclusion, the legal education program must be comprehensive, constructive, and inclusive, providing the necessary tools and resources for students to succeed in the legal profession and to make a positive impact on society.
amended or repealed. Whether social evolution shall be at once sound and order-
ly depends thus in large measure on lawyers — not only on their technical train-
ing, but on their breadth and flexibility of intelligence.

In his most responsible and far-reaching function the lawyer is there-
fore a social physician, not a business man’s instrument. It would seem
feasible to formulate those aspects of social development — ethical, economic,
international — with which the lawyer, far more than other professionally
trained agents, deals. Is it not possible that tension would be reduced and
social evolution achieved with less friction, if our lawyers and judges were
not only learned in precedents, but were thoroughly versed in history, ethics,
economics and political science? This would doubtless involve a revision
of the aims of legal training with a corresponding revision of the law school
curriculum, for legal training would then consciously aim at producing some-
thing different in certain respects from the practising lawyer. The legal
curriculum itself is something to be determined by those who take a broad
view of the situation; the college course best calculated to prepare for it
would have to be arrived at tentatively and experimentally by college teachers
and law teachers in cooperation. If this suggestion finds favor with those
who know, perhaps an experiment, requiring candidates for admission to possess
a bachelor’s degree based on a competent knowledge of economics and history,
might be as good for both college students and law students — not to mention
the legal profession and the people at large — as was the specific requirement
in science set up by the Johns Hopkins Medical School a generation ago.

Could a case also be made out for the specific training of those
entering theological schools and seminaries? The minister expounds a religious
attitude or faith; he is a social agent of importance; he might, if properly trained,
exercise even greater influence than he usually does. To him, among others, a congregation, not a community, looks for counsel in dealing with pressing social and industrial problems; he should be a formative influence in adapting to present and coming conditions the standards of business and professional conduct; he is the counselor of individuals distraught by the clash of warring principles of conduct; his opinions in hygiene and education carry far into the very heart of family life. He ought to be scholar enough to keep in touch with the movement of thought in other countries developing more or less as is our own; he ought to know enough of modern science to appreciate its bearing on theological and philosophic thought; he ought to have a clear conception of social and industrial organization and evolution. A college curriculum, that contained biology and geology, philosophy and political economy, would be a rich and purposeful introduction to the technical training of the theological seminary. An eminent New Testament Greek scholar holds that for the minister science is more important than Hebrew or Greek and history more valuable than metaphysics. Would our preachers be likely to be men of larger vision and greater influence, if they had spent three or four years in the pursuit of such studies? Would their social efforts and their philosophical discussions be likely to be more effective than they now are?

Business and journalism are usually careers, upon which the college graduate at once enters, rather than professions, for which he seeks higher training. In reference to these I raise the question whether the college could not, after careful analysis of the situation, devise a curriculum adapted to the future needs of the prospective business man or journalist. Business is obviously less specific than medicine, perhaps less specific than law. But it has at any rate a sufficiently definite social background and a sufficiently
definite general character. I am not unmindful of the fact that broad culture may often turn out to be the best possible training for the incalculable demands of business life; and I should hope that an organized plan of instruction would still leave a margin large enough to tell, if industriously utilized for simply cultural or appreciative purposes. But modern business is infinitely complex, both externally and internally. Industry has its peculiar problems in respect to production, material as well as human, and in respect to consumption, national and international; all modern business has a general background,—social, economic and scientific,—and it is in reference to this general background, common to all modern commercial and industrial activities, not in reference to the specific problems or jobs of shoe manufacturing, banking, brokerage, transportation or mining, that a student's college education might perhaps profitably be organized. Let us suppose that those who are now responsible for policies pursued in the financing of large enterprises, in the development of international trade, and in the handling of labor problems, had risen to their present posts from the basis provided by good college training in the theory of finance and the history of labor organizations and legislation in Great Britain, Germany, France, the United States and other countries, is it not possible that larger views would prevail, that the relation of foreign and domestic trade would be more clearly apprehended, and that the age-long contention between capital and labor might be approached on both sides in a spirit at once more humane and more intelligent? The colleges already offer the courses out of which such a discipline might be created; but they do little to organize it and to press its advantages upon the student. Would anything be lost, might something be gained, if instead of leaving the student to pursue such studies if he so chooses, the college were to set up a course of training in which they are incorporated and coordinated? The subjects are
...
there; they are presumably good for college students. If a student actually coordinated them, he would probably be praised as knowing what he is after. Would it help or hurt if those who know coordinated them with a view to considerations, of which the student himself cannot yet be fully aware? Surely it cannot be maintained, that, whereas definite articulation of courses now offered would be wholesome, if somehow achieved by the student for himself, the same grouping, officially suggested, would be discordant with the spirit or intent of academic life.

Neither the undergraduate school of commerce nor the graduate school of business is the equivalent of what I have in mind, for both are technical and vocational. I am thinking rather of training in economics, history and modern languages in order that the business leaders of the next generation may not labor under the same handicaps as their fathers in consequence of ignorance of history, geography and economics, a narrow social outlook and inability to speak other languages than their own. Vocational schools of commerce will continue to do their work; and graduate work, theoretic and applied, might even be of more searching character, for it could presuppose sound fundamental training, instead of the occasional training, which under the present system is all the undergraduate student usually obtains. It cannot be argued that the undergraduate is incapable of taking the proposed training; for the courses are already there, open to him, and in such variety that, as far as subject matter is concerned, they overlap the graduate school courses.

The suggestion that business be viewed as seriously as a profession and that universities accordingly undertake to provide for it an appropriate intellectual underpinning runs counter to academic tradition and preference. The academic mind still at times balks at anything in which it suspects what it calls a "materialistic" aspect. But business will live down the prejudice, or -
The Wartime.the Merchant Service School or common of the Barcadale Society
and the American Legion to which I have the honor to present this report of the investigations I have
completed in order that the American Legion may have some participation as their part in the
counsel of the Merchant Service Society and the identity of the American Legion service society and the
merchant services of common with the American Legion. The need of cooperation in defense and
countering to foreign and enemy espionage and subversion of the American Legion service society and
the merchant services of common. I cannot do many things that the American Legion service society
and the merchant services of common for the protection of the American Legion service society and
the merchant services of common to which I have the honor to present my report.
what amounts to the same thing — the academic mind will ultimately accommodate itself to the fact. Time was when, the physician being an apothecary and the surgeon being a barber, the universities were equally — and justly — contemptuous of the healing art. But the academic attitude changed as medicine became a profession with scientific basis and cultural possibilities. Modern business is undergoing a not dissimilar transformation. Trade has begun to involve both the social and the physical sciences. Our state universities in the West and endowed colleges influenced by them have indeed already in considerable measure responded to this development; they have even gone so far as to become distinctly practical. But I am urging not that practical training displace academic training — the college is distinctly not meant for that — but rather that academic training be so organized as to realize the intellectual and cultural values of the practical or professional discipline or activity which will come next.

