

Kiwanis
5 min.

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There is a common impression that the people of this country, or any other can be divided into two great classes, the educated and the uneducated. Perhaps this is in a sense true. But it is really much more accurate to say that every body is educated -- or rather is in the process of being educated. Some people are well educated, some are very badly educated. Education begins in the cradle and goes on till one becomes so "set in his ways" that he can learn nothing more. Some people have absorbed very little education. Some have acquired a great deal. Some get their education in the home, and the finest educational institution in the world is a good home. Some have got it in the streets and in the resorts of the vicious. Some have gained it in schools, and some schools are good and some are very poor. But every body within the bounds of civilization is educated. And education goes on through life.

The United States has more schools and more people in school in proportion to the population than any country in the world with the possible exception of Japan. But it is not so certain that its schools are the best in the world, and it is altogether certain that our Schools are not as good as they ought to be.

There ought to be more people in school than there are, and boys and girls ought as a rule to continue their education -- I mean the right kind of education -- longer than most of them do. We shall never do our full duty by the coming generation till we provide for every boy and girl all the education of a kind that is adapted to their capacities and needs that they will take.

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It is worth noting that American schools have made great progress, to mention only one reason, because they are controlled by the people. In some countries it has been found hard to overcome the tradition that schools should be controlled by the state; and to a large extent, I think, this government control has hindered progress. In America the schools are fundamentally the creation of the people, and their conduct is under our democratic system. The same may be said of universities. When creations of the state, they are nevertheless the product, indirectly, of the popular will; and their control is the expression of the people, through their legislatures. When universities are privately endowed, they are still the creatures of the people, and their property. For such universities arise through the generosity of men, and of communities, which recognize the vital part these universities play in discoveries relating to fundamental truth, and in specific service to the general welfare.

But even more important than more education in America today is better education -- in school and out of it. I propose as the educational slogan of the New Year in America -- Better schools for all the people, better education inside the schools and outside.

William Stephenson

Every body is -
education through habits

U.S. more schools -
than any other country etc -

Quality? -
Character? -

How do our full day schools
provide for every boy &
girl all the way - if the country

This is my duty

The Salt Stagers of U.S.
The Salt Stagers of U.S.
The Salt Stagers of U.S.

Common impression that
people live with 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000

U.S. more schools + more
people in school - with
health + strength of people

Balance

English + American diets -

How do our kids feel -

Two home duty - Refuse to school out of it. I propose
Zeller W.H. 3rd

Content of school - even more important than more education in America

Real men understand -
to the general welfare.

Answer Lucius
Jesse

P3

NEWSPAPERS AND UNIVERSITIES

Inland Daily Press Association

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~~ ^{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. ⁴¹ 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.

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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 ⁱⁿ interestingly 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} ~~two~~ lines, and pertained to facts that were almost two thousand years old.

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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

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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} ~~virtually~~ 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} ~~an~~ education of the individual) and publication. All three of these are also, if I mistake not, functions of the newspaper. Their ^{if a newspaper} methods of education 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} ~~the relation of the two~~ institutions ~~in the~~ ^{research} ~~field of research~~, that I wish especially to speak, not because it is necessarily ^{more} ~~most~~ important, but because it is most fundamental ^{than education and publication} 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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overlooked.

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 wondered whether

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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. ~~Perhaps some of you noticed in the Atlantic Monthly lately an article entitled "A Woman's Memories at Eighty-One." If you have you know that one half of the items in that list are the products of modern research. Ezra Meeker 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~~

sketch

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?

Of what worth is to divide by 1000 the time it takes to send our thought around the world, if we have no better thought to send? Of what use is it to double the rate of speed at which we travel to distant lands if when we arrive there we have no eyes with which to see their beauties, or perception of hearts to understand their problems?

Research, I repeat, has enriched the world immensely both materially and spiritually; but the spiritual benefits always outweigh the material, and the material have their chief value in that they enable us to avail ourselves of the spiritual.

In the progress of research and the making of its results available in the service of man the modern University plays a very important part. It stimulates and organizes curiosity for the effective discovery of the unknown. It trains men to become discoverers, never forgetting that man who discovers is more important than his discovery, for the latter is valuable only as it is converted into human betterment, and that character is a vital factor in all processes of education. It gives out to the world without price all

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Of course research is not confined to university laboratories nor are all discoveries made there. What can be justly calimed for the modern universities is that they are the chief cultivators of the spirit of research and that from them come the most fundamental discoveries on which all practical inventions are based.

