

Burdorff
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The University of Chicago is no longer a young institution. Practically a generation has passed since as the result of a successful effort to raise what seemed then the stupendous sum of three million dollars, and under the guiding genius of President Harper it opened its doors with the College, the Graduate School of Arts and Literature, the Ogden Graduate School of Science, and the Divinity School, with a faculty of one hundred and forty, and a student body of six hundred. Of the original twenty-one Trustees four are still on the Board, of the original faculty twenty-five are still on the teaching staff, while of the original body of students thirteen are now on the faculty, and of the rest, those that have survived are widely scattered.

Each of the two presidencies that have filled the nearly thirty-one years that have passed since the University opened its doors in October 1892, have been marked by great achievements, and as the result the University body is richly endowed and equipped, has a large and able teaching staff and a large and on the whole a serious minded body of students.

But to us who are at the University and on whom there rests the responsibility for the shaping of its policies, -Trustees, and Faculty alike, -the achievements of the past seem not ^{results} ~~achievements~~ to be contented with but ~~an~~ imperative call to further progress which will make the future a worthy sequel to the past. We have the conviction that the time is ripe for marked advance in several directions. There is a general eagerness to be up and doing, not simply ^{to} ~~holding~~ our own ^{or to make} ~~and making~~ the kind of progress which will appear in increased numbers of students, but to improve the quality and to raise the level

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of our work in all divisions of the University. Especially is there a general feeling that we can and because we can, we ought to do something more useful than simply to duplicate the work of other Western Universities, that there is a place for us to fill and a work to do which is peculiarly ours and for which we therefore have a special responsibility.

What that place and work are is a question which is being earnestly discussed in all our faculties. To answer it now would be premature, prejudging a case ^{which} still requires much study and discussion. Yet some of the elements of the problem are already coming into the light and may be at least tentatively stated now.

It seems clear, for example, and it is generally agreed, that among the things that ought to characterize this University in the next few years is a marked development of the spirit and practice of research. In the autobiography of Professor Michael Pupin of Columbia he speaks of the great impulse which was given to the spirit of research by a series of lectures delivered in this country by Professor Tyndall in 1872, and of the marked influence exerted in the same direction by the founding of Johns Hopkins University in 1876. Are we not justified in mentioning in this ^a same series of events ~~the~~ the founding of our own University in 1891? Our record since that day is an honorable one and our list of accomplishments a long one. Yet there is today a wide spread feeling in our faculty, shared also by the Trustees, that the time is at hand for a fresh emphasis on research, and a new recognition of our responsibility to make this the outstanding characteristic of the University's life. We believe that this should be the case not only in Physics, Chemistry, and the biological sciences, but in every field of knowledge in which the

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University undertakes to work.

A second pressing duty of the immediate future is the carrying into effect ^{of} the plans made some years ago for the development of a Medical School, with a full four years course, and a strong faculty, at the University. Whatever or however imperative the causes that have necessitated delay in putting into effect the proposals of 1916, for which over five million dollars were raised in 1917, whatever the difficulties in the way of realizing them now, Trustees and Faculty are united in believing that those difficulties must be overcome and a University School of the Science of Medicine be developed with the least possible delay. In this development the emphasis will not be upon numbers -it is probable that these will have to be strictly limited -but on the scientific character of the work done. The professors will give their full time to the school, and the aim will be to develop the science of medicine and to produce men who whether they enter on the practice of medicine, become ^{Teachers} ~~leaders~~ or engage in research, will be the representatives of an advancing science of medicine.

A third phase of the University's work in which there is a keen interest and in respect to which we look for progress is the work of the Colleges. This a matter in which President Harper in his day and Dean Angell and President Judson later were deeply interested and to which they gave much thought. Again it is not numbers about which we are concerned but the quality of education that we give. It is the belief of many of the Faculty that the studies already made and others that still remain to be made ought to lead us little by little -we do not look for sudden changes -to a type of college life better fitted to make intelligent, capable and high minded citizens, better adapted to our situation in a great city with a population exceeding that of several of the states of the union, and in ^{the} a center of a country whose

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responsibilities are vastly greater than they were a few years ago, and especially better prepared to go forward to the graduate school prepared for that further training which will make them competent, original, investigative, and able teachers. And because this seems to us ^{a possibility, we judge it} also an imperative duty to undertake it. The precise directions in which changes will take place, it is too early to state. But it may be confidently predicted that the attempt will not be to produce anaemic intellectual prodigies, or unsocial individualistic storehouses of knowledge, but men and women who are physically strong, socially cultured, intellectually equipped and trained, morally courageous and broad horized, will be able to play their part and give a good account of themselves in a twentieth century world, and whether in the field of pure scholarship, the professions, in business or ⁱⁿ political life.

These are but a few, but some of the most important of the things that we have in mind as belonging to the task of the University in the near future. I might speak of the development of the Libraries, and of our professional schools of Theology, Law, and Medicine, of new buildings, some urgently needed at once, others that will be demanded by the development of our educational plans, and of the sums of money that must be raised. But what I have said is perhaps sufficient to indicate that we have no thought of marking time, but that there is a keen desire to push forward, and on the broad and sound foundations laid by President Harper and President Judson, to build as rapidly as possible, consistently with wise building, the superstructure for which they have so well prepared.

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W.S.J. 3

Alumni Address
The Cleveland
Mrs. House

THE AMERICAN COLLEGE.

Quest

The American Colleges are American institutions scarcely to be paralleled elsewhere in the world except in certain oriental countries when it is a frank importation from America. Yet like almost everything else American, it has its roots in Europe. Harvard was as everybody knows, the first American college, and was undoubtedly founded on the model of one of the Colleges of Cambridge University, England. But while in Cambridge the various colleges together constituted the University, in Cambridge, Massachusetts, there was at the beginning and for a long time but one college, and a University in the British sense of an assemblage of colleges never arose.

Instead other independent colleges were founded in various places, Harvard in 1636, Yale 1698, Princeton 1746, Columbia in 1754, Brown in 1764, Dartmouth in 1774, and so on until now our American colleges, all originally small are now numbered by the hundreds and number their students by the thousand.

This enormous development, for it is nothing less than enormous is the product of several facts.

1. Many of the small colleges have become large, without having otherwise materially changed their character, Dartmouth, Williams, Amherst.

