

SECTION 3 - MERRITT MADISON CHAMBERS AND WILLIAM H. COWLEY

One of the many higher education leaders with whom Dr. Chambers maintained a correspondence was William H. Cowley, now deceased but most recently of Stanford University. This exchange between Drs. Cowley and Chambers is presented here as a separate section. It illustrates the great mutual admiration and respect which each man held for the other, but it also provides insight into each person's career, philosophy, and, perhaps, even frustrations. Despite Cowley's renowned career and reputation for productivity, he had never authored a book (see his letter of February, 1974) and this has been commented upon in Cowley's "final" work which was published posthumously by one of his students (PRESIDENTS, PROFESSORS, AND TRUSTEES, 1980). These letters also reveal the character of M. M. Chambers--quick to downplay his contributions ("my career is not of much national distinction," July, 1976), disapproving of public accolades of him, and "satisfied that there is a general impression that all (he) has said or written is intended for the public good" (July, 1976). There is an obituary of Dr. Cowley written by J. B. Lon Hefferlin* and others and sent to Dr. Chambers with the note "How Hal admired you!" as well as an article by Cowley reprinted from SCHOOL AND SOCIETY in 1940.

* Dr. Hefferlin was formerly with the New England Board of Higher Education. He then was a Professor of Higher Education at Columbia University and interviewed Ed Hines as an aspiring Master's student in 1968. Dr. Hefferlin then was on the staff at Jossey-Bass Publishers.

STANFORD UNIVERSITY
STANFORD, CALIFORNIA

SCHOOL OF EDUCATION

January 8, 1960

Dear M. M.:

Thanks abundantly for your buoying-up letter of the second. It's good to know that you think so well of Ken Young and of Bob Johns and also of some of the things I've written.

Your letter impels me to send you something else that I've just written with the request that you tell me candidly and critically of any defects you find in it. It's a piece I've written for the staff worker of a committee set up by the Ford Foundation and chaired by Lew Morrill on the topic of coordinating United States government aid to universities for ICA and other such projects. You probably know a good deal about the subject on which I've written, and I'd be most grateful for your reactions to my effort.

Thanks for the bibliography on graduate education that you sent me. I'll be using it. May I, by the way, make some suggestions concerning additions? I have in mind some doctoral dissertations on the topic written under my direction.

Best wishes, too, to Algo and Ken Young.

Yours,

Hal Caskey

W. H. COWLEY
848 NORTHAMPTON DRIVE
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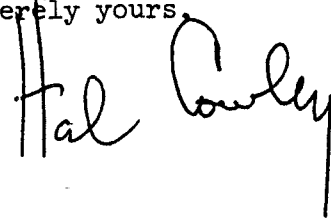
October 2, 1970

Dear MM:

Before I could get around to acknowledging your letter about the NACUA, your gift copy of HIGHER EDUCATION IN THE FIFTY STATES arrived. Now I've got to start another "book box" for your works.* I have eleven, practically all of them gifts from you. Thus I continue to go deeper into your debt!

Maybe before I cross Charon's ferry [I'll be using your Omega Chapter allusion!], I hope to be able to produce at least one of my own, a copy of which I'll promptly send off to you. That might be quite soon.

Sincerely yours,

A handwritten signature in cursive script that reads "Hal Cowley". The signature is written in dark ink and is positioned below the typed name "Hal Cowley".

* For lack of shelf space I've long been putting books by the same author and of various authors about the same subject in heavy cardboard boxes. Thus I have room for a larger collection and also need to do less dusting.

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W. H. COWLEY
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January 14, 1974

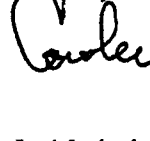
Dear M.M.:

You and I are about the same age which makes me wonder what plans you have made or are making for the disposal in due course of your accumulated books and papers. That problem stares me in the face, and hence I'd be grateful for knowledge of what you will do.

My collections include materials on several topics such as academic government, the structuring and functioning of colleges and universities, and student personnel services, etc. It's about the last name^a at the moment that I especially have need of your advice, to wit, where to your knowledge are the best courses in student services now taught? It's occurred to me that it might be useful to let them have -- one or all institutions -- portions of the collections on this topic.

When you write I hope you tell me about your personal plans in general. I hope you are continuing in good health and hence happily hard at work.

Yours,



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331 DeGarmo Hall

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January 21, 1974

Dear Dr. Cowley :

It is good to have your note of January 14. You are right about my being in reasonably good health for one of my age, and able to continue to work full time. Of course one never knows how long; but I am enjoying good facilities here (better even than at Michigan or Indiana). All in all, I have been extremely lucky in many ways.

