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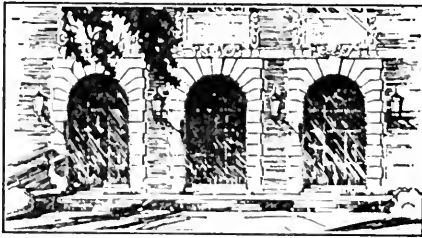
THE INSTALLATION OF
DAVID DODDS HENRY
AS PRESIDENT OF
THE UNIVERSITY OF ILLINOIS

Proceedings and Symposium

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Proceedings

THE INSTALLATION OF DAVID DODDS HENRY
AS PRESIDENT OF THE UNIVERSITY OF ILLINOIS

September 24, 1956

WITH A SYMPOSIUM ON THE CONTRIBUTION
OF THE STATE UNIVERSITY TO AMERICAN LIFE

Herman B Wells
Wayne A. Johnston
Charles B. Shuman
David A. Wolff
James Reston
Henry T. Heald

University of Illinois, Urbana, 1957

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PRESIDENT DAVID DODDS HENRY

THE INSTALLATION OF DAVID DODDS HENRY
AS TWELFTH PRESIDENT OF THE
UNIVERSITY OF ILLINOIS

September 24, 1956

MR. MEGHAN: Ladies and gentlemen in this assembly as well as those who share this program on television and radio:

We are very happy, indeed, to have you with us on this occasion. These exercises of the installation of the twelfth President of the University of Illinois will begin with the singing of the first two stanzas of "America" by the audience, accompanied by the University Concert Band and led by Director Mark Hindsley. This will be followed by an invocation by the Reverend Dr. Paul Burt, minister of the Trinity Methodist Church, Urbana, and Director of the Wesley Foundation. Will the audience please remain standing for the invocation.

Invocation

THE REVEREND DR. PAUL BURT: Almighty God, in Whose light alone we see light, and in obedience to Whose will standeth our only hope: we would enter upon this gladsome day with a lively sense of our dependence upon Thee, beseeching the continuance of Thy grace and succor.

We praise Thee for all that brings us to this hour: for the heritage of freedom in our nation and commonwealth; for the establishment of this University and its four score and seven years of service to the common good; for the burdens borne by presidents, faculty, trustees; for the long line of its sons and daughters who have gone forth from here to serve their fellows and Thee.

May this remembrance, and the great cloud of witnesses from the past bring us inspiration and encouragement for an ever more rewarding future under the leadership of Thy servant to be invested this day with its presidency.

We thank Thee for the qualities of his mind and spirit; for his preparation and dedication to this task. But especially hallow to him this hour with an inward assurance of Thy guiding and sustaining power. And let all that comes of this day be to Thy glory, for ever and ever. Amen.

MR. MEGAN: The general faculty of the University of Illinois is the University Senate. Its Secretary is Professor Leslie A. Bryan, Director of the Institute of Aviation. It is fitting that he, as the official representative of the faculty, should serve as the master of ceremonies at these installation exercises. I present Dr. Bryan.

MR. BRYAN: Ladies and gentlemen, in keeping with the recommendations of the Committee on Installation of the President, as approved by the Board of Trustees, our installation today is essentially a "family" affair. Accordingly, our invitation list was a relatively limited one. It included only the colleges and universities of the state of Illinois and those of the "Big Ten" and the colleges and universities with which the President has been associated or from which he has received degrees. In the field of national organizations only those in which the University holds memberships or has a particular interest were included.

Even so, we have a representative group here; and so on behalf of the faculty and staff of the University of Illinois may I welcome the public officials, representatives of sister colleges

and universities, delegates of professional organizations, alumni, faculty, staff, and students of the University, and the many distinguished guests and friends who are here today to witness and to participate in this installation of the twelfth President of the University. We appreciate the honor you have conferred upon our President and upon the University by your presence here today.

In keeping with the theme of a family gathering, the former presidents of the University were invited to participate in this ceremony. Dr. George D. Stoddard, President of the University from 1946 to 1953, and Dr. Lloyd Morey, President from 1953 to 1955, have expressed regrets that they cannot be here. We are happy to have with us Dr. Arthur Cutts Willard, who was President of the University from 1934 to 1946. I should like to present President Emeritus Willard.

It is appropriate that, at the installation of the President, greetings should come to him and to the University of Illinois from delegates representing educational groups as well as from some members of the University family. Therefore, I would like to present a series of such people.

Greetings from the Council of Ten

Dr. Herman B Wells, President of Indiana University, will bring greetings from the Council of Ten, better known as the Big Ten.

MR. WELLS: Dr. Bryan, President Henry, members of the band, ladies and gentlemen:

It is a privilege to represent the Big Ten institutions on this happy occasion. It is likewise a heavy responsibility because these institutions as a group are unique. Together they possess scholarly resources unexcelled or unequaled by any other regional voluntary association of institutions in the world. The statistical evidence is conclusive. They have physical plants worth more than three-quarters of a billion dollars; an annual operating budget of approximately three hundred million dollars; thirteen and a half million volumes in their libraries, plus

several millions of additional pamphlets, manuscripts, and other materials; a full-time teaching staff in excess of twelve thousand and an additional ten thousand part-time faculty members; and, finally, a student body of nearly two hundred thousand — exceeding the combined university enrollments of Great Britain, Belgium, Holland, Denmark, Switzerland, and Sweden.

Through the years these institutions have utilized brilliantly their unparalleled resources for teaching and research. As a result, our Big Ten universities have paced the spectacular economic and cultural development of the upper Mississippi River Valley during the past half century. The Big Ten universities are strong because they partake of the great strength of the University of Illinois. With a sturdy faith in education the people of Illinois have built here in the midst of the rich prairie an institution of world-wide distinction.

History teaches us that the people of ancient Athens lived in poor houses in order to be able to cover the Acropolis with temples. They did this because they believed the protection of the gods, and especially of their patron Goddess of Wisdom, was as necessary to the city as its walls. In that sense and to that end, the people of Illinois have built here their Acropolis destined to enrich the lives of the people of this state to a measure even beyond present dreams.

Today we salute a new President of this distinguished University as he formally assumes the duties of his office.

A new college president once said to a president long in office that he supposed his first year would be his hardest. "Such was not my experience," replied the veteran. "My third year was the hardest. It was in that year that the faculty found out that I was a liar." Now, Mr. President, I am inclined to think that your experience here will be different. You are already a seasoned executive; you should be able to postpone the evil day for at least five years.

Your task will be a large one. You are the inheritor of a great tradition. The progress of this institution through the years has been outstanding. Commensurate future achievement will demand a full measure of your time and energy. In addition,

your talents and experience are needed in the solution of regional and national educational problems. You bring to your task a richness of experience and personal talents acknowledged and respected by all of us. We know we shall be greatly benefited by your counsel.

We most heartily welcome you therefore to the fellowship and responsibility shared by those of us in our Big Ten association. All of us cordially wish for the University of Illinois, under your leadership, new heights of achievement and success. To paraphrase Dr. Mell's toast to Mr. Micawber, "May (you) . . . never leave us but to better (yourself) . . . and may (your) . . . success among us be such as to render (your) . . . bettering (yourself) . . . impossible."

Greetings from the American Council on Education

MR. BRYAN: Dr. Arthur S. Adams, President of the American Council on Education, brings greetings from the Council.

MR. ADAMS: Thank you, Dr. Bryan. Mr. President, ladies and gentlemen:

It is a special privilege for me to bring to this occasion and to President Henry cordial greetings on behalf of the American Council on Education. The privilege is one that I count as being both personal and official. It is personal because I cherish my long friendship with President and Mrs. Henry. I know the understanding and the graciousness they both bring to whatever they undertake.

From a personal experience I know, too, that Dr. Henry is a man who can be depended upon to give of himself without ever counting the cost in seeking true answers to the complicated problems that higher education and this University face today and will face in the years immediately ahead. This judgment of mine of Dr. Henry is fully shared by representatives of all of the more than eleven hundred institutional and organizational members of the American Council on Education who have worked with him. He is widely recognized as a man on whom all of those concerned with higher education can count

for thoughtful interest, for dependable action, and most of all for exceptional quality of judgment.

So it is with full confidence that I bring to him and to you the warm greetings of his colleagues in the American Council on Education.

In my judgment the greatest issue in higher education today and tomorrow, transcending even the issue of financial need, is to provide for college and university students an educational opportunity of truly high quality. There are those who hold that the enormous increase in college enrollment in immediate prospect will inevitably impair the quality of the education the individual student receives. I do not share this view. The need of our country for highly qualified people in all walks of life is already obvious. The need will become greater in the years ahead. There is widespread recognition that this need cannot be met merely by increasing the number of college graduates. More important is that each individual shall have the best opportunity possible to develop himself to the greatest achievement of which he is capable. It is this emphasis on the individual which will insure both the provision of educational opportunity for greatly increased numbers and the maintenance of high quality.

On this issue, as on so many others, the times call for leaders of courage, of vigor, and of capacity. Such a leader must be the kind of person who, as he is faced with demanding pressures on every side, will act in the spirit of the old New England saying, which goes: "When you get to the end of your rope, tie a knot in it and hang on." But to be fully effective he must do a great deal more than hang on. He must examine the evidence on each issue with which he deals and avoid, with equal firmness clinging desperately to the practices of the past just because they are the practices of the past, and changing practices merely on the grounds that something new must be better. He must resist the temptation of comfortable conformity and the lure of the superficially novel. In short, he must be a man of principle; a man who insists that honorable agreements must be kept even at the cost of sacrifice; a man who instinctively recognizes the dignity and importance of the individual; a man who earnestly and

thoughtfully seeks the truth and stoutly defends the right of others to do the same, and a man who, having once decided on the proper course of action acts with courage, despite the number and the magnitude of the obstacle in his path.

Such men are needed in every walk of life. They are especially needed in education today. They are men of principle. President Henry is such a man. I congratulate the University of Illinois on the quality of leadership I know it will enjoy in the years ahead. I congratulate him on the magnificent opportunity that is his for the full exercise of the talents of leadership I know he possesses. I wish for him and for you, on behalf of our colleagues in the American Council, many years of happiness and success. Together, you and he, serve the interests of your great University, your state, and your nation.

*Greetings from the State-Supported Colleges
and Universities of Illinois*

MR. BRYAN: Dr. Frank A. Beu, President of Western Illinois State College, will bring greetings from the state-supported colleges and universities of Illinois.

MR. BEU: Dr. Bryan, Dr. Henry, Mr. Megran, ladies and gentlemen:

As the representative for the five public state-supported colleges and universities, I wish to extend greetings and congratulations and best wishes to the faculty, students, alumni, and President Henry. We pledge a multilateral cooperation, support and assistance of these educational institutions of Illinois, which are Eastern Illinois State College, Northern State College, Illinois State Normal University, Southern Illinois University, and Western Illinois State College.

There always has been a meeting of the minds of the aggregate educational thought represented by these six institutions, and based upon our concept and our contacts with you, we are sure that it will continue during your presidency, Dr. Henry.

The five institutions and the University of Illinois have carried out many joint projects and enacted legislation through

voluntary efforts which have affected them, and we believe in the future we will be able to bring about even closer cooperation.

Again, we extend our best wishes to you as President of our great University of Illinois.

*Greetings from the Private Colleges and
Universities of Illinois*

MR. BRYAN: Dr. Conrad Bergendoff, President of the Federation of Illinois Colleges, will bring greetings from the private colleges and universities of Illinois. Dr. Bergendoff.

MR. BERGENDOFF: Dr. Bryan, Mr. President:

It is my pleasant privilege to bring you the greetings and well wishes of the Federation of Illinois Colleges with its membership of over forty private colleges and universities. Our state is a good example of the pattern of higher education in America in its development with parallel system of public and private institutions.

All of us are proud of the great University which bears the name of Illinois and of which you now assume leadership. As a citizen of the state, we support its manifold activities and rejoice over its success. We are interested also in the many large and small private colleges which for over a hundred years have expressed their particular ideas and have contributed to the educational benefits of our people. This dual system is peculiarly American, and it is a profession of faith in our balancing of private and public interests and control.

