

The Presidents of the University of Chicago



A Centennial View







The Presidents of the University of Chicago

A Centennial View

Richard L. Popp

The University of Chicago Library 1992

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Front Flyleaf: The seal of the University of Chicago

Frontispiece: Chairman of the Board Harold H. Swift inducts Robert M. Hutchins as fifth president of the University of Chicago, November 19, 1929.

Page vi: The President's House, 1914.

Back flyleaf: Desk chair used by President William Rainey Harper. Photograph by James L. Ballard.

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THE PRESIDENT'S RESIDENCE.

Preface

The Presidents of the University of Chicago: A Centennial View” concludes a series of four exhibitions and accompanying catalogues organized in conjunction with the Centennial of the University of Chicago. Previous exhibitions have viewed the University’s history through perspectives afforded by the faculty, the student experience, and the relationship between the University and the city of Chicago. “The Presidents of the University of Chicago” focuses on the distinctive contributions of the University’s ten chief executives to its development.

The presidents of the University of Chicago shared essential values that account for extraordinary consistency in the University’s mission over the past 100 years. A coherent vision of intellectual excellence and commitment to research informs debates about education and curricular developments throughout the institution’s history. The ten chief executives have led the University of Chicago through periods of profound changes in society, community,

and the relationship between government and higher education; growth in faculty and facilities; and careful attention to financial stability. Transitions in administrative leadership provided the occasion for shifting emphases among these themes, with change viewed as a necessary means to strengthening the University’s position as an outstanding educational institution. “The Presidents of the University of Chicago” traces this continuum in the careers of ten remarkable individuals.

This exhibition, together with the three preceding Special Collections Centennial exhibitions, received support from the Office of the President. Jean O’Brien conducted preliminary research, and Kim Coventry participated in the initial stages of planning. The *University of Chicago Magazine* and University News and Publications provided assistance in locating materials for the exhibition and catalogue. Richard

Popp researched and wrote the ten essays, and he organized the exhibition.

Daniel Meyer, who edited this catalogue and directed the production of the exhibition, has guided the entire Centennial exhibition and catalogue series in Special Collections. He brought to this project an extensive knowledge of the University’s history and the archival collections documenting it. The resulting interpretive exhibitions and accompanying publications, presenting four critical perspectives on the University of Chicago’s history to a broad audience, constitute an achievement consistent with the University’s commitment to excellence in all aspects of its work.

Alice Schreyer

Curator

Department of Special Collections

Introduction

On July 1, 1896, the University of Chicago commemorated the fifth anniversary of its founding. In preparation for this Quinquennial celebration, University officials considered which date should mark the formal beginning of the institution's life. Several events in the University's brief history seemed particularly notable. The original Board of Trustees had first met on July 9, 1890; the University's certificate of incorporation was issued by the state of Illinois on September 10, 1890; and the first day of classes on the new campus was October 1, 1892. In the end, however, the date chosen to represent the founding was July 1, 1891, the day on which William Rainey Harper had formally assumed his duties as the first president of the University. The selection of this day as the University's true point of origin fixed the date of the Quinquennial in 1896, and it has governed the scheduling of every successive anniversary celebration over the past century, including the Centennial.

The significance attached to the beginning of Harper's presidency was in part a reflection of the enormous influence he exerted on the creation and shaping of the University. Faculty and

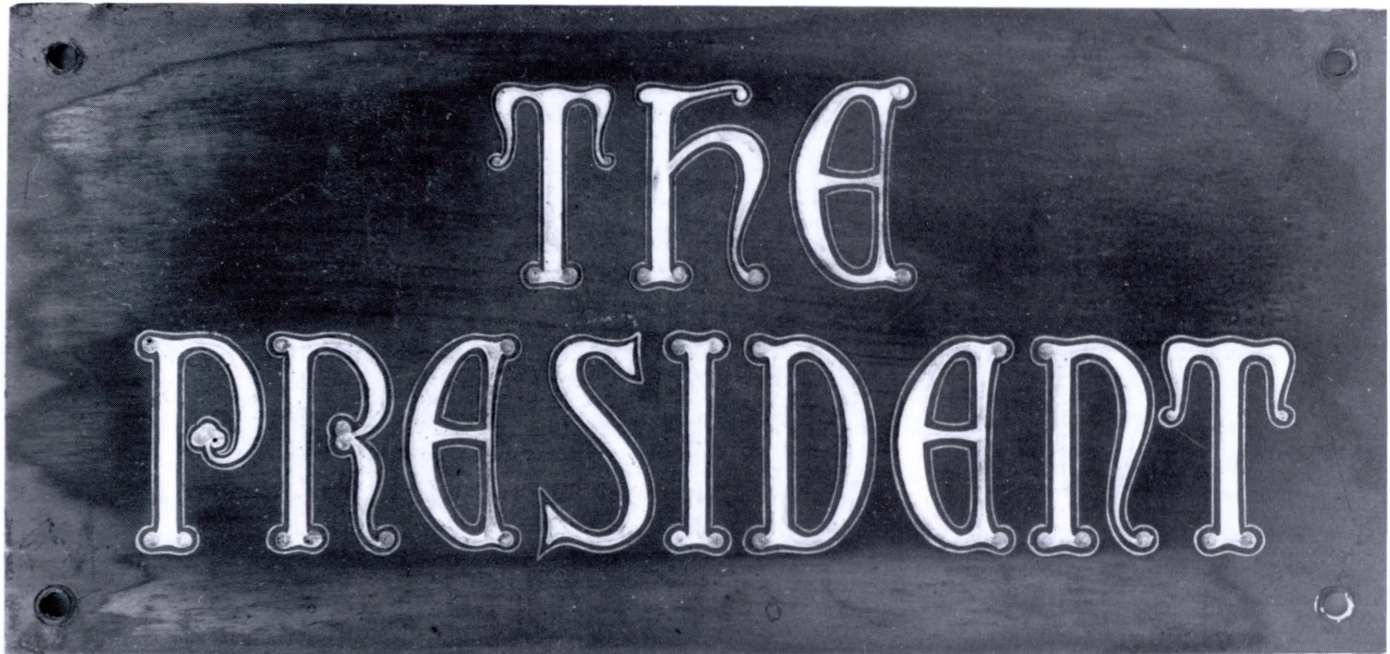
students credited him with everything both good and bad that they saw in the raw, young institution, and the same was true for many observers at greater distance from the muddy campus.

Harper's educational plan may have been more a skillful synthesis than a radical departure, but it won him an enormous amount of publicity in the popular press. When cartoonists depicted the triumphs and foibles of the new University, it was invariably the stocky, energetic figure of Harper himself that provoked the most vivid caricature.

Harper's fame was not an isolated phenomenon. Beginning in the period just after the Civil War, American university presidents acquired roles of increasing consequence in national life. Unlike their clerical predecessors of the earlier collegiate era, the new generation of university presidents relished the growth of higher education and avidly promoted its influence in social, commercial, and political affairs. James B. Angell at Michigan, Andrew D. White at Cornell, Charles W. Eliot at Harvard, Daniel Coit Gilman at Johns Hopkins, and Nicholas Murray Butler at Columbia were easily the best known and most power-

ful of this group, but their success set the pattern for academic leadership at many other private and state universities across the country. By the time that Woodrow Wilson, former president of Princeton, was elected to the White House in 1912, the ascendancy of the university executive had long since become an accomplished fact.

For all its unquestioned brilliance and achievement, the age of the great university presidents was not without its tensions and contradictions. Powerful presidents provided visionary leadership, but their actions also intruded on academic custom and provoked faculty resentment. Students were drawn to campuses in unprecedented numbers, but they did not all meet traditional prerequisites for admission or maintain a uniformly strong commitment to the academic enterprise. New departments, schools, and research institutes were created in abundance, but donations from benefactors and appropriations from state legislatures were not always sufficient to sustain their growth. Presidents themselves seemed to personify all the virtues of scholarly reflection and disinterested science, yet they



Brass plate from the door of the President's Office, Harper Memorial Library, ca. 1912.

also attracted the fierce judgment of critics such as Thorstein Veblen, who disdained higher education's "captains of erudition" as money-driven accomplices of the business elite.

At the University of Chicago, these issues were made all the more acute by the high purpose of the original Board of Trustees and the sweeping academic plan of the first president. The University's articles of incorporation committed the trustees to support an institution of higher learning encompassing all levels of education from academies and

preparatory training to professional and technical schools, and to provide such "opportunities for all departments of higher education to persons of both sexes on equal terms." This broad mandate was made still more demanding by Harper's elaboration of programs and policies in his series of *Official Bulletins*. The University would provide both undergraduate and graduate education; it would appoint faculty in twelve hierarchical ranks; it would offer conventional courses and seminars as well as extension instruction in classes, travel-

ling lectures, and correspondence courses; it would support its own publishing house and issue scholarly journals; and it would conduct its work on a year-round basis without benefit of a summer hiatus.

For both the Board of Trustees and the president, the University's ambitious, nearly omnibus, definition of purpose raised educational expectations to an unusually high level while dramatically increasing the danger of public criticism and potential failure. Led by Martin A. Ryerson and Charles L. Hutchinson,

the trustees accepted the risks because they were self-confident and largely self-made businessmen and because one of the age's legendary successes, John D. Rockefeller, had already made an early commitment of funds. But neither Rockefeller nor any of the key trustees would have joined the enterprise had not William Rainey Harper agreed to accept the presidency. None of the hazards of an ambitious program could be endured nor could hopes for a great new institution in the West be sustained without the assurance of an uncommonly gifted chief executive. At the beginning of the University's history, the future of the institution was seen to rest in the powers and character of the president himself.

William Rainey Harper's success in recruiting a distinguished faculty, cultivating donors, and developing a comprehensive academic program exceeded any of the expectations his supporters may have held. Yet his administration left a legacy of unresolved questions that continued to confront the Board of Trustees and Harper's successors as president in the decades that followed his death in 1906.

The most important question was asked first: was the Univer-

sity overextended? The Board of Trustees shared the Rockefellers' concern that the budget deficits of the Harper years could not be sustained. President Harry Pratt Judson produced a budget surplus and held the University to a stringent fiscal policy during the seventeen years of his administration. While taking these steps, however, Judson initiated what was to become one of the University's costliest efforts, the establishment of a medical school and the creation of a complex of hospitals and clinics adjacent to the University campus. An extensive public development campaign in the 1920s, the first since the founding, propelled the University's physical expansion and served as the core for further growth in the decades after World War II. Despite Judson's expectation that a deficit would not recur, budgetary restraint itself was not always an adequate prescription for success. University presidents continued to be pulled by the competing values of fiscal integrity, programatic growth, and academic distinction.

Harper's successors also confronted the question of the proper balance of undergraduate and graduate programs. Harper had made clear that the principal work of the University was to be

faculty research and graduate training, and Judson did little to shift this balance. By the 1920s, however, the uncoordinated state of the undergraduate curriculum and the marginal situation of college students on the campus were attracting growing faculty concern. Ernest DeWitt Burton, Judson's successor, encouraged the comprehensive re-evaluation of undergraduate programs, an effort that continued with the support of Max Mason and reached its apogee during the administration of Robert M. Hutchins. Substantially altered under Lawrence A. Kimpton and revitalized under George W. Beadle and Edward H. Levi, the role of the College remains a vital matter of debate on the Quadrangles.

The increasing secularization of higher education at the end of the nineteenth century and the University's drift away from denominational ties prompted increasing questions about the University's obligations to its historic base in the liberal Baptist tradition. The articles of incorporation required that two-thirds of the Board of Trustees and the president should be members of "regular Baptist churches." While Harper and Judson were both Baptist laymen, Burton was

an ordained Baptist minister, the only one to serve as president. By the time of Burton's administration, however, the sharp limitation that the Baptist requirement placed on the selection of a president had become clearly apparent. With the approval of the Northern Baptist Convention, the church membership requirement for the president was removed in 1923, and requirements for trustees were progressively reduced until by 1944 only one member of the Board of Trustees was required to represent the Baptist Theological Union, a provision which remains in effect. Max Mason, the first president selected under the revised rubrics, was also the first president not drawn from the original faculty of the University. While denominational obligations were reduced, University presidents continued to come from strongly religious backgrounds: four of the ten presidents have been the sons of Protestant ministers, and a fifth the son and grandson of rabbis.

