5-20-1961

The Inaguration of James W. Miller as Third President of Western Michigan University

Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/inaugurations

Part of the Higher Education Commons

WMU ScholarWorks Citation
Western Michigan University, "The Inaguration of James W. Miller as Third President of Western Michigan University" (1961). WMU Presidential Inaugurations. 1.
https://scholarworks.wmich.edu/inaugurations/1

This Program is brought to you for free and open access by the Office of the President at ScholarWorks at WMU. It has been accepted for inclusion in WMU Presidential Inaugurations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
The Inauguration of

JAMES W. MILLER

as Third President of

WESTERN MICHIGAN UNIVERSITY

May the Twentieth

Nineteen Hundred and Sixty-One
Program

Presiding: The Hon. Stephen S. Nisbet... President, State Board of Education

- PROCESSIONAL

Sine Nomine... Vaughn-Williams
Western Michigan University Symphony Orchestra
Julius Stulberg, Conductor

INVOCATION

The Rev. Dr. Charles K. Johnson

GREETINGS

For the Faculty... Frederick J. Rogers
President of Faculty Senate, 1960-61
For the Students... Fredric B. Zook
President of Student Council, 1960-61
For the Alumni... Virgil Westdale
Vice President, Western Michigan University Alumni Association
For the State... The Hon. John B. Swainson
Governor of Michigan

INSTALLATION... The Hon. Stephen S. Nisbet

INAUGURAL ADDRESS... President James W. Miller
"The Individual as Resource, Challenge and Opportunity"

BENEDICTION

The Rt. Rev. Msgr. Charles R. Keating

RECESSIONAL

Cornelius Festival March... Mendelssohn
The Faculty-Frederick J. Rogers

AS A GENERAL rule, when it comes to greeting a new university president, there is no more skeptical and hard-bitten set in the welcoming committee than the faculty. Most of them have had long first-hand experience with the hard realities of education. Many of them have had unnerving experiences with college administrators. Though outwardly gracious, they may be secretly harboring under the decorum of their academic regalia certain wayward and deplorable impulses toward the pert gesture and the Bronx cheer.

But the truth is that this faculty is in a welcoming mood, and we can give our reasons. For one thing our experience with presidents at Western has been good. A few of us can remember, even with nostalgia, the firm benevolence of Dwight B. Waldo, our first president. All of us feel for Paul V. Sangren an honest admiration for his leadership, a warm affection for his humanity and kindness.

Furthermore, we were consulted in the selection of a new president. The State Board of Education, our governing body, invited a committee of the faculty to sit down with them and to discuss in a frank and open way the future of Western, the qualities needed in its president, and the fitness of the candidates. We appreciate the wisdom and the courtesy in this action by our trustees. As a result we have an unusually strong feeling of participation today.

The man whom the Board selected has a background that interests and attracts us. After graduation from a venerable Eastern college (and bearing yet, may I say, that aura of ivy which has an undeniable fragrance for our young Midwestern senses), he came for his graduate work to one of the great universities of the West; he received grants for overseas studies; he earned his way through the academic ranks at a respected sister institution. His experiences, in fact, paralleled many of our own. He knows the toil and the joys of the scholar and teacher. He has not forgotten, either, the strong desire of any faculty to know what is going on; and in Faculty meetings, in presidential letters, in group and individual conferences, and in Faculty Senate meetings, which he has attended faithfully, he has spent great time and effort to consult us and to keep us informed. We feel that as one of our brotherhood he understands us and that as a distinguished member of it he can inspire and lead us.

The new president has impressed us favorably in another respect, and that is the workmanlike way he is proceeding to mobilize support toward the achievement of excellence. The faculty, in its close contact with the educational process, is acutely aware of the things that are needed for making headway toward such a goal. We know that with all the short-cuts that can be devised—with team-teaching, with large lecture sections, with audio-visual aids, with television, all of which we are using—there are no substitutes for such essentials as the well-stocked library, the well-designed building, the good teacher; and we join the rest of Michigan’s citizens in understanding that these things cost money. We would like to carry this message to the sources of influence and help. The job interpretation and persuasion falls on all of us—faculty, students, alumni, and friends of the university. But certainly the president is our chief representative and bears the principal burden. In James Miller we see a man who has had valuable experience with public finance, who is respected throughout the state for his wisdom and integrity, and who can be depended upon to make the need for excellence in education felt in all its urgency by administrators, by lawmakers, by our friends and neighbors in Kalamazoo and Southwestern Michigan, and by the general public.

And so the faculty welcomes James Miller to the presidency of Western Michigan University. We welcome him as an understanding colleague who will give us sound academic leadership. We welcome him as our devoted and energetic representative before our fellow citizens. We wish him a long and successful term in the presidential office.

The Students-Fredric B. Zook

IT IS INDEED a great honor and a privilege for me to be here this memorable day speaking on behalf of the students of Western Michigan University.

Dr. Miller, it is known by all of us that you have a sincere and deep regard for students. The students at Western are indeed grateful that we have as our President a man with your keen understanding of students and their problems. The five months that you have been on our campus have been exciting and challenging to the student leaders. It has been a most enjoy-
able period and the students are eager to take on the responsibilities that you offer them. We are certainly happy to have you at Western and we admire and respect you for what you bring to Western Michigan University, and to the city of Kalamazoo.

