

THE EXEC-CLUB NEWS

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Increasing Profits By Straight Line Sales Control

Henry H. Morse, Sales and Export Manager, Florence
Stove Company, Boston, to Discuss the Importance
and Significance of the Budgeting of Sales
12:15 Noon, Friday, March 6th

The budgeting of sales is a comparatively recent development of the science of merchandizing. Surprisingly good results already have been achieved by so-called straight line sales control. Even greater results, undoubtedly, are just around the corner—headed in this direction.

Every mother's son of you are, either directly or indirectly, tremendously interested in the problem of sales. Each and every betterment that you can devolve in connection with your sales work will be a step in the right direction. The more steps in the right direction, the greater will be your success.

Committed to the study of the Science of Business as it is, it behooves your club, therefore, to analyze and get acquainted with this new angle of selling, ascertain its advantages and determine if and how it can be applied to our individual propositions.

Chasing that thought, it was but natural that your Speakers' Committee should select one of the leading exponents of this new sales doctrine, who also is an outstanding figure in the merchandizing world, to come and explain to you what this plan is, how it is used and how it may be adapted to your business. They found him, in 'the Hub of the Universe'—as Boston likes to be termed—and have induced him to come and address you on this subject. He will be here next Friday, March 6th, at our regular noon-day meeting (12:15), in the Tiger Room of the Hotel Sherman.

Like most men who have made an extraordinary success in some particular endeavor, Mr. Morse is a bit modest about his achievements, albeit one



glance at his picture clearly indicates a man of whom nothing else but great things would be expected. So that you may visualize, in a way, the background of his experience, be it known that after graduating from Harvard, he consented to assist in putting the Regal Shoe Company on the map, and was its Export Manager for ten years, during the last two of which he was in charge of their dealer selling. Then, for two years, he was drafted by the Department of Commerce, as general advisor on matters of export policy. While with Secretary Hoover in this department, he served as Chief of the Specialties Division, Chief of the Domestic Commerce Division and was Acting Assistant Director of the Bureau of Foreign and Domestic Commerce.

Since 1919, he has been chairman of the Boston Export Round Table, was

for two years Chairman of the Advisory Committee on Foreign Mails and was for several years Director of the Massachusetts State Chamber of Commerce; was Chairman of the Committee on Trade Extension of the National Boot and Shoe Manufacturers' Association and Honorary Vice-President and member of the Executive Committee at the National Foreign Trade Convention in Cleveland and is now a member of the Council for Commercial Arbitration.

Mr. Morse has done considerable lecturing on foreign trade at Boston University, Harvard and Dartmouth Colleges, and is the author of many magazine articles on foreign and domestic commerce.

The budgeting of Sales and Sales Control is one of those necessary elements which is developing in business, and although devoid of romance, our speaker will treat it in an entertaining way. It will be an unusual opportunity for you to hear a man whose experience has been wide, varied and profitable, discuss a subject which as yet is little known in a general way, but which is becoming more and more in vogue.

You are seeking light on sales problems, particularly the co-ordination and promotion of sales, budgeting and the matter of lowering sales expenses. Surely you can spare an hour to get the great message which he will bring to us, since you must go to lunch anyhow, so make it a point to be on hand promptly at 12:15 noon, Friday, March 6th, have a real lunch and hear the extraordinary message which Mr. Morse has for us.

Artists from the musical triumph, The Student Prince, now playing at the Great Northern Theatre, will be our special guests of honor and provide some genuinely delightful entertainment.

Luncheon \$1 and—we reiterate "the sweetest smile in the world" with your ticket.

THE EXEC-CLUB NEWS

Published weekly by the Executives' Club of Chicago which meets on Friday at noon, Tiger Room, Hotel Sherman—Chicago.

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MEET OLD FRIENDS
At the Executives' Club

Friday is Executives' Club day. Each meeting is a limited edition de luxe—something that cannot be brought back to be re-enjoyed. Resolve to be on hand every Friday, therefore, and gain the greatest possible benefit from the association.

To Miss Alma Keller, Miss Ferne Newell and Mr. Townsend Ahearn, now playing in Blossom Time at the Auditorium, our guests of honor last Friday, your club acknowledges its indebtedness. Their singing and the piano accompaniment by Mr. Pierre de Reeder, Musical Director of Blossom Time, was genuinely enjoyed.

Complimenting the members on their co-operation to the end that our meetings may be conducted on time, President Holmes directed attention to the fact that there was no way to satisfactorily engineer our meetings unless the members co-operated with the officers, adding that "Today we have reached the one o'clock stage ahead of time. That certainly speaks well for your ability to consume what was placed before you and for the hotel's management in promptly presenting it." Keep up the good work!

"Take the air. Deep breathing saturates your body with oxygen, promotes the circulation in the brain and increases mental activity."—says Doc. Bundesen. We pass the good word along.

Executive Harry Tolles was at the meeting last Friday. Welcome back, Harry, where have you been?

Men named Beloney, Coffey and Cantaloupe were witnesses in a recent damage suit. When recess time came, the justice suggested the court stop for lunch.

Dr. J. M. Fitzgerald recently addressed the Salesmanship Department of the St. Louis Chamber of Commerce, on "The Personality of a Salesman." We'll wager he gave them something to think about, all right.

COMING SPEAKERS

March 13th: Hon. James J. Davis, Secretary of Labor, Washington, D. C., has promised to address us. He writes: "Public business may keep me in Washington, but I am going to make every possible effort to be in Chicago on March 13th. It will give me great pleasure to deliver an address before the members of the Executives' Club."

March 20th: Mr. Wm. Judson Kibby, Character Analyst, Detroit.

March 27th: Dr. S. Parks Cadman, President, American Church Federation, "Imagination in Business."

LEST YOU FORGET

If you haven't yet secured the application of that friend whom you wished to do a good turn, right now is the time to do it. Your Board expects to meet next Thursday to accept such reservations as are on hand and elect new members from the waiting list. Phone Secretary Banta (Main 0071) for an application blank. A little quick work on your part may enable your friend to become a member right away instead of next fall.

EXCHANGE

"I want some cigarettes for my husband," said the sweet one.
"Cork?" queried the clerk.
"Is that better than tobacco?"

He: "I just passed the ex-Kaiser's house and he was singing."
She: "What song was he singing?"
He: "Ain't gonna reign no mo'!"

THE QUESTION

When the workmen own the workshop,
And the railroad men the rails,
And the grocery clerk the groceries,
And the mail clerks own the mails,
When the preachers own the pulpits,
And the teachers own the schools,
When the doctors own the coffins,
And the teamsters own the mules,
When the phone girls own the system,
And the pressmen own the shops,
And the drillers own the oil wells,
And the pails are owned by cops,
When the conductors own the street cars,
And each driver owns his bus,
Will you tell us common people
What the deuce becomes of us?
Florida Grower.

WHO'S WHO IN THE CLUB

EXECUTIVE H. A. ALFSON
Vice-Pres. Columbian Bank Note Co.

Born in Columbus, Ohio, this executive had no hand in the choosing of the scene of his present activities. His parents moved to Chicago in 1885 and brought him with them.

Young Alfson attended grammar school and business college here. Then the desire to get into business and do something got the better of him and he started in the engraving and printing business. He is in it still and the engraving world knows that he is doing things.

Executive Alfson participated in the re-organization of the Columbian Bank Note Co. in 1914. He now is Vice-President and his company, which was "started on a shoe string," is doing a security engraving and printing business all over the world, with offices in every principal city in the U. S. A., and some foreign connections.

Executive Alfson's hobby is business. Blessed with a physique extraordinary he possesses unusual "drive" and health. He looks the part of being able to take care of himself almost any place, with one hand tied behind his back. He does, however, find time to take a keen interest in Masonry, being a member of Park Chapter, Oak Park Lodge, Siloam Commandery and the Oriental Consistory. He is also a member of the Hamilton Club.

Executive Alfson is married and lives at 178 North Ridgeland Avenue, Oak Park.

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I AM THE SALESMAN

(From the Service Digest—Thanks to Executive Walter Botthof

I am the salesman,
I am the motive power in the engine of business,
I am the personification of modesty,
Yet I am not timid.
I have the tenacity of a bull dog,
Yet I am not pugnacious nor vicious.
I know when to stand pat
And when to take a backward step.
I am possessed of an abundance of courage,
Yet I must avoid playing the part of an actor.
I have learned to smile in the face of discouragement,
Yet I am ever mindful of my greater task.
I am a walking encyclopedia of the House and product I represent,
Yet I am unassuming as I impart this knowledge.
I am enthusiastic to a degree that inspires confidence,
Yet I do not let my enthusiasm run away with me.
I am schooled in perseverance
And ever so tactful in its application.
I am often faced with the necessity of forcing my entrance,
Yet leave graciously with a friendly atmosphere behind me.
I am paid for talking at the right time,
Yet I am a good listener when the occasion demands.
I am a thinker while I listen
And I am a part of my audience when I talk.

I am indulgent,
I am abused,
I am flattered,
I am amused.

THE FAITHFUL VERSUS THE UN-
FAITHFUL

Some men need the rough jolt of occasional adversity to remind them of the value of their job. It is not smart to disparage one's employment. If you cannot give to it your loyalty, which is more than a perfunctory fulfillment of routine, you ought to make room for a good and faithful servant. The mere time-server draws down a wage that he has scarcely earned, and reviles, if he does not actually bite, the hand from which he takes it. There is a pride in their calling, among the genuine and self-respecting craftsmen. They do not care to let the finished product leave the toiling hand until it is as good as they can make it. How different is their spirit from the time-serving way of those who do not care what they turn out if only the skimmed, dishonest workmanship will elude the inspector and deceive a purchaser! Any industrial establishment is as strong as the loyalty of those who work for it and as weak as their dereliction. If the output of one of those employed is inferior, it is the whole establishment that stands discredited. This mistake of the wilful malfeasance of one stands not against his name, which is hidden, but against the place of his employment, which is publicly known.

From the Philadelphia Public Ledger.

AN AGE OF COMMERCIAL
CRITICISM

(Extract from a speech made at a dinner of the Amherst College Alumni Association, at Boston by Calvin Coolidge.)

We live in an age which questions everything. The past generation was one of religious criticism. This is one of commercial criticism.

We have seen the development of great industries. It has been represented that some of these have not been free from blame. In this development some men have seemed to prosper beyond the measure of their service, while others have appeared to be bound to toil beyond their strength for less than a decent livelihood.

As a result of criticising these conditions there has grown up a too well-developed public opinion along two lines; one, that the men engaged in great affairs are selfish and greedy and not to be trusted, that business activity is not moral and the whole system is to be condemned; and the other, that employment, that work, is a curse to man, and that working hours ought to be as short as possible or in some way abolished. After criticism, our religious faith emerged clearer and stronger and freed from doubt. So will our business relations emerge, purified but justified.

The evidence of evolution and the facts of history tell us of the progress and development of man through various steps and ages, known by various names. We learn of the stone age, the bronze, and the iron age. We can see the different steps in the growth of the forms of government; how anarchy was put down by the strong arm of the despot, of the growth of aristocracy, of limited monarchies and of parliaments and finally democracy.

But in all these changes man took but one step at a time. Where we can trace history, no race ever stepped directly from the stone age to the iron age and no nation ever passed directly from despotism to democracy. Each advance has been made only when a previous stage was approaching perfection, even to conditions which are now sometimes lost arts.

We have reached the age of inventions, of commerce, of great industrial enterprise. It is often referred to as selfish and materialistic.