Other questions directed at the nature of the University's mission arose as well: what was to be the University's position in its urban setting, within the midcontinental region, and among its peer institutions elsewhere? Harper had

projected a network of affiliated institutions at the geographical heart of the nation with the University at its center. This formidable scheme foundered on political and financial realities and the competitive growth of Midwestern state universities. Nationally, the University's academic departments frequently appeared at the top of comparative rankings, but such eminence came at steadily higher cost with the rising competition among research universities for the most promising scholars. It was the responsibility of Harper's successors to maintain both the University's distinction and its distinctiveness in the face of a constantly changing academic environment.

Developments in higher education and in American society over the past half century continue to pose difficult issues for the University's presidents: the role of the federal government, the demands of the political arena, the character of graduate education, and the viability of private research universities, among many others. In confronting these and earlier issues, the University's ten chief execu-

tives, for all their diversity of background and training, have shared a common perception of the academic enterprise. No political appointee, furloughed general, or retired statesman has occupied the president's office. The presidents have responded as scholars, and in the continuity of their response the University has maintained its commitment to the ideals of its founding chief executive.

A final word of explanation is in order. The first four heads of the University all bore the title of president. In the course of an administrative reorganization in 1945, the title of the head of the University was changed to chancellor. This form was retained until 1961, when the title reverted to president. Despite the change in title, the chancellor was as fully the head of the institution as were the presidents before and since. The three individuals who held the title of chancellor are therefore included in this exhibition on "The Presidents of the University of Chicago."

Daniel Meyer

William Rainey Harper

1856–1906

*Professor of Hebrew and the
Cognate Languages, Baptist
Union Theological Seminary
1879–1886*

*Professor and Head of the Depart-
ment of Semitic Languages
and Literatures 1892–1906*

President 1891–1906

William Rainey Harper grew up in New Concord, Ohio, in a Scotch Covenanter family and community that valued education. He learned to read when he was three, entered college at ten, received a BA degree at fourteen and a PhD at eighteen. He also loved music, played the piano with the college president's daughter, and led the New Concord Silver Cornet Band.

In college, having mastered

the usual Latin and Greek, he began learning Hebrew with a small class, and continued studying privately with a teacher in Zanesville, 18 miles away, for three years while working in his father's store. In 1872 his family sent him to Yale for advanced study.

Yale was the first American school to grant the PhD degree, in 1861, and had conferred only 35 before Harper graduated in 1875. Lacking the background of his older classmates, he nonetheless caught up with them and successfully completed his dissertation entitled, "A Comparative Study of the Prepositions in Latin, Greek, Sanskrit, and Gothic."

Hebrew remained Harper's first interest. After teaching classics at Masonic College in Macon, Tennessee, and Denison University in Granville, Ohio, he was offered a position teaching Hebrew at the Baptist Union Theological Seminary in Chicago. Still only 22, he was younger than many of the seminary students in his classes. In his first year, he not only taught a full schedule, but took classes to complete a BD degree, and in 1880 he received a full professorship.



William Rainey Harper birthplace, New Concord, Ohio, 1919. Muskingum College acquired the log cabin on the main street of New Concord where Harper was born and in 1919 turned it into a museum to honor their illustrious alumnus. Photograph by Cox.

I have a plan which is at the same time unique and comprehensive, which I am persuaded will revolutionize university study in this country.

William Rainey Harper

Harper transferred his excitement about Hebrew to his students, convincing them to take classes in Hebrew, Sanskrit, and Chaldee and to come back for additional language sessions during Christmas and summer vacations. He arranged to use the seminary building for his own summer school, drawing 23 students the first year and 65 the next. The success of the program led to a second summer school at Chautauqua in 1883. By 1889 he had five schools in separate cities, with courses covering Arabic, Assyrian, New Testament Greek, the Ancient Versions, and the Old and New Testaments in English. At the same time, he founded a correspondence school for those who could not attend in person, opened a printing office to publish lesson outlines and manuals, and organized a group of 70 professors in the U.S. and Canada into the American Institute of Hebrew.

As Harper became better known, he began attracting the

interest of Yale. The BUTS trustees feared they could not hold onto him and offered him the presidency of the financially troubled University of Chicago in hopes that this challenge would keep him in Chicago. Instead, Harper accepted a chair at Yale and took his schools and printing office with him to New Haven; the original University of Chicago soon after foundered in bankruptcy.

When the American Baptist Education Society formed two years later to plan a new Baptist university in the midwest, Harper was invited to join a committee of nine to plan the institution. John D. Rockefeller had met him in 1886 and was impressed with his energy and ideas. Rockefeller supported the Baptists' plans, although initially only for an undergraduate college, and offered an initial \$600,000 for endowment if they could raise another \$400,000 from other sources. A board of trustees was formed in 1890, and one of their

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THE HEBREW SUMMER SCHOOL

THE HEBREW BOOK EXCHANGE

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CONDUCTED BY

WILLIAM R. HARPER, Ph. D.,

MORGAN PARK, CHICAGO.

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3. Translate the verses assigned into idiomatic English.
4. Study the "Inductive Notes," and the "General Questions."
5. Read in the grammars the following sections:--
 - 1) *Elements*: 39, 40, 41 with all subdivisions.
 - 2) *Gesenius*: 38, 39, 40, 41, (in full).
 - 3) *Green*: 76, 77, 78, 79, 80, 81, 82, 83, 84.
6. Learn from the grammars the following sections:--
 - 1) *Elements*: 17, 18, 19, 20, 21 with all subdivisions.
 - 2) *Gesenius*: 26, 1--7; up, 43, 44 under § 9.
 - 3) *Green*: 18, 1, 2; 19, 1, 2; 58, 1, 2.
7. Read in the Lexicon the articles on על קרבן.
8. Review from the "Vocabularies," verbs numbered 226--246.
9. Learn the "Verses to be memorized." Psalm II. 4--6.
10. Prepare the tasks assigned in the Recitation-lesson.



William Rainey Harper,
brochure for American
Institute of Hebrew,
Progressive Course,
Lesson 6, 1882.

first actions was to nominate Harper as president.

Harper envisioned a university, not a college, and would not accept the presidency until he was promised a free hand in developing the institution along the broad lines he wanted. Addition-

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Wulkow & Cornelsen, shipping receipt for Berlin Collection books, May 23, 1892. Harper travelled to Europe in August 1891 to confer with scholars and promote the new University. While there he arranged for the purchase of the stock of the S. Calvary and Co. bookstore in Berlin, which in one stroke provided the resources for a first-class research library.

day); supervise the construction and equipping of university buildings, including classrooms, laboratories, libraries, and housing for faculty and students; and raise money, for the original funds given by Rockefeller and the ABES were quickly seen as inadequate. Harper's appetite for work was legendary, both his ability to plan large endeavors in broad strokes, and his concern for details, such as the planning of the academic ceremonies which he loved.

After the University opened, Harper continued to develop new departments, and in subsequent years added professional schools for medicine, education, and law, primary and secondary institutions which merged to form the Laboratory Schools, and museums for paleontology, anthropology, and oriental studies. Pressing the urgency of needs for more facilities at the spring convoca-

al funds would be needed to support Harper's scheme, and Rockefeller pledged another million. Harper officially accepted the presidency in April 1891 and took office on July 1.

Under Harper's plan, the University of Chicago would include an undergraduate college, but senior professors would be freed from heavy teaching loads in order to pursue research. In addition, Harper projected extension work and a university press

as key elements of the University. The adult education programs he had developed as an adjunct to his teaching would be given full status within the university's curriculum.

While these plans were being developed, Harper had to recruit a complete faculty, amounting to 120 appointments by the time the university opened; oversee selection of a student body (over 3000 students applied for admission, and 520 showed up on opening

THE UNIVERSITY OF CHICAGO.

THE GRAPHIC

CHICAGO.

AN ILLUSTRATED WEEKLY NEWSPAPER.

"AMERICA" INCORPORATED OCTOBER 3, 1891.

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CHICAGO, APRIL 23, 1892.

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WILLIAM RAINEY HARPER.
PRESIDENT OF THE UNIVERSITY OF CHICAGO.

William Rainey Harper,
The Graphic, April 23,
1892, cover.

Members of the University, Trustees, Instructors, Students,
and invited guests:-

First days are, ^{always} ~~at a time~~, days of uncertainty
& anxiety; but they are also days of
peculiar interest and ~~deep~~ ^{great} significance.
The very uncertainty which ~~characterizes~~ ^{attends} them
constitutes their significance; for, so long as there
is indefiniteness, there is ^{as} ~~is~~ possibility of growth,
which no longer exists when fixity has
been attained.

~~Our first days have, ^{as yet} been few; they have~~
~~however been full and true.~~
Our first days have been little, perhaps
too little, of ^{our} ~~their~~ ^{from the beginning there has} ~~uncertainty~~ ^{been anxiety,}
but ~~the anxiety has been occasional rather~~
been a definiteness of plan, which, to some, has seemed
~~almost premature.~~ Time will show, ^{indeed}, has already
shown that ^{it is sufficient} ~~a conception, ^{it is sufficient} ~~is sufficient~~~~
~~flexible, has power to move men to action; when~~
~~a conception less definite would & if this definite~~
conception is only sufficient, flexible, ^{the possibility}
& growth are not diminished by ~~its definiteness~~.
Our first days have not been unattended
by anxiety. There have been weeks & months of earnest solicitude.
But, mark you, the solicitude has, ⁱⁿ ~~its~~ ^{most} ~~care~~, been occa-

William Rainey Harper, first convocation address,
January 2, 1893. One of Harper's innovations was to
hold convocation each quarter rather than once a
year. Although no degrees were given until the third
convocation in June, Harper used this opportunity to
discuss progress and plans for the new University

tion in 1899, Harper said,
"Patience sometimes ceases to
be a virtue. . . . Some of us who
ambitiously claimed to be young
men when the University opened
its doors must now acknowl-

edge that old age is creeping
rapidly on. We cannot afford
to wait for time."

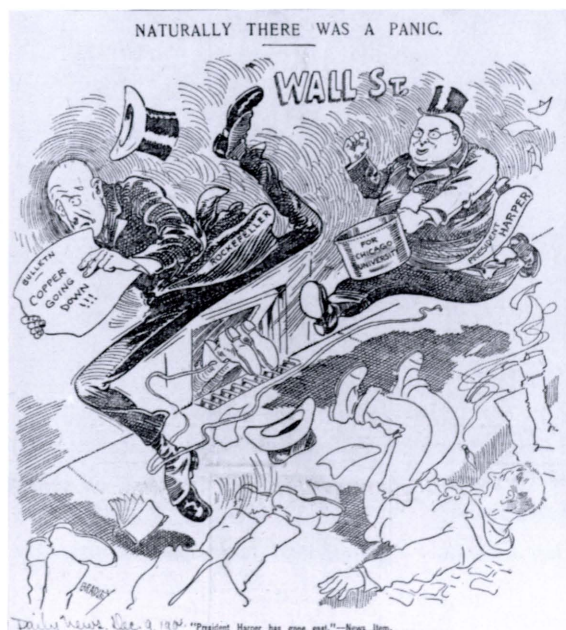
In 1901 Harper planned a
Decennial celebration which
included a week of conferences,

sermons, and addresses, a thick
ten-year report by the president
and deans on every facet of the
University's activities and pro-
grams, and a series of faculty
publications which extended to
26 volumes. Cornerstones were
laid for six buildings, and an
addition to one of the women's
dormitories was dedicated.
Summing up the accomplish-
ments of the University's first
decade, Harper noted, "In these
modern times ten years count for
as much as one hundred years
did formerly." Having seen
foundations laid and "the super-
structure erected in the rough,"
Harper looked forward to the
next ten years which he hoped
would bring "the development of
the aesthetic side of life and
thought."

Harper never completely
recovered from an appendicitis
attack in 1904, and early in 1905
his doctors told him they had
found cancer. He continued to
write, teach, and confer with col-
leagues until shortly before his
death in January 1906. The Uni-
versity community mourned the
passing of one who had in every
sense shaped the spirit of the
institution.



President Harper speaking at Mandel Hall cornerstone laying, June 18, 1901. Cornerstones were laid for six new buildings during the University's Decennial celebration. Photograph by Allen Ayrault Green.



"Naturally there was panic," *Chicago Daily News*, December 9, 1904. Newspaper cartoonists frequently caricatured President Harper chasing John D. Rockefeller for money, tin cup in hand.

Harry Pratt Judson

(1849-1927)

*Professor of Political Science
and Head Dean of the Colleges
1892-1894*

*Professor and Head of the
Department of Political
Science 1894-1923*

*Dean of the Faculties of Arts,
Literature, and Science
1894-1907*

*Acting President 1906-1907
President 1907-1923*

Harry Pratt Judson was one of many educators tapped by William Rainey Harper to begin the work of the University of Chicago. A school principal in Troy, New York for fifteen years, and professor of history and pedagogy at the University of Minnesota for seven, Judson had the breadth of experience Harper wanted. Judson was attracted by

Harper's academic plans, but after visiting the "wilderness" in Hyde Park which was to be the University campus, he wasn't quite sure he shared the vision. "There was much in the air, but not much in the ground," he recalled later.

