

1000
 Find my
 proposal
 signed, the way
 (sorry my check
 man) here

**Remarks by
Ernest L. Boyer
President**

**The Carnegie Foundation
for the Advancement of Teaching**

Western Association of Graduate Schools
Salt Lake City, Utah

Saturday, March 28, 1992

also much.

Very much
Thank you for that generous introduction.

This afternoon I've been asked to talk about

- **the role of faculty in American higher education.**
- **Especially at *Master's* *Documental* *Learning* *Institutions***

And I'd like to begin

- **by reflecting on how the view of the professoriate has changed throughout the years.**

I. HISTORY

When little Harvard College was founded in 1636

- the focus was on the student.
- Teaching was a central even "sacred" function.

And the highest accolade a professor could receive

was the "famous one" Chaucer extended to the clerk at Oxford. — When HE SAID

- Gladly would he learn, and gladly teach.

Educating the whole person was at the "very heart" of the colonial college.

- And for a century and a half that's what scholarship in America was all about.

As Late As
EVEN IN 1969
WHEN CHARLES ELIOT
ASSUMED THE PRESIDENCY OF HARVARD

HE DECLARED THAT

① THE PRIMARY BUSINESS
OF THE AMERICAN
PROFESSOR

MUST BE
REGULAR
ASSIDUOUS
CLASSROOM TEACHING

BUILDING

BUT CHANGE WAS IN THE WIND

~~AND EARLY IN THE 19th CENTURY~~
~~BUT MUCH FORTHER~~ IN THAT CENTURY

AND EARLY IN THE 19th CENTURY

THE FOCUS OF HIGHER LEARNING
SLOWLY HAD BEGUN TO SHIFT

FROM THE SHAPING
OF YOUNG LIVES

TO THE BUILDING
OF A NATION

In 1824, Rensselaer Polytechnic Institute

- **was founded in Troy, New York.**
- **And according to historian Fred Rudolph**
- **RPI was a constant reminder that America needed**
 - railroad builders,**
 - bridge builders,**
 - builders of all kinds.**

~~All American higher education was beginning steadily to move beyond~~
~~of its ivory tower.~~

→ HIGHER EDUCATION WAS
TO PUT IT SIMPLY

THE "NOW FAMOUS" LAND GRANT ACT
OF 1862

LINKED HIGHER LEARNING
TO AMERICA'S AGRICULTURAL
REVOLUTION

AND WHEN SOCIAL CRITIC
LINCOLN STEFFENS
VISITED MASSACHUSETTS IN 1909
HE DECLARED THAT

IN WISCONSIN THE UNIVERSITY
IS AS CLOSE TO THE
INTELLIGENT FARMER

AS HIS PIG PEN
OR HIS MOOL HOUSE

①

AT THE TURN OF THE CENTURY

DAVID STARR JORDON - THE NEWLY APPOINTED
PRESIDENT OF STANFORD UNIVERSITY

1 DECLARED THAT

"THE ENTIRE UNIVERSITY MOVEMENT
IN THIS COUNTRY IS TURNED
TOWARD
REALITY & REALITY

2

ONE ON THE EAST COAST
CHARLES ELIOT AT HARVARD
SAID THAT

"SERVICABILITY" WAS
THE MISSION OF AMERICAN
HIGHER EDUCATION

IS THE CENTRAL
MISSION

Just one hundred years ago

'Reality
'Practicality
'Service

were the inspired vision

~~And~~ to put it as simple as I can

The separation or fragmenting

WAS BEEN JOINED

By the synchronization
of building

RESEARCH

MEIKUNHILZ

A BROD VISION OF
SCHOLARSHIP
WAS EMERGING

II BEGAN REXN
in (186)

when Yale university
granted the 1st PhD
ever awarded
next in the united states

IT FURTHER
STRENGTHENED
AS ~~AMERICAN~~ ~~DISINTEGRATED~~ ACADEMICS

WHO STUDIED AT THE DISTINGUISHED

GERMAN UNIVERSITIES OF

(GURTIGEN

AND HEIDELBERG

AND HAMBURG

WERE PROFOUNDLY INFLUENCED

BY THE EMERGENCE

SCHOLARSHIP OF SCIENCE

I find it ~~FASCINATING~~ THAT
~~DANIEL CORT GILMAN~~ — one of the most
disregarded scholars of that era

• ~~was~~ became president of the University of
California in 1872—

• ~~disturb~~ at the age of 41,

~~But in~~ left within three years
B.A.