Our economic system has been attacked from above and from below. But the short answer lies in the teachings of history. The hope of a Watt or an Edison lay in the men who chipped flint to perfection. The seed of democracy lay in a perfected despotism. The hope of to-morrow lies in the development of the instruments of to-day. The prospect of advance lies in maintaining those conditions which have stimulated invention and industry and commerce. The only road to a more progressive age lies in perfecting the instrumentalities of this age.

All growth depends upon activity. Life is manifest only by action. There is no development physically or intellectually without effort, and effort means work. Work is not a curse, it is the prerogative of intelligence, the only means to manhood, and the measure of civilization. Savages do not work. The

growth of a sentiment that despises work is an appeal from civilization to barbarism.

I would not be understood as making a sweeping criticism of current legislation along these lines. I, too, rejoice that an awakened conscience has outlawed commercial standards that were false or low and that an awakened humanity has decreed that the working and living conditions of our citizens must be worthy of true manhood and true womanhood.

I agree that the measure of success is not merchandise but character. But I do criticise those sentiments, held in all too respectable quarters, that our economic system is fundamentally wrong, that commerce is only selfishness, and that our citizens, holding the hope of all that America means, are living in industrial slavery. I appeal to Amherst men to reiterate and sustain the Amherst doctrine that the man who builds a factory builds a temple, that the man who works there worships there, and to each is due, not scorn and blame, but reverence and praise.

Noting "U. S." branded on the right hind leg of a mule, the passer-by asked if he was an army mule and belonged to Uncle Sam.

"No, suh; dat 'U. S.' don't mean nothin' 'bout Uncle Sam. Dat 'U. S.' is jess a warnin'. Hit stan's fo' Un-Safe—dat's all," explained the colored chauffeur of the mule.

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Business and Scholarship—What Have They To Do With One Another?

By Dr. Ernest D. Burton, President of the University of Chicago

An Address Delivered Before The Executives' Club, Friday, February 27th

(Introducing Dr. Burton, President Holmes said:

"During the last thirty-three years a great institution engaged in research has been developed here in Chicago. Possibly because we are so close to it, its uses and importance and the remarkable organization which it has effected are neither fully realized nor thoroughly appreciated. Up to about thirteen years ago it had been made possible by large gifts made by men and women, headed by Mr. John D. Rockefeller. When he gave his last gift he stated that the foundation which had been laid should now be regarded as an enterprise of Chicago and the Middle-West and that, therefore, it was destined to be one of the greatest institutions of learning in all the world, that Chicago would be benefited by it and that it should, therefore, have the sympathetic support and appreciation of every citizen of Chicago in particular and the Middle-West in general.

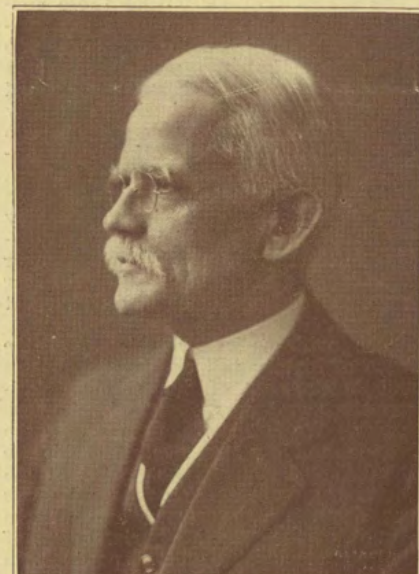
Dr. Burton wants to tell you how the institution fits in with the business life of Chicago and what it can do to co-operate. He has, therefore, chosen for his topic—"Business and Scholarship—What Have They To Do With One Another?"

The modern world is a world of marked contrasts. In certain respects, of course, the different parts of the world are becoming more and more alike. One who walks the streets of Tokio or Shanghai may see men clothed in garments exactly like those that they might see in New York, London or Paris. He might hear, if he listens acutely enough, a language that would be spoken in at least two of these cities. At the same time, however, in other directions life is becoming more and more sharply differentiated. New occupations spring up almost every day. Almost every day new careers are struck out and men, if they will not grow too far apart, must come together in various groupings and must try to understand one another.

"It takes all sorts of people to make a world." That is an old saying, but it is as true as ever. It is also true, if the world is to be rightly made, that these "all sorts of people" must learn to understand one another and to exercise that spirit of co-operation which your President has just referred to in respect to your own organization.

I am speaking to you today about two of the great areas of life, Business and Scholarship—two great areas of life that, according to popular conception at least, are far apart in their ideals and their atmosphere and their achievements.

One is the field of alertness, of energy and of up-and-at-it persistence from early morning until late at night. The other,



"It takes all sorts of people to make a world." That is an old saying, but it is as true as ever. It is also true, if the world is to be rightly made, that these "all sorts of people" must learn to understand one another and to exercise that spirit of co-operation which your President just referred to in respect to your own organization.—Dr. Ernest D. Burton.

according to popular conception at least, is a world of leisure, of contemplation, of deliberation, of a willingness to wait a lifetime, if need be, for results. I suspect that there still remains, despite whatever influences have tended to bring these two worlds together, a large measure of misunderstanding and, possibly, sometimes even a lot of envy and of contempt mingled in equal proportions.

Ought it to be so, or ought these two to come into still closer contact with one another, and at least come into more perfect mutual understanding with one another?

Of course, the great majority of people belong, in the large sense, to the world of Business. They employ labor or they are employed. They build houses, business buildings, bridges, railroads, ships, telegraph lines and all the great things

with which the material enterprises of the world are carried on. On the other side is the group of men who deal with the intangible things of life. They deal with ideas. They are engaged in the study of history of the long past, the study of the organization of society, the pursuit of the ultimate conception of all matter or in the study of the far distant stars.

There doesn't seem to be, at first sight, much in common between these two worlds. One is concrete and energetic; the other is abstract and contemplative. What have they in common and how is it possible for them to understand one another?

These differences are largely differences of mental habit and these mental habits are, I think, due very considerably to differences in occupation. One handles one kind of material and the other handles an altogether different kind of material; but I think it is also due, in part, to the difference in the mental attitude which the two worlds generate.

I have been very much struck, as I have come, in the course of my work in education, in contact with business men, especially perhaps as I have met them on my own Board of Trustees, with the marked difference in the mental habit that their business has developed, in contrast with the one which my tasks have tended to generate in me.

I approach a business man, to present to him a matter on which I want a decision. I have carefully contemplated the facts bearing upon it and have the argument, all laid out in my mind in logical relation. I begin to present it to him and before I am half through he tells me his decision (laughter). He learns how to act. He learns to guess before I say what I am going to say, and all this elaborate presentation of evidence he brushes aside as an altogether matter of indifference.

My occupation as a student has trained me to exactly the opposite habit of mind, trained me not to decide until, if possible, all the evidence is in, trained me to assemble the evidence carefully and perfectly and then to hold back my decision until I have seen what the outcome will be. That is not peculiar to my particular job or study; it is the thing which is constantly inculcated in the whole area of Scholarship.

Might I bring a single illustration right out of my own experience? I hap-

pen to be able to give that; I could give thousands of them from the experiences of my colleagues. I once spent ten years giving a considerable portion of my time and employed a man most of that time, and assistant whom I paid out of my own pocket, to enable me to answer one question, the answer to which, when completed, was stated in ten lines and referred to a fact of history two thousand years old (laughter). I held my mind in suspense for the ten years, until I had assembled page upon page and page upon page of evidence upon which I could base that decision. I am not aware that the world has been any different a world from what it was before, in consequence of the answer to that question, but that is what Scholarship demands of its devotees, that they shall know before they speak.

Of course, this contrast between the two worlds of Scholarship and Business is not an absolute one. There have been notable examples of men who have lived in both, despite the fact that the world is so different and the habit of mind is so different. You all know perhaps of Grote, the man who wrote eight volumes on the history of Greece. He was a London banker, and, incidentally, it may be remarked that when the history was written the comment upon it was that it was "a pamphlet for a representative institution, in eight volumes."

I should not fail to mention another banker, Hodgkin, whose most distinguished service I suppose is not that he conducted a bank in Newcastle-on-Tyne for years, but that he wrote an eight volume work on "Italy and Her Invaders."

There visited this country recently a man whose name escapes me now, but who is a distinguished banker of London who is even more known in England for his classical scholarship.

Chicago has produced men of that type. Mr. William E. Ayres was telling me a little while ago about his early experiences as a soldier on the Pacific Coast, as a lumber dealer here in Chicago and yet most of you who know him at all know that for years his great interests have been those of Scholarship rather than of business.

One could give quite a list of men here in this city who, while pursuing an active business life, also devote hours to study which have lifted them to the rank of real scholars, and yet I suppose it must remain true that, in general, you do not seek a president of a railroad among men who have distinguished themselves in the field of Scholarship, and that we don't ordinarily seek a Professor of Philosophy among men who have been engaged in mercantile pursuits.

The tasks of life are much too absorb-

ing. One who will achieve success in the lines of business in which you are engaged can rarely find the time also for great success in the field of Scholarship. The work of Scholarship ordinarily prepares men for something further in that line rather than for marked success in an altogether distinct line.

Now, on the other hand, I should like today to call your attention to certain great areas which Scholarship and Business must occupy in common and which ought, I think, contribute to mutual understanding and, in some respects, to partnership. May I use first of all a word which your President used in characterizing the University of Chicago a moment ago, a word that I am using so often of late years that I almost fear to use it again, lest I shall seem to be wearisomely reiterative? That word is "Research."

May I say a few things about what research is, how it came to be, what it is, what its advantages are and then how the two worlds I am speaking of share in it?

Research of course is simply an effort to discover something new, to add to the sum of the individual's knowledge and, especially in its higher ranges, to add to the sum of human knowledge. It is simply an endeavor to push the area of the known out into the ever unlimited field of the unknown.

In itself, it is, of course, as old as the human race. All that the world now possesses of knowledge that is the common possession of the race has come through one form or another of research. Men had to engage in research at the very beginning of the history of the race. Otherwise the race could not have gone on. Men have had to go on making researches or there would have been no progress in human knowledge and there would have been none of these things that have come as a consequence of that progress, but in its modern form, in the form of knowledge, we today recognize it under that name, it is, relatively speaking, a modern thing.

Organized research, as it exists in the great institutions of research, as it exists in the great universities, as it exists in many commercial enterprises, is a thing of comparatively modern times. It has brought to us the things that distinguish our occidental world from the dieval world and that very largely distinguish our occidental world from the oriental world which is still lingering in the characteristics of a past age.

The causes of it, as I see them, are three-fold: First, the human need; second, human curiosity; and, third, a world which is capable of satisfying human

needs and both satisfy and stimulate human curiosity.

If a man is hungry, he sets to work to devise some means by which he can satisfy that hunger, not for a single moment but continuously gathering food for himself and his family, and out of that need of man, which is as universal as man himself, has grown, of course, all agriculture, with all its multiplied forms of activity, and all the various ways in which men are able to satisfy their hunger. Out of it has grown the fisheries industry; out of it has grown hunting and trapping, very largely. It is the hunger of men which has led them to devise agricultural machinery, and our great factories of agricultural implements are themselves products of the research that was stimulated by hunger.

But, it is not only hunger that has led to research. As soon almost—probably quite as soon as the most fundamental needs of men were met, curiosity came in and stimulated research. Man went out under the sky, looked up at the stars and wondered what they were. Out of that wonder, by very slow steps, there has come at length the whole modern science of astronomy, with its marvelous revelations and this world of knowledge of life, showing us how vastly different it was from what primitive man supposed it to be. Then, in the higher levels of research, probably curiosity has been quite as effective a stimulus to it as the human need. I am almost disposed to venture the assertion, though I at once hasten to say that it is not scientific knowledge—I have not proved it by ten years of investigation (laughter)—that the ranking of men in civilization, of the races of men, I mean, could almost be determined by the intensity and persistency of their curiosity.

