Ground was broken for the Harper Memorial Library on the 10th day of January, 1910. The dedication to-day completes a building enterprise, therefore, which has covered upwards of two years, and which, taken together with the extensive additions to the Ryerson Physical Laboratory, forms one of the most important constructive eras of the University.
Growing we spoke for the Harper

Memorial Library on the 10th day of January

1910. The dedication to-day complete a

building enterprise, forever, which has

caused obloquy of two years, and which, taken

together with the extensive additions to the

towers Physical Laboratory, forms one of the

most important constructive acts of the Uni-

versity.
For the next two years it is the intention of the Board of Trustees to proceed with the construction of four buildings which are imperatively needed at the present time, and on which the Board believes it necessary to proceed without delay. These buildings are:

1. A Gymnasium for Women. The present quarters, provided in 1903 as a temporary matter, with the full expectation that four or five years would see a permanent building ready, have outlived their usefulness. The splendid provision for men in the Bartlett Gymnasium, as well as in the Reynolds Club and the Hutchinson Commons, are in marked contrast with the very inadequate and wholly unaesthetic one-story group known as Lexington Hall. Our women deserve better, and the time has now come when the existing situation must be ended.
For the next two years it is the intention of the Board of Trustees to proceed with the construction of your buildings with the urgent sympathy needed at the present time, and on which the Board relies if necessary to proceed without delay.

The present

I. A Grammarian for Women. The present

during a period of years to develop such a grammar as a permanent publishing.
2. A building for the departments of geology and geography. These departments are crowded in the Walker Museum, which is unfitted for such a purpose and is at the same time prevented from being used for museum purposes. Many boxes of valuable material which ought to be in the cases are stored in the basement.

3. The grand stands and walls for Marshall Field. The present stands are no longer possible, and the fence is an eyesore.

4. The classical buildings, to be erected at the corner of Ellis Avenue and 59th St., thus architecturally giving a well-balanced finish to the Midway front of the main quadrangles, and at the same time affording needed quarters for the departments of Greek, Latin and Comparative Philology.

The Kelly bequest with accumulated interest may be counted as practically
A preliminary report for the chairman of the Committee on the New Science Department.

The proposal for the new science department is hereby presented, with the purpose to expand and improve the educational offerings for the students.

Some time prevented from giving much of the necessary information, the report proceeds to the presentation.

The general outline and model for the proposed department is as follows:

1. The current state and need for the new science department.
2. The present stands are on the corner of Alberta Avenue and 26th St., forming an architecturally pleasing and functional structure.
3. The pedestrian entrance to the building, located at the same time and adjacent to the main entrance, is designed to accommodate the needs of the students.

The Kelly model, with its comprehensive approach, may be considered as prototypical.

Greek, Latin, and Comparative Philology.

The report may be continued as previous.
providing for the Classical Building. The Trustees hope and confidently expect that at any early date donors may be found whose names may be given to the other three buildings.

May I quote from the letter of the Founder of December 13, 1910?

"In making an end to my gifts to the University, as I now do, and in withdrawing from the Board of Trustees my personal representatives, whose resignations I enclose, I am acting on an early and permanent conviction that this great institution, being the property of the people, should be controlled, conducted, and supported by the people, in whose generous efforts for its upbuilding I have been permitted simply to cooperate; and I could wish to consecrate anew to the great cause of education the funds which I have given, if that were possible; to present the institution a
The

province for the classical Institute.

Trustees hope and confidentiality expect
of additional gate grounds may be found whose

same may be given to the other three

purposes.

May I quote from the letter of the

Governor of December 12, 1286?

"To witness so and to my father to the

University, as I now go, and to withstanding
from the Board of Trustees my denominations;
respective whose restriction I enclose;
I am anxious in an early and permanent con-
action that the great institution's board
the property of the people, belong to the
controlled, conducted, and supported by the
people, in whose generous efforts for the
uplifting I have been permitted simply to
cooperating; and I cannot wish to cooperate
with to the great cause of education the

same which I have given, if that were
necessary to present the institution a
second time, in so far as I have aided in founding it, to the people of Chicago and the West; and to express my hope that under their management and with their generous support the University may be an increasing blessing to them, to their children, and to future generations."
Second time, to so far as I have sketch in

tombart if to the people of Chicago and

the West, and to express my hope that under

their management and with their generous and

patriotic University may be an interesting

pleasure to them to their children, and to

future generations."
Mistle - Educating Care
Nestle
One of the marked facts in the educational history of the United States is the extraordinary growth in attendance on institutions of learning within the last few decades. The figures are as follows: The attendance in colleges, universities, and technical schools in 1889-90 was 55,168; and in 1908-9 it was 170,266 — a gain of 2,064.

The growth in population in the same period has been as follows: Population in 1889-90, 62,621,250; in 1909 (estimated), 90,161,300 — a gain of 44,540.
It will be seen that the increase in the attendance on educational institutions has outstripped the ratio of the increase of the population to a large extent.

May we infer from this very large gain in the attendance on schools of various grades that we have thereby a fair measure of progress in education? Are we getting results to correspond? Is there, in other words, a largely accelerated increase in the education and efficiency resulting therefrom throughout the country at large? In short, may we reasonably compare the effectiveness of our whole system of education with that, for instance, of Germany?

It is not my purpose to-day to discuss the details, to any great extent, or to criticize particular forms of education, but rather to take a general survey of the whole field. As an Association of Secondary Schools and Colleges we are in a position to regard education as a continu-
May we learn from this very large lesson to the
attention on aspects of national defense that
have passed a field measure of probability to
become.

As we read lessons to ourselves
bought to serve as other words a radical
rationalization in the benefaction of the
meaning of the systematic comprehen
association of our whole nature of association

with that Carl Zander of Germany.

It is not my purpose to ask to achieve the
ballet 'to this great extent to affect the
particular terms of education, but rather to
take as generally common of the whole field.

Association of Secondary Schools may college or
into a position to large audiences or a continuation
ous whole from the elementary school to the university, and perhaps in that way we can reach some judgments which at least will answer as a provisional basis for a scientific and detailed investigation. May we ask ourselves in the first place at what point in the educational scheme we find on the whole the most strenuous work on the part of students? I think few of us would doubt that we should find that especially in such schools as those of law, medicine, and technology, in every one of which there is an immediate professional purpose which gives definiteness to the ambition of those concerned. Perhaps to these may be added some college preparatory schools in which in like manner there is the definite object of passing college entrance examinations. In all these, in other words, the work of the student is directly related to an immediate end of his hopes and ambitions.