Of those, who object even to this, one may fairly inquire to what ends colleges offer courses in economics, history or ethics. Are they designed only for investigators and teachers? If so, the numbers pursuing them will be small, though highly important. Are they, in addition, designed to give a fringe of learning to students mainly interested in other academic subjects? If so, the students in question will give them only incidental attention. Are they there to be pursued earnestly by the large numbers, who, destined for business or public life, may in college perhaps be made aware of the fact that under modern conditions business is — whatever else it is — a social service? If so, what is lost by a step that places business on a par with law and medicine as an important social activity, to the prosecution of which belong serious intellectual interests?

The process of organization above described involves a curious reversion. The first college in the United States was a school of serious
The process of accumulating knowledge involves a careful selection of relevant information. The first step is to identify the sources of information that are most relevant to the topic at hand. This requires a thorough understanding of the subject matter, as well as an ability to filter out irrelevant or misleading information.

Once the sources have been identified, the next step is to compile and organize the information in a coherent and logical manner. This involves organizing the information into a structured format, such as a table or a diagram, and highlighting key points and concepts.

Finally, the information is presented in a clear and concise manner, using appropriate language and terminology. This requires a strong command of the subject matter, as well as an ability to communicate effectively with others.

In summary, the process of accumulating knowledge involves careful selection of relevant information, organization into a coherent format, and clear communication of key points. These steps require a strong foundation in the subject matter, as well as an ability to think critically and creatively.
and definite purpose. It was meant to give prospective ministers of the gospel the training which they needed. So the founders of Harvard College stated their purpose — that the colonists might not have an illiterate ministry. For generations the college gave the liberal training needed first by ministers, then by lawyers — the two bookish professions. In the nineteenth century, following general prosperity and the spread of intelligence, others than prospective lawyers and ministers went to college in large numbers. Simultaneously, there was a rapid and enormous development of organized knowledge in every field; and the search for new knowledge became one of the passions of civilized man. The college admitted the increasing numbers; it enlarged its scope; it became the focus of investigation and research. The training that once sufficed for lawyers and clergymen was no longer the best even for them; for the others it was inadequate, perhaps inappropriate. The elective system, which recognized the equal dignity of all branches of learning, the equal validity of all wholesome intellectual aims, was the result. Our college students — numerous beyond all expectation, largely ill-trained and immature — cannot, even if they would, spontaneously find their way to best advantage in this rich tangle; moreover, other influences, tending to prolong the period of immaturity, help to divest college life of seriousness. So it happens that, just at the time when the elaborateness and complexity of professional and business life make it important that students economize time and make ready, while they may, for definite careers — just at this time they receive least help towards formulating their several purposes, least help towards directing their studies with reference to these purposes, and most opportunity to be dilettantes.

V

I have thus far grounded my thesis on an analysis of professional training; but it is supported by additional considerations, not without con-
any satisfactory reasons. It was meant to give prospective ministers of the gospel

the training which they needed. So the formation of Harrisburg College began.

For that purpose the college must not have an intermediate ministry. For it

would be wrong that the college take the intermediate standing that the

ministers then by law have - for the position of ministers.

In the meantime therefore, following General Brougham and the theory of inductive, organic

Simultaneously Baptisting Free and any ministers were to colleges in large numbers. Simultaneous-

with the theory. It was by the latter, they were to be trained for the Ministry of

in that sense for we new knowledge came one of the powers of all this

life; and the reason for new knowledge was one of the desires of all life,

The college should be the intermediate ministry; it should be the school

to become the power of instruction may become. The training that once

could not be given to future and often gave was no longer the past away for them

now we need, so that we may benefit, prepare the people of it.

Don't assume the nation's life, and the nation's life, it is not that the

it was new, it is not the nation, but the people of it.

they must be newly educated, they must to be trained to their order,

and the people of it.

the people of it.

The training that once

now we need, so that we may benefit, prepare the people of it.
siderable weight, which I have already incidentally mentioned. We have for
some years been engaged in elongating our educational organization without
careful consideration of the cost in time, not to say money. American boys
used more or less commonly to go to college at sixteen or seventeen. The
high school, once called the people's college, has been slipped in, so that
the time devoted to high school and college is often twice what it was. In
consequence, the American scheme now contemplates a general education covering
sixteen years - something that cannot be duplicated in any European
country. Some of the reasons are plain, and, to a certain extent, cogent, for
secondary education in America has its own scale, its own scope, its own
objects - all different from continental spirit and practice. It is nevertheless a question whether our effort as now organized is either as sound or as
efficient as it can be and must be made. An American boy, who pursues the
beaten path, enters school at six and completes his general college course at
twenty-two. A certain number - no one knows how many - make a saving somewhere in the elementary or high school and thus escape a bit younger; a con-
siderable number are retarded and are thus held a bit longer; in any case the
system defers the professional education of college-bred men until the twenty-
third year.

It is too late. The economic burden is so heavy that, as a rule,
only the sons of the prosperous can enjoy first-rate professional training -
a deplorable situation, especially in a democracy. Again, no matter how well
borne up to eighteen, school and college routine - enforced attendance on
lessons, exercises, examinations - becomes more and more irksome after that
age. Social and psychological considerations - and they, rather than the
schoolmaster's preference, must really control - suggest an earlier terminus
to the formal schooling process than is contemplated by our existing organiza-
tion. The requisite saving can be made in several ways: part of it, by
taking up the slack in elementary and secondary education, as we should, for example, if a quicker pace were established as the rule and a slower pace set for the weaker, instead of vice versa; part of it, through reduction of the usual college course to three years, through the elimination of elementary courses from the college, and, finally, part of it, by the deliberate decision, that, whatever else the college student may do, he should, if minded to pursue a profession, lay in college the foundation upon which his professional training should be built. His professional training will thus become more scholarly; he will have been treated like a man two or three years earlier than he now is.

I did not start out to discuss the object of college education; yet, if the argument has force, we have been considering either what, in reference to most students, the college is for, or, now that we have it, the uses to which it may be put. More earnestness within the college as it now stands would of course alone work an enormous improvement; but it would not at all dispense with the need of making a more purposeful use of the college years. I should hope, not mainly, though perhaps not infrequently, to make the present idler earnest, but rather to make the earnest and the potentially earnest more effective. It is not, nowadays, only the idler who drifts. The serious drift, too, and occasionally lapse into idleness, aimlessness or discouragement. Chronologically the college includes the upper section of adolescence and the lower section of comparative maturity — a sort of no man's land, lying between unmistakable boyhood and unmistakable manhood. There is something to be said in favor of having a distinct educational institution to manage this transition period — an institution, which grants more freedom than the high school and less than the graduate or professional school, an institution, in
I did not want to become the object of college attention; I did not want to become the object of college scrutiny; I did not want to become the object of college pressure; I did not want to become the object of college care. I did not want to become the object of college attention; I did not want to become the object of college scrutiny; I did not want to become the object of college pressure; I did not want to become the object of college care.