I will probably flunk the job of advising you about the disposal of your books and papers. I have a roomful of such things-- perhaps 1,000 books and pamphlets on higher education, and a dozen filing cabinets of fugitive documents, including my own unpublished papers. I haven't given it much thought, because I expect to continue here until I am invited to depart (that could be any day, I suppose).

My unpublished papers are not of much consequence, but I know that yours must be, because fifteen years ago when I began teaching at Ann Arbor we made extensive and valuable use of some of your materials. Why could not Stanford University's Libraries take charge of the William Harold Cowley Collection on Higher Education in the United States?

Thinking of some of the leading places where higher education is now taught, honestly I do not know which of them would most appreciate a treasure such as that. The current craze for quantifying and computerizing seems to have practically suffocated the historical and philosophical contemplation of higher education, much to the detriment of the graduate students and doctoral candidates; but certainly it will rebound and not be lost forever.

On the subject of student personnel services, I can say I believe one of the best practitioners in the field today is Richard C. Hulett, Vice Chancellor for Student Affairs at the office of the Regents of the Florida State System of nine universities, located in Tallahassee. Possibly he could house the collection in the Regents' offices, or possibly he could suggest that it be taken over by one of the principal state universities, such as Florida State University at Tallahassee or the University of Florida at Gainesville. The state universities of the South are making great strides. another is the University of Georgia at Athens, where there currently flourishes a statewide Institute of Higher Education and a graduate instructional department of higher education..

Every good wish to you!

W. H. COWLEY
848 NORTHAMPTON DRIVE
PALO ALTO, CALIFORNIA 94303

February 25, 1974

Dear Mr.:

Hasn't anybody asked you about what you're going to do with your collection of books, pamphlets, and unpublished papers? If no one has, as I gather from your recent letter, it seems to me that you should be troubled not only about their destiny but also because of the light such neglect throws on the status of the disciplined study of higher education.

You're the unquestioned authority on public law and American colleges and universities; and to me it's shocking that no one apparently has asked you about what you're going to do with your invaluable materials. People have been inquiring of late about mine, but I've had to stimulate their interest over a number of years. In the process last summer I had an assessment made of my professional possessions, and it devastated my ego: the assessor valued my books and pamphlets at \$1500, and he thought it unlikely that a market could be found for my extensive professional notes and other papers. Thus their potential value, as described in the enclosed copy of a memo to Ed Williamson 16 years ago, seems certain never to be put to use.

My situation, however, is quite different from yours because I've clearly spread myself too thin, and hence, unlike you, I've never published a book and have no such plans. Nonetheless over the years I've made up to a score of efforts to have collections of my articles published -- two such during the past few months -- but with publishers who seem to me to have substantial national reputations I've had no success. C'est la guerre!

Thanks very much for what you've written generously about me in your letter. It reminds me of what Karl Marx is supposed to have said when asked what he thought of John Stuart Mill. "His eminence," he said "is due to the flatness of the surrounding territory." No such statement can be applied to you. In your terrain you're unquestionably pre-eminent and deserve to be. That's why I'm disturbed about what you've written me concerning your collections.

Yours,

Hal Cowley

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March 2, 1974

Dear Dr. Cowley :

My response to your letter of February 25:

asked

No, no one has/has what I will do with my books and papers, because no one gives a damn. This is true of my temporary associates in some four large universities I have been in within the past twenty years. It is a fact of life.

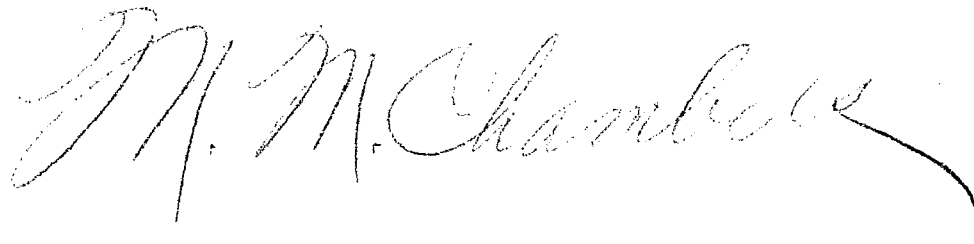
We are overwhelmed in an era of scientism or pseudo-science in which every doctoral student is browbeaten into making his dissertation a futile exercise in mathematics. Any suggestion that thoughtful descriptive or historical works are needed is promptly and decisively squelched. That is another fact of life.

You greatly overestimate my standing in the area of legal aspects of higher education. Ten to forty years ago I had some standing because I was almost the only man who did any respectable work in that field. Today every university has from one to six staff attorneys full-time, and naturally they write articles and sometimes books. As a non-lawyer, of course I have no standing among lawyers. The National Association of University and College Attorneys (whose first meeting I called and organized in Ann Arbor on April 17, 1961, with 75 men in attendance) now has something like 1,000 members. Many of these men are my friends, and when I attend their annual meetings they call on me to stand and take a bow to thunderous applause. All this may be very pleasant, but what the hell does it add up to? I take a very relaxed attitude about such matters. Fifty years from now no one will ever know any difference, so why worry?