To mention only a few instances, and these chosen from the discoveries of very recent years:

The wireless telephone was made possible by discoveries as to the nature of the atom which Millikan made in a purely idealistic spirit in the Ryerson Laboratory at the University of Chicago. Insulin and Ethylene are both products of University laboratories; and the recent discoveries in respect to scarlet fever were likewise made not in commercial laboratories but by university men.

The commercial laboratories and private research have their place and their record of achievements. But to the fullness of achievement the university is an essential factor, and it is responsible for that which is most fundamental and far reaching.

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The wireless telephone was made possible by discoveries as to the nature of the atom which William Bragg made in a purely scientific spirit in the Rutherford Laboratory at the University of Chicago.

Insulin and B12 are both products of University laboratories; and the recent discoveries in respect to cancer have likewise made not in commercial laboratories but by university men.

The commercial laboratories and private research have their place and their record of achievements. But to the university is an essential factor, and it is responsible for that which is most fundamental and far reaching.

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 know 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

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When, therefore, we recognize that the newspaper man as such must confine his researches to certain events, however much he may know in other fields 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 particular, fairly difficult kind of research, and one that is preeminently entitled to be recognized as research. He is dealing with the facts

at 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 impossible 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} over 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 eyewitness 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,} are all 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

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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 statesman'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 advantage^s 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,

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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} guarantee the future safety of our country; we could almost ^{guarantee that} insure the welfare ^{would be safe for humanity} of the world. ^A 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} ~~save~~ *the course of human history* the world, and so could you under the same conditions.

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the world, 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.

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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, ^{W3} brought to be so consciously and to mutual advantage.

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Harber's policy; ~~As we end~~ but have
emphasized it more and more—
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era in which it will be still fur-
ther emphasized in ~~The~~ Medicine
and all the ~~base~~ ^{the} physical and
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all the Social Science, in Law
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Therapy, education, nutrition
all the best doses, in fact
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and Politics. ^B We are ~~pleased~~ ~~to~~
thus to ~~co~~ make our contribution
to ~~a better~~ human welfare and
human betterment. We are glad to
join hands with you as those who
~~in editorial office~~, and ~~in the~~ by
your messengers in all parts
of the world, wherever at first had

The facts of ~~the~~ ^{our} current history
and in your editorial office
interpret these facts to your
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Research is our common task,
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common purpose -

10
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P3

Chicago Alumni, February 26, 1925.

The University has made a record — proud.

On that record we want to build.

I. Our past.

1. When founded - new policy:

- a) Research
- b) Education
- c) Dissemination

2. This carried with it:

- a) Exceptional men
- b) Freedom
- c) University Press and Extension

3. This three-fold policy steadily adhered to, and has brought great increase in land, buildings, etc.

4. But of no use if we were not doing work of high quality-
Testimony of Hughes of Miami.

5. Are we not satisfied? We are not.

- a) If we were, we should go backward.
- b) The world makes heavier demands on educated men.
- c) United States coming into place of greater responsibility.
- d) See defects ourselves.

Proud of our past, but not too proud to know our duty to the future.

II. What of our future?

1. Been studying ourselves, settled some things.

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b. Better kind of college life.

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3. Matter of great satisfaction that alumni have seen this
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Craigie - Curtis

The alumni with splendid courage, etc.

4. Why confident?

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c) Trustees, faculty, alumni behind.

Turned every corner so far.

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October 29, 1924.

ADDRESS TO THE MEMBERS OF THE
BAR ASSOCIATION.

Some men collect postage stamps, some autographs, some pictures of famous artists. I have taken of late to collecting new experiences. For many years I have been talking to ministers and teachers and other common people, but not to many others. A year ago I added a new experience by addressing the American Medical Association, drawing heavily I must confess upon my physician friends for facts and ideas. Two or three weeks ago I had my first experience in having as my guest, and table companion, an heir to a throne. Lords and Sirs I had met before, but never before a prince of the blood. Tonight I think I am reaching the climax of ^{novelty} ~~notoriety~~ and temerity in speaking for the first time to a company of lawyers. To be sure I have a brother who has been practicing law in Chicago for towards forty years, and many friends in the legal profession. But this acquaintance has not prepared me to speak to lawyers, for its basis has been as little in ~~my~~ knowledge of law on my part, as of Greek Grammar on theirs.