Judson's reticence was expressed too late, for Harper announced his appointment to



Harry Pratt Judson in China, 1914.

The University for sixteen years has had a balanced budget and the policy is so firmly established that it is extremely unlikely that the reverse will occur again.

Harry Pratt Judson

the press before Judson had actually agreed to move to Chicago. Sharing his apprehensions, the University of Minnesota regents granted Judson a one-year leave of absence and invited him to return in case the experiment in Chicago came to naught.

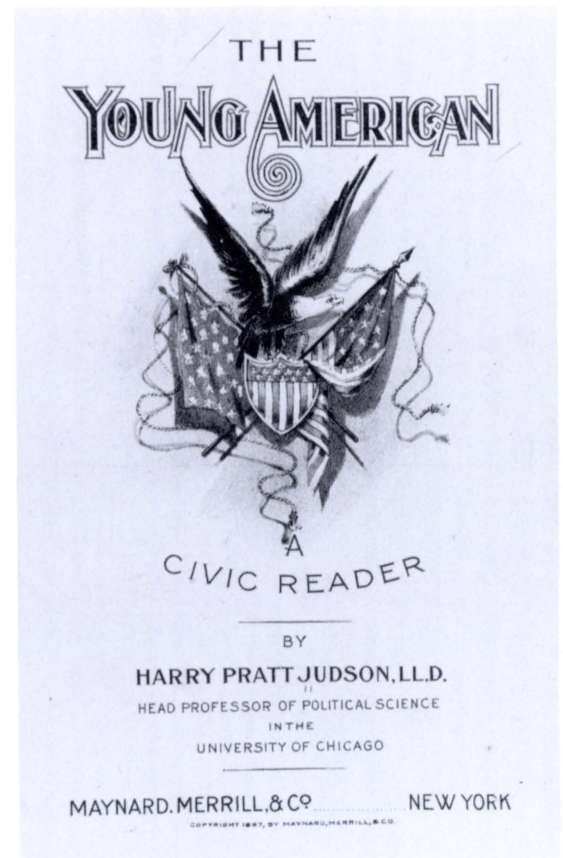
After Harper himself, Judson was in fact the second faculty member to begin work in Chicago, arriving in June 1892 to help organize the myriad details of the educational program before classes began in October. Judson's own field of study was constitutional law and the history of diplomacy, and he became the first head of the political science department. In 1894 he was appointed dean of the faculties and continued to work closely with Harper on many aspects of University administration for more than ten years. As a member of Delta Kappa Epsilon, he was also instrumental in pressing

for the acceptance of fraternities at the University.

Once the terminal nature of Harper's illness became known, Judson assumed an increasing burden of administrative responsibility. Appointed acting president immediately upon Harper's death in early 1906, Judson was named president in his own right by the trustees a year later.

Judson's conservative fiscal policies came as a relief to the Rockefellers, who had grown steadily more concerned about the University's annual deficits. Within two years of his appointment, Judson brought the University's budget into balance, and he maintained it in the black for the remainder of his administration.

Judson's cordial relations with the Rockefellers led to his involvement in several of the family's philanthropies, including the Rockefeller Foundation and the General Education Board.



Harry Pratt Judson, *The Young American: A Civic Reader* (New York: Maynard, Merrill, & Co., 1897). Judson wrote a number of textbooks for school use on the subjects of American government and history.



Harry Pratt Judson, Abby Aldrich Rockefeller, Charles R. Crane, and John D. Rockefeller, Jr. watching "The Gift," June 5, 1916. As part of the ceremonies for the University's Quarter-Centennial celebration, an elaborate masque with 250 participants was held on the grass in the women's quadrangle. In the foreground are women students with colored ribbons in their hair to designate their classes.

Ida Noyes Hall Guest Register,
inscriptions by LaVerne Noyes,
John D. Rockefeller, Jr., Abby
Aldrich Rockefeller, and Harry
Pratt Judson, June 5, 1916.

John D. Rockefeller Jr.
June 5th. 1916.

Abby Aldrich Rockefeller
June 5th 1916

The realization of many dreams - for some dreams
come true - Ida Noyes Hall will now serve for the
happiness of young life we may trust for decades
and for centuries!
Harry Pratt Judson
June 5, 1916

My Dear Mrs. Judson: Chicago June 5th 1916
We are all deeply indebted to you
for Ida Noyes Hall. It was your happy thought
of a memorial to Mrs. Noyes on the campus, and
your presentation of the matter to me, which started
the train of events, the splendid consummation of
which we are celebrating today. Centuries hence
the building may be treasured as a fine example
of early architecture and advanced thought.
Very sincerely yours,
LaVerne Noyes

In 1914 he travelled to China as director of the China Medical Commission, which investigated medical and public health conditions and evaluated needs for medical schools and hospitals. The work of the Commission led to the establishment of the China Medical Board and the creation of Peking Union Medical College.

At the University, Judson presided over a period of consolidation and sustained growth for the young institution, as the bud-

get tripled and the student body grew from 5070 to 12,429 between 1907 and 1923. New buildings for geology, classics, and the general library were constructed, and thanks in part to the personal contacts made by Rebecca Judson, a lavishly decorated center for the University's women students was completed. The dedication of Ida Noyes Hall in 1916 provided a centerpiece for the University's Quarter-Centennial, a celebration which

honored the institution's accomplishments and confidently proclaimed its future promise.

The year 1916 also saw \$5.3 million raised by the Judson administration for a new medical school and hospital, as well as the groundbreaking for a theological building. Unfortunately, the world war intervened and delayed these and other plans, which were not taken up again until the 1920s. Judson enthusiastically supported efforts to aid

the war work. Students and faculty who did not enlist in the military, the ambulance corps, the Red Cross, or the YMCA were encouraged to drill on the University's athletic field. Faculty members used their special skills in military or homefront activities, including cryptography for U.S. Military Intelligence, economic consulting for the U.S. Shipping Board, and scientific work for the National Research Council. Judson himself served on the draft board for northern Illinois, and in 1918 he visited Persia with the American-Persian Relief Commission, which aided Syrian and Armenian refugees who fled the Turkish and Russian armies.

Judson retired in 1923 at the age of 73, assured that the University was on sound financial footing and that its future was secured.

The French Mission passing Foster Hall, May 5, 1917. In a display of loyalty to the French during World War I President Judson and Martin A. Ryerson escort René Viviani, former premier of France, and Marshal Joseph-Jacques-Césaire Joffre from the President's House to a luncheon in Hutchinson Commons.



Ernest DeWitt Burton

1856–1925

*Professor and Head of the
Department of New Testament
and Early Christian Literature
1892–1925*

*Director of the University
Libraries 1910–1925*

Acting President 1923

President 1923–1925

Ernest DeWitt Burton was born six months before William Rainey Harper, and their careers paralleled each other in several ways. They met while Harper was teaching Old Testament Hebrew at Yale and Burton was teaching New Testament Greek nearby at the Baptist seminary in Newton Center, Massachusetts. Sharing respect for both conservative values and the new tech-

niques of “higher criticism” in Biblical scholarship, it seemed natural that Burton should join Harper’s faculty when the University of Chicago opened.

Son of a Baptist preacher, Burton grew up in Ohio, Michigan, and Iowa, and attended college at Denison University, graduating in 1876. After teaching for several years he decided to enter Rochester Theological Seminary, where his brother served on the faculty. Uncertain about his career goals, he thought first of a foreign mission, but his health would not permit it. He taught Greek for a year while his professor was on sabbatical, then sought ordination and a position in the ministry. Before he located a parish he was offered a professorship at Newton Theological Institution.

When Harper began assembling the faculty for the new university in Chicago, he offered Burton the head professorship of the New Testament departments in the University and in the Divinity School. Burton was not easily convinced, however, and it was only after protracted negotiations that Burton agreed to move west. Explaining his decision to the students at Newton, Burton said:

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Dated Baltimore Md

To Ernest D. Burton

I sincerely hope the matter
is not settled give me
one more chance

W. R. Harper

William Rainey Harper to Ernest D. Burton, telegram, March 4, 1892. Harper first approached Burton in the spring of 1891 about coming to Chicago. Burton was reluctant to leave a very good position at Newton and wanted specific commitments about responsibilities and salary before agreeing to move. Harper would not relent, and Burton finally accepted on March 24.



Carter H. Harrison and Ernest D. Burton at the Chicago-Illinois football game, November 8, 1924. Although Burton knew little about athletics before becoming president, he soon realized the importance of football to the University's image. Shortly before this game, plans were announced to build a new football stadium with double the existing seating capacity of 32,000.

If I read the signs of the times aright, the battle of Christianity in this country for the next quarter century is to be waged somewhat more fiercely in the Mississippi Valley than

on the New England coast. And in the Mississippi Valley, perhaps no place will be so nearly the very heart and center of the conflict as the city of Chicago. . . . I have always

advised on the principle that, other things being equal, the place that was nearest the edge of battle furnished largest evidence of being the one to which Providence called.

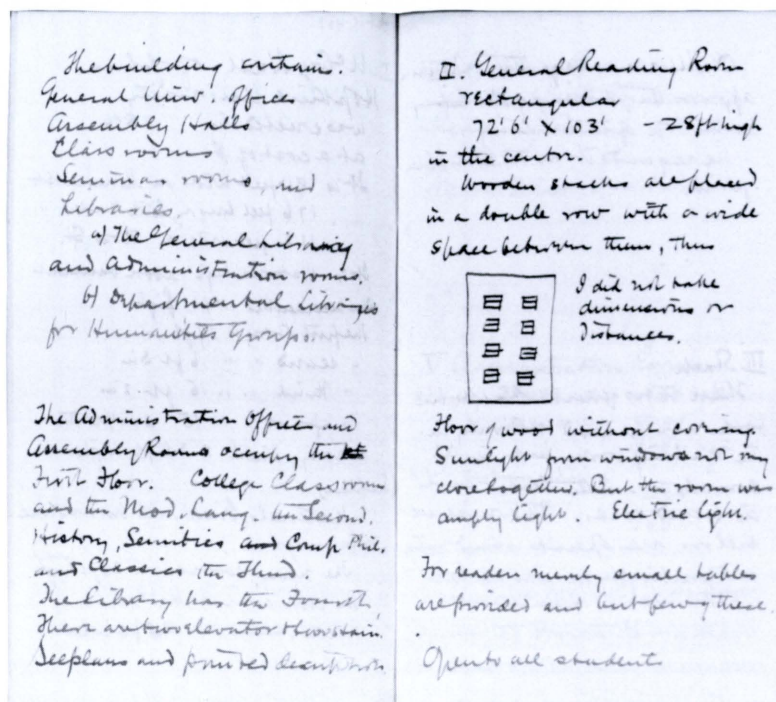
Burton was a prodigious writer, publishing serious biblical studies as well as popular books and manuals for church and school use. His exhaustive lexicographical analysis of three Greek roots, *Spirit, Soul, and Flesh*, was merely the background research he felt was necessary before he could finish his real project, a commentary on the epistle to the Galatians.

In 1908, Burton was chosen to head a commission to investigate

educational, social, and religious conditions in the Far East. John D. Rockefeller had received repeated requests from mission boards, the international YMCA, and other bodies to assist in their work in China and other countries. Rockefeller agreed to fund a study of the current situation, to be sponsored by the University of Chicago. In joining the commission, Burton fulfilled his long-held wish of going to China and assisting foreign missions.

Burton travelled by way of England, Turkey, Egypt, and India, conferring with leaders there, and then spent six months in China, including a two-month trip up the Yangtze River to Chengtu, the capital of Szechuan Province, where a Christian university was contemplated. On his return he visited Korea and Japan. The lengthy and detailed report he compiled was never published, but it formed the basis for work by the Rockefeller Foundation for the next two decades.

Burton had been involved in libraries since working as a student assistant in college and had managed the libraries at Newton and in the Divinity School. In 1910 President Judson asked him to become director of the University Libraries. He had chaired a commission to prepare plans for a library building in 1902, but the project was tabled when Harper became ill. Funds gathered after Harper's death made the building possible, and Burton was placed in charge of planning the new facility.



Ernest D. Burton, notes on McCoy Hall of Johns Hopkins University, February 13, 1903. Burton visited libraries and other buildings on many campuses while making plans for a new library at the University of Chicago.