Show me a race that is responsive only to human need and has no curiosity, or little, and I will show you a race that is destined to stay well down in the scale of civilization. Show me a race that, in addition to its attention to human needs, is endowed with an intent and persistent curiosity, and I will show you a race that is bound to go to the top of the scale of civilization.

Those are the things that have influenced research, that underlie research, that stimulate us to ever deeper and more persistent research.

Such research has been marvelously fruitful for the benefit of the human race. It has tremendously increased the material wealth of the race and the earning power of men. If you will look around you today and notice any characteristic of our world which is relatively new, which was not here a hundred years ago, you will be able to recognize in

every case that it is a product of research. Every application of steam, our stationary engines, our locomotives, their application to the railroad and to the steamship and to all varied industries, those are all the product of research. All the multiplied and constantly multiplied applications of electricity are the product of research. All of the modern applications of chemistry to all varied industries of life, those are the product of research.

It has been said that the earning power of the average man has been multiplied by four within a hundred years, and that increase of three hundred per cent over the earning power of a century ago is due to modern research. It is not only in this realm of the economic that research has been profitable. It has tremendously relieved the sufferings of men and tended to banish disease. All of us doubtless can remember—I at least easily remember, the time when we were in more or less constant fear of epidemics of cholera and smallpox. Nobody fears smallpox or cholera in America today and the reason we do not is the result of research. In this city of Chicago in the year 1890 there were 1997 deaths from typhoid fever. In the year 1923, with double the population, there were fifty-six deaths. That tremendous reduction in the death rate from that disease was due entirely to modern medical research. I need not go on with the numerous examples that I might give, because you yourselves are well familiar with this field.

Research has begun to do its work in a field quite distinct from those which I have spoken of, but equally significant for human welfare. Social research, in all its varied aspects, is now well on the map. It is destined to bring us even greater results, far greater results than have already come from it, very far more valuable results than any that have come from medical research, inasmuch as the spiritual life, in the large sense of that term, is even more important than the physical life of man, inasmuch as it is more important that a man should live well than that a man should live long. Research which will teach us how better to live, in relationship to one another, will be more valuable in itself than research which would enable us to banish disease and lengthen human life.

We have begun to study society; we have begun to study men as individuals in society, and we have begun to study political life. Out of these studies there is destined to come immense results. There have already come great results of research applied in this sphere, but it is not only in this realm of these three I have named that research is valuable.

I should totally misrepresent my own thought and feeling if I should go on without adding the other results of an intangible kind that cannot be measured by any table of statistics that are worthy of being added, to say the least, to those others, and to be placed in equal rank or importance. I mean those purely spiritual results which affect the mind of man, by enlarging his horizon and affect his thinking and make him a larger personality.

I spoke a moment ago of astronomy as a thing which is the product of research. Astronomy has had certain practical results. It has given us a more accurate measure of time. It has taught us to sail our ships across the seas with greater safety but, alongside of that, think of what astronomy has done for us in the mere widening of our horizon and enlarging the scope of our thinking.

Very recently we have been learning more about this universe in which we live. With more correct and accurate possibilities of measurement of distances, we have discovered that the light which comes from the star which you might go out and look at tonight left that star, traveling at the rate of 186,320 miles a second, twenty thousand years ago, and we have absolutely no knowledge as to whether that star is there or has been there for centuries. We only know that the light from it has arrived here.

Going to the opposite extreme, to the study of the infinitesimal, it is only a few years ago since the atom was the last word and the latest thought in the small. The atom was the thing that was so small you couldn't see it, and you couldn't, even in thought, break it up. Now, we have discovered, thanks to researches of very recent years, that every atom can only be compared in its structure to a solar system which has at its center—one can hardly call it a particle of matter, for "particle" suggests something altogether too large—and that around that center, at distances comparable to the distances from the sun to the planets, there are other particles revolving in their orbits. That, is an atom.

Pause for a moment and think of the difference in the intellectual life of people who know those things and that of people who look at dirt as dirt and have no other conception of it than simply that it is dirt.

Those are some products of research, and I have already indicated to you that research most go into all the realms of possible human thinking.

I would like to point out in particular some things in which it has begun to operate that are of particular interest to you and in which those who represent the world of Business and those who represent the world of Scholarship are beginning to co-operate already, to co-operate conscientiously and intelligently.

Those of you who know the history of the Federal Reserve Banking Act, as a consequence of which we have our present banking system, which I suppose we all recognize to be a vast improvement on anything that preceded it in this country, know that the Federal Reserve Banking Act was the product of the co-operation of men in business, in the banking business, and

men who are purely of the scholar class. It was only a few days ago that I heard a man representing the banking profession express to a man who represented the profession of Scholarship, his sense of obligation to Scholarship for its contribution to the Federal Reserve Banking Act. Why shouldn't it be so? How can you wisely build a Federal Reserve Banking Act or any other banking act except upon the basis of the knowledge of the past, how banking has been done in the past, what has been the effect of this method or that method, how conditions have changed, and how those changed conditions, of necessity, affect the banking business? How can you learn that except by a process of historical study and scholarship?

And what shall we say about the co-operation I have mentioned in the field of electricity? I suppose it is probably true to say that this illustration, largely an illustration of research, was stimulated in the original instance by curiosity. The story at least is that Franklin, noticing a flash of lightning in the sky and the little flash in the Leyden jar, wondered whether they were alike and devised a kite that could touch the clouds and bring to earth that flash of lightning that it might be compared with this thing that was in the Leyden jar. That was an act of research, stimulated originally by no thought of any practical result. I believe it is a tradition that when Franklin made that experiment he said of course it could never be of any use. It has brought to us immense results and in the course of that progress of experimentation and of research in the field of electricity you, of course, know there has been constant co-operation between the men of Business and the men of Scholarship, and that the results that have been reached could not have been achieved if either element had been omitted. Had it been left entirely to the men who experiment in laboratories, electricity would be today still a matter of experiment; and had it been left entirely to men of business, without the capacity of scholarship, there never would have been anything to deal with. Electricity, today, with all this magnificent development, is an illustration of co-operation in research between Business and Scholarship.

In the field of agriculture, many of you know of course that we are facing today very serious problems—I do not myself know how serious. I was told recently, at least, that the best calculations that can be made show that this country, with all its abundance of food at present, will face a serious lack of food within a comparatively short time, perhaps fifty years, unless by some means the productivity of the soil can be greatly increased. This is a problem to which we again must bring the skill of the scientific chemist and the skill of the accomplished and astute business man. When that problem is solved, as certainly it will be solved, neither Scholarship shall be able to claim all the credit nor will Business. It will inevitably be the result of co-operation between those two forces. Of course, there will be a difference, to the end, between the mind of the man

who engages in business and the mind of the man who engages in research, allowing also, as I did a moment ago, for the fact that here and there will be a man who combines both types in one—an extraordinary man.

Business of course emphasizes the practical. Research must, in its very nature, emphasize the fundamental. However, if you study the history of research you will discover what I have hinted at, these investigations which begin in the realm of pure curiosity, which begin with simply a desire to get at the fundamental facts of the world, without any reference to their immense value or practical value to the race, almost invariably result in some degree of practical benefit to the race. If you will study the history of research on another side you will discover that almost invariably a man who begins to investigate a practical problem, if it is one of any importance, is driven back at length to the investigation of some fundamental question.

The life of Pasteur, which probably some of you have read, although he died quite recently, is a beautiful illustration of that. If I remember correctly, he embarked upon his career, a distinguished career that brought so great a benefit to the world, by an attempt to discover why it was that the wines of a certain region of France were invariably affected. In that study he was led on into the great fundamental discovery of what we know familiarly as the microbe and, from that, into the application of that into the realm of disease and in the cure of disease. His whole life is a perfect romance, almost an oscillation of the difference between the investigation of some practical problem and the investigation of some ultimate problem of the conception of matter and the nature of life.

We have, at the University of Chicago, a Department of Physics of which we are extremely proud. Mr. Michelson, a man whom you have all heard of, is one of the most distinguished men in his field in the world. There has come up in that laboratory at Ryerson in the last thirty years a succession of men who have distinguished themselves for their ability. Mr. Michelson has always put the emphasis of his investigations upon the ultimate, the abstract, and has been so thoroughly imbued with a sense of the importance of getting at the bottom of things and getting at the bottom of things without asking what the profit would be that he has always turned from anything that had any practical value. The result has been immensely beneficial and practical.

Let me give you one illustration which Mr. Michelson himself gave me the other day. He has been engaged recently in attempting to discover more accurately what is the speed of light. Of course, to most of us that seems to be a matter of absolutely no significance. I mentioned from memory—I am not sure whether accurately or not—the speed or estimate of the speed at which light travels. Out in California, where he could get a comparatively clear atmosphere, Mr. Michelson set up on a mountain an apparatus for

creating light—electric light, I suppose—and on another mountain, about twenty-two miles away, he put up a reflector, and threw the light over onto that mountain and brought it back, so he might have a comparatively long distance—forty-four miles—and be able to measure that.

A friend of his said, "What on earth is that for? What do you do that for?" He said, "For fun." Mr. Michelson wasn't joking when he said that. What he meant was that the only motive that he had in his mind was just one of curiosity, he just wanted to know, and he would have done it whether it would have been of any practical benefit or not. He just wanted to know. That is the type of men that make our great investigators, men that chase one thing and are determined to know, no matter what it costs nor what good it is going to do. Mr. Michelson did, however, make this further statement: "When I get through, I will be able to do a piece of measurement of land, surveying, in nine hours that would otherwise take nine weeks." From that piece of pure curiosity and investigation there comes this practical benefit.

One of Mr. Michelson's distinguished colleagues, Mr. Milliken, who, to our sorrow, has recently gone to become the president of an institution in Southern California, is responsible for certain of these researches in the nature of the atom, in particular respect to the electron process, which I am not going to undertake to speak of now. This research directed by Mr. Milliken has been purely scientific curiosity and, after a very short time, had immediate results in the field of the wireless telephone.

What I am trying to point out is this, that the spirit of research operates in two fields, one of which more directly deals with the man of Business, the value of the other of which he needs also to recognize, a field in which one seeks a definite result, making a better plow, making a better piece of reaping machinery, a better electric light, and the field in which men work from a sheer love of knowledge and what I call intellectual curiosity. We cannot get along without co-operation between these two fields; they are bound to be co-operative.

Those are some of the things which seem to me to help us, that is, the men of Business and the men of Scholarship. We have common interests. We cannot get along without one another and we shall help one another most when we understand one another best.

I want to speak of another area, one which leads that discussion, I hope, to a higher plane, because no scholar is simply a scholar and no man of business is simply a man of business, and when we define ourselves in terms of Scholarship and Business and qualify ourselves as business men and scholars we are qualifying ourselves accordingly, but, after all, we are men and being men, as men, we have many common interests. Every scholar is also a son and most scholars are husbands and fathers. Every scholar is also a citizen and also every scholar is a man of imagination, capable of appreciating

music and the various forms of art, capable of the higher and nobler emotions, and, no matter how he may glue his eye to a microscope for certain hours of the day, there are more hours of the day in which he is something else than merely a scholar.