This other half of higher education pledges you today its cooperation and fellowship in our common American task. Psychologists tell us that if we had but one ear we would not be able to tell the direction whence a sound comes. The distance between the two ears is just great enough to enable the brain to catch the difference in time between the impact of a sensation and so to judge in what direction the sound travels. If we in America today had only one system of education, we would not hear the voice of our people and the expression of their needs as well as today — when both are alert to heed their aspirations.

We might extend this simile to the fact that we need two eyes, for depth of vision in education, or to the need of two feet if we are to move when we wish. The history of education in America is what it is because of the interrelation of private and public schools which, complementing each other, have made progress possible. I do extend the simile to the hands, and I offer our hand of the private institutions of higher learning and clasp your hand that will represent and guide the public institutions of our state. We rejoice to cooperate with you for the common wealth and common good of our people.

Greetings from the Students

MR. BRYAN: Mr. Herbert B. Lassiter, President of the Student Senate, will bring greetings from the University students.

MR. LASSITER: Dr. Bryan, President Henry, members and friends of the University:

It gives me great personal satisfaction to bring you greetings on behalf of the approximately nineteen thousand students on the Urbana campus of the University of Illinois. Last Friday one of these nineteen thousand came to see me and suggested that if I should say nothing else I should at least reveal to you that it is indeed the student who actually does the great bulk of this "learning and laboring," which is our tradition.

Although this remark was offered somewhat in jest, certainly it could be stated that the University has no greater business, and some might even say no other business, than the education of its students, the disciplining of minds to orderly and rational thought and the awakening of human spirits to their moral obligations to themselves and to society.

During these moments of crisis in higher education, in this period of fantastic increases in college enrollments, our institutions of higher education must be reoriented and rededicated to the simple, and perhaps too obvious, principle that they exist primarily, although to be sure not absolutely, as places for students to learn and for teachers to teach.

Particularly now, when we must provide the scientific,

political, and moral leadership of our nation and the world, increased attention must be given to the development of imaginative, creative and yet responsible youth. For it is from such youth that the saviors or the annihilators of the human race not may but must and will be chosen.

This development is no mean undertaking, and in the endeavor the best minds of the strongest men will be needed.

The University of Illinois has been fortunate indeed in attracting one of these strong men with good minds — for during the past year Dr. David Dodds Henry has demonstrated the imagination, the ingenuity, and the vigorous dedication to duty which are vital attributes in a man who is to lead so ambitious an adventure as ours.

For Dr. Henry and the University, the years ahead will be as exciting as they are crucial, as fascinating as they are meaningful, and as challenging as they are important, and, sir, your nineteen thousand students trust that you will have the poise, the stamina, and the commitment to high principles and purposes which will be necessary for enduring the vicissitudes that time and circumstance may offer. But above all else, we would wish for you that abiding sense of personal comfort which is the only true compensation for a great man when he has done his job well. Dr. Henry, congratulations.

Greetings from the Faculty

MR. BRYAN: Dr. Roger Adams, Research Professor of Organic Chemistry, will bring greetings from the faculty.

MR. ADAMS: President Henry, Dr. Bryan, ladies and gentlemen:

I can't refrain from saying just a word about why I am here representing the faculty on this occasion. It happens that I am the senior member of the Senate, an austere title which I have never wanted, never sought and, indeed, received without effort. All that was required was a successful battle against nature during the years — a battle common to each of us. The title is far too blunt a reminder of impending retirement — what my friend, Dr. Rose, prefers to designate as joining the statutory imbeciles.

On rare occasions the senior member of the Senate has some privileges, and it is my special privilege today, on behalf of the faculty of the University of Illinois, to welcome to the campus David Dodds Henry as President of the University. As a scientist, however, I favor precision and consequently I should say "continue to welcome David Dodds Henry to the campus" for it was over a year ago that he came to us.

During this brief period he has participated in an extraordinary number of varied activities. He has widened rapidly his acquaintance among those officially connected with or interested in the University of Illinois. He has demonstrated to the Trustees of the University his ability as an executive, he has impressed the legislators in Springfield with his soundness of judgment in directing the largest educational unit of the state of Illinois, he has gained the confidence of the alumni, he has proved himself a popular citizen in the local community and, finally, most importantly, he has convinced the faculty of his competence as a leader and effective guide to the University of Illinois. In view of these achievements, he is even more enthusiastically welcomed as he begins his second year.

The University of Illinois to which Dr. Henry has come has numerous complex and diverse problems in common with other large educational institutions. It is merely necessary to remind you that over twenty-three thousand students are enrolled and the instruction is subdivided into twelve colleges, six schools, and twenty-nine other teaching, research, and service units. The President must be a man of exceptional versatility who is equally at home in discussing political, religious, racial, and educational matters. He must be able to negotiate and to work with people of all kinds, including the faculty. Some feel that dealing with the faculty may be one of his most arduous assignments. Actually, the faculty is composed of an essentially normal group of individuals. There is the usual quota of prima donnas, extreme introverts and extroverts, and average people of many sorts as are found in other walks of life. It may be conceded that sometimes a predominating characteristic of professors is a tendency

to assume they are at liberty to express themselves publicly at any time in any place on any subject.

However that may be, the faculty remains a vital part of the university — not merely essential to its everyday operation — but upon it the lasting reputation of the university depends. The quality and achievements of a faculty in a university can be compared to the earnings of an industrial corporation. Without a good faculty, the former is a failure, without earnings the latter is a failure.

An industrial organization is evaluated by the investing public on the basis of such significant factors as competent and foresighted management, research facilities and research effectiveness in improving old and finding new products for distribution, potential advantageous mergers, employee relationship, volume of sales and the prospects for its increase. All these and other factors are criteria for estimating the value of the common stock only as they may contribute to improved earnings of the company. Regardless of the height to which the stock may rise in quoted value because of the enthusiasm of the public for the future potentialities of the company and in anticipation of rapidly increased earnings, the price of the stock will drop promptly if this increase in earnings does not materialize within a reasonable time.

The bases for evaluating a university in the minds of the interested public are not as uniform or as well defined. Some people are influenced by the number of students the university trains, the success of its football team and its band, or its physical facilities, exemplified by its dormitories, union, stadium, and laboratories. Others take into consideration the popularity of the administrative officers, the number of prominent alumni, the age of the university, or the favorable publicity it receives in the newspapers. Those who really count in determining the reputation of a university look beyond these superficial elements and base their judgment on the qualifications of the faculty.

The national and international prestige of a university depends primarily upon two factors: the success of the alumni and the scholarly achievements of the faculty members in the various

disciplines. The first factor, success of the alumni, rests upon the native ability of the individual students as stimulated and developed while in college by the teaching and inspiration of the instructors. The second factor, the scholarly achievements emanating from the university, stems almost entirely from the originality and ingenuity of staff members. Thus, the reputation of a university is critically related to the quality of the faculty just as the success of a business concern is dependent on its ability to earn. With a faculty of poor teachers and investigators, a university is worth not much more than the brick and mortar in its buildings.

For these reasons, there is no more important function in the operation of a university than the careful selection of its staff, the close scrutiny of all appointments and particularly of those involving permanent tenure positions. The welfare of the faculty, both financially and in provision of facilities for its work, must always be foremost in the minds of the administrative officers.

Dr. Henry has already manifested his ability to cope with all phases of a university. He has repeatedly referred to the teaching and research staffs in a manner which demonstrates his true understanding of their vital role in the life and reputation of the university. The faculty pledges its support and loyalty as it welcomes on this formal occasion David Dodds Henry as President of the University of Illinois.

Greetings from the Alumni

MR. BRYAN: Mr. Robert H. Fletcher, President of the University of Illinois Alumni Association, will bring greetings from the alumni.

MR. FLETCHER: Dr. Bryan, Dr. Henry, special guests of the University, ladies and gentlemen:

I am very pleased to have this opportunity to bring the warm and enthusiastic greetings of the officers of the Board and the entire membership of the Alumni Association of the University of Illinois. We want Dr. Henry to know that we are very pleased to have him as our twelfth President. We stand alerted as a large

enthusiastic number of volunteers ready to aid and assist his administration in every possible way. Any time, Dr. Henry, you feel that you could use the efforts of our Association in furtherance of your program, just give the signal and we will run with the ball.

Rather than to offer our congratulations to you, Dr. Henry, upon the formal acceptance by you of your duties as our new President, we prefer to congratulate ourselves on the assurance of having your able and inspiring leadership during the coming years. We consider ourselves, indeed, most fortunate.

Installation

MR. BRYAN: The Honorable Herbert B. Megran, President of our Board of Trustees, will now make the formal installation. Mr. Megran is a graduate of the University, member of the class of 1909. He has had a successful and distinguished business career and now is completing his first term of six years as a member of the Board of Trustees and third year as President of the Board. Mr. Megran.

MR. MEGRAN: Ladies and gentlemen. I think it proper at this time to remind ourselves that the University of Illinois belongs to all of the people of Illinois. They elect a Board of eleven Trustees, including the Governor and the Superintendent of Public Instruction as ex-officio members, as their agents for the administration of the University. The names of the Trustees appear on page 22 of the printed program. Eight of them are on the platform with me. Three of them — His Excellency, Governor William G. Stratton, Mr. Vernon L. Nickell, the Superintendent of Public Instruction, and Mr. Cushman B. Bissell — have asked me to express their regrets that circumstances prevent their being here to participate in these ceremonies. It seems to me fitting that at this point I read a message from His Excellency, the Governor of Illinois:

The citizens of Illinois are fortunate that a man of Dr. Henry's caliber has accepted the tremendous responsibilities which are those of President of the University of Illinois.

Our State University has an enviable record of accomplishments and ranks among the highest educational institutions in the country. We, in the Prairie State, are proud of our great University and the place of prominence it holds in the cultural world. I am confident that under his leadership progress will continue in every branch of learning and the University will achieve even greater heights of attainment.

May I extend my hearty congratulations and best wishes on the occasion of his formal installation as President of the University of Illinois.

(Signed) WILLIAM G. STRATTON, *Governor*

And may I say that the Governor's message expresses the sentiments of all of the other members of the Board of Trustees. As the elected representatives of the people we are proud of our stewardship in securing Dr. Henry's services as President of the University. It now becomes my pleasant official task to install Dr. Henry formally as President of the University of Illinois.

David Dodds Henry, as President of the Board of Trustees of the University of Illinois, I now declare in this public and formal way that by the action of that Board you have become the twelfth President of the University with all the powers, duties, and privileges of that office. The Board of Trustees installs you today with confidence and pride in your educational statesmanship and with our best wishes for your continued success in the presidency of the University of Illinois. In token of this I hand you, as symbolic of the Charter of the University of Illinois, these certified copies of the Acts of the General Assembly of Illinois establishing the University. May there lie ahead many happy and rewarding years.

Installation Address

PRESIDENT HENRY: Mr. President and members of the Board of Trustees of the University of Illinois:

Mindful of the contributions of all who have gone before in the service of the University, conscious of the new demands upon and new opportunities for the University in the days ahead, sensible to the expectations of students, faculty, alumni, and citizens of the commonwealth, appreciative of the honor con-

ferred by the appointment, in humble spirit and with complete dedication to the mission of the University I accept the charge which you, as President of the Board of Trustees, have given, and I publicly receive this symbol of the duties and responsibilities which, without reservation, I have undertaken as President of the University of Illinois.

Mr. Chairman, members of the Board of Trustees and the Illini family, distinguished guests, and friends:

There is no way adequately to express my deep appreciation for your messages of congratulation, your good wishes, and your presence here today. You have been generous and kind and I am profoundly grateful.

You will understand, I am sure, when I say that even more inspiring than the personal good will here expressed is the outpouring of interest in the welfare of the University, and it is to that theme that I address my remarks.

In the installation of a president, as in the ordination of a minister, the induction of the individual is incidental to the ritualistic recognition of the ongoing life of the institution. The installation address, therefore, is not primarily an occasion for airing the president's personal views on his favorite solutions of educational problems; and certainly he is no longer expected, as was once true, to pontificate on world affairs or comment on the manners and morals of people in general and students in particular.

The installation occasion is best used to mark the fundamental qualities and conditions of the university's dramatic growth and the broad outlines of institutional purpose. From this view may come insight in defining the task, measuring the load, and finding ways of getting on with the job ahead. To paraphrase Emerson, let us use history "to give value to the present hour and duty."