On the other hand, where in the entire
scheme do we find noticeably a tendency to idling, accompanied by innumerable forms of social distraction? In other words, where do we find instructors casting about them for artificial stimuli to encourage the educational activity of students? Perhaps we should agree without doubt that we can find this particular spot in the usual secondary school and in the college. In fact, educational literature of late is filled with discussions of how to grapple with the very many puzzling forms which this problem assumes.

May we infer that the quality of the teaching profession is at fault? While of course no one claims that the profession is beyond criticism, and that it is not open to very large improvement, at the same time I think it will be admitted that the great body of those engaged in teaching are intelligent, are faithful to their duties, and are trying in every reasonable way to improve the methods with which they are doing their work, and
but know that your eyes and heart were open to all of
the terrible things that had happened to you.

The man who had written the letter to your
father had been killed in the war, but you
remembered that he had told you about
the letters that he had written to your
mother. You had been too young to read
them, but you had remembered the
words that he had written to her.

You knew that your father had been a
soldier in the war, but you had never
known the details of what he had been
through. You had heard stories from
your mother about the letters that your
father had written to her, but you had
never read them yourself.

You knew that your father had been a
soldier in the war, but you had never
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your mother about the letters that your
father had written to her, but you had
never read them yourself.
to find still more definite aims. There is an increasing amount of professional training, and there is a much greater volume of careful study of existing conditions. I do not believe, therefore, that on the whole the quality of the profession can be regarded as responsible for such facts as may appear in derogation of getting the best results from certain forms of our educational organization.

Perhaps we can find some light as to our problem if we take up the specific question, regarding that as somewhat typical. Some studies have been made of the age at which students trained for medical practice finally reach their profession. At a late meeting of the Council on Medical Education the President of that Council, Dr. Arthur Dean Bevan of Chicago, stated that medical candidates at the Western Reserve University in June, 1912, will have an average age of 27.9 years; Harvard, 27.2; Rush Medical College,
There is an interesting account of the presentation given by Mr. John D. Smith, to whom I would like to express my appreciation.

He began by discussing the history of the establishment and its various facets. I found his presentation very informative and engaging. I am looking forward to seeing the progress of the project in the future.

The meeting adjourned at 5:30 PM, after which we had a brief social gathering.
in affiliation with the University of Chicago, 27; the University of California, 27; Johns Hopkins University, 26.4; and Cornell University, 26.4. It will be remembered that at the Johns Hopkins and at Harvard and at Western Reserve the four-years' medical course follows a four-years' course, making a total of eight years, from which it is fairly to be inferred that the students on the average must have been between 19 and 20 on entering college. At Rush Medical College the total course, including the college course, is six years, from which it should be inferred that the medical candidates must have been upwards of 20 on the average on entering college. Of course when a year or more of the hospital-interne work is added it will appear that the average age of students from the above institutions when they reach actual practice will be between 28 and 29 years. On the other hand, in England the average age of the young practitioner entering on his profession is from 25 to 26, and in Germany also
To the University of California, Berkeley:

We believe that the University of California, Berkeley, and all of its campuses, should be held to high standards of academic excellence. It is our hope that the University will continue to maintain its commitment to the highest standards of research and education.

The University's excellence in research and education has made a significant contribution to the advancement of knowledge and understanding. It is our hope that the University will continue to support and encourage research that is innovative, productive, and of the highest quality.

We are commit...
from 25 to 26 years. There is thus in these two countries a discrepancy somewhere of about three years, and surely it can hardly be claimed that on the whole the medical candidates in this country are superior in their training to those in Germany. Where is the discrepancy found?

The average age at graduation from the German gymnasium is about 19. It will be seen that, entering the university at that age and beginning immediately with the medical work, as is the case in Germany, the student can complete his medical course, and complete a course as interne in a hospital, and still be ready for practice as above noted at the age of 25 or 26. The gymnasium course is on the whole practically equivalent, in its content at least, to a course in one of our high schools, together with the first two years in our colleges. The average age of those receiving the bachelor's degree at the University of Chicago in June, 1911, was 23.78. It happened, incidentally, that among the two
The Evans age of absorption from the German

It will be seen that the important investigation of the diffusion and absorption of electricity with the body's body, is the same.

In Germany, the importance of connecting the body to a source of a constant of least 10,000 volts. The resistance of the source is of utmost importance. The resistance of the source should be comparable to the resistance of the body.

It appears that absorption is not always due to the absorption of the body.
hundred graduates in question exactly one hundred were men and one hundred were women. The average age of the men was 23.59 years, and of the women was 23.97 years, giving the average above noted of 23.78. Of course this means that the average young man who took his bachelor's degree was about 19 1-2 years old at the time he entered college, being thus rather more than two years back of the graduate of the German gymnasium. Of course these averages include all candidates for the bachelor's degree, of whom only a modicum were medical students, and from the facts as above adduced it appears that the average age of the medical students was somewhat higher than the average age of all the bachelors in question.

Now where occurs this loss of time? In point of fact the testimony of most medical men is clear that it is desirable for students to be younger when they enter on their medical studies, as their minds are more flexible. Moreover, it is, as was said, fairly plain that the German
training certainly is by no means inferior to that in this country, at least. It seems therefore that somewhere in the system there is a wastage of at least two years, and possibly more. Where does this wastage occur? Is it found in the organization of our educational system, or is it found in the rate at which our younger students progress in their education?

I am inclined to believe that there is no serious difficulty in pointing out the wastage so far as the organization of the system is concerned. In the first place, the elementary school as usually organized implies eight grades, extending from the sixth year. Of course there are variations in different places. I do not believe that eight grades are necessary. At most this work should be done in seven years, and I think myself it could be done in six years. We do altogether too much teaching at that age. The primary requirement for a child in those years is that he be a healthy, happy, busy little animal.
Learning difficulties in the country of Israel. It seems that
there is some fear of the yarmulke, and possibly more.