• accused by his critics of wanting to
• emphasize literature and language and
history

• and diminish agriculture.

Which was heresy in this land grant institution.

GILMAN STAM MOVED EAST

TO LAUNCH JOHNS HOPKINS
UNIVERSITY
IN 1876

And it might be noted that
in its FIRST ACADEMIC PLAN

→ UPPER GRADES WERE
LIMITED FROM
JOHNS HOPKINS
OR TOGETHER

in the end
They were Reluctantly Admitted
Presumably to Help pay the Bill

WPM GILMAN'S RETIREMENT
2 DECADES LATER

WOODROW WILSON PRAISED HIM
AS THE ~~FIRST~~ PRESIDENT
TO ~~CREATE~~ A "TRUC" UNIVERSITY
HERE IN THE UNITED STATES

WILSON
HE ~~ALSO~~ DESCRIBED JOHN HOPKINS
AS A UNIVERSITY WHERE

"THE ~~DISCOVERY~~ OF NEW TRUTH
WAS JUDGED ~~SUPERIOR~~
TO ~~"MERE STAMINA"~~

clerk

~~ISSUED~~ BATTLE LINES
THE ~~BATTLE~~ HAD BEEN JOINED

~~Still,~~ DURING THIS PERIOD

- the Johns Hopkins model
- remained ~~clearly~~ the exception.

~~not~~ THE rule

And well into the 20th Century

most colleges & universities
in the United States

Continued To give top priority

to teaching
to service.

THE CURRENT CLIMATE

BUT ~~THEN~~ FOLLOWING
~~WAS~~ ~~IT~~
WORLD WIDE IT ~~THAT~~

THE CULTURE OF
~~AMERICAN~~
THE AMERICAN PROFESSOR
PROMOTION SHIFTED

FOLLOWING THE GI BILL = WE MOVED FROM ELITE TO MASS HIGHER ED

In the Decade of the 1950's

A "veritable army" of "NEWLY MINTED" PHD's

FRANKED OUT TO COMPUTERS FROM COST TO COST

DETERMINED TO "CLONE" THE "RESEARCH MODEL" THEY THEMSELVES EXPERIENCED

AND DETERMINED ALSO TO GET A BITCH OF THE NEW FEDERAL RESEARCH DICE

IT WAS
VANDERBILT BUSH,
THE PRESIDENT OF MIT

WHO HAD ARGUED SUCCESSFULLY
TO PRESIDENTS ROOSEVELT & TRUMAN

THAT SINCE UNIVERSITIES
HAD HELPED WIN
THE WAR

THEY COULD ~~HELP~~ ^{ALSO}
WIN THE RACE

WHICH GAVE BIRTH TO
MIT'S - DEPT OF
NSF - DEFENSE RESEARCH

In 1968 ^{sociologist} THE COTT PERSONS
CAPTURED THE SPIRIT OF
THE TIMES WHAT HE WROTE
THAT

TODAY THE TYPICAL
PROFESSOR NOW RESEMBLES
THE ^{SCIENTIST} ~~GENTLEMAN~~

^{more} THAN THE GENTLEMAN
SCRIBER OF AN
EARLIER GENERATION

~~Ad College Degree in Education~~

In the early 1960s, I was at the University of California, Santa Barbara and watched a former teacher training and home economics institution

- being folded into the prestigious University of California system.
- It was a wrenching process—as faculty expectations were dramatically redefined.

I then joined the State University of New York where we struggled to protect diversity in a 64 campus system,

- at a time when everything was "drifting upward,"
- and when research and publication became the single yardstick of success.

② Create traditions

To put it as simply as I
can -

Following would work II

most compasses were
caught in the crossfire
of ② Great Traditions

COLONIAL COLLEGES

On the one hand there was the "colonial college" tradition with its emphasis

- on the student,
- on general education,
- on loyalty to the campus,
- ~~and on the centrality of teaching.~~

On the other hand, there was the

- European university tradition,

with its emphasis

- ① • not on the student,
 - but on the professoriate,
- ② • not on general,
 - but on specialized education,
- ③ • not on loyalty to the campus,
 - but loyalty to the guild,
- ~~and not on "mere" teaching,~~
 - ~~but research.~~

And the Role of the Faculty
in all of this was
ambiguous at best
which master should
be served?