2. Many of the colleges that were originally colleges only and small at that have added on professional schools, which have become a prominent element in the total result. This is the case with Harvard, Yale, Columbia.

3. The States have founded Universities intending from the beginning that they should be universities in the sense that they should contain both the college -i.e. the undergraduate department and a group of professional schools, of Law, Medicine, and various branches of

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4. Individuals or groups have founded institutions with the intention from the start that they should be not colleges simply, but either predominantly graduate institutions or assemblages of schools, including a college, but also including graduate and professional schools. Here belong John Hopkins, Clark, Cornell etc.

But the common denominator of all these institutions is the four year college, for which the student is supposed to prepare by twelve years or so previous schooling, and at the end of it a B. A. or B. S. or B.Ph., this is what we mean when in America we speak of the college, and it is the distinctive characteristic of our American scheme of education.

But in recent days we have begun to hear it whispered in various quarters and sometimes shouted from the housetops that the American college must go; that its day are numbered, and that college alumni will soon be orphans.

Such predictions have such basis as they possess in the existence of two factors, one threatening the top and the other, the bottom of the college. Now when two butchers come after a dog, one threatening to cut off his head and the other to cut off his tail just behind his ears, the dog is in a parlous state.

Educators tell us and I think they are right that our schools below the college are too long drawn out, that we require our boys and girls to spend twelve years to learn what could really be learned more thoroughly in eleven years or even in ten. Now if this is so, and I am disposed to think it is, (I remember that I skipped one of those twelve years myself without seeming to suffer any damage), then certainly we want to get rid of that air or water, or whatever it is, and not waste a year or two of the life of every child who goes through

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high school. But then our educators tell us the thing to do is not to cut off the year or two at the top of the high school, but since most of the work in the first two years in college is really high school work, to crowd back the Freshman year at least if not also the Sophomore year into the High School, and so shorten the college course at the bottom.

On the other hand there is going on at the other end a process that looks like crowding the professional school down into the college. The Medical student or the law student begins his medical or law course after three or even after two years of work in college. This is not really just the way to describe this process because in fact what is taking place is that the requirements of the professional schools are being varied. It is not so very long since the medical student could enter a medical school with the same preparation with which he could enter college or even less. Now in any reputable school he must have two or three years at least. Nevertheless the result is that the beginning years of the college threaten to slide back or be crowded back into the High School, and the upper year or years threaten to become professionalized.

Shall the college go? Shall we college alumni become orphans? Shall our sons and daughters pass out of the High School, somewhat enriched by the inclusion of one or two years of what are now college studies into life, or directly into professional school? Well we must not answer this just from a traditional point of view. We must not simply say, that is the way it was in our day, and that it shall be to the end. We must face the facts and try to reason calmly about it, and trying to do this answer the question, shall the college go, with an emphatic negative.

And my first reason for answering this question with a NO, is that

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America needs, more than it ever needed them, men and women who have a broad outlook on life and human history, broad sympathies, capacity for thought on any subject that confronts them. It is men and women that have had these qualities that have been the saving element in American life thus far -the Roosevelts, the Roots, the Eliots, and the Adams's. And we need them still, need them more than ever before as America becomes, even against her will, a world power, and is crowded nolens volens to the front of the stage. And how are we going to produce them if we do away with the college? Will the high school do it? The very argument for crowding the Freshman and Sophomore years back into the High School is that the studies of these years are not really college studies -but largely exercises of memory. Well will the professional school do it? A medical school makes physicians, but as the science of medicine develops it becomes more and more exacting and the strictly medical and premedical sciences leave little room for those broader horized studies that characterize the colleges.

A very careful student of education sent me a few weeks ago an article which he had written on the subject on which I am speaking tonight -the American College- and asked my criticism of it. With almost all of it I agreed, but in sending it back I found fault with one sentence in it, somewhat to this effect. "After all, the prime requisite is that each man shall be proficient in his occupation - the physician in his, the lawyer in his, etc" I said to my friend, I cannot agree. Professional efficiency is important, but parenthood, social mindedness, citizenship are even more so. If I must choose - I don't think I am obliged to -but if I must choose, I prefer a thoroughly good citizen who is not a first class lawyer, who is not a thoroughly good citizen. And my friend wrote back that he agreed with me.

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Japan has tried this experiment that I am discussing, she had a middle school somewhat like our Junior High School, and then a so called High School that was really strictly preprofessional Junior College, divided into as many alleys as there were professional schools above it and then a University made up of professional schools. And years ago she discovered that it wasn't working well, but it won't work well in America. If the college must prepare for the professional schools and it must, I should like to insist that a part of that preparation be in precisely those things that have nothing particular to do with the profession to which the student is looking forward, if he is to be a lawyer the physical sciences, if he is to be a physician, economics and sociology and poetry and art, the very things that he will not have time for afterwards.

But I earnestly hope that our colleges are never going to be purely preprofessional schools, not even when we include business, banking and insurance and pork packing, in the professions. I believe in the schools of business founded not on the idea of technical efficiency, and short courses in buying, selling, and accounting, but on a scientific and philosophic studies of business as one of the great phases and factors of human life. I think there are great possibilities in such schools, but they are possibilities for good only if we keep the ideas of organic relations and the interplay of social forces, and mutual community service to the front. The business man like the physician and the minister and the lawyer must be first of all a citizen, and secondarily a business man. (6a)

But when you have developed your school of business on this plan, you are still going to have room. I am confident, for the man and the woman -let us not forget the women, who are to be mothers, and

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voters, and the mothers of voters. You are still going to have room for the student who knowing that he is going to be a business man, will deliberately put the emphasis of his college course not on the things that will prepare them specially for business, but for life-life which belongs to us all in common, life on that plane on which we meet not as business men or lawyers or bankers, but as human beings and citizens of the world.

① And for these men -of whom I hope we are going to have many in the future as we have had them in the past -I want a college that will give them not professional training in any sense of the word, but a broad outlook on life and broad preparation for life. p. 7

And finally I want to say a word on behalf of the student who is a bit slow in finding out what he really wants to do, in the sense of occupation, but who has a healthy curiosity to learn what he can before he plunges into an engrossing occupation. I am not pleading for the idler, but the man who makes college an excuse for gentlemanly or ungentlemanly dawdling, but for the student who is really a student, but with an appetite for learning not yet differentiated as between law or medicine or education or theology, or even perhaps as between the physical sciences and the humanities -history and economics and philosophy. May I be so immodest as to cite my own case. I not only went through college without knowing what I wanted to do afterward, but I did not find out till I had been out of college five years, stupid of course, but I want to plead for others who may be as stupid, and who really must find out what philosophy is like, and how the physical sciences taste and something about history before they decide what they are going to make their major interest in life.