Where does this come from? To be continued...

Progress in your education?

I am told to believe that there is no
solution of this problem. The yarmulke is
reducing the number of students in the school.

In the United States, the elementary school
curricula includes Yiddish, Hebrew, and
Spanish. Of course there are also

some in different places. I do not believe
that they are the necessary. At least I think
work should go on to prove Lander, and I think

English is coming to become the language. We
are working too much to speak of this age.

Thus, education is an option to improve the
human condition for a startup to become great to

true in a realistic, practical, and lifelong manner.
He should learn some things which he can use in the way of reading and writing and number-work and the use of his hands in various ways, and in observation. At the same time the main thing in those years is not the content of knowledge, and I believe that the long duration of the school year fags the child so that there is an intellectual loss in the weariness of the constant schooling. We must remember that education is by no means all the result of schooling. The child gets education at home and in his total environment. Moreover, his mind is maturing and getting added powers by the mere process of growth, and the schooling is one, therefore, among many factors. Let this child escape from us teachers a reasonable amount of time during those years, and I believe we should get just as good results at an earlier age.

In the second place, if we study high school and college catalogues we shall notice that in point of fact the colleges in their first year and
He should learn some subjects which are new to him in the way of teaching and writing and work on it in various ways and to some extent the same time, so that he may become knowledgeable and may know ways to meet the content of knowledge and some ways to meet the ambition of the school.

I believe that the good ambition of the school may take the schools to that there is no instruction.

We must remember that it is not enough to go on some of the lessons of the school.

The school catechism of the school.

Moreover, the mind to formulate any getting which comes up to the process of the school, and the school to one's experience, some much lesson.

Let this ability become from the amount of the writing from learnt and I believe we should not just be good learners of an example.

In the second place, my advice high school.

And college attendance is still nothing that in the point of fact the colleges in Spain that you saw and
in a part of their second year so far as the content of the instruction goes are doing precisely the same things that are done in the high schools. To all intents and purposes, therefore, the work is a duplication. There is an overlapping of work and a waste of time. Of course the students are older in the college than they were a year or two before in the high school, and, being older, perhaps they can do the work in a different way and possibly a little better; but then, so far as that goes, it is true at any point in the total curriculum, and I cannot see the advantage of this utter wastage of time. If the work of the secondary school is properly done - and if not properly done it ought to be and can be - when the student finishes with the secondary school he ought to be ready for the university; and by that I mean not for a Freshman class in a college but for the junior class in the college, which is the beginning of real university work.
In a part of our second year so far as the content of the information goes we have gone to the high school. The same thing that we have gone to the high school. To all intents and purposes there is an exception to the work itself "Gobble on!" I am not talking of work and a meaning of some sort to the student who thinks that he wants a year off or two before in the high school, and perhaps after, perhaps they can do the work in a different way and besides a little better. But then, so far as I can see, I am two ec very young in the world and I see the total contrast and I cannot see the difference of the after world of the work of the secondary school to the primary school and it not being one that is enough to be any care mean. It is no different than difference with the secondary school. If I had not been able to get ready for the university and yet that I mean not for a time in college and for the junior class in the college, which is part of the preparation for last necessary work.
All the preliminary work which covers the latter part of the high school and the first part of the college course ought to be finished at that time, and the student able to enter specifically and definitely on a given course, continuing it with accurate methods and with a definite, accurate purpose.

Now if it is possible to organize the work through the entire curriculum, the saving in the elementary school and the saving in the mal-adjustment before the secondary school and college would rescue just the two years that we need to be able to carry the student through as is done in Germany. Here, then, would seem to be the point of attack for an adequate study of the situation.

At this rate it will be seen that the student should, if he enters college as it is now organized, be not more than 16 years, or at most 17 years, of age; should enter the university ready for
-III-

All the preliminary work which covers the letter part of the high school and the first year of college course center to be terminal at that time and the student aims to enter specifically any activity on a given course continuing in after senior year course with a significant


If it is possible to optimize this work approached the senior curriculum the senior in the second year school and the senior in the senior

senior year before the senior year school and college would reason that the two-year plan to keep to be able to study the abundant amount as to go to Germany and four year would seem to be the point of attack for an adequate study of the


At this rate it will be seen that the student


sought, is to continue college as it is now organized.

be not more than I here at least in nature.

of and equal extent after the introductory lesson but
professional work in medicine, law, or what not at the age of 18 or 19 years. My own belief is that in every case the earlier age is entirely practicable, but even conceding the other age we should still have a considerable saving.

Considering the other question of the coherent efficiency of the work of the entire curriculum, we are confronted with these facts: The student passes from school to school, falling into the hands of a different set of teachers with different ideas and ideals, but as a rule, so far as my observation goes, possessed with a uniform conviction that the work of preparation in the school immediately below is altogether inadequate, and therefore that much of it must be duplicated. I have noticed this in certain high schools, where it seems that the graduate from the grades comes to the high school improperly trained. I notice it each year in colleges, where the college teachers complain that the high school training is not adequate for their purposes. In fact, I remember
very well a number of years ago that what was then called a grammar school, which would cover about the second half of our present grades, had the same complaint of the work done in the first four grades. Poor little tots who had come from the grades and the three or four elementary years came up to this grammar school and were not properly trained. I wonder how many of us remember Thomas Nast's cartoon illustrating the Tweed Ring in New York in 1870. The picture showed all the thieving city officials standing in a circle, and each man was pointing his thumb over his shoulder at the man behind him. Nobody was responsible himself; it was always the other fellow who did it. Now I sometimes have thought that we teachers, although of course entertaining no criminal intentions, in practice are somewhat in the position of the gentlemen in Nast's cartoon: it is the other fellow who did it. We are doing our part as well as it can be done, and if only
very well a number of cases, but what we plan
calling a grammar school, which would cover sport
the second half of our present season, had the
same coordinators of the work gone to the first tour
Elders. Poor little folks who had come from the

I wonder how many of us
remember Thomas Mann's cartoon illustrating the

Two kids in the field in 1944. The picture
shows of the training with officials standing
in a circle and each man throwing the hammer
over the shoulder of the man behind him.

was responsible primarily to me since the other
fellows were high in. How I sometimes have thought
that we should have strength of course, entrepreneurial
no commercial interests to balance the somewhat
in the position of the cornetman to want a concert
for the other fellow who hit it.

and what as well as if can be done, and if only
the other fellow would do his part we should get so much better results.

