

Charles L. Hutchinson
and The University of Chicago

By

Ernest D. Burton

up stairs
RB

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If I shall mention the University oftener than seems to you appropriate, my excuse must be that Mr. Hutchinson was himself so much a part of the University that it is impossible to do justice to him without frequent reference to the institution to whose up-building he contributed so much.

It is men that give character to an educational institution. Buildings and books are necessary adjuncts. But that which determines its character is the men that control it. When the University opened its doors to students in October 1892, no single building had yet been completed. But the University existed, fully organized and vigorous, in the two groups of men that were gathered about President

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Harper -- the Board of Trustees and the Faculty. Of the former there were twenty-one, of the latter, 92. Both groups were conspicuous for the youth of most of the leading men in them, and, I may justly add, for the character and standing of these men. Of the many factors which had cooperated to make possible the opening of the doors of the University at that time, with such a faculty and such a Board of Trustees, with such high ideals and hopes for the future, Mr. Hutchinson was by no means the least.

When in 1889 Mr. F. T. Gates and Dr. T.W. Goodspeed were engaged in the effort to raise the sum of \$400,000 to meet a conditional pledge of \$600,000. from Mr. Rockefeller, and thus to secure \$1,000,000 with which to found the University, they found it necessary to enlist the interest and secure the contributions of others than the Baptists from whom they had originally hoped to obtain the full amount. Dr. Goodspeed has recently told the story of their experience, and I cannot do better than quote that story here.

"We did not know the business men of Chicago and made anxious inquiries as to what man in Chicago, among the leaders in business, we could first approach with some prospect of securing a sympathetic hearing. Everybody said, "Begin with Charles L. Hutchinson." With fear and trembling we went to see him in the Corn Exchange Bank of which he had been President at that early day, 1889, only three years, and which was then in what was known as the Rookery, on the corner of LaSalle and Adams Streets. He received us cordially, heard us with understanding and sympathy and said at once in his wholehearted way, "This movement to establish a University for Chicago must succeed." I will give you a subscription and I will help you in every way I can." This was the University's first assurance of help from

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the business men. We used Mr. Hutchinson's name with every man we subsequently approached. We used it when we asked Marshall Field to give the site. It was a name to conjure with. It opened minds and purses to our appeal. Men evidently thought, "If Mr. Hutchinson is committed to this enterprise it is a thing to be encouraged and helped." And so they helped us and the University of Chicago was founded. We went repeatedly to Mr. Hutchinson's office for information and advice, and he entered into our plans as though the enterprise was his own. Before we got through, but as soon as our success was assured, Mr. Field said to us, "I would like to have you make Mr. Hutchinson a trustee of the new University." When we approached him he said, "Yes, I will serve, but I would like to have you make Martin A. Ryerson a member of your board. He is now abroad but he is far and away the best man in Chicago for such a position." This advice of Mr. Field and Mr. Hutchinson was taken. Both the men named were made trustees and the service they rendered to the University through a full generation was incalculably great."

This ready response to the appeal of what commended itself to him as an institution that would be a benefit to the city, was thoroughly characteristic of Mr. Hutchinson. He was not deterred by the fact that the members of the denomination who were behind the new enterprise had rarely cooperated with those of the church to which he belonged. He was neither blind to, nor appalled by the fact that the University enterprise was in its infancy and that connection with it would inevitably involve hard work and large giving. He saw in it possibilities of good for the people of Chicago, and without hesitation cast in his lot with it.

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But whatever of foresight he may have had of the demands that the University would make upon him, the reality undoubtedly exceeded his expectations in both respects. Yet through the more than thirty years of his connection with it he continued to give himself without stint and without complaint to its service.

He became the Treasurer of the University when there was no money in the Treasury. By his holding that office ^{he} helped greatly to establish its credit, carried it through many difficult times to the later days of security and stability and held the office to the end of his life.

As a member of the Committee on Finance and Investment for many years, he gave the University the invaluable benefit of his many years of experience as a banker.

For over twenty years he was chairman of the Committee on Buildings and Grounds. He and Mr. Ryerson were mainly responsible for the adoption of the late Gothic as the style in which the permanent buildings of the University should be built -- a decision which has contributed immensely to the beauty and educational value of the buildings, and has had a considerable influence on the building plans of other institutions. As each of the forty buildings of the University was planned, and finally built, Mr. Hutchinson gave prolonged and intelligent attention to the plans considering in detail not only the larger matter of style and general structure, but even the minutest details of arrangement, ornamentation, and furniture. Through personal association with him in this work I learned how accurate was his judgment, how inexhaustible his patience. He had a keen sense of the influence of architecture on the formation of taste, and a strong desire, happily shared by many of his associates, that what the University built should be so built that it would stand and be worthy to last. He built

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for a long future. To any of you who knew Mr. Hutchinson it is almost superfluous to say that he not only gave his time and thought to the University but also made generous gifts of money. For you all know that he was one of the most generous of givers.

Hutchinson Commons, practically a replica of Christ Church Commons Oxford, was built in 1902-3 as the gift of Mr. Hutchinson to the University. After him the adjacent court is appropriately named Hutchinson Court. In Hutchinson Commons hangs a portrait of Mr. Hutchinson, and in that great dining hall, or near by, there will soon be placed a tablet which will perpetuate his name and his reputation to all generations. That name, and the story of his relation and service to the University are for us a priceless inheritance.