On March 2, 1868, The Illinois Industrial University opened its doors to receive fifty students. Two professors and the Regent, or President, were on hand to begin the work. In less than ninety years, or the long life of a single individual, the university has grown to its present magnificent proportions, with a regular

enrollment of nearly twenty-five thousand, with direct services to hundreds of thousands more in clinics, conferences, and consultations, and with a scholarly achievement known around the world.

Throughout the state of Illinois we are observing many centennial occasions. As we look back upon these one hundred years, the life at the beginning of this period of tremendous development now seems to have been somewhat placid and simple. Actually those were days of stirring action, of aspiration for change, of intellectual ferment. In politics they were the days of the great dispute over slavery. In literature they were the days of Walt Whitman's beginnings and the fruition of Thoreau, Emerson, and other writers who were fighting for American literary independence. In industry they were the days of new steel processes, the discovery of oil, and the start of the great age of invention. In education, they were the days in which popular participation in higher education became possible for the first time through the founding of the land-grant colleges.

There were many uncertainties, and these were echoed at the formal ceremonies marking the inauguration of the University, March 11, 1868. Regent John Milton Gregory prophesied that "The institutions which the new age brings forth will live and flourish in spite of all storms which may greet their birth or oppose their beginnings. The great demand which created them will insure their continuance, and urge them forward to their triumph. Should they fail, at first, the public voice will demand reconstruction not destruction. The people, once aroused, will not endure to be cheated of their hopes."¹

In reading the accounts of the events and activities which led to the federal land-grant act and the founding of the public universities in the Middle West, one cannot help but be impressed by the fervor with which the devotees of popular higher education identified its development with the economic and spiritual growth of the people and the civic strength of the state and

¹ Inaugural address of John Milton Gregory, published in the First Annual Report of the Board of Trustees of the Illinois Industrial University. (Springfield, Ill., 1868, p. 175.)

nation. The very concept of the free public university, under the control of and supported by the people, suggested that the state university should be close to the people, to their needs, their hopes, their welfare. The traditional and the conventional in education would have their place, but academic snobbery and economic privilege would not be permitted to interfere with the application of education to the intellectual and economic needs of the people, however unorthodox might be the methods necessitated by this new departure. Many private institutions established in that period shared the same philosophy.

The University of Illinois is not one of the oldest land-grant institutions, but the land-grant idea had early sustenance and support from Illinois people. That support began in an organized way with the resolution of a convention of Illinois farmers in 1851 which asked for a new kind of university for the professional training of the "industrial classes," including the "cultivators of the soil, artisans, mechanics, and merchants." From that time to the signing of the federal land-grant legislation by Abraham Lincoln, legislation which had been prompted and kept alive by a dedicated Illinois citizen, Jonathan Baldwin Turner, the state of Illinois had a key role in the development of the concept and planning for this new kind of institution deliberately designed to emphasize studies in "agriculture and the mechanic arts."

Although the University of Illinois had its origin in the land-grant college development, early leaders set their course for a broadly based institution. This was significant for the first partisans of the land-grant concept did not believe that their type of school could exist under the same roof with classical studies and the traditional professions. The resolutions of the Granville, Illinois, convention² in 1851 stressed the point; and Turner developed the thesis on many occasions that classical and practical studies were incompatible, and for this reason vigorously fought

² This is a reference to one of a series of resolutions offered by a committee of which Jonathan Baldwin Turner was chairman, as a guide for future action, at a convention of farmers in Granville, Putnam County, Illinois, November 18, 1851. (Burt E. Powell, *Semi-Centennial History of the University of Illinois*, Vol. I, University of Illinois, Urbana, 1918, p. 16.)

the location of the land-grant college at an established liberal arts college.

However, the traditional professional and liberal arts have come to be fully encompassed and equally emphasized. Agricultural and mechanical education has broadened its applications. There has been a philosophical amalgamation of the two not anticipated in the early movement. Indeed, it has developed that a primary distinguishing characteristic of the modern state university is the comprehensiveness of its program. The state university is broad in scope and will engage in any activity or service that has to do with the education of youth and adults or the advancement of knowledge. Where the private institution and the public institution of limited assignment select their purposes within the wide range of educational objectives, the state university can acknowledge no such limitation. Its obligation is to serve the people in every educational way it can. The only restriction upon it is that it shall perform its task well.

It is sometimes assumed that quality is incompatible with large size. But a university is too large only when it accepts tasks beyond its resources. When it is properly organized and when it has the tools for its work, large size in itself need not be a liability.

The University of Illinois has come to its present stature within the pattern of belief in breadth of opportunity and in wide scope of education and research service. At the same time, expansion has been accompanied by improvement in the quality of every aspect of the University's work. Through enhanced quality has come the truly significant increase in the strength of its contribution to the people of Illinois.

Actually, there is a marked difference between a good institution and a great one, between a university that is well thought of and one that is distinguished. The University of Illinois has long been in the select company of the best, and it will be the policy of the new administration to do everything possible to continue the emphasis upon quality, quality in the continuing tasks, quality in the new ones to be undertaken.

Some deplore the broad scope and variety of the state uni-

versity program on the assumption that had its range not been so wide, more resources would have been available for what remained. This is a misconception. The strength of the public university derives from the acceptance of its importance by the people of the state. The only limit to its potential has been public understanding of its mission. A less far-flung enterprise would have made less impact upon the welfare of the state; fewer people would have been served; and it is fair to assume that instead of more resources having been available for a more limited program, as some suggest might have been true, proportionately less resources would have been provided. The state university has been and will continue to be destined to largeness in size and comprehensiveness in scope.

To the timid in educational experimentation, to those who feared the unorthodox in educational enterprise, and to those who would have remained in the channels of established practice the state university has always had but one answer: the university is to serve all of the people and will undertake any educational mission, appropriate to its level, for which it is provided the resources and which advances the welfare of the commonwealth.

There is no pat formula for the solution of the many problems confronting colleges and universities today. There is even disagreement as to the priorities among the issues which are being debated. One can only do his work within a firm framework of professional convictions, however. Opportunistic compromise or the happy inspiration of the moment will not suffice for continuing sound administration.

For me, purpose and meaning are given to university service because I believe:

That the public school system, including the colleges and universities, provides cohesiveness in American life. Schools are the neutral ground where partisans on all other issues — religious, economic, political, social — may join in a common effort for furthering the public welfare.

That public education belongs to all the people, all the time,

and must therefore have political immunity and complete social understanding and support.

That education is the mainspring of the dynamics of American growth. The education of the consumer and the training of the expert, the discoveries of the research laboratory and the service of the professions, the preparation of leaders in all walks of life are all indispensable to prosperity and economic and physical well-being.

That education is the foundation of effective national defense. Limited in manpower, America is dependent upon brain power and technical effectiveness. Further, citizenship education is the first schooling of the good soldier in a democracy.

That education is the essence of the democratic hope. Education keeps alive the aspiration of every person that he and his children will have an opportunity to improve their lot.

That education is the sustenance of freedom. The inquiring mind, the searching spirit, the quest for new frontiers are the basic forces for freedom. With integrity and honesty as watchwords, the search for truth is ever to be encouraged.

That education is the means of the individual's cultural and spiritual fulfilment. Man does not live by bread alone but through the cultivation of his talents and understanding for the better appreciation of his fellow men and deeper devotion to his God.

That education is the training ground for democratic action. The motivation of good citizenship and the identification of the responsibilities of leadership begin in the schools through familiarity with the inspiring traditions of the republic.

The prosperity and well-being of the state are determined by the educational level of its people, the flow of new ideas, and its civic health. While the entire educational system of the state contributes to the maintenance of these conditions and every college and university plays its part, the state university is at the center of this structure of educational service. Its good health, its productiveness, its efficiency, and its effectiveness in leadership are prerequisites to the well-being of the educational system as a

whole and of all citizens who are directly or indirectly served by that system.

Granted the complexity of problems today confronting the commonwealth, this relationship of the university welfare to the civic, economic, and intellectual health of the people must be understood and appreciated by all the citizens. If the university is to remain among the state's first resources, it must be among the first thoughts and concerns of the people. Thus, two-way communication with the people is a prime responsibility of the modern state university.

We today acknowledge the inspiring achievements of past decades in the history of the University of Illinois. We admire the impressive structure built by the people of this state for the education and the training of its youth and for service to other agencies with the same objectives. We laud the enterprise, the faith, and the vision of the pioneers who marked the path for us to follow. But we cannot be complacent in our satisfaction with what has been achieved. We cannot be content merely with what we contemplate. There is important work to do and to do quickly.

In many ways higher education today is in transition. The student population curve is at a low point before the predicted sharp ascent in the decade beginning in 1960. The vital relationship between the talents and abilities of college trained people and the prosperity and security of the nation is only beginning to be broadly understood. The tremendous deficits of educational institutions — in facilities, faculties, and finance — are just now becoming clearly defined; and the waste of precious human talent not presently trained has become a national concern.

Merely to enumerate some of the problems which confront higher education in general is to enforce the point.

Faculty. As to faculty, how can we recruit adequate numbers of well qualified new teachers to meet new student loads?

How can we enhance institutional effectiveness in dealing with increased numbers?

How can we adjust working conditions for the staff to main-

tain and improve quality in teaching, research, and intellectual leadership?

How can the steady deterioration of the teacher's financial position in comparison with other economic groups be halted and the trend reversed?

Students. With reference to students, how can articulation between high school and college be improved so that the poor risks for college work are earlier guided to other choices?

How can we encourage the attendance at colleges and universities of the large numbers who have the ability but who, for need of financial help or understanding, do not attend?

How can we make it possible for a greater proportion of able students to achieve their degrees?

Facilities. And as to the facilities, you all know the problems. How can we reorganize the use of presently available space?

How can we secure additional facilities for classrooms and laboratories, for intellectual and physical recreation, and for housing?

In General. How can we get closer cooperation among groups of institutions and levels of education for the common good?

How can freedom in an institutional balance be maintained, between research and instruction, between the arts and sciences, between graduate and undergraduate programs?

How can popular understanding of the vital relationships between education and the public welfare be advanced?

Walter Lippmann quotes Edmund Burke as describing the corporate identity of a nation, though insubstantial to our senses, as binding a man to his country with "ties which though light as air, are as strong as links of iron." And Lippmann adds "that is why young men die in battle for their country's sake and why old men plant trees they will never sit under."³

On a lesser scale, perhaps, there is an institutional patriotism which commands the energy and dedication of students, alumni,

³ Walter Lippmann, *Essays in the Public Philosophy*, The New American Library, N.Y., 1956, p. 35.

and faculty alike. When this pride in the inherent dynamic quality of the state university is shared by citizens generally, the university is supported by the whole strength of the state and, in turn, contributes the more to that strength.

Without certain knowledge of the outcome of their labors, the planners and supporters of the state university concept were guided from the first by an attitude which is still valid. What has been unchanging about the University has not been its size or method of organization or definition of objective. Its chief persisting elements have been faith in the efficacy of learning by the many, resiliency in meeting each new task so as best to serve the welfare of the state, and loyalty to the high mission of a great university in any setting at any time.

John Masefield has described a university in these words:

There are few earthly things more beautiful . . . It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, banded together in the search for knowledge, will honor thought in all its finer ways, will welcome thinkers in distress or in exile, will uphold ever the dignity of thought and learning, and will exact standards in these things.

Religions may split into sect or heresy; dynasties may perish or be supplanted, but for century after century the university will continue, and the stream of life will pass through it, and the thinker and the seeker will be bound together in the undying cause of bringing thought into the world. . . .⁴

In the spirit of this eloquent statement, may we renew our dedication to the great work in which we are privileged to have a part.

MR. BRYAN: May I remind all official representatives and other distinguished guests that you are invited to be guests of the University at a luncheon in the Illini Union Building immediately following these exercises.

May I remind you also of the symposium which will take place in the University Auditorium at 2.00 p.m. You are all most cordially invited.

MR. MEGRAN: The exercises of this happy day now draw to

⁴ *Time*, Feb. 17, 1947, p. 80.

a close. Again I express for the Board of Trustees, and may I add for the students, faculty, and alumni of the University of Illinois, our great appreciation to all of you for being here today. The installation will formally close with the benediction by the Reverend Dr. Burt. Will the audience please rise.