Martin A. Ryerson, Ernest D. Burton, and Frederick H. Rawson, cornerstone laying for Rawson Laboratory of Medicine and Surgery, November 17, 1924. Built on the site of the old Rush Medical College building, Rawson Laboratory was intended to be the center for post-graduate medical research of the University's medical school.

research which the universities of the country must undertake, to the resources which we now possess (approximately \$54,000,000) there ought to be added within the next ten or fifteen years at least an equal amount, and no small portion of it should come to us within the next two years."

To give sharper definition to its immediate task the Committee has decided to undertake to raise the following amounts within the year 1925:

SCHEDULE OF IMMEDIATE NEEDS

Endowment of instruction and research	\$6,000,000	
Buildings for instruction and research:		
Modern Languages	\$1,000,000	
Social Science	1,000,000	
Chemistry	800,000	
Mathematics, and		
Astronomy	800,000	
School of Education	1,000,000	4,600,000
The better development of the Colleges:		
The Central Teaching		
Building	\$1,000,000	
Residence Buildings	2,000,000	
Endowment of Administration	500,000	3,500,000
Service buildings:		
General Administration	\$1,000,000	
Gymnasium and Refectory for the School of Education	400,000	
Heating Plant	2,000,000	3,400,000
		\$17,500,000

8

Ever since the early days of President Harper, when his series of revolutionary manifestoes burst like bombshells on the educational world, The University of Chicago has sought to blaze new paths. The mere size of the undertaking has not deterred the Trustees. Their action in fixing these amounts has been guided solely by the inquiry, "What is needed to enable The University of Chicago to maintain its high standards, and to expand its field of service to the greatest possible usefulness to mankind?" Judged by these standards, the Program of 1925 is, in the view of the Trustees and friends of the University, a challenge entirely in harmony with the spirit of the past thirty-four years.

II. THE UNIVERSITY'S NEEDS

The schedule of immediate needs consists of \$6,000,000 for the endowment of instruction and research, \$500,000 for the endowment of administration and \$11,000,000 for the construction of buildings and maintenance thereof. The need for these funds is pressing and constitutes the crisis the University is now facing. The money will

9

A NEW EPOCH AT THE UNIVERSITY OF CHICAGO



PRELIMINARY STATEMENT ISSUED BY
THE COMMITTEE ON
DEVELOPMENT

1703 LYTTON BUILDING CHICAGO

Departmental libraries were scattered all over campus, and each had its own collection policies and cataloguing system. Burton plunged into reorganization, considering it a pleasant diversion from his scholarly work. Some libraries were consolidated in the new building, while information on all holdings was brought together for the first

time in a central catalog. Burton hired J. C. M. Hanson from the Library of Congress, secured University approval of the Library of Congress classification system, and supervised the creation of a single integrated catalog for the entire book collection.

Criticized by some for his modern approach to biblical

"A New Epoch at the University of Chicago," 1925. This small brochure laid out the Committee on Development's appeal for funds to construct new buildings, raise faculty salaries, and accommodate a student body which had grown to 13,359 students.

I long ago decided that anything that could be finished in my lifetime was necessarily too small an affair to engross my full interest.

Ernest DeWitt Burton

scholarship, Burton nonetheless received strong support within his denomination and served it in many capacities. He was chairman of the American Baptist Foreign Mission Society, helped to found the Northern Baptist Convention, served on its Board of Education for many years, and in 1918 headed a commission to promote unity and coordination among the various missionary and educational efforts of the Baptists. At the same time, he was a teacher and superintendent in the Sunday School of the Hyde Park Baptist Church.

Burton planned to spend his last years completing several lengthy research projects, but his life took another abrupt turn in 1923 when he was asked to succeed Harry Pratt Judson as president of the University. Already 67, Burton asked the Board what

it expected from him as acting president. After Board Chairman Martin A. Ryerson told him the word should be "active" rather than "acting," Harold Swift recalled that while Burton "made no answer at that time, his face lighted up and his eyes kindled, probably at the thought of some of his cherished dreams."

Although Burton was president for only two years, he sparked a period of expansion and change that was rivaled only by the days of the University's founding.

Burton embarked on an ambitious development campaign to raise millions of dollars for endowment and an extensive building program. Plans for a new medical school and hospital which had been stalled by the

war were revived. Burton called upon Franklin McLean, who had overseen the construction and establishment of Peking Union Medical College, to use his experience in China to develop a medical program in Chicago. Burton also initiated comprehensive studies of the colleges and graduate programs, with an eye to improving both their curriculum and administration.

Although he had been plagued with bouts of ill health throughout his life, the presidency seemed to bring Burton new stores of vigor. However, with little warning, an intestinal cancer was found in April 1925, and within a month he was dead. Burton did not live to see his plans completed, but he set the stage for an important new period of growth and experimentation at the University.

Max Mason

1877–1961

President 1925–1928

When Ernest Burton died in 1925, the trustees recognized that he was the last member of the original generation of faculty members who could serve as chief executive. Looking for a new president outside the University for the first time, the trustees sought someone young and energetic, having solid credentials and commitment to research, but with strong sympa-

thies for students and able to make effective public appearances.

After considering a number of well-known university and college presidents, the trustees found their man a short distance north in Madison, Wisconsin. Charles Max Mason, a mathematical physicist at the University of Wisconsin, had little experience in university administration,



Max Mason greeting students, *Chicago Daily News*, August 29, 1925. Reprinted with the permission of the *Chicago Sun-Times*.



Albert Merritt Billings Hospital, ca. 1927. The culmination of more than ten years of fundraising and planning, Billings Hospital was the first unit of the University's medical complex to be completed.

but received high praise from his faculty colleagues. He had managed a huge research team during World War I to develop submarine detectors. And, he was a vigorous competitor on the golf course, to the surprise and delight of some of the University's benefactors.

Mason grew up in Madison and attended the University of Wisconsin. He was a champion high-jumper, enjoyed sailing,

canoeing, and skating, played bridge and billiards, and later learned to play the violin. In college he took an interest in mathematics, and after teaching high school for a year in Beloit, travelled to Göttingen to study for his doctorate with David Hilbert, one of the most influential mathematicians of the early twentieth century. When he presented an elegant solution for his dissertation topic in only two pages,

Hilbert said it was not sufficient to earn a degree and gave him a more difficult problem. After several months of work, Mason saw the solution in a dream one night and wrote it up when he awoke.

Mason returned to the United States in 1903 and taught at MIT and Yale before returning to the University of Wisconsin. Although his field of study was pure mathematics, he was trans-

It has been decided that the University of Chicago is to be always in a period of development.

Max Mason

ferred after a year to the physics department because of a vacancy. He came to enjoy mathematical physics, although he never agreed with the new relativity theory. He was the first faculty member at the University of Wisconsin to receive an appointment as a research professor.

Mason took a leave of absence during World War I to work on a device to detect submarines, which were wreaking havoc on Allied shipping. At a meeting in July 1917 of the National Research Council, Mason learned of a detector developed by the French navy which could pick up sounds from submarine engines, and he was assigned to head a major project to design, test, and produce a device which could be mounted on navy ships. Mason worked with colleagues at Madison and successfully tested a prototype on a raft in Lake Mendota, then travelled to the east coast for further testing to make it functional on the open sea. Mason's "hydrophone" was ready for use within a year and was the

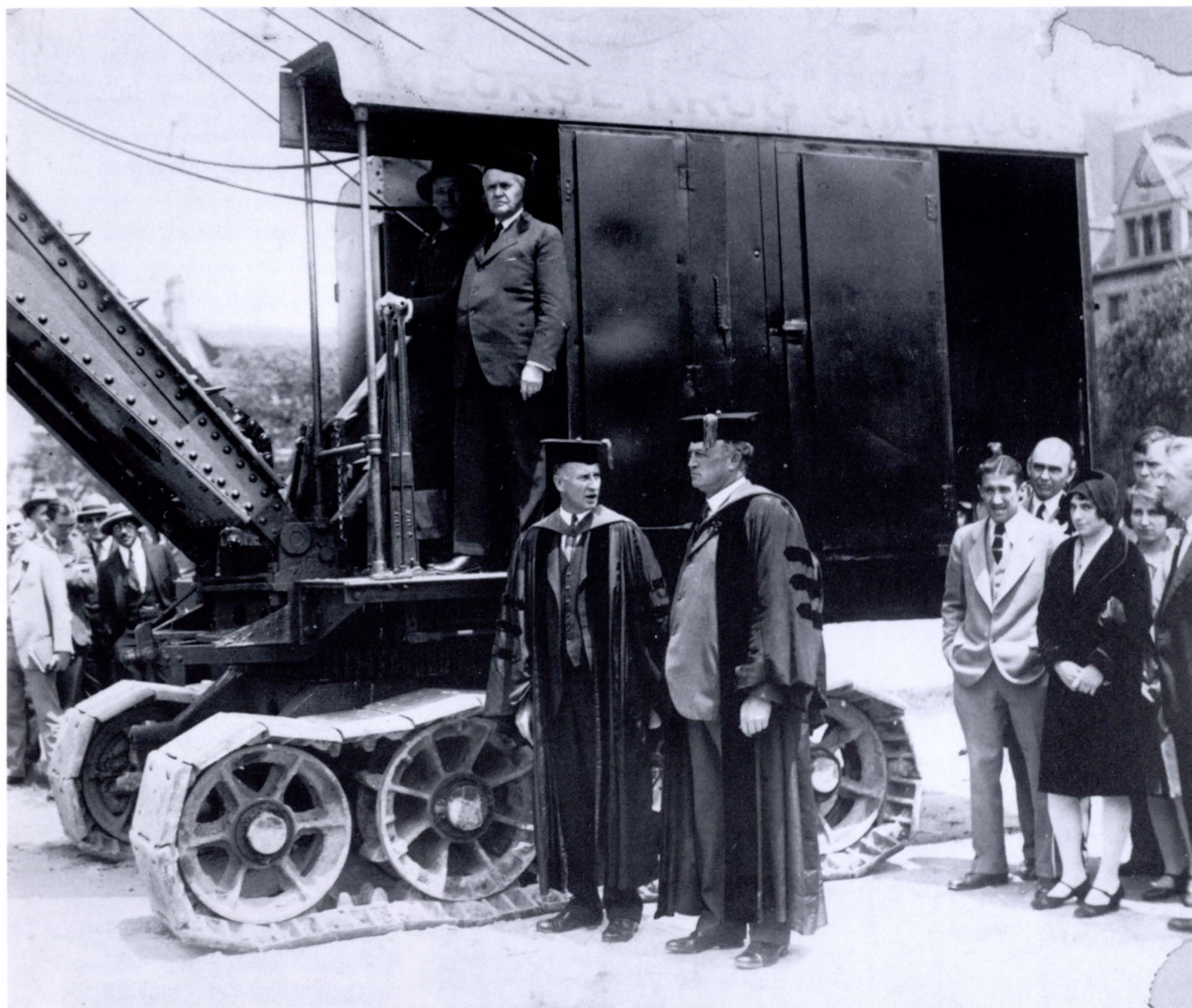
basis for sonar equipment used through World War II.

Mason took over the presidency of the University of Chicago in October 1925. As Chairman of the Board Harold Swift recalled, "here was a president who was a well-known scientist, who might do things differently! The leaders of the city became excited, and the University became very excited. He handled himself well. He met the public well. The idea that a university president might beat almost any member of the Commercial Club in a golf game was something new."

The development campaign begun by President Burton had successfully completed its first phase, raising \$6 million for endowment. The second phase, to raise another \$11 million for new buildings, was ready to begin. Although it seemed like an abrupt change from his previous activities, Mason pushed forward with public appearances, speeches, and radio broadcasts to raise money and public awareness. Buildings were completed for the Divinity School, the hos-

pitals and clinics, modern languages, and experimental zoology, and a new football stadium was opened which increased seating by 20,000. Work began on new facilities for social sciences, chemistry, mathematics, botany, and the university chapel. At the same time over a hundred new faculty positions were filled, an increase of nearly 20 percent.

Much to the surprise of many at the University, Mason resigned in June 1928 to accept a position at the Rockefeller Foundation. He was chosen to replace George E. Vincent as president, and headed the division of natural sciences until Vincent retired in January 1930. In 1936 Mason was invited to Caltech to assist with the construction of the Palomar Observatory. He became chairman of the Observatory Council when George Ellery Hale, the original planner of the facility, died shortly after Mason's arrival. Mason worked on engineering and technical problems with mounting the 200-inch mirror and calculated compensations for gravitational deformations as it rotated. After the observatory was dedicated in 1948, Mason moved to Claremont, California, and taught at Claremont Men's College for a year before his retirement.