And ^{yet} most Capuchin monks to
more than once & exit
it too

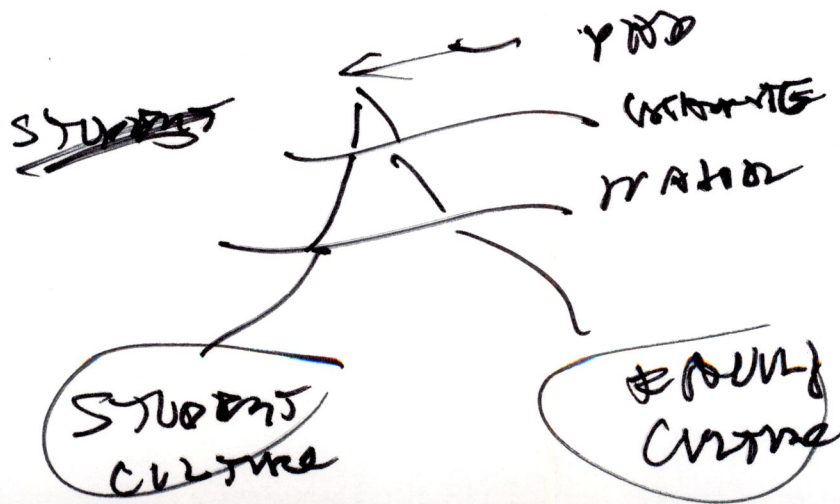
when called
① OUT recruits students = County Family
College

② College university =

③ But when EXPERIENCE come to
CHURCH → PROFESSIONAL CULTURE
DIMINUTES THE MONKS

ILLINOIS
STATE
ESSENTIAL

TEACHING
INSTRUMENT



FRUSTRATION

The IRON is That
Neither student
nor faculty

HAVE BEEN
~~ARE~~ PARTICULARLY HAPPY
WITH THIS ~~EXPERIMENT~~

CULTURAL
SEPARATION

(CARNEGIE KIMBRO) = Survey Faculty & Staff

According to CARNEGIE KIMBRO
DATA

1. HALF THE instructors we
survey say they feel like
a number in a book

60% of the faculty
say they're ~~not~~ ~~not~~ ~~not~~
teaching staff do research

And 70% in our latest
survey - said that
we need better way
- beside publication
to measure faculty performance

CAMPUSES

Further, campus ~~mission~~
~~had become~~ ~~where~~ distorted too

① ~~the women~~ while campus "talked ~~energy~~
about the ~~diversity~~ among
the more than 3000
institutions

THE ~~WOMEN'S~~ TRUTH IS THAT
higher education in
this ~~country~~ had become
a "HUGE" ~~imitative~~ system

with ~~most~~ campus ~~measuring~~
themselves against

THE ~~BEKEY~~
on the ~~smooth~~ models

THE RESPONSE

WELL, WHAT ARE WE TO DO
ABOUT ALL OF THIS?

In A Recent Carnegie Foundation Report
Entitled Scholarship RECONSIDERED

① WE conclude the time has come
to move beyond the
Tired-Old
Teaching v. Research debate

② And Begin to Ask the much
more Compelling question

WHAT DOES IT MEAN
TO BE A SCHOLAR?

And in response to THAT
triggering 2UB07m

WE PROPOSE A NEW
PROVIDION OF SCHOLARSHIP
WITH 4 interlocking
PARTS

IV. THE SCHOLARSHIP OF DISCOVERY

First, we say in the Carnegie Report that research is at the very heart of academic life,

- and we celebrate what we call the scholarship of discovery.

Fifty years ago, Vannevar Bush, ~~former president of MIT~~, put it this way:

- "Universities," he said, "are the wellspring of ~~knowledge and understanding~~ *human understanding*."
- And as long as scholars are free to pursue the truth wherever it may lead,
- there will surely continue to be a flow of new scientific knowledge."

→ And ~~no~~ specialized research is more urgently required now than in any former ~~ERA~~ *ERA*

↳ *urgent unmet need in selected areas*

I'm suggesting that we urgently need great universities that excel in the scholarship of research

and frankly I worry about federal cutbacks in research dollars.

- I also worry about grant-making policies that would
- direct government funds away from basic research,
- and, in the process, undermine the integrity of the investigative process.