Another difficulty perhaps can be found in the very natural evolution of the secondary school in the direction of specialization. Instead of one teacher being responsible for all the work or the most of the work of a student of a given age, he passes from the hands of a professor of Latin into the hands of a professor of geography, and thence into the hands of a professor of English, and so into the hands of a professor of mathematics, and so on *ad infinitum*. Each one naturally magnifies his calling, and is sure that he must have just as much of a student's time as he can get. None of them can have in mind the totality of the pupil's work, and the proper adjustment and relativity of the various subject matters of instruction. In other words, they are seeking to make the pupil a Latinist, a mathematician, a geographer, and what not, instead
Another difficulty which can be known in
the very nature of isolation of the academic
school to the formation of specialization. To
learn to use the power to read and to study is a
work of the most of the work of the defense of
plausible, and to press on the hands of a plausible
to lift into the hands of a plausible of
English, and on into the hands of a plausible of
Kant and one
metamaterial and so on our
material showing the whole, and is some
part of the sum of a student's time as
and can get. None of them can have to mind the
reality of the reality of the work and the borders
metaphysics and totality of the material system
metaphysics of materialism. In other words, they
are opposed to what the subject, a plausible
metaphysics or geography, and part of important
of seeking the balance and rounded training to which each child is entitled.

Again, there have been innumerable additions in our schools in the last generation in respect to the subject matter of instruction. Very many subjects have been added. The field of human knowledge is constantly increasing, and we feel that our schools ought to reflect that vast field. It seems a fair question whether the tendency of this is not to try to spread over a curriculum too many small fragments of many things, whereby the pupil loses in the coherence of a definite plan of study and finds substituted a very great number of small fragments of things. It does seem to me that we should get more educational values out of fewer things, taught for a longer time, and with more effective drill and repetition.

Again, I am wondering whether we are getting out of some of our subject matter all the values
for which we hoped. May I illustrate, for instance, by such a subject as that of English? As we know, a generation or so ago the English in the secondary school consisted in the main of grammar and rhetoric, and possibly a little in the way of the history of English literature, with now and then readings from some selected authors. That has been expanded into a rich English curriculum, in which a great deal of work is done in writing and in the study of specific authors. We have in our schools a large English faculty, consisting of well-trained instructors and eager teachers who are trying faithfully to accomplish very definite results. These results, I suppose, are to train the student to speak and write English well, to become familiar with the best literature, and above all to become fond of the best literature. I don't feel at all sure that we are getting those results. I don't notice that students entering college write, so far as I
For want of a rope, I flounder for the present, if I may use the term. I am afraid, you see, I am not the best judge of the matter. As we know, a concession or assumption is often the means to the end. In the second year of school, I am a little behind my class and a little in my knowledge. I am not sure I can lead this into a topic or into any discussion.

Nevertheless, I wish to make a great deal of work to show in writing and in the work of science and mathematics. We have to our science a large number of names and terminologies, and perhaps some of them must be familiar to you. I suppose, very suitable lessons.

I am to print the subject of science and write the details. I fear, my knowledge is not as deep as I should be. I must be a little more careful and attentive. I hope to make some progress.
can see, perceptibly better English than those who entered college a generation ago, before all this work was done. I don't notice that their grasp of English literature, and especially their love for good literature, is very much better, if any, than it was then. Now of course in saying this I admit frankly that I speak not on the basis of an extensive and scientific study of the situation, but simply on the basis of what has come repeatedly under my observation. I am wondering whether the efforts of our university teachers to get their pupils to write good English is not in part counteracted and nullified by the incessant note-taking and scrappy writing done by the same pupils in other departments. In the English department they are taught to write in a certain way to secure good form, and then they go into a geography or history lesson, take rapid notes, and write rapid papers which may contain the subject matter of knowledge in those departments,
can see, perhaps try a better problem than those we

extracted. College and graduate school problems
this week are gone. I won't notice that much

except of Kaplan literature, any especially short

June for that literature, to vary much better.

It may sound if we need to do

but this I really learn that I think not on the

cause of no experience and specificity same

the attention, and simply on the cause of what

not come to attention where my acquaintance

work even more. The attitude of our experiment

teachers to let their pupils write their papers

to not in part, compromise any matters of the

necessary, not-asking any small, writing gone

by the same pupils in other departments. In the

Physics department they are taught to write in a

certain way to become good too, and then they

go into a recitation or Physics lesson. faire enough

wrote, and write right before with my society

the subject matter of conductor in those departments.
but presented in very slovenly English because they have no time to do the thing as it should be. Therefore what we are putting into the pocket with one hand perhaps we are taking out with the other. I cannot forget how one of the noblest poems written by an American author was ruined for me completely by my being obliged to parse it. All the glory and beauty of the poetry evaporated, and there remained a delicately articulated skeleton. I don't know whether this is typical or not, but judging by the kind of reading done by most of our young college students I simply raise the question whether we have got so far as we hoped we were going to get when we entered on this very extensive program of instruction in English.

Now these points are suggestive. I am not recommending a specific plan, although of course it would be easy for any of us to do something of that sort. My own reasonable estimate would be that a better organization
but because of very favorable weather because they
have no time to do the thing as it was planned.

There were what we were putting into the booker
with one hand perhaps we were talking with the
other. I cannot forget two one of the doctors
become written by an American author went through
for me completely for my point of view to prove
it. All the plans and purposes of the booker
are impossible and there remaining a question

It's impossible to explain. I know you meant
the importance of the fact that I just knew in the kind
of looking gone to next year you know college
student I simply into the discussion appeared
we have not so far as we know we were going to
let alone we couldn't on this very experience

program of instruction in college.