Yes, I believe in the college, and I have a different prognosis of its future from that of those who think it will lose both head and

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tail and the body be somewhere in the shuffle. I think the Freshman year may be crowded back into the High School, and I shall not regret it, that will be clear gain. But at the other end I think we shall push up the requirements for the professional schools so that a college course and a bachelors degree or something even more significant of an education will be prerequisite for the professional school, or at the most the two courses will overlap one year, and the top of the college course stay about where it is now.

And then -and this is really the thing I am most interested in - when we have settled it that the college is going to stay, we are going to recognize that if it is it ought to be made something a great deal more worth while even than it is now.

We shall see that in the advancement of science including the science of education we have gained immensely in a generation, but that in the great growth in numbers by which Freshman classes have come to be counted not by the score, or even by the hundred but in the thousands, we have lost something.

I often recall the remark of a professor in one of our great universities soon after the close of the war that his university was about as much of an educational institution as the union railroad station in the city -you bought a ticket at the beginning and you were railroaded through by the carload to your destination with a little less attention to the individual than the porter in the sleeping car gives to his passengers. There was something after all in that idea of Garfield that the ideal college was Mark Hopkins on one end of the log and the student on the other. And that idea we must somehow bring back into our American college. The personal touch of student and professor, you cannot educate successfully by wholesale.

And the personal touch of student with student, students educate

tail and the body be somewhere in the shuffle. I think the Freshman year may be crowded back into the High School, and I shall not regret it, that will be clear gain. But at the other end I think we shall push up the requirements for the professional schools so that a college course and a bachelors degree or something even more significant of an education will be prerequisite for the professional school, or at the most the two courses will overlap one year, and the top of the college course stay about where it is now.

And then - and this is really the thing I am most interested in - when we have settled it that the college is going to stay, we are going to recognize that it is it ought to be made something a great deal more worth while even than it is now.

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one another -almost as much as professors educate them. Student activities so-called have their place in college life and social contacts have their place. That is a very attractive picture that someone has drawn of life in an Oxford College, when after dinner in Hall the men gathered in the common room for an hour around the fire place, and the chemist who had been all day in the laboratory talked with the student of literature or of economics or of theology about their subjects, and to his specialist knowledge added an invaluable outlook on life and insight into other aspects of it than those with which he was specially engaged.

And sport has its place in the college, sport that cultivates the qualities of courage and endurance and team play. It can be overdone, but so can almost every aspect of life.

But why was I saying all these things to you, alumni of the colleges and by no means all of you, perhaps only a very few of you educators? Because more and more the destinies of the colleges are in the hands of their alumni, and because I love my country, I hope the alumni of our colleges are going to stand for the colleges, but stand not for their existence only, and not for bigness only, and not for athletics only, and not for the colleges as it was, only bigger, but for the better college, the college that shall stand for everything that is best in our American life, for culture in the best sense of the word, for companionship among the students and between the students and faculty, for genuineness and honesty, for breadth and outlook, for knowledge and for manhood, for all that will make for sane and sober leadership, for broad-horizoned patriotism and statesmanship. The days of easy optimism about our country are gone forever. We know now that if America is worthily to fill her place in the world, it will be because we take thought to see that she does so, and among

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agencies that may contribute to that result the colleges are by no means the least. Let us stand by our colleges, and as graduates of them see to it that our influence counts for their continuance, their development, their betterment.

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Radio

When Benjamin Franklin, with a kite, drew electricity from the clouds he proved what he had already guessed, that lightning was of the same nature as the spark that can be produced by rubbing a cat's back or shuffling across a woolen carpet in felt slippers. He made the experiment from sheer curiosity and remarked when he made it that he did not suppose that it would ever be of any practical use. That was about one hundred and fifty years ago. Today as a result of the investigations and inventions to which Franklin's discovery opened the way, the world, we might almost say, has been electrified. We have the telegraph and the telephone, wired and wireless, the submarine cable, the trolley car, the electric automobile, electric lighting, the electric stove, the phonograph, the radio, and a multitude of other devices that serve us all. Electricity carries our messages with lightning rapidity to all parts of the world, records and reproduces the voices of singers and orators, propels our cars, lights and heats our houses, cooks our food, diagnoses and cures our diseases. It is the universal servant of mankind harnessed to every kind of an instrument, and leading to new inventions every day.

This, however, is not to be a talk about electricity. I have cited it only as an illustration of a general fact: namely, that scientific study, or what we technically call research, instead of being the concern only of dreamers in the laboratories of universities, is constantly producing important results that are of value to men in almost every department of human life.

The impulse to investigation may arise from one of two causes and work in one of two directions. It may spring from mere curiosity or from a purely practical motive. On the one side, there is the man who is interested in the practical. He wants to know how

to make a better electric lamp, or to extend the distance over which the telephone can work, or to make a ship that can fly in the air as well as the great liners floating the ocean.

On the other hand, there is the type of man who simply wants to know without being much concerned with what may be the social or economic value of the knowledge. He wants to know how far away the stars are, not because he can do anything with the fact, but just because he wants to know. He wants to know how the ancient Egyptians lived, not because he expects to get from them anything that will affect modern life, but just because he craves the information.

Now the great fact concerning these two types of investigators is this: that the man who begins with a practical question almost always, if he is persistent enough, arrives at last at some great scientific or philosophic fact; and what is perhaps more interesting, the man who begins with nothing but curiosity has often proved to be the man who made the most valuable discoveries. Pasteur's life and work illustrate this interplay of scientific thought back and forth from theoretical to practical, from practical to theoretical. He began, I am told, with a problem that was put to him by the wine and beer makers of France. This led him to a study of the causes of fermentation, and to the discovery of the important part that is played not only in wine-and beer-making but in the propagation of disease by those extremely minute living forms that we commonly call microbes. As applied to disease this discovery has been revolutionary, leading to entirely new methods of curing and especially of preventing such diseases as malaria, yellow fever, dysentery, and tuberculosis.