I have decided therefore that instead of trying to enter your field, where I should certainly be at a disadvantage, I shall be wise to keep to my own bailiwick and talk as I usually do these days on a phase of education.)

This course of action the more commends itself to me because while I know little law, you all know something about education.

Our American Universities have now for about half a century been undergoing a gradual transformation. This movement may be dated from 1876, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from

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Our American Universities have now for about half a century been undergoing a gradual transformation. This movement may be dated from 1875, when Johns Hopkins University was founded. It received another decided impulse in 1892 with the founding of the University of Chicago. It involves two elements that may perhaps seem remote from

one another, but in fact are closely related. These two elements are Research, and Service. Of course neither of them is wholly new. What is new is putting a new emphasis on them both. Previous to 1876 we had no real universities in this country. We had colleges and professional schools. In both of these the emphasis was almost exclusively on the education of individuals ^{by the impartation of knowledge}. The college aimed to give its students general preparation for life or for further study by imparting to them a certain body of knowledge and a certain power of appreciation. It amply justified its existence by its results, though it does not follow that its policy could not be improved upon.

The professional school was almost wholly a training school for the practice of a particular profession. Its spirit and aims were those of what we should today call a trade school. The minister learned how to preach and how to conduct a church, the lawyer how to plead cases and transact the business of a consultant attorney. The doctor was taught what remedies to administer for certain diseases that were recognized by their symptoms and how to deal with fractured bones and the like. ^{few} ~~None~~ of them became investigators or scholars. This came later in their experience if it ever came at all.

It was scarcely within the view or thought of that period that either professors or students had any obligation or function in the realm of research, i.e. in the assembling of data and the study of them in such way as to add to the sum of human knowledge. Knowledge was thought of in general as a stable quantity, and the same was true in general of the methods of practicing any profession or trade. That old maxim of the Rabbi's of twenty centuries ago was still largely followed. "He is the perfect teacher who receives a brimming cup from his Master and passes it on to his pupil without adding a drop or spilling a drop." A Turkish farmer was given a modern plow, by which with less labor than

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he had formerly used he could produce larger crops. He used it for a little time, and then discarded it on the ground that it was a disrespectful reflection on his ancestors to attempt to do things better than they had done them. I do not mean that the educators of fifty years ago were as severely hide-bound as this Turkish farmer, but it is true that education was largely a matter of passing on to the next generation the body of knowledge and skills that had been received from the preceding. Increase of the world's knowledge was sporadic and lay outside the regular processes of education.

Today research is a recognized part of a University's task and of the educational process. In its fullest sense, in which one actually ascertains what no one knew before, it belongs of course only to the higher level of University work, to the professor and the Research Fellow rather than to the ordinary student. But as a spirit and attitude it is gradually permeating the whole educational scheme. Education is no longer a process of give and take in which the professor or text book does all the giving and the student does the taking. It is an active process of observation and reasoning and acquisition. This is preeminently the new note in Education.

Another new note in Education not less significant is that of service. Of course it was not absent fifty years ago. Men founded colleges not to make money out of them, though professional schools were sometimes established for that reason, and students in all kinds of schools were taught that they ought to live their lives unselfishly. But the dominant note of most

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schools was on the preparation of the individual for his work in life. Gradually it has come to be recognized that our Universities at least have a larger duty of service than that which they discharge when they educate a certain number of youth. What they learn by their research they are bound to give out for the benefit of the community at large. To the extent of their ability they are bound to be centers of helpful influence in the region in which they are located. All that they have they have received. They hold it in trust for the service of all.

To the education of the individual and the development of character, the modern University adds ^{therefor} the relatively new keynote of research and a new emphasis on service.

This brings me to the topic on which I was announced to speak, A Need of American life. Partly because we have reached the point in our educational methods which I have been endeavoring to describe, partly for other cogent reasons I believe we have come to a time when we ought to recognize a new profession and a new task of our universities - make definite provision in our universities for the education of men for this profession.

When I call it a new profession I am not indeed quite accurate. ^{For in fact} Because men have been practicing it for centuries, only not as a distinct profession for which definite and broad preparation should be provided and made. Perhaps I should rather speak of converting an occupation or a trade into a profession by putting it upon a higher level, with higher standards, educationally and ethically.