About publishers: they are looking for popular books that will sell in vast numbers. They have a very lukewarm or entirely negative attitude toward any specialized scholarly work, and generally neither they nor their editors are even capable of understanding specialized books. This is another fact of life.

All the foregoing has a dark brown hue. Be relaxed and don't let it bug you. I don't think there is anything we can do about it.

With every good wish, as always,



W. H. COWLEY
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August 16, 1974

Dear MM:

Again I turn to you for help, this time with two questions. First, do you know of any lists published of institutions with bicameral governing boards? I can find only a handful, and they're chiefly in New England.

Second, what's the difference between institutional chartering, incorporation, and establishment? You'll see from the attached list of Illinois colleges and universities that some of them are merely chartered or established, some merely incorporated, and some a combination of all three legal methods. Does the difference relate to the Dartmouth College Case, do you know, and the supplementary decision of Judge Story that states could stipulate the charters might be revoked.

I hope you can help me with these confusing problems! In any case sincerest best wishes to you.

Yours,

Mr. M.M. Chambers
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Normal, Illinois 61761

Hal Cowley

W. H. COWLEY
848 NORTHAMPTON DRIVE
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July 1, 1976

Dear M.M.,

Perhaps you will recall that I asked you a couple of years ago about your plans for your papers, and you responded that you had none. Well, I have been struggling with the same problem since then, and I've just learned that Stanford will happily house my books and papers gratis and with them establish the W.H. Cowley Higher Educational Archive.

Now I'm spending my time getting my papers organized, and among other things it would be helpful to know more about Arthur Klein with whom I so vigorously rowed that I left OSU for Hamilton College. As I understand it, you worked closely with Klein, and I wonder if you could tell me whether or not you wrote your dissertation under his direction, and its title. Can you tell me, too, the names of others whom he guided to doctorates.

The report I herewith send you about my papers will, I hope, bring the news that you've made plans for the preservation of yours, too.

Sincerest best wishes,

Hal Cowley

Dr. M.M. Chambers
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Normal, Illinois 61761

ILLINOIS

Acquinas Institute of Phil & Theol	Estab & chartered, 1939
Augustana College	Estab, 1860; incorp., 1863
Aurora College	Estab, 1893; incorp., 1899
Barat College	Establ, 1857; chart, 1919
Bradley University	Estab & chart, 1896
Chicago State College	Estab, 1869
College of St. Francis	Chart, 1874; rechart, 1925; incorp, 1962
Concordia Teachers College	Estab, 1864; incop, 1915
Depaul University	Chart, 1898
Eastern Illinois University	Chart, 1895
Elmhurst	Chartered, 1865; estab, 1871
Eureka College	Estab, 1848; chart, 1855
George Williams College	Estab, 1884; chart, 1890
Greenville College	Estab, 1855; incop, 1857, reincorp, 1892
Illinois College	Estab, 1829; chart, 1835
Illinois Institute of Technology	Estab, 1940
Illinois State University	Chart, 1857
Illinois Wesleyan University	Estab, 1850; chart, 1853
Knox College	Found, 1836; chart, 1837
Lake Forest College	Chart, 1857
Lewis College	Estab, 1930
Loyola University	Estab, 1869; incorp, 1909
MacMurray College	Estab, 1846; incorp, 1847
Maryknoll College	Estab, 1949
Millikin University	Estab & chart, 1901
Monmouth College	Estab, 1853; chart, 1857
Mundelein College	Chart, 1930
National College of Education	Estab, 1886
North Central College	Chart, 1861
North Park College	Estab, 1891; incorp, 1907
Northeastern Illinois State College	Opened, 1961
Northern Baptist Theological Seminary	Estab & Chartered, 1913
Northern Illinois University	Chart, 1895
Northwestern University	Chart & estab, 1851
Principia College	Estab, 1910; incorp, 1912
Quincy College	Estab, 1859; chart, 1874
Rockford College	Estab & chart, 1847

ILLINOIS, continued

Roosevelt University	Estab & incorp, 1945
Rosary College	Chart (by Wis.), 1848; incorp, 1901
St. Procopius Collegr	Estab, 1887; incorp, 1890
Saint Xavier College	Estab, 1846; chart, 1847
School of the Art Institute of Chic.	Estab, 1866; incorp, 1879
Shimer College	Estab, 1853; chart, 1896
Southern Illinois University	Estab, 1869
The University of Chicago	Chart, 1890
University of Illinois	Chartered, 1867
Western Illinois University	Estab, 1899
Wheaton College	Estab, 1853; chartered, 1860

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July 7, 1976

Dear Dr. Cowley :

I

It is good to have your letter of July 1, and to learn that Stanford, the great private university to which you brought so much distinction, will preserve your books and papers in the W. H. Cowley Higher Educational Archive.