Benediction

THE REVEREND DR. PAUL BURT: The Lord preserve unto us the vision, the challenge and the promise of this hour. The Lord mercifully with His favor look upon this University — and all whose lives are woven into its fabric, that our minds may be keener in the quest of truth, our wills stronger in the cause of right, our lives more generous in the service of the common good throughout the whole wide world. The Lord lift the light of His countenance upon him charged this day with a great task, and give to him, and to us all, wisdom and strength — courage and joy. Amen.

Symposium

THE CONTRIBUTION OF THE STATE UNIVERSITY TO AMERICAN LIFE

MR. RAY: President Henry, distinguished visitors, ladies, and gentlemen:

As the representative of the Faculty Committee on President Henry's Installation I today have the pleasant duty of launching this symposium on "The Contribution of the State University to American Life." The committee thought such a symposium an appropriate way of signaling the notable occasion that brings us together since we hoped through it to emphasize two points: the important position now occupied by state universities in American education, and the difficult nature of the problems that will face these institutions during the coming years.

At the end of the last century the attitude of the general public toward higher education was skeptical or even derisory. Consider a pair of representative observations by Finley Peter

Dunne's famous Mr. Dooley in the columns of the *Chicago Evening Post*. When Mr. Hennessey inquired of Mr. Dooley whether he thought that colleges had much to do with the progress of the world, Mr. Dooley replied: "Do you think it is the mill that makes the water run?" And asked whether he would send his nephew to college, his answer was that he didn't know, but he wouldn't have a boy that age around the house. The Mr. Dooleys of today have long since accepted the palpable fact that progress in our complex civilization is inextricably tied to our colleges and universities, just as they typically display real eagerness to see their sons and daughters attend these institutions.

This crucial shift in public opinion has been in large part the work of the state universities. So effectively have they democratized higher education that it has long since ceased to be the private preserve of the wealthy and those destined to professional careers. So widespread has been the influence of their faculties and their hundreds of thousands of graduates that higher education now directly touches nearly all aspects of American life. And as the state universities have done this work, they have come to concentrate quite as much on the sciences and the humanities as on agriculture and the mechanic arts, becoming in the process true universities with outstanding faculties, laboratories, and libraries.

But though the past offers substantial encouragement, the prospect of vast expansion to which the state universities are committed during the next fifteen years raises certain challenging questions. Will the public support insistence on high academic standards by institutions financed for the most part out of state funds? Will the public support the principle that research and service as well as instruction are central functions of the state university? To what extent can funds be provided to make available the facilities needed for our growing student bodies and, more important still, to make the teaching profession sufficiently attractive so that the quality of our faculties will not decline sharply as they double in size? The committee hoped that by asking five distinguished graduates of the University of Illinois to speak on the contribution of the state university as it appears

from the perspectives of industry, agriculture, labor, public affairs, and higher education generally, we might assemble a set of cross bearings that would be materially helpful in answering these and other pressing questions.

The committee did not have to deliberate long in choosing a chairman for this symposium. Dr. Herman B Wells of Indiana University, who was himself an undergraduate for one year at Illinois before we lost him to the university which he was henceforth to adorn, is not only the senior president in the Council of Ten but also an acknowledged leader of this group. I have followed his career with admiration ever since an afternoon twenty-four years ago, when as a freshman at Indiana University I heard him give a guest lecture on American economic history. The class listened with particular attention, I remember, for we knew that this brilliant young professor was then on leave in Indianapolis, bringing order out of the chaos into which the depression had plunged the Indiana banking system. Dr. Wells became Dean of Indiana's School of Business in 1935, Acting President in 1937, and President in 1938. Though his main preoccupation since that time has been to raise Indiana to the front rank of American universities, he has also held many positions of national importance in the educational and business worlds and has twice been sent abroad on special missions by the United States government. It is with great pleasure that I turn the conduct of this symposium over to its chairman, President Herman B Wells of Indiana University.

MR. WELLS: Dr. Ray, President Henry, ladies and gentlemen:

I thank you, sir, for your very kind introduction, and I am greatly flattered that anyone could remember a lecture of mine in economic history for twenty-four years. It just shows what a remarkable man he is — you all know that.

We have had a happy morning formally inaugurating your new President, under whose wise, experienced leadership the University of Illinois is destined for new heights of scholarship and public service.

This day, therefore, becomes an ideal occasion for a discus-

sion of the contribution of the state university to American life. The University of Illinois has long richly exemplified the state university idea. As a one-time student, and as a near neighbor, it is a special privilege to be asked to preside over and participate in the discussions of this panel. I emphasize the participation because Dr. Ray said: "You take fifteen minutes," and so fifteen minutes you now get before you get to listen to the others here. It is his fault.

The most dramatic fact of the past half century in education has been the rise of the state university and its acceptance as an essential factor in the political and economic growth of our nation. Fifty years ago the great privately endowed institutions of the eastern states provided most of the nation's facilities for advanced training in the graduate and professional fields, and state universities in general occupied a relatively unimportant position in the world of scholarship.

A half century later the state universities offer programs of study in nearly all fields of knowledge and vocations, supplementing the excellent undergraduate work offered by the colleges of the land and sharing with the great endowed institutions responsibility for the highest levels of scholarly achievement. All segments of society now depend upon the state universities for professional leadership and progress.

There are many reasons for the high position attained by the state universities. Some they share with endowed institutions, but some are their peculiar province in American education.

The state universities have not advanced because of changing economic conditions, as some allege. Their growth was in full motion long before we had high income taxes limiting the accumulation of great fortunes from which endowments could be given to private institutions.

The true cause is to be found in the *nature* of the state university and its services.

There has been more freedom for experimentation in the state universities, as President Henry so well pointed out in his excellent inaugural address this morning. Their faculties and their administrations have had the courage and the ability to

pioneer and to develop unconventional fields of teaching and research. They have been able to maintain high standards as they sought new knowledge.

The state university is the servant of all of the people of the commonwealth. It has carried education to the people; the entire state is its campus. The state university has no restricted allegiance to any creed, doctrine, political party, or economic interest. Free from the control of any group, it is in a position to accept the discipline of truth as revealed to free men and the morality essential to the ennobling of human personality. Thus it is the symbol of our confidence in the ability of free men to contribute to democratic growth. It is the mechanism which mobilizes the talents and ideas of *all* to provide the motive power essential to society's forward thrust.

The position attained by the American state university is strikingly illustrated by the achievements of the University of Illinois.

Whether it be in science and engineering, in agriculture, in the liberal arts, in medicine, dentistry, pharmacy, and related professions, or in art, music, and architecture, the University of Illinois in its contributions exerts national and international influence.

The proof of this influence comes crowding in in example after example. Here the betatron was developed, the modern photoelectric cell and sound-on-film came into being, valuable antitoxins were discovered, the Morrow Soil Plots were the first in the country, and the soybean and its use was pioneered into a major farm crop.

Through the University, but on another campus in Chicago, has come one of the world's largest concentrations of facilities for teaching and research in the healing arts. It has brought together great teachers: men such as Sherman in English; Garner and Fairlie in political science; Greene and Larson in history; Kinley, Weston, Litman, Bogart, and Robinson in economics; and a man named Miller in mathematics, so enlightened and proficient as to be able to make, through investments from

his professor's salary, a million dollars which he left to his university — a remarkable record.

Here at Illinois is the largest of state university libraries and the fifth largest library in America, containing many items of great value and rarity.

These and many other achievements contribute to the prestige of the American state university, but there is one further part of the record meriting our attention. This University early turned its attention to the arts. The first classroom work in architecture west of the Alleghenies was given here. The Festival of Contemporary Arts was established nearly a decade ago and has achieved national distinction in encouraging the appreciation and creation of modern music, painting, sculpture, and other art forms. The work in drama, band, and orchestra has long been emphasized. Well I remember the great satisfaction which I had from a year as a member of the band under the inspired baton of A. A. Harding — and that explains my special greeting to the band this morning. I think the result is much sweeter now than when I was occupying a chair in the band.

This development of the arts at Illinois illustrates a facet of the contribution of the state universities which is sometimes overlooked. There has been a cultural transformation in the American hinterland during the last fifty years to which the state universities have contributed significantly.

What was once an arid cultural wasteland has been transformed into a region rich in artistic production and interpretation.

There is a depth and breadth in the cultural growth of America greater than anywhere else in the world. The ancient patronage of prince or potentate was as nothing compared with what the people provide for themselves so that they may enjoy the fruits of their own belief in education.

Fifty years ago there were five professional symphony orchestras in America; today there are twenty-five of equal or higher quality and an additional one hundred seventy-five performing regularly and acceptably. The creative spirit now finds companionship not only in a few metropolitan centers, but in thousands

of communities of all types. We have a widespread diffusion of literary, dramatic, and musical activity, of scholarship and research unknown in the early years of this century. Regional schools of literature flourish, artist colonies may be found in prairie towns or desert settlements. Little theater and drama reading clubs abound in rural communities as well as in the cities.

Our colleges and universities, large and small, have contributed to this development, but the efforts of the state university have been especially noteworthy. The sponsorship of statewide band and orchestra contests, of rural music and singing clubs, and of theater and drama groups has played its part. But most important of all has been the opportunity which students during their college days have had to hear great music, see great paintings, and become acquainted with dramatic literature. This opportunity has been provided through artists in residence, excellent campus symphony orchestras, near-professional theatrical productions by students and faculty, and a galaxy of outside professional talent.

Mr. Sol Hurok told me recently that the university and college auditoriums have become the sustaining centers of American concert and dramatic activity. These halls present programs of such merit that they draw crowds from greater distances than does football.

If I may be allowed a personal illustration, two years ago visiting British scholars were my guests at a performance of the Old Vic's Edinburgh Festival production of "A Midsummer Night's Dream." They were somewhat startled to find this elaborate production playing in a southern Indiana town prior to its London opening. They were likewise impressed by the size of the audience and particularly by the number of students. One remarked that objection has been raised in England to locating additional universities in small cities because of the lack of extracurricular cultural advantages. "In America," said he, "you bring the cultural resources of the great metropolitan centers to your universities."

Thus, in all of these ways, our colleges and universities have

responded to the demand of the people for the arts in their own communities.

In this cultural transformation the University of Illinois has been a leader, and this is one of her proudest achievements.

Finally, Illinois has been a leader in educational development and thought. Through its educational organization and practice this institution has pioneered in gaining acceptance for many now commonly recognized areas of instruction such as shop practice, library science, music education, student personnel service, home economics, highway engineering, adult education, aviation training, communications, and rehabilitation.

Every intellectual interest is here represented, from poetry to pediatrics; every training field from communications to city planning; every educational service, whether it be certifying pilots and therapists or teaching parents; labor relations or international relations; antitoxins or accountancy; English for business or for foreign students; research in radio-physics, juvenile delinquency, and tuberculosis, with results published by the University Press. Here the spirit and energy of intellectual enterprise have no limitation.

The University of Illinois today stands before this country and the world as the flowering of the American state university. It has pioneered and achieved. Today it points the way to the future.

In this future, we are all aware that we shall continue to experience for the next decade a rapid increase in enrollments.

There are those who view this prospect with apprehension. Some say that we shall be unable to find the required number of faculty; others that larger numbers of students cannot be properly taught; and still others that society will be unable to pay the bill.

These pessimists advocate a sharp restriction in college admissions, a drastic contraction of the curriculum, and a radical reduction in university services. Most of these suggestions have a common characteristic: They would provide less education and fewer services to a smaller proportion of the population than at present. Furthermore, since the impending expansion of

enrollment results from a higher birth rate, a doubling of the college age population should result in twice the number of high ability students. Restrictive admissions practices would mean, therefore, abandonment of that fundamental and unique ideal of American education of providing each youngster education in accordance with his talents.

I for one believe in the soundness of this ideal which has served us well in the past, and I hope that we shall preserve it in the future. Instead of viewing the increasing student enrollments with alarm, I see in them extraordinary opportunity.

Moreover, I think of these coming enrollment increases merely as continuation of the American experience in higher education, recalling that college and university enrollments quintupled in the first twenty-five years of the century and doubled in each of the succeeding fifteen-year periods. What we have done before I see no reason for not being able to do again. On the contrary, we can take heart from the fact that as numbers of students have increased in the past and our institutions have expanded to receive them, an expansion in curriculum likewise has occurred, making feasible greater specialization which in turn has contributed significantly to our present scholarly strength and distinction. I think we forget that had it not been for this expansion in the American scene, we could never have had the degree of specialization which we now enjoy.