George Herbert Jones, Max Mason, and Henry Gordon Gale, groundbreaking for George Herbert Jones Laboratory, May 29, 1928. Jones Laboratory provided new space for 100 research chemists and classrooms for 200-300 graduate students in chemistry.

Robert Maynard Hutchins

1899–1977

President 1929–1945

Chancellor 1945–1951

William Rainey Harper brought the University of Chicago into being, giving it form and life and mission. But it is the legacy of Robert Maynard Hutchins which is still avidly discussed and debated. Although Hutchins brought his own ideas and innovations with him, he came to embody the spirit of the Univer-

sity in a way no one else has since Harper.

Hutchins was immediately compared with Harper—young, energetic, brilliant, charismatic. Unlike Harper, though, he was an iconoclast who ridiculed empty rhetoric, shabby reasoning, and institutions which did not fulfill their promise. He could say, with a straight face:

I do not need to tell you what the public thinks about universities. You know as well as I, and you know as well as I that the public is wrong. The fact that popular misconceptions of the nature and purpose of universities originate in the fantastic misconduct of the universities themselves is not consoling.

Late in life Hutchins mused about his years in Chicago, “Our idea there was to start a big argument about higher education and keep it alive.” The son of a preacher, he portrayed himself as a prophet without honor in his own country, the lone voice of reason in a world of mediocrity. He often quoted a line from Walt Whitman, and once suggested it as a motto for the University of Chicago: “Solitary, singing in the



Robert M. Hutchins and Maude Phelps Hutchins on the steps of the President's House, 1929.

Oswald W. Knauth to Robert M. Hutchins, October 17, 1939, with handwritten reply by Hutchins. After several seasons of embarrassing losses, the trustees approved President Hutchins's proposal to discontinue varsity football after the 1939 season.

west, I strike up for a new world." Claiming that "thinking is an arduous and painful process, and thinking about education is particularly disagreeable," Hutchins focused on the highest abstractions—morals, values, the intellect, the "University of Utopia," the "great conversation," and above all the study of metaphysics—while others, he claimed, preferred to deal with "academic housekeeping." In fact he inspired a loyal cadre of admirers and fans who spread his gospel across the land.

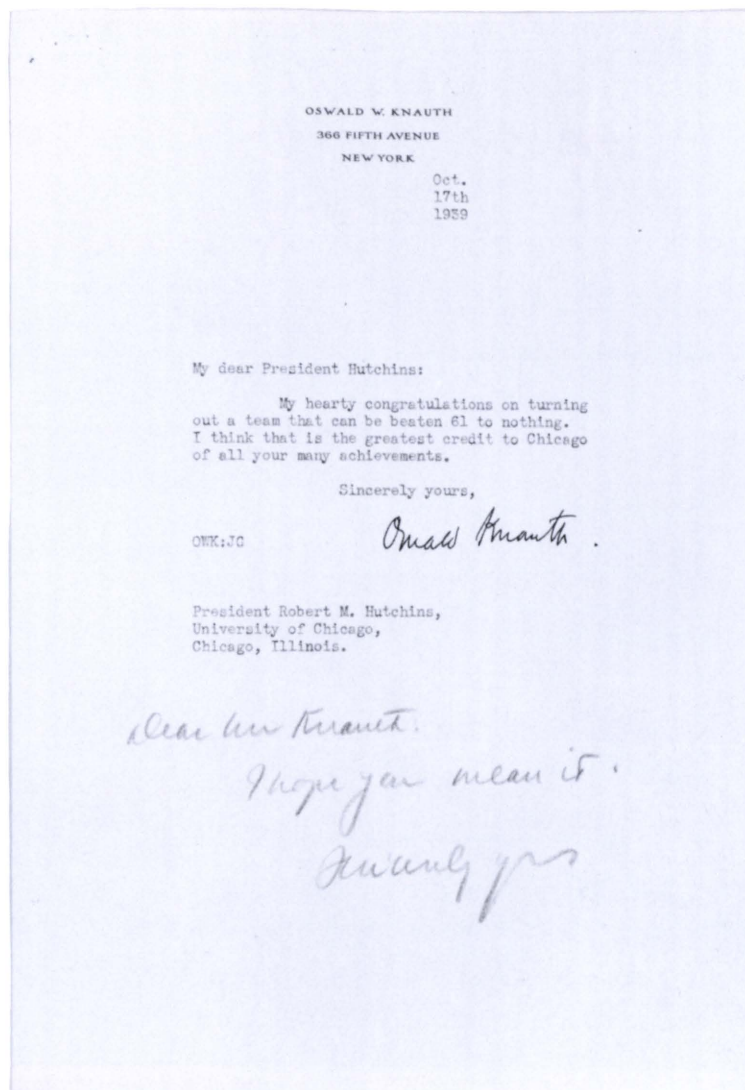
Hutchins was educated at Oberlin and Yale, and his speaking abilities were already recognized when he addressed the annual alumni dinner during his senior year. After teaching for a year and a half at a private school in Lake Placid, New York, Hutchins was invited by Yale president James R. Angell to return as secretary of the university. While working full-time, Hutchins completed law school,

and upon receiving his degree in 1925 was appointed a lecturer.

Two years later he was made a full professor, and he soon received the additional responsibilities of acting dean. In 1928 he was appointed Dean of the Law School. While there he helped organize the Institute of Human Relations and promoted the use of modern psychological studies to evaluate rules of evidence.

Hutchins concluded that the legal rules were often based on faulty assumptions about human behavior, but also that psychologists had never studied the question in a useful way.

Compiling a list of candidates to succeed Max Mason after his resignation in 1928, the University of Chicago presidential search committee included Hutchins's name among other college presi-





Robert M. Hutchins, Floyd W. Reeves, and John T. McCloy, University of Chicago Round Table, "Should We Have Military Training in Peacetime?" November 26, 1944.

dents and deans. Although they sought someone young, between 35 and 50, Hutchins, then only 29, was soon dropped from the list. His name resurfaced as the winning process continued. Although Hutchins's talents were clear, some wondered if his experience and maturity were sufficient. After a long interview session, the committee was per-

suaded it was worth the gamble, and Hutchins was elected president in April 1929.

Hutchins gave 64 public addresses in his first year at the University, establishing a public presence and identity seldom equalled by a university president before or since. Appearing regularly on the radio, in the pages of popular magazines such

as the *Saturday Evening Post*, as well as at convocations and alumni meetings, Hutchins personally represented in the popular mind the ideals of higher education as well as the particular programs of the University of Chicago.

Hutchins arrived during a peak of activity on the University campus. Buildings begun under

The purpose of the university is nothing less than to procure a moral, intellectual, and spiritual revolution throughout the world.

Robert Maynard Hutchins

Burton and Mason were being completed, and departments were moving into new facilities. The new, immense University Chapel was finished only months before Hutchins's inauguration. Years of planning for a new undergraduate program were culminating in a "New Plan" which was nearly ready for unveiling. Hutchins endorsed the changes in the College and adopted them into his personal campaign to change American education.

The Chicago College eliminated grades and course requirements, replacing these with broad-based general education classes and a series of comprehensive exams. Hutchins advocated the relocation of the BA degree to the sophomore year of college, focusing the bachelor's degree on general or liberal edu-

cation, and leaving specialization for the master's. This plan had been put forth by President Judson fifteen years earlier, and indeed harked back to Harper's plan for junior and senior colleges. Hutchins also became known for his emphasis on the "great books," through the evening courses he co-taught with Mortimer Adler and his support of the adult groups which mushroomed throughout the country in the 1940s, although the University never actually adopted the great books program into its curriculum.

While Hutchins was best known for his statements on undergraduate education, one of his most enduring reforms at the University was the organization of the graduate departments into the four academic divisions of the biological sci-

ences, humanities, physical sciences, and social sciences, with a separate College which unified all undergraduate work under one dean.

The one thing which drew more attention than any other, of course, was his elimination of varsity football. Hutchins heaped scorn upon schools which received more press coverage for their sports teams than for their educational programs, and a run of disastrous seasons gave him the trustee support he needed to

Hearings of Illinois Seditious Activities Commission, testimony of Robert M. Hutchins, April 21, 1949, p. 54. Hutchins was grilled concerning suspicious political activities of faculty members, including Maud Slye, an emeritus professor of pathology who had spent most of her career in the laboratory studying the heredity of cancer in mice.

so minded. To answer your direct question, however, I am not aware that Dr. Slye has ever joined or advocated the overthrow of the government by violence.

MR. MATTHEWS: May I ask if in your educational theory there is not such a thing as indoctrination by example?

CHANCELLOR HUTCHINS: Of mice? (Laughter)

MR. MATTHEWS: I said nothing about mice. I am sorry you misunderstood me. In your theory of education is there not such a thing as indoctrination by example as well as by precept?

CHANCELLOR HUTCHINS: Well, Dr. Slye never gave an example of overthrowing the government by violence.

MR. MATTHEWS: If Dr. Slye had given the example by frequent association with communist front organizations that is still indoctrination, is it not?

CHANCELLOR HUTCHINS: What does that indoctrinate?

MR. MATTHEWS: She is lending the prestige of the University of Chicago to communist front organizations, is she not?

CHANCELLOR HUTCHINS: She is lending the prestige of her name and to some extent of the University of



Lawrence A. Kimpton, Vesta Hutchins, Marcia Kimpton, and Robert M. Hutchins at the inauguration dinner for Chancellor Kimpton, October 18, 1951. Photograph by Stephen Lewellyn.

drop football in 1939. The decision was hailed by many, but few other schools followed Chicago's lead.

The Hutchins administration spanned both the Great Depression and World War II, trying times for higher education and the nation as a whole. Funds raised in the 1920s and continuing support from the Rockefeller Foundation gave the University a cushion many other institutions did not have, especially in the early years of the depression. When war threatened, Hutchins

opposed it, but after the attack on Pearl Harbor he offered the government the resources of the University.

Millions of dollars in government contracts poured in to support specialized training programs for military personnel in languages, radio technology, and meteorology, and for research vital to the war effort. The Manhattan Project which developed the atomic bomb was only one of many projects operating on the University campus during the war years.

By 1944 Hutchins again began preaching for peace, and the atomic bomb made his message all the more urgent. After the war he joined in the efforts of the Committee to Frame a World Constitution to push for a world government, yet another appearance of Hutchins's resilient idealism.

Hutchins was a strong advocate of academic freedom, and as always refused to compromise his principles. Faced with charges in 1935 by drugstore magnate Charles Walgreen that

his niece had been indoctrinated with communist ideas at the University, Hutchins stood behind his faculty and their right to teach and believe as they wished, insisting that communism could not withstand the scrutiny of public analysis and debate. He later became friends with Walgreen and convinced him to fund a series of lectures on democracy. When the University faced charges of aiding and abetting communism again in 1949, Hutchins steadfastly refused to capitulate to red-baiters who attacked faculty members.

Hutchins resigned in 1951 to become an associate director of the recently-created Ford Foundation. In 1954 he took over chairmanship of the Foundation's

Fund for the Republic, which sponsored research on civil rights issues including blacklisting of Hollywood actors and free-

dom of the press. After many years of planning, in 1959 he was able to initiate the Center for the Study of Democratic Institutions. Located on an estate near Santa Barbara, California, the Center offered daily programs where senior residents could meet with invited guests in small groups to study position papers and engage in informal discussions. In its broad scope and open agenda, the Center embodied the hopes and ideals to which Hutchins had dedicated his career.

Robert M. Hutchins, "The Limits of a General Education," notes, April 11, 1962. When Hutchins was invited back to campus to speak in the "Aims of Education" series, he reflected on some of the goals he had envisioned for the University.



William Benton, Robert M. Hutchins, and Mortimer Adler with a presentation copy of *Great Books of the Western World* for Queen Elizabeth II, April 15, 1952. Hutchins served as editor of the 54-volume series.