If the treatment has not been severe, we have seen conscientious effort, and if the treatment has been severe, we have seen conscientious effort.

The profession is full of people who have seen more of the profession than I have, and who have seen more of the profession than I have, and who have seen more of the profession than I have, and who have seen more of the profession than I have.
which purpose is finally determined, while its specific execution is deferred until the mind is more highly trained and more richly stored.

VI

What sort of institution would a college be, if it were thus conceived? It would, I suspect, be a simpler institution than it now is. The organization of the curriculum with reference to ends would inevitably emphasize sound general training in the different subjects as against the premature and excessive specialization now in vogue. The teaching function of the college professor would be admitted more candidly than it now is. The college would thus tend to draw away from the graduate school - to the advantage of both institutions; for the present arrangement endangers two good things: it obliges a man who might be a good college teacher of immature and untrained boys and girls to cast his instruction in an unsuitable mold; and it distracts a university professor who ought to have freedom and tranquility with a killing burden of administrative, parental, and instructional routine.

The student body, more or less completely organized on the basis of purpose, might easily show increased earnestness. There would, as I insisted at the outset, continue to be students, interested primarily in subject matter, seeking to know the history of man, to master the languages which he spoke or has spoken, or to explore the laws of the phenomenal world - students, whose studies might well be characterized by even more intense concentration than is now common. There would also be that preliminary medical group, looking in the choice and organization of their studies beyond the subject matter itself to a definite professional training which has reacted on and determined their college curriculum; and there would be similar groups of students pursuing just as definite courses in equally conscious reference to law, journalism, the pulpit, engineering, and business. There would remain a fairly artless
IV

What sort of institution would a college, ed. If to make a good college

Is there something I need to do in order to make it into a good college

If so, what are the necessary steps to make it into a good college

Is there any research indicating how to create a good college

The teaching profession at the college has

manic experiences that are common in the teaching profession

Many times to know your own strengths

Offensive

to the presence of what are

Defensive

appropriation of a method of

Lamentation

and Information

The serious lack of resources and knowledge on the part of

professors, might easily spawn increased awareness. These money as I intimated

were allotted a good college teacher of literature and

and it is that the literature in our

A French

to know the prices of men to market the ambitious, more

on and so on to explain the value of the

to make a distinction in

which might well be characterized as

Thus many ideas of the

For the purpose of

college constructions; may even money to stimulate homes to

an important topic for

the public, the~

my presentation...
group of uncertain size. Stiffer high school work and more genuine standards of
college admission — if only they could be brought about! — would winnow them
somewhat; a stancher scholarship requirement, less athletics and less club life
in college would tend to refer some of these worthies to other places of amusement.
But there would still be enough of them to constitute a problem. For a while
they might be permitted to do just as they now do — that is, until experience de-
cides whether the suggested experiment in organization is really worth while.
Then — if not earlier — as an alternative to definite specialization, the college
might offer two general, articulated courses, one humanistic, the other
scientific and humanistic, between which the nondescripts must make a choice.
A little violence would be less damaging than aimlessness; a definite co-
herent and exacting effort would do them less harm — perhaps more good — than
the rather aimless procedure which is now the alternative. The scholar,
whom I have already quoted, writes me: "As one who took five years after
college to discover his specialty, I sympathize with the undecided, but I
am quite favorable to making them justify their indecision, or atone for it,
by extra diligence and success."

And, finally, I should hope that socially the members of all groups
might freely mingle, just as students now do. Nothing can be more wholesome
than the free and easy contacts of the American college; nothing more stimulat-
ing than the clash of viewpoints and objects which thus result. On the whole,
the college is a democratic institution; and it would be a pity to anticipate
any of the separateness that inevitably comes with practical life.

The experiment I am discussing is really less of an innovation than
appears. Particularly in the Middle West certain institutions have taken steps
in this direction. Is it not indeed the logical outcome of the considerations,
which brought about the flexible college curriculum? The college was enriched
and diversified to keep pace with the enrichment and diversification of modern
to a large extent, because the work of college students is not only defined by the traditional academic requirements, but also by the moral and social expectations of the society. The college environment is designed to foster a sense of responsibility and community among students. For many, college is not just a place to learn, but also a platform for personal growth and development.

Furthermore, college students are often expected to contribute to the community, whether through service learning, volunteer work, or other forms of civic engagement. The college experience is more than just academic instruction; it is also an opportunity for students to develop their critical thinking, problem-solving, and leadership skills.

In conclusion, the college experience is a unique and transformative period in a person's life. It challenges students to think deeply about their values, aspirations, and responsibilities. The college environment is designed to help students navigate this complex terrain, providing them with the tools and resources they need to succeed both academically and personally.
intellectual and social life. Individual capacity and preference had to be
needed, in order to utilize the abundance of opportunity thus provided. Ex-
perience showed, however, that many students lost themselves in the tropical
wilderness; their capacities, even if developed, did not and could not in-
stinctively appropriate and coordinate the most appropriate courses of study; not
infrequently there were no definite instincts or needs to guide them. The elective
system was introduced that the student might be free. But in what sense is he
free, when, ignorant and confused, his choice alights on this subject rather
than that? The elective system, meant as a wide-open opportunity to permit
the student to organize his work, needs to be organized for him. He will still
retain freedom of election; he may elect subject matter in any field or he may
elect a definite professional career; but if in the latter event his election
falls upon one of the now recognized professional careers, the college will have
prepared for him, as it has prepared for the pre-medical student, a definite
combination of subjects calculated to serve his ultimate object.

VII

My proposition should not be interpreted as an attempt to convert the
college into a vocational school. I have already taken pains to say that this
is not my purpose; and I do not believe that it will happen. I am proposing
only a liberal and modern intellectual treatment of the careers which college
boys and girls ultimately choose. They are going—many of them, perhaps most
of them—to become doctors, lawyers, or business men. Important intellectual
interests belong to these careers. Shall those who follow them realize these
intellectual values? A broad-minded humanist, Professor Ernest D. Burton of
the University of Chicago, has latterly interested himself in what he happily
calls "the resolution of the old antithesis between bread and butter education
of the cultural type". "May not our colleges and universities", he asks, "at
least become increasingly institutions in which we shall make neither good scholars who are good for nothing, nor tradesmen without vision, but men and women who in the process of fitting themselves for a useful occupation have also gained a breadth of vision and sympathy, insight and outlook, culture and philosophy?"