The papers to be presented this afternoon contain a ringing answer to the educational prophets of skepticism, defeat, and retreat. Our speakers envision not a diminishing but an increasing role for the state university and an expanding demand that these institutions furnish leadership for business, labor, public affairs, agriculture, and education. They likewise see a great expansion of the research and public service fields in which this institution has for so long been pre-eminent.

Our first speaker will give us the viewpoint of business. Mr. Wayne Johnston has been President of the Illinois Central Railroad for the past twelve years. At the time of his election he was the youngest president of any major railroad in the United States. His administration of the railroad has been progressive

and effective, and as a result this public utility which is so important to the life of the Mississippi Valley has achieved new heights of service and efficiency. A native of this county, he took his degree here in 1919 in business. As an undergraduate he made his mark on the campus. The promise of his undergraduate years has been realized not only by his steady progress in the Illinois Central Railroad and by his other distinguished directorships and business affiliations, but also by his unselfish civic activity.

I shall not describe in detail the record of his public service. Instead I have selected three examples which illustrate the quality of his character. For more than thirty years he has been active in Boy Scout work, in recognition of which he has received two highly coveted awards, the silver beaver and the silver antelope. I can think of no finer tribute that a man can receive for public service. He has also been an active layman in the field of education and now serves as a member of the board of DePauw University — a fine liberal arts college in Indiana (if I may put in a bit of a “plug” for a highly valued and respected sister institution in my state) — and is a devoted and active trustee of the University of Illinois.

Finally, as an active Mason, he will go directly from here this afternoon to receive Masonry’s highest recognition, accorded to only a few, the Thirty-third Degree. I take pleasure in presenting to this audience Mr. Wayne Andrew Johnston.

MR. JOHNSTON: Thank you, Dr. Wells.

As the president of a major American railroad, I am called upon for my fair share of talks. Frankly, I enjoy these opportunities of appearing before audiences who comprise our various Illinois Central publics. I can honestly say, however, that I have never been more pleased by an invitation than this one. I deeply appreciate the honor of joining this distinguished group of speakers in acclaiming the contribution of the state university to our American way of life.

To speak on behalf of the University of Illinois is, as the popular song goes, “Doing What Comes Naturally.” I was born a short distance from here, was reared in this community and

attended this school. In the thirty-seven years since I was graduated, I have been fortunate in maintaining contact with the University, an association that has become more and more intimate in recent years. One might claim that I have all the virtues of an old grad, and probably all the failings, too.

The University is often in my mind. Its graduates are prominent in the company I serve. Its alumni I encounter frequently among the men of industry, met in the performance of my corporate duties. It seems almost unnecessary for me to labor the significance of its contribution to American life. As for the contribution of all our state universities, I simply will note that ours is the greatest industrial nation in the world, and that the state universities furnish the bulk of the leaders of our industries.

It is a familiar fact that the industry and commerce of America need your graduates to man the leadership posts that constantly need to be refilled. Indeed, it is well known that all that holds back industrial expansion in certain fields is the lack of trained leaders. Your young men and women sell like hot cakes at graduation time, and your campus swarms with representatives from industry seeking diploma holders.

Yet, strangely, that happy situation was not always so. It was not too long ago that businessmen looked with little favor upon the graduates of our universities and colleges. Most practical men of a half-century ago believed college men lacked self-reliance. Rockefeller, Vanderbilt, Carnegie, and others who helped create modern American industry, were not college men. Indeed, Carnegie went so far as to say "college education as it exists seems almost fatal to success in the domain of business."

In his day, it was widely believed in industry that the boy who started with licking stamps in the office or in wielding a broom in the shop, had a four-year start over the college man that he never lost. But with the turn of the century and the birth and growth of corporations, business became more complex. Carnegie himself finally recognized that the scientifically trained youth would soon outdistance experienced men from the ranks. He founded a great school, and he was joined by other captains of industry who founded other universities, and today those

schools and their graduates are the best of all possible memorials to these men.

It is not business alone that has changed. The colleges and the graduates they produce have also changed. The earlier schools taught the liberal arts, and most of their graduates went into the professions — the ministry, law, and medicine. But the people who were building America into the wonder of the world had little formal training. As late as the turn of the twentieth century, 84 per cent of the men in *Who's Who* had not attended college. Business was on the march and was drawing its leaders from the restless intelligence of the nation. The farmer's son raised his eyes to the growing skyline of the city. As more and more chimneys reached their way into the sky, those farmer boys became skilled mechanics and technicians. As they matured into manhood, they came to realize their own limitations in a complex business world. They wanted their sons to have educations that were both broader and deeper.

The schools responded to the need of the times. In particular, the state schools geared themselves to the practical needs of a growing nation. Their success in meeting this need can be measured in the way the few small buildings around Old Main mushroomed into the magnificent campuses now in every state in the union.

The state universities of today, with their numerous buildings, well-equipped laboratories, extensive curricula and numerous instructors and students, are significant examples of the economic success of our nation. Only a nation of great wealth could support so extensive a collection of schools of higher learning. On the reverse side of the coin, the corporations of America could not have grown to their present size had it not been for a parallel growth in higher education. Education and industry steadily grew closer and closer together. Of course there were periods of misunderstanding, sometimes conflict. Often businessmen and college professors did not understand one another, but that was largely because they did not know one another, did not appreciate the problems each labored under.

Today the relationship is based upon better understanding.

Through an ever-growing number of foundations and groups, college professors have a chance to study industry from the inside. The Illinois Central, for example, for the fifth year has granted fellowships to professors who spend their summer on our line, studying the work of all the major departments. Numerous other companies participate in similar arrangements, some of which have been in effect for a long time. In short, industry and education as never before recognize the interdependence of the one for the other.

I spoke a moment ago of the change in the nature of higher education since the days of the early New England church schools. That change has been thoroughly American, thoroughly imbued with our ideas of democracy. We no longer believe that a literary or bookish education is the right education for every young person. Some educators and even some employers may think we have gone too far in the other direction, but fundamentally the change has been a good one. We now recognize that high intelligence is often found in young people who work best in things, in machinery and appliances. As a result, we have progressed in science and technology and have arrived at this era in which American inventiveness is pouring forth material blessings for our people.

Our American ideal is that all young people should be educated to the limit of their capabilities. I believe firmly in this principle. Higher education should not be restricted to the exceptional student.

I also believe firmly in the principle that the nation should make every effort to enroll every student of unusual gifts, and to find the economic means if the student and his family are unable to find them. The G.I. Bill of Rights taught many educators what many businessmen knew already, that a great many of our ablest citizens in the past did not go to college, or else failed to complete their work, through necessity.

To a large extent, these worthy students are now getting the chance to enroll on campus. More and more scholarships are being granted. Industry is recognizing its responsibility by educational grants. We have arrived at a time when no other country

in history has ever had so comprehensive an ideal of universal education. Today, a fifth of all our youth go to college. This is five times the proportion in England, six or seven that of Germany, ten times that of France, and many times that of other lands.

It is from this one-fifth of all those who complete high school that we in industry seek our coming leaders. Of necessity, the business leader has become professionally trained as never before. A recent study of 33,500 business executives showed that 88 per cent had college background, a profound shift from the situation at the turn of the century.

Very frankly, we businessmen are constantly concerned over replacements at the top of the management heap. Recently, I read with interest an article describing the position in which presidents of large corporations find themselves. Presidents, the author wrote, are usually the captives of complex economic organizations. I'll admit I did not care for the description — it made me feel a little like the missionary in the cannibal's pot — but I recognized the germ of truth in his statement. We businessmen are dependent upon experts for most things, yet we cannot escape the responsibility for weighing the views of those experts and making our decisions based upon those views. Therefore we seek to find men who are more than narrow specialists, men who are broad in their points of views. The combination is not easy to find, as any business leader will be quick to agree.

State universities are closer to the day-to-day needs of the general public than the private schools, and therefore they are always concerned with the what and the how to teach. One of your own professors on this campus expressed the problem in this way: "You tell us you want well-balanced men and women, young people who know how to read with comprehension, how to write accurately, who know something of the economics of our system, who have been taught to think or act independently, who are sane, balanced, decent-minded people. We try to shape our curriculum to produce that kind of graduate. Then you come to us and take the narrow specialist, the man with a list of publications to his credit but with no true education — and you pay

that specialist twice what you pay the broadly educated man you asked for in the first place.”

There is enough truth in what he said to make me say “ouch!” But there is more to the situation than he describes. Yes, industry does seek specialists from the universities, and they bid high for them. This is an age of specialists, and knowledge keeps getting narrower and deeper. But it is also true the more complex an organization, the greater the need for broadly trained men or women. And although the broadly trained student may not command as high a salary at the start, his chances of moving beyond the narrow specialist are excellent as time goes on. There is simplification in both the professor’s statement and in my own, but there is no question that chances for success in business are excellent for the graduate with broad training.

John P. Marquand, the noted American novelist, in commenting on higher education, once said: “Studies vanish into attitudes.” Those few words say a great deal. Learning about things is necessary, but learning how to think is paramount. Through learning to think, we learn how to face the problems of life and solve them.

If the colleges are to produce leaders, they must be people who care about what happens, who will feel a responsibility for making the right answer. Not the slick answer — not the pat answer, but the honestly right answer. At the moment, business is being held up to public judgment by the caricatures of business depicted in the highly successful novel and motion picture, “The Man in the Gray Flannel Suit.” You will recall the implication in the story that the mediocre man who conforms will succeed. In the end, however, the hero makes the right decision of speaking the truth. Whatever the author’s intentions, the man in the gray flannel suit has come to stand for an attitude akin to the “win friends and influence people” philosophy. All I will say is that such a philosophy, whether in business or education, has grave implications. Any organization ultimately will fail if the man who is paid to think says “yes” when he honestly should say “no.”

In academic circles there is a good deal of concern over the fact that more and more students are seeking higher educations. There is concern that in our effort to educate the two and one-half million youths now on campuses, our standards will become mediocre, personal education will become cut and dried.

Because our state universities by their nature are more susceptible to pressure from those seeking to enter, the ability of these schools to truly educate is sorely taxed. Some educators are alarmed at the prospect of the immense lecture classes that will be needed during the next fifteen years, when it is estimated there may be as many as four and a half or five million collegians.

The problem, of course, is real. Standards must go up, not down. But the handicraft age gave way to mass production in business without making all Americans stereotypes of one another. Remember when it was debated by economists if America could ever employ sixty million persons, yet today we are employing sixty-five million.

The task faced by the state universities and all schools of higher learning is to find new uses for the tools of communications so brilliantly developed in this era — tape recorders, radio, television, motion pictures, and the other marvels still to be developed. A short while ago, along with millions of other Americans, I saw a film of a difficult heart operation on television. Formerly, only a handful of medical students could have witnessed that marvelous example of medical skill. I am confident that our educators are working in all the fields of mass communication to find similar means of teaching larger numbers of students. The quality of instruction need not diminish because of the increasing number of students.

In addition to its role of developing leadership ability, the state university has the equally important function of research. Without new facts — and research is nothing more than new facts — our industrial progress would stop. Industry spends millions on practical research. Nevertheless, industry is deeply dependent upon the fundamental research carried forward in the laboratories of the state universities. Without the benefits of

this research, we would be far poorer in our comforts and conveniences. Our farmers would be less able to increase food production for our rapidly expanding population. Our position as a dominant world power would soon be lost if it were not for the reservoir of fundamental knowledge that we owe to the laboratories of our schools, and particularly our great state universities.

In summing up, I want to re-emphasize my conviction that the state universities are vital to the success of our business economy and to our democracy. They are adding steadily to our material progress while imparting to their graduates the attitudes that enable them to use their leisure hours in socially constructive ways. In short, our schools have a great responsibility, because our material progress and our cultural progress spring from the same philosophical roots, each contributing and giving vitality to the other.

As my good friend, Dr. Robert E. Wilson, chairman of the board of Standard Oil of Indiana, a noted scientist and business leader, has said so well: "Education has been a vital factor in making the American dream come true . . . A nation of free men cannot survive without education. A nation of slaves cannot survive with it."