I have no such ambitions, partly because my career is not of much national distinction, and partly because I have always worked for public universities, where there are so many professors that individual recognition becomes impracticable or inappropriate. I am satisfied that there is a general impression that all I have said or written is intended for the public good, though it is often at odds with prevailing views.

Another factor is that usually as soon as I drafted an article or a book or pamphlet I rushed it into print, so that I now have some 40 books and pamphlets and 400 articles in about 50 different journals, at least some of which are available in a great many libraries of various types; and all are in the libraries of the universities where I have worked.

II

Now to your query about Arthur J. Klein. My dissertation was "under his direction", but I got precious little direction; and I have always thought a minimum of "direction" is good; in other words I have a feeling that many graduate professors have too great a penchant for "breathing down the necks" of their doctoral students-- virtually dictating their dissertations-- thus making the experience a dull and distasteful exercise.

My dissertation, completed in June 1931, bore the ponderous title The Structure and Legal Status of the Governing Boards of State Colleges and Universities in the United States. (362 pp.). It was largely descriptive, was never published, and has long seemed to me to be a rather immature effort. It is accurate factually, and has some historical value, I suppose.

Among other approximately contemporaneous doctoral students with Klein were George D. Humphrey, who was later president of Mississippi State University and later of the University of Wyoming. (He is now deceased). Another was a chap whose name I do not now remember who became president of Tarkio College in Missouri, and I believe later of Missouri Valley College at Marshall, Mo. Of course there were a few others. One was Ray Smittle, who afterward served many years as professor of educational administration at the University of Detroit, and possibly shifted to Wayne State University before retiring several years ago.

Greetings and good wishes.

J. B. Hefferlin
968 Overlook Road
Berkeley, Cal. 94708.

Dear M. M. _____

W. H. (William Harold) Cowley, extraordinary scholar and unique conceptualizer of higher education, died peacefully at his home, 848 Northampton Drive, Palo Alto, California 94303, on Saturday, July 22, at the age of 79.

Looking back over his life, he attributed two of his characteristics to his environment: his pugnacious nature to his childhood in the gashouse district of Brooklyn, and his intellectual curiosity to his preadolescent discovery of religion, his resulting enrollment at supposedly religious Mount Hermon, and his subsequent quick loss of faith.

Both qualities came to the fore when he edited The Dartmouth during his senior year in college, and both are captured in his editorial of December 8, 1923 (attached), about William Jennings Bryan's visit later that day to Dartmouth -- an editorial that in retrospect he considered among the best of his writings over the next fifty years.

His driving ambition and intellectual interests took him from Dartmouth to the Bell Telephone Laboratories, to the University of Chicago for doctoral study, and to Ohio State University, where he undertook studies for the Bureau of Educational Research and worked to improve student personnel services both there and nationally, and where he fell in love with and married Jean McCampbell -- and then to Hamilton College, where he assumed the presidency in 1938.

He sought to transform Hamilton into the best small college in America on the basis of psychological research, educational scholarship, and informed persuasion, and his accounts of his tribulations at scholarly administration -- particularly with Hamilton professors who were convinced that the college was already perfect -- enthralled his friends and students for years thereafter. His pioneering studies of Hamilton's program and curriculum in light of those at other comparable colleges proved a model for later interinstitutional research, but he came to consider his greatest achievement of those years not his Hamilton reforms but those at Harvard: During the Second World War he persuaded James Bryant Conant to reassert Harvard's educational influence against that of the University of Chicago under Robert Maynard Hutchins, and Conant's special committee to reconsider the Harvard

College curriculum in light of the war led to General Education in a Free Society.

Offered the presidency of the University of Minnesota, he decided instead to devote himself to scholarship, writing, and teaching, and in 1945 he moved the family, by now consisting of Jean, Tina, and Ellen, to Palo Alto, where at Stanford he became the first occupant of an endowed chair for the study of higher education: the David Jacks professorship. Systematic in his approach to knowledge -- "Aristotelian," in his view, in contrast to the unsystematic Platonists who concentrated on minute topics to the neglect of classification and synthesis -- he focused increasingly on the concepts that underlie the operation of colleges and universities.