Western Michigan University does not have a long history but it has been a glorious one. It has developed into one of the prominent universities of the mid-west. We have accomplished this tremendous progress through the tireless efforts of Dr. Waldo and Dr. Sangren. The students are proud of Western's heritage and are especially proud of the fine relationship enjoyed between the administration and the students. I have been on several campuses and I have talked with students from all over the United States from both large and small schools, and I can say that the spirit of co-operation between students and administration on our campus cannot be surpassed anywhere. You have indicated that you wish this atmosphere to continue and that you are willing to work with and for the students. For this, we are grateful.

Western's past is now in the archives and the future lies ahead. This future is in your hands, our third president. As a school, we have been granted the name and the stature of a university, but we the students feel that the more important thing is what this name, Western Michigan University, means to the students, faculty, alumni, and the citizens of our great state. Western is growing by leaps and bounds. We have doubled our enrollment in the last eight years, and our physical plant has enjoyed a similar marked growth. We must recognize, however, that Western must grow more than just physically. It must grow in academic stature as well. Physical size will mean little without academic growth coinciding with it. We are heartened to know that this important growth is one of your major goals.

It is vitally important that Western maintain the highest academic standards. The students are here to acquire an education that will prepare them as future leaders of society. I firmly believe that it is the responsibility of everyone here this morning to contribute to this cause. With the labors of us all, Western Michigan University will be recognized as one of the top universities through the mid-west, the nation, and the world.

We, the students of Western, pledge to you this day our respect and our support in working to accomplish this significant goal.

The Alumni—Virgil Westdale

ON THIS MEMORABLE DAY, on behalf of the Western Michigan University Alumni body, I am delighted and pleased to have the opportunity to extend to you, President Miller, warm and enthusiastic greetings from Western graduates living in all parts of the world.

We of the alumni pledge our unqualified support to you and your staff. Since the birth of our institution in 1903, Western's alumni have shown a definite sense of responsibility for and pride in their Alma Mater. To us, the Western Michigan campus is not just a plot of land dotted with buildings; this is our second home. We are always more than willing to offer any assistance within our power to the new residents of this home. Over 40,000 alumni have a heart, minds, and helping hands join with you on this, your inauguration day, to help further develop and ensure the educational investment which Western represents.

We already know of the unique combination of qualifications you possess—qualifications which guarantee the successful administration of the University. The administration of Western began with the inspired leadership of Dwight B. Waldo. In my undergraduate days, we were blessed with the presence of Paul V. Sangren, who directed Western through the period of its most vigorous expansion. It is usually said that the more such an administrator does, "the bigger are the boots he leaves." The boots that Dr. Sangren left to be filled by you are big indeed. In these, your first few months at the helm, you have filled those boots very capably. And future years will, I am sure, bring even greater success to the rising fortunes of our University.

The pleasure of working with you has been anticipated by each of us since the announcement of your appointment was made. We have already enjoyed meeting with you and your gracious wife at several alumni gatherings throughout the state. Your active participation and inspiration to our alumni aims are sincerely appreciated.

Our formally organized Alumni Association has for its purpose the encouragement of further alumni activity throughout this country and in the many foreign lands in which our alumni reside. The Association also aims to direct and give more active support to the University
through our many local alumni clubs, to assist financially in the further development of the University, and to do all that we can to encourage those highly qualified students who should best profit from the University’s programs. In summing up, the Association is eager to work with you for the continued success of Western in the future.

We pledge to you, President Miller, our wholehearted alumni support for the present and for the years to come. We extend to you our congratulations on your appointment to the presidency of the University which we hold in such high regard. We give our best wishes for continued success as you guide the University on its path in America’s educational development.

---

**The State-The Hon. John B. Swainson**

It is a real personal pleasure for me to have a part in the installation of Dr. Miller as president of Western Michigan University. I have known him for many years and count him as one of my close friends as well as one of the most able men in public life in Michigan.

Education is the foundation of the future greatness of Michigan and of our nation. Our institutions of higher learning must have the direction, the faculty and financial support commensurate with their responsibility. Dr. Miller will provide the progressive leadership and direction required of the president of Western Michigan University. In his new position, Dr. Miller brings to our fine family of college and university presidents understanding, enthusiasm and knowledge of the goals of education and the means to achieve them. He is imbued with a desire to provide for the students at Western Michigan the finest in education. I have every confidence that all of us will be proud of his accomplishments.

The growing importance of higher education has been demonstrated dramatically in recent days. Michigan scientists have made our nation and the world sit up and take notice of what our scientists have accomplished. The entire free world was encouraged when Commander Shepard explored outer space. Even the iron curtain countries took cognizance that the capsule in which he rode was boosted beyond gravity by a Redstone missile, made at the Chrysler plant near Detroit.

In other fields—the professions, the arts, the humanities—Michigan is equally important. This pre-eminence can be maintained only through adequate support of our colleges and universities so that we are assured of outstanding faculties and modern equipment and laboratories. But even with these helps our colleges and universities would not necessarily accomplish their purpose.

They require leadership. Educational programs are not self-implementing. It is to the president that the people, the students and the faculty look for direction.

In Dr. Miller, Western Michigan and all its friends have a man of distinguished accomplishments to whom they can look.

From his days as a student at Brockton High School, in Massachusetts, Dr. Miller’s scholastic record is filled with special honors. In his undergraduate days at Amherst College he was an outstanding student and was graduated “cum laude.” His graduate work at the University of Minnesota, in political science, was of equally high calibre. When he was a scholarship student at the University of Heidelberg in Germany, this same excellence was present.