Scarcely less important have been the results for surgery, for by it it has been discovered that many of the unfortunate results of accidents and of surgical operations have been due not to the

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Scarcely less important have been the results for surgery for by it it has been discovered that many of the unfortunate results of accidents and of surgical operations have been due not to the

accident or the operation itself but to the harmful germs, such as tetanus and many others, which have taken advantage of the exposure of the interior tissues of the body to get in their deadly work. Today the surgeon's first concern is that his instruments and his hands and everything employed in the operation is free from harmful germs.

But Pasteur's discovery has had important results not only for the hospital and the physician and the surgeon, but for industry and the household. Every canning factory and every intelligent household today make use of the discovery ^{ces} which have followed in the wake of his first discovery.

To the practical men of his day, Harvey, who first discovered and described the circulation of the blood, was utterly discredited. Yet the establishment of his discovery revolutionized the practice of medicine. The discovery by the Rev. Stephen Hales of the exact value of the pressure of the blood in the blood vessels, was not deemed of any more medical importance than the measurement of the flow of sap in a vine. Now in every clinic the results of that discovery are used. Yet this knowledge is the result of investigations which in their infancy were of scientific interest only.

Nor is there any reason to suppose that we are at the end of discoveries of this kind. Let me give you a very modern illustration. I will relate it in the words of the man who was principally responsible for the discovery, Dr. A. B. Luckhardt, Professor of Physiology in the University of Chicago.

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killed by an atmosphere containing only traces of a gas known as ethylene, it was proposed to determine the poisonous effect of this particular gas on animal life. Experiment disclosed the fact that animals could be placed in an atmosphere containing ethylene in high concentration without any apparent harmful effect. When the animals, however, were put in the mixture containing 80% ethylene and 20% oxygen, they soon became drowsy and went to sleep. Returned to air, they promptly recovered from this seemingly natural sleep, without showing any bad after effects. After it was shown that all classes of animals could be repeatedly exposed to this gas for prolonged periods of time, without the development of any symptoms of poisoning, the investigators decided to inhale the gas mixture themselves. They found that all sense of pain was lost after a few inhalations of the gas, and that within less than one minute after such inhalations, they were completely put to sleep. No bad after effects were noted on themselves. Following a demonstration to several surgeons and professional anesthetists, ethylene was introduced in the hospital as a general anesthetic agent. Within the past year, more than 50,000 operations have been performed with very gratifying results. You will recall that the investigators were at first interested only in the poisonous qualities of ethylene gas as shown in the effects upon plants. As a result of this ^{purely theoretical} investigation, they discovered that ethylene exerted no poisonous action, but was indeed a very good anesthetic agent, with properties similar to ether, but ^{without} the evil after effects of this latter anesthetic agent."

To give another modern illustration: The invention of gas masks as a protection against poison gases employed in the World War was made possible by researches into the absorptive power of different samples of charcoal. These researches were undertaken without any

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thought of their practical application. The invention of the gas mask with its enormous practical importance was a result purely incidental to an abstract inquiry occupying a period of four years.

The United States enjoys a great advantage over all nations in the supply of helium found in our natural gas. The discovery of this valuable element is a result of the purely theoretical work of Lord Rayleigh and Sir William Ramsay on the density of nitrogen.

There are many other fields in which studies beginning in purely scientific curiosity are certain sooner or later to yield great results for practical life.

You all know that Botany is the study of plant life. In my boyhood it had mainly to do with the study of plant structure and with the classifying and naming of the various kinds of plants. In more recent years the attention of Botanists has been turned especially to the conditions under which plants grow. As a result of these studies it has been discovered that each particular wild plant grows under certain definite conditions of soil and climate. This fact, which of course we all know in a general way, reduced to exact statement in reference to each plant has proved to be of great value in various ways. Today a plant ecologist, as a botanist of this modern type would be called, could tell the farmer going into a new region what plants would and what would not grow there.

A young scientist, a graduate of the University of Chicago, undertook a study of some of the lands from which the timber had been cut in the upper lake region. Partly as a result of this work that state has now undertaken a systematic study of its non-productive lands with a view to mapping and classifying them according to their highest economic value.

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Eventually we shall probably have plant and mineral maps of every state in the union, showing for each district what minerals are here to be mined and what plants can be most profitably grown. And no farmer will need to resort to a series of costly experiments to determine what his land is good for. If to this there is also added a transportation map showing cost of marketing, science will be serving the farmer in a very effective way.

Another interesting field which is now in process of development is that of Plant Pathology, in other words, the diseases of plants. Perhaps it has not occurred to most of us that plants have their diseases as truly as animals, although every housewife who raises plants knows what a sick plant is, and we have recently seen the rise of tree-surgeons. But the field is really a very large one, and as yet only beginning to be worked. One thing already brought to light is that growing plants have a certain group of diseases, and plants in transportation quite another group. It is safe to say that the losses from the latter cause alone on foods shipped into Chicago amount to millions of dollars every year. Here is an enormous field for study calling for the keenest scientific investigation but capable of yielding large and very valuable practical results to farmers, shippers, merchants and indeed to us all who eat fruits and vegetables.

But I must not leave on your minds the impression that scientific investigation has to do only with the world of material things. In fact it is just as significant for those that have to do with History and the organization of human society. Such organization as the General Education Board, the Carnegie Foundation, the Rockefeller Foundation, the Sage Foundation, and the Commonwealth Fund are largely engaged in investigations in this latter field. And the value of such studies for men and women in

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ordinary life are already to be seen in the improved and gradually improving conditions in housing, sanitation and city zoning. It is moreover already apparent that further results are to be expected in a more intelligent dealing with problems of immigration and public finance. One eminent authority (A. W. Small) has asserted that "the sciences of the human world are reaching results which are bound to affect all our ways of living quite as radically as the results of physical science." And another, (Judd) has declared that "the social sciences have in recent years made great progress by establishing in the familiar fields of human experience, the fundamental principle that there is a regularity and law in human operations as well as in the procedures of nature." And that "this establishment of the social sciences is even a more significant fact than any discovery that can be reported in the natural sciences."

