

I'm ~~also~~ HONORED TO PARTICIPATE ②
IN THE INAUGURATION OF

WILLIAM RANKIN DILL

AS THE 8TH PRESIDENT OF BABSON
COLLEGE

~~PRESIDENT~~ ^{DILL} IS ① AN OUTSTANDING SCHOLAR

CAREFUL
A CREATIVE THINKER

A MOST EFFECTIVE ADMINISTRATOR

AND I CONGRATULATE

THE BABSON CORPORATION

AND ALL MEMBERS OF THE
COMMUNITY

FOR THE ~~SELECTION~~ ^{SPLendid CHOICE}

AND I KNOW THE COLLEGE WILL HAVE BRILLIANT
LEADERSHIP IN THE DAYS AHEAD.

LET ME ALSO SAY A ^{FURTHER} WORD ABOUT ~~Boston~~ ^{THE} COLLEGE

Boston FILLS A UNIQUE POSITION

AS AN INDEPENDENT COLLEGE OF MANAGEMENT
WITH HIGH ACADEMIC STANDARDS

SUPERB FACILITIES

COMMITMENT TO ~~THE~~ LIBERAL
LEARNING

AND A STRONG TRADITION
OF GOOD TEACHING, TOO

THIS TO ME IS ~~PERFECT~~.
A WINNING COMBINATION

First let me state quite openly what I know is on everybody's mind. No one came to this commencement to listen to a speech! But tradition is tradition and for just a moment before the main event begins I'd like to talk about the world of education and the world of work.

During the past six months or so, I have visited colleges and universities from coast to coast. And I have discovered that on campus after campus

- o about two out of every three college students are now majoring in job related fields-- business, journalism, computer science, and the like--
- o and about one-third are in the more traditional field of arts and science.

I've also discovered that on many of these campuses the distribution of the faculty is just reversed--

- o about one-third of the faculty are in career related fields
- o and two-thirds are in science and the arts.

Some find this trend alarming. But I believe it reflects the fact that education has always been a "unique blend" of inspiration and vocation.

(5)

- o Goldon Leff--in his excellent history of the 13th century universities--reports that the institutions of Oxford and Paris were essentially places of training for vocation.
- o There was, he said, not the "remotest trace" of the notion of the university as a "finishing school."
- And he said that in the correspondence of that day the main theme was that the students need money--
- in 800 years nothing much has changed.

Several years ago while on sabbatical in Cambridge, England, I read that marvelous novel by C. P. Snow The Master. ~~As you recall, the book describes in vividly familiar terms the politics involved in selecting a master to head a Cambridge college.~~

of that book

In the epilogue, Snow includes a brief history of Cambridge University. He describes how clerics in the 12th century settled along the Cam River in central England.

- o He tells how young men came to live with the religious leaders--the only educated people of the day--
- o how they slept on straw,
- o how they suffered poverty, and how they had very little food.

And then C. P. Snow posed the central question.

- o Why did these young men endure the pain and the indignity of it all?

In response the author said quite simply,

- ° they endured the hardship because

- ° they want jobs--

- jobs in the government

- jobs in the law

- jobs in the ministry.

The students came to Cambridge because they urgently needed to be productively employed and personally fulfilled.

I repeat: the purposes of a college education have always been deeply rooted in ^{mental} vocation. And yet it's also true that in recent years we have built barriers between the world of education and the world of work.

- ° Students frequently are forced to choose between a so-called "job related major" and the liberal arts.

- ° And frequently we've even tried to dictate which jobs are legitimate and which are illegitimate for our students.

- ° It's all right--some say--to be a doctor, but it's "less all right" to be a nurse.

- ° It's all right to be an engineer, but a computer programmer is "off limits."

- ° Teaching college is just great, but teaching elementary school is something else again.

AND THIS IS AT THE HEART OF
BARBIM COLLEGE

(1)

-5-

II

LONG TRADITION

BARSON HAS

(another)

~~message to convey.~~

But I have a second message to convey.