By the new profession I mean politics
and by the new task of the universities
I mean the education given to the student for political life
and systematic research in the whole field of politics and statecraft.

shh

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Handwritten notes in the right margin:
The modern university is a new institution. It is not a school of learning, but a center of research. It is a place where men are trained to do original work. It is a place where men are trained to think for themselves. It is a place where men are trained to serve the community. It is a place where men are trained to live. It is a place where men are trained to be men.

And when I speak of research ~~as a new task~~
in this field as a new task, I am not quite
accurate, because such research has been going on
for a long time.

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The profession of which I am speaking is politics,
service of the community through holding and filling public offices
of all grades and kinds. I have in mind city politics with its
many departments, state politics from the governorship down,
national politics, legislative and executive. For the judicial
function provision ^{perhaps} is already made in our law schools and the
practice of law. ~~I am thinking of international politics and~~
^{abroad} public service in its various phases.

But I am thinking also of a service in the sphere of
political life that would not necessarily involve the actual hold-
ing of office. I mean the painstaking and fair-minded investiga-
tion of the many questions which arise in political life, but on
which both voters and officials are now largely compelled to
guess what is right, ^{or} ~~and~~ fall back on their prejudice, because no-
body really knows the facts, ^{or} what the effect of a certain policy
would be. I strongly suspect that we often vote directly against
our own interest simply because we do not know what is for our
interest.

Here Perhaps I may venture to draw an illustration from
British politics. Early in August of this year when the Dawes
Reparation plan was announced, and most of the English people
were welcoming it as likely to bring relief to the whole of Eur-
ope, England included, the London Daily Mail began a violent
denunciation of it. It predicted that as soon as Germany had
the capital which this plan would put into her hands, she would
flood England with cheap manufactures, and aggravate the already

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serious measure of unemployment and all the evils that go with it. A few days later the Times had a signed editorial by Sidney Brooks in which without referring to the articles of the Daily Mail he pointed out that there could be no solid prosperity for England till the continent of Europe was stabilized, ^{that} ~~and~~ the continent could not be stabilized while Germany was in chaos, and furthermore that England could not have Germany as a customer without also having her as a competitor.

A few days after this I was talking with an Englishman who to these statements of Sidney Brooks's added that one prime cause of England's unemployment was the loss of her trade with India: and that the loss of her trade with India was largely due to two causes, first the fact that under conditions as they have been for three or four years, India ^{could} ~~cannot~~ sell her raw materials to Germany as she formerly did, and second that because of the general instability the people of India were afraid to spend their money and were burying it in their gardens. Now the rehabilitation of Germany, he contended, would tend to correct both these situations. When Germany again has capital she will begin again to buy India's jute, confidence will be restored, and India will again resume her trade with England.

I am not putting forth an argument for the Dawes report. Such an achievement as that needs no defense from me. What I am endeavoring to do is to illustrate how complicated our political questions are today, and how impossible it is without thorough investigation to find the right solution of them.

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Adhering still to the safe ground of British politics, may I cite another illustration. The British bricklayer lays 300 bricks a day. He undoubtedly could lay three to four times as many without at all endangering his health. His reason for refusing to lay more is that if he did he would throw himself or his companions out of work and so increase unemployment. At the same moment he and all his fellow workmen are paying burdensomely high rent for the houses in which they live because of the great shortage of houses. Because rents are high everything else is high. *And rents are high because he only lays one third or one fourth as many bricks a day as he might.* Thus he is caught in a vicious circle, and in that most fallacious of fallacies that the way to increase wealth and comfort is to reduce production. The less you make the more you will have.

My point is not to blame the British workman. I do not think he is able alone to extricate himself from his maze. What I am again endeavoring to show is that political questions, most of which are at bottom economic questions, or have a large economic element, are too difficult to be solved except by the thorough study of men broadly educated in this field. Yet it is with just such questions that legislators and executives are called upon constantly to deal.

We have a racial question on the Pacific Coast the solution of which may eventually involve us in the most far-reaching consequences, domestic and international. How many of us who have opinions on the subject, how many of those whose votes in legislature or Congress have helped to determine the policy of the country on this matter, really know the facts and understand their significance?