Yet I cannot close this brief tribute without also testifying to my appreciation of the value of what Mr. Hutchinson did for the University independently of any service that he rendered directly to it or of any gift that he gave to it. I am thinking of the influence on the city of his public spirited citizenship. A University cannot do its best work - it can hardly exist at all -- except in an atmosphere that is more or less thoroughly charged with idealism. If Chicago really were the kind of a city which many people living at a distance think it is, and that some people who live in it would like to make it - a city interested only in the material side of life, concerned only with getting dollars and converting them into physical comforts and luxuries, the Art Institute and Libraries and Universities would have a very hard time to live at all, and they simply could not flourish and prosper. That it is instead a city shot through and through with idealism, a city of aspiration after the finer things of life, of interest in art and education and philanthropy and religion, is due not to its location, nor to its wealth, but to the spirit of the men that have made it. As I left Mr. Hutchinsons

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house after his funeral, one of the eminent citizens of Chicago said to me quietly, as if uttering not the feeling of the moment, but his deliberate conviction, "Mr. Hutchinson was Chicago's most useful citizen." I am sure he was not thinking simply of what Mr. Hutchinson had done as a wheat merchant, or as a banker, necessary and useful as these services were. I am confident he had chiefly in mind his association with the spiritual idealism of the city, and with the enterprises that furnished to this idealism concrete expression. Of this spirit, which is the real glory of Chicago, Mr. Hutchinson was in part the expression and product. He was even more its creator. We cannot say of him what was said of an ancient emperor that he found the city birch and left it marble. But we can justly say that he found it emerging from that period of emphasis on the material which is an inevitable incident of the struggle for existence, and left it far on its way to become a city of external beauty and of splendid spiritual idealism. It is for this that we shall most gratefully remember him, - that he helped greatly to make the atmosphere in which all things good flourish. The University is indebted to him for many gifts, but most of all perhaps for this.

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The Future of the University

P3

Prediction is always hazardous. Must perforce deal in hopes.
But even so task difficult, because the hopes of the Uni-
versity ~~have to do~~ ^{center} chiefly around the now unknown.

Broadly speaking the tasks of the University are
three, ~~discovery~~ ^{research} education & publication.

By research we seek to discover new facts & new truths.
How can I tell you what we hope to find?

In education our great purpose is to find out
better ways of educating? How can I tell you what these
ways will be? & how we can make education better?

In publication —

Might tell you about our buildings. We have between
50 & 60, and we need more. ⁽²⁾ University Quad ^{with} ~~the~~ ^{South}
Ransom & Bridge. The Medical School in the South

The Chapel. The new Library Buildings.
~~School~~ Chemistry, Administration. Physics.
School of Education, The College. New Residence Halls.
When these are finished the Midway will ~~be~~ ^{have} one of
the greatest ~~educational~~ collections of educational buildings
and one of the greatest architectural exhibits in
the world.

But none of these buildings will be built for
itself. Their purpose is to house the work of
discovery & education & publication.

showing + education themselves - their purpose is to save the world.

But many of these buildings will be built on the world.

and some of the greatest architectural exhibits in the greatest ~~collection~~ collection of architectural buildings.

When these are finished, the library will be one of the largest, the largest, the largest.

See Chemistry, Communication, Physics.

The Chapel. The new library building.

Remount Bridge.

The Medical School in the south.

50 to 60, and we need more. Might tell you about our building. We have between

"Study of New-World"

Can. & Am. See Am. & Can. Am. & Can.

These schools in this field

3. The first field of study: Social Science

4. The second field of study: Natural Science

5. The third field of study: History

6. The fourth field of study: Literature

7. The fifth field of study: Art

8. The sixth field of study: Music

9. The seventh field of study: Physical Education

10. The eighth field of study: Foreign Languages

11. The ninth field of study: Mathematics

12. The tenth field of study: Science

This suggests a new field: School Politics. (4)

But there is also an old field in which we feel that there is much progress to be made.

College Education.: The purpose of college education is development of personalities. Mass education opposes this. A city ~~has its difficulties as the college in a city~~ has its peculiar difficulties. But we must face them.

Summary. This is our ambition, to build a real university dominated by the ideals I have named. — and to make it not bigger than any other, but the best possible — the best possible medical school, &c. the best possible college: One prediction Chicago is going to help us do this.

the best possible college: the best possible school, the best possible university - the best possible university, the best possible university. This is our ambition, to build a real university, to build a real university, to build a real university.

has its peculiar difficulties. But we must face them. A city has its difficulties with college work. Development of government. Many education efforts. College education: The purpose of college education is much progress to be made.

But there is also an effort in which we feel that there is much progress to be made. This suggests a new field: School of Medicine.

The Future of the University

Prediction is always ~~difficult~~ hazardous. The historian may perhaps find out what happened in the past. But who shall predict the future.

One standing in my position must perforce deal in words rather than in predictions.

But even ~~then~~ so my task has its difficulties, because the ~~greatest~~ hope of the university is centred chiefly around the ~~the~~ ^{now} unknown, and ~~to discover~~ ~~the~~ ~~task~~

how can I tell you the ~~unknown~~ thing that no one knows? ~~This is the only way of saying~~ ^{More specifically the two comprehensive} tasks of the university are that the ~~best~~ ^{best} hope of the university centres

around the idea of research - inquiry in every field of knowledge & discovery of new truths.