MR. WELLS: Thank you, Mr. Johnston, for that forthright and encouraging statement from the standpoint of a businessman who looks at education.

Mr. Charles B. Shuman, the president of the American Farm Bureau Federation, will speak from the viewpoint of agriculture.

Mr. Shuman is a native of Illinois, born near Sullivan. He was graduated in 1928 from the College of Agriculture with honors and in '29 earned his master's degree in agronomy. His minor was agricultural economics.

I have had the benefit of reading his speech and I can tell you his speech this afternoon will demonstrate that he learned his economic lessons well. In fact ever since I read his speech, I have been tempted to ask him what the price of hogs will

be in December. And I say to you, Mr. Shuman, my interest in that prediction is not academic.

Mr. Shuman is an active and successful farmer near Sullivan. Part of his land has been in the Shuman family since 1853, a rare distinction in our restless America.

Throughout his life he has been active in many civic enterprises, a leader in modern soil building practices, a fighter for better schools, and an ardent and effective proponent of the farm cooperative movement. He long ago won national acclaim for his work on behalf of cooperatives. In recognition of his efforts he was elected to the American Farm Bureau Federation Board of Directors in 1945 and assumed the presidency in 1954.

I take pleasure in presenting a highly respected national leader in American life, Mr. Charles B. Shuman.

MR. SHUMAN: Dr. Wells, Dr. Henry, ladies and gentlemen:

I can assure you, Dr. Wells, that a little speculation between you and myself as to the price of hogs would give me considerable pleasure. I had the opportunity over the week end to advise some faction as to what the price will be thirty days from now, and I am not too sure, after I found out the source of inquiry, as to whether or not it was wise for me to hazard a guess. I want to say on behalf of agriculture that we appreciate the opportunity to be included in these important exercises. I am sure that I also speak on behalf of the agricultural group who are here — and I see many of them — when I say that we are sincerely glad that Jonathan B. Turner finally relented and permitted the arts and sciences to come into this great University. I hope in the future all of you will bear in mind the origin of this University.

From the beginning of our republic we have placed great emphasis upon the development of an adequate educational system for all of our people. Undoubtedly many factors have contributed to the outstanding success of our American system of self-government based on individual freedom. However, the extension of educational opportunities to all people and the continued improvement of these opportunities is probably the most

important foundation stone in the sound and strong social, economic, and moral structure of our nation. A free people must be an informed people.

Fortunately, our educational system was not frozen into any set pattern. Through the years debate has continued over the relative merits of public versus private schools; between those who favored greater emphasis on technical as contrasted to liberal arts courses; among scientists regarding the merits of basic and applied research; and, more recently, educators have differed on the public responsibility for adult education programs. It is well that no hard and fast decision in these and other areas of discussion has been reached. Much of our educational progress stems from these differences in approach to the solution of common problems used by our various schools and colleges. Neither a completely private school system nor one that was entirely supported by the public funds would have proven adequate to meet our needs. Competition between educational institutions, as in other areas of activity, speeds up needed changes and encourages increased efficiency. Centralization of control of our educational system in some agency of the federal government would weaken our schools. The responsibility for determination of educational policies now rests with thousands of independent divisions of government and boards of trustees. Any action which would reduce this broad basis of responsibility would destroy much of the inherent strength and vitality of our successful system.

The financing of our schools, colleges, and universities has been a matter of both private and public concern. Neither source of revenue alone would have been sufficient. State universities must continue, as in the past, to depend primarily upon public funds. However, there are many areas of need for private contributions in connection with the work of the state university. The sole limitation on the educational opportunity for the individual should be his intellectual capacity and will to learn. Private contributions to scholarship funds can help meet this goal. The state university is the principal source of scientific research in many specialized fields of endeavor. Public

funds should not be depended upon entirely for support of essential research. Contributions from private sources can help make our state university educational and research programs more flexible and responsive to the needs of an expanding, complicated society and economy.

We are living in an age best characterized by the very rapid application of new scientific knowledge to practically every field of human endeavor. Our population is growing rapidly and the demand for new products, new methods, and new services is expanding at a much faster rate than the increase in population. Scientific research is the basis for this wonderful technological revolution. Along with the increased demand for better things and better methods has come a greater appreciation of the arts and literature. All around us is a keenly felt need for more well-trained men and women.

The state of Illinois is one of the most important agricultural areas in the world. While the proportion of our population engaged in farming steadily declines, agriculture and the businesses that serve farmers continue to be of major importance constituting, as they do, more than 30 per cent of our total national activity. Farming today is a business, not a way of life. It requires highly developed scientific knowledge and technical skills. The state university has played an important part in bringing about the improvements in agricultural efficiency that have released millions of people from the production of food and fiber. These workers now produce the many new things and services that contribute to a constantly increasing standard of living for all Americans. Agricultural research conducted by the state universities has brought new crops (such as soybeans); new chemical insecticides, plant foods, and animal health stimulants; new business methods; and many other advances in farm production and efficiency. This new agriculture demands better informed and more highly trained farm operators. Agricultural-college trained men and women can find satisfying and challenging opportunities on our modern, productive farms. They will continue to turn to the state university as a source of new knowledge and they will continue to

need the Extension Service of the College of Agriculture to make this new knowledge readily available.

Farmers today are being asked to choose between an agriculture with a future as contrasted to an agriculture with a past. Many uninformed people are urging farmers to place more and more dependence upon government subsidies and guarantees rather than upon individual initiative. They forget that the remarkable progress in American agriculture has been based on new knowledge and its rapid application to our business under the spur of the profit motive. Progress will certainly slacken if we fall for the temptation offered by guarantees of government security that dull the desire to open the many yet unlocked doors to new knowledge. If we choose the more difficult road of individual responsibility and build on the successful pattern of past experience, we will continue to place first emphasis on increased efficiency in our business. Productivity per man in agriculture has increased approximately 79 per cent in the last fifteen years. Few other industries can match this remarkable record that has brought improved standards of living to millions of farm people. The basis for this great progress is the development of new knowledge by state university research work and its rapid application to the farms of America through the Agricultural Extension Service of the colleges of agriculture.

Another characteristic of an agriculture with a future is freedom for farm people to change — freedom to change occupations and freedom to change methods of farming. If this freedom to make necessary adjustments is to be meaningful, farmers must have increased opportunities to secure adequate training and information. Again, the state university with its college training, research, and extension programs is a necessity.

A third characteristic of an agriculture with a future is the free market — freedom for prices to change and thus reflect variations in consumer demand or volume of production. The free market is now threatened by persistent demands that government fix prices of farm products. Our marketing system and its institutions have many imperfections. There is a critical need

for increased research to help secure greater efficiency in the marketing and distribution of farm products. The state university should help supply these research needs and thus improve the capacity of free markets to cope with an expanding economy.

Another characteristic of an agriculture with a future is a reasonable opportunity for farmers to accumulate capital. The farming business has a high capital requirement. If we can learn by the experience of older nations, we know that one of the most serious barriers to adequate capital accumulation in agriculture is a high level of taxation. Farmers are alarmed at the insistent and growing demands by the public for more and more government services and the gradual drift toward the welfare state with its high tax requirements. One of the best means of insuring against our turning toward a socialist welfare state is a well-trained, intelligent people who cherish freedom and opportunity. Yes, the very future of a free and prosperous agriculture depends upon a dynamic, well-financed state university program serving not only the needs of farm people, but the entire nation through progressive research, adequate college training, and an effective extension educational system.

The new administration at the University of Illinois has a challenging opportunity as well as a grave responsibility. The University of Illinois has a proud tradition of serving the educational needs of all our people. We are justly proud of past accomplishments. At the same time, we are fully conscious of the vast extent of the unknown. We have barely scratched the surface in exploring God's universe. He must have intended that we should conquer fear and ignorance with ever-increasing knowledge, else He would not have given us the ability to discover the secrets of nature. We who are interested in agriculture, will continue to cooperate with our great University in its effort to bring greater understanding and knowledge to all our people.

We have confidence that the new administration at the University of Illinois will move resolutely forward to explore the unknown and to expand educational opportunities so that

all who have the will and the ability to learn may earn a richer and fuller life in a free and peaceful world.

MR. WELLS: Thank you, Mr. Shuman. All of us in education can take courage from your thoughtful and forthright statement of support for education and we appreciate it.

The field of labor relations becomes an increasingly important area of university concern and it is appropriate, therefore, that we should have a university alumnus who has won distinction in this field.

Mr. Wolff was trained in the law and has specialized in the field of industrial and labor relations, serving frequently as a labor relations umpire. A native of Ohio, he won his baccalaureate degree from this institution and his Bachelor of Laws degree from Harvard. He has practiced in Detroit since his graduation. For many years he has been umpire for several of the most important labor contracts in our land, including the Chrysler Corporation-United Auto Workers contract, Aluminum Company of America-United Steelworkers contract, and the International Harvester Company-Implement Works contract. He has served as mediator or arbitrator in many, many important disputes. His public service includes several years as assistant U.S. Attorney in Detroit, regional vice chairman of the National War Labor Board during World War II, and chairman of the management labor committee of the Detroit Bar Association. He speaks with the authority of rich experience. I take pleasure in presenting to you Mr. David Alexander Wolff.

MR. DAVID A. WOLFF: Mr. Wells, President Henry, ladies and gentlemen:

It is good to be at my alma mater, among my family and friends, and in the community I have always thought of as home. I am happy that the occasion is the installation of President Henry. Moreover, I welcome this opportunity to discuss the role of the state university in labor and industrial relations in American life.

Since the first day one man worked for another, the chang-

ing employer-employee relationship has reflected the climate and spirit of the times and land. The very designations used — thrall, serf, indentured servant, peon, hired hand, shop steward — indicate period and place.

Today's employer-employee relationship is not only vastly different from those within the memory of most of us, but is unmistakably identified with the United States of these middle years of the century. It is a product of the scientific, industrial, and social revolution of this century. It points up the vigor, the movement, the toughness, and the newness of our times. It exemplifies the tensions, conflicts, and paradoxes of today's man and world.

Normally, man tries to live harmoniously in any common enterprise in which he finds himself. At times, the labor-management relationship appears to be an exception. Often, in itself, it seems to create a basis for suspicion and distrust. Although we reject dogmatic notions of class conflict, we must acknowledge that labor and management do have fundamental differences which probably can never be completely resolved. These differences are both economic and ideological. They can produce deep passions, bitterness, and even physical violence. Witness the Molly Maguires and the Pinkertons, the professional strikebreakers and the flying squadrons, the sitdowns and the lockouts, and the Battle of the Overpass.

But there have been changes and growing maturity, too. The most recent of our major strikes, which involved the entire steel industry, serves as example. The restraint shown by the parties and the public, and the minimum of physical violence and outward bitterness evidence the trend.

This growing maturity is no accident. Without detracting from the thoughtful and intelligent leadership of numberless people in both industry and labor, and in recognition that without them and those of their kind, there would be little progress, the fact remains that the universities have been of signal aid in making progress possible, and in quickening it.

The first great academic student, observer, and teacher of the industrial relations of this era, was, of course, the late

John R. Commons of the University of Wisconsin. As told by his early student, my onetime associate, Dr. Edwin E. Witte: Professor Commons had an abiding faith in his fellow men; he had an unshakable conviction that continuous progress was possible through trying to understand the other person, meeting him halfway, and being ever ready to compromise; he believed that what men said was less important than what they did; he believed that education could best be had by observing and doing, not alone by reading and thinking; he held the view that his students had much to learn from the men in the work-a-day world — the humble as well as the acclaimed; by example, he impressed upon his students that, basic as is the finding of the facts, the most important purpose of study lies in applying knowledge gained, to make life better for our fellow men.

Dr. Commons started his teaching of labor relations, early in the century, in a single class in economics. At that time, he stood almost alone. There had been little objective thinking or doing in industrial relations, as we know it now. However, almost overnight, the universities began their work in this new field. They gave it attention at all levels, and in such diversified departments as economics, sociology, engineering, psychology, medicine, and law, to mention a few. Their contributions have been varied and numerous.

Many have been to labor or to industry, as such. For labor, in such subjects as union organization, administration, and training. For industry just as extensively in personnel management, administration, and supervisory techniques. For both, in labor history, labor markets, labor statistics, contract negotiations and the grievance procedure, job evaluation, benefit plans, and in more. As a result, unions and companies are, today, in a better position to serve themselves and those identified with them.