No man of business is merely a man of business, but also he is a son and a husband and a father and a citizen, and a man of imagination, and a man of the higher and nobler emotions, and in respect to these matters scholars and business men stand upon a common plane and work together.

Think of astronomy. It is for us both, for you exactly as much as for me. I am no astronomer. Those things of which I spoke a moment ago in the field of astronomy are just as foreign to me as they are to you, and they are just as significant to you as they are to me.

Think of what has passed in the field of political life. You and I are equally concerned that our country shall have a high type of political life, that in this new age of the world it shall play its part nobly. I perhaps, as a scholar, may be able to make my contribution to it. You, as business men, are not less necessary to the progress that we all so much desire. In this respect also, research, if it is successful, as it ought to be, will bring benefits not only to me or to those engaged in research but to you who support it and are interested in its results.

Personally, I am particularly concerned just now that in this field of political life, we shall have thorough researches. How do men vote today? I suppose most of you are like myself. You vote by impression or because of the recommendation in the paper. How far is that action by us which is the ultimate controlling factor in our political life based on actual knowledge of the situation? How far are our international relations controlled by a real understanding of the facts and how far are they controlled by sheer prejudice, by impulse?

A few weeks ago Congress suddenly—I think I may justly say "suddenly"—passed a resolution respecting the relationships between this country and Japan. I am not here now to approve or condemn. I only want to point out that the very moment when Congress passed that resolution the citizens of the Pacific coast, representing both business and educational lines, had inaugurated an investigation, a thorough-going research, in order to discover the actual facts in respect to the mingling of races on the Pacific coast. Did Congress wait for the result of that investigation or did it simply act on impulse and perhaps on the basis of prejudice?

How long shall that situation continue? I do not exaggerate when I say nine-tenths of our political life is conducted on a basis of impression, which I share with you because I have nothing better. How long should it be before we proceed to such investigation, thorough-going studies in the field of political life such as we make now in chemistry and ancient history, in order that we may be able to decide what our actions should be, whether we

are concerned with Business or with Scholarship, whether we are concerned with research extending itself into this very important field in which the future of the world is so largely to be determined? Ultimately all the great interests of life are, are they not, spiritual rather than material?

We need food, of course. We need houses, of course. We need railroads, of course. We need all the material things of life, but for what purpose? Is it not that the life of man which ultimately is—I am not speaking in terms philosophical—the life of his soul, his relationship with other souls—shall be upon a higher level? In all these things scholars and men of business are equally concerned. Scholars and men of business are concerned with the conditions which make that life, or the higher life of the human race, possible to go on.

After all, what is the difference, ultimately, between research and the lack of it? Is it not this, simply, that without it we must, in all of the great concerns of life, guess, and as we are able to make progress in research we are able to substitute—not full knowledge; that will never come to the human race—an enlarging knowledge, an ever enlarging knowledge, for our mere conjecture or impressions or prejudices?

So, I am pleading for two things at once: First, that we shall recognize the value to us of all this which I have called research, and, second, that we shall recognize that together we must work to accomplish results, you making your contribution and we making our contribution, if for a moment I may speak as the representative of Scholarship, addressing you as the representatives of Business.

What, then, are some of the consequences of this that I have been saying, that these two groups of men ought to be more deeply interested in one another's work? We, if there have been, on the part of the University, prejudices towards Business as something that was on a different level from our own task, should abandon that prejudice; and, if it has been true that you of Business have looked at the University as a thing apart from life, that had no contribution to make to it, then either we should change our ways so you may have a different opinion of ours or you should come better to understand us and, thus, come to have a different attitude towards us.

The university, as the representative of research, must in my conviction come ever closer to the things of practical life, by which I do not for a moment mean that we shall abandon those studies that are remote from altogether practical objectives, that we shall cease to look into matters of science or history, that we shall cease to be concerned with languages, literature and philosophy, but that we will do that, and then we shall also come into contact with practical life.

The Institute of Meat Packers applied to the University of Chicago something over a year ago, inquiring as to whether the University was willing to co-operate with them, partly in the field of instruction and partly in the field of research. I can imagine the shiver that would have gone down the back of the president of a medieval university when he was asked to co-operate with the Institute of Meat Packers. I want to assure you no shiver went down the back of the president of the University of Chicago. He recognized at once that the justice of Meat Packers dealt with one of the practical things of life, that the university was concerned with those practical things, and if there was any possibility of co-operation, that co-operation ought to be entered into, and it was. We are now working with them, both in the field of research and the field of instruction. Not only that, but to the best of my remembrance for the moment there are fifteen other cases of such co-operation between the University and bodies which are engaged in practical affairs of manufacture or of similar industries, having to do with the world of Business. All this must go on not, as I have said, to the sacrifice of those other things that dwell in the clouds, under suns, and come down to earth in rain, but to the expansion of the field of university life.

Mr. President, may I be pardoned if I say just a word about the institution to which you so kindly referred a few moments ago as being established in Chicago thirty-three years ago under the direction of a man whose name I hope will never be forgotten in this city, for he deserves to be remembered, the first president of the university, William Rainey Harper? He established a university here of a new type. I think it is correct to say there has never been another one like it in the world, for he established a three-fold task for the University, each of which had been previously established by some university but never before had the three been combined. These three were research, of which I have said so much today, instruction which of course was the traditional task of all universities, and dissemination, by which I mean sending out information touching university activities as widely as possible. That dissemination expressed itself particularly in what was known as University Extension Division and the University Press by which the results obtained by the University were published as widely as possible.

It was a three-fold policy, a university standing for research as the fundamental thing, having instruction as a traditional task, and at the same time a university with the widest possible dissemination.

Now, for thirty-three years we have been true to that policy. Never for a moment has there been any disposition to abandon it, and we have come to a point in the history of our University that we

recognize that the demands of business, which we believe to be considerable, have imposed on us the obligation of continuing to advance, that we may maintain leadership in the University of Chicago and in this western country especially, and that we may especially continue to make our contribution to the common life of this city and of this state and of this great western portion of America, indeed of the world. All of these things I have spoken of, especially the first and second but most especially the first, are matters that cannot be maintained and add a profit to the institution that carries them.

I was told today a very extraordinary story by one of your members that I want to repeat here for the sake of banishing forever the thought connected with it. He told me that he recently met a gentleman in Chicago who had lived here for fifteen years and who was under the impression that John D. Rockefeller maintained the University of Chicago as a private enterprise for the profit he could derive from it. (Laughter.) I should like to mention the fact that Mr. Rockefeller has given to the University of Chicago, and, in so doing, given to this western country, thirty-five million dollars, and that he does not derive one-quarter of one penny's dividend from that. If he has any dividend, it is the satisfaction of having made a contribution to the higher life of the world. When he made his last promise of contribution, which was thirteen years ago, and which promise was completed three years ago, he said: "I have done for the University all I have contemplated doing." He will never give us another dollar, for the reason, as he said, that the University is located in Chicago, it belongs to the citizens of Chicago and he must commit it to their care. It is committed to the care of Chicago and this western country. It is our earnest desire so to conduct it upon the policy originally laid down, a policy which I have endeavored to state to you today, a policy of education in every aspect of life.

We look to you for friendship and understanding and if you have not understood us heretofore that is largely our fault—we have not talked enough about ourselves. We look to you for friendship and understanding and such other co-operation as you can easily infer and we, on our part, will use our best endeavors, constantly adding to that sum of human knowledge, the possession of which lifts the level of human life, constantly sending out into regions around about young men and women who have caught the spirit of research and of scholarship, dealing with questions honestly and on the basis of facts instead of on the basis of prejudice and ignorance, and giving out to the world from that university all the information we can get.

I thank you for your patient attention and invite your constant understanding and co-operation. (Applause.)

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BLACKSTONE ALUMNI DINNER

February 26, 1925

The University of Chicago has made a record of which all who are connected with it have reason to be proud. On that record of past achievement we want to build a super-structure which will be worthy of the foundation already laid and will give us all ground for an even greater pride in it.

These are in substance the two things that I have to say to you tonight, and my emphasis will be on the second of these two points -- our plans for the future, -- but a few words let me say about the past.

When the University was organized in 1892, it embarked on what was for American Universities, if not, indeed, for Universities anywhere, a new policy. Whereas practically all American Universities had confined themselves to instruction, the University of Chicago undertook the three-fold task of research, instruction, and dissemination. By research I mean, of course, the diligent search for new truth; by education I mean the instruction of students on the grounds; by dissemination I mean the sharing of all that the University as widely as possible with the public at large.

This three-fold policy carried with it the effort, largely successful, to bring to the University as large a number as possible of exceptionally able men, the granting to them of freedom in research, teaching, and publication. It caused also the establishment of the University Extension Division and the University Press.

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These policies have been steadfastly adhered to, and under the administrations of President Harper and President Judson great progress has been made. We have grown in land and buildings, in endowment, in the number of schools and of professors, of students, and in prestige. Our property is worth \$54,700,000. Our faculties number 600, our students 14,000 a year. Our Press is the leading University Press of the country.

But all these things would count for nothing if we were not doing work of a high quality. Of course we know that we are. But we have recently had interesting evidence that others know it also.

Are we not then satisfied? Indeed we are not. (1) We know that any institution that is satisfied will soon be going backward and will have abundant reason to be dissatisfied. (2) We know that this world is every year becoming a more difficult world to live in and is making heavier demands upon those on whom rests the responsibility for leadership, that is, in effect, on education. (3) We know that America's responsibilities are being constantly increased. And (4) we can ourselves see many respects in which our work could be better.

We are proud of our past; we are proud of the rapidity with which we have forged to the front in the last thirty years. We are proud of our record of achievements, and our present standing. But we are not so proud as to be blind to the respects in which we ought to be better and our obligations to press forward with all diligence. We are not content to maintain our present stand. Forward, march! is still our motto. What, then, of our future?

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For more than a year we have been studying our past, and we have come to two or three conclusions. One of these is that we have no occasion to make any radical change in the policy laid down a generation ago. What was good for the day of beginnings is good also for the day of new beginnings. In the second place, we are convinced that more than ever before the emphasis of our effort should be upon quality -- betterment, not bigness. Perhaps we must still increase in numbers as we have continued to increase even in these two years in which we have abandoned that as a goal of our effort. But such increase will be incidental to a policy of emphasis on quality.

In every part of our -- in every school and division -- we must aim at the highest possible quality -- in research, whether in science or history or education, -- in education, whether it be in the colleges or the graduate schools, in publication and every form of dissemination.

In this way we are sure, and I am confident you will agree with me, we shall make our largest contributions to the welfare of the country.

But what does such a policy call for?

To this we have given careful study.

First, we need more buildings, not that we may grow larger, but that we may do more adequately the work that we have already undertaken.

Second, we must make a determined effort to develop a better type of education for the students who have finished the high school and are not yet ready to enter upon professional study or the business of life, -- in other words, a better kind of college than now exists, at least in this part of the world.

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We are not alone in recognizing this need. Various institutions are working at the problem. But we feel that in our situation and under our conditions we are under especial obligation to endeavor to solve it. We have already made, we believe, notable progress; but it is only progress, -- there still remains much to be done.

The third thing that our present situation and policy calls for is better provision for the development and maintenance of a strong faculty. You know, of course, that this is the key to the whole situation. Able men are the one indispensable element in a strong school. Buildings are necessary, -- good ones are desirable, -- but they are useless without men, while strong men even in very poor buildings will make a great institution.

It is matter of great gratification to me that the alumni have seen this fact and have directed their effort especially to the raising of the six million dollars that is to be devoted specifically to that increase of salaries which will enable us to hold our strongest men, to fill vacancies as they arise with the ablest men in the world, and to add to departments that are undermanned men of this kind and no other. This we are determined to do.

