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President Rice Inauguration, 1959, Part 1

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Audio Reel #88

President Harvey Rice Inauguration 10/2/1959

[Speaker?]: Ladies and gentlemen, one of the remarkable evidences that both industry and wealth in America have a conscience lies in the fact that the great foundations of our land have developed a growing concern for the cultural well-being as well as the physical and spiritual health of large segments of our people. One of these foundations, the Ford Foundation is in the vanguard. It has distinguished itself by remarkable generosity and by far-reaching wisdom. As many other institutions of our kind, we have been its beneficiary and so have become its debtor. We are indeed privileged today at Macalester to have as our guest and speaker, the president of the Ford Foundation. While I'd like to enumerate the accomplishments and the honors he has received, there would be scant time for him to speak on his own behalf. Ladies and Gentlemen I have the honor and the privilege to present, Dr. Henry T. Heald, the President of the Ford Foundation. [applause]

[02:05]

Mr. Chairman, President Rice, members of the board, members of the faculty and distinguished guests, the induction of a new college president is always a happy occasion, and I am glad to have the opportunity to be here at Macalester today to help in a small way in marking the installation of my friend Harvey Rice as the tenth president of this fine institution. It's sometimes customary at occasions of this sort to give some advice to the newly inaugurated president. And I thought about that when I was thinking about coming here today but it seemed

that there was little reason to give any advice. Dr. Rice has already had previous experience with the duties and the frustrations and the satisfactions of the office of college President. No one can say that he didn't know what he was getting into, for he now joins the highly select group of intrepid men who have been president, not at one college, but of three. What advice could anyone possibly give to him? But I suppose his presence here today does offset the pessimistic note sounded by the chairman of the University of Minnesota [unclear] quoted in the *New York Times*, probably previously quoted in the *Minneapolis Tribune*. In commenting on the search for a new president, he said that he did not know why anyone would consent to take the post. Well I can assure him that there are quite a few who would. Good college presidents are hard to find. Perhaps the best advice I can give to a college is that if you have a good one, try and keep him. It doesn't hurt to let him know that you appreciate him. Not just inauguration time. But later on, when the going gets tough, and he has to make the hard decisions that cannot possibly please everyone, and still do anything worthwhile for his college. Recently there's been some talk of the unreasonable requirements of the office of president. A few presidents have resigned, to return to teaching or a few forms of less exacting public service. Giving us the reason that the burdens of the office were too great. Now admittedly the task is a difficult one. Now I know this from first hand experience. And not everyone is fitted for it in terms of either ability or temperament. But then almost anything that is important in America today is difficult. And the privilege and the responsibility of providing leadership to the country's important and independent colleges, in the exciting and challenging days ahead, are enough to call for the abilities of the highest order. I'm sure your new president will lead Macalester to increasingly significant contributions in the building and strengthening of our democratic society through

education. The traditional objectives of an American education might be thought of as falling into two groups. One group covers the intellectual and developmental and morale and spiritual potentials of the individual in order that he may become more useful to himself and a more useful member of a free society. Be a better and more knowledgeable citizen. Horace Mann was arguing this concept when he argued that education could solve the problem of poverty and class in America. By preparing every young person to earn a good living, and to exercise his duties, the duties of citizenship. And then the other group covers the development of the nation's overall economic beacon and technical strength. In the current national concern, or scientific achievement, or the new emphasis that we invariably turn to our institutions of higher learning, to our colleges and universities as training resources, for scientists and engineers, and experts in international affairs, and all the other highly skilled manpower on which our society depends. These general objectives have been broad enough, sufficient to build a great America in a large world. But the question here today is are they broad enough in a small world, where there is no effective international or cultural isolation.

[07:44]

Since the migrants who settled the United States came almost entirely from Europe, our high schools and colleges quite naturally have delved into European languages and culture. With only a few exceptions little has been done to educate American students about the cultures of Asia and Africa, and the Near East. Areas with two-thirds of the world's population. And at the same time American universities and colleges have traditionally paid little heed to the educational needs of foreign countries, for the very good reason that there has been so much to do at home. Yet these needs are now unbelievably acute, particularly among the world's less developed