I
also worry about
corporate research

To put it simply

- **research is a central ingredient of the academic life.**
- **And sustaining this creative process**
- **within the academy itself is absolutely crucial**

if scholarship is to be vigorously advanced.

to put it simply

The goal of our ~~present~~ ^{not distant} ~~research~~ is to strengthen Research in Higher Education - not ~~leave it~~

But we'd ALSO like to

~~Add to~~ keep the Bad
Firm Daring and the Good

V. SCHOLARSHIP OF INTEGRATION

This leads to Prof. H. Z. we say in the Cuyie Report that
But, in addition to the scholarship of discovery,

we also need—what we call ~~in our report~~—the scholarship of integration.

• **We need ~~creative people~~** *person*

who go beyond the isolated facts,

who make connections across the disciplines.

• **~~Who help~~ *Ad who* shape a**

• **more coherent view of knowledge.**

• **And a more integrated, more authentic view of life.**

And in our fragmented academic world this task of integration becomes more urgent every single day.

Barbara McClintock, the Nobel Laureate, said on one occasion that

- "everything is one.
- There is," she said, "no way to draw a line between things!"

Frank Press, the President of the National Academy of Sciences, recently suggested that

- the scientist is, in some respects, an artist, too.

Frank went on to observe that

- "the magnificent Double Helix—which broke the genetic code
- is not only rational," he said, "it's beautiful as well."

Cope Knud

~~And~~ ⁵ several years ago when the world renowned physicist Victor Weiskopf was asked

- what gives you hope in troubled times

he replied

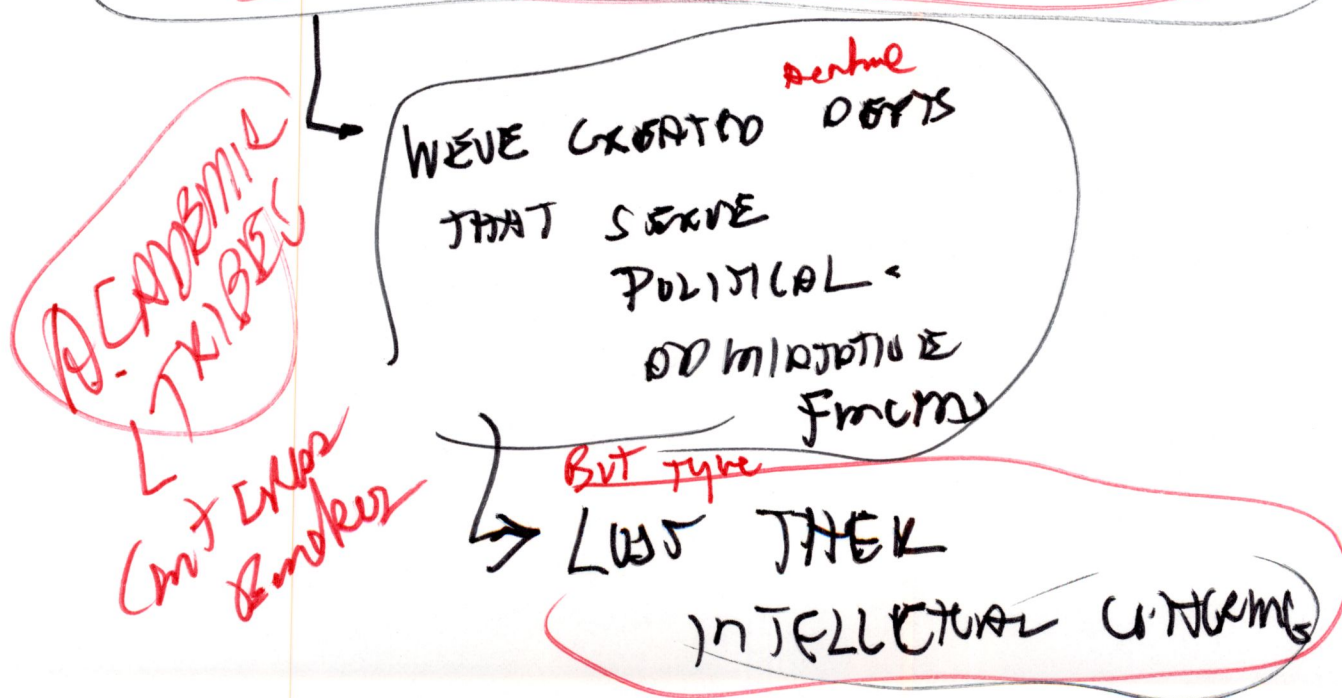
- Mozart and quantum mechanics.