His foe was ignorance -- in particular, the misconceptions that apparently knowledgeable people held about higher education. He sought to encompass in one overarching taxonomy a comprehensive understanding of colleges and universities -- historically, structurally, functionally -- and provide a solid scholarly base for the study of higher education. His conceptual research found support at the Carnegie Corporation of New York and the Donner Foundation; based on his work he expanded and revised one version after another of his course notes, delivered addresses, prepared articles and chapters for books, and wrote extensive memoranda to colleagues about their own work and his findings. But he devoted most of his time to his students: responding to their written comments about his course notes, correcting their grammatical and stylistic mistakes, revising and editing their dissertations. "G9.2" -- his symbol in his writing guide for "See me" -- appeared so frequently on student papers that his students formed the "G9.2 Society" for meetings during national conferences.

Only after his retirement in 1968 was he able to concentrate fully on his own research. Aided by his young assistants Rusty Garth, now at the Fund for the Improvement of Postsecondary Education, and Mike Korff, now at Stockton State College in New Jersey, encouraged by his recent secretaries Eleanor Winnek and Kathleen Davenport, and bouyed by the gifts of his cousin, John Arrillaga, to Stanford to support his work, he sought to correct the fallacies prevalent among educators about the government and administration of American colleges and universities. His most recent investigations led him into reconceptuali-

zations of the role of the laity and the clergy in early American academic and ecclesiastical government.

Ill health, nonetheless, dogged him persistently. Beyond bouts with one ailment after another, in recent years he found that arthritis was causing him growing and unceasing pain throughout his body -- limiting his work, restricting his movement, disturbing even his relaxation and sleep. As a consequence, he increasingly delegated family decisions to Jean; he methodically organized his library of books, manuscripts, professional notes, and correspondence to give to Stanford for the W. H. Cowley collection; and finally, systematic to the end, he left Jean and Ellen a note hoping that they would understand the time had come for him to leave them, and put himself to sleep. As Kent said of Lear, he would ask us to think of him:

O, let him pass! He hates him much
That would upon the rack of this tough world
Stretch him out longer.

In his final days, he was pleased to know that some of his educational ideas from his Hamilton days, such as those he offered in his Founder's Day address at Skidmore in 1940 (also appended to this letter), are now being put into practice -- not only at Harvard through its "core curriculum" but also at other institutions experimenting with competency-based programs.

He hoped that he, his work, and his ideas such as these would not be forgotten; and there seems little danger of this. He himself was unforgettable and his achievements memorable. But his friends and colleagues will most likely remember his work in different ways. Some will recall above all his concepts that he contributed to the study of higher education, such as his distinctions among "logocentric," "practicentric," and "democentric" education, and his conceptualization of core, complementary, and self-continuity functions of colleges and universities. Others will remember his dedicated teaching methods of duplicating and distributing what would have been his class lectures and then interacting with students through class discussion, correspondence, and individual conference. Still others will think of his remarkable data collection and retrieval systems, his unique bibliographic techniques, his careful critiques and courteous suggestions about others' work, his breadth of knowledge and memory, his

delight in anecdote and vignette as well as generalization and synthesis, his love of words and ideas, and his affection for his students -- not only those whom he accepted as his own candidates, but those of other professors whom he adopted out of friendship and compassion.

As he repeatedly said, Huxley was right: "The great end of life is not knowledge but action." He was active to the end, and restricted from activity by illness, he chose at the end to act affirmatively by exercising his own power of self-determination. But he devoted his actions, and much of his life, to knowledge. He sought to expand our own knowledge and understanding through his concepts, and he has left for us the application and implementation of his knowledge in our own actions.

JB Hefferlin
Patricia Grinager
Ray Bacchetti

*Hope you're well, M.M!
How Hal admired you!
Best wishes —
JB Hefferlin*

THE EDUCATED-MAN CONCEPT IN THE TWENTIETH CENTURY¹

By W. H. COWLEY

PRESIDENT OF HAMILTON COLLEGE

WE gather to-day to honor the memory of the founder of Skidmore, to take pride in the luxuriant flowering that has grown from the seed she planted, and to query of the past and the present the probable design of the future. You know the story of Mrs. Scribner's labors better than I, and thus I would emphasize only the root idea of her dream—the conviction that the cross-pollenization of so-called "cultural" education with vocational education would produce superior schools and colleges for the women of the twentieth century. President Eliot of Harvard had been saying much during the 'nineties and the first decade of the present century about the value of the "career motive" in education, but none of the women's colleges heeded him—and indeed few of the colleges for men. Mrs. Scribner, however, did heed. Skidmore College has arisen as the monument to her belief in President Eliot's theory and to her great enthusiasm and organizing skill.

Four years after Mrs. Scribner established the Young Women's Industrial Club in 1903, another great man of Harvard, William James, delivered a brilliant address to the alumnae of Radcliffe College under the title, "The Social Value of the College-Bred." He began his address with this paragraph:

¹ Founder's Day address at Skidmore College, Saratoga, N. Y., May 11, 1940.