Now these points are essences I
not recommend a special plan of
come to money or even less of us to go
something of that sort. My own specifications
estimated money for part a special instruction.
than the one at present would be an elementary school of six years, the main purpose being not primarily the acquisition of knowledge; followed by an intermediate school of three years from the ages, say, of 12 to 15, in which the child ought to learn how to use his mind to acquire some specific knowledge; and then perhaps what we might call in the absence of a better name a collegiate school of three years more, in which the student might finish his preparation either for business life or for the university. This would, as you see, take off one grade from the eight absolutely; and would take off the last grade of the remaining seven and combine that with the first two of the present secondary school; and would condense the remaining two of the secondary school with the first of the ordinary college into the work of three years: thus making the student ready for the university proper at the age of about 18, or, if you like, 19.
Further, I am inclined to think that our grading is not sufficiently exacting. In other words, that too many are promoted en masse. We ought to sift those who are admitted to each grade of the schools from the one below with progressive sharpness, so that the burden of proof should be on a student to prove his right to pass from the elementary to the intermediate school, to pass from the intermediate to the collegiate school, and still more to pass from the collegiate school to the university. That is to say, it should be progressively more difficult to secure promotion. In this way I fancy we could get greater efficiency from our instruction.

You will notice that these matters as to re-organization are by no means the presentation of a definitely formulated plan, but are merely a suggestion as to what perhaps is worthy of consideration and investigation. Many plans may be
-9-

You will notice that these matters as to be

organization are in no sense the presentation of

a definite plan, rather a mere indication of

suggestion as to what process is worthy of our

efforts and investigation. Mean figure may be
formed, any one of which may be better than the one herein suggested. The main thing I have in mind is to answer these questions: Can we not in our educational system save at least two years which seem now to go to waste owing to the needless protraction of schooling and the needless duplications? Can we not make our work more effective by giving it greater coherence throughout? Can we not study the subject matter of our instruction in various things with a view of ascertaining whether on the whole we are getting the results which we ought to get? In other words, if a student of secondary school age has been studying French two or three years why should not the student be able to use that French effectively as a means of conversation and sight reading? Why may not the same thing apply to Latin; why may not the same thing apply to any branch of knowledge which we try to impart? Are we getting this form of result?
formal. And one of which can be better from the
and these questions. The main thing I have in
mind to answer these questions. Can we not
make some sort of a systems analysis or least try
where we come from to try to make money to the
necessity for action or for the necessity upon
the systems. Can we not do more and more allocation
pragmatic in the sense of sense? How about if we
can not study the surface water of all water-
the surface and the water. In the water, we can begin the
necessary work we are about to do. In other words
it is a matter of recognition that is we have been
studying. There are two or three cases why anybody
not the student to take to one that lesson
although it may not the same thing apply to
longer. Why may not the same thing apply to
inflated, and we may not the same thing apply to
practice of knowledge which we try to impart? And
we getting that done to reality?
Universitatis Chigaginensiis
Prases, Curatores, Decani, Professores
Universitatis Sancti Andreae
Cancellario, Vice-Cancellario, Rectori,
Facultatum Decanis, Collegiorum Praefectis,
Professoribus
S. P. D.

Amidissime voluissistis, Collegae Clarissimi et Doctissimi,
nos quoque, multo longius a Vobis remotos quam Vos a patria illius
qui Britannos penitus totius divinam orbe descriptus, gaudii Vestri
aliquam partem percipere. Recte mentem et studium nostrum indicastiis:
doctrinae enim amor artissimum et iam inter eos vinculum est qui
regiones orbis terrarum diversissimae incolunt. Per quinque saecula
in isto terrae Sectorus angulo festiuissimo Academia Vestra semem
uerae scientiae et philosophiae constantem fuit, quod ita incruent
ut nos stipitis adiectis non limites Caledoniae
modo totos innumeraerit sed exemplar etiam toti orbi se praebuerit.

Dei senectus, ut ait poeta, cruda et uiridis: Academiae Vestrae,
quae cotidie ex fonte divinae scientiae haaurire solet et iam in primo
iuventutis flore ac robore uersatur, nos universitatis nomine vixdum
gradum primum uitae ingredientis immortalitatem uerae laudis premamur
et auguramus.

SIC D. SIC. 

In testimonium voluntatis nostrae sigillum Universitatis
et chirographum Prassidis apponenda curauimus.

{ L . S } Datum ex aula academica
{ } Kal. Sept. A. S. MDCCCLXI.
delivered at Univ Minnesota
Presidential inauguration
18 Oct 1911
THE IDEA OF RESEARCH

One of the most whimsical facts in our educational history is the great variety of meanings given in different parts of the country and at different times to the term "university". We are all familiar with the thriving frontier town, one of whose prominent citizens boasted that it was growing in population and business very rapidly, had two newspapers, three banks, six saloons, two universities, and was just planning for a third. Of course in the town in question a university was any institution of learning other than a common school. This is a typical case. Throughout the country at times the term "university" has been attached to a great variety of institutions, with the vaguest possible connotation. It
THE IDEA OF RESEARCH

One of the most important factors in our educational system is the great variety of methods given to different parts of the country and at different times to the form "universality." We are all familiar with the triumvirate system, one of whose prominent citizens proposed that if we growing in population and businesses every ten years, had two members, these members, for a time, would come into the town in a typical case, throughout the country, at times the term "universality" has been attached to a great variety of institutions. It with the average possibility comprehension.
has the advantage of sounding bigger than "college" or "school" or "academy".

Again, in other parts of the land it apparently has been considered that a university differs from a college merely in bigness, and therefore that any college if sufficiently large may properly be called a university. Here at once there is a line of connection that runs through the previous consideration, the essential idea being of magnitude. In quite a different sense the term has been used as applied to a group of colleges. Here we are reaching firm ground. This is essentially of course the English idea. The University of Oxford consisted of a federation of more or less independent colleges. It is in this sense I suppose that the state universities have been organized, and while in their incipiency perhaps the name "university" was rather
the advantage of some other plan.

"College" or "School" or "Academy". Again, in other parts of the land it

apparently has been considered that a

university differs from a college merely

in name, and therefore that any college

it sufficiently large may properly be called

a university. Here at once there is a fine

contradiction, inasmuch that it may reasonably be doubted whether the

name of college has ever been used as applying to a

group of colleges. Here we are teaching

university of Oxford. The English idea. The

University of Oxford. The English idea. It is in this sense

conceived of as a collection of more or less

interdependent colleges. If it is in this sense

I suppose that the name university has

been organized, and while in their inception

perhaps the name "university" was better
indicative of hope and ambition than of realization, still as time has passed on and organization has become more definite and standards have become better the state university is very properly a group of colleges.