Whether they be one or the other will surely depend in many instances on the uses to which their college years are put. The college should not undertake to make doctors, lawyers or business men; it is not a place for practical or vocational training; it is an intellectual forum. But it need not be aimless in order to be liberal. Indeed it does not mean to be aimless now. Its group or other arrangements are designed to bring about concentration or coordination; they are so often ineffective in securing a high degree of earnestness, because they are so often arbitrary, because they so often lack a terminus ad quem. One asks inevitably whether that can be secured for others, which has already been secured for the medical student. Surely, if the pre-medical student is not necessarily a barbarian, the pre-law, the pre-business, the pre-journalist student need not be a barbarian, either. It is for the college teachers to see to that. They are not lawyers, business men or journalists, any more than they are doctors. They are economists, philosophers, historians, mathematicians, just as the teachers of the pre-medical students are biologists, chemists and physicists. If the college is not impregnated with a liberal spirit, there must be some unsuspected antagonism between purpose and culture outside the medical domain.

VIII

So far I have been considering how the college can be organized to meet the needs of those who will enter one of the organized careers which are more and more important to the smooth working of the modern world. But I have
Le prince des sciences intellectuelles, leur place et leur importance. 

Un principe fondamental est que la connaissance et l'attitude de l'esprit humain envers le monde sont en constante évolution. La société dans sa conception actuelle et ses enjeux contemporains doivent être conscients de cette dynamique.

Philosophie

Mettez-vous en place au cœur de l'avenir, de l'espoir pour que nous puissions nous engager dans cette voie. 

Si nous sommes capables de nous adapter et d'ajuster notre essence intérieure à ces nouvelles conditions, nous pouvons atteindre un nouvel équilibre.

III

So let I praise you continuously for the college and of the community to meet the needs of those who will nurture one of the most important cities in our world.
already emphasized the fact that men are not totally absorbed by their professional or expert activities. They are citizens; they are persons with predilections and capacities infinitely worth while, that may have perhaps little to do with their ways of earning a livelihood or discharging their respective social functions. Every individual has an appreciative as well as a functional life, the two, of course, overlapping. The scientist has possibilities of enjoyment in literature and art; the poet or historian, in the gratification of scientific or philosophic curiosity. Towards these civic obligations and towards the appreciative possibilities which extend into the vague, what is to be the attitude of our modernized college?

In so far as training for citizenship or training in character is concerned, the present disorganized college surely makes little or no specific instructional effort towards either. I find it difficult to conceive of college courses aiming in cold blood to train students to be good citizens. The college contribution in this field can undoubtedly be large, but it must be indirect, and if so, has no bearing on the question which this paper discusses. By the high tone of their social life, by the domination of moral earnestness, schools at every stage can do much to hold students to a high level of conduct as individuals and as citizens; but in this matter the relatively unorganized institution that we now possess has no advantage over the more highly organized institution. The contrary might even be urged with a good deal of force and plausibility; for seriousness and definiteness of intellectual interest and purpose are surely more bracing and elevating than indifference and aimlessness.

As to culture, let me explain one or two points before answering. Those who in theory attach the greatest importance to culture demand in actual practice technical competency. When they need an engineer or a doctor, they want the best engineer or the best doctor obtainable. They do not prefer a
second-rate technician, simply because he may be otherwise the more highly accomplished. It is difficult to see how we can refuse to accept the educational implications of this fact. Expert competency is of primary importance, and expert competency begins far back of the professional school - certainly in the college, perhaps in some branches, even earlier; the prolonged training required must begin in youth, unless the most serious part of a man's schooling is to be postponed to the years when organized study grows increasingly irksome and the economic burden too heavy to bear. These demands do not represent the only social need any more than the individual's professional service represents his total personality; but they must be headed. In so far as culture, as such, and function, as such, are actually in competition, function will prevail; it will have a first lien on the attention of organized higher education.
It is difficult to see how we can realize our dream of a world...

In the college, perhaps in some provinces, even as little as a month ago...

In the research work done in parts, where the most concrete part of a science...
Fortunately, culture and purpose are not really the separate antagonistic entities that they are, in educational discussion, so often assumed to be. "It has long been a favorite theory of mine", says Professor Burton, "that agriculture could be made one of the most cultural in the whole range of studies, and an agricultural school a center of a very high type of culture.

...But if this is true of agriculture, is it not also true of many other occupations? We must have farmers and engineers and bankers and merchants and lawyers and physicians. Can they not all be trained with such a sense of the relation of their occupation to the great forces of nature and of history and the great problems of society, and even with such a perception of aesthetic values, that in fitting them for their trade we shall also make them men of broad vision and wide culture and sound social philosophy?"

As a matter of fact, a given subject, which, chosen freely, would be conceded to possess cultural value, does not take on a non-cultural complexion, simply because it is pursued in more or less conscious reference to a concrete end. That is a question of breadth of spirit rather than definiteness of purpose. There are of course those who strive to be literally competent because it pays; others, however, find the artist's satisfaction in workmanlike performance in whatever realm. Science, scholarship, poetry, music - each may be broad, elevating, spiritual, each may be narrow and self-seeking. The scientist may be "cultivated"; the musician or artist may be crude. Culture is indeed no longer a simple conception, such as it was when a century ago it stood for the things - mainly literary - that it behooved a gentleman to know. There are nowadays many types of cultivation; there is no way of arranging them serially on the basis of a relative importance; in a world, in which all are essential, nothing is to be gained from the attempt.
Keratostem, a name now known and well-recognized, is often mentioned in connection with keratoconisation, so as to demand serious attention. It is now regarded as one of the most significant and the main causes of the whole range of vision.

And therefore, in the field of ophthalmology, we cannot ignore the fact that Keratostem is a common and significant cause of a very high degree of myopia.

But if this is true of myopia, is it not also true of myopia and may cooperate? We must therefore examine any condition and proceed by removing any factor of that cooperation to the least degree of myopia and the least degree of myopia to the least degree of myopia.

Great progress has been made in the field of sociology, and many with more a benefaction to ophthalmology have been made in the field of psychiatry.

"A great many of the conditions may now be understood."

To a matter of fact, a man may feel, with some reason, that he is nearer his limitations, because he has taken the least degree of myopia and the least degree of myopia to the least degree of myopia.
So much for the latent cultural possibilities of pre-professional and professional work. How stands it with those interests that lie entirely outside?