Even so, it seems to me that the universities' finest contributions to industrial relations are not those made to labor, as such, or to industry, as separate groups. Rather, they are the ones which create the increasing consciousness in men of both

labor and industry, that they are equally members of the same industrial family and community, and that the people across the table are human, and good citizens too. It is because of this, and because I regard as of paramount significance the cohesive and integrative force of the state university, that I especially discuss this area of state university service.

Living together in the plant requires the same kind of mutual trust and understanding, as does living together in the home. The application of the simple truths which make for a happy and successful home, is just as vital to the industrial family as it is to our own families.

The real weakness of the industrial family is that its members seldom have an opportunity to see each other as they really are. We all have many sides and many moods. If we had to judge each other on the basis of what we say and do in a family argument, our impressions would be unfavorable, inaccurate, and usually unfair. It is only in living together in friendliness and tranquillity, as well as in stress and anger, that we can truly appraise, and learn to know, each other. Obviously, this is not possible if we meet primarily as antagonists. The bringing together of the members of the industrial family, in such manner that they can learn to know and trust each other, is fundamental.

The ability to do this, to serve as a cohesive and integrative force, is particularly and almost uniquely, that of the state university. This is because it is a university of the people, especially of the people of the state whose name it bears, and because its attitude and action have gained warm acceptance in all walks and stations of life.

This acceptance, by the many and diverse segments of the public, makes possible the association of both present and potential citizens of the industrial community, as open-minded and receptive individuals and not as partisan adversaries.

At the state university, this kind of association is an essential and natural part of campus life. Here, the faculty and student body is made up of men and women with differing backgrounds, experiences, interests, and points of view. Yet,

their primary purpose is to freely explore, understand, and appreciate facts, ideas, and people.

However, it is not on the campus alone, but throughout the state and even beyond, that such associations are sponsored and encouraged by the modern state university. In labor relations, the need for the broad day-to-day fostering of these associations is especially compelling, and the potentials for progress unlimited.

The state university has evolved, and uses, practical devices to carry out and implement its singular talent for bringing together labor and industry, both on and off the campus. Perhaps the most effective of these are the industrial relations centers and institutes. At Illinois, we have proof of this in the work and accomplishment of the Institute of Labor and Industrial Relations under the directorship of Robben W. Fleming.

Outstanding progress in reaching the members of the industrial family has been made by the state university in the relaxed and comfortable informality of its conferences, work shops, and round-table discussions, in which labor and industry jointly participate. Most of these gatherings are not limited, or even pointed, to instruction. Their primary purpose is to permit the free and easy interchange of ideas in a semi-social atmosphere, in which the participants see and learn to know each other as individuals, and not as symbols of something they feel they should distrust and dislike.

Labor relations are community relations. Whether in the classroom, the library, the conference, the shop, the factory, or the union hall, the problems are those of learning to live together. As in life, change is constant. Today's answer may not be tomorrow's solution. The basic determinations will be made, as they should be, by labor and industry. However, the nature of these decisions, and the direction taken, will be influenced, immeasurably, by the contributions of the state university.

MR. WELLS: Thank you, Mr. Wolff. I am sure you have made a contribution to all of us here today.

Our next speaker masquerades as a newspaper columnist, but he really is a superb essayist. Regularly his column con-

tains penetrating, informative essays dealing with the national and international political scene that are prized and enjoyed by literate men all over the world.

He was born in Scotland but soon came with his parents to the United States. He received his baccalaureate degree here in 1932 and began his newspaper career on the *Springfield* (Ohio) *Daily News* and as sports publicity director for the Ohio State University. For a time he was traveling secretary of the Cincinnati Reds, but the call of journalism was so strong that he soon joined the staff of the Associated Press. The Associated Press sent him to London and he began to specialize in national and international news. From the Associated Press he transferred to the staff of the *New York Times*, and on leave from the *Times* served as head of the Information Service of the Office of War Intelligence in the American Embassy in London during World War II. He has received many awards for distinguished achievement including the Pulitzer Prize for his news dispatches and interpretative articles on the Dumbarton Oaks Security Conference. I take pleasure in introducing the famed James "Scotty" Reston.

MR. RESTON: Mr. Chairman, President Henry, ladies and gentlemen:

When I was an undergraduate in this University, this was before a man had to have a wife and three children before they would give him a diploma. In that far-off day, Bruce Weirick of the English Department taught me that if I didn't know the meaning of a word I should look it up, and this lesson was stressed when I got into the newspaper business as well. Accordingly, when I was invited to come here, I looked up the word "symposium," and I think we have been cheated. I went to the University Library and there in the big dictionary by the central desk, I read the following: "Symposium is from the Greek, *symposion*, meaning a drinking party." It goes on to say: "In ancient Greece, a drinking together; usually following the banquet proper, with music, singing, and conversation; hence, a banquet or social gathering at which there is free interchanging

of ideas." I suggest you all take this up with President Henry right after this meeting.

Mr. Chairman, I am very glad to be here. I love this place as all of you do, I know. I must say I hesitate as a reporter to make a speech during an election year. We are always making people mad on one side or the other during elections, and I was particularly reminded of the dangers of doing this when coming back from the Republican Convention in San Francisco. My wife and I got into the dining car of a Western Pacific train with one of our boys. We sat down at a table where we found a Chicago minister, and soon we were arguing about what had happened in San Francisco. I gathered the idea before we had gone very far that this man took a rather dim view of my political views, and just before we left he gave me a word of advice. He said he thought newspaper men were a little too confident of their views and he recommended that before I make another speech or write another article that I look up the beginning of the 19th Chapter of the Book of Luke.

I have done that, and I will read to you what it says: "And Jesus entered and passed through Jericho, and behold there was a man named Zacchaeus, who was the chief of the publicans, and he was rich and he sought to see Jesus, and could not for the press."

Ladies and gentlemen, I hate to read a paper at you because I have a dislike, as a newspaper man, of having people read papers at me all the time, but I have been told to do something and I have always done what I was told to do in this University.

I believe that the contribution of the state university to American life is infinitely greater than the founders of the state and land-grant colleges ever imagined. I think this contribution has been much more important than most of us realize even today, and I want to take my few minutes here to look at it from a very narrow point of view and try to tell you why I think so.

The main problem of our civilization in the eighty-eight years since this University was started has been the problem of war. The act of Congress providing assistance for the creation of the state universities was passed on July 2, 1862, during the

War Between the States. Since then, the Republic has been engaged in four major wars: the Spanish American War, the two World Wars, and the Korean War. And since the cornerstone of this University was put in place on September 13, 1870, the leaders of the nation have either been fighting wars or dealing with the consequences of wars most of the time.

This has been the most brutal epoch of the Christian era. It has been marked by one Civil War among our own people. It has seen two German wars, which were a kind of Civil War within the Western family of nations. It has seen the mortal weakening of the British security system, the collapse of French, German, and Japanese power, and finally the rise and extension of a new barbarism in the Soviet Union.

It is the response of the United States to these momentous events, and particularly the contribution of all the state and land-grant colleges to that response that I want to discuss very briefly.

The great question of this century, I think, was whether the Western-minded nations would recognize the danger and have the will, the resources and the intelligence to meet it, or whether it would avoid or evade the challenge and thus betray all the things that give meaning to our society.

There were many hesitations, Mr. Chairman, but looking at it over a long perspective, it is perfectly clear that the New World did come to the rescue of the Old, that it found the courage and persistence to intervene in time, and that its intervention was successful.

What is not so clear, I think, is how this came about. How was it possible that this young republic, steeped in the tradition of political isolation, was able to close the breach when the elder races faltered?

How did it come about that the American government, which can move effectively only with the consent of the people, was able to revolutionize its foreign policy, organize the nations of the world, defy the Communist challenge, and stand on guard today over all the oceans and continents of the earth?

I believe it came about — and this is my theme — because of

the success of the great experiment of popular education in the United States, because, at least in part, of the battle that started and was carried on right here in this state for the creation of what were then called the land-grant colleges and industrial universities for all the people.

This is no criticism of the older private institutions. They led the way. They provided the teachers and some of the experience at the start. But no intellectual aristocracy, no plan for the nourishment of the best minds alone or for the education of the sons and daughters of the rich alone could possibly have brought the American people to the rescue of the Western world.

The government in Washington is not like the governments in Moscow or even in London. It could not move by dictate or count on a tradition of intervention in overseas affairs. It could not count on a captive press to propagandize the people, as in other lands. It could not count on a small educated minority to win the consent of the majority for the sacrifices of leadership, which clearly nobody coveted. It had to rely on one thing alone. It had to rely on the common sense of a fairly well-informed people, and without popular higher education for the masses, it is inconceivable — at least it is to me — that the United States would have made the sacrifices and assumed the responsibilities without which our whole civilization might very well have been overcome.

Democracies work in a mysterious way. One can never say precisely why it is that the decisive acts of history are taken. But just as historians now believe that the triumph of the English language on the North American continent was one of the great milestones in the defense of civilization, so I believe the triumph of popular education in the United States will be regarded in the future as the force that sustained our civilization in the years of its greatest peril.

Without the skills of a trained civilization, this country could not have sustained the industrial revolution; without the success of this experiment it could not have mounted the power or mastered the secrets of the new atomic revolution; and above all, without this experiment of educating the masses of the people,

it would never — in my judgment, for what it is worth — have been possible to get the electorate to understand what was happening in the world so as to save ourselves in time. In short, there had to be an educational revolution before there could be a successful industrial and political revolution, and it was only that revolution that saved, I think, our society in the last critical forty or fifty years.

I am aware, Mr. Chairman, that there are still many Americans who sincerely wish that that revolution had never taken place and long wistfully for the simpler days of the past. I am also aware of the appalling problems now facing teachers in dealing with hordes of ill-trained and sluggish minds, but we cannot, I suggest, have it both ways. We could not have security without sacrifice nor could we have the support of a majority of our people merely by concentrating on the education of the rich and the intelligent.

It was not an easy job. There were powerful forces thrown against the idea of universities for the sons of the farmers and industrial worker. It was argued that, if these colleges and schools were to be opened, they should be strictly trade schools, teaching the art of plowing and the mechanical arts.

As President Henry reminded us this morning, Jonathan Baldwin Turner, the Western pioneer and leader of the fight for this great education movement had his doubts but labored for twenty years against those who wanted to keep education for the few.

“When I have taught a boy merely how to hold a plow,” he said, “I have only taught him to be a two-legged jackass, twin brother to the four-legged team in front of him. But when I have taught him, truly and scientifically, the mighty mysteries of the seas, stars, oceans, lands and ages that are concerned in that act of plowing, I have made a man of him — had we not better say an angel?” I don’t know about that “angel” business, Mr. Chairman.

The fourth president of this University, Andrew Sloan Draper, saw very clearly the potential influence of these universities on the decisive questions not only of the state but of the

nation, and what he said then is even more true of the present and of the future.

He said in his inaugural address in 1895:

“The questions of paramount importance at the present time, are within the domain of literature, law, history, political ethics, economics, sociology and philosophy.

“The great centers of educated thought in the country, through their work and through their graduates, will radiate influences which will settle these questions.”

This is, I think, what has happened on the great questions of our time. These vast institutions have “radiated influences” that have, with the help of many other institutions, changed the thinking of a nation and greatly influenced the destiny of a whole civilization.

This University started in 1868 with a Regent, two teachers, and 50 students. Since then over a quarter of a million young men and women have attended — I won't say have studied — on this campus, and over 135,000 have been graduated.

Most of these have gone back to the communities in the state where they came from. They have used their skills for the benefit of the state and their home towns. The campus extends, as our neighbors in Madison, Wisconsin, describe it, to the borders of the state. But the campus goes far beyond that. There are now over 1,600,000 students in the publicly supported schools of higher learning in America — over 57 per cent of all Americans in colleges today.