~~through its long tradition in the liberal arts education~~Preparing for a worthwhile ~~job~~ ^{work} means that students must also

(TO HELP

STUDENTS

gain perspective and ~~they must~~ develop values which give meaning to their work.

Many years ago Josiah Royce observed that

we have become

(more knowing

(more clever

and more skeptical

(but seemingly

we do not become

(more profound

(or more reverent.

And this observation still applies today.

Most students come to college with some fundamental questions

~~about the relationship among the disciplines.~~ And yet--rarely in the curriculum--are these "transcendent issues" met head on.

- ° As the undergraduate colleges increasingly are captured by preprofessional education
- ° and as the so-called arts and science majors become increasingly more "professional" than liberal.

that cut across the disciplines

(8)

The ~~most~~ fundamental issues of our time are confronted

- o not in the curriculum
- o or in the classroom
- o but in the Rathskeller and in the college dorm.

0 0 0

It was Tolstoy who, as a young man troubled himself with such questions as

- o "Why live at all?"
- o "What is the cause of my existence and of everyone else's?"
- o "What should be the plan of my life?"
- o "What is death; how can I transcend it?"

Well these may be heavy questions for the college campus.

And yet we still must ask: How can students develop the art of "wise decisionmaking" which, as Walter Lippmann said, "cuts across all specialities."

The point is clear enough.

I ~~believe that~~ in addition to developing technical competence in

business
and law
and medicine
and horticulture
and computer science
and journalism
and environmental science
and the list goes on and on.

In addition to knowledge about a special field^{those} students also must gain perspective and gain a deeper understanding of who they are and where they fit.

~~BRASSH COLLEGE~~ ~~MAINTAINS~~ THAT
if this perspective is not a part of professional education, I ~~am~~ ~~convinced~~ our students--regardless of vocation--will live out their lives in quiet desperation.

FINALLY. LET ME SAY A WORD IN BEHALF
OF SOMETHING I'LL CALL

FOR LACK OF A BETTER WORD I'LL CALL
CIVIC ED

THIS NATION BEGAN WITH THE CONVICTION
THAT FOR PROGRESS TO WORK: EDUCATION IS ESSENTIAL

WHEN THOMAS JEFFERSON WAS ASKED
IF MASS OPINION COULD BE TRUSTED

HE RESPONDED: I KNOW & NO MAN DUBIOUSLY
OF THE PUBLIC GOOD BUT THE ORACLE

1000 0000 0835
FINALLY - I'D LIKE TO COMMENT ON ITS
RELATIONSHIP BETWEEN EDUCATION AND PUBLIC POLICY

A PROBLEM THAT AFFECTS ALL
COLLEGES AND SCHOOLS

WHEN THOMAS JEFFERSON WAS ASKED IF MASS OPINION
COULD BE TRUSTED. HE RESPONDED -

I KNOW OF NO SAFE DEPOSITORY OF
THE PUBLIC GOOD THAN THE PEOPLE,
THEMSELVES.

AND IF WE THINK THEM NOT ENLIGHTENED
TO EXERCISE THEIR CONTROL ENOUGH

THE REMEDY IS NOT TO TAKE IT FROM THEM
BUT TO INFORM THEIR DISCRETION!

THIS JEFFERSONIAN VISION OF GRASSROOTS DEMOCRACY
SEEMED WITHIN OUR REACH

WHEN VALUES WERE MORE WIDELY SHARED

WHEN SOCIETY WAS MORE COHESIVE

AND WHEN PUBLIC POLICY ISSUES WERE

SIMPLE TO GRASP

^{it seems more} Today, The Dream appears to be increasingly ^{1000 0000 0835} UTOPIAN (11)

~~WE ARE BEGINNING CHANGING THE AGENDA~~
The agenda of government seems increasingly BEYOND OUR GRASP.

① SHOULD OUR USE OF NUCLEAR ENERGY BE EXPANDED OR CUT BACK?

② CAN AN ADEQUATE SUPPLY OF WATER BE ASSURED?