Weiskopf also observed on one occasion that

- to understand the Big Bang theory you should listen to the works of Haydn.

But where in our fragmented academic world

- can students make connections such as these?



BUT THERE'S A POSITIVE SIDE TO ALL OF THIS

**I'm convinced that some of
The good news is that the most exciting work going on in the
academy today is in the new hyphenated disciplines**

- **psycho-linguistics,**
- **bio-engineering, and**
- **the like.**
- **in what Michael Polanyi calls the "overlapping"
academic neighborhoods.**

PROFESSOR CLIFFORD GEERTZ at
~~In his provocative Essay "Blurred Genres"~~ Clifford Geertz—at
the Institute for Advanced Study—suggests

- that the old categories of knowledge are **breaking down**.

Something is happening—Geertz says

- to the way we think about the way we think,
- and ~~that~~ new disciplines are emerging
- in response to compelling intellectual questions.

I'm suggesting that in the days ahead

- we urgently need scholars who move beyond the traditional academic boundaries,
- and begin to put their learning in
 - intellectual,
 - social, and
 - ethical perspective

Don't in Report to
Donor Group
2 readers

Intellectual
Impulse

External
Response

8/20/92

Over fifty years ago, Mark Van Doren wrote that

- the connectedness of things is what the educator contemplates to the limit of his category.

Van Doren concludes by saying that

- those who can begin early in life to see things as connected has begun the life of learning.

And this—it seems to me—is what good scholarship is all about as well.

Ssscp 1

Lucy Thorne

5/11/92
WAL KATES

SCHOLARSHIP OF APPLICATION

THIS BRINGS ME TO
DATE COPY # 3

WE SAY IN THE COME-UP REPORT
THAT

1) BEYOND THE SCHOLARSHIP
OF DISCOVERY

2) BEYOND THE SCHOLARSHIP
OF ~~RESEARCH~~ INTEGRATION

WE ALSO NEED
THE SCHOLARSHIP OF
APPLICATION

TO RELATE THE
THEORY OF RESEARCH
TO THE REALITY OF LIFE

This uniquely American view of scholarship

- **the usefulness of knowledge is rooted**

- in the land-grant colleges,**

- in the polytechnic institutes,**

- in the normal schools,**

- in the conservatories.**

Institutions that were in the nineteenth century—

- **'in the nation's service' as Woodrow Wilson put it.**

Not in the 19th - Threshold of the 21st

Today our shorelines are polluted,

- the ozone layer may be threatened,
- our schools are dangerously deficient,
- our cities are imperiled.

And I'm convinced that university scholars urgently need to respond to the crisis of this century

- just as they responded to the needs of agriculture and industry a century ago.

I'm often wondered

→ How can we justify a university that is surrounded by pressing human need and essentially ignore it?

- It's a failure not only *early* intellectually but ethically as well.

→ *Urgent
Private benefit
Public good
DEEP THOUGHT*

~~I'm not TALKING ABOUT DOING GOOD~~

Scholarship NOT
on "problems"
side

Donald Schon of MIT writes about

- what he calls "the reflective practitioner."
- He proposes a new epistemology of practice.

In which scholars ~~to~~ relates to service

Not only more
from theory to PRACTICE
But from PRACTICE
BACK to theory

SERVICE
is not
DOING
GOOD
IF
they
live
life

TEACHERS = CLASSROOM

PHYSICIANS = HOSPITAL
CLINIC

LAWFY = LEGAL

ARCHITECTS =
BUILDING
BRIDGE

I'm suggesting that—in the end— theory simply cannot be divorced from practice.

And that in developing new priorities for the professoriate

- **we simply must give new dignity and new status to the scholarship of application.**

TEACHING

THIS BRINGS ME
TO CATEGORY #4

WE SAY IN THE CARNEGIE REPORT
THAT SCHOLARSHIP MEANS

NOT ONLY THE ABILITY TO

- (1) DISCOVER
- (2) AND INTEGRATE
- (3) AND APPLY KNOWLEDGE

IT ALSO MEANS

INSPIRING FUTURE SCHOLARS
IN THE CLASSROOM

A PROCESS WE CALL

THE SCHOLARSHIP OF TEACHING

SEVERAL years ago
I couldn't sleep
And instead of counting sheep
I counted all the teachers
I had had