But neither do I wish to leave the impression that these two fields have nothing to do with one another. In fact physical science is of no significance whatever except as it affects human things. Ultimately we cannot think of any discovery as having value except in terms of the amelioration of the conditions of human life. Even as long ago as 1561-1626 Francis Bacon declared that investigations in astronomy find their justification in the guidance of the navigator, and that the study of Anatomy was valuable only to afford direction for the surgeon's knife. This I should contend is an overstatement. Astronomy would be worth all it cost if it did nothing but enlarge our ideas of the universe, stimulate our imagination and inspire our reverence. But Bacon was right so far at least that science is of value only in its relation to men.

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methods of the scientific laboratory must be employed for purposes of everyday life, that industrial and commercial concerns are almost universally employing experts, trained in scientific laboratories, ~~kk~~ to discover better processes and methods. A group of eighteen retail concerns employ a university trained man who has the title of Director of the Retail Research Association to study minutely the problem of retail distribution in an endeavor to reduce waste. Another expert, from one of our State Universities, has recently been made Director of the Bureau of Research and Information of the National Research Dry Goods Association. He is now conducting a minute investigation of the relations between buyer and seller in an attempt to bring about better relations. Swift & Company employ a university expert at the head of their research department. William Filene's Sons Company of Boston employ an expert of the Massachusetts Institute of Technology to make chemical tests of merchandise to determine tensile strength, wearing qualities, fastness of color, wool content, etc.

Time was when the practical man sneered at the dreamer. And when the scientific investigator was inclined to despise utility. Happily we have come to see that these two types of interest are not opposed or even mutually exclusive-- indeed that neither can spare the other. Whether a man is studying the crust of the earth, or the starry heavens, or the phenomena of the human mind, or the realm of the spirit, it is well for him to remember that nothing that is found to be true can be without value at last to everyday life -- only let us include in that phrase not only the life of the body, food, shelter and transference, but the life of the spirit also which is concerned with music and painting and thought and affection, with imagination and aspiration and hope.

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April 16-26

*Speech Delivered Before
Electrical Engineers, South Shore Club.*

It is ~~eighty-nine~~ years since Chicago was first incorporated as a city with a population of 4,000. Today it is in population the fourth city in the world, London, New York, and Paris alone exceeding it. If one will fix his mind upon some point where today fewer than twenty families are living and contemplate the proposition that within the lifetime of an infant born today, 3,000,000 people will be living, he will have some notion of what has actually happened to Chicago.

It used to be said that if one would do justice to Chicago, he must lie about it. But it was added that if he told a lie about it at night, it would become true before morning. One of the members of the early faculty of the University of Chicago was leaving his home in New York to begin his work in the new institution. The night before the family left New York, one of his children saying her prayer, concluded by saying "Goodbye God, we're going to Chicago", the implication being that the deity would not be found within the city limits.

Well, it was probably inevitable that the city should during its early years be boastful and vulgar, and attract the ridicule of the rest of the world; but now as we approach our hundredth birthday, we are forming a juster estimate of ourselves, and thinking less of our achievements and more of our opportunities, responsibilities and duties.

The name of this city has been thought to have been derived from the word "Checaqua", meaning "strong", a name given by the Illini tribe to a long line of their chiefs. The first white men to pass through this point were the French Jesuit missionaries, Fathers Marquette and Joliet, 1662. The first named prominent white settler was John Kinzie, about 1800, 125 years ago. The first prominent building was Fort Dearborn, 1804. The first census taken in 1829 enumerated ten families outside of Fort Dearborn. The first real impetus and growth of the city

Chicago's History

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was the completion of the Illinois and Michigan Canal, 1848, seventy-six years ago, when the population was 28,000.

Nothing in the world parallels the story of Chicago's increase in population:

1837	4,170
1840	4,479
1850	28,269
1860	306,605
1870	503,298
1880	1,105,540
1890	1,700,000
1910	2,200,000
Now	3,000,000

Human enterprise can hardly claim sole credit for this unparalleled development. No man or combination of men could have prevented it. Chicago is one of the inevitable cities. With the great lakes in front, and behind it, a valley of enormous extent and unequalled possibilities of fertility and variety of production, this particular spot was destined from the beginning to be the center of a great population. For the transportation of the products of the soil and the distribution of manufactures, Chicago has become the greatest railway center in the world. Thirty-eight different railways converge to this point. Every day 1,376 passenger trains arrive and depart.

Until October 9, 1871, Chicago was a raw, ugly, dirty, repulsive, straggling town. On that day there came to Chicago perhaps its greatest blessing, disguised in the shape of the greatest conflagration of modern times. Within a space of about three days, 2,100 acres of the city were covered with ashes, involving a destruction of buildings, personal property, and merchandise amounting to \$190,000,000. This event which at first seemed like an appalling disaster, proved an incentive to ambition and effort. Before the ashes of the fire were cold, the new city had begun to arise, and the rapid recovery of Chicago from the great

was the completion of the Illinois and Michigan Canal, 1848, seventy-six years ago, when the population was 28,000.

Nothing in the world parallels the story of Chicago's increase in popula-

tion:

1837	4,170
1840	4,478
1850	28,288
1860	306,608
1870	502,288
1880	1,102,240
1890	1,700,000
1910	2,300,000
Now	3,000,000

Human enterprises can hardly claim sole credit for this unparalleled development. No man or combination of men could have prevented it. Chicago is one of the inevitable cities. With the great lakes in front and behind it, a valley of enormous extent and unequalled possibilities of fertility and variety of production, this particular spot was destined from the beginning to be the center of a great population. For the transportation of the products of the soil and the distribution of manufactures, Chicago has become the greatest railway center in the world. Thirty-eight different railways converge to this point. Every day 1,578 passenger trains arrive and depart.

Until October 9, 1871, Chicago was a new, ugly, dirty, repulsive, straggling town. On that day there came to Chicago perhaps the greatest blessing disclosed in the shape of the greatest concentration of modern times. Within a space of about three days, 2,100 acres of the city were covered with ashes, involving a destruction of buildings, personal property, and merchandise amounting to \$100,000,000. This event which at first seemed like an appalling disaster, proved an incentive to ambition and effort. Before the ashes of the lives were cold, the new city had begun to arise, and the rapid recovery of Chicago from the Great

fire and its development since, may be soberly termed one of the outstanding wonders of modern times.