I had the pleasure a little while ago of approving the nomination of a man to a chair in English who is said to be the ablest man in his particular field in the world, -- and if there were an abler man -- You have heard perhaps of the German pastor who was asked why he always traveled third class. "Why," he said, "there isn't any fourth, is there?" Cheapness was his ideal, and he wanted to go the limit. Well, quality is our

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I have had the pleasure today of approving the calling of a man to be assistant professor in the medical school who has had practically fifteen years of preparation for this work, but of whom we are asking that he shall spend two more years in order to be ready for his work,— a man of character, ability, culture, and extraordinary preparation.

This is the kind of men we want and no others.

The alumni have with splendid courage undertaken to raise \$2,000,000 of the \$6,000,000 that are required for this purpose, and the alumni of Chicago and vicinity have signed up for \$1,250,000.

I have sometimes been asked why I am confident, as confident I am, of the success of this effort. I will tell you why.

1. The record that the University has made and the standing that it has among Universities and in Chicago.

2. The fact that our program is absolutely sound and defensible. Its principles are right and every item in it is not only defensible but imperatively necessary.

3. The Board of Trustees are behind it to a man, the Faculty are backing it with perfect unanimity, and splendid cooperation, and the alumni are behind it, and when the word goes out to Omaha and Kansas City, etc., that Chicago alumni have accepted their quota of \$1,250,000 and are raising it, there is going to be a thrill^{all} along the line that will set us forward.

We have turned every corner successfully so far. It is up to us now to turn this one with success. We are looking to you tonight to set us far forward on our course.

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I have sometimes been asked why I am confident, as confident I am, of the success of this effort. I will tell

you why.

1. The record that the University has made and the standing that it has among Universities and in Chicago.
2. The fact that our program is absolutely sound and defensible. Its principles are right and every item in it is not only defensible but imperatively necessary.

3. The Board of Trustees are behind it to a man, the Faculty are backing it with perfect unanimity, and splendid cooperation, and the alumni are behind it, and when the word goes out to Omaha and Kansas City, etc., that Chicago alumni have accepted their quota of \$1,250,000 and are raising it, there is going to be a thrill along the line that will set us forward.

We have turned every corner successfully so far. It is up to us now to turn this one with success. We are looking to you tonight to set us far forward on our course.

P3

BLACKSTONE, ALUMNI DINNER

February 26, 1925

The University of Chicago has made a record of which all who are connected with it have reason to be proud. On that record of past achievement we want to build a superstructure which will be worthy of the foundation already laid and will give us all ground for an even greater pride in it.

These are in substance the two things that I have to say to you tonight, and my emphasis will be on the second of these two points -- our plans for the future, -- but a few words let me say about the past.

When the University was organized in 1892, it embarked on what was for American Universities, if not, indeed, for Universities anywhere, a new policy. Whereas practically all American Universities had confined themselves to instruction, the University of Chicago undertook the three-fold task of research, instruction, and dissemination. By research I mean, of course, the diligent search for new truth; by education I mean the instruction of students on the grounds; by dissemination I mean the sharing of all that the University as widely as possible with the public at large.

This three-fold policy carried with it the effort, largely successful, to bring to the University as large a number as possible of exceptionally able men, the granting to them of freedom in research, teaching, and publication. It caused also the establishment of the University Extension Division and the University Press.

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These policies have been steadfastly adhered to, and under the administrations of President Harper and President Judson great progress has been made. We have grown in land and buildings, in endowment, in the number of schools and of professors, of students, and in prestige. Our property is worth \$54,700,000. Our faculties number 600, our students 14,000 a year. Our Press is the leading University Press of the country.

But all these things would count for nothing if we were not doing work of a high quality. Of course we know that we are. But we have recently had interesting evidence that others know it also.

Are we not then satisfied? Indeed we are not. (1) We know that any institution that is satisfied will soon be going backward and will have abundant reason to be dissatisfied. (2) We know that this world is every year becoming a more difficult world to live in and is making heavier demands upon those on whom rests the responsibility for leadership, that is, in effect, on education. (3) We know that America's responsibilities are being constantly increased. And (4) we can ourselves see many respects in which our work could be better.

We are proud of our past; we are proud of the rapidity with which we have forged to the front in the last thirty years. We are proud of our record of achievements, and our present standing. But we are not so proud as to be blind to the respects in which we ought to be better and our obligations to press forward with all diligence. We are not content to maintain our present stand. Forward, march! is still our motto. What, then, of our future?

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For more than a year we have been studying our past, and we have come to two or three conclusions. One of these is that we have no occasion to make any radical change in the policy laid down a generation ago. What was good for the day of beginnings is good also for the day of new beginnings. In the second place, we are convinced that more than ever before the emphasis of our effort should be upon quality — betterment, not bigness. Perhaps we must still increase in numbers as we have continued to increase even in these two years in which we have abandoned that as a goal of our effort. But such increase will be incidental to a policy of emphasis on quality.

In every part of our -- in every school and division -- we must aim at the highest possible quality -- in research, whether in science or history or education, -- in education, whether it be in the colleges or the graduate schools, in publication and every form of dissemination.

In this way we are sure, and I am confident you will agree with me, we shall make our largest contributions to the welfare of the country.

But what does such a policy call for?

To this we have given careful study.

First, we need more buildings, not that we may grow larger, but that we may do more adequately the work that we have already undertaken.

Second, we must make a determined effort to develop a better type of education for the students who have finished the high school and are not yet ready to enter upon professional study or the business of life, -- in other words, a better kind of college than now exists, at least in this part of the world.

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P 3
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We are not alone in recognizing this need. Various institutions are working at the problem. But we feel that in our situation and under our conditions we are under especial obligation to endeavor to solve it. We have already made, we believe, notable progress; but it is only progress, -- there still remains much to be done.

The third thing that our present situation and policy calls for is better provision for the development and maintenance of a strong faculty. You know, of course, that this is the key to the whole situation. Able men are the one indispensable element in a strong school. Buildings are necessary, -- good ones are desirable, -- but they are useless without men, while strong men even in very poor buildings will make a great institution.

It is matter of great gratification to me that the alumni have seen this fact and have directed their effort especially to the raising of the six million dollars that is to be devoted specifically to that increase of salaries which will enable us to hold our strongest men, to fill vacancies as they arise with the ablest men in the world, and to add to departments that are undermanned men of this kind and no other. This we are determined to do.

I had the pleasure a little while ago of approving the nomination of a man to a chair in English who is said to be the ablest man in his particular field in the world, -- and if there were an abler man -- You have heard perhaps of the German pastor who was asked why he always traveled third class. "Why," he said, "there isn't any fourth, is there?" Cheapness was his ideal, and he wanted to go the limit. Well, quality is our

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Omaha, Nebraska.
March 2nd, 1925.

BUSINESS AND SCHOLARSHIP.

The world of business and ^{the world} ~~that~~ of scholarship are largely separate ~~from one~~ ^{from the} ~~another~~. Scholars and business men, as a rule, work at different tasks, they seek different results. Often they do not understand one another.

The business man deals with practical tasks; he buys or sells, he employs men or is employed; he builds houses, ~~or~~ bridges, ~~or~~ railroads, ~~or~~ streets ^{and} ~~or~~ sewers. He deals with things and with people. He makes decisions or persuades other people to make them.

In the world of scholarship men strive for knowledge, reason things out, deal with the abstract and the fundamental and the remote. ^{They live in} ~~this is~~ the world of mathematics and astronomy, of history and ethics, of science and philosophy.

What have these two worlds to do with one another? In certain respects they are markedly different - so different that broadly speaking success in one means incompetence in the other. If you want a railroad president, you will not usually seek him among the professors of Latin or Greek; if you want a professor of philosophy, you will not usually find him among successful business men.

This is largely due, of course, to the fact that the two groups of men, by the necessities of their respective occupations, deal with different bodies of facts. The student of language has not been studying railroads; the business man has not been reading the philosophers or trying to discover the

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ultimates of thought. But is also partly due to the fact that, broadly speaking, business and scholarship cultivate different habits of mind; one requires alertness, promptness of decision, quickness of action; the other calls for patient deliberation, suspension of judgment until all the facts are in and weighed; suspension of judgment even for months and years.

When a few years ago I first began to add to my work as a scholar some administrative task^s, I was struck with the difference between the business man's way of working and my own. I had trained myself to see all the facts and to withhold even a mental decision until I could weigh them and reach a conclusion based upon such weighing. I once spent ten years in reaching a decision that when I reached it could be stated in ten lines. I do not know that anyone's action has been different from what it would otherwise have been because of these ten lines or those ten years. But that was what scholarship demanded of me. When I came to deal with men of business and wanted^{to obtain} a decision from them I tried to present them all the facts reduced to the utmost brevity, but I ~~found they had reached their decision before~~^{frequently found that they} ~~could finish~~^{ing} I ~~had presented half~~^{ing} my facts. ~~They wanted to know my~~^{That was what the} conclusion and they ~~approved or disapproved it~~^{quickly} ~~without dis-~~^{high pressure of business demanded of them -} ~~cussion.~~^{it must be recognized,}

Scholarship and business ~~do~~[^] demand different habits of mind. There are exceptions, of course, and they seem to be more numerous in Great Britain than in America. Grote, the author of ^{the} well known history of Greece, and Hodgkin, author of eight volumes on "Italy and her Invaders," were

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both bankers. We have recently had in this country a visit from a leading British banker who is known in his own country quite as much for his scholarship as for his eminence as a banker. Gladstone and Asquith and Morley were all authors as well as statesmen and men of affairs. We have a few examples in America. Roosevelt was certainly a man of affairs but he has left a considerable list of literary works to his credit, as have Lodge, and ~~Root and Taft~~ Wilson and a few others.

I have a friend in Chicago who began life as a soldier on the Pacific Coast in the days of the Civil War; ^{Later} ~~he~~ began to accumulate a fortune in a very modest business enterprise in the suburbs of Chicago and ^{still later} rose to be a lumber merchant ^{and became} a man of wealth, but ^{his} ~~whose~~ greatest happiness for years has been in the study of history and literature and in the accumulation of materials for original research.

Nevertheless, it must, I believe, be conceded, that in general there is a difference both in the type of mind that is most successful in the two great fields of scholarship and business and in the effect of the work in each field on the mind of the one who pursues it. In general, scholarship and business must be the work of different men.

But my chief purpose today is not to emphasize this obvious fact, but rather to bring out that there are certain great areas of action and thought which belong in common to the scholar and the business man and that the things which they share are really more fundamental and important than the things that distinguish them.

Let me speak then first of what in the parlance of the University is called research. By it I mean the

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of knowledge^{first} of the individual ~~researcher~~^{for truth and} or eventually of
the race; the effort to push the boundaries of the known out
into the ~~area~~^{limitless} of the unknown.

The causes ~~for~~^{of} research are, if I mistake not, three. First, human need, second human curiosity, and third a world capable of satisfying the needs of man and of partially satisfying and forever stimulating human curiosity.

A man is hungry and looks around to see where he can find something to eat; ~~and~~ eventually^{he} becomes a fisherman or a farmer; and in the final outcome we have the great modern industry of agriculture and fishing. He is cold, and to cover his nakedness and keep himself warm, he becomes a hunter or a trapper or a shepherd, discovers the facts about animals and devises methods of securing their skins and converting them into clothing. He takes to himself a wife and begets children, and becomes a woodman ~~and~~^a builder that he may make a place of shelter for his family. Modern agriculture and the manufacture of agricultural machinery, the fishing industry, the clothing business, the building trades in all their branches are the products of research, begotten primarily ~~for~~^{by} human needs and gradually developed through the centuries.