- We want buildings, ~~and our building~~ ~~but these are only~~

plan is a very large one. But we want buildings only that in them we may carry forward an educational programme

Broadly speaking the tasks of the University are
three, research, education, publication.

In research we seek to discover new facts &
from them ~~to~~ new truths. And now can I tell
you what we shall find out? In education
our great purpose is not to keep on ~~the~~
educating as schools ~~of education~~ have
educated for centuries, but to find out better
ways of educating, to make a real contribu-
tion to the science ~~the art~~ of education
that the youth of the coming generation
may be educated more effectively than those
of the past have been. And now can I tell
you what we shall find out ^{in what respects} ~~there is~~
shall make education better? In ^{the} ~~the~~ ^{the} ~~the~~
field of publication our ~~primary~~ pur-
pose is not to make money by a
publishing business, and to republish

old books, but to disseminate throughout
the world the results of your discoveries.
How can I tell you what we shall
publish?

I might tell you about the buildings
that we hope to build. ~~The~~ I will
take a few minutes to do that. But I
must tell you at the outset that our only
reason for wanting to build buildings
is that we may have space in which to
carry on our work of research and
education and dissemination.

On the west side of the city in Harrison
Wood Sts where the buildings of Rush
Medical College stand we hope soon to begin
a new building to be known as the Rawson
^{Memorial} Laboratory, built by Mr. J. H. Rawson in
memory of his father. In this building
we hope will be known as the Norman

Bridge Laboratory, the money for the floor
having been given by Mrs Bridge to perpetuate
the memory of the worthy Dr Bridge, who
is still living -

On the ^{University} ~~South~~ quadrangles with the South side
we have an extensive building programme
in mind.

The Medical School - a special quadrangle
of 4 acres in extent

The Chapel.

Additions to the Library

Buildings for the School of St.

Buildings for Chemistry

Buildings for the Colleges -

apart from these we have the money to ~~build~~
for most of these we have still to ~~build~~

Secure the money

When these are finished the Midway will be one of
the greatest educational exhibits ~~in the~~

and of money the most beautiful architectural ~~in the world~~

the necessity of the working of the
must be recognized by the House to be
Bills submitted, the money for the plan

to be a thing -
the House are not in a position to
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But I must emphasize again that these
outings are means to an end.

One of these ends indeed is to help to educate
the taste of our students & of the public.
Therefore we shall try to make them beautiful.

But the chief purpose is to house the
work of research & education that is to go
on within them.

And in reference to this since I cannot ^{tell} ~~tell~~
you what we shall discover, I ~~can only~~ ^{must content}
~~tell you in myself~~ with telling you ^{some} ~~the~~
~~the~~ ^{the} departments of thought & research ~~in~~
in which we are planning to work.

~~On~~ In our new medical buildings
we are hoping to develop a ~~medical~~ school
of medical science in which as I have already
indicated, the emphasis will be laid upon
research.

But I must acknowledge again that these
fourteen measures to one end -
Only these ends entered in to help the
the taking of our statement of the
Therefore we shall try to make them beautiful
And these chief points of interest in
world of literature & education that is to
be written them.

But in reference to this point of course
you want to deal with it, & I
shall myself with telling you
the ~~importance~~ ^{importance} of the right & wrong
in which we are beginning to work.
But in our new method of
we are going to develop a ~~new~~ ^{new} school
of intellectual culture in which is the
in which, the emphasis will be laid on
new.

~~With the School of Public Health & of Mental Hygiene~~
~~in the buildings already erected in the north~~
In our Laboratories of Chemistry &
Physics, ~~of the various departments of~~
Botany & Zoology, of Physiology & Anatomy
we shall carry on ~~the~~ those researches
which have already been so wonderfully
productive in past years -

The Social Sciences

expand so as to ~~create~~ ~~to~~ create in effect
a school of politics

The School of Education -

The Colleges -

~~with the school of Public Health & Preventive Medicine
for the building of a new school in the city~~

~~the new laboratory of Chemistry &~~

~~Physics & the various laboratories
of the Faculty of Engineering~~

we shall carry on the work
which has already been so successfully
conducted in the past year -

The Board of Trustees

appears to be anxious to create in the
eastern part of the

The School of Education -

The College -

And since I cannot tell you what we shall discover or ~~what~~ how we shall teach, or what we shall publish, I must perforce tell you in what ~~different~~ fields of knowledge we shall work.

In our Medical Schools we shall hope to make real contribution to the art of ~~the~~ healing & preventing disease, ~~and~~ of. I need not remind you what enormous progress has been made in the past 50 years. More will be made in the next fifty. Two new fields just opening up Preventive Medicine ~~or~~ and Mental Hygiene. In both these fields - as well as in all the old ones - we shall hope to make real progress.