And it was in evidence when he was doing research on British political party organization in England and Scotland. It’s a most distinguished record.

It was fortunate for Michigan that Dr. Miller left his teaching position at the University of Minnesota in 1940 to join the faculty of Michigan State University. As an instructor, assistant professor and associate professor in the Political Science Department, his record was outstanding and brought him national attention which led to a special assignment in New York.

After only a short time as head of the Department of Teacher Education, Dr. Miller was summoned into service as controller for the State of Michigan on Jan. 1, 1955. He continued in that post until 1960 when he returned to the Board of Trustees and then, some months ago, he was named president of Western Michigan.

As state controller, Dr. Miller was one of Michigan’s best informed persons on state government. A program of economy and efficiency in government which he introduced, saved Michigan many millions of dollars. Many of his recommendations in this area have been copied by other states.

His record to this point has been most distinguished. Now new horizons stretch before him. He will reach them, I know. It means for Western Michigan and its students an era of great progress in higher education. This is a happy day for me—to see my dear friend installed as president. For the faculty, students and alumni of Western Michigan this is a proud day, indeed—one which will be marked in history as a most important occasion in the development of this great university.
THE SELECTION OF A president is always a first responsibility of a Board. This was fully recognized by the Michigan State Board of Education in the naming of a president for Western Michigan University. This we have done after many discussions with the faculty, alumni, and friends of this fine institution.

Dr. James Miller is an "educational statesman." His training and varied experience in administration, his keen insight and belief in academic competence, his broad knowledge of Michigan and its problems, particularly in the field of finance, made him an ideal choice for the presidency of Western Michigan University, following in the footsteps of two illustrious educators, Dwight B. Waldo and Dr. Paul V. Sangren.

The Board saw in him, one who has the vision, the knowledge, the courage and the strength to lead Western into new fields in the future progress of education.

An effective institution of higher education is always under the direction of a man of high ideals, of sterling character and unquestionable integrity. This we claim for our new president. His influence and example will determine the future course of Western Michigan University.

In this—for the State Board of Education—we have implicit confidence.

Dr. Miller—Because of your acceptance of this most important office, we expect from you a courageous outlook on the numerous problems of the future so that this institution will adequately fill its rightful place in Michigan education and progress.

We expect of you vision and foresight in seeing that the goals of Western are high, far-reaching and adequate for the future needs of our state, our country and its citizens.

We expect you to face the future optimistically and with confidence.

At the same time, we expect a strong administration with the common, everyday problems of your office, administering with a friendly democracy that builds a strong faculty, a constructive student body, and a wide acceptance in our Michigan.

And now, Dr. Miller, by virtue of the unanimous action of the Michigan State Board of Education, which I represent, I now declare you to be President of Western Michigan University with all of the duties and responsibilities of this important office.

I, for the State Board of Education, extend to you our good wishes and our confidence in you. I also pledge to you our loyal support in your administration.

Friends and guests of Western Michigan University, your President—Dr. James W. Miller.

The Individual as Resource, Challenge, Opportunity

President James W. Miller

IT IS WITH A MINGLED sense of pride and humility that I accept the challenge and responsibility of joining with you in the great and important work of promoting the prosperity, welfare, security and the values of character and integrity of this state and nation through the imaginative, creative, and industrious labors of students and faculty joined in common enterprise.

My prepared remarks are focused on the individual. It is his worth and dignity that our form of government is designed to protect and promote. It is his potential for intellectual growth which our colleges and universities must exploit to the fullest. Only by so doing will we be able to provide for continued economic growth, political stability, and the moral, spiritual and intellectual fiber of which the whole cloth of culture is woven.

Reading the excellent history of Western Michigan University, The First Fifty Years, written by Professor Emeritus Dr. James O. Knauss, is one way of becoming aware of the rich and generous heritage bequeathed to us by our predecessors. Another way to discover the proud and significant past of Western is to meet with, and to talk to, individual emeriti members of the faculty.

Yet another way is to visit, as I have done during the past four months, with hundreds of distinguished alumni of Western who are today actively engaged in service to their several communities as well as to themselves. It is in the consequences of Western's teaching that you find the true measure of her greatness. The central figure on Western's campus has been and, I would hope always will be, the student, not as a social being counted as one unit, but as an individual capable of growth, develop-
ment, creativity, and service over and above the mere normal acquisitive instincts of mankind.

In its relatively short history, Western has exhibited growth of real significance both in terms of quality and quantity. The progress of Western as an institution of higher education has been due in no small part to the outstanding leadership of its past presidents, Dwight Waldo and Paul Sangren, as well as to the loyal and able support of their administrative aides. No less important, as I am sure both Dwight Waldo and Paul Sangren would agree, has been the outstanding and dedicated service of the faculty. But finally, and most important of all, there are the cumulative effects of over 80,000 individual students during the past fifty-seven years reacting to the stimulus and guidance of dynamic administrative leadership and inspiring instruction. This is the cauldron from which greatness is crystallized.