peoples. While two of three American children now complete high school, only half of the world's 500 million children between 5 and 14 have any primary school facilities. And only one in ten can look forward to a secondary education. Since World War II the march of history has made [unknown] a luxury American education can no longer afford. Developments of world-shaking size have posed new burdens on our country and its institutions. The birth of atomic aces, man's first steps into outer space, global challenge to freedom and human dignity. And finally the most pressing development of all, the rising demand of depressed peoples for political independence, economic opportunity, and decent living standards. Now this unprecedented catalogue of events makes unexplainably clear to us the lesson expounded by mankind's great teachers over the centuries. Society is interdependent. Survival rests on the ability and willingness of men and women everywhere to breach the old walls and accept new and broader commitments. This challenge to our society it seems to me thrusts onto American education a new and revolutionary dimension, one that is already recognized by great American educators, and of national responsibility. And without in any way slackening the pursuit of traditional goals our colleges and universities are now called upon to pioneer a number of new international frontiers training in research and in public service.

First our institutions of higher learning will have to develop vastly increased training resources, essential for the nation's new role as a world leader. Specialists on the problems and cultures of new nations and of Asia and Africa and the Near East, the communist countries of Europe, are needed in service of government and business and other professions. Secondly, as the basis for key governmental and private decisions in international affairs, our nation needs much greater knowledge of foreign countries. Particularly, the non-Western areas. Only our universities and

colleges can develop the research competence, the resources and the experience on the scale necessary to fulfill this requirement. And third, of course in our democratic society it is the American people as a whole, not the experts, whose collective opinion shapes our national policies regarding the rest of the world. It is up to our colleges and universities to try and adjust their curriculum, particularly on the undergraduate level, to erase the abysmal ignorance of even educated Americans, about the traditions and institutions and aspirations of non-Western peoples. And then in view of our own technological and economic development, the less developed countries are turning increasingly to the United States, for the knowledge and skills needed to accelerate their own growth. Our universities and colleges are already being called upon to welcome thousands of foreign students, specialists, and the number will grow. Finally our nations are being asked to send increasing specialists to the less developed countries of the world to assist them in studying their problems and in establishing their own research and educational institutions. And these specialists are needed in an amazing variety of fields. In public administration in agricultural development, higher education, industrial training, economic planning, and many others. And in many cases, in fact in almost all cases our colleges and universities are the most logical sources for such people. Now these demands I know impose new burdens on colleges and universities already settled with rapidly increasing enrollments, inflating operating costs and shortages of teachers and buildings and equipment. But in some ways I am happy to say that American education is already rising to meet these demands. Particularly since WWII many colleges have expanded their international interest. Not only do they train more students on their foreign campuses, but they provide extensive education, research, and technical assistance through teams composed of faculty members in

overseas countries. Such assistance is often given under contracts with American and foreign governments, or with private agencies, such as the foundations. In the 1958-59 academic year some 40,000 students from 131 foreign countries were studying on American campuses. And nearly 2400 professor and lecturers and researcher scholars were visiting last year on the faculty of some 180 American institutions. And then of course some great many faculty members, some 1800 in all, from American colleges and institutions were teaching studying and doing research in foreign countries.

Macalester, with a good representation of students from abroad, has had a substantial international studies program since 1949 and offers a variety of extracurriculars in the international field. But despite such activities at Macalester and other institutions, American universities and colleges have neither fully outgrown their [unclear] nor integrated their new international interest into their long term educational programs. The new international dimension for American education means far more than adding or expanding a few courses or research projects or sending a few consultants abroad. American education must really come to grips with what may be one of the free world's most important problems. The imbalance in educational and research resources. Educationally speaking half of the world's population is trapped in a sort of a vicious circle. In these less developed areas, critical shortages of educated manpower severely restrict the development of economic resources. Remember that economic resources in turn curtail educational teachers and specialists in instruction of schools, colleges and laboratories. And this vicious circle can be broken only with far more generous and systematic educational and technical assistance from the more advanced countries. With many years to come furthermore, the [unclear] few intentionally educated countries will have to bear