But progress will not stop in the older departments: Botany, Zoology, Physiology, Anatomy, Physics & Chemistry -

III. Diseases of plants in transmission.

~~This Society~~ The great field of the coming half century is to be the Social Sciences. I have three schools in this field. School of Education, School of Commerce & Administration, ~~also~~ School of Social Service Administration. "Study of Non-voting". This suggests a new field in which I hope we shall be able to make real advance, "A School of Politics."

to make the volume "School Politics"
new first in which I hope we shall be able
"Study of Non-voting" This suggests a
School Social Service Administration
School of Commerce & Administration
How these schools in the field. School of Education
half century to the the Social Service
~~that is the first part of the evening~~
II. Business & Schools in Administration
Topics & Community -
ments: Costing, Geography, Anthropology, Economics
But progress will not stop in the then distant
we shall hope to make real progress.
for both these factors - as well as in all sorts of
Practical Questions * and the Social Hygiene
in the next fifty. Two new factors in the development
has been made in the past 20 years. There will be more
and I need not remind you what enormous progress
Contribution to the art of teaching & learning
in our practical schools in all these matters
full of knowledge no longer work.
published, I cannot before the day in which
School in that time we shall feel in what we shall
and over I cannot tell you what we shall

House P3

Address

by

DR. ERNEST DE WITT BURTON

at

THE CHICAGO CLUB

on

THURSDAY, MARCH 19th, 1935

address to Lawyers

1:00 O'clock P.M.

- - -

Verbatim Report by
RADFORD REPORTING SERVICE
69 West Washington Street
Chicago
Dearborn 5800



Address

by

DR. ERNEST DE WITT BURTON

at

THE CHICAGO CLUB

on

THURSDAY, MARCH 19th, 1925

1:00 O'CLOCK P.M.

- - - - -

Address
City
DR. ERNEST DE WITT BURTON
at
THE CHICAGO CLUB
on
THURSDAY, MARCH 15TH, 1935
7:00 O'CLOCK P.M.

DR. BURTON: I am very glad to greet you here today and to have this opportunity of talking to you about the University of Chicago. I am sure that it is one of the institutions of the city in which you are interested -- your presence here testifies to that -- and that you would be glad to have further information that may, perchance, deepen and broaden your interest. I want to say just a few words about its early history, merely to call back to the minds of the older of you things that you perhaps know, and to bring to the minds of the younger members of this group things that are passed into history.

The founding of the University of Chicago in 1892 was not simply an ordinary event in the history of American education; it was not simply adding one more college or one more university to the long list ^{of existing institutions. This is what it} ~~it~~ would have been ~~that~~ but for the genius of Dr. Harper. ^{originally} ~~for~~ Those who were ~~first concerned~~ in its foundation planned simply a college. When, however, they approached President Harper, then ~~a~~ professor at Yale, with the proposition he should become the president of the new institution, he replied in effect, ~~although not of course in these words,~~ that he could not come as the president of a college, ^{because} ~~that~~ his ^{conviction} ~~ideals~~ of his own duty ^{forbade} ~~in life~~ prevented that, ~~but in the back of his head and in back of his sentiments~~ ^{an} ~~there was the intimation~~ ^{in this reply} that on some other basis he

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DR. BURTON: I am very glad to greet you here today and to have this opportunity of talking to you about the University of Chicago. I am sure that it is one of the institutions of the city in which you are interested -- your presence here testifies to that -- and that you would be glad to have further information that may, perhaps, deepen and broaden your interest. I want to say just a few words about its early history, merely to call back to the minds of the older of you things that you perhaps know, and to bring to the minds of the younger members of this group things that are passed into history.

The founding of the University of Chicago in 1892 was not simply an ordinary event in the history of American education; it was not simply adding one more college to our more of existing institutions. The fact is that it would have been there but for the genius of Dr. Harper, and those who were first concerned in its foundation planned simply a college. When, however, they approached President Harper, then a professor at Yale, with the proposition he should become the president of the new institution, he replied in effect, "I have no objection to that, but he could not come as the president of a college, that his sense of his own duty in this connection was that, but in the case of his own duty in this connection."

There was the intention that on some other basis he

might come.)

a quick
There was ~~quite a~~ response to ~~that~~ *This intimation* on the part of those who were instrumental in founding the institution, especially upon the part of Mr. Rockefeller, who had been the largest giver toward the fund for ~~its~~ *the* foundation, *of the college* and Dr. Harper was given practically carte blanche to make the new institution what he would. When, a little later, he announced, in a series of pamphlets, what that policy should be, it was, as I said, something new in the history of American universities. For the first time *in the history of American education* there were combined in the policy of a university three great ~~planks~~ *pillars and* ~~if I may so~~ *task* ~~express it;~~ *None of these* ~~was~~ *absolutely new,* ~~it was the~~ *but* combination *of them* ~~that~~ was new.

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

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There was a response to this on the part of
might come.

President Harper's conception the first fundamental purpose of a university.

The second was that which had been ^{traditionally for} ~~fundamentally~~ ^{centuries & which still is} the purpose of all educational insti-

tutions, instruction; the education of the students who come within its walls, ^{the addition to their knowledge, the importa-} ^{tion to them of an attitude of mind.}

The third I call dissemination, by which I mean the ^{in many} publication of the results of the University's work, by the voice and by the printed page, sending it out, so far as possible, into the whole world.