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But let us turn to the executive side of the matter. One of the greatest forward steps in the direction of promoting public welfare in recent years has been the introduction of what is called preventive medicine. I refer to measures for preventing disease, especially contagious and infectious diseases, instead of trying to cure them after they have begun. As a result of this movement small pox and yellow fever and malaria have almost disappeared from civilized lands. This development has in turn led to the establishment of public health departments^t and the appointment of public health officers, and this in turn to the creation of schools of public health for preparing men for these positions. For the competent public health officer is quite a different person from the ordinary practicing physician. There is one school of this kind in Baltimore and the beginnings of another in Boston and I hope some day there will be one in Chicago.

But where is there a school in which men can be trained for the numerous other positions of responsibility in our municipal and state government? In Europe city management is a profession for which men definitely prepare. With us men arrive in these positions on almost any other basis than fitness for them. Sometimes we are fortunate, as Chicago is at this moment in ~~its~~ office of mayor and of commissioner of Public works, but for what proportion of the last thirty years has Chicago been fortunate?

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high intellectual qualifications and its high ethical standards.

Gentlemen, I verily believe that today the need of such a profession, on the intellectual and moral level which I have suggested, is to say the least as great as that of any of the existing professions. Society has become so highly organized, political questions have become so complicated and their issues so far-reaching, the happiness and wellbeing of so many people are dependent on what we do politically, the world has become so bound together in the bundle of life, and America has acquired, partly gradually, partly suddenly, so vast an influence in the world that there is today a need inferior to none other of competent and high minded men in public life. Much as we need ministers of religion to set before us high ideals of life and deepen our sense of the eternal realities, much as we need teachers to educate our youth, much as we need doctors to cure our diseases, and lawyers to adjust our personal and business affairs, much as we need musicians, and painters, sculptors and architects, to create and to satisfy our sense of beauty, none of these exceeds--I verily doubt whether any of them quite equals--our need of high-minded, broad-minded intelligent politicians.

Of what use is it to maintain schools and churches and Art institutes, of what use to settle our differences of opinion or cure our diseases, if the ship of state is not to escape the rocks of disaster, which it does not require a morbid imagination to perceive among the possibilities of the near future?

But to drop all suggestions of an alarmist tone, who can render a larger service to his country than the man, who with adequate preparation for it and in a spirit of service enters public

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life? What larger service is possible than that which is open to the Commission^{er} of Public works, or the Mayor of the city, or the Governor of State, or a national legislator, or the minister to a foreign country? I neither need nor desire to depreciate any of the established professions, when I set forth the need and the worth of the profession of politics.

But if these things are so, then there follows I believe another inference, viz, that at various places in this country, and in several of our Universities, there should be established a thoroughly equipped School of Politics, ranking with the best schools of the other learned professions.

It should in my judgment be, as these other schools are, or are rapidly becoming, a Graduate School, in the sense that men should enter it after a complete, or nearly complete college course. It should be as most of these schools are, or are rapidly becoming, a school both of research and of preparation for a profession. In other words, it should aim on the one hand to make thorough investigations of the multitudinous problems of political life, and on the other hand definitely to prepare men for the profession of politics. Incidentally it should offer courses also to men, graduates and undergraduates, who expecting to earn their living in other professions desire also to be intelligent citizens of their country and of the world.

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The student who receives his degree from this school should be thoroughly grounded in history, general and political, in economics, in the fundamental facts of the nature and organization of human society. He should have a good command of modern languages that his studies may not be limited to material available in English. He should be thoroughly acquainted with the history of his own country and its political institutions, national, state, and municipal. But his horizon should be broadened by the beginnings at least of knowledge of world affairs. He should have had actual contact with political life, and ~~actual~~ experience in political action. The clinical side of his training is certainly as important as that of the physician and the teacher. He must have been trained in the methods of research and have acquired the investigative attitude of mind. There is no excuse today for ready made standardized procedure in the treatment of disease or the ^ucare of social ills. Least of all can the competent politician deal with the problems that he will meet by any set of fixed rules. He must be prepared to meet every new situation in a spirit of research, asking first for the facts and then trying to discover what course of action they call for. The more he knows about precedents and previous practices the better, but he must not be the slave of them.

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a year ago, I did not think that there existed anything of just this character in any American University, though I knew, of course, that there were departments of Political Science in most of them. But I soon discovered that Johns Hopkins ^{University} was endeavoring to raise money for a school approximately like what I had in mind, and I learned only yesterday in New York that another eastern institution has just received a gift to start it in the same direction. These are to my mind only confirmations of my own strong judgment that schools of Politics are among the pressing needs not of American education so much as of American life.