Within the last generation, however, another step has been taken in the development of universities, and two new ideas have appeared. The first is that of the so-called "graduate school", which essentially is simply an organization for training those who have taken their baccalaureate degree in some specialty,--geology, chemistry, political economy, law, or what-not. Accompanying this is the idea of research. This implies that one essential function of the university is the pursuit of new truth. Of course the graduate school idea and the research idea are to a very considerable extent conjoined, as the specialist must himself be an investi-
intricate of hope and emotion form a
repetition after time has passed on
and organization and become more definite
and standards have become better the state
universities to any property a group of
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some specialty, law, or what-not.

The implications of the
implied
that are essential to the universities
of some major or new fields of course
are not the same as the research
areas, and the research they
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as the specialists must primarily be invested

-3-
gator. Therefore the university professor is engaged primarily in investigation, and at the same time he is training the graduate students in investigative method.

The definition adopted by the Association of American Universities may perhaps be considered as indicative of the present trend of thought in that direction. In accordance with this definition the American university should have a strong graduate school, and if it has professional schools these must be essentially graduate in character. Now I put the statement in this form understanding distinctly the present limitation in the regulations of the Association whereby "at least one of the professional schools must have a combined course, graduate and collegiate, of not less than five years." Of course the expectation is that ultimately all professional schools will be of such character that the professional degree will be given
Therefore the university professor and the end of the principle in the student's study at the same time in training the graduate student in investigative method.

The investigation report by the Association of American Universities may prove to be valuable.

And as important as the development of new research in that direction. In accordance with the fundamentals of the American university, it is expected that the graduate school, and if it be professional school, there must be essentially graduate in character. But the statement in the form of a recommendation is not equivalent to the Association report. Now, one of the professional schools must have a compulsory course, graduate and college.

Of course, of not less than five years. Of course, the expectation is that ultimately all professional schools will be of such character.
only after a baccalaureate degree has been obtained, thus making the school essentially graduate. But the graduate idea implies both specialization and research, so that research may be regarded as the heart of the university idea at its present stage of development.

The purpose of university investigation is merely to ascertain new truth in the various fields of knowledge. The advance of science has of course resulted from the activities of the many men who have been eager to extend the boundaries of knowledge beyond what exists. On the brilliant results which have followed these activities it is needless to dwell. Few things are more fascinating than the researches now under way in many parts of the world in the various fields affecting human health. The discoveries which have made it possible to
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attained, the making the school essentially
graduate. But the graduate these imply
both specialization and research, so that
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extension of knowledge. The advance
of science may of course result from the
activities of the many men who have been
endeavoring to extend the possibilities of knowledge.

On the other hand, science has followed these activities
if it needs ease to grow. Let science try
more concerning than the researches now
made in many parts of the world in the
various fields of action human health.
Accomplishments which have made it possible to
eliminate malaria and yellow fever in the way of preventive medicine; the discoveries which have made it possible to cure in nearly all cases cerebro-spinal meningitis and other virulent diseases have also yielded large results. The foundation of the Rockefeller Institute of Medical Research, and many other endowments for this purpose in this country and abroad, are certain to be of benefit to humanity beyond the power of words to describe. In like manner investigations on the part of science have revolutionized agriculture, and enormously multiplied the possibilities of the soil. These are the merest suggestions of what investigation, properly conducted, has already yielded to the advantage of human power. Every university should have, therefore, as an essential part of its purposes the prosecution of investigation in order to encourage the advance of knowledge.
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the prosecution of investigation in order to
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The formation of the Rockefeller Institute of Medical Research and analogous schemes for the purpose in this country and abroad. To this end the use of new and newly discovered methods and techniques may offer

adequate resources, and analogous schemes may be adapted in other countries to the establishment of similar institutions. The power of science on the part of science

may revolutionize our knowledge of the world, multiplying the possibilities of the world, and the world's health, as well as its wealth, may be increased. The advantages of human

power, human variety, group variety, and race, as an essential part of the progress of knowledge of science.
But it should not be forgotten that the immediate beneficial results of investigations can seldom be forecast. On the other hand, discovery of new truth in any line may easily lead to utterly unforeseen results of great practical value. Men of science, therefore, should be encouraged in their investigations in as many fields as possible, with the confidence that after all what we need is truth and sound knowledge. Applications are sure to follow.

The question at once arises as to whether it is not better for men who are engaged in research to give their whole time to this subject, and to be released altogether from teaching. There may be circumstances which would warrant such a procedure. I am satisfied, however, that in the great majority of cases an investigator is benefited rather than injured by a reasonable amount of teaching.
He is able in this way often to test what he is doing, and the contact with those who are learning is in itself a stimulus to his mind. On the other hand, of course he ought to be a far more fruitful and inspiring teacher from the fact that he is not giving information that he has acquired in a routine way, but that he is always speaking and working from the point of view of one who is himself a productive scholar. One may be an excellent teacher who is not a good investigator; one may be an excellent investigator who is not a good teacher; but in the long run each of these application ought to be of great benefit to the other. As a rule it follows, therefore, that research and teaching should be combined. It may easily be wise in case of a given investigation of large purpose to release the investigator for a given time from any other employment. This,
He is able to think very often to test what
he is doing, and the contract with those who
are learning to test all attempts to the
mind. On the other hand, of course, one
ought to be a very more fruitful and
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Great personal to the other. Therefore, that research and
the should be combined. It may essentially be
true in case of a grain investigator of
large grade to (eject the investigator for
a given time from any other employment. This
however, should as a rule be wholly temporary.

At the same time it is obvious that no one can carry on an investigation satisfactorily if all his strength is absorbed in teaching. Therefore the proper relation of investigation and teaching should be kept carefully in mind, and a good investigator should be relieved from overmuch teaching if the best results are to be obtained.

There is a wide variety of teaching ability in any faculty. Some are teachers by nature; some are teachers by experience; some are not teachers at all. The same considerations absolutely apply to research aptitude. Some men are created to investigate; some men learn to investigate and to do it reasonably well; others have no fitness for it at all. It should not therefore be presumed that everybody should be engaged in investigation, or that all who are so engaged
Homework should not be wasted temporarily.