Moreover, these colleges have trained a remarkably high percentage of those young Americans who have contributed so much to the education of the American people in these critical times through the media of the press and radio and television. I am thinking not only of popular historians from this campus, such as Allan Nevins, but of Irving Dilliard of the *Post Dispatch* in St. Louis, and Wallace Deuel, formerly of the *Chicago Daily News*. Wherever you look today in the field of analytical reporting, you will find young men from the state and land-grant universities: Edward R. Murrow from the State College of Washington; Eric Sevareid from Minnesota; E. B. White from

the state-supported Agriculture College at Cornell, Marquis Childs from the University of Wisconsin. The list could be extended almost indefinitely.

At the laying of the cornerstone for University Hall in 1870, Professor Turner said, "It will probably take a thousand years for a single one of these great Free States to learn to endow and manage these industrial universities in the best possible manner.

"But what of that? Shall we never attempt to learn the greatest of all possible arts — the preparing of our American youth for a true American life — because our art is difficult and our lesson a long one?

"I shall soon die; you will soon die . . . but these institutions will live — still live to learn their art and their duty to help the race, long after the oaks have grown and fallen again and rotted over our graves."

Well, the oaks have fallen and the elms on the campus seem to be on their way, as well, but here we are again. We may not have learned our art in the first hundred years, but we have learned our duty, and my conviction is that these institutions have helped the race much more than most of us realize. Thank you.

MR. WELLS: Mr. Reston, we thank you for this inspiring and eloquent tribute to the state university idea and to this great University of Illinois.

As our final speaker we have the distinguished President of New York University. Native of Nebraska, he obtained his baccalaureate degree at Washington State College and his master's soon afterward at the University of Illinois. He won his spurs in the practice of his chosen field of engineering before turning to education as professor of civil engineering at the Armour Institute of Technology. Within a decade he was made president. As president he brought about the consolidation of the Armour Institute of Technology and Lewis Institute to form the Illinois Institute of Technology which he headed for twelve years until he was called to even larger responsibilities at New York University.

Again his talents have been recognized and he will soon

assume his duties as President of the Ford Foundation in which office he will have enormous opportunity for service to American education.

Educators everywhere rejoice in his selection. It is sometimes said that a foundation job is the Valhalla to which all college administrators aspire. I am confident that those presidential warriors who have already ascended to this high estate will provide for Dr. Heald a seat of special distinction in recognition of his great achievements.

Dr. Heald is a dedicated and unselfish citizen, serving innumerable civic and professional causes. His honors have been many. We are honored to have him join us as the concluding speaker in this panel this afternoon. Dr. Henry Townley Heald.

MR. HEALD: President Wells, President Henry, ladies and gentlemen:

First, I should like sincerely to tell you how glad I am to be here and to take part in a ceremony that honors my good friend and former colleague, Dave Henry. He is one of America's finest educational administrators and educational statesmen. He is a great asset to the University of Illinois, and you have reason to take pride in the leadership he is giving to solving the problems and expanding the role of your University in state, national, and world affairs.

My reason for being here is to share with you some thoughts on the contribution of the state university to American life, particularly in education, and you have heard some brilliant discussions about the place of the state university already this afternoon. This contribution today is so extensive, so pervasive, so manifest that it is hardly necessary to labor the point. In the total task of providing educational opportunity for the people, the state university takes second place to none.

The continued growth of our American educational system, in size, quality, and influence, is vital to the welfare of this nation and, indeed, the rest of the world. Our educational system needs, has, and should continue to have a diversity of educational institutions — in size, location, type of support, and objectives. The place of the state university in this complex

pattern is secure. Its influence, its opportunities — and its responsibilities — are destined not to diminish but to increase in many ways.

Our nation is committed as a matter of social policy to providing educational opportunity to young people in proportion to their ability to benefit from it. That commitment has tremendous implications for educational institutions because of two factors: the greater numbers in the college-age group and the increasing percentage of those who go to college. A few figures will illustrate:¹

In 1900, about 11½ per cent of the eligible pupils in the United States went to high school. Today, about 80 per cent go to high school, and we are reaching the point of saturation at this level of education. In other words, in fifty years we have planned and built a system of secondary education that is, for all practical purposes, universal in its coverage.

Now for comparable figures for colleges: In 1900, about 4 per cent of the age group eligible for college actually went to college. In 1940, the percentage was 15. By 1954, it had climbed to 30. By 1965 it is estimated it may be as high as 45 per cent. And the limit will not by any means have been reached. Whatever the figure in a given year, it is clear that the concept of broadened opportunity to the fullest extent of individual abilities is today an accepted part of the American idea.

It is also clear that the contribution of the state university, already great and constantly increasing, will continue to grow as the years pile up, as new generations of youth seek educational opportunity, and as citizens demand more and more of their state universities. This has been the experience of the University of Illinois since its founding, and there is no reason to believe that it will change. The demands, the needs, the opportunities will simply become greater.

The program of a university touches in some way on every want, need, and struggle of man. Education, research, and com-

¹Bowles, Frank H. (Director, College Entrance Examination Board), "Higher Education and American Society," a paper presented at a constituent member meeting of the American Council on Education, Washington, D.C., March 19, 1956.

munity service are integral parts of a total university effort. Their coming together gives a university a program that is greater than the sum of the three parts. They are linked philosophically and operationally, with teaching and scholarly investigation strengthening each other and with services to the community flowing out of education and research.

Now these things are true whether a university is supported privately by gifts or publicly by funds from taxes. There are no special virtues attached to a university because of the nature of its support. The only criterion worthy of consideration is the quality of its program, and this means the intellectual ability of its students and faculty.

There are occasional statements by educators and others that an institution, because it is supported by private funds, is consistent with the free-enterprise system; and that an institution supported by public funds is therefore part of a socialistic concept. This is nonsense. There is nothing more in keeping with the democratic ideal than the support of education for the people by the people. Strong privately supported institutions and strong publicly supported institutions are both essential to the national welfare.

The totality of the educational problem that now confronts our nation and will confront it in the years ahead is of such magnitude that there is plenty for all to do and room for all. With education firmly established as an instrument of national policy and progress, all higher education is striving basically for the same thing.

Nor is there any reason any longer, if there ever was, to consider institutions of higher education as the servants of a limited geographical area. Specifically, the University of Illinois is not just a state university, although it mostly serves the state of Illinois and is mostly supported by it. It is, in fact, a national institution, and the time may well be approaching when we ought to think of all colleges and universities as national institutions.

By this I do not mean that they ought to be supported or governed nationally or on a national basis, but we certainly

should take a less parochial view of artificial boundaries in education just as the founders of this nation many years ago eliminated artificial economic boundaries by discontinuing tariffs at state borders.

The fluidity of movement of people, goods, and ideas makes this view mandatory if we are to be at all realistic. Today our people across the nation see the same television programs, buy the same magazines and books, look at and hear the same advertisements, and read the same wire service reports (although, unfortunately, they don't all have an opportunity to read Mr. Reston's stories). Our faculty members move freely from one location to another and from one kind of institution to another. Certainly knowledge knows no geographical boundaries, in this country, at least, where there are no iron or bamboo curtains.

Dr. Salk's vaccine has not been limited to one city or one state. He was an undergraduate at the College of the City of New York, a municipally supported institution. He took his medical degree at New York University, a privately supported institution. He is supported by funds collected from the public on a nation-wide basis. And he works now at a private university which receives some public funds. He has never, to my knowledge, had any connection with the state of Illinois. But the people of Illinois, during the recent polio outbreak in Chicago, as one example, have benefited from his genius.

As I read the *Alumni News*, I get the distinct impression that the University of Illinois is proud of its national role and reputation. And I am sure many Illinois citizens are, too. There need to be more who are similarly enlightened, so that the legislators who represent those citizens will not be hesitant about appropriations that may benefit people in areas beyond Illinois.

As the pressure of increased enrollment becomes greater in the next few years, there will be a tendency in state universities to reduce the number of out-of-state students, or not to take them at all, or to put the fees so high they cannot enroll. If this happens, it will be another evidence of the failure to see the national character of our state institutions today. What if we did the same with books or faculty members?

As the need for teachers and space and buildings and money becomes greater, can academic standards in state universities be maintained? Will the public support high standards? I think the people of this state cannot afford not to insist on high standards. Again, the movement of people, the interchange of knowledge, and the absolute impossibility of knowing now where tomorrow's benefits are coming from — all require the maintenance of high standards. And, of course, the reputation of the University demands it.

When I came to the University for graduate work in the mid-twenties, I came because the University then had the most distinguished faculty in civil engineering in the nation. The taxpayers of Illinois had no obligation to me as a resident of the state of Washington. But they permitted me to enroll, and I believe they should not now discourage admission of boys or girls from other states.

In state universities, as in other types, the growth in research and community service is a mark of the times. It is evidence that institutions of higher education are coming closer to the people, meeting their needs, sharing the benefits of university work directly and immediately. There is nothing new about this in state universities, certainly not in this University which has been close to the people from the very beginning.

In agriculture, the University of Illinois has perhaps been the greatest single factor in the growth and importance of the state's economy. In engineering, the benefits have been comparable. In some of the fields considered less practical, the benefits are, of course, less direct. But they exist nonetheless.

I do not believe the people of Illinois are going to say, for example, that a scholar cannot study Chaucer just because it won't make someone some money right now. On the whole, there is no disposition on the part of thoughtful members of the public to want to curtail research or service or teaching in the liberal arts and less exact sciences. On the contrary, there is great evidence today that the kind of citizen we need is the truly educated, the truly liberated man. It may seem sometimes that the only

thing the public is interested in is a football team, but I don't believe it.

What about funds to pay for the greater job to be done? All these things cost money. But Illinois is a rich state. It can afford it. It can't afford not to afford it. The cost of operating the University of Illinois at a much higher level, in terms of size and numbers, and even of quality, is a fraction of the total resources of the state. The University should not be extravagant, of course, but it should get what it needs to do its job.

Ralph Waldo Emerson said that "money, which represents the prose of life, and which is hardly spoken of in parlors without an apology, is, in its effects and laws, as beautiful as roses." Times have changed since he wrote that line. Today parlors, and even meetings of this kind, are suitable places for mentioning money. And it is generally agreed, in higher education, that without Emerson's prose of life there could be little poetry.

Higher education is today and will be in the future more important than ever before. There is no question about the growing recognition of that fact among our people generally. If a state university is to attain a proper stature, it ought to become the most important manifestation of the belief of the people of the state in the worth of knowledge and education. It ought to become the most cherished instrument of the state.

The state university is more closely related today to the life of the state and of the country as a whole than ever before. State universities have long since abandoned their ivory towers, as indeed all universities are doing or are going to have to do. A state university should be conducted on such a level of excellence and usefulness that all thoughtful people in the state can take real pride in it and support it.

To reach the level it must, to maintain its position of leadership, to serve the people fully, a university's staff — any university, publicly or privately supported — must have the freedom to do its job. Freedom is the most important and most priceless of the intangibles that combine to create the heart of an educational enterprise. Without it, all else, no matter how good, is less than it ought to be.

Freedom in education means the right to seek the truth, to transmit knowledge from generation to generation, to dissent, to differ, to explore unpopular or even heretical ideas; but not, of course, to engage in conspiracy against the society which is the source of the freedom a university prizes.

In our universities and colleges, this freedom, essential to all citizens in a democratic society, has come to be called academic freedom. Academic freedom is not special privilege accorded teachers and students. It is basic to every other freedom for every other person. Thus it is essential for all that academic freedom be preserved in universities.

Every time freedom is curtailed, a university is weakened, and so is the fabric of all higher education. The amazing progress and the magnificent contribution of the University of Illinois to the people of this state and to the nation over the years have come more from freedom than from anything else. Its future, of course, depends on the same measure of freedom in teaching, research, and service.

Your new President is a man who believes devoutly in the idea of freedom for a university, in service to the people as the hallmark of its worth, and in educational opportunity for all who can profit from it. He is dedicated to the high purposes of education. And he is a man with a warm understanding of his fellow men and a deep desire to help them move forward with their own ideas and aspirations and good works. With the support of all those who believe in and work for the University of Illinois, he will surely guide it to greater service and greater accomplishment than it has ever before known.

MR. WELLS: Dr. Heald, your speech has given us a fitting climax to our discussion this afternoon of the contributions of the state university to American life, and we thank you for it.

Before I yield the chair to Dr. Ray to conclude the session, I would like to thank all of my colleagues here this afternoon for their excellent contributions and cooperation and to thank the members of the audience for their thoughtful attention. You have been a most helpful and cooperative audience.



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