What I have thus roughly sketched describes only the material foundation of the real Chicago. Chicago of today is to be interpreted in terms of the social and spiritual super-structure which has been erected upon this foundation. That which gives significance to its splendid material development is to be expressed in terms of art, music, literature, education, organized charity, social progress, and religion. Time does not permit a detailed account of the organized expressions of these ideals. Those which perhaps are most distinctly outstanding are its generous provision for the education of all the people in the form of free and costly elementary and high schools, private schools and universities. This organization of education is of course in some degree common to all American cities, but in this respect Chicago is pre-eminent. In professional education, Chicago is in the ^{very} forefront. No city surpasses it in provision for medical education. One of its law schools imposes the highest requirements of any in the United States for those who wish to enter. We have two business schools of University grade. Reliable authority credits Chicago with a larger number of superior theological seminaries than are to be found in any other city. The Art Institute enrolls 3,500 students, a larger number than attend any other art school in America. The Art Library of 22,000 volumes is open free to the public, and was used by 102,000 people last year. Classes from the public schools visit the Art Institute by appointment and receive instruction concerning the exhibits by teachers provided by the Board of Education. The Field Museum, one of the largest and most generously endowed institutions of its kind in the world, renders a similar educational service, giving their admittance to pupils and teachers and providing free lectures for them. Similar provision is made by the Chicago Academy of Science. The Chicago Symphony Orchestra is one of the outstanding organiza-

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tions of its kind now in existence. In addition to the great concerts for the general public, it provides programs arranged by the Director with special reference to the enjoyment and education of children. The Chicago Public Library is the peer of any of the great city libraries of the world. Besides this great public library there are the Newberry, Crerar, and Chicago Historical Society Libraries for reference. The City is dotted all over with small parks, ^{and} playgrounds, in which there are convenient field houses free to the children for assemblies and entertainments.

The ideals of Chicago are expressed not only in these organized forms of its intellect and social life, but perhaps quite as effectively in voluntary organizations. The Chicago Association of Commerce embraces a membership of 6,900 firms, corporations, and individuals, devoting its influence to the civic, national, and international interests. Of a similar sort are the Union League Club, the Chicago City Club, the Woman's Club of Chicago, and the Woman's City Club of Chicago.....

Chicago is passing out of a stage of boastful glorification. It realizes that it is now one of the outstanding world capitals. It aspires to discharge faithfully its obligations to humanity; and for realization of this ideal, it relies as it has in the past on the leadership of its courageous men and its high minded women.

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women.

*Furniture
Must*

142

*Modified for
Sommer's lunch
April 15, 1925*

Address of President Burton

To the Alumni

March 24, 1925.

The founding of the University of Chicago was not an ordinary occurrence in the history of American education. It was an epochal event. When in the exercise of that freedom which was given him by the founders of the University President Harper announced the policy of the new institution, that policy combined three elements which had so far as I know never been so combined before. None of them was wholly new. The combination of them was new.

The first of these was research, that process by which men search out new things, add to the sum of human knowledge; that process to which we owe practically everything that we possess today as the common property of the race; that thing which began back at the beginning of the human race, but which has in recent years been more definitely organized, until it has become a great polished, acute and powerful instrument for the acquisition of knowledge, for the pressing of the area of the known out into the great boundless territory of the unknown, for putting more and more of the possible resources of the world at the disposal of men.

The second was that which had been traditionally for centuries and which still is the common purpose of all educational institutions, instruction; the education of the students who come within its walls, the addition to their knowledge; the impartation to them of an attitude of mind.

The third we may call dissemination, by which I mean the publication of the results of the University's work, by the human voice and the printed page, sending it out to the world at large.

Handwritten for
Dissertation
April 12, 1932

Address of President Burton
To the Alumni
March 24, 1932

Handwritten
Thank
you

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Publication of the results of the research work by the University
and the dissemination of the results of the research work by the University

Now, these three functions of the university had, as I have said, never before been joined together in a definition of the policy of a university. Instruction, all schools had recognized as their chief, often as their only duty. Research had been developed by Germany and in this country ^{announced as part of its function} by Johns Hopkins at its foundation in 1876. Publication in connection with University work had been developed in England in the University Presses of Oxford and Cambridge. President Harper for the first time brought them all together.

The adoption of these three planks in his University platform carried with it ^{certain other} ~~immediate~~ consequences, that I must do no more than barely mention. It involved, first of all, the necessity of getting men of unusual ability. So long as a university recognizes only the duty of instruction and conceives of this as passing on to the next generation of what this generation has received from the preceding, its work can be done by ordinary men. But when you add research, discovery, addition to the sum of human knowledge and make this the primary function of the university, you must, have at least some extraordinary men in your faculty. President Harper recognized this very clearly and searched all over this country and Europe to find the men who should make up that first faculty. I do not mean to say that all of them were stars of the first magnitude. I am bound to confess some of us were not such; but there were enough to give character to the whole faculty, and to stamp them as an extraordinary group of men.

^{A second} ~~The immediate consequence of the selection of these men and~~ the recognition of research as one of ^{the} ~~their~~ principal duties was a more explicit granting of freedom to ^{them} ~~the faculty~~ than had ever been made, as far as I know, in the history of American education. ^{After faculty}

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Handwritten notes:
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 consequences
 the faculty

For if you permit men to engage in research as their ^{appointed} principal task, you cannot tell them at the outset ^{that} they cannot find anything except what you tell them they may find. ^{beforehand} ~~It was not long before~~ ^{Very soon} ~~This~~ was clearly seen, and ^{was informed} ~~it became necessary to announce to the faculty~~ that each of them had freedom of research, freedom of teaching, and freedom of publication.

The policy of dissemination led to the establishment of the University Press, the first university press in America, ~~still the leading university press of the country, though many more have since been founded in imitation of our example.~~ The principle of dissemination led also to the establishment of the University Extension Division, whose work is still going on prosperously. It led to the establishment of the Summer Quarter, by which a large number of students throughout the country were given opportunities of higher education - ^{which} hitherto they could have obtained only by going to Europe.

~~The adoption of this unprecedentedly broad~~
~~These planks of President Harper's Educational platform, I~~
~~am sure anyone who knows the history of American education will say,~~
~~constituted the University of Chicago a unique contribution to education in this country.~~

Prospered

On that platform the University has prospered. Not solely ^{of its breadth but largely} by reason of the guiding genius of President Harper and his successor, President Judson; in no small part by reason of the unexampled devotion of the Board of Trustees through all these years to the University; in no small part of course, because of the ~~unexampled~~ generosity of Mr. Rockefeller, and in no small measure because ^{of} the great generosity of the Citizens of the City of Chicago, to whom we owe practically all the buildings which now make up the group of over fifty university buildings on our quadrangles.