Now, these three ~~important~~ functions of the university had, as I said, never been joined together ^{have before} before. Instruction all schools had ^{recognized as their chief} ~~was the traditional thing~~ ^{often as their} thing. Research had been developed by ^{and in this country by Johns Hopkins at its foundation in 1876.}

Germany. Publication in connection with University work had ^{in the University Presses of Oxford & Cambridge} been developed in England. President Harper brought them all ^{for the first time brought them all} together. ~~It carried with it~~ the adoption of these

three ^{thanks in his University platform} carried with it immediate consequences, that I must do no more than barely mention. It ^{involved} ~~carried with it~~ ^{of all} first, the

necessity of getting men of unusual ability. So ^{long} far as a university ^{recognizes only the duty} ~~function is that of instruction~~ ^{and concerns of this as} ~~namely~~ the

passing on to the next generation of what this generation

has received from the preceding, ^{its work} ~~it~~ can be done by ordinary

men. But when you ^{add} ~~come to~~ research, discovery, addition to

the sum of human knowledge, ^{and make this} the primary function of the uni-

versity, you must have ^{at least some} ~~a group of~~ extraordinary men. President

in your faculty.

is a definition of the policy of a university

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Purpose of a University.

University for

The second was that which has been... the purpose of all educational insti-

tutions, instruction; the education of the students who come within its walls, the acquisition of their knowledge, the imparting of them to the world. The third, and of which I mean the publication of the results of the University's work, by the votes and by the printed page, sending it out, so far as possible, into the whole world.

Now, these three important functions of the university had, as I said, never been joined together before. Instruction all over the world had been developed by research had been developed by... Publication in connection with University work had been developed in England, President Harper brought it all together. The adoption of these three carried with it the consequence that I must do no more than briefly mention. It is a matter of necessity of getting men of unusual ability. So far as a university is concerned, the function of instruction, the passing on to the next generation of what this generation has received from the preceding, it can be done by ordinary men. But when you come to research, discovery, addition to the sum of human knowledge, the primary function of the university, you must have a group of extraordinary men. President

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the new faculty

recognized this very clearly
 Harper searched all over this country and Europe to find the men who should make up that first faculty. I do not mean to say that all of them were stars of the first magnitude. I am bound to confess ~~there were~~ ^{such} some of us were not; but there were enough to give character to the whole faculty, and to stamp them as an extraordinary group of men.

The immediate consequence of ^{the} that selection of these men and the ^{recognition research is one of their principal duties} adoption of that principle was the more explicit granting of freedom to ^{the} that faculty than had ever been made, as far as I know, in the history of American education. For if you permit men to engage in research as their principal task, you cannot tell them at the outset they cannot find anything except what you tell them they may find. ~~Therefore,~~ *It was not long before this was clearly seen, and it* it became necessary ~~very early~~ to announce to ^{the} that faculty that each of them had ~~absolute~~ freedom of research, freedom in ^{it} his teachings and in ^{freedom of} his publications. The policy of dissemination led to the establishment of the University Press, the first university press in America ~~in the form carried on here,~~ still the leading university press of the country, though many more have been founded ^{our example -} (since in imitation of ~~this~~). ^{The principle of dissemination led also} It led to the adoption of the ~~great~~ ^{Establishment} University Extension Division, ^{where} ~~which in certain lines of its work~~ is still going on. ^{proceeding} It led to the establishment of the Summer Quarter, by which a large number of students throughout the country were ~~able to~~

University of the South

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DIVISION OF COLLEGE AND UNIVERSITY SERVICES

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large number of students throughout the country were...
It led to the establishment of the Summer Quarter, by which a
Division, which in certain cases of its work is still going on.
It led to the establishment of the University Extension
though many more have been founded since in imitation of this
one example.
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Harper, assumed all over this country and Europe to find the

~~SECRET~~

Education d

~~On the basis of that platform the University has pro-~~

President Harper and his successor, President Judson, ~~and~~

Trustees through all these years to the University, ~~And~~

of the Citizens of the City of Chicago, to whom we owe prac-

tically all the buildings which now make up the group of *W*

university buildings on our quadrangle.

Beginning with ^{the} One Million Dollars, the University has reached a position of financial stability, ^{expressed} ~~represented~~ by the fact that it has Fifty-Five Million Dollars ^{worth} of property,

kept in the hands of a Board of Trustees whom I am sure I may
~~say~~ ^{the} command as ~~full~~ ^{of} confidence in the community as ^{fully as} any board
 of bank directors ~~command~~ in this city. Its faculty,

originally one hundred, has grown to six hundred. The student body, originally six hundred, equalling what our faculty now

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UNIVERSITY OF CHICAGO

who built here in the early Chicago, West here
ago, when some of the finest
University would have been
when he was president of the University

But opportunities of higher education were offered to them
could have obtained only by going to Europe. These plans of
the platform, I am sure anyone who knows the history of
American education will say, constituted the University of
Chicago a unique contribution to education in this country.
On the platform that platform the University
Not solely by reason of that platform; partly also
in no small measure, by reason of the guiding genius of
President Harper and his successor, President Johnson. And
in no small part by the unexampled devotion of the Board of
Trustees through all these years to the University, and
partly of course, to the unexampled generosity of Mr. Rockefeller, as well as to no small measure to the great generosity
of the Citizens of the City of Chicago, to whom we owe pro-
specially all the buildings which now make up the group of
University buildings on our quadrangle.
Beginning with one million dollars, the University has
reached a position of financial stability, represented by the
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some in the hands of a Board of Trustees whose I am sure
may command as full confidence as the community as any board
of bank directors commands in this city. Its faculty,
originally one hundred, has grown to six hundred. The student
body, originally six hundred, equalling what our faculty now

University

is, has grown to fourteen thousand a year, with about half that number in ^{residence} ~~session~~ at any given time. ^{The} ~~Our~~ University Press has ~~been a constant stimulus to research and a quantity of its publications~~ sent out thousands of publications, and ^{Our} ~~Our~~ University Extension Division is ~~now~~ still reaching thousands of pupils every year, and ^{every year} increasing the extent of its influence.