At the same time it is important that no one can carry on an investigation satisfactorily if she attempts to secede in teaching. Therefore the proper relation of investigation and teaching should be kept carefully in mind and a good investigation should be directed toward development teaching if the best results are to be obtained.

There is a wide variety of teachers. Some are teachers of aptitude in any faculty. Some are teachers of experience. Some are not teachers at all. The same controversy especially applies to research. Some men are experts in investigation and to some men the desire to investigate and to do it responsibly will overcome any resistance there may be in the way of expecting them to do it or to help. It should not be attempted to persuade that everything should be applied to investigation or that all who are on audience investigation.
should be engaged to the same extent. Where the research idea has become dominant often-
times it has resulted in a great amount of useless work by unfit people who have the impression that everybody must be an investigator. All that is quite needless. But the university should be so adjusted as to encourage research on the part of those who are qualified to carry it on with success.

It does not at all follow that any one institution is under obligations to carry on research along all lines of human knowledge, or even along all lines in which the institution in question gives instruction. On the other hand, better results will probably be obtained if research is provided in a limited number of fields; in this way it will be prosecuted more effectively and far more fruitfully. Investigations may easily be costly. The mere fact that investigators
should be encouraged to the same extent. Where
the researchers have become competent after
time it has resulted in a great amount of
necessary work by unfit people who have the
improvement that everyone must be an investor,
never. All that is due is needless. But
to the involuntary should be as much as to
someone necessary on the part of those who
the difficulty to carry it on with success.
It does not at all follow that any one
transition to make app'tecation to carry on
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research stand still there of human knowledge
on every stage all those in which the transition
take is due to give information. On the other hand, better results will properly be
attained if researches are brought to a limiting
number of files; in this way it will be
progress more effectively and for more
profitably. Investigations may entirely be
costly.
should be relieved from the full quota of teaching in itself involves additional cost to the institution. Therefore, not merely should investigation be encouraged only among those who are good investigators, but also only in those subjects for which the university can make adequate provision. Obviously some institutions may prosecute successfully certain lines of research activity, and others quite different lines. In this way, taking the country at large, the field of human knowledge should be adequately covered.

A fair question is whether an institution supported by the state should devote itself largely to research. Why not? It is the purpose of the state of course to educate its young men and women to make them better and more effective citizens. It is also the purpose of the state in its educational work to provide such knowledge as is needed not only by the young but by all parts
A fair dispute is better than an injustice.

If supported by the state and revenue, it is necessary to necessitate the purpose of the state of course to scrape the young men and money to make from better and more effective citizens. It is to the purpose of the state in the cause to make work to bring about much knowledge as in.
of its population. To this end our states
have already done a great deal of enormously
valuable work in agricultural investigations,
with the purpose of course of securing
practical results which may be placed in the
hands of the agricultural community. This
has had a very great practical and financial
value, and bids fair to have in the future
even larger results in these ways. The State
Geological Survey is a piece of investigation
of very great importance, and in its nature is
essentially a part of university work. The
whole question of conservation of such natural
resources as a state may possess involves
investigation scientific in character, and
especially closely connected with the univer-
sity. In short, the state owes it to itself,
to its great body of citizens, and to their
welfare in all fields, to follow out so far
as possible all investigations along lines
which will benefit the public. Surely nothin,
To the state and our people who have already gone a great deal of accommodation, we respectfully suggest a plan of systematic investigation, with the object of coming to some conclusion in the present session, which may be placed in the hands of the scientific community. The pace of the scientific community has had a very great progress and interest in the future, and it is felt to have in the future, and the future, we can foresee results in these ways. The State Geological Survey is at the service of investigation, and in the future, it is essentially a part of the university work. Who needs the services of a center of conservation of such nature, and in the future, and if it can possess knowledge investigation scientific in character, and essentially closely connected with the mineral wealth of the state, we are to treat, to the great body of attention, and to whom we believe in all reason to follow out so far as possible an investigation upon those things which will benefit the public.
is more vital than public health, but the health of the state on the moral and spiritual side is quite as vital to good citizenship and progress as physical health itself. Investigation therefore in such lines of social activity as are connected with the care of the feeble-minded and the delinquent classes, for instance, is a legitimate subject for the expenditure of state money. The state establishes and maintains a great university. It has in mind the higher education of its youth, in general culture and in specific professions. It has in mind also the discovery and dissemination of new truth which will aid the people of the state to make their lives safer and more prosperous. It aims to do its part towards adding to the sum total of human knowledge for the benefit of all mankind.
The people of the state have a right to expect public health, but the
health of the state on the money and effort
which is due is as vital to good citizenship
and progress as phyical health itself.
In vesting functions in such lines of social
activity as are connected with the care of the
teacher's health and the health of children, for
insurance in a legitimate subject for the
expenditure of state money.

Satisfactory and maintaining a great university
It is easy to make the higher education of the
youth in general continue and in specific
proportions. It is easy to mind the general
cooperation and dissemination of new truths among
with the people of the state to make them
flee safer and more prosperous. It seems to
go the part towards making for the good of all
of human knowledge for the benefit of all.

unfair
May 29th, 1912

The University of Chicago extends to the trustees and faculty of Franklin and Marshall College cordial congratulations on the 125th anniversary of the granting of the first charter.

Faithful to its earliest ideals, the college has sent into the world a generation after generation of devout and earnest students whose signal services have gained the grateful recognition of their countrymen. The splendid history of the institution renders it in every way the fit representative of the two great men whose names it bears. In common with all other American institutions of higher learning, we offer our hearty wishes for its continued prosperity.

President

Secretary of the Board of Trustees

[Signature]

[Signature]

nineteen hundred twelve
The University of Chicago extends to the President, the Regents, and the faculty of the University of Michigan, cordial congratulations upon the 75th anniversary of the founding of the institution. To the University of Michigan more than to any other single agency is due the miraculous development of the great system of State universities by means of which the possibilities of higher education have been freely brought to all the children of the Commonwealth. For this, as well as for the distinguished service of her sons and daughters, incumbent in every field of noble human endeavor, the University of Chicago, in common with all other forces making for spiritual progress, gladly acknowledges enduring gratitude.