most of the responsibility for man's intellectual growth. The world's problems are so vast and so complex that the bulk of the research and education to cope with them can be furnished only by the most highly developed educational systems, particularly our own. What is needed therefore is a new concept of the role of our colleges and universities in the international field. A new definition of their international responsibilities, and opportunities in international education, in research, and in technical cooperation. To help to meet this need, I'm glad to be able to tell you today that there has been created an independent national committee on the university of world affairs. Under the chairmanship of your neighbor, Dr. James L. Morrill, President of the University of Minnesota. Eight other members of the committee are nationally known members in government and education and business foundations. Representing the government are [unclear] Secretary of Health Education and Welfare, Senator Fulbright, who is chairman of the Senate Foreign Relations Committee. In addition to Dr. Morrill, the education members are the Chancellor of Vanderbilt university, Harvie Branscomb, and the Chancellor of the University of Kansas, Dr. Franklin Murphy. There are two business members on this commission, Mr. Harold Boeschstein, President of Owens-Corning Fiberglass Corporation, and Philip D. Reed, Chairman of the Finance Committee, of the General Electric Company. And the foundations are represented by John W. Gardner of the Carnegie Corporation, and Dean Rusk, President of the Rockefeller Foundation. And finally, in addition, Dr. Ralph Bunche, Undersecretary for Special Political Affairs for the United Nations, will serve as a consultant to this high level committee. Now this committee is going to be struggling with the primary objective of making policy recommendations to both universities and government, for the more effective participation by the American institutions in international affairs. The committee will examine such university

activities such as training and research programs, dealing with foreign areas, assistance to foreign countries in developing educational research institutions, and cooperation in government programs of technical assistance. The Ford Foundation has provided the funds for the committee's work, but the committee will be completely independent and its recommendations will be entirely its own.

What makes this committee timely and adds immeasurably to its promise is its cooperating character I think. Involving university, government, and business participation. Thus the study could provide not only guidelines for university governance, but will also seek to clarify the stakes of the American people as a whole in international education and cooperation. It will lift the unrelated efforts of individual colleges and universities to a new and higher level in accordance to a higher common purpose. It's conceivable at least that the committee's report might create a landmark in American education, comparable to the creation of the college land grant system a century ago. Under that system, with government support, the universities developed a new approach to serving their states and their communities while retaining their essential character as educational institutions. The new dimension for American education requires an approach no less ambitious. Indeed never before in history have so many people looked to the educational institutions of one nation for leadership and enlightenment and inspiration. In the final analysis, the new development for American education is really our venerable educational tradition of public service and modern [unknown]. Let us hope then that history will repeat itself. As American education once rose to the challenge of a young and expanding democratic society, so much must it rise today, to the challenge of a world thirsting for brotherhood, for knowledge, and for hope. [applause]

[Speaker?]: The relationship of the Board of Trustees of this college and the administration, the faculty, has always been very, very happy ones. The faculty today is being represented by probably the most beloved member of that group. One who has been here for many years and who has endeared himself to students, as well of those of us who have a part in the administration, I'm delighted to present to you, Professor Kenneth Holmes. [applause]

Kenneth Holmes: Hello President Rice and friends. I wish I were for the moment the Roman god Janus, so that I could look at Dr. Rice with one face, and talk to him through these microphones with the other. Two weeks ago in your address at our opening convocation, President Rice, I'm not going to do that again [laughter], you stated emphatically, that Macalester is a Christian liberal arts college devoted to the pursuit of truth. Truth you pointed out is of two kinds. Discoverable, or as you termed it, discussive truth, truth about creation. And reveal truth, which is truth about the creator. Lest you subscribe vigorously to the principles upon which this college is founded. Principles by which it is known. And principles which it has proclaimed to the world constantly. These principles are set forth on the very seal of the college. You did not mention the seal, nor did you refer to the inscription upon it. Yet the latter could have been the text for your address. "Natura et revelatio coeli gemini," nature and revelation, twin children of heaven. It is good to know as we move forward into a new period of Macalester's history, that we shall follow the wise course set by the founders. You have already demonstrated clearly that while we hold on to all that is wise and good from the past, we are moving forward to wiser and better methods, relationships, and standards. I should know better

than to use labels, but I'm compelled to say we are moving into the consultative era. Your beliefs that the more collective wisdom that can be brought to bear on a problem, be it one of policy or appointment, meets with enthusiastic response in the faculty. The result is to give new energy to faculty committees, and new cohesion to the faculty as a whole. We are moving into a new era of establishing closer relationships within the Macalester community. Alumni, trustees, faculty and students, joint meetings, business and social, joint discussion of objectives, joint formulation of policies, precedes an exciting future where there will be especially closer contact between faculty and trustees and closer cooperation between faculty and students in charting the direction of many campus communities. Standards of scholarship have always been maintained as high as operating conditions would permit. Now improved conditions of many kinds permit the raising of these standards. And you yourself a scholar, are here to lead in footing new emphasis on intellectual achievement. For these reasons among others, President Rice, I greet you on behalf of the faculty. [applause]