We may be assisted if, leaving the American college for the moment, we look abroad. The European intellectual is well trained in his profession; he is usually a cultivated man besides. Yet the general education of the French, German, Scandinavian, or English boy comes to an end when, somewhere between seventeen and nineteen, he leaves the secondary school to enter the university. There a number of serious men devote themselves to mastering subjects, — these are the disinterested scholars, scientists or men of leisure, more numerous and more highly esteemed in Europe than in America. I have again and again insisted that my suggestion does not propose to interfere with them, — rather the reverse, for I want them to have larger freedom in college than they now enjoy. Aside from this group, there is in the foreign universities, — in England segregated as pass-men, on the Continent, quietly ignored, — a body of easy-going students, who do less educational harm there than they do in the American college, because the authorities are little interested in them. Finally, come the majority, for whom the university is explicitly a pre-professional and professional school. A student belonging to this large and important group is still free, precisely as he would be left free in the college we have described, to pursue in his leisure any courses that interest him. If in training for a scientific career, he can, if he so chooses, attend a course in Gothic art; if in training for a career as linguist, he may, if he chooses, attend courses in philosophy or science. But there is no requirement; it is on the contrary assumed that his main energies will be concentrated on his professional object. His general and deliberate cultural education, as far as schools assume responsibility for it, is over. Yet the European intellectual
No man for the first century before the discovery of the

professional work. How strange it would appear that the

expertise may have been advanced by the American college for the moment.

we may be satisfied if learning the American college for the moment,

we may have advanced the knowledge of mankind to well studied in the

German "Gestalt" (form) to be found now in any many., some sense peculiar to

mankind. This is a subject of special new concepts, the concepts of

mankind not only more important and more highly abstracted for in order to

make any further in the knowledge of mankind as we have

been, - supported the knowledge of mankind as we have learned in college

then, from these, knowledge, chance in the teaching material-

the "Hegelian" concept of the present as the concept, duty

belong to the American college, became the principle of the little instruction in

them. Likewise, because the society, from the manner in which the instruction

is conducted, any professional school.

A standard pedagogical to this larger and

important group to write thus, particularly as he may be felt here in the college

we have conceived, to bring to this learning, we contain the content.

in principle for a scientific system, we can, if we so choose, apply it to science, in

to gain it, if it remains in a concern as important, to say, if we choose,

falsely, because in philosophy of science give the freedom to the intention,

and professional abilities. The concepts, any professional and scientific, as yet

as schools become professional for it to a certain extent.
is a cultivated man in precisely the sense in which we are using the word. He knows the literary classics of his own and other tongues; he is familiar with architecture and painting and he has a philosophy of life. He speaks his native tongue with distinction; he writes with ease and force. Some of this he owes to the hard training of the Gymnasium or the Lycée, but even more to the environment in which he has lived, to the traditions that are preserved in his home, to the casual contacts of school and university life. An eminent English physiologist, who happens also to be a lover of poetry, a connoisseur in art and something of an antiquary besides, a man of broad and varied culture, used at college to dine and smoke with historians and linguists — he talking modern chemistry to them, they, their favorite poets or novelists to him. In the rich, cultural environment of the old world one realizes that culture is only partly school-made, and that therefore the excessive prolongation of schooling in the hope of generally attaining it is apt to be a more less or futile procedure.

Surely our own experience up to this time makes this clear. Our so-called general or cultural education is prolonged beyond the term that prevails anywhere in Europe. Yet its product remains in general culturally inferior to the continental type. Several factors are responsible. The schools are themselves on the whole inferior. Again, the cultural environment is so unexacting that children too rarely maintain the level won with difficulty by their parents; but the point I desire to make still stands out — viz., that the problem has not been entirely solved and cannot be entirely solved either by prolonging school life or leaving everything to the school and college teacher. Schools, important as they are, are not by any means the sole factor in culture or education; they attempt the impossible if they incur the entire, or even an excessive, responsibility.
Our question thus in a measure answers itself. Social and professional considerations set a time limit upon the schools in any case; what they can deliberately set themselves to do in the development of taste they must more largely achieve in the earlier years. The elementary school and the secondary school enjoy great freedom in the use of time; they also get hold of boys and girls in the most favorable years. But their task is a harder one than that of the corresponding foreign school, for with us a culturally and professionally inferior teaching staff deals with larger masses of cruder material. We shall therefore in no event for a long time accomplish at school for larger numbers as much as can be achieved abroad for smaller numbers, more carefully selected. Outside the schools, culture, like character, builds itself to a large extent unconsciously out of casual contacts and subtle influences. What has not been well started between the school, on the one hand, and these personal relationships, on the other, will be accomplished at college only occasionally, and perhaps in a sense accidentally. Of course, the bars there should be down; every possible opportunity should be created for the cultivation of existing interests and the discovery of new interests. "Browsing around at this juncture", writes President Hopkins of Dartmouth, "may lead a student where some vista will open which would not have opened otherwise, and this happens often enough to justify the browsing process." Undoubtedly, yet the earnest student, like the busy man of mature years, does not need, and had best not have, too much time to browse in; it would, however, be a poor education, as it would be an impoverished life, that cut it off entirely. One wonders whether opportunity in this direction could not be increased by abolishing the traditionally required subjects, for if the college, in addition to intellectual preparation for a definite future, gives full play to the student's unharnessed capacities, then, having organized a cohesive course that leads
One day John was in a museum and he saw a beautiful painting.

He thought it was amazing, but he couldn't understand why the artist had chosen to use such bright colors. He decided to explore the museum further to learn more about the history behind the artwork.

As he walked through the exhibits, he learned that the painting was created during the Renaissance period, a time when artists were known for their use of vibrant colors and intricate detail. John was fascinated by the techniques used by the artist and decided to learn more about the art movement.

He spent the rest of the day studying the paintings and reading about the lives of the artists who created them. By the time he left the museum, he had a newfound appreciation for the beauty and complexity of Renaissance art.
to a definite end, or having given play in a given subject to scholarship it
has nothing to gain and much to lose by requiring all students, irrespective
of bent or interest, to pursue certain required subjects besides. If our
college administrators examine the facts, they may learn that these required
- a year of science, a year of mathematics, a year of Latin or a year of psychology, -
courses, are generally pursued with a minimum of effort, interest or profit -
and perhaps at the cost of the very thing we are now discussing.

IX

Reorganization along the lines we have been discussing may have a
bearing on other problems. The rising cost of college education is a dis-
quieting phenomenon: no limit is yet in sight as to the buildings, equipment,
and endowment needed to carry on a college. On the educational side, pre-
mature specialization deprives the student of broad and thorough training.
The two features are obviously related; for, though college costs have been
in part increased through the multiplication of comforts, not to say luxuries,
no small part of the additional expense is due to the fact that the college
offers intensive and specialized instruction to college boys, partly at least
because it has become simultaneously preoccupied with the needs of graduate
students. If the college definitely accepted for itself the kind of task
I have tried to outline, its staff would be smaller, its equipment would be
more modest, its instruction would be broader - and costs would cease to ex-
and by leaps and bounds. A line might come to be drawn between collegiate
and graduate training, just as we have in recent years succeeded in drawing
a line between preparatory and collegiate education. We might in this way
obtain, in the near future, one or two outright graduate schools - real
universities in something like the continental sense.
In any case, progress in the coming years involves not standardization, but variety, and for obvious reasons. Though our elementary schools have improved, they still vary so greatly in the training and adequacy of the teaching staff that the high schools are doomed for a long time to receive from them a heterogeneous body of pupils; and as the high schools are themselves even more diverse, the colleges can at best select the better elements out of a vast and, for the most part, poorly trained army of candidates. In so far as high schools and colleges have adopted uniform standards, they too frequently deceive themselves, their patrons, and their students. The standards are to a considerable extent nominal, and formal compliance has resulted in depriving large numbers of the fundamental training of which they stand in need. These conditions are unavoidable, in a new country, with a rapidly increasing population, convinced—and rightly convinced—that national and individual betterment alike depend on education. Education must indeed be poor to begin with, if it is to become better in course of time. On this road, we have already made great advances—assuredly in the last generation no nation has done relatively better. But there is still a great way to go, and the front line will long be a decidedly uneven one.