May the great lesson, from whose base spring these benefits, continue to maintain, for us in our increasing usefulness through the generations to come.

[Signature]

Secretary of the Board of Trustees

James Bayard Bliss

[Signature]
Mr. President:

I accept these keys as a symbol that this noble building now becomes a permanent part of the equipment of the University; and to the end that its beneficence may immediately be realized, I hereby transfer the custody of the Harper Memorial Library to the Director of University Libraries, in the full assurance that by its use, to employ the words of the University motto, "Knowledge will increase, and life be ennobled and enriched."
Mr. President:

I accept these three as a symbol of our hope for the future.

Profession now becomes an essential part of the advancement of the University and to the men and women its prominence may immediately do no less I invite you to consider the proposed plan of the University.

I am grateful to the Director of University Libraries in the letter statement that it is the wish to employ the services of the University to work with me in increasing and life to improve my education."
THEOBALD SMITH, Professor of Comparative Pathology in Harvard University and Director of the Pathological Laboratory of the Massachusetts State Board of Health; investigator in scientific medicine; pioneer in the discovery of pathogenic protozoa; clear-sighted student of immunity and protective inoculation; author of fundamental contributions to the knowledge of tuberculosis in man and in domestic animals; active participant in the work of utilizing scientific discovery in the service of the commonwealth; patient and acute student of many and varied subjects in the field of comparative pathology; especially distinguished for profound insight into the relations of microorganisms and disease. — By the authority of the Board of Trustees of the University of Chicago, and upon nomination of the University Senate, I confer on you the degree of Doctor of Laws of this University, with all the rights and privileges appertaining thereto. In testimony of which I bestow upon you this hood — wear it as a Doctor of the University — and this diploma, under the University Seal.
OBEDIENCE TO LAW

The republic is more populous, richer, filled with a vastly more complex and strenuous life than ever before, and what once were minute flaws appear now as huge rifts. It may be that we have more lawlessness in the aggregate, but not more in proportion than in the days of our fathers. But American inheritance and education together seem to have imbued the national life with an instinctive restiveness under legal restrictions. We like to get at the heart of the matter at once without waiting for the observance of established forms. We applaud the public officer who cuts the Gordian knot, and are inclined to scorn the patience which waits to untie it. We instinctively sympathize with Roosevelt's Tammany friend in the New York legislature, "What's the Constitution among friends?"

A railroad man said in my presence not long since, "We have done many illegal things in recent years, some good, some bad, but all illegal." A prominent lawyer of a great city I have heard to say that it should not be supposed that all the foolish laws passed by our proppostercous legislatures ought to be heeded.

The first settlers on the New England coast were refugees from law which they detested. Our national independence was the result of riot and rebellion. The millions of immigrants who flocked to our shores in the following decades were escaping from tyranny. Our
The tendency to more powerful, larger, better armed and more complex and economical is even more pronounced, and what once were simple ideas now seem as huge ideas, it may be, but have more permanence in the electorate, but not more in proportion than in the field of our former nation, but in a more interesting and conscious sort of way to have touched the electorate. We live to see the height of the matter of the matter at least. We submit that the public officials who control the composition and the functioning of the Senate or the House of Representatives have been concerned to make it. We submit that the Constitution must intervene.

"What's the Constitution before the Constitution?"

A constant, men say in the presence not long since, "we have gone many miles in the last ten years, some good, some bad, but all ill.

A prominent lawyer of a great city I have heard to say that it amounts not to much that if the foofar law, being the product of

The late reaction on the New England coast was most noticeable. Only the New England acts, most notable in the second of importance, who looked at the

more in the following passage were connected from among.
greatest social problem, slavery, was settled by physical violence, not by calm statesmanship. The census of 1860 put the number of slaves in the south at four millions. A liberal estimate of the value involved is $2,000,000,000. To have bought the freedom of the slaves, and then to have provided by wise methods for their prudent direction through the transition from slavery to self-supporting manhood, this would have been statesmanship. Instead of that we abolished slavery by a contest which cost more than a half million lives and not far from $11,000,000,000, which for the time being shattered the social structure in a moiety of the states, and which then cast the helpless freedmen adrift as the prey of their own ignorance, of base politicians, and of fanatical notions of political and social equality. This was not statesmanship. Thus like a scarlet thread through the russet and gold of the fabric of our history runs this prominence to violent remedies in place of the more remote securities of legal process.

It is only by training of our youth in such principles that we can expect the development of social justice to become the fundamental principle of our modern state.
The outcome of 1860 is a matter of national pride.

An appeal to the sense of honor.

To save the Union, we must not only pass the necessary measures, but also let the people know we mean to save it.

Intersection of the demand for emancipation and the demand for political reconstruction.

This would mean a conflict with war, not a million dollars, but a million people.

Instead, a compromise to a portion of the nation, and which new society can.

The new nation.

This is a conflict for the future of America and our institutions.

The new nation, let it be in peace.

It is only by a recognition of our country's prosperity that we can expect the development of society's justice to become the fundamental principle of our modern state.
INTERNATIONAL PEACE

There are questions affecting, for instance, the national honor, the national existence, or at all events those which may be considered as vital national interests, which nations are not likely to submit to arbitration. Again, it is often believed that arbitration among nations as among individuals is likely to lead to compromises.

A dynamic war is no longer possible. A war among civilized nations with the sole purpose of conquest is no longer possible. Wars from trivial causes are hardly possible. The great wars of the last two centuries have resulted, we may say, from a question involved in the balance of power in Europe or from questions involved in the occupation of lands which were either unsettled or settled only by savages, or in the third place, wars which have arisen in the attempt to police lands which are more or less lawless. Of course in the last case conquest has often been the result.

The possible dissolution of the Austrian Empire may of course lead to very grave questions of this character, but at this time the likelihood of such dissolution does not seem near. So far as the occupation of unsettled or uncivilized lands is concerned there is no longer any such question. Africa has practically been partitioned among the European powers. The islands of the South Seas are all occupied by European powers. The Americas are all governed by sovereign jurisdictions. This cause of international wars, then, may be dismissed as practically settled.
If we are to preserve peace the national power

been taught to us by the history of the world, it is not by

A great man was once in the country of a

We work with the sole purpose of

The great men of the past two
crowns have been...