I recognize of course that the graduates of such a school would not always have an easy time. They would not be prepared to step to the head of their profession any more than the graduate of the Law School is ready for the Supreme Bench, or the young physician able at once to enter upon a lucrative practice. They would have to go through their years of practical apprenticeship like the men in any other profession. They would be subject to the additional disadvantage that the places for which they would be prepared are not usually filled on a basis of competitive examination or wholly on a basis of merit, but by political appointment or by election. Progress would undoubtedly be slow. Yet I think that we may depend on the intelligence of the American people, when they really see a good thing to avail themselves of it. I was told quite recently by a man who is familiar with the situation that there has been a perceptible improvement in the type of man who is appointed to the position of Health Officer as

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the number of men competently trained for this office has increased. I believe we might expect the same thing to happen all along the line.

I recognize too that the country has been producing men of the kind that I am speaking of without any special school. Such men as Theodore Roosevelt, and Woodrow Wilson, and Robert Bacon, and my own namesake but not relative in Ohio, Theodore E. Burton, and Senator Beveridge, and A. A. Sprague are illustrations of this fact. But this does not at all prove that we do not need the school. There were lawyers before there were law schools, and physicians before there were medical schools, and great teachers who had never been inside of a school of education. But as we have gradually come to see that we cannot provide an adequate number of men of high quality in these older professions, so in respect to the profession of politics I believe we have reached the point in American history when we imperatively need a school of Politics.

In one respect I hope that we shall ^{not} repeat our past experience in these other fields. If any of you have read President Eliot's reminiscences of his life as President of Harvard, you know that fifty years ago medical education was on an extremely low level, so low that the Dean of the Harvard Medical School protested against introducing written examinations into the school on the ground that most medical students could scarcely read or write. I see no reason why the school of Politics should repeat this history.

the number of men competently trained for this office has increased. I believe we might expect the same thing to happen all along the line.

I recognize too that the country has been producing men of the kind that I am speaking of without any special school.

Such men as Theodore Roosevelt, and Woodrow Wilson, and Robert Bacon, and my own namesake but not relative in Ohio, Theodore E. Burton, and Senator Beveridge, and A. A. Sprague are illustrations

of this fact. But this does not at all prove that we do not need the school. There were lawyers before there were law schools, and physicians before there were medical schools, and great

teachers who had never been inside of a school of education. But

as we have gradually come to see that we cannot provide an adequate number of men of high quality in these older professions,

so in respect to the profession of politics I believe we have reached the point in American history when we imperatively need a

school of politics.

In one respect I hope that we shall repeat our past

experience in these other fields. If any of you have read President

Elliot's reminiscences of his life as President of Harvard, you

know that fifty years ago medical education was on an extremely low

level, so low that the Dean of the Harvard Medical School protested

against introducing written examinations into the school on the

ground that most medical students could scarcely read or write.

I see no reason why the school of politics should repeat this history.

It will have to develop from small beginnings perhaps, but it ought to start upon as high a level as that which the best schools of law and medicine and theology have now attained.

Finally may I answer a question which perhaps has been in your minds, ^{viz,} why I have persistently used the terms politics and political, (which carry with them for many people at least a suggestion of corruption and soil,) rather than such highly honorable terms as statecraft and statesmanship. My answer is that I have chosen my terms deliberately, and because I am very desirous that this enterprise, when it achieves the stage of being an enterprise and not a dream, shall keep its feet on the ground. I want it upon a high level, but not in the clouds. Among the stories about Abraham Lincoln, which whether true or not are worth remembering, there is one that is in point. A number of people were discussing what was the proper length of a man's ^{legs} ~~life~~, and not coming to an agreement, they appealed to Lincoln, who answered 'Well, I have always thought that a man's legs ought to be long enough to reach the ground. A school of Politics must keep its feet on the ground.' It may have, it must have its political philosophy and its political ideals. It must not be a training school of political expediency. But it must deal with conditions as they are. Its basal data must be facts, not theories. It must fit men to enter political life with high ideals and purposes, but with capacity to serve humanity under the conditions of today.

Such a school, I say again, can render a service of unsurpassed value to the life of America of today and to the genera-

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