It would be a serious omission at this point if I did not mention that much of the success of Western Michigan University can also be attributed to the sponsorship and support which has been given so freely and generously by the local community. Not only did the property owners of this area by an overwhelming vote in 1903 raise $70,000 to meet the initial requirements set for the establishment of Western by the State Legislature and by the State Board of Education, but also they have on countless occasions exhibited in a most tangible way their deep-seated interest in and support of Western Michigan University. As Dr. Knauss notes, “At least once, probably twice, in the early years when the State was slow in releasing funds for the payment of teachers’ salaries, the local bankers advanced the necessary amount.” During the depression when the governor and certain other interests brought pressure to close out and, in fact, sought to abandon this institution, it was the active and effective support of the local populace that saved Western. While evidence of the generous contributions of community leaders in the form of land, money, equipment and buildings is easily seen, there have been other forms of support not so clearly visible but none the less tremendously important. This latter support of which I speak is the counsel and advice which community leaders have given in terms of service on innumerable advisory boards to the various curricula of Western. As an institution supported by public funds, Western naturally has been heavily indebted during its history to the people of Michigan for the considerations given to it by successive governors and legislatures. Particular indebtedness is due to the untiring efforts of our local legislators over the years. Western’s only effective manner of expressing its appreciation for public support is to continue to provide formal education to the greatest number of students possible, consistent with the maintenance of standards of quality.

If we are to build well on Western’s rich heritage, it is important that we draw strength from the past in order to understand the present and to discover guide lines, however faint, for the development of future programs. An understanding of the past and present is a prerequisite to the blazing of a trail into the future. This acknowledgment of the past is all too brief but for those who wish more, I commend to you the reading of Dr. Knauss’ The First Fifty Years, a history of Western from 1903 to 1953.

The true greatness of an educational institution is not the size of its student body, nor the number of books on its library shelves, nor the accumulation of brick and mortar on its site. As important as these attributes are, particularly the library, a college or a university’s real greatness is to be found in its dedication to the principle of exciting in its students the urge to think independently and critically about the world in which they live and about life itself. Ours is the task of striking in the mind of the student that first spark of interest in subject matter which should be of primary concern to us. Our goal should be to give each and every student worthy of admission to this university the fullest possible measure of stimulation and guidance for his or her self-development.

All thought comes from the individual mind. There is no group mind. Every so often I find myself in a situation where a leader of group discussion becomes so overly enamored of the process he is using to stimulate interaction of thought among individuals. He thus leaves the impression that the mere bringing together of a number of people into physical proximity and the employing of certain discussion techniques will produce an idea. It seems patently obvious to me that thought occurs only in the mind of an individual and therefore our work in the university must emphasize the importance of the individual because it is in his mind that the process of growth and development occurs.

In recent years, there has been much emphasis on special programs for the gifted youngster and this is all to the good. There are, however, reservoirs of untouched potential in our so-called average students that must be reached. The increasingly greater dependence of our society on the trained intellect demands that we find ways and means to stimulate youngsters who have been content to proceed at one-half horsepower speed to move at three horsepower speed or at whatever they have in the way of potential rate of growth. How do we go about tapping this reservoir of untouched potential? Can we do it by becoming preoccupied with facts, with each fact being held up as free and equal with every other fact? Definitely not! Professor Emeritus Elmer Schattschneider, former President of the American Political Science Association, once remarked, “Perhaps the most important book on politics ever written in the United States is Ogg and Ray’s Introduction to American Government. This encyclopedic compilation of predigested factual data has been read by more people than any
Colorful Inaugural

President Miller drives home a point in his response to greetings at the Inaugural Luncheon.

Dr. S. S. Nisbet, president of the State Board of Education, is the first to extend greetings to President Miller upon his inauguration.

Governor John B. Swainson brought greetings from the State of Michigan.
President-emeritus Paul V. Sangren presented one of the real highlights of the entire day in his luncheon remarks.

A happy and relieved President James W. Miller leads the recessional at the conclusion of the impressive ceremonies.

Among the most interested spectators for the inaugural ceremonies were five women seated in the front row. From the left: Mrs. Dwight B. Waldo, wife of Western's first president; Mrs. Paul V. Sangren, wife of Western's second president; Mrs. John B. Swainson; Mrs. James W. Miller, and Mrs. G. Mennen Williams.
other book on the subject. Students have felt about it the way the little girl felt who wrote a review of a book about penguins. She wrote, ‘This book contains more facts about penguins than I care to know.’ Ogg and Ray has been an influential book; it has probably convinced millions of young people that political science is one of the dullest subjects imaginable.”

The emphasis on facts is nothing new in education. It comes about in some part, I am sure, because it is easier to examine students on factual material. With rising enrollments and larger classes, the temptation will become increasingly stronger for more rather than fewer of our teachers to employ this emphasis as a matter of convenience and escape. More and more instructors feel driven to an increasing use of the so-called objective examination. This problem is vexing to administrators and no less so to the faculty—in fact, probably the faculty has the deeper concern—because no faculty person worth his salt can be without concern for the consequences of his teaching.

There is no point to throwing more darts at this straw man for I think all of us here would agree that our primary concern must be with the significance of facts rather than with the facts themselves. Furthermore, I think that there will be some measure of agreement that really we do not teach as much as we stimulate and guide students to learn on their own. The effective teachers whom I have known were persons who were constantly seeking ways and means of encouraging students to come alive intellectually, and certainly one of the best devices is to give the student an example to emulate; namely, to maintain one’s own active, constant, intensive search for knowledge. Nothing is more sterile than the teacher who has guarded with his or her life a precious set of notes which were collected in Education 960 or Political Science 690 five, ten, or fifteen years ago and are passed on to succeeding generations of students as the true gospel. It is the demonstration of an active mind that is best designed to inspire a student, not one which retired following final examinations in graduate school.