But in certain stages of civilization curiosity has been perhaps an even greater incentive ~~of~~^{to} research than physical need. Once fairly comfortable, with food enough to assuage his hunger, and clothing enough to protect him from the weather, man begins to look about himself with curiosity respecting the world in which he finds himself. All men

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are curious, being in this respect like their distant relative the monkey. But it is the insatiably curious races that have become discoverers and the most productive producers of civilization. I venture to hazard a guess, which I have not undertaken to prove, that the rank of a race in the ^{scale} ~~school~~ of civilization is determined more than by any other factor by the keenness ^{and the} ~~of his~~ persistence of ^{its} ~~his~~ curiosity. Given a race responsive to ^{its physical} ~~the~~ needs, but not curious and you ~~will~~ have a race that will stay at the bottom. Given a race that is curious and you may predict the advance of that race to ^{the higher} ~~the~~ civilization. ^{limits of} ¶ Primitive man went out at night and looked at the sky and saw the stars and wondered what they were, and became first, an astrologer and eventually an astronomer. He found his way to the shore of the ocean, looked across its boundless spaces and wondered what was beyond and eventually became a sailor, an explorer and a geographer. Later in his career, the rocks ^{and superimposed upon one another} ~~strangely laid down~~ excited his curiosity, and he became a geologist. He met a man whose language he could not understand and wondering why his talk was different from his own he became a linguist and created a vast library of works on language. ¶ The story runs that Watt noticed how the heavy lid ^{of} the tea kettle was lifted when the water boiled, wondered why and invented the steam engine, and steam ships took the place of sailing vessels and railroads replaced the stage coaches. Franklin wondered ^{whether} ~~at the~~ flash of the lightning and the spark of the Leyden jar, ^{were really,} as they seemed to be, of kindred nature, drew down the lightning with his kite, and there followed in the train of ^{his} ~~curiosity~~ all the numerous inventions and

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discoveries of electricity. *I* If necessity is the mother of invention, curiosity is the father, as often the father has furnished the generative impulse.

In its elemental form, research, as I have said, is as old as the human race and all civilization is its products. Everything that differentiates the modern man from his primitive ancestor, whose only tool was a rock with which he broke the shell of the nut that fell from the tree, is a product of research, *or of its kindred power of the human mind, insight.*

In its organized form as a conscious and cooperative effort it is a modern ~~effort~~ *product* which has developed of late so rapidly that we may almost characterize it in the present day form as a product of the last century. To ~~it~~ *such extent* we owe the most of what differentiates our modern civilization from ~~primitive~~ *medievalism,* ~~ness.~~

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~~All~~ *my* Research, but I speak now especially of modern research, *it* has been profitable to the human race. It has been profitable economically; diminishing the hardships of life and adding to its comforts and luxuries. It has given us steam ships and railroads, telegraph and telephone, the automobile ~~and~~ trolley car, the radio and the wireless. It is said that the earning power of the individual man, reckoned not now in dollars but *the* in actual value, of life, has been increased four fold within a century. If that is true, all of the three hundred per cent that has been added to the *Earning* power of *men within that* century is due to modern research.

Research has conquered disease, *reduced* ~~diminished~~ the death rate, lengthened human life and diminished the sorrow and grief of life. It has changed smallpox and cholera from

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major dangers to negligible incidents among civilized people. In 1891 there were 1997 deaths from typhoid fever in the city of Chicago. In 1923, with double the population, there were but 56 deaths. It has exterminated hookworm and yellow fever over large areas and reduced it, ~~from~~ utter banishment from the earth to a mere problem of dollars and days. Within the last year it has made such advances in the study of scarlet fever as to promise that this scourge of the children will soon be extinct.

A few years ago a florist of a Wisconsin city noticed that his flowers shipped to Chicago withered and they did not when shipped to other cities. He asked a scientist of the University of Chicago to find out why. And after a series of studies extending over years, it was discovered ^{that} the flowers withered because of the presence in the streets of Chicago of a certain gas, ~~as was found upon examination, which so polluted the air with which it was mixed that it not only withered~~ ^{this gas had} flowers but ~~put~~ animals and human beings to sleep, and today ^{we have} ~~is an~~ ^{a new} anesthetic known as Ethylene, ^{which has been used in thousands of cases} ~~used for operative pur-~~ ^{and is} ~~poses,~~ ^{anesthetic} far superior to any previously known. ^{recently} ~~one man~~ ^{that} The daily papers have reported of a Professor in the John Hopkins University, has after ten years of study, with the aid of assistants, isolated an antiseptic known as Hexylresorcinol, which has the peculiar property when taken into the human body of destroying the germs of disease without harming the body. We cannot easily calculate the value to the human race of such a discovery as this.

But the contributions of research are not wholly in the realm of the physical and economical. We are

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withered because of the presence in the streets of Chicago of a certain gas, ~~as was found upon examination, which is pointed out by the fact that it was known that~~ ~~the gas with which it was mixed did not only wither~~

flowers but ~~also~~ animals and human beings to sleep, and today we know ~~that this gas has been used in thousands of cases~~ ~~is an anesthetic known as Ethylene, used for operative purposes, far superior to any previously known~~

~~the gas~~ The daily papers have reported ~~that~~ a Professor in the John Hopkins University, has after ten years of study, with the aid of assistants, isolated an antiseptic

known as Hexylresorcinol, which has the peculiar property when taken into the human body of destroying the germs of disease without harming the body. We cannot easily call

late the value to the human race of such a discovery as this. But the contributions of research are not wholly in

the realm of the physical and economical. We are

learning more and more that there are problems of human life, the solution of which is quite as important to us as any in the realm of chemistry and physics ~~and physical forces~~.

~~There~~ ^{Here} is man himself ~~as~~ ^{you and I} the self-conscious individual, the laws of whose action ^{are} ~~is~~ but imperfectly known. But man is far more a member of society than he is an individual, and the relation^s of men in society as they transact business with one another, as they manage their political affairs, local, national and international, constantly give rise to problems of ~~succeeding~~ ^{increasing} complexity and difficulty.

~~The~~ ^Business, politics, education, and religion as a social fact, all call for research; and we are coming more and more to realize that on the one hand these problems are more difficult of solution than those of physics and

chemistry, ~~but~~ ^{and on the other - that they are} all soluble by the same general methods of investigation ^{which we have already applied to Physics & Biology} - namely, the assembly of all the facts and

the interpretation of the facts when assembled. Moreover, it has come to be realized by the leaders of the physical sciences themselves that there is an element of danger in their discoveries if these discoveries are not accompanied by an equally thorough study of the problems of human life.

Chemistry may ~~produce to man the dangers of explosive gases,~~ ^{immensely contribute to human life by its researches in soils & food} ~~for the good of the race,~~ ^{Moreover} and important as it is to save life by curing and preventing disease, it is quite as important that those whose lives are saved shall ~~also~~ be able to live amicably in relation to each other and upon a constantly higher plane of human experience.

~~In~~ ^{To} our investigation of the world in which we live we are beginning to add quite as thorough a study of ourselves who live in it. Beginning, I say, for in fact we

& the prevention of disease. But it may also destroy the race by its explosive gases & its other implements of war.

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have only begun; but having begun we are destined to go on - no man knows how far.

Because of this recognition there has already arisen a goodly number of organizations engaged in this particular field of research - The Sage Foundation, the Carnegie Corporation, The Commonwealth Fund, The National Research Council and the Institution² of Social and Religious Research. A little over a year ago one of these corporations offered to the University of Chicago a sum of money with which to make a study of the city of Chicago to determine its availability as a laboratory for social research. The results were so satisfactory that the corporation followed its initial gift, at the end of the year, with a larger sum with which to carry forward this study.

Within this great field of social research falls the whole area of business life, destined to be increasingly as years go on, the subject of thorough study. May I ~~right~~ cite one or two instances to illustrate the contact which is already beginning between scholarly research and business. The legislation which created our Federal Reserve Banking System ^{which is} ~~has~~ conceded ^I ~~what is~~ supposed to be the greatest achievement in banking that this country has known, ^{The} bankers themselves realize ~~that this legislation~~ was the product ^{of cooperation} between the practical ^{al} bankers and the scholars of a university faculty who had never engaged in banking ~~or~~ ^{but had} made banking the study of a lifetime.

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playing a professor of psychology of Northwestern University, first to drive a cab himself and then ^{to devise} ~~decide~~ and apply psychological tests by which he ^{to} ~~has~~ determined which of the applicants for ^{the position of} driver had the necessary psychological qualities to make them safe drivers. These are two examples which could easily be multiplied one hundred fold.

But I must not leave the subject of research without ~~mentioning certain values which are bringing out its products of a value beyond those I have any that named which~~ can be stated in dollars or reduced to statistics. Not only does research increase the earning power of man, conquer disease and lengthen life, find the solution of the social problem; it also broadens enormously the horizon of man's thinking and makes man himself a greater being. ~~all~~ The difference between the primitive man who had no tools, no language, no home, no clothing, no civilization, and the civilized man of today, such as are gathered here in this room, ~~all~~ ^{mainly} this difference is the product of research, and largely of the broadening influence of research upon the mind of man.

Astronomy helps the sailor sail his ship and gives us methods for reckoning time of an enormous commercial value; but consider also ~~what it has done in~~ the immense value of the stimulus and inspiration ^{which} its stupendous discoveries have given to the human mind.

Go out tonight and look up into the sky and remember what modern astronomy has taught us, That ~~the light~~ ^{behind} ~~from a star,~~ ^{which} ~~to primitive man supposed to be hung in the sky~~ ^{and not farther away than the distant hills, are other stars whose light} ~~that has in fact travelled~~ a distance of one hundred eight-six thousand miles a second, left ~~that star~~ ^{those stars} twenty

thousand years ago, and no man knows whether ~~that star~~^{they} still exists. ~~It~~^{may} have perished before Abraham walked the ~~plains~~^{main} of Asia. And if you think that perchance I am exaggerating, let me add that I have purposely understated the fact and might have multiplied these figures by ~~hundreds~~^{twenty} and still ~~be~~^{have been} within the truth. And then consider what ~~that~~^{this} ~~the~~⁺ stimulus fact respecting the enormity of the universe meant for the thinking of man and recollect the distance between primitive man and yourselves.

Or leaving the infinite let us turn to the infinitesimal. Medieval man had no such word as "molecule", and if he used the word "atom" he meant something entirely different from what the modern chemist means. When I was a college student, "atom" was the last word in ~~the~~^{the} infinitesimal - so small ~~that~~^{that} not even the microscope could make it visible, ~~and particles~~^{of homogeneous character}. ~~The~~^{atom} discoveries of the last few years have shown us that these ~~can~~^{correctly} be described only in ~~the~~ language ~~of the solar system~~^{form of the solar system}. At its center ~~is~~ⁱⁿ is a particle of matter around which ~~the~~ⁱⁿ orbits, ~~incomparable~~^{relative} in size to those of the earth and Mars, revolve. ~~It began of matter, con-~~^{other particles, which both the central particle} stituting ~~with it~~² an infinitely minute solar system. This is the atom of modern science. Think again what it means to the mind of man to think in terms of the stars whose distance can only be measured in like years and of the atom that can be described only in terms of the solar system.