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Rockefeller

affiliated

4

5 In its beginning we had one million ~~46~~
dollar, ~~today we have fifty five~~ of property
a faculty of one hundred, a student
body of six hundred, no alumni, no
publications of our Press, a few hundred
correspondence students - Today we
have fifty five million dollar property,
a faculty of six hundred, a student
body of 14,000 - 7000 at a given
moment + 7000 correspondence
students, a long list of periodicals
and books issued by the Press, the
leading Univ. Press of our country,
nearly 19,000 alumni who hold
our degrees, and toward 100,000
former students.

But I should not care to emphasize any of these facts which
can be expressed in statistics if I did not also believe, and if
I did not have substantial evidence to prove, that through all
this period the characteristic distinction of our work has been

[Handwritten signature]

**THE BOARD OF EDUCATION
OF THE NORTHERN BAPTIST CONVENTION**

ERNEST D. BURTON, CHAIRMAN
5525 WOODLAWN AVENUE, CHICAGO

FRANK L. MINER, TREASURER
DES MOINES, IOWA

5525 WOODLAWN AVENUE
CHICAGO, ILL.

FRANK W. PADEFORD, EXECUTIVE SECRETARY
BOSTON, MASS.

WALTER J. SPARKS, FINANCIAL SECRETARY
LANDSDOWNE, PENN.

2

Quality

6

its quality rather than its quantity. ~~A boiler factory might have grown, in the facts that can be measured by statistics, as greatly as the University, and yet have made no great contribution to the improvement of social life.~~ We are ~~most~~ proud of the University because we have the evidence that by its work during all these years it has been making solid contributions to knowledge; that it has been adding to the community men and women of power; that it has been serving the public effectively, being a real public service corporation, that it has lifted the standard and raised the quality of educational work in the country.

chiefly

Are we not then content--satisfied ^{to go on} without change or improvement of any kind? On the contrary, we come to you tonight troubled with a serious discontent, discontent because we feel that upon the basis of so good a record as we have made the University ought to make a still greater record in the years to come; troubled because we have certain responsibilities which are created partly by our success and partly by the conditions in which we live in the world today, responsibilities that we feel compelled to face and to attempt to meet.

[Handwritten scribble]

The University of Chicago was never ^{at any time in its history} ~~in the history of American education,~~ an unimportant institution. The very policies that Dr. Harper announced at the outset constituted ^{its establishment} an important event. ~~But it was of course at the beginning a relatively small institution not comparable in magnitude with the larger universities of the East.~~ We have passed that day and not only we ~~but~~ of the Universities but others recognize the fact. Within the last few weeks it has been brought home to us by the judgments of competent witnesses who have no association whatever with the University of Chicago, that we now stand ^{among the universities of} ~~in~~ the first rank ~~of American universities~~ for the importance of the responsibilities that we carry. ~~This is part~~

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of the East

From same

~~And we have come to believe that we have a special task to do that will go undone if we do not do it.~~

Quality

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*Frank
Hamm*

7
~~ly due to the way the University has grown, partly due to the
ideals for which it has stood, and partly due to its location.~~

~~These things together lay upon us a sense of responsibility
which has compelled us lately to make a new study of our whole
situation, to reconsider our history, to scan every department of
our University, to survey the region round about us, to consider
our relations to other institutions, to look into the future and
try to forecast and define our duty.~~

three *Our first decision*
We have come to ~~several~~ conclusions, ~~about the University.~~
~~One of these is, I think, rather a remarkable one; especially because
it was not taken as a matter for granted, but is the result of careful~~
~~study.~~ *that* We have no occasion materially to modify the policy which
President Harper laid down for the University thirty-three years ago.
We shall still emphasize research, believing that in so doing we can
render ~~perhaps~~ an inestimable service to the country and to the world.
We shall still stand for sound education, believing that men, after all,
are the greatest product of human society. We shall still recognize our
responsibility to the world outside of our own walls, and seek not only
to teach those who come to us, but, so far as possible, to share all we
possess in knowledge and discovery with the whole world.

The second conclusion to which we have come is that our duty
from this time on, so far forth as we can see, is to put the emphasis
of our efforts upon the quality of our work. At the outset, of course,
it was important that quality should be emphasized, and President Harper
emphasized it; but it was also necessary that the University should
grow, and if we had ~~remained~~ *continued to have only* six hundred students and a faculty of a
hundred, we could hardly have made the impress upon the educational
world that we have made. But we have concluded that the necessity of
growth in the sense of enlargement is no longer imperative, and that
the one thing on which we need to put emphasis hereafter is quality.

7

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X

8
publication of the results of the University's work, by the voice and by the printed page, sending it out, so far as possible, into the whole world.

In respect to every aspect of the University's work, therefore, whether it be research, instruction, or publication, we have set as our ideal the highest possible attainment in respect to quality, content with nothing ~~less~~ than that.

Our third conclusion may shock a little that sense of modesty for which all Chicago alumni are justly famed. But I want to assure you that it represents a serious conclusion deliberately arrived. We believe that we have a task of our own which will go undone if we do not do it. We do not deny that others also may have their special task. ~~Be that as it may,~~ *We do not doubt that they have. But* we are convinced that our ideals given to us at the outset and never lost sight of, our achievements, our opportunities, our location, ~~here~~ in the heart of America impose on us a task, and set before us an opportunity that is ours and belongs to no one else.

What then does this policy mean for our future? Perhaps my first answer to this question may be a little surprising. It may seem as if I were denying what I said a moment ago about expansion, when I say that we need, and imperatively need, new buildings. Why? In the name of efficient education. Our Department of Chemistry has been an eminent department, as compared with those in other institutions. Its building was given to the University thirty-three years ago by a Chicago citizen, Sidney Kent. When erected, it was one of the finest in the country, and four times as large as we needed at that time. For years it has been only half as large as it ought to be, and we have now reached the point where we cannot go forward, cannot even maintain our present standard of scholarship without more space, in which to do efficient work.

8

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9

Exactly the same situation exists, only more acutely, in respect to the group of sciences housed in Ryerson Laboratory; physics, mathematics, and astronomy.