Of what use is a college training? We who have had it seldom hear the question raised; we might be a little nonplussed to answer it offhand. A certain amount of meditation has brought me to this as the pithiest reply which I myself can give: The best claim that a college education can possibly make on your respect, the best thing it can aspire to accomplish for you, is this: that it should *help you to know a good man when you see him*. This is as true of women's as of men's colleges.

In this passage James used the word "man" generically and I follow his example to-day in talking on the topic, "The Educated-Man Concept." Knowing a good man when you see him and knowing a good woman when you see her require, it seems to me, an understanding of the nature of goodness. I am, however, an educator rather than a philosopher, and thus I confine my observations to my judgment of what constitutes a good education—in brief, to a description of my conception of the educated man and the educated woman.

My conception of the educated man starts from the premise that an educated man differs from an uneducated man not in terms of the amount of formal education through which he has been but rather in terms of three kinds of growth or achievement: (1) he is able to do certain things that an uneducated man can not do or, differently expressed, he has acquired a number of specific skills; (2) he knows a good many things that an uneducated man does

not know at all or knows superficially, and (3) he has developed a number of attitudes, habits and appreciations which are not part of the psychological equipment of an uneducated man. I list and discuss these three classifications of achievement with the understanding, of course, that I do not assume that the average individual will be able to master them all. I do believe, however, that more college students can and will move toward goals such as these when they understand more clearly what the college is attempting to do for and with them.

1. SIX BASIC SKILLS

A skill—to discuss the first of the three kinds of achievement I have listed—is an ability to carry on a specific activity. Among many skills that should be in the possession of the educated man I list six that seem to me to deserve preeminence: (1) ability to speak one's own language correctly and effectively in conversation and on one's feet before an audience; (2) ability to read one's own language with reasonable speed and competent comprehension; (3) ability to write clear and well-organized exposition in one's own language; (4) ability to read a foreign language with facility; (5) ability to think clearly from a given set of facts and (6) ability to work and live with other people.

The first four of these six skills, you will observe, related to the use of language. I shall not attempt to define each of the four, but rather I should like to discuss briefly the importance of language in human relations and, therefore, in education. Human life and language have always been coexistent. Language has been and is man's primary and fundamental tool. Anthropologists have discovered no tribe of men so low in the scale of development that it can exist without a system of verbal communication. The fact is established beyond question that humans evolved from brutes only as they developed the cortical, laryngeal and other

anatomical structures capable of producing language. As the basic social institution language not only supplies the common elements of communication between men but, indeed, impels individuals to go through the same mental processes. Thus language is not only communication but thought itself. Professor Charles H. Judd, one of the world's outstanding psychologists, has observed that "no man or woman could think in the way he or she does . . . if it were not for words. . . . Language is the mode of mental procedure. It is not something that we use from time to time. It is the method of our whole mental existence."² Similarly, the great anthropologist, the late Professor Edward Sapir, has written that "language and our thought grooves are inextricably interwoven, are, in a sense, one and the same";³ and Professor Whitehead has asserted that "The mentality and the language of mankind created each other. . . . The souls of men are the gifts from language to mankind."⁴

These observations, of course, check with the day-to-day experience of us all. The man or woman skilled in the use of language, in the ability to nail down an idea with the appropriate words and to lay that idea clearly before another individual, meets life with a tremendous advantage over those who handle language clumsily. This is such an obvious observation that I need not develop it. Instead I would emphasize the relationship of these four language skills to the fifth skill which I have listed—the ability to think clearly from a set of facts.

Thinking is no mysterious process that goes on behind the mask of people's faces. Rather it is the handling of ideas *through the use of words* or through the use of systems of shorthand which take the place of

² "The Psychology of Social Institutions," pp. 88, 207-08. 1926.

³ "Language," p. 232. 1921.

⁴ "Modes of Thought," p. 57. 1938.

words—the shorthand of mathematics, of musical notation and so forth. A great danger resides, however, in the dependence of thoughts upon words. Education frequently falls into the unhappy error of stressing words and neglecting the meanings behind them. In another one of his essays William James has described the tragic results of such false educational emphasis. He deplores the stress that too many teachers of all educational levels put upon memorization, and he tells the following story to clinch his point:

A friend of mine, visiting a school, was asked to examine a young class in geography. Glancing at the book, she said: "Suppose you should dig a hole in the ground, hundreds of feet deep, how should you find it at the bottom—warmer or colder than on top?" None of the class replying, the teacher said: "I'm sure they know, but I think you don't ask the question quite rightly. Let me try." So taking the book, she asked: "In what condition is the interior of the globe?" and received the immediate answer from half the class at once: "The interior of the globe is in a condition of igneous fusion."⁵