① There were a few
night monkeys in the Bunch

② But I also remembered
3 or 4 outstanding teachers

~~who were~~
who consequently
changed my life

Smith
Willings
Rice

These wonderful moments had
a huge impact on my life

And I suspect that

1) Almost everyone in the
audience today

2) is here because I'm
an inspired teacher

THE PROBLEM IS THAT
IN THE ACADEMY TODAY

GOOD TEACHING SIMPLY
IS NOT ADEQUATELY REWARDED

AND THE WORST TRUTH IS THAT

ITS FAR BETTER FOR
A PROFESSOR

TO DELIVER A PAPER
AT THE MEET IN
CHICAGO

THAN IT IS TO TEACH
UNDERGRADUATES BACK
HOME

I'm suggesting THAT

EXCELLENCE^{may} cannot
(BE) DIVIDED

AND IF COLLEGES ENROLL
STUDENTS

^{BOTH ON EDUCATIONAL}
THEY HAVE AN ETHICAL
OBLIGATION TO GIVE
THEM (QUALITY) INSTRUCTION

WE NEED CLASSROOMS

WHERE THERE IS ACTIVE
NOT PASSIVE LEARNING

AND WHERE STUDENTS LEARN
TO COOPERATE RATHER
THAN COMPLETE

AND WE ALSO NEED TO VIEW
THE CLASSROOM AS A LABORATORY

WHERE RESEARCH ON
TEACHING CAN BE
THOUGHTFULLY PURSUED

THE BIG TRICK - OF COURSE
IS ADEQUATE EVALUATION

~~THIS~~ MEANS ~~TO ME~~
IT SEEMS TO ME

SELF EVALUATION

PEER EVALUATION

& STUDENT EVALUATION

AND in the days ahead

I'd like to see campuses
work together to develop

more uniform criteria
of teacher evaluation

~~standards of assessment~~

that would have currency
from one institution
to another

Robert Oppenheimer,

- **at the 200th anniversary of Columbia University put it this way:**

He said that

- **it's the proper role of the scientist that he not merely find a new truth and communicate it to his fellows.**

But it's also the role of the scientist—Oppenheimer said—

- **that he teach,**
- **that he try to bring the most honest and most intelligent account of new knowledge to all who will try to learn.**
- **And surely this means inspiring future scholars in the classroom.**

CONCLUSION

A summary of one position

Hence then it is my conclusion

We say in the COVENE REPORT THAT

SCHOLARSHIP SURELY MEANS

THE DISCOVERY OF KNOWLEDGE
+ AS IN RESEARCH

① BUT TO AVOID PEDAGOGY
IT MEANS THE INTEGRATION
OF KNOWLEDGE

② TO AVOID "IRRELEVANCE"
IT MEANS THE APPLICATION
OF KNOWLEDGE

③ AND TO AVOID DISCONTINUITY
IT MEANS INSPIRING
FUTURE SCHOLARS IN THE
CLASSROOM

Conclusion

Final ~~Word~~ - in Conclusion -
I'd like to Return to
the topic I've been
Assigned

WNAAB ¹⁵ THE RELEVANCE
OF THE new Paradigm
in SCHOLARSHIP

TO ~~MASTERS~~
or DOCTORATE - GRANTING
INSTITUTIONS

FACULTY

FIRST, WHILE ALL PROFESSORS
SHOULD DEMONSTRATE THEIR CAPACITY

① TO DO RESEARCH

② AND STAY INTELLECTUALLY
PRESENT

I'm ALSO Concerned THE
GAME HAS COME

1) to celebrate the Rich Mosaic
OF FACULTY TALENT
on THE CAMPUS

AND TO RECOGNIZE THAT
SCHOLARLY ^{PERFORMANCE} REFERENCE ^{SOME} DIFFERS

FROM PERSON TO PERSON

AND ALSO FROM FIELD
TO FIELD

CREATIVITY CONTRACTS

WE ALSO RECOMMEND IN OUR REPORT

SOMETHING (CALLED)

(CREATIVITY CONTRACTS)

AN ARRANGEMENT BY WHICH

PROFESSORS COULD AVOID

"BURN OUT"

By MOVING FROM

ONE SCHOLARLY ENDEAVOR

TO (ANOTHER)

ACROSS A LIFE TIME

During one 3 or 5 year contract period. For example

① A professor might focus primarily on research

② Later, he or she might work on interactive studies

③ or spend time on "field work"

④ or - During another contract period
the professor might work full time
on the scholarship of teaching