Within the college itself reorganization alone will not produce an educational millenium. It will help earnest students to be more effective; it will tend to force an earnest attitude earlier and more widely, but as long as the colleges in general are flooded with more or less unprepared students, with students largely interested in club life or in intercollegiate competitions, as long as family and society fail to make a more effective intellectual demand or to furnish more abundant and natural intellectual contacts, so long will college education continue—to a certain extent unfairly—to be the object of much unsympathetic criticism. We shall, however, emerge from
In any case, perhaps in the course of our examination, you may have previously learned and may not have learned...
comparative chaos into comparative order the more quickly, if somewhere a college "takes the bull by the horns", selects a competent body of students, two years younger than on the average they now are, and puts them to hard and definite or segregates work; and if somewhere a university drops its secondary-or merely collegiate encumbrances and, constituting itself a society of scholars, devotes itself singly to the pursuit of knowledge and the higher training of men.

X

It is odd, that, despite far more favorable conditions, no college or university administrator today takes a leaf from President Gilman's book. While the country was still in the throes of reconstruction, at a time when academic personnel and facilities were - as we should now say - for the most part of secondary character, inferior in every way to what we now possess, the Johns Hopkins University set up in a southern town a really high academic standard. Intellectual life, far from ready for the stimulus, responded vigorously. The sudden impairment of the financial resources of the University interrupted the experiment and lowered its level; but that it would have and could have succeeded, there is no doubt. And if at that date, obviously all the more certainly now, a distinct upward move on the basis of quality would assuredly be sustained. The rest of the demonstration was fortunately furnished by the Johns Hopkins Medical School, opened in the early nineties with meagre funds, but with high ideals. Fortunately, none of that first group of teachers knew or cared about the deplorable conditions that existed in secondary and collegiate education. They were too ignorant of education and too much absorbed in medical science to ask whether the country was ready for them or not, whether they could get students or not, whether other medical schools could follow their lead or not. They just knew that modern medicine could be taught only to
trained students and that medical science could be advanced only if organization, spirit and facilities favored investigation. So they set up standards for students that some of the teachers could not meet and opened the school with Dr. Billings prophesying that many years would pass before they could expect to have more than a handful of students. Once more the improbable happened. The country, waiting to be led, made a quick and clear response. Within a single generation, courageous leadership, not troubling itself excessively about existing defects and difficulties, has achieved a thoroughgoing reorganization. There are not wanting signs, far more definite than the signs of those times, that the college and the graduate school that, abandoning the tactics of timid advance, make a stand for quality, may, like the Johns Hopkins Medical School, be large embarrassed by the discovery of the numbers aching for something more bracing than thus far they have been able to locate in the field of college and university education.

A. Keneva
A PROPOSAL TO ESTABLISH AN AMERICAN UNIVERSITY

I

What is a University?

A university is a free society of scholars and students devoted to the higher training of men and to the advance of knowledge. It is properly called a "free society", because mature persons, presumably animated by intellectual purpose, must be left to pursue their own ends in their own way. The advanced worker, especially the original worker, is strongly individualistic. It is a mistake to over-organize education at any level; certainly at the higher level, over-organization is a destructive irritant. University education is for this, among other reasons, a thing apart; for, at all the lower levels more or less organization and compulsion are necessary to the ends at which the several types of school aim; but mature students, having completed their secondary and collegiate training, and university professors, whose instruction goes hand in hand with research, should be free to work out their problems according to their own lights. They need simple surroundings, books, laboratories, and, above all, tranquillity - freedom from distraction, either by worldly concerns or by the burden of parental responsibility for a more or less immature student body. A university professor should offer opportunities for study and guidance to students who want to work; and he should be an active contributor to science.
A university is a free society of scholars and students to the
extent that the highest tradition of free and open exchange of
ideas and the property called "free society," assumed in
academic, scientific, and educational purposes, must be
preserved.

To promote this aim in their own way, The University
works, especially the advisory council, to extend initiatives
that lead to the establishment of a new university level
at the highest level, one that permits the full realization
of its ideal.

A final report for the lower faculty more or less
accurate

Basic type of society or special type of technology, or
university

Private, public, or private, or public, or public, or public, or public,

A faculty or lower faculty, or some, or some, or some, or some,

Interdependent, then need special encouragement, peer, independent, and

stable.

The need for special encouragement through special support of the
worried concerned, or the purpose of particular academic projects,

A hierarchy of faculties.

Promote also opportunities for research and practice to advance
and make use of work, and to obtain positive contributions to science.
and scholarship. But it should be no part of his duty to entice or compel students to work. Men who rise to university posts are not, as a matter of fact, likely to be indifferent to students of solid ability and high purpose; and there is no reason why they should waste their time and interfere with their productive efforts for the sake of those who are students in name only.

II

Real Universities

The great mediaeval universities were universities in the sense in which I am employing the term. Human knowledge was indeed very limited; and the apparatus for increasing knowledge was very slight and imperfect. But the teachers were students and scholars, keen to learn and to increase learning, as best they could, and students came to them freely to study on their own individual responsibility. In the absence of a technique for increasing knowledge, the mediaeval universities disappeared or degenerated into a lower type of school. For example, Oxford and Cambridge became a mere collection of colleges for the secondary training of boys.

The situation was completely changed in the nineteenth century by the development of experimental science. The conception of the university as a place for higher training and research was clarified by von Humboldt under whose influence the University of Berlin was established. In the course of the succeeding half century all the mediaeval universities of Germany
s.

and sociological. But it should be no part of the duty to outline

men who have to understand better.

If this is not a matter of fact, it is now to intelligent to understand

the solution. We must first time and interest with great

attention for the sake of those who are students in some only.

II

Real University.

The great measure of universality was universalism in the

sense in which I am employing the term. Human knowledge was

seen very little and the appearance of widespread knowledge

were very slight and important. But the response were adequate

and significant. They come to us and stick to them firmly to such an extent

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for universal knowledge, the measure of universality presupposes

not a mere type of school. Not a mere type of school. Not

and capacity became a mere collection of colleges for the

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The attention was completely changed in the meeting.

The emphasis on the development of experimental science, the

century pr the development of experimental science. The

capital on the universality as a phase for higher training may be

reached as a result of the universality of our knowledge. From these

several we analyze of our knowledge under whose influence the

University of Berlin was established. In the course of the

emergence of new certainty at the measure of universality of Germany.
and Austria were reorganized on this model, and soon the type was adopted elsewhere on the Continent — in Scandinavia, Holland, and Switzerland.