Developing skill in thinking is part and parcel of skill in handling words, but the ability to *recall* words is not intelligence. Rather, intelligence—skill in thinking through problems—depends upon a number of subskills: skill in abstracting, comparing, inferring and generalizing. Every college teacher asserts with assurance that his or her job is to teach students to think. Such statements are platitudinous unless one understands the nature of thought. Alas, all too few of us do! I leave for your consideration the generalization that no man or woman is educated merely because of having developed the ability to memorize. Thinking is abstracting, comparing, inferring and generalizing, and if a college does not help a student to develop these skills, it has failed. Similarly, a college has failed if it has not developed in its students the sixth of the skills which I have listed—abil-

ity to work and live with other people. We are hearing much these days from a prominent and much-publicized educator to the effect that above all else the college must train the intelligence of its students. This sounds very impressive, and yet emphasis upon intelligence alone grows from a fallacious conception of human nature. This conception is built upon the assumption that people's minds are in some fashion or other set off apart from the rest of them, from their bodies, from their morals, from their emotions and from their social relations. Such an assumption is of course quite ridiculous. All life, including thinking, depends upon other people. Life is always social. Living for us all is living with others. He lives most effectively who has learned to share most abundantly in the thoughts, activities, feelings and interests of others. Isolated people are queer. They hide their lamps under bushels or they have no lamps to display. Colleges must, therefore, be interested both in social competence and in social conscience. It profiteth a man little if he is abundantly endowed with intellectual skills but defective in his ability to deal effectively with his fellows. No one is educated, I suggest, regardless of his intellectual abilities, unless he is also socialized.

2. SIX FIELDS OF KNOWLEDGE

The six skills which I have listed and briefly discussed depend of course upon one's knowledge, and I suggest that the educated man of the twentieth century must be at home in six fields of knowledge: knowledge (1) of the quest of men through the ages to understand what life means, *i.e.*, philosophy, religion and literature; (2) of the history and current organization of the social institutions under which he and other men live—political, economic, sociological; (3) of the history, philosophy and methods of science both in general and in relation to one science in particular; (4) of himself

⁵ "Talks to Teachers," p. 150. 1915.

physiologically and psychologically; (5) of human relations and the principles that control them, and (6) of at least one of the creative arts, its history and current expressions.

The reason for the inclusion of these fields of knowledge seem to me to be so obvious that I do not stop to develop them. All are included in the Skidmore curriculum. I present for your consideration the suggestion that every Skidmore student should be introduced during her four college years to each of these fields. I say "introduced" because the process of education must not be permitted to stop at graduation. Too frequently it does; but, if a college student has been properly introduced to the important and dramatic achievements of the race as codified in its knowledge, one need little fear that after graduation he will not be impelled to continue to add to his knowledge through life. People are hungry for knowledge of themselves and the world in which they live. If you doubt this assertion, think of the popularity of such radio programs as "Information Please," Mr. Kaltenborn's commentation and such magazines as *Time* and *Fortune*.

3. ATTITUDES, HABITS AND APPRECIATIONS

Perhaps more important than skills and knowledge are those imponderable but basically important characteristics of the educated man which we call attitudes, habits and appreciations. Few, I imagine, will question the judgment that these characteristics are the chief determinants in establishing a person's essential quality. I know of no sounder truth than Emerson's affirmation that "what you are speaks more loudly than what you say." We can not teach students to be what they are not, but we can attempt to create an atmosphere which will stimulate and inspire them to grow in self-mastery, in personal depth, and in what Matthew Arnold has called "the sense for beauty and the sense for conduct."

College students are no longer children but not quite adults. Bewildered by the bludgeonings of adolescence they are struggling to grow up, to domesticate their animal instincts, to learn to live easily with their fellows, to resolve their ethical confusions. At heart they are profoundly serious. They are in constant conflict with their imperfections. They seek fervently for a creed, for a formula for their lives. It takes little probing to discover that they judge the development of skills and the acquisition of knowledge to be secondary to their passionate hunt for answers to their questions of life. They seek and need adult models and idols. Molten and malleable, they can be bent by an older person whom they admire and who takes the trouble to help them formulate their thoughts and organize their loyalties. They stand on the threshold of manhood and womanhood with raised thumbs, like hitch-hikers, awaiting the driver who will carry them along the road to a more abundant, more fruitful life.

In this mood they come to college. From their teachers and from the life of the campus they learn new attitudes and revamp old ones, remake their habit patterns or continue those already established, develop wider and deeper appreciations or perhaps none of any consequence. If they are ever to become fair-minded, open-minded and generous men they must begin in college. If they are ever to learn to submerge themselves in enthusiasm for hard work they must start as undergraduates. If they are ever to love good talk, books and the creative arts, they had better be under way before the burdens of a job and family close in upon them. If, in short, they are to grow in wisdom and virtue, the college—its faculty, its student life, its spirit—must fortify them and serve as mentor.