③ HOW CAN THE SPIRALLING ARMS RACE BE CONTROLLED.

④ SHOULD I BE FOR OR AGAINST SUPPLY SIDE ECONOMICS

⑤ EVEN THE SEMI-METAPHYSICAL QUESTION OF WHEN HUMAN LIFE BEGINS IS IN THE POLITICAL AGENDA.

1000 0000 0835
As a nation we are becoming civically illiterate

And unless we find better ways to educate ourselves - AS CITIZENS

WE RUN THE RISK OF DRIFTING UNWITTINGLY INTO A NEW KIND OF DARK AGE.

IN THIS NEW AGE OF INTELLECTUAL DARKNESS,

CITIZENS WILL MAKE DECISIONS - NOT ON THE BASIS OF WHAT THEY KNOW

BUT ON THE BASIS OF BLIND FAITH IN ONE OR ANOTHER SET OF EXPECTS.

Clearly, For Those who care about
"Govt. by The People" (5) (14)

This prospect cannot go unchallenged.

I believe all of
The nation's colleges and schools have
a special obligation to combat ^{the} growing
illiteracy about public issues.

And Civic understanding can be increased
through courses ranging from
literature and art
to business management & electoral
engineering.

My purpose here is not to propose a new curriculum
But to call attention to an urgent problem.

Schools and colleges simply must do ~~so~~ a
~~better job of clarifying the public issues~~ better
job

→ ~~And~~ helping ^{students} make ~~discriminate~~ judgments
on questions that affect the nation's future.

1600 0000 0135
13

example. Programs for these specialists, like those for other people, can be offered in a variety of ways--through weekend seminars, special institutes and "alumni colleges" that bring graduates back to campus for short-term courses.

And, while civic education is always important, it will become increasingly significant during an era of constraint. In times of affluence and expansion, new bold Great Society projects could be launched while hard choices were ignored. Today we are discovering that painful choices must be made; between health and defense budgets, between tax cuts and welfare programs, between more energy consumption and clean air. And we are beginning to understand that the consequences of today's actions will be long lasting and profound. As the stakes increase, civic education becomes urgent and even more consequential than before. The time has come for higher education to acknowledge the inevitable relationship between the trained mind and effective government, between an uninformed citizenry and the success of the democratic experiment.

(9) In 1896, Woodrow Wilson, then a forty year old professor of jurisprudence and political economy, wrote an essay entitled "Princeton in the Nation's Service". In this well known defense of education, Wilson wrote:

"...the spirit of service will give college a place in the public annals of the nation. It is indispensable, it seems to me, if it is to do its "right" service, that the air of affairs should be admitted to all its classrooms. I do not mean the air of "party politics", but the air of the world's transactions, the consciousness of the solidarity of the race, the sense of the duty of man toward man, of the presence of the social problem, of the significance of

he said
~~truth for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shine in the face of all knowledge. There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation comes to its maturity. The days of glad expansion are gone, our life grows tense and difficult; our resource for the future lies in careful thought, providence, and a wise economy, and the school must be of the nation.~~

These words, it seems to ^{me} ~~be~~, are still appropriate today.

DISTINGUISHED HERITAGE
OUTSTANDING
 BABSON COLLEGE HAS A ~~NOTREDAUNTER~~ PAST

AND THE FUTURE - UNDER THE
OUTSTANDING
~~DISTINGUISHED~~ LEADERSHIP OF
 PRESIDENT WILLIAM IDILL IS VERY BRIGHT.

I URGE YOU TO CONTINUE YOUR MISSION

OF PREPARING MEN AND WOMEN FOR VOCATIONS

DEVELOPING IN THEM THE CAPACITY
 TO MAKE DISCRIMINATE JUDGEMENTS

The capacity to
 AND ACT WISELY ~~IN THE~~ *OF CITIZENS*

*WHO SHAPE OUR
 FUTURE.*

AS THIS OCCURS BABSON WILL CONTINUE ITS
 TRADITION IN THE "NATION'S SERVICE"