

SCIENCE

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THE UNIVERSITIES AND INVESTIGATION¹

As a representative of the university and as one but recently come to live among you, it is perhaps fitting that I should use the opportunity which President Hall has so kindly given me to discuss certain phases of university work in which many of my own chief interests lie, but which are not often brought before the attention of our public. I refer to the relations of the universities of the country to original investigation, and particularly to scientific investigation, since it is with a part of this—and necessarily in these days of specialization a small part—that I am personally concerned. Many of us in America have lived through a period in which the purposes and scope of the universities were at first not very clearly conceived; but as time has passed the situation has changed, and on the whole an agreement now prevails, which is likely to be permanent, regarding certain features of university policy which once were subjects of dispute. One of these is that investigation is an essential part of the work of every university. We now recognize that the universities have a double function to perform: one, that of disseminating liberal and scientific knowledge; the other, that of adding to it. There is nothing new in the idea that the chief concern of universities is liberal knowledge; *i. e.*, knowledge of a kind not directed primarily toward special or utilitarian or personal ends, but scientific or humane knowledge, relating especially to those matters which have a broad human significance and general applica-

¹ Founder's Day Address at Clark University.