But it is not astronomy and psychology only that yield results whose educative value for the race is beyond calculation. Compare, not now, primitive man, but early civilized man, with the man of today in respect to his

thousand years ago, and no man knows whether ~~that~~ ^{the} still exists. It may have perished before Abraham walked the ^{pages of Asia.} And if you think that perchance I am exaggerating, let me add that I have purposely understated the fact and might have multiplied these figures by ~~ten~~ ^{hundred} and still ^{be} within the truth. And then consider what ~~the~~ ^{the} stimulus fact respecting the enormity of the universe meant for the thinking of man and recollect the distance between primitive man and yourselves.

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knowledge of human history. The one, if he turns^{ed} his face backward at all, ^{found} ~~finds~~ at the beginning of his personal recollection, ~~a knowledge incomparable~~ ^{an unpenetrable}, beyond which he could see nothing. ~~Even~~ ^The broadly educated man of today sees stretching beyond him century upon century of human history of which he has indeed imperfect knowledge but from which he gains immensely in mental horizon and is constantly receiving at the hands of historians new wisdom for the upward career of the race.

Geology has its value for the mining industry but I am not sure that we could not better afford to surrender all that than to lose what geology has taught us about the history and life of the plants and animals and man on ~~it~~ ^{the earth} and the consequent educative value which it has brought to us. I hazard a guess that geology has had more influence in transforming theology and ⁱⁿ the emancipation of man from traditionalism than all the studies of the theologians themselves.

The highest value of research and education are not, after all, measurable in commercial terms; nor even in those of rescue from disease and the lengthening of life. Ultimately all the values of life are human~~ly~~ ⁱⁿ spiritual, social, and very partially reducible to commercial terms.

So much then for research and for the common interest of scholarship and business and its products. But let me add, that there are great areas which indeed may be the subject of research but which independently of all such research, belong commonly and equally to the scholar and

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No scholar is simply a scholar. No business man is simply a business man. Each has his own task in which he is deeply interested, but beneath the scholar and beneath the business man is the man; Both are citizens, both are sons, in many cases brothers and husbands and fathers. Both are concerned with the great commercial interests of man, with political life, municipal, national and international, with art in all its branches, music, painting, sculpture and architecture, with literature, religion, friendship, and family. We are all men and our manhood is broader and deeper than anything that is peculiar to us as individuals or members of a class.

The conclusions from these things that I have been saying are so obvious that they scarcely need be stated; yet allow me a few words in which to set them forth briefly.

~~One~~ ^{groups} The two ~~sorts~~ of men that represent respectively scholar ^{ship} and business life, ought to be in intimate relationship with one another, mutually appreciative and mutually understanding. They are, I believe, becoming more so with every year and are destined to go still further in this direction as they come each to understand better the other's task.

In particular, the University, as a representative of scholarship and the spirit of research in its broadest sense, is bound to concern itself more and more with all aspects of life. The University with which I am myself associated is now cooperating with some fifteen outside corporations in the conduct of research pertaining to the

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particular industry in which these corporations are engaged. We are doing work for meat packers, canners, manufacturers and various other industries. Such cooperation is destined, I am sure, to be still further developed. Not that we ~~will~~ ^{shall} abandon ~~the~~ ^{the} study of the fundamental and therefore seemingly useless areas of thought, - astronomy, ancient history and philosophy, - but while maintaining these because of their ^{significance, shall} fundamental ~~areas~~, ~~will~~ add to them studies in all aspects of human life and all occupations of men. It is my conviction also, that as Universities thus widen the scope of their own thinking, ^{and} ~~that~~ activity, ~~the~~ the products of business life should be and will be, in even greater degree than heretofore, turned back to the support of the great centers of research and education.

In the matter of the gifts of men of wealth to education and philanthropic institutions, America already leads the world, but is destined - if I mistake not - to go still further. I number among my personal friends, men who have had great joy in achieving things in the world of commerce and industry, but more than one of these has found a still greater joy in interesting himself in the world of research and of scholarship, and ⁱⁿ ~~the~~ turning back, for the benefit not only of this generation but generations to come, to the institutions devoted to intellectual pursuits, ^{the products of his life} ~~in~~ in the field of business.

--00000--

I welcome the days ^{mutual} ~~larger~~ understanding of the men of business and the men of scholarship and of hearty cooperation in their common task of making a better world.

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Lawrence

I believe the large flag on which the
 of business and the name of the
 Corporation in their summer (white)

NEWSPAPERS AND UNIVERSITIES

the
An address delivered to Inland Daily Press Association
By Ernest DeWitt Burton, President of the University of Chicago.
Chicago, February 17, 1925

Perhaps the conjunction of terms in the title of my Address may strike you as a bit peculiar, bringing together things that are too remote to be related. I contend, however, that newspapers and universities have a good deal in common.

In the first place, they are both large consumers of printer's ink and white paper, and by this I mean more than the mere physical fact. I mean that both are dealers in ideas, and the expression of them in legible form. In other words, they are both in the true sense of the words "Educational Institutions;" they are stimulators and directors of thought, formers of public opinion, and directors and builders of character.

But perhaps a more important point of resemblance is that they are both public service corporations. The justification of their existence is that they serve the public. It is true that the newspapers are, as is well known, great money makers for their proprietors, while the universities' only dividends are knowledge and character and they pay these to anybody that will prove his capacity to carry them away. Yet this is a minor difference. Neither a newspaper nor a university has any right to exist wholly for private profit, but must vindicate its right by its real service to the community.

39

UNIVERSITY AND SOCIETY

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are stimulators and directors of thought, formers of public opinion,
and directors and holders of character.
But perhaps a more important point of resemblance is that
they are both public service organizations. The justification of
their existence is that they serve the public. As in any other
organization, as in any other, there must be some service to the
community, with the difference that this service is not immediate and
direct, but that it is indirect and that it is given to the society
to serve the world. And this is a common difference. Within a
university, as in any other, there must be some service to the
public, and this service is the most real service to the

community

Obviously, however, there are differences as well as resemblances. They are not identical in purpose or methods of operation.

(a) Both are dealers in knowledge. But while the university in theory and principle at least, if not in practice, takes the whole realm of knowledge as its own, dealing in history and language and science and medicine and theology, the newspaper confines itself for the most part to current history, and deals with these other matters only as they become matters of history. It touches upon science when the discoveries of science are matters of current history. It gives a report of the contents of Tutenkhamon's Tomb, not from the point of view of the history of ancient Egypt, but from that of today's discovery. To the University, current history is a small fraction of one of many departments of knowledge. To the newspaper, all departments of knowledge belong to it when they enter into current history; but it deals with all current history far more intensively than does the university.

(b) The ideals of the two institutions are somewhat different even when dealing with the same material. The university endeavors above all things to be accurate, no matter how long it takes to attain accuracy. I once spent ten years and much money to be sure that I was right in a statement, which, when finally formulated, filled scarcely ten lines, and pertained to facts that were almost two thousand years old.

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(b) The ideals of the two institutions are somewhat different even when dealing with the same material. The university endeavors above all things to be accurate, no matter how long it takes to attain accuracy. It does not care how long it takes to be sure that it is right in a statement, which when finally formulated, filled accurately ten lines, and remained so facts that were almost two thousand years old.

The newspaper's cardinal virtue is promptness. It must tell the news while it is news. Of course it aims to be correct, but it must be prompt, even if it sometimes has to use guesses, when verified facts are unobtainable.

(c) The newspaper aims to be interesting and intelligible to the common man. The university likes to be interesting, but it aims especially to be intelligible to the specialist in its own department, and as a result often becomes wholly uninteresting and unintelligible to anyone else.

Several years ago I picked up a monograph by one of my colleagues in the Department of Mathematics. Now, I once taught mathematics myself in a rather elementary way, never rising, as I recall it, above trigonometry. And it occurred to me to subject myself to an intelligence test by seeing how much of this pamphlet I could understand. As a result, I got exactly zero, and if there had been any lower mark, I should have got that. For I did not understand a single sentence or phrase or any words except "is" and "and" and "not." I have noticed that my mathematical friend, though very eminent in his profession, rarely reaches the first page of the daily newspaper, unless he gets a prize or is awarded some distinction which can be expressed in words that the ordinarily intelligent man understands.

Despite these differences in method and point of view, I come back to my affirmation that newspapers and universities

The newspaper's editorial value is questionable. It must tell the news while it is news. Of course it aims to be correct, but it must be prompt, even if it sometimes has to be guesswork, when verified facts are unavailable.

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Looking back on this experience in school and years of view, I come back to my attention that newspapers and universities

have much in common, both of them being public service corporations and both of them being in the broad sense of the words, "Educational Institutions."

This then naturally raises the question, to what extent and in what way they can cooperate to the advantage of one or both and to the advantage of the community, which both undertake to serve.

May I approach this question from the point of view that I am most familiar with -- that of the University?

The modern university has three functions, -- research, education (meaning by this word now the education of the individual) and publication. All three of these are also, if I mistake not, functions of the newspaper. The methods of education of a newspaper are very different from those of a University. Publication fills a different place in their respective schemes of operation. For the newspaper, publication is essential; for the university, it is incidental. A university could exist and prosper without publishing anything; an unpublished newspaper would be a non-existent publication. A newspaper discovers in order that it may publish; a university publishes what it discovers.

But it is of research as a function of both institutions that I wish especially to speak, not because ^{research} ~~it~~ is necessarily more important than education and publication, but because it is most fundamental both for the newspaper and for the university, and because it is perhaps least understood and its importance most likely to be overlooked.

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Research is the pursuit of the unknown. It is the resultant of three causes -- human need, human curiosity and a world capable of satisfying the former and of exciting the latter.

A hungry man looks around to see where he can find something to eat and eventually becomes a fisherman or a farmer. He is cold, and to cover his nakedness and keep himself warm becomes a hunter and trapper and a shepherd. He takes to himself a wife and begets children and becomes a builder to make a place to shelter them.

But among some peoples and in certain stages of civilization curiosity has been an even greater incentive to research than physical needs. All men are curious, being in this respect like their distant relative, the monkey. But it is the insatiably curious races that have become discoverers. Perhaps we might even defend the general statement that the rank of a nation in the scale of civilization is determined by the keenness of their curiosity. Knowledge is the product of research and research is largely the result of man's insatiable curiosity. Man looked up into the sky and saw the stars and eventually became an astronomer. He looked across the sea and wondered what was there and became an explorer and a geographer. He wondered what made the rocks so strangely laid down in layers and became a geologist. He met a man whose language he could not understand, wondered why he talked so differently from himself and became a linguist. He wondered what lifted the heavy lid of a teakettle, and invented the steam engine, and steamships took the place of sailing vessels, and the land became covered with railroads. Franklin

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the stars and eventually became an astronomer. He looked across the
sea and wondered what was there and became an explorer and a geographer.
He wondered what made the rocks so strangely laid down in layers and
became a geologist. He met a man whose language he could not under-
stand, wondered why he talked so differently from himself and became
a linguist. He wondered what lifted the heavy lid of a teakettle
and invented the steam engine, and steamships took the place of sail-
ing vessels, and the land became covered with railroads. Franklin

wondered whether the flash of lightning and the spark of the Leyden jar were of kindred nature, and there followed in the train of his curiosity all the marvellous discoveries and inventions in the field of electricity.

If necessity is the mother of invention, curiosity is the father, and often the father furnishes the major generative impulse.