Education is now, as it has always been, a two-way street in which the teacher should be receiving stimuli from aggressive and inquiring students, as well as providing the stimuli, guidance, and assistance which the student needs as a catalytic agent to sustain the growth and development of his own mind. What, it seems to me, we need most is a personal and compelling commitment on the part of our students to search assiduously and continuously for truth. The efforts of a free and vigorous university in the twentieth century should be in the direction of developing “cultured and competent citizens for this democratic society of ours, prepared and committed to accept the responsibilities” of leadership. My thought here was put very concisely by the Elizabethan Sir Philip Sidney when he said, “To what purpose should our thoughts be directed to various kinds of knowledge unless room be afforded for putting it in practice so public advantage may be the result.”

The actions of our young people when they leave their college or university should reflect what some educators call a “transfer” of classroom and extra-curricular learning to life. The excitement and adventure of teaching results in some large measure from the anticipation of the consequences which are brought forth by university training of the individual. Universities deal with ideas. “Action,” as a fellow political scientist has said, “is the logical consequence of an idea.”

What the student does after graduation should and must be of real concern to us. If after graduation he becomes entirely preoccupied in efforts to secure an $18,000 home in a pleasant suburban area, two cars in the driveway, and membership in one or two private clubs, then I can only conclude that such training as he has undergone in his college or university is a failure. What I am saying then is that a college or university has a responsibility to inculcate in its students a regard for all aspects of community life. There should be an involvement on the part of our young graduate in the affairs of several, if not all, of the communities of which he is a part. I say “communities” because ours is a pluralistic society. Some communities are spiritual in nature such as religious societies; others are basically political such as local, state, national and international governmental organizations, and still others are predominantly economic, social or aesthetic. Each of us ought to be a significant part of many of these communities. To be a responsible citizen, one has to be an active participant in the dynamics of growth of these communities rather than a passive recipient of whatever the community may have to offer the individual. This is the great challenge of our times; namely, to broaden our horizons, to become personally involved in the dynamics of life, and to exert with vigor a sense of commitment the leadership for which college and university training prepares, or should prepare, each of us. A best seller written back in the mid-thirties was entitled, Wake Up and Live. While the philosophy it expounds may be over-simplified, perhaps the title of this book is the advice we should be giving to our students and to ourselves.

Challenges, and correspondingly opportunities, are to be found in so many areas that time permits the mention of only a few. There are the problems of bringing about economic stability and sustaining an adequate rate of growth in the American economy. There are the problems brought on by the migration over the past twenty years of large numbers of city dwellers into suburban areas. It is here that township and county governments are hard pressed to handle as quickly and adequately as former city dwellers would like such problems as the installation of drainage systems, garbage, rubbish and sewerage disposal, adequate water and fire protection, and improved roads. There are the problems resulting from the phenomenal increase in the birth rate which is having its most dramatic impact on our educational facilities both private and public, to say nothing
of the impact that the explosive birth rate is having on our facilities in the areas of mental health, corrections, and public health. On the international level we have been pushed into accepting a role of leadership more than commensurate with our economic power. The effectiveness of our policies in this area may well prove to be the answer to the question of whether our civilization today survives or is destroyed.

There is no dearth of challenges or correspondingly of opportunities. There can be, however, a dearth of leaders to face up to these challenges unless our colleges and universities graduate men and women dedicated to the proposition that by their individual efforts they can give effective leadership in matters intellectual, political, economic, moral, and spiritual. If our colleges and universities do not provide this leadership, it is not likely to come from any other source, for leadership is uniquely the function of college and university education. The demand upon our colleges and universities is clear. We dare not fail to succeed.

May I say again that the individual is our greatest resource. Colleges and universities are being challenged to exploit more fully than ever before the innate capacities, or potential for growth and development, of each individual student. This is no easy task, for knowledge cannot be imparted nor can it be assimilated without great labor on the part of both teacher and student. If ever there was a time there was a need to require greater efforts from our students, it is now. This is said for several reasons. First, our representative, democratic form of government has never been more dependent than it is today upon individuals who possess not only superior qualities of analysis to go to the heart of complex problems but also compelling convictions which they have both the courage and the ability to state concisely, clearly, and openly. Secondly, the present strength and continued growth of our economy is dependent as never before upon individuals who are willing to develop their intellectual capacities to the fullest. Thirdly and finally, our physical, spiritual, moral, and aesthetic well-being needs to be brought into sharper focus as a significant and vital part of the educational experience in institutions of higher learning. Dr. Henry M. Wriston, President Emeritus of Brown University, now President of the American Assembly at Columbia, says all of this very succinctly as follows: "Political strength, economic growth and security of the nation unite in demanding personal develop-

ment. Social considerations make the same demand. An underdeveloped citizen—physically, mentally, morally—is not an energizer, but a burden upon society."

These are times, then, when our energies, particularly in institutions of higher education, must be directed to producing trained intellects in order to promote not only economic growth and national security, but also to provide the leadership which will hopefully emancipate us from any feeling of moral, physical, or mental insecurity and frustration. This is a large order. Higher education, however, can take much credit for the revolutionary changes which have occurred in matters scientific, technological, and economic. Leadership in these areas has not always been as successful as we might wish, but there is no denying that progress, nevertheless, has been real and rapid. We have, however, been considerably weaker in producing leadership in matters political, intellectual, moral, and spiritual. It is particularly in these areas that we must seek to undertake a revolution. It is my personal conviction that if this revolution is to come, the universities and colleges, working with individual students as their most important resource, challenge and opportunity, will be in the vanguard.