But I should not care to emphasize these things if I ^{any of back} ~~which can be expressed in statistics~~ did not also believe, and if I did not have substantial evidence to prove, that through all this period the characteristic distinction of our work has been its quality rather than its quantity. A boiler factory might have grown, in the ~~matter~~ ^{facts that can be measured} ~~of statistics~~, as greatly as the University, and have made no

great contribution to the improvement of social life. We ~~are~~ ^{most proud of the University} ~~most proud of the University~~ because we have the ^{wisdom that} ~~wisdom that~~ believe the University has, by its work during all these years, ^{it has} ~~it has~~ ^{solid} ~~solid~~ ^{to knowledge} ~~to knowledge~~; that it has been making great contributions, that it has been a real public ^{adding to the community men & women} ~~adding to the community men & women~~ ^{service} ~~service~~ corporation, which I think is the title that ought ^{to be} ~~to be~~ ^{always} ~~always~~ ^{applicable} ~~applicable~~ to a university. Its publications of ^{corporation} ~~corporation~~, that it has ^{set for} ~~set for~~ ^{lifted the standard} ~~lifted the standard~~ and raised the quality of educational work ^{spoken} ~~spoken~~ have been extremely voluminous, so much so that if I ^{in the country} ~~in the country~~ were going to give you a list of those it would keep you here

~~the rest of the day.~~ It has sent out nearly nineteen thousand ^{have received} ~~have received~~ ^{from the University} ~~from the University~~ and students with degrees, and many of these have gone to very important positions, both in the educational and in the business world, and in the various activities of life. Large numbers of students who have not received degrees have come ^{to the University for} ~~to the University for~~

turning a great educational publication.

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UNIVERSITY OF CHICAGO

UNIVERSITY OF CHICAGO

has grown to fourteen thousand a year, with about half that
number in session at any given time. The University Press has
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of statistics, as greatly as the University, and have made no
great contribution to the improvement of social life. We are
not proud of the University because we have its statistics
believe the University has, by its work during all these years,
been making great contributions that it has been a real people
service organization, that it is the most effective
organization in the United States, and that it is the most
effective organization in the world. The University of
Chicago is the most effective organization in the world.
And I think the quality of the work of the University
has been extremely high, so much so that
it is the most effective organization in the world.
The University of Chicago is the most effective organization in the world.
and students with degrees, and many of these have gone to very
important positions, both in the educational and in the busi-
ness world, and in the various activities of life. Large num-
bers of students who have not received degrees have come, and

for shorter periods, often going away with perhaps quite as great benefit as those who stayed on to a degree. ~~So that~~
 The number of our former students today is climbing up towards a Hundred Thousand.

When the doors were opened in Oct. 1892
 We had at the beginning one building nearly finished, none actually completed, ~~when the doors were opened October 1st, 1892.~~ Three others ~~were~~ in process of erection. Today we have fifty-one buildings finished, and seven more have either been begun or ~~are now in process or~~ will be begun within the *year* year.

(Insert A fine piece of this)
~~Now, I can imagine that you might feel that we are~~
~~Am we not then content - satisfied to go on~~
~~coming to you simply to say "See how great we are! Rejoice~~
~~with us in our greatness, and let us go on our quiet way~~
~~without change or improvement of any kind??"~~
~~before."~~ On the contrary, we come to you troubled with a ^{^ tonight} serious discontent, discontent because we feel that upon the basis of so good a record as we have made the University ought to make a still greater record in the years to come; troubled because we have certain responsibilities which are created partly by our success and partly by the conditions in which we live in the world today. ~~We should like, perhaps, to~~
~~maintain ourselves in the air of academic seclusion. We~~
~~should like not to be troubled with finance. We should like~~
~~to maintain our present faculty and go on quietly. But we~~
~~cannot, in justice to what has been done in the past, in justice~~

responsibilities that we feel compelled to face and to attempt to meet

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for shorter periods, often going away with perhaps quite an

great benefit. The those who stayed on to 12 degrees.

The number of our former students today climbing up towards

When the door was closed in 1915
a hundred thousand.

We had at the beginning one building nearly finished,

none actually completed, when the door was closed.

These others were in process of erection. Today we

have fifty-one buildings finished, and seven more have either

been begun or are now in process of being begun within the year.

(Franklin D. Roosevelt)

order that I can imagine that you also have been

After we were ordered - started to go

down to the bottom of the sea, but that is not what we

with us in this situation, and we go on our other way

without change in government (Franklin D. Roosevelt)

On the contrary, we come to you troubled with a

serious situation, and because we feel that upon the

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ought to make a still greater contribution to the world.

troubled because we have certain responsibilities which are

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which we live in the world today. We should like, perhaps, to

maintain our position in the world of the future.

should like to be recognized as a world power.

to maintain our present position and go on doing it.

cannot in fact to what has been done in the past.