Modern research has been enormously profitable to the human race. It has diminished the hardships of life, it has added to its comforts and luxuries. It has given us the steamship and the railroad, the telegraph and the telephone, the radio and the wireless, anaesthetics and asepsis. It has multiplied the earning power of men by four within a century. Ezra Hooker crossing the continent in his youth in an oxcart, and this year in an airship, is a vivid illustration of the progress due to the researches made within the life of one man. Research has reduced smallpox and typhoid fever and cholera from major dangers to negligible incidents among civilized peoples. In 1891 there were 1997 deaths from typhoid fever. In 1923 with double the population there were but 56 deaths. It has exterminated hookworm and yellow fever over large areas and is on its way to banish them from the earth. Within the last year, it has made such advances in the study of scarlet fever as to promise

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peoples. In 1891 there were 1387 deaths from typhoid fever. In 1923

with double the population there were but 88 deaths. It has exterminated

of hookworm and yellow fever over large areas and is on its way to

banish them from the earth. Within the last year, it has made such

advances in the study of scarlet fever as to promise

that this scourge of the children will be extinct.

But the contributions of research to human life are not wholly in the realm of the physical and the economical. We have learned that there are problems of human life, political, social, and individual that call quite as loudly for study as do the problems of Physics and Chemistry and Disease, and that the study of these is quite as rewarding as the investigations of physical problems. Indeed, it has come to be recognized by the physical scientists themselves, that there is an element of danger in their discoveries, if they are not accompanied by equally thorough studies of the human problems; that Chemistry may produce too many and too dangerous explosives for the good of the race, and that important as it is to save life by checking and curing disease, it is quite as important that those whose lives are saved shall also learn how to live amicably in relation to one another. To our investigations of the world in which we live, we must add quite as thorough study of ourselves who live in it.

And this leads us also to recognize that researches in the physical realm have a value that is not at all physical, but wholly intellectual and spiritual. Whatever their contribution to human comfort and luxury, not less important, to say the least is the contribution which they make to the broadening and deepening of human thought, and the consequent enrichment of human life.

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But its highest values are in the immense stimulus and inspiration that its stupendous discoveries give to the human mind as it teaches us the relation of the earth to the other inhabitants of the universe and the tremendous distances into which our vision pierces when we go out at night and look up into the sky.

Geology has its value for the mining industry, but we could better afford to surrender all that than to lose what Geology has taught us about the history of the earth and of the life of plants and animals and man on the earth. It has probably had a greater influence in transforming theology and emancipating men from traditionalism than all the studies of the theologians themselves. Bryanism is largely an effort to cry down the facts that Geology has established.

Egyptology declares no very large dividends in the stock market, but it has yielded results for human thinking of far more significance than the rise and fall of stocks.

The highest values of research and education are not measurable in commercial terms; ultimately these values are all intellectual, social, spiritual, and only very partially reducible to commercial terms.

You can calculate the commercial value of the telephone to the stock-holders of telephone companies, or perhaps to the commercial houses that use it. But who can reckon its enormous indirect educational and social values? You may be able to calculate how many days' wages have been saved by the practical abolition of smallpox; but who can estimate the total benefit to mankind of this

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achievement, or of the extirpation of hookworm and yellow fever? You can find out how much salary the professors of history in America earn, or how much profit the books on history yield to their publishers, but who can measure the enormous value of the fact that our intellectual vision is not bounded by our personal memory, but extends back over thousands of years and is every year penetrating more deeply and more widely into the past?

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Now what has all this to do with newspapers? This: that research is the fundamental task of the newspaper and that every newspaper man is engaged in research. He does not, indeed, cover the whole field of research, but neither does any prosecutor of research. The chemist is not also a sociologist, and the historian is not also a physicist. Modern knowledge is too wide for any man to cover the whole field, or even the whole of any great subdivision. He does, indeed, need to know something about the whole field. The old definition of an educated man - "one who knows something about everything and everything about something" - still holds as an ideal, even if we recognize that it is no longer attainable. The chemist knows that there is such a thing as history and knows some history. The historian knows that there is a science of chemistry and knows at least the main points of its history. But few men can conduct real research in more than one or two realms.

When, therefore, we recognize that the newspaper man as such must confine his researches to current events, however much he may know in other realms as an individual, we are not thereby denying to him the right to call himself a man of research. For in this respect, he is like every other investigator--he has his own special field of research.

Moreover, the newspaper man is engaged in a particularly difficult kind of research, and one that is preeminently entitled to be recognized as research. He is dealing with the facts at

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first-hand. As a student of current history, he appeals not to records, but to the events themselves, or to the testimony of first hand witnesses. To the student of ancient history, this is possible to a very limited extent. The events themselves happened long ago. He cannot see them or reproduce them. Monuments such as the pyramids and Tutenkhamon's Tomb are in a sense direct evidence. Documents recording first-hand testimony are occasionally found, such as the papyrus letter of the Egyptian boy to his father. But, for the most part, the historian of ancient times must sift out the truth from indirect and second-hand testimony.

The modern newspaper man himself witnesses the event or talks with the man who did. He rushes to the conflagration to see it for himself; he hastens to the scene of battle to witness the fighting with his own eyes; he questions others who saw what he, not being omnipresent, could not see; he combines his own eye-witness knowledge with first-hand testimony and weaves together the first and original story.

Your city reporter, your interviewer, your art critic, your war correspondent who risks his life to witness a battle with his own eyes, all are engaged in research, and conduct their researches closer to the fact, not, indeed, than the physicist and the chemist and the biologist, for they deal with what their own eyes see, but closer than, as a rule, the historian or the sociologist or the economist.

Because in the realm of current events he is so much nearer to the fact than anybody else, the newspaper man becomes for

first-hand. As a student of current history, he appeals not to records, but to the events themselves, or to the testimony of first-hand witnesses. To the student of ancient history, this is possible to a very limited extent. The events themselves happened long ago. He cannot see them or reproduce them. Documents such as the pyramids and Tutankhamun's tomb are in a sense direct evidence. Documents recording first-hand testimony are extremely rare, such as the papyrus letter of the Egyptian boy to his father. But, for the most part, the historian of ancient times must sift out the truth from indirect and second-hand testimony.

The modern newspaper can himself witness the event or talk with the man who did. He rushes to the conflict to see it for himself; he hastens to the scene of battle to witness the fighting with his own eyes; he questions others who saw what he, not being omnipresent, could not see; he combines his own eye-witness knowledge with first-hand testimony and weaves together the first and original story.

Your city reporter, your interviewer, your art critic, your own correspondent who risks his life to witness a battle with his own eyes, all are engaged in research, and conduct their research almost as the poet, not, indeed, using the physical and the chemical and the biological, but they deal with their own eyes and ears, but always with the same object in view, the knowledge of the event.

Research in the realm of current events is in no way different from the first-hand research also, the newspaper man hastens for

all who come after him, one of the sources of history. To be sure, he cannot always be accurate. Perhaps he does not always try to be so. But possibly we shall have to admit that the same is true of statesmen's speeches and public documents. The only thing you are altogether sure of is that the speech was delivered, or the document issued. What the facts were is a problem of research.

What I am trying to say may perhaps be summed up in this way. The newspaper man and the university historian are both engaged in research and each has his advantages and his defects. The newspaper man has the advantage of first-hand contact with the facts as with eyewitnesses. He has the handicap of being obliged to work rapidly, often so rapidly as to exclude the possibility of exactness or completeness.

The university man has the advantage of time and of access to all the witnesses. It is against the principles of his profession to hurry; therefore he has a better chance of being accurate and complete. But he lacks for the most part the advantage of first-hand contact with facts and witnesses, and must use his imagination to supply what the newspaper often sees with his own eyes. And this means of course that in the field in which they both work, both are necessary and each supplements the other.

But I have been speaking almost as if the newspaper man was only a reporter. I do not forget, of course, that he is also, in part, in his reports, but especially in his editorials, an interpreter,

All the more after this, one of the sources of history, to be sure, be cannot always be accurate. Perhaps he does not always try to be so. Not possibly we shall have to admit that the same is true of statements of speeches and public documents. The only thing you are distinguished from of is that the speech was delivered, or the document issued. And the facts were in a position of accuracy.

That I am trying to say my purpose is to show up in this way. The newspaper can and the university historian can both be engaged in research and each has his advantages and his defects. The newspaper man has the advantage of first-hand contact with the facts as with contemporaries. He has the handicap of being obliged to work rapidly, often so rapidly as to exclude the possibility of questions or complications.

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and a pointer of the way to the community.

There was once, I presume there still is, a school of historians who maintain that the historian has nothing to do with interpretations,--that his business is simply to record. I do not hold to this at all. I agree rather with my colleague, Professor Dodd, that it is the business of the historian to predict; only usually, I suppose, his predictions like those of the ancient prophets of Israel, are conditional. That is, he tells us what will happen if we continue to pursue a certain course of action. And that in turn means, that his prediction is advice or warning.

Now this is precisely what the editor is constantly doing. He is interpreting current events in the light of his knowledge of the past, and warning his countrymen what will be the effect of a certain course of action and what the advantage of another. By his interpretation of history he is in his measure a maker of history.

If only our editors were always right! If only they always knew the lessons of the past! If only they could interpret the panorama that passes before their eyes daily as they sit in their high tower of observation! Were all this so, we could insure the future safety of our country; we could almost guarantee that the world would be safe for humanity. For as the editors write, so America acts, and America's acts are among the most potent forces for determining the future history of the world. Give me the wisdom of a wise interpreter of the world's history; let me dictate the utterances of the men of research who sit in editors' chairs, and I will direct the course of human history, and so could you under the same conditions.

I hope I have said enough to convince you that every newspaper man is actually engaged in research and that the most important function of the newspaper is comprehended under the inclusive term "research."

I hope you see also that it follows from this that the newspaper and the university are bound to be partners in the greatest enterprise that is going on in the world today -- the enterprise of gathering the facts of history, including preeminently today's history, and interpreting these facts in such a way as to point the wise path of public policy for today and tomorrow.

I say we are bound to be partners. I mean that we are partners and cannot escape being such. We may not have recognized our partnership. We may not have worked cordially together. But we have both been working at the same job, and consciously or unconsciously, harmoniously or inharmoniously, we have been partners in it.

I wonder if you will not also agree with me that this partnership ought to be increasingly a conscious one and increasingly helpful. It is only in relatively modern times that the university has clearly recognized that research was its fundamental duty; that it could not educate thoroughly well except in an atmosphere of research and that it is only by research that it can make its contribution to the world's advancement. But this is perfectly clear to us, and we accept it as our imperative duty.



I wonder if I am not also right in thinking that the newspaper of today recognizes more clearly than ever before its responsibility, not only to record, but also to interpret current events, and on the basis of such interpretation to give such advice as it gives to the public. If so, we are coming closer together than ever before in our definition of our respective tasks, and to a recognition of the obligation to cooperate in it.

Time fails me to undertake to point out the specific forms which such cooperation should take. I fancy they will occur to you without my naming them. I must limit myself today to a renewed affirmation of the wisdom of such cooperation.

We are both public service corporations, bound to serve the public as best we can. We are both engaged in education and in publications. We are both engaged in research, for the most part complimentary rather than duplicating one another's work. These facts make us partners, ^{we} brought to be so consciously and to mutual advantage.

The University of Chicago was founded in 1892 upon the idea of giving to research a central and fundamental place in its work. This was a relatively new idea of the business of a University. Johns Hopkins had enunciated it in 1876, but it had made little progress in America in the sixteen years from 1876 to 1892. We have never lost sight of that element of President Harper's policy, but have emphasized it more and more. We are looking forward to a new era in which it will be still further emphasized in medicine, and all the physical and biological sciences, in history and all the social sciences, in law, theology, education, business and politics. We are

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