What does higher education ask of us? There is no finer answer than that offered by Robert Frost, "It asks of us a certain height."

Mrs. Miller and I are most pleased to be in the service of Western Michigan University with its sound student body, excellent faculty, ardent community supporters, enthusiastic alumni, and faithful emeriti members of the faculty. It is, as I said earlier, with the deepest sense of humility and pride that we approach the task of performing our responsibilities at this fine seat of higher learning.

Our only wish is to serve Western, and the State of Michigan, and particularly the people of Southwest Michigan with the same vigor, enterprise, and effectiveness as have been exemplified in the administrations of my two predecessors, Dwight Waldo and Paul Sangren. Western's horizons have broadened rapidly during recent years to the point that we are even now actively engaged in programs which directly and significantly affect national and international affairs. Western's destiny, I would hope, is not to be a carbon copy of other schools but rather to develop its own unique strengths as a vigorous and useful twentieth century university.
Best Wishes-Paul V. Sangren,
President Emeritus

THIRTY-FOUR YEARS AGO Mrs. Sangren and I came into the community of Kalamazoo for the purpose of casting our lot with what was then Western State Normal School. We were told by some of our friends that it would be futile to expect anything but a low salary and a dull existence.

What a different life it turned out to be! We came into one of the friendliest of communities. The faculty was young and headed by President Waldo, an able and vigorous man. He was full of stimulating ideas, a natural leader and strong. While college salaries have never competed with those of business, we have seldom complained, but lived very well indeed.

The State Normal School had started a period of growth, which through the years has made it a university with a population of nearly 10,000 students and so far this growth has not ended. This alone, has kept us all on our toes, and dullness is one thing that has never entered into the life at Western Michigan.

Now, as my part in the existence and growth of the institution ends, I want to extend to you, Dr. Miller, my best wishes for a long and successful administration. I know you are going to enjoy life in Kalamazoo. I want to bequeath to you the full and happy life I have enjoyed. I know this was made possible for me, and I know it will follow for you.

You are coming into one of the most delightful and friendly communities. In traveling around the nation and observing other places, I have always come back to Kalamazoo, thankful that it is my home.

There is at Western an excellent student body. You will have some problems. If this were not true, it would not be necessary to have an administration. On the whole, you will inherit a student body as cooperative and free of problems as anywhere in the country.

In the administration of the University, the legislature has usually been generous and always dealt very fairly with us. There is never enough money to run an institution of this kind, but our friends in the legislature have tried to do their best by us.

The State Board has always been a joy to work with. They, too, have had the good of the school at heart with just the right amount of help, and no petty interference.

Lastly, I want to bequeath to you a faculty—unexcelled any place. Western Michigan University has a faculty high in academic standards, hard working and loyal. You have a faculty who will do their best for the institution, and who will not fail you no matter what.

And so, Dr. Miller, as your new responsibilities appear, I transfer to you a delightful community, an intelligent student body, strong legislative friends and loyal faculty. These to me, are the best in the nation. I know, too, that you, with your qualifications, will be a success; and I extend to you my very best wishes.

The University and World Affairs
Dr. J. L. Morrill
President Emeritus, University of Minnesota

IN ONE WAY I AM helping this evening to repay a debt of the University of Minnesota to your University. Your distinguished new President, Dr. Miller, represented you at the inauguration of my successor at Minnesota, President O. Meredith Wilson—and here am I to reciprocate.

But in another respect, I appreciate especially the privilege of sharing in the tribute to Dr. Miller in these inaugural ceremonies. His two advanced degrees, the Master's and Doctor's, were awarded by Minnesota—the latter during my service there. As he crossed our Commencement platform who could possibly predict that he would attain to this high estate? But that he has is a source of pride and rewarding satisfaction to my former University.

For as one of my predecessors in the Minnesota presidency once truly said: "The university and its graduates underwrite each other.

"If either declines in merit or worth to the community, the other declines—(but) if either grows stronger and better, and serves more nobly, the other improves correspondingly."

On our campus Dr. Miller is remembered as a graduate student of excellence and assured potential. His associates in Political Science have asked me to bring their friendly greetings and congratulations. Indeed, my being here tonight, I surmise, is explainable only because of his Minnesota alumnihip. Of that I am very proud. And yet, appreciative as I feel of your friendly invitation, I can only echo what A. E. Houssman said as he began one of his lectures: "My duty is to say that I condemn your judgment and deplore your choice!"

For how can one hope to say adequately what so formidable a topic as "The University and World Affairs" implies in the current and critical world scene? And why say anything about it at all?
Well, it is very much on my mind—and on the minds of thoughtful academic people everywhere, I think. And the more so on mine because only recently I have been in India, after visits earlier in the year to the British territories of East Africa and to Colombia in South America.

Whatever is meant by so-called “cultural shock” I have surely suffered—to see the thousands of homeless and hopeless refugees and unemployed, sleeping in windrows on the sidewalks in the cold grey dawn at Calcutta. Or little half-naked African children in the Mau-Mau country of Kenya, attending school on rough benches in ramshackle shacks open to the rain and weather—but almost desperately determined to study and learn.