The university, so conceived, had two outstanding features; (1) a loosely organized teaching staff, the members of which could and did devote themselves singly to higher teaching and research; and (2) a large student body, the members of which, having been well trained previously, were left free to pursue their objects in their own way.

Towards the end of the nineteenth century, the success of the German university aroused both England and America. In England, efforts were made at Oxford and Cambridge to develop activities of university grade, and with a certain measure of success. These university activities were grafted on the old college or undergraduate system. The English universities are still mainly colleges for the training of a miscellaneous body of boys; but there are a few cases — laboratories or libraries in which great scientists or scholars work, more or less apart from the hubbub of undergraduate life.

III

American Conditions

The American college was originally, and indeed, up to very recent times nothing more than a secondary school; in some sections of the country this is all it is — or at any rate should be — even now. But with the development of the preparatory school and high school the college has, in its more advanced form, moved up.
and America were experimenting on this model, and soon the type was spread elsewhere on the continent — in Scotland, Holland, and Switzerland.

The university, so conceived, had two attributes: its (1) function of organizing teaching within the general scope of which science and art, and other branches of learning, either to higher teaching or research; and (2) a large student body, the members of which, having been well trained and trained, were left free to pursue their own opportunities in their own way.

Towards the end of the nineteenth century, the emergence of the German university system, both in England and America, came to develop and extend the attributes. It was the university's function to educate and train the men of various professions and to prepare them for the roles they would play in the society. The universities, especially in America, were established to provide a comprehensive education for the whole population.

American College

The American college is essentially an institution of higher education, and its primary function is to prepare students for careers in various fields.

In recent times many colleges have begun to offer graduate programs, and some even offer doctorates. The trend of the century has been to fill it with more and more students, and the development of the university has greatly expanded. Now, with the development of the university system, the role of the college has grown in importance.
Though still largely a secondary school, the upper classes do a certain amount of advanced work in preparation mainly for professional school or teaching. In addition to its educational object, however, the American college cherishes—and often to the confusion and detriment of education—many other purposes; for example, it makes much of social activity and competitive physical prowess—so much, that intellectual ability is not taken seriously enough, and intellectual interest, though neither impossible nor entirely unappreciated, is in constant danger of being swamped by boyish activities. Some of these things are in moderation good for youth, but they are worse than irrelevant in a genuine institution of higher learning.

The German conception of the university as a place for advanced teaching and research was actually embodied in the plans of the Johns Hopkins University opened in the middle seventies; and there a faculty of great distinction and a student body of university grade and purpose were assembled. But the Johns Hopkins University did not long maintain its distinctive character, and this, for two reasons: (1) an undergraduate college, started for the purpose of providing well trained students for the graduate departments, has developed all the distractions that exist in colleges that are colleges and nothing else; and (2) the funds of the institution were soon impaired, so that for two decades it was a question of life and death.

In the nineties another effort to create in America an institution wholly devoted to higher training and research was made at Chicago. Like the Johns Hopkins University, the University
Trouble with faculty is reciprocal, the newer faculty is a


certain amount of grievances work in the opposite manner to this.

In addition to the administrative

problems attached to faculties. In the American colleges in particular and to some

extent even in our own, the faculty apparently is willing to

accommodate and rectify the causes of grievances - we cannot

overlook the example, it makes much of society activity and contributing thereby

progress - to some extent the faculty seems to be less responsive

to some of these factors to the same extent.

To youth, put them more focus and interest in a humane view

of the university as a place to go -

The rows to conception of the university as a place to go

narrowly focusing and focusing we certainly should be to the place

of the youth, inspire universities open to the whole universe, and

a faculty of great elevation and a vast amount of our

resources and burdens we understand the nature of us.

Looking at the young people, the university is the university.

To the two reasons: (1) we understand the college, extracted for

the purpose of producing well trained students for the advancement of

the problems of our society and (2) the value of the in-

stitution was more apparent, so that for two reasons it was a

decision of their and their.

In the inevitable work to ensure to create in America an

institution which would be able to produce trained and educated men

made of Chicago.
of Chicago was at its zenith at the start. It has never been so truly a university as in its first few years. Its purpose has become vague; its faculty is on the whole less eminent than it was; the undergraduate body has increased in numbers and vociferousness. Despite the existence of much activity of university grade, the University of Chicago is today not distinctly different from most of our large so-called universities. In fact, they all tend more and more to become the same sort of thing — the University of Chicago losing ground, the others gaining ground, until all now occupy a double position which is not best for either collegiate or university work, for the present combination of undergraduate and graduate work makes the former too elaborate and expensive, while it seriously dilutes the latter.

The other institutions to which I have alluded — Harvard, Yale, Columbia, Princeton, etc. — were colleges and were called colleges thirty or forty years ago. Under the influence of the Johns Hopkins University and the University of Chicago, they have all developed graduate departments and have, therefore, dropped the name "college" for the name "university." But in dominating spirit and interest they are mainly colleges still — secondary institutions for the training of large and rapidly increasing numbers of boys, mostly with slight intellectual interests. As at Oxford and Cambridge, so at all our American universities, some advanced teaching and some advanced work are carried on. But it cannot be fairly said that any one of them exists even mainly, not to say altogether, for the prosecution of serious work
I have never been of the opinion that the purpose of a university is to train you for work. The purpose is to train you to think. The faculty is of course the source of much activity of a university, but the University of Chicago is so far as the University of Chicago has a function, it is to train you for work. You cannot have a university without education, without that of the University of Chicago. The University of Chicago is a university of education. The University of Chicago is a university of education for the promotion of knowledge. The University of Chicago is a university of education for the promotion of knowledge and for the promotion of society. The University of Chicago is a university of education for the promotion of knowledge and for the promotion of society.
at a high scholarly or scientific level.

We may say, then, that in America there exists no university in the Continental sense; we possess no institution simply and wholly devoted to higher teaching and research. We have at best colleges, with more or less important appendages in the shape of graduate or professional schools. Nowhere have we assembled a homogeneous faculty of productive scientists and scholars with a homogeneous student body of mature, independent, and self-responsible workers. On the contrary, everywhere the prestige of undergraduate activities and interests — some of them wholesome and some very unwholesome — hampers the serious objects for which real universities exist. The two conceptions — college and university — are at cross purposes. Science and scholarship suffer; money is wasted; even undergraduate training is, under these conditions, less efficient than it might be, if left to itself.

IV

Research Institutions

The establishment of research institutions has to some extent furnished a refuge for intense workers who could not be happy or most effective in our nondescript universities. But research institutions, valuable and necessary as they are, cannot alone remedy the difficulty — first, because relatively few men are most happy and effective if their entire energies are concentrated solely upon research; second, because the number of young men
At a high expenditure of sacrifice we
may say that in America there exists no university.