[Speaker?]: Deny or ignore, either the grandeur or the misery of man, and this is precisely the danger that we both face at the present moment. And our strongest defense will be found in the kind of cooperative responsible partnership which exists between Macalester College and the United Presbyterian Church, our common concern is with more than the accumulation of man's knowledge or the acquiring of technical skills to be put into the service of political or economic goals. It is rather that through these elements of knowledge and skill and social participation that we seek to encourage man to move upward and onward in understanding, in wisdom, in humility, and compassion, and self dedication, to discover and fulfill his destiny as a living

person and as a child of God. On behalf then of the whole family of 45 colleges, more than half of whom are represented here today, either by the president or a member of faculty or alumnus, related to the United Presbyterian Church through the Board of Christian Education and on behalf of the more than 3 million members of that church, who continue to express their concern and their great expectations for Macalester College, through the Board of Christian Education, I congratulate the trustees and faculty and students and constituency upon your choice of Dr. Harvey Rice as President. I congratulate Dr. Rice on this significant occasion which brings both honor and grave responsibility to him. And I pledge both to the college and the new president the responsible and cooperative support and encouragement of the Board of Christian Education, as we work together to bring growing persons closer to that measure of unity and maturity which is seen most perfectly in Jesus Christ. [applause]

[Speaker?]: Ladies and gentlemen, on behalf of the Board of Trustees of Macalester College, I have the honor to present Harvey Mitchell Rice, to serve as President of Macalester College. Dr. Rice comes to us at Macalester College evidently equipped to serve at the office to which he has been elected. He is a native of West Virginia, he received his public school education and undergraduate work in that same state. He pursued graduate work in history at Ohio State University from which he received the degree of Dr. of Philosophy. He comes to us after mature experience as a teacher, an educator, and an administrator. In all three fields he has distinguished himself. He has served on many educational boards, committees, and commissions, and has thereby gained a rich and enviable experience. Both his scholastic attainments and his spiritual motivations mark him for academic and Christian leadership in our

midst. Not least among the many attributes which he brought with him from New York State and which have graced his life is his charming wife. [applause]

Harvey Mitchell Rice, on behalf of the Trustees of Macalester College, I now charge you to fulfill the Office of President as is set forth in the act of corporation and in the constitution and bylaws of this college.

I agree so to do.

I charge you to work with the faculty to pursue that educational policy and practice which will provide a Christian liberal arts education for the students of this college.

I agree so to do.

I charge you in yourself and those associated with you to nurture that spiritual climate in which the pursuit of truth is most readily fostered.

I will the Lord being my helper.

I charge you to approach your task with devotion and humility, with imagination and courage, for the continued well being of this college, and those entrusted to your charge.

I will with God's inspiration.

Now in the name of the Board of Trustees of Macalester College, I hereby invest you with the responsibilities and prerogatives of this office, of President of Macalester College. In token of Dr. Rice, I present you with this cross as the emblem of your office and over common faith, and may God richly bless you.

Let us pray. Oh God our father, let now thy blessing rest upon this school, let thy spirit descend upon its president, endow him with our strength, make him mindful of thy spirit, that he may be better able to perform his daily tasks, give strength to his hands, that he may labor joyously and find contentment these days, give honest to his mind, letting it deal honorably with those who work at his side, let him find greatness in justice, strength in integrity, pride in humility, onto the men and women who teach in these halls, give thou the love of knowledge, and of truth, and on those who study the spirit of inquiry and piety, now let thy grace descend upon us all, and give us the knowledge of thy presence, through Jesus Christ thy son, our lord, amen.

President Harvey Rice: Dr. Law, Dr. Morrison, members of the Board of Trustees, other distinguished platform guests, delegates of institutions of higher education and of learning societies, members of the faculty of Macalester College, members of the student body, friends and visitors. May I express a sense of deep personal gratification, to those in the program today who have so eloquently brought greetings to Mrs. Rice and myself, may I express to each of you who has come to this gathering the thanks of Macalester College for the honor you have done to

her today. Let me say that President Heald had to leave in order to take the only plane back to New York leaving here at 4:30, that would return him there for a meeting which he must attend tomorrow morning.