~~WHAT~~ WE PROPOSE - in SHORT

is a "BROKEN FIELD" APPROACH
TO ICHOLOGY

① ONE THAT ENCOURAGES
IDENTITY ACROSS
A LIFETIME

② AND WOULD ENGAGE
FOU - MORE ACTIVELY
IN SHAPING
THEIR CAREERS

DISTINCTIVE
COLLEGE

SECOND IT SEEMS TO ME
THAT THE NEW PARADIGM
OR SCHOLARSHIP

→ ALSO RELATES TO
CAMPUS MISSIONS

WHILE ITS QUITE POSSIBLE
FOR COLLEGES & UNIVERSITIES

TO ~~PROMOTE~~ THE FULL RANGE
OF SCHOLARSHIP IN CAMPU

Im ^{Am} ALSO CONVINCED THAT

~~IN THE DAYS WHEN~~
MASTERS & DOCTORATE INSTITUTIONS

~~SHOULD~~ MUST
HAVE A SPECIAL OBLIGATION

TO ESTABLISH PRIORITIES

AND BECOME

LESS IMITATIVE

& MORE DISTINCTIVE

① LETS HAVE COMPASSES WITH
IN SMALL CLUSTER
OR HIGH QUALITY RESEARCH
CENTERS

② BUT LETS ALSO HAVE COMPASSES
WHERE TEACHING & LEARNING
IS A CENTRAL FOCUS

INCLUDE THE
EDUCATION OF ADULTS

FURTHER

2

WHY NOT HAVE ~~SOME~~ INSTITUTIONS
THAT CONCENTRATE ON

INTEGRATIVE &

MULTIDISCIPLINARY STUDIES

↓

INCLUDING

CROSS EDUCATION

AND ABOVE ALL -
LET'S HAVE CAMPUSES
THAT GIVE TOP PRIORITY
TO "SERVICE"

ESTABLISHING PARTNERSHIP

- 1) WITH HEALTH CLINICS
- 2) WITH CITY GOVERNMENT
- 3) WITH LEGAL AID CENTERS
- 4) WITH PUBLIC SCHOOLS

MUCH AS THE LAND GRANT
COLLEGES

WORKED WITH FARMERS

SYNOBET

FINALLY

THIS NEW PARADIGM
OF SCHOLARSHIP

MIGHT EVEN HAVE
IMPLICATIONS FOR
OUR STUDENTS

SPECIALLY THOSE
PURSUING THE
MA
OR PHD degree

CONSIDER FOR EXAMPLE
A GRADUATE DEGREE PROGRAM
IN WHICH ALL 4 DIMENSIONS
OF SCHOLARSHIP WOULD BE
SERIOUSLY ADDRESSED

In such a program ^A student
would be asked ^{FIRST} to

① ~~DO~~ RESEARCH

② ^{SECOND} PUT THEIR THESIS
in HISTORICAL & SOCIAL
& ETHICAL PERSPECTIVE

③ ^{THIRD} COMPLETE A
FIELD PROJECT

④ ^{or fourth} ~~AND ALSO~~ PRESENT
THEIR IDEAS to
FELLOW STUDENT

^{LAST} A PROCESS THAT
WOULD BE
CAREFULLY ASSESSED

And I shared THAT

WITH SUCH TRAINING

A NEW GENERATION OF
PROFESSORS WOULD

COME TO COMPENSATE

BETTER YOU WANTED
TO FULFILL

① THE FULL RANGE
OF SCHOLARSHIP

② THE MODERN
UNIVERSITY NOW
REQUIRES

John Goodson write on me
acknowledges THAT

1 A NATION IS NEVER FINISHED

2 YOU DON'T BUILD IT
AND LEAVE IT STANDING

AS THE RIVERBANKS
DID THE PYRAMIDS

3 IT HAS TO BE REBUILT
WITH EACH NEW GENERATION

THIS IS TRUE
FOR COLLEGES, UNIVERSITIES AS WELL

AND THE CHALLENGE IS
FOR TODAY'S GENERATION
AS I SEE IT

1. TO ~~HAVE~~ ACHIEVE
DIVERSITY WITH DISTINCTION
Among INSTITUTIONS
2. ~~NOT~~ BURDEN THE
DEFINITION OF SCHOLARSHIP

NOT JUST FOR
THE PROFESSIONAL

BUT FOR ^{THE}
STUDENTS, TOO

SO THAT THEY HAVE
SCHOLARSHIP WITH A ^{strong} ^{intellectual}
capacity ^{and} ^{creativity}