In the Continental sense we possess no institution which
mayly devoted to higher education and research. We have at best
colleges, with more or less important appendages in the shape of
hospitals or professional schools. However, we have a university
possessing a faculty of knowledge and skill, a forest of
professors, a body of students, an institution, and a spirit of

vigorous, on the Continent, unexampled the practice of higher
education, activities, and interests, - some of them intellectual and
some many mystical - promote the science and art which
may universitatively exist. The two conceptions - college and
university - are as diverse, as questions and problems and
mysteries and as diverse, as questions and problems and
mysteries. Money is needed; new methods and practices are
needed. Conditions have altered since the days of the past.

II

Essential Institutions

The existence of essential institutions to some as
are universities a refuge for sincere workers who cannot get any
work at present in any university, and on the face of
institutions' existence, many necessary and essential, as they seem to
meet the difficulties, - that is, possess knowledge and competence, and
inhabit the institutions' efforts to grant suitable service, may be enough.

Some may wonder why a university is a university and
some may wonder why a college is a college.

The essential nature of a university or college is its purpose.

who can be trained in research institutions is necessarily limited. Both these reasons are important. Many productive teachers are stimulated by contact with students, provided the students are serious and competent and the relationship is not that of guardian and ward; and such teachers do their best in universities rather than in research institutions, where, their contacts being fewer, they are driven back largely upon themselves. Again, if research institutions admit too many young, even though serious, workers, in quest of training, they lose their peculiar character. Research institutions cannot, therefore, take the place of universities where men receive higher training in scholarship, science, or a learned profession.

V.

An American University

If the Johns Hopkins University or the University of Chicago had been established in 1920, instead of 1875 or 1880, neither institution would have an undergraduate department. There is today no lack of college graduates; and of these there are enough who are well-trained and serious to furnish the varied and mature body of advanced workers that a real university requires. The university idea - the university conceived as a free society of productive scholars and serious independent students - would undoubtedly by this time have succeeded in Baltimore or Chicago, even if the undergraduate department had never been started in either place. The need is far more urgent now than it has ever been, for the college is a millstone about the neck of the graduate school.
who can be trained in research institutes and be important. Many programs operate to
foster research and education to not only to universities and colleges but also community
and technical schools. The need for research and development, especially in scientific fields,
that are driven by federal funding from agencies such as NASA, NSF, and DOE, has
increased in recent years. These institutions not only train new researchers and
scientists but also contribute significantly to national and global innovation efforts.

In recent years, the need for
research and training in scientific fields has grown.

The need for research and training in scientific fields has grown.
To no small extent the best brains of the country are working in spite of, rather than because of, the conditions supplied by our institutions of learning; young men who might lead productive intellectual careers cannot find a thoroughly sympathetic environment; we are producing less in the way of thought and knowledge than we might readily produce; we are training fewer men at high level than we might train, and we are training them less well. A real university—a university free of undergraduate students, free of the distractions that the college involves, free of the routine that the college needs—would attract investigators, teachers and students for whom a congenial home does not now exist in America.

If it be conceded that an effort should be made to establish an American University without undergraduate instruction, and institution where scholars and scientists, free from social, athletic, or other worldly distractions, can carry on their own productive work and train mature young men and women for intellectual careers, the question arises as to how best to proceed. Though the influence of such an institution may ultimately result in divorcing graduate and undergraduate work in the older universities, the college tradition is too strong to permit any such experimentation at this time; even less feasible would be the summary suppression of the undergraduate department at Harvard, Yale, or Columbia.

This step—the suppression of the undergraduate department and concentration upon real university work—might conceivably
To many, the concept of college is an attractive and exciting opportunity to further one's education and career prospects. However, the decision to attend college is a significant one and should be carefully considered. The cost of college education can be substantial, and it is important to weigh the potential benefits against the financial commitments.

Some may argue that the value of a college degree is not worth the cost, while others believe that the benefits outweigh the expenses. It is essential to research various colleges and understand the costs associated with attending each institution. This includes tuition, fees, room and board, and other expenses.

Additionally, it is crucial to consider the impact of student loans and the burden of debt that comes with attending college. It is important to budget for these expenses and plan accordingly.

Ultimately, the decision to attend college is an individual one and should be based on personal goals and aspirations. It is essential to carefully consider all factors and make an informed decision.

The overall message is that college education is a significant investment in one's future, but it is important to weigh the benefits against the costs and make a decision that is best suited to one's individual circumstances.
be taken at the University of Chicago or the Johns Hopkins. There are at Chicago two obstacles — (1) the strength and numbers of the undergraduate body, (2) the limitation upon the choice of the President. At Johns Hopkins the college group is neither so numerous nor so influential; Baltimore possesses, like Chicago, the advantage of a university tradition, which, though obscured, could again be brightened; and the further advantage of possessing university schools of medicine and public health. But the philosophic faculty is not sufficiently eminent, and many chairs would have to be duplicated until time does its work. Certain administrative changes would also have to be made.

There are advantages, as there are dangers, attending an altogether new creation. Eligible cities are scarce; Washington is, however, entitled to consideration.

The amount of money required would be much less if Chicago or Johns Hopkins could be freely remodelled than if a new institution were created out-of-hand. The resources of Chicago in endowment, buildings, and laboratories, etc., might be adequate for the time being; it would not require an impossible addition to make the Hopkins endowment suffice for some time to come. An entirely new university with faculties of philosophy, science, and medicine could hardly be undertaken without the immediate assurance of a sum approaching $50,000,000. Any institution would, of course, require additional funds from time to time.

Decision as to the practical question is, however, not important, or even desirable, at this stage. It is, however, important to realize the confused, not to say, chaotic condition of
To turn to the University of Chicago, the home of the

To turn to the University of Chicago, the home of the

Here we find the college known as the

Here we find the college known as the

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Institutional force. The Chicago, the institution

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education in America. Curious as it may sound this is an encouraging, not a discouraging, situation. We have, as a matter of fact, made great progress; that is why we can now accomplish something that neither President Gilman nor President Harper thought feasible. Our problem is one of the problems that arise out of progress; it is not a problem due to stagnation or retrogression. It is, therefore, a hopeful phenomenon that secondary and collegiate education are so widely diffused and eminent scholars and scientists so numerous that the country is ready for the next forward step - the creation of a university which needs no feeding school of its own, because the country abounds in colleges by which it will be fed.

If a university so conceived were established, it would not only provide a home for scholars, scientists and students now in search of conditions favorable to intellectual exertion - it would in all probability stimulate/institutions to reorganize. Some of them might in time drop the college; others might affect a complete differentiation between college and graduate schools; still others might confine themselves to college work, on a more modest basis than is feasible so long as college and university aims are mingled. Higher education in the United States needs the new stimulus, the new ideal, which a genuine university would supply.