Harper Memorial Library was erected a few years ago, one of the beautiful libraries of the world. For five years we have been moving books out of that building for sheer lack of space to contain them, carrying them away in order that we may have space in which to do our work. Still worse, we have only half the amount of room necessary to house our staff, and cannot increase it by a single person. Still worse, when our students come up for the Summer Quarter to do their advanced work, we have but not over half

P

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their advanced work, we have but not over half

~~Exactly the same situation exists also~~

10

the number of chairs necessary to seat them, and must let them sit on the steps.

What I have said about these departments is equally true of several others. In fact, there are only two or three departments that are not now so crowded for space that their actual educational efficiency is seriously hampered. So much then for buildings, all of which are needed to enable us to maintain the quality of our work.

The second thing that is involved in our policy of emphasis on quality is the serious study of educational problems. Among these may I mention, as an illustration, the ~~work of the~~ Colleges--
^{work for} the Undergraduates? ~~For in this work we recognize that we have a~~
^x ~~serious problem.~~ Fifty years ago, the colleges of the country had certain characteristics, ^{many} ~~most~~ of which have changed, some for the better, some for the worse. Today we all recognize that the problem of the education of the ^{college student} ~~young people who have finished their high school education and are not yet ready for a professional education or for the business of life,~~ is a serious one, which requires thorough restudy in the light of present day needs and conditions. To this problem we are addressing ourselves earnestly and seriously in the determination that we will not rest till we have discovered and built up a better type of college ~~now~~ than today exists in our University, or so far as we know, elsewhere---the best possible type of college for our situation and opportunity. We are quite clear that we shall have to have additional buildings in which to carry on this experiment successfully, separated in a measure from the other types of research that are carried on in buildings that now exist.

But the point on which I must put my greatest emphasis

~~Final Report on the Study of the Work of the Colleges~~

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~~school education and are not yet ready for a professional education~~

~~or for the business of life, is a serious one, which requires thorough~~

~~study in the light of present day needs and conditions. To this~~

~~problem we are addressing ourselves earnestly and seriously in the~~

~~determination that we will not rest till we have discovered and built~~

~~up a better type of college than today exists in our University,~~

~~or so far as we know, elsewhere--the best possible type of college~~

~~for our situation and opportunity. We are quite clear that we shall~~

~~have to have additional buildings in which to carry on this experiment~~

~~excessively, separated in a measure from the other types of research~~

~~that are carried on in buildings that now exist.~~

But the point on which I must put my greatest emphasis

is this: we must maintain our standards in reference to the quality of our faculty. Thirty-three years ago President Harper gathered together his faculty here, among whom there were intellectual giants, ^{whose} ~~the~~ names are familiar to all the alumni, Mr. Michelson, Mr. Chamberlain, Mr. Small, Mr. Coulter and many others, whose names I will not stop to enumerate. They were the men that gave character to the institution, and they were the men that insured its future. ~~They are thirty-three years older now than they were then, and we must also realize,~~ ^{Most of them were then} ~~of course, they were nearly~~ in middle life ~~then~~ or they would not have reached the eminence which they had attained. ^{Today they are thirty three years older.} Their places must be filled. ^{I rejoice and am proud that} ~~Thank God~~ we have been able to raise up some men of this kind ourselves. ~~A University which does not produce ^{them} some men of this type does not justify its existence.~~ There is a long list of men who, in the fall of 1892 were either freshmen, or entering the graduate school, or just entering their academic career, who are today the glory of the University. But no institution can possibly maintain itself upon the high level ~~it~~ ^{that we} ought to maintain, if it does not also bring in others from the outside. And to this task we are addressing ourselves with all earnestness and determination.

These are our great tasks and they all call for money. After long and careful study we have decided that ~~to meet~~ all our responsibilities will call for a much larger sum ^{but that} the immediate needs for which money ought to be secured this year call for \$17,500,000.-- \$11,000,000. for buildings and \$6,500,000. for the increase of salaries and staff. For this sum we are appealing to the Trustees, the Alumni, and the great general public which is interested in education.

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I was very greatly gratified when last November the representatives of the Alumni came together from all parts of the country, and of their own accord said that they would undertake to raise \$2,000,000 toward the whole sum of \$17,500,000 and it pleased me especially that they indicated their preference for giving this sum of \$2,000,000 toward the first item of the \$17,500,000, namely the \$6,000,000 which it is proposed to raise for the increase of salaries and staff. This is the vital centre of our whole new effort. We need buildings, but only to provide opportunities for our men. Beautiful and spacious buildings with mediocre men will make only a mediocre school. Extraordinary men will make a great school, provided only you give them decent space in which to work.

We have come to ~~this~~ ^{on the road to success} our fourth turning point. The first was rounded when we decided to make this great effort for a better university--the best possible under our conditions and for our situation. The second was gained when the General Education Board gave convincing evidence of ~~their~~ ^{its} approval of our effort by a conditional gift of \$2,000,000. The third was successfully turned when the Trustees showed their faith in their own proposal by personally subscribing \$1,700,000. We have come now, to the fourth. We need an emphatic approval of the advance movement from the Alumni. They have already given this in words. In every city to which our representatives have gone they have rallied enthusiastically to our support. The hour has struck for action. The action that is called for is a prompt over-subscribing of \$2,000,000 that the alumni have undertaken to give. Then we shall be ready for the last home stretch. We all know that to raise the full sum of \$17,500,000 we must have not only many small gifts, but a goodly number of large ones--in hundreds of thousands and millions. To get these we must convince our friends who are able

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to make gifts of this kind that we who constitute ^{the} ~~this~~ university believe in it with all our hearts. Now for the two million from the alumni, and then for the long strong pull together that will carry us past our goal before December 31, 1925.

The University's appeal to you is something more than a call to gratitude. It is something more than an appeal to honor your alma-mater. It is the challenge of a great opportunity and of a great responsibility. Here in the centre of the United States, with radiating lines of influence reaching all parts of the world, now at the moment of America's greatest power and greatest responsibility, a University--your university founded on the broadest foundation ever laid for any university, after thirty three years of successful achievement, calls on you to help her seize the extraordinary opportunities which are opening before her. It is not A university that appeals to you, it is YOUR university with opportunities of service and achievement unsurpassed--we almost dare to say unequalled--in the world or in the history of the world.

We do not doubt your response, we are sure of it, then let it come quick and strong---\$2,000,000 before June first.

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Crosscut