By 1929 the phrase "a great university" no longer adequate as definition of university. Nobody knew what we was. Harper's ideals of scholarship, publication, research had been largely accepted. His ideals of basic ed., adult ed., & civilization had not. Cults of adjustment, vocationalism, & specialism had taken sounder impact of depression we were forced to think together. IN 1929 SEEMED TO US UNIV. SHD BE CENTER/INTELL. THOUGHT. CO BE THAT ONLY IF WAS INTELLECTUAL COMMUNITY. OUGHT TO HAVE SOMETHING MORE IN COMMON THAN COMMON PTES. + COMMON HEATING PLANT CONVINCED WHOLE MORE THAN SUM

Lawrence A. Kimpton

1910–1977

*Chief Administrative Officer,
Metallurgical Laboratory
1943–1944*

Dean of Students 1944–1946

*Professor of Philosophy and Edu-
cation 1944–1946*

*Vice-President and Dean of Facul-
ties 1946–1947*

*Vice-President in Charge of Devel-
opment, 1950–1951*

*Professor of Philosophy
1950–1960*

Acting Chancellor 1951

Chancellor 1951–1960

Standing six feet two-and-a-half inches tall, barely 40 years old, Lawrence Kimpton seemed the natural successor to Robert Hutchins, who had passed 50 by the time he resigned. With his PhD in philosophy and teaching experience at an elite junior college, Kimpton seemed likely to carry on the Hutchins traditions with little change, even if his philosophy drew more from Kant than from Aristotle.

Kimpton grew up in Kansas City and attended college at Stan-

ford. After completing his doctorate at Cornell in 1935, he took a job teaching English, German, and philosophy at Deep Springs College in California. Deep Springs was an experimental school with about 20 students and the same number of teachers situated on an isolated 250-square-mile ranch with 1000 head of cattle. Students studied in tutorials and small discussion groups and worked half of each day on the ranch. Kimpton became dean and director of the college, which involved rounding up steers and catching rustlers as well as more routine educational duties.

In 1941 Kimpton moved to Nevada to operate a ranch for a year, and then accepted a position at the University of Kansas City as dean of the College of Liberal Arts. When the Manhattan Project office in Chicago needed an administrator, Kimpton's name was offered by chemists who had taught at Deep Springs while they were graduate students at Caltech. He moved to Chicago in 1943.



Lawrence A. Kimpton, n.d.
Photograph by Stephen Lewellyn.

A PROGRAM for THE UNIVERSITY OF CHICAGO



A far-reaching plan—already under way—which will enable The University of Chicago more effectively to serve its community and country.

A Statement by the Board of Trustees, Chicago, June, 1955

LIKE all universities today, The University of Chicago is faced with serious financial problems. But at Chicago there is more to it than this.

Over the last four years a new administration under Chancellor Kimpton has analyzed the situation, determined what needs to be done, devised a plan, and initiated it.

Here is a summary of what the University needs and how it hopes to obtain it.

THE UNIVERSITY NEEDS \$32,700,000

The Trustees, Faculty, and Administration of The University of Chicago have, after long study, determined that \$32,700,000 is the minimum needed to insure continuance of the high standards established and maintained here. This sum,

A vacancy in the dean of students office led to Kimpton's first meeting with Robert Hutchins. He later recalled Hutchins's questions: Don't you think the University is lousy? Don't you think the great books are great? And isn't the function of an educational institution to educate? Kimpton assented to these propositions, so Hutchins asked, do you know anything

about student personnel administration? Kimpton replied, not a thing. At this, Hutchins arose, shook his hand, and congratulated him on being the new dean of students.

In 1947 Kimpton moved to Stanford University to become dean of students there. After three years, Hutchins invited him back to the University of Chicago, this time as vice-president in

"A Program for the University of Chicago," 1955.

charge of development. By the end of the year, though, Hutchins announced his intentions to resign. Kimpton contemplated returning to Stanford, but within a few months the Board of Trustees announced that he was their choice to replace Hutchins as chancellor.

Kimpton had returned to the University of Chicago because of Hutchins and was disappointed to find out he was leaving. But, as chancellor, Kimpton immediately became aware of the problems that Hutchins was leaving behind. The College bachelor's degree was suspect; donations were drying up because many of the University's corporate sponsors had been alienated or neglected; and deterioration of the neighborhood made it increasingly difficult to attract both faculty and students. Quick action was required, and Kimpton saw himself as the one who must act to ensure the University's survival.

Kimpton's administration achieved many of its budgetary objectives. The University had run deficits nearly every year since the depression hit. Three

years of budget cuts and stringent review under Kimpton, however, brought the budget into the black by 1954. A development campaign was launched in 1955 which raised badly-needed funds for building and endowment while increasing awareness and support in the Chicago business community and strengthening bonds with alumni. As a result, annual expenditures doubled, while 15 new buildings were constructed and others renovated. Between 1955 and 1960, faculty salaries were raised 30 percent.

The neighborhood was another concern. Housing stock in Hyde Park, most of which was built between the 1890s and 1920s, had not been maintained during the depression and war years. Older houses had been divided into smaller apartments, swelling the population and causing problems with sewers and traffic. Racial tensions increased as African-Americans moved from the old "Black Belt" areas into Englewood, Woodlawn, Kenwood, and Hyde Park itself. Crime increased. More and more faculty members chose to live in the suburbs, raising fears that the University would become a commuter campus.

Realizing that solving the University's problems must include a commitment to the larger neighborhood, Kimpton and the Board of Trustees embarked on a plan to revive an area covering 1.1 square miles. The University supported the creation of the South East Chicago Commission, which orchestrated much of the renewal work under the leadership of Julian H. Levi. The first phase involved clearing and reconstructing 48 acres near 55th Street and the Illinois Central tracks. In the second phase, 20 percent of the structures in the larger area of Hyde Park were removed, while many others were rehabilitated. Federal, state, city, and private funds all supported one of the first urban renewal projects in the country. As president of the South East Chicago Commission, Kimpton assumed a public policy role which was at that time unprecedented for a university president.

Some Hyde Park activists criticized the University's approach for overshadowing community efforts begun some years earlier. Others, however, recognized that the University's power, money, and prestige were crucial in pulling together the government and private resources needed for



Chancellor Kimpton shaking hands with Mayor Richard J. Daley at a meeting of the South East Chicago Commission, 1956. Photograph by Stephen Lewellyn.

The University has always been a pioneer, striking out into new country, and, like the pioneer, often with little or no company until it had cut new paths. If the University has faults, they are the errors of commission rather than of omission.

Lawrence A. Kimpton



redevelopment. Once the University committed itself, things happened quickly, sometimes more quickly than the community expected. Chancellor Kimpton's personal attendance at weekly and even daily meetings with community leaders persuaded them that cooperation was possible and necessary. Reflecting fifteen years later, Kimpton acknowledged that the urban renewal program did not solve the problems of the city's slums—only that it had saved the University.

While the graduate divisions remained strong, the College, which had received intense interest during the Hutchins years, faced troubles from both outside and inside the University, due as Kimpton put it to a lack of “articulation with the basic structure of American education.” Secondary educators felt threatened by the University of Chicago plan to accept high school juniors into college, and other colleges

Glen A. Lloyd, Lawrence A. Kimpton, and Edward L. Ryerson, groundbreaking for Woodward Court, June 14, 1956. Planned as a residence hall for women, Woodward Court provided the first new student housing in 25 years.

L.A.K. Freshmen, 9/29/58.

I. Students of University of Chicago.-

1.- One of great universities of world -
congratulations.-

II. History of University.-

A.- Began as a great university.-
Pothe fellow & Harper.- story.-

B.- Began with 9 former college
Presidents, with Prof. Michelson
(1st world Prize winner).- One
Bldg. 600 Hall.- World's Fair of
1892.- Midway.-

C. B. Down thru the years, it has
maintained & enhanced its distinction

III. University today.-

A. Occupies 100 acres.- Has about
100 bldgs.- Has an endowment of
roughly 200 million dollars, third
wealthiest in world.- Has about
7000 students of whom 3000 under-
graduate & 4000 graduate & professional.
(Small institution).- ~~As many~~ As many
employees as students as about

Lawrence A. Kimpton, notes for
speech to incoming freshmen,
September 29, 1958. Kimpton told
the new students, "If you are not
seriously interested in education,
better go home now." Still, he said,
don't be "too grim": "Do your very
best, learn to relax, & the best
of luck."

the "Four-Year" program was
therefore dismantled, and the
College adopted a more conven-
tional BA program.

In 1960, with the University
on firm financial and academic
footing once again, Kimpton
announced his resignation, stat-
ing that he had accomplished
what he had set out to do, and it
was time to move on: "My con-
viction is that the head of such a
university as this one can do his
best work for it within a reason-
ably short time. The University
every so often requires a change
in leaders who can apply fresh
and sharply objective appraisals,
and start anew, free of the associ-
ations, friendships, and scars of a
common struggle." Kimpton had
no interest in running any other
university, and instead took an
executive position with Standard
Oil of Indiana, where he stayed
until he retired for reasons of
health in 1971.

and graduate schools were sus-
picious of University bachelor's
degrees which were granted to
college sophomores. Some Uni-
versity professional schools even
refused to admit graduates from
the College. Facing declining

enrollments due to the Korean-
War draft and a smaller popula-
tion of depression-born youth,
Kimpton felt the College could
not remain outside the main-
stream of American education.
In the face of strong resistance,

George W. Beadle

1903–1989

Chancellor 1961

President 1961–1968

Professor of Biology 1961–1969

*William E. Wrather Professor
of Biology 1969–1975*

Growth and turbulence marked the Beadle years, which were a period of intense change for universities across the country. While strident calls were being made for universities to become centers for social and political action, the University of Chicago held steady to its traditional values of research and intellectual

excellence, insisting that its role was to advance knowledge.

After the retrenchment of the Kimpton administration, George Wells Beadle presided over an impressive period of growth for the University. The faculty increased in numbers from 860 to 1080, full professors from 345 to 433, average salaries increased 50 percent, and total campus expenditures doubled. A three-year development campaign reached its goal of \$160 million. New buildings were constructed for high energy physics, astrophysics, the children's hospital, and the School of Social Service Administration; new facilities were planned for geophysics and life sciences. In many ways the Joseph Regenstein Library, built in the middle of the old football field, stood as a symbol of the University's highest goals, serving to assist basic research in many disciplines and to bring their resources under one roof.

Born near Wahoo, Nebraska, Beadle remained first to last a farmer at heart. In college he took up the new field of genetics, which was soon to revolutionize not only plant breeding but the entire understanding of biological reproduction. Along with Edward L. Tatum, he established



George W. Beadle collecting pollen from corn plants, 1948.

The separation between the sciences and the humanities is a fallacy that is annoying to me. Science is not opposed to culture any more than culture is opposed to science. Intelligent people seek balance.

George W. Beadle

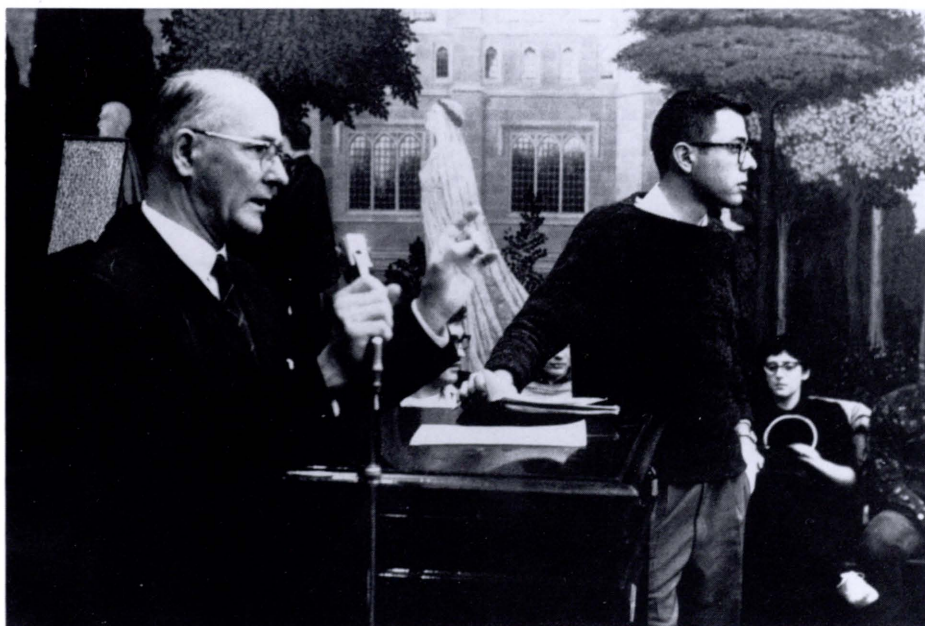
the relationship between genes and enzymes in the bread mold *Neurospora*, which would earn him a Nobel prize. While president of the University of Chicago, he grew corn behind his house and in other plots near campus

and was occasionally mistaken for a University gardener.

Trained at the University of Nebraska and Cornell, Beadle taught at Harvard, Stanford, and the California Institute of Technology before being chosen as

chancellor of the University of Chicago in 1961. The trustees were excited to bring in a scientist with broad-minded views who could establish links with the humanistic disciplines. They felt that the University needed someone who could capitalize on the government's interest in funding "big science," while maintaining its commitment to liberal education.