These are the typical “underdeveloped” peoples and countries, struggling for “uhuru,” for freedom, for human dignity, for enough to eat, for education as the main means they see to rise from ignorance and poverty to a better chance in life.

Lately, too, I have been involved in a serious study of the “Role of the University in World Affairs,” made by a committee of such eminence and experience as Mr. Dean Rusk, who has now become our Secretary of State, and Senator J. W. Fulbright, Chairman of the U.S. Senate Committee on Foreign Relations.

In the very first paragraphs of its published report, our Committee states the issue and the problem—and I quote:

“The American university is caught in a rush of events that shakes its traditions of scholarship and tests its ability to adapt and grow. The United States is just awakening to the fact that world affairs are not the concern of the diplomat and soldier alone. They involve the businessman, the farmer, the laborer, the economist—indeed, every citizen. And we are discovering that the world includes vast regions and peoples we have little known before . . .

In “the upsurge of demands for independence and economic advancement among hundreds of millions abroad who have known little of either . . . they see education as indispensable to their quest for growth and dignity . . .”—and “at the center of these new educational demands . . . stands the American university.”

What possible connection, you may ask, is there between universities and those shivering youngsters in that schoolhouse in the African bush or the myriad illiterates of Asia and their children? Old Jonathan Turner of Illinois gave an American answer to that question a hundred years ago when he declared that: “the whole history of education . . . shows that we must begin with the higher institutions, or we can never succeed with the lower—for the plain reason that neither knowledge nor water can run uphill.”

A change in the administration of any university is always an important event. I do congratulate Dr. Miller—yet from experience I must say that the inauguration of a new president is like setting up a new duck in a shooting gallery. There will be times later on, I surmise, when he will find the buckshot nearly as numerous as all the good wishes we bring him today!

But seriously any inauguration brings—and rightly so—“great expectations.” It implies a re-appraisal, a search to discern new opportunities and obligations—and the readiness and willingness to respond to these. Clearly confronting the American university today is a new challenge, a new and revolutionary dimension in higher education.

“Let us hope history will repeat itself,” President Henry T. Heald of the Ford Foundation said in appointing the committee which I mentioned. “As American education once rose to the challenge of a young and expanding democracy,” he said, “so must it rise to the challenge of a world bursting for brotherhood, knowledge and hope.”

Today we find ourselves rudely awakened, not to the “rosy-fingered dawn” of Homer but to what Detlev Bronk has called the “jet-powered dawn.” We are all of us passengers on the same planet, someone has said—and it is troubled and turbulent passage that we share.

Michigan is the headquarters of the automotive age. But every day, as some wag said, it seems to take less time to fly the ocean but longer to drive to work and find a place to park. Last New Year’s—when the magazines and newspapers were full of prophecies for the future—I read the prediction of a noted French authority on aviation. Jet planes within the next 10 years, he said, will fly at Mach 3—three times the speed of sound.

You can leave Paris, he said, at 11 a.m. (having had your breakfast) arriving in New York—due to the time-zone difference—at 8:20 a.m. in time for breakfast. You
can then leave New York, arriving in Los Angeles at 7:45 a.m. for another early breakfast!

And so this whole wide, yet smaller, world is literally at our doorstep: a world in which distance has disappeared—one in which we find ourselves perilously confronted and outnumbered by peoples and problems with whom and with which we must somehow deal, if only in self-defense, with greater insight and understanding and goodwill.

And this isn’t easy—for, as the philosopher, Whitehead, once wrote: “the love of humanity as such is (often) mitigated by violent dislike of the next-door neighbor.” Cuba, and even Canada, come to mind?

Which brings me to my point:

The international climate, the weather through which this country must plot its flight, is rough. The skies are cloudy, the humidity is high, the barometer is falling, the wind is rising, as a former Minnesota colleague of mine, Dean Julius Nolte, described it. The best hope of our foreign aid, deeply I believe, will be increasing educational aid—with an educational cross-fertilization in which we have as much to learn as to teach.

The so-called Fulbright program of educational exchange has helped to pioneer this view. One of its principal aims has been the promotion of “mutual understanding.” Carved in stone on the Minnesota campus, President Miller will remember, is the phrase that the University was “founded in the faith that men are ennobled by understanding.” Thus mutual understanding among the peoples of this “One World” is more than merely mental, more than just the sharing of knowledge. It makes for the humane in human behavior, for the growth of good will, for the ennobling of mankind.

It was Sir Richard Burton, that intrepid explorer who first opened the eyes of the world to the “Dark Continent” of Africa, who declared that the unfettered and uncompelled “intercourse of man” is “the strongest instrument of civilization in the hand of Providence.”

Despite impressive beginnings, the schools and colleges and universities in this country are just awakening to the greatest educational challenge of the Twentieth Century—the summons to see outside the Western World of our nurture and experience; to train our young people to meet the critical problems and prospects of this dangerously divided world; to upgrade, through education, our own and the capacities of people everywhere for self-government and freedom, for productive and peaceful partnership.

Can we somehow help others to learn the lessons we have learned?

The lesson, as Thomas Jefferson phrased it, that “no nation can be both ignorant and free”?

The lesson of the Congo that stares us in the face—the lesson, as Goethe said, that “there is nothing more frightful than ignorance in action”?

The lesson, as Whitehead also wrote, that “in the conditions of modern life, the rule is absolute: the race that does not value trained intelligence is doomed”?