*unparalleled that we feel compelled to face
and to attempt to make*

~~to what the citizens of Chicago have done in the past, in justice to the situation with which we are confronted.~~

~~From what I have said you will recognize I think that I believe, and I think you believe, that The University of Chicago was never in the history of American education, an unimportant institution. Its very creation was an important~~

~~event.~~ The very policies that Dr. Harper announced at the outset constituted an important event. But it was of course at the beginning a relatively small institution, ~~it was of~~

~~course in the beginning, incomparable in magnitude with the~~

~~other larger universities. We have passed that day, and al-~~
than universities
~~though we have ourselves a perception of it, I am going to~~
and not only we have other recognize the fact.

~~rely on the testimony of others.~~ Within the last few weeks

it has been brought home to us by the judgments of competent witnesses who have no association whatever with the University

of Chicago, that we now stand ~~among~~ ⁱⁿ the first ^{rank} three of

American universities for the importance of ^{the} responsibilities

that we carry. This is partly due to the way the University

has grown, partly due to the ideals for which it has stood,

and partly due to its location.

I was talking last night with one of my colleagues in the University who was speaking of the signal, exceptional significance of this region in which we live. I will not attempt to quote his statement as to the commercial, economic

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 Justice for the situation which we are concerned.
 to what the officers of Chicago have done in the past, in

significance of this region, and its significance for the future of this country and of the world. I was talking a few weeks ago with a man who had made studies of education all over this country, and he called my attention to the fact that the area of the country which now produces the largest number of aspirants for college education is this area of which Chicago is the center. No longer New England or any other part of the country represents the maximum of educational interest.

I might appeal also to the thing which many easterners do not know, but which you know: the City of Chicago represents in itself almost the highest pitch of public spirit and of real idealism. We know that those who have formed of Chicago the impression that it is excessively materialistic are simply mistaken. We know there is no city in the country which responds so heartily, readily and generously to the appeal of that which makes an appeal to their idealism.

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

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We have come to several conclusions about the University. One of these is, I think, rather a remarkable one; ^{especially because} and it was not taken as a matter for granted, ^{is} but the result of study: ^{compulsory}

~~That~~ ^{we} have no occasion materially to modify the policy which President Harper laid down for the University thirty-three years ago. We shall still emphasize research, believing that in so doing we ^{can} ~~shall~~ render perhaps ^{an indispensable} ~~our greatest possible~~ service to the country and to the world. We shall still stand for sound education, believing that men, after all, are the greatest ^{product} ~~creation~~ of human society. We shall still recognize our responsibility to the world outside of our own walls, and seek not only to teach those who come to us, but, so far as possible, to share all we possess in knowledge and discovery with the whole world. ~~We shall maintain our University Press, the University Extension Division, and probably try to increase our facilities.~~

The second conclusion to which we have come is that our duty from this time on, so far forth as we can see, is to put the emphasise of our efforts upon the quality of our work. At the outset, of course, it was important that quality should be emphasized, and President Harper emphasized it; but it was also necessary that the University should grow, and if we had remained at six hundred students and a ^{hundred} ~~hundred~~ faculty [^] we could hardly have made the impress upon the educational world

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that we have made. But we have concluded that ^{the} ~~that~~ necessity of growth in the ^{scale} ~~scale~~ of enlargement is no longer imperative, and that the one thing ^{on which} we need to put emphasis ~~upon~~ hereafter is quality.

I referred a few moments ago to the fact that President Harper sought throughout the world to find men of eminent ability. It is ^{such} ~~the~~ men of ~~eminent ability~~ that give quality to an institution, not only by the character of work which they do, but by the influence they exert upon their colleagues and upon the whole student body. We recognize the fact that if we would meet our opportunities, ^{and} ~~meet~~ our responsibilities, we must not lower ^{our} ~~the~~ standard in respect to the quality of the men that we seek to secure for and retain in our faculty, ~~and~~ ⁱⁿ respect to every aspect of the University's work, ^{therefore} whether it be research, instruction, or publication, we have set as our ideal the highest possible attainment in respect to quality, content with nothing else than that.

~~Now~~ ^{What} ^{then} does this policy mean for our future? Perhaps my first answer to ^{this question} ~~that~~ may be a ^{little} ~~bit~~ surprising. It may seem as if I were denying what I said a moment ago about expansion, ~~I mean~~ when I say that we need, and imperatively need, new buildings. Why? In the name of efficient education. ~~Let~~ ~~me give you a few examples of what I mean.~~ Our Department of Chemistry has been an eminent department, as compared with

that we have made. But we have concluded that that necessity

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Chemistry has been an eminent department, as compared with

^{It}
 those in other institutions. ~~This~~ building was ~~originally~~
^{to the Univ. 33 years ago}
 given by a Chicago citizen, Sidney Kent, ~~and~~ ^{and} when erected was
 one of the finest in the country, four times as large as we
 needed at that time. For years it has been only half as large
 as it ought to be, and we have now reached the point where
 we cannot go forward, cannot even ^{maintain} ~~retain~~ our present standard,
^{scholarship}
 without more space, ~~because there are just about half as many~~
^{in which to do}
~~cubic feet there as are necessary to permit efficient work.~~