Beadle welcomed government support for higher education and discounted fears of expanding government control: "No longer can a modern nation remain economically strong and free without supporting academic



President Beadle speaking at a Congress of Racial Equality meeting, February 1962. After sit-ins were held in the Administration Building and at the office of University Realty Management, President Beadle met with 300 students in the Ida Noyes Hall theater to announce that further sit-ins were prohibited and that a committee would be formed to investigate CORE's charges of racial discrimination in University-owned buildings. Photograph by Daniel Lyon.

Edward H. Levi, Gaylord Donnelley, George W. Beadle, Fairfax M. Cone, and Richard F. O'Brien, at a press conference for the Campaign for Chicago, October 20, 1965.



The University of Chicago magazine

December 1965



Herman H. Fussler, director of the University Library, views the design of the new Joseph Regenstein Library with Gaylord Donnelley, trustee and chairman of the Campaign for Chicago; Joseph Regenstein, Jr.; and George W. Beadle; *University of Chicago Magazine*, December 1965.

research and education in a big way.... it is clear that in more and more ways and to a greater and greater extent faculty salaries will come from government funds." The University would continue to seek private support to sustain its independence, but increasing government participation was both necessary and inevitable. Funding came from many agencies for different purposes: "The government is not a monolithic giant capable of acting in unison in all its parts," Beadle said, and he felt this would protect the University from undue control.

With urban renewal well underway in the Hyde Park neighborhood, Beadle faced the backlash from those who were unhappy with the changes it brought, both those who disliked the University's plans and those

who felt it had not done enough. Tensions mounted as student members of the Congress of Racial Equality charged that University policies abetted racial segregation in University-owned housing. Saul Alinsky, who had studied at the University, helped to organize black residents of Woodlawn who objected to the University's plans for development in their neighborhood.

Beadle took charge of efforts to rehabilitate and beautify the campus and ordered the reseeding of all the lawns on the quadrangles, quipping that the University was "horticulturally deprived." Muriel Beadle spearheaded efforts to find new homes for neighborhood artists and small shop owners who had been displaced by demolition, resulting in the construction of the Harper Court complex.

Further storms of protest overtook the campus as the Vietnam War escalated. In 1966 and again in 1967, students staged sit-ins at the administration building to oppose University compliance with government regulations requiring reports on the academic rankings of male students for draft purposes.

Chairman of the Board Fairfax M. Cone announced in June 1967 that Beadle would retire the next



George and Muriel Beadle at the time of the publication of their co-authored book, *The Language of Life: An Introduction to the Science of Genetics*, 1966.

year on his 65th birthday. Chosen as his successor was Beadle's close associate Edward H. Levi, who as provost had directed efforts to improve the faculty and reorganize the College program. Beadle accepted the directorship of the Institute for Biomedical Research of the American Medical Association and moved it to campus, where

he remained to teach and continue experiments with corn for some years. In the yard of his home near 55th and Dorchester, he planted flowers in the front, and in the back "teosinte," which he claimed was a wild parent of domesticated corn. He and Muriel moved to a retirement village in Pomona, California, in 1982.

Edward H. Levi

1911–

AB 1932, JD 1935

Assistant Professor of Law

1936–1940

Professor of Law 1945–1975

Dean of the Law School

1950–1962

Provost 1962–1968

President 1968–1975

Karl N. Llewellyn Distinguished

Service Professor, 1975–1977

Glen A. Lloyd Distinguished

Service Professor 1977–1986

Edward Hirsch Levi was a singular product of the University of Chicago. Educated at the University beginning with kindergarten, Levi attended the Laboratory Schools, the College, and the Law School. His family ties to the University extended back to its opening in 1892, when his grandfather Rabbi Emil G. Hirsch was appointed to the faculty of the Divinity School in the field of rabbinical literature and philosophy. His wife, Kate Sulzberger, had also grown up in Hyde Park

and attended the Lab Schools, and her father was a University trustee.

After graduating from law school, Levi spent a year as a Sterling Fellow at Yale, then returned to the University of Chicago as assistant professor of law. In 1940 he moved to Washington to work in the Justice Department, specializing in antitrust law. After the war he became involved with the atomic scientists who sought civilian control of nuclear energy and



Yearbook photograph of *The Gargoyle* staff, 1928. During his senior year at the Laboratory Schools, Edward H. Levi was editor-in-chief of *The Gargoyle*, a new monthly magazine, and features editor for *Midway*, the student newspaper. Levi sits in front with a copy of *The Gargoyle* on his lap.



Laird Bell Law Quadrangle, dedicatory address being delivered by Vice-President Richard M. Nixon, October 5, 1959.
Photograph by Arthur Siegel.

was one of the principal draftsmen of the McMahon Atomic Energy Control Law of 1946. He also published one of his best-known works, *An Introduction to Legal Reasoning*.

In 1950 Chancellor Hutchins named Levi to be dean of the Law School, and Levi led the school through a period of unprecedented growth and development. Under the umbrella of

the University's general development campaign of 1955–1957, Levi created a separate campaign for the Law School that generated funds for a new campus south of the Midway as well as a strengthened and expanded faculty. Although it trained many practicing attorneys, the Law School like other professional schools at the University focused on research and higher education in

its field, and Levi's appointments to the faculty made this clear. Legal scholars such as Karl Llewellyn and Soia Mentschikoff brought new prominence to the school, and the addition of specialists in economics and sociology reinforced the connection between law and other disciplines.

Levi's role at the University expanded as he took over the

The University of Chicago exists for the life of the mind. Its primary purpose is intellectual. It exists to increase the intellectual understanding and powers of mankind. The commitment is to the powers of reason.

Edward H. Levi

provost's office under President Beadle. The Beadle/Levi years saw plans to expand facilities in every phase of the University, from scientific research labs to offices to libraries to a proposed "student village." While provost, Levi also served for a year as acting dean of the College, overseeing a complete revamping of the College curriculum and reorganizing the growing numbers of electives and tracks into a "Common Core" that reemphasized the role of general education, the hallmark of the College during the Hutchins administration. The College faculty was restructured into divisions which mirrored the graduate divisions—biological sciences, humanities, physical sciences, and social sciences—and a fifth "New Collegiate Division" which offered interdisciplinary programs.

Levi was thus the obvious choice to succeed George W.

Beadle when Beadle retired in 1968. He represented the institution in a uniquely personal way. A press release characterized him as dressing "conservatively, usually in dark suits. He smokes

a pipe and cigars, but not cigarettes. His drink is bourbon or a martini. He drives a battered old car to work from his grey, wooden-framed house in Hyde Park-Kenwood . . ." Journalist



Fairfax M. Cone, Edward H. Levi, and George W. Beadle at the announcement of Levi's election as president, September 15, 1967.

- 3 -

The College -- in the departments and collegiate divisions -- to work out the best procedures in their area consistent with the responsibility which each faculty has as the ruling body for the determination of academic policies within its jurisdiction.

I have been urging for some time the creation of faculty-student committees in each of the areas. These should become -- I am certain they can become -- as the deans and the council have stated -- "significant instruments of educational policy." I have asked the help of the members of the faculties in implementing this policy.

There will always be some differences among us. On some matters, some of us may never agree. But we should agree, because we are in a University, on the importance of making the effort to understand, to explain, to explore, to discover.

I ask your help.

THE UNIVERSITY OF CHICAGO
CHICAGO - ILLINOIS 60637
OFFICE OF THE PRESIDENT
5801 SELLIS AVENUE

January 29, 1969

To the Students of The University of Chicago

Some students, called the "Committee of 85," sent me a message last week containing certain demands on the University. Because these demands in a central way concern academic matters, I brought the message to the attention of the Academic Council of the University for such response as the Council might wish to make. The Council did respond -- and its response has been widely circulated. I agree with the Council's response, but I should like to answer the two demands specifically. I should also like to make the same personal plea to the students of the University which I made last week to the members of the faculties.

The first demand is that Mrs. Dixon be reappointed jointly in the Department of Sociology and in the Committee on Human Development. As has been widely reported, the tenured members of the Sociology Department voted unanimously not to recommend reappointment in Sociology. It would be a violation of a tradition with considerable history if the president or dean of faculties at Chicago were to appoint someone to a faculty over the objections of the members of that faculty. The tenured members of the Committee on Human Development voted unanimously to recommend reappointment but differed on the length of the new term. In this situation the Dean of the Division, who received these recommendations, decided against reappointment.

In the discussion of this case it has been suggested that the fact that Mrs. Dixon is a woman, or has certain political views, or approaches sociology within a certain political tradition might have influenced the decision. It is also suggested that superior teaching

Edward H. Levi

and alumnus John Gunther wrote that "his touch, his attitudes, his slight figure and flashing eyes, the mobility of his good looks, all indicate sophisticated refinement, but his record—he is an old Hutchins man—is that of a Young Turk."

As president, Levi became an eloquent spokesman for the University of Chicago and for the ideals of higher education. He fought against contemporary trends to make the university a "knowledge machine—a part of the education-industrial power complex." Its goals were not social or political, but intellectual:

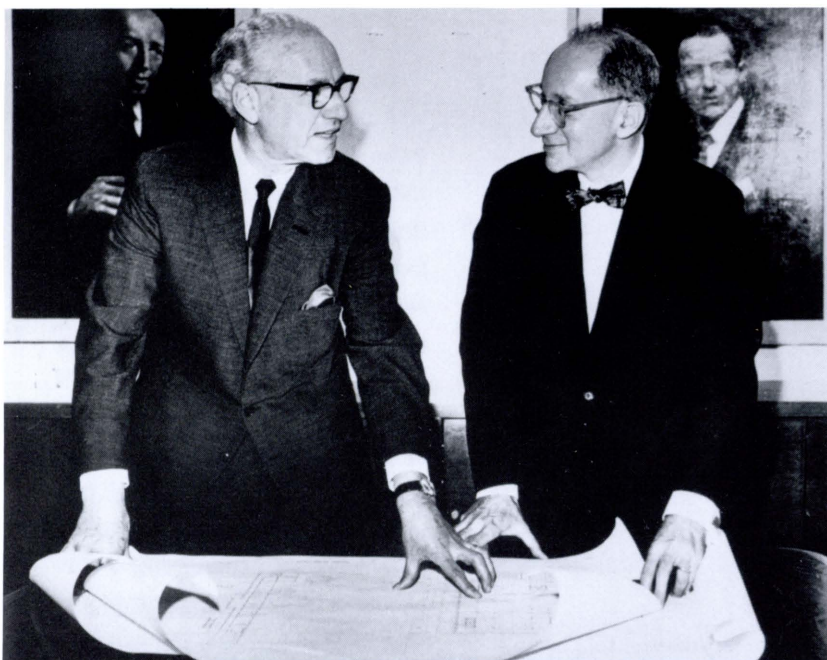
The University of Chicago. . . does not exist to increase the earning power of its students. It does not exist to train the many technicians needed for our society, nor to develop inventions important for industry.

While it is and should be a good neighbor, it does not exist to be a redevelopment agency for the South Side of Chicago.

Its primary purpose is not to be a college where students can find themselves free of the pressure of the discipline of learning.

It does not exist to be a series of experimental political

Edward H. Levi to students of the University of Chicago,
January 29, 1969.



John Smart and Edward H. Levi review plans for the David and Alfred Smart Gallery, ca. 1971.

and social communities, nor is its institutional purpose to be found in the leadership by it of new liberal or conservative causes.

... while its faculty and students will individually respond to a variety of political and social commitments, the purpose of the University continues to be intellectual, not moral.

... Its greatest service is in its commitment to reason, in its search for basic knowledge, in its mission to preserve and to give continuity to the values of mankind's many cultures. In a time when the intellectual values are denigrated, this service was never more required.

Levi took office a few months after the riots which accompanied the Democratic Convention in August 1968. Students picketed outside the Conrad Hilton during his inauguration dinner. In January 1969, after demands were rebuffed to reappoint sociology professor Marlene Dixon and allow students to participate in faculty hiring decisions, a group of students took over the Administration Building. Levi's actions were watched closely since many campuses faced similar protests. While refusing to call in police or use force to get the students to leave, Levi also refused to capitulate to their demands. He consistently referred to the higher goals

of academic freedom and discussion which should govern action on campus. After two weeks of occupation without result, the students voted to leave the building. University disciplinary committees summoned 165 students for hearings, expelling 42 and suspending 81 more. Reflecting later, Levi commented, "There are values to be maintained. We are not bought and sold and transformed by that kind of pressure."