To say no more than this requires great restraint. Most of us cherish the recollection of a teacher or two who molded our attitudes, habits or appreciations rather

than our skills or knowledge. For myself I can never repay my debts to two stimulating men—a professor of history and a professor of Latin—who talked with me late into the night about everything ranging from student life to literary style, and from the economics of Adam Smith to the cultural philosophy of Oswald Spengler. Aside from the influence of these men, nothing contributed more to my personal development as an undergraduate than serving on student publications, where I learned to burrow deep into work for the sheer joy of it; or sitting in on bull sessions which ran the gamut of the usual topics to philosophy, politics and educational reform; or living in daily association with students from different economic and social backgrounds. I am sure that my experience has been in no sense unusual. It is the typical experience of every college student, and supports the generalization that undergraduates develop attitudes, habits and appreciations in the give-and-take of college life—in classrooms and laboratories, of course, but just as certainly in dormitory rooms, fraternity houses or faculty homes or merely sitting on the grass in the spring.

4. VALUES, THE CORE CHARACTERISTIC

No matter how or where one develops them, attitudes, habits and appreciations determine the essence of a person. All of them are important, but one's system of values stands at their center. What an individual wants of life, what he cherishes most, what he likes most—these facts best define and describe him to himself and to his fellows. On this score Ruskin has eloquently written:

The first and last, and closest trial question to any living creature is, "what do you like?" Tell me what you like, and I'll tell you what you are. Go out into the street, and ask the first man or woman you meet, what their "taste" is and if they answer candidly, you know them, body and soul. "You, my friend in rags, with the unsteady gait, what do you like?" "A pipe and a quartern of

gin." I know you. "You, good woman, with the quick step and tidy bonnet, what do you like?" "A swept hearth and a clean tea-table, and my husband opposite me and a baby at my breast." Good, I know you also. "You, little girl with golden hair and the soft eyes, what do you like?" "My canary, and a run among the wood hyacinths." "You, little boy with the dirty hands and the low forehead, what do you like?" "A shy at the sparrows, and a game at pitch farthing." Good; we know them all now. What more need we ask?⁶

"What more need we ask?" queries Ruskin. Just this: should not educated men and educated women like and want the fine rather than the tawdry, the higher rather than the lower, the permanent rather than the fleeting? The responsibility of the future rests on many shoulders, but the heaviest burdens must be carried by the strongest, and college men and women presumably are the strongest in mind, in body, in skills, in knowledge and in their sense of values.

College men and women are presumably the strongest because they have been selected from among their generation as the best endowed and the most likely to profit from higher education. But that is not all. You young women of Skidmore—along with your fellows in other colleges—are members of a great company of college youths who share in common the spirit of the American college. We hear much about college spirit, and frequently we mean little more than rah-rahism, but college spirit means a great deal more than that. It means a unity of devotion to the basic values of the American way of life; it means the spirit of *noblesse oblige*; it means seeing and carrying the responsibilities of educated men and women. Thirty years ago, in a powerful address, Woodrow Wilson described this college spirit brilliantly in this message:

⁶"Traffic," Lecture II, "The Crown of Wild Olives." Complete Works, Vol. XI, pp. 49-50. 1885.

It seems to me that the great power of the world—namely, its emotional power—is better expressed in a college gathering than in any other gathering. We speak of this as an age in which mind is monarch, but I take it for granted that, if that is true, mind is one of those modern monarchs who reign but do not govern. As a matter of fact, the world is governed in every generation by a great House of Commons made up of the passions; and we can only be careful to see to it that the handsome passions are in the majority.

A college body represents a passion, a very handsome passion, to which we should seek to give greater and greater force as the generations go by—a passion not so much individual as social, a passion for the things which live, for the things which enlighten, for the things which bind men together in unselfish companies.⁷

Mrs. Scribner died ten years ago. We are honoring her because she was consumed

⁷ "The Inauguration of Ernest Fox Nichols as President of Dartmouth College," p. 144. 1909.

with the passion of which Woodrow Wilson has spoken, because her system of values led her to devote her life to trail-blazing for the women of future generations. She stands as a radiant example to the Skidmore women of to-day, an example of the successful meeting of the challenge which faces the educated man and woman. On Founder's Day through all the years ceremonies such as this will keep fresh her dreams. Of infinitely greater importance, however, are the values which the women of her college cherish in the weeks and months between founder's days. She saw a larger place in American life for educated women. Skidmore College, her handiwork, charges each of her daughters to carry on in the tradition of which she was and is the great exemplar.