When we go out to seek first class men, and we do not
 want any others, to come upon our staff in chemistry to
 replace those who are passing away, we get back the answer
 "If you do not give me sufficient equipment, I cannot come."
 To maintain our efficient work in research and instruction
 we must double our capacity in chemistry. Exactly the same
 situation exists, only more acutely, in respect to the group
 of sciences housed in Ryerson Laboratory; physics, mathematics,
 and astronomy. ~~I could tell you a tragic story of what is~~
~~happening to that department, which has been one of the most~~
~~eminent, not only in the University, but in the world, simply~~
~~for lack of space in which men can carry on their researches~~
~~and their work of instruction.~~ Harper Memorial Library was
 erected a few years ago, one of the beautiful libraries of
 the world. For five years we have been moving books out of

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that building for sheer lack of space to contain them, carrying them away in order that we may have space in which to do our work. Still worse, we have only half the amount of room necessary to house our staff, ^{and} ~~we~~ cannot increase ^{it} ~~the staff~~ by ^a ~~one~~ single person. Still worse, when our ~~great army of~~ students comes up for the Summer Quarter to do their advance work, we have but ^{whom half} ~~one-third~~ the number of chairs necessary to seat them, ^{and must sit} ~~we~~ actually ^{the} have them sitting on ~~door~~ steps.

What I have said about ^{these} ~~this~~ department is equally true of ^{several} ~~half-dozen~~ others. In fact, there are only two or three departments that are not now so crowded for space that their actual educational efficiency is seriously hampered.

^{So much then for buildings - all of which are needed}
The second thing that is involved in ~~this~~ is the

serious study of educational problems. ~~I must just barely mention that, and give a single illustration, because the subject would demand another hour for even a cursory explanation. Among these may I mention as an illustration the~~ ^{the} ~~May I just say this about our college work, I mean~~ ^{from the work} ~~the work for our undergraduates; that we recognize that in~~ ^{that} ~~that we have a serious problem. The universities, the~~

colleges of the country, fifty years ago had certain characteristics, most of which have changed, some for the better, some for the worse. ^{the problem} ~~But~~ today we all recognize that ~~we do not~~ ^{of the education of} ~~exactly know how to deal with the young people of that age~~

is needed to maintain the quality of our work.

our policy of emphasis on quality

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or for the business of life, is a serious one, which requires thorough study in the light of present day needs and conditions. To this problem

have
 who finish their highschool education and are not yet ready for a professional education, and we are addressing ourselves *in the determination that we will not rest till we have* earnestly and seriously ~~to that~~ We are quite clear on ~~this point~~ that we shall have to have additional buildings in which to carry on this experiment successfully, separated in a measure from the other types of research that are carried on in buildings that now exist.

But the point must
 One point on which I ~~am glad to~~ put my greatest emphasis is this: ~~we recognize clearly that~~ we must maintain ^{our} the standard ^{reference to} in the quality of our ^{faculty} men. Thirty-three years ago President Harper gathered together his faculty here, among whom there were intellectual giants, the names of ~~some of whom at least~~ *are familiar to all the alumni* you know: our friend Mr. Michelson, Mr. Chamberlain, ~~such~~ *Mr. Small, Mr. Condit and many* men as Mr. Coburn, who came a couple of years later, and other men whose names I will not stop to enumerate. They were the men that gave character to the institution, and they were the men that insured its future. They are thirty-three years older now than they were then, and we must also realize, of course, they were nearly in middle life then or they would not have reached ~~that~~ ^{the} eminence, *which they had attained*. Their places must be filled. Thank God we have been able to raise ^{up} some *men of this kind ourselves*. A university which does not produce some men of that type does not justify its existence. *There is a* I ~~might read you a~~ long list of men who, in the fall

do want to build up a better type of college than in many of our universities - in fact we are in the best position to do so

These are the men who are the backbone of the institution - the men who are the backbone of the institution - the men who are the backbone of the institution

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of 1892 were either freshmen, ^Wpossibly entering the graduate school, or just entering their academic career. But no institution can possibly maintain itself upon the high level it ought to maintain if it does not also bring in others from the outside. *And to this task we are addressing ourselves with all earnestness + determination*

These are our great tasks, and they all, ~~I am sorry to~~ ~~say~~ call for money. Therefore we are calling on the public, and our Alumni, who are responding most generously, and our friends, to come forward and give us money, Eleven Million Dollars for building, Six and One-half Million Dollars for increases in salary to the faculty, to enable us to do now the most urgent, necessary things. Beyond that there is a larger program, that some other day I would like to tell you about, but I think perhaps we have gone far enough today, because I am sure when we raise this sum we have set for ourselves to do the most necessary things, we shall have laid the foundations on which we may build solidly for the future.

I tell you these things, gentlemen, not to ask for the Seventeen and One-half Million, but to help create that public opinion in the City of Chicago which you have so large an influence in creating, the creation of which will bring us that co-operation which is all we need now to enable us to meet these great responsibilities, and go on to create a still greater University to come. (Applause) _ _ _ _ _

Who are today the glory
of the University
16

Greater University to come. (Applause)

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When taken to
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University