I wonder if we fully realize what it means:

That while two out of three American children now graduate from high school, and of these nearly one in four go on to college, only one half of the earth’s 500 million children have any schools, even primary ones, to go to.

That not as many as 55 percent of the world’s population can read or write a simple sentence in their own languages.

That in Tanganyika—next door to the Belgian Congo but infinitely better off educationally—400,000 children do start school but at the end of the eighth grade only 40,000 remain and of these only 4,000 finish high school.

How sobering to reflect that the future of our country, of the Western world indeed, could be determined, long-range, by these untutored hundreds of millions—our future determined, as indeed in some measure it is today, by the new nations’ votes in the United Nations?

How can we hope for responsible self-government in this divided world without reliance upon education, our own as well as the education of others?

For we are late in learning, ourselves. Some history, a small reading knowledge of a foreign language or two, a glimpse of geography—these things most of us have had in school or college. But they have been almost always in the realm of the Western world from which our culture and democracy were derived. “Now we must know something about the literature of Asia and other countries,” President Peter Sammartino of Farleigh Dickinson University has well reminded us. “In philosophy and religion our knowledge should include something about Islam, Buddhism, Hinduism and even animism. The economic geography of all continents takes on major importance . . .”

If we buy less manganese from Ghana because our steel production is less, then the economics of Ghana becomes now-a-days our problem, he went on to say.

From Asia, Africa and Latin-America—the three world areas that Soviet Russia and China are hell-bent to conquer or control—this country imports 100 percent of its tin, 79 percent of its bauxite, 62 percent of its zinc, 89 percent of its antimony, 84 percent of its cobalt and 93 percent of its chrome and ferro-chromium.

The economic interdependence of nations we are finding out that we need to understand, and reckon with, as never before. With President C. W. de Kiewiet of the University of Rochester I am persuaded that “the deepest division of the modern world is not between democracy and communism, but between the underdeveloped and the developed areas.”

It is in that context on that battleground, that the “Peace Corps” can help to win friends and influence the uncommitted millions. And it is in that context that
steel mills and dams and military aid are no adequate answer to the problem of "mutual security" in the world today.

More and more it is realized that foreign aid must carry a larger emphasis upon education; that human resources are the critical aspect of the natural resources of any country; that investment in education is investment in the human resources of ability and competence and hope.

And more and more it is realized, as a British writer said, that "Universities are central power stations for generating and distributing the voltage and current for the forces of progress." So it is that our universities have been literally catapulted into the responsibility of a major determinant in the dynamics of social change.

What we have been doing we must do vastly more of, and better! Foreign area studies, knowledge of the history and culture of regions we have never really studied, training in languages we thought we would never need to know, undergraduate liberal education and specialized graduate and professional training enlarged and inspired to the dimensions of world understanding and the likelihood that thousands of our students sometime will serve in far-off lands—these are the sudden summons to American higher education.

The Russians mean business about their kind of education! In African schoolhouses I saw pictures of the largest, most impressive building in the whole Soviet Union—the 36-story, 300 million dollar University of Moscow. In the far-off, fabled island of Zanzibar we saw at the airport a group of young Africans and Arabs embarking via Cairo and Prague, we were told, for the new "Friendship of Peoples" university which opened last Fall in Moscow.

In Latin America, with which our country has had the oldest intercultural and educational program, we still seem too often suspect. Our program has not been adequate and our universities have shown, until now, little real interest in it. Cuba at the moment seems to have vastly greater hold on the masses, despite the terror and tyranny of the Castro Communist-inspired dictatorship.

In India happily the turn is toward us. Ten years ago India sent its thousands of students for training abroad to Great Britain first, Germany second, and the United States third. Today our country gets the greatest number—with Britain second and Germany third.

Ours, not the Russians', is the rallying cry for freedom and justice! Human welfare in this troubled time depends everywhere—as it depended in our country—upon the conjunction of learning and technology with democratic freedom. For, as our Committee on "The University and World Affairs" has said: without learning and technical power, men are slaves to raw nature; without freedom, slaves to each other.

So it is that our universities are challenged to take leadership in world affairs.

Actually it is no really new assignment that we are asked to undertake—but only to expand the horizon of the university and of our opportunities and larger obligations within that wider view.

Nor is it chauvinism, I think, to say that America has made its own significant contribution to the older tradition of the university as a place of learning for learning's sake, the idea of a university as a special place of freedom among all the institutions of society. To this we have added the idea of knowledge for use, of responsibility for service to a needful and changing society. It is this greater role of "the University in World Affairs" that can be more nearly sufficient unto the day.

It is this American identity which is worthy of transplantation to other lands as a shining sentinel of service to all mankind, deeply I believe.

How often it is to the poet that we turn for the gift of prescience and prophecy. The words of Walt Whitman come to mind:

"Sail, sail thy best, ship of Democracy—
Of value is thy freight, 'tis not the Present only,
The Past is also stored in thee,
Thou holdest not the venture of thyself
Alone, not of the Western continent alone—
"Earth's resume entire floats on thy
Keel O Ship—is steadied by thy spars;
With thee Time voyages in trust, the
Antecedent nations sink or swim with thee . . .
Theirs, theirs as much as thine, the
Destination-port triumphant:
"Steer then with good strong hand and wary eye O helmsman,
Thou carriest great companions—
"Venerable priestly Asia sails this day with thee,
And royal feudal Europe sails with thee."