After Watergate had emptied many offices in Washington and President Gerald Ford began making replacements, Levi was asked to become U.S. attorney general. Upon winning Senate confirmation, Levi resigned as president and moved to Washington in February 1975.

In 1977 Levi returned again to the campus where he had spent most of his life. Honors and distinctions followed, including the presidency of the American Academy of Arts and Sciences, the first time that the position had been conferred upon anyone outside of New England. Having resumed his teaching in the Law School and the College, Levi maintains an active presence in the University community.

John T. Wilson

1914–1990

Special Assistant to the President

1961–1963

Professor of Psychology

1961–1963, 1968–1974

Vice-President and Dean of

Faculties 1968–1969

Professor of Education 1968–1984

Provost 1969–1975

Acting President 1975

President 1975–1978

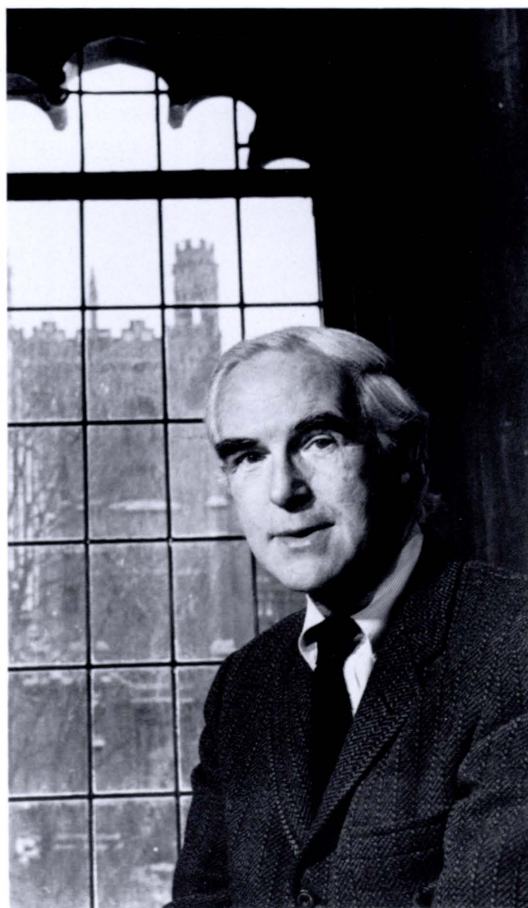
John Todd Wilson was born March 7, 1914, in Punxsutawney, Pennsylvania. He was educated at George Washington University and the State University of Iowa, where he studied psychology, philosophy, and education. During World War II while in the U.S. Naval Reserve, he helped administer a selection and training program for radar

operators and Combat Information Center officers. Following the war he obtained a PhD degree in psychology at Stanford, continuing his earlier studies of human learning patterns.

Wilson spent a year working jointly for the American Psychological Association and for George Washington University, then returned to government service, first with the Office of Naval Research, then with the newly-created National Science Foundation, serving from 1955 to 1961 as assistant director of its Biological and Medical Sciences Division.

In 1961 Wilson came to the University of Chicago as special assistant to President George W. Beadle, who had just arrived himself from Caltech. In 1963 Wilson returned to the National Science Foundation as deputy director. Then in 1968 President Edward Levi persuaded him to come back to the University, as vice-president and dean of faculties.

In 1969 Wilson was appointed Provost and held that position until Levi resigned to become U.S. attorney general in February 1975. Wilson became acting president and expected to fill the role until a replacement could be found for Levi. Instead, Wilson



John T. Wilson,
1976.
Photograph by
Myron Davis.

Private higher education has passed rapidly from a stage where a lack of funding posed the greatest threat to its continued existence to a stage wherein the greatest pressures toward its demise arise from the biggest source of money—the federal government.

John T. Wilson

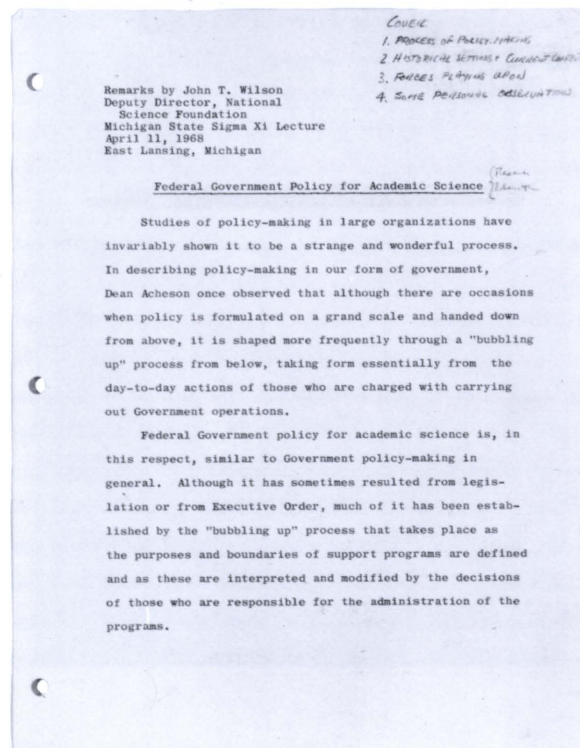
himself was elected president in December of that year, with the expectation that he would retire in a few years, near his 65th birthday.

Wilson had watched the University grow during the early Levi years, especially after money flowed in from the first phase of the "Campaign for Chicago," which closed successfully in 1968. By the early 1970s, though, the University was again pinched as inflation eroded income and cutbacks in government aid to education began in earnest. As provost, Wilson responded by presenting the University with a five-year austerity plan to bring the budget back into balance.

The Wilson years were colored by the atmosphere of belt-tightening and by the difficult adjustments which followed the period of campus unrest in the

late 60s. Yet, once in office as president, Wilson was able to follow through on plans developed while he was serving as provost, so that the University could continue to maintain a "functional steady-state."

Because of his background, Wilson became a noted expert on the relations between universities and government. In 1963 he spoke of the need for educators to seek federal assistance actively and to participate in formulating programs in the humanities and arts as well as in science. The National Defense Education Act of 1958 had been the first major funding program of the federal government for education, and this was followed by additional programs more directly related to education needs. By the time he retired in 1978, Wilson had seen this trend come full circle, with problems developing from grow



John T. Wilson,
"Federal Government Policy for Academic Science,"
Michigan State University Sigma Xi
lecture, April 11,
1968.



Henry Crown Field House renovation, ca. 1976. A second floor was added to the building to enlarge facilities and practice rooms for a wide variety of sports.

ing reliance on federal funding, at the same time that the government was pushing for increasing control over research and educational programs.

Reviewing the changing relationship between government and higher education over 33 years, Wilson concluded in 1983 that despite their close connec-

tions, "ignorance and misunderstanding about the nature and behavior of the other partner is pervasive on both sides."

Although their purposes are different, "there is a mutual need for each other" which "requires a long-term, systematic commitment if the welfare of the nation is to be enhanced."

Hanna Holborn Gray

1930–

Assistant Professor of History
1961–1964

Associate Professor of History
1964–1972

Professor of History 1978–
President 1978–

Hanna Holborn Gray was practically destined to an academic career. She is the daughter of a prominent professor of European history, Hajo Holborn, who after seeking exile from Nazi Germany taught at Yale for 35 years. Her mother, Annemarie Bettmann, who held a PhD in classical philology, was no less important

in supporting her academic aspirations. She arrived with her family in New Haven at the age of four, and attended the Foote School with other Yale faculty children, as well as English children who had been sent from Oxford because of the war. She entered Bryn Mawr College at 15, and upon graduation travelled to Oxford as a Fulbright scholar. After receiving her PhD degree from Harvard in 1957, she taught there for several more years, being promoted to assistant professor in 1959.

She met Charles Montgomery Gray in a Renaissance history seminar while both were graduate students at Harvard, and they married in 1954. When he received an appointment at the University of Chicago in 1960, she moved with him, without any specific job plans of her own. She thought about attending law school, and spent the first year in Chicago as a Newberry Library fellow. However, in 1961 she was offered a position on the history faculty at the University of Chicago.

Hanna Gray received tenure in 1964, and taught Western Civilization as well as other graduate and undergraduate classes on Renaissance and Reformation



Hanna H. Gray, 1991. Photograph by Will Crockett.



President Gray launches an inflated phoenix balloon at the campus-wide party opening the Centennial celebration, October 3, 1991.

Europe. She helped to redesign the College history requirements. Her name first came to prominence at the University, though, after she was appointed to head a committee to review the decision not to reappoint Marlene Dixon, a sociology professor, in 1969. Dixon's case had been taken up by students who claimed she was discriminated against because of

her gender and leftist political views. While the committee was still considering the case, students took over the Administration Building, demanding that Dixon be rehired and that students take part in faculty hiring decisions. The committee upheld the decision not to reappoint but recommended that the University offer Dixon a one-year position.

Activists were discouraged by the result, but others hailed the work of the committee, which dispassionately scrutinized the charges of unfair practices and reaffirmed that appointment decisions must be based on teaching and research productivity, and that these standards must be applied equally to all faculty members.



Science quadrangle, ca. 1984. Construction of the John Crerar Library and the Samuel Kersten, Jr., Physics Teaching Center led to the landscaping of a new two-acre quadrangle on the west side of Ellis Avenue. Photograph copyright 1984 by Joseph Sterling.

Recognition of Gray's administrative acumen led to her being named dean of the College of Arts and Sciences at Northwestern University in 1972, one of many appointments she was to hold as the first woman in a position. While the press frequently mentioned these "firsts," in the aca-

demic world her work came to be recognized in its own right.

Gray's reputation as an administrator was enhanced at Yale during the period of budget cutting which many universities encountered in the late 1970s. While at Yale, she was provost and professor of history from

1974 to 1978, and she served as acting president for 14 months after Kingman Brewster left in 1977.

Returning to the University of Chicago in 1978 in a similar atmosphere of deficits and retrenchment, with balancing the budget one of her first tasks,



Gray worked to strengthen the University's historical commitment to scholarship. The problems to be faced were real: erosion of material resources, inflation, changing demographic trends, shifting policies and attitudes of external sources of support, and narrowing opportuni-

ties for young scholars. But the greatest danger, she said in her inaugural address, "would be to engage in an apparently principled descent to decent mediocrity."

In the next few years she embarked on an ambitious building program, with equally ambi-

tious plans to raise funds to support it. West of Ellis Avenue a new science quadrangle was constructed which included the John Crerar Library, incorporating the merged collections of the Crerar with the University's science holdings, and the Kersten Physics Teaching Center. The Bernard Mitchell Hospital and Arthur Rubloff Intensive Care Tower—essentially replaced the 50-year-old Billings Hospital facilities for acute care. Several older buildings were renovated, while new facilities were constructed for the Law School library and Court Theatre.

Seeing graduate enrollments decline nationwide, Gray's administration made sweeping changes in PhD programs, reducing the time permitted to graduate, while initiating workshops and internships to broaden the activities and skills of students writing dissertations. After hitting a low point in 1981 or 1982, enrollments in the graduate divisions began to climb. Initiatives were also taken with the establishment of new ventures such as the Department of Computer Science, the Chicago Humanities Institute, and the Irving B. Harris Graduate School of Public Policy Studies.

Applications to the undergraduate College increased, and enrollment grew by 28 percent between 1978 and 1991. In order to improve resources for student life, the University renovated recreational facilities at Ida Noyes Hall, created new student housing, joined a new athletic league formed with other rigorously academic institutions, and promoted activities such as the popular "Kuviasungnerk" winter festival. Long known for its "Common Core" program, the College revamped its curriculum to strengthen the two-year core class sequence required of all students.

The greatest danger, large because also least tangible and most wasting, would be to engage in an apparently principled descent to decent mediocrity.

Hanna Holborn Gray

Responding to changes in medical care and research, Gray led the separation of the hospitals from the University and their establishment as a corporation of which the University is the sole member. The five-year "Campaign for the Arts and Sciences" surpassed its goal of \$150 million in 1987 while separate campaigns raised additional

funds for the Graduate School of Business, Medical Center, and Law School. At the opening of the University's Centennial in 1991, a new \$500 million campaign was announced. As many universities bemoaned declining enrollments and decreasing funds, Hanna Gray was able to continue reporting that the University of Chicago was in a "position of great strength."

After planning and presiding over a year-long celebration of the University's hundredth anniversary, Gray announced that she would retire at the end of June 1993, making her 15-year tenure as president the third longest, and one of the most productive, in the history of the University.



Hanna H. Gray and Charles M. Gray at the 426th convocation, June 1992.



Edward H. Levi and
Hanna H. Gray at the
Centennial alumni
reunion, June 1992.



