

Faculty Conference  
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THE FUTURE OF ILLINOIS WESLEYAN

"Snorri," according to one of the old Icelandic sagas, "was the wisest man in Iceland who had not the gift of foresight." In a few words, this tells us much about Snorri and about the purpose of our discussions today. If we do not make every effort to foresee the direction of things to come, we shall suffer the consequences of reliving the mistakes of history. Human hindsight is amazingly keen. Some, like President DeGaulle, even confuse it with foresight. The futility of our Vietnamese policy is widely recognized today, although the reverse was true in 1965 when Lyndon Johnson embarked on escalation. Harry Truman learned the same painful lesson in 1950 in Korea. It takes a Winston Churchill to boldly state that appeasement and Munich are not always wrong despite the fact that the Czechoslovakian people have been subjected by an occupying power three times in as many decades. Let us try to "see through a glass darkly," that which we shall eventually see face to face.

This University has defined its mission well to provide a quality program of higher education, under the aegis of Task Force I, with emphasis on specialized, liberal, and religious learning. As a newcomer reviewing the scene, I believe that Wesleyan, like other liberal arts colleges with similar objectives, and in fact, higher education in general, has been most successful in its specialized programs, less so in elucidating liberal education, and least successful in religious emphasis. This is not meant to ascribe failure to any efforts, but simply to acknowledge that "the Academic Revolution" is in evidence here as elsewhere.

In their book by that title, 1/ Christopher Jencks and David Riesman use the term "to describe the rise to power of the academic profession," which has occurred during the past century at several levels -- within the professions themselves, within academic institutions as faculties have gained ascendancy, and within American society as a whole. The "university college" is seen as the model for

1/ New York, 1968.

undergraduate education, "whose primary purpose it is to prepare students for graduate work of some kind." 2/ These colleges, of which we are one, tend to be downward extensions of the graduate schools to which their students are heading. (Lest someone suggest this is not true of nursing, I would describe the demise of the diploma schools and the evolution of collegiate schools as fitting this pattern at a slightly different level.) There is little doubt that American colleges are doing a much better job of preparation today in almost every subject matter field than they were a few decades ago, and much of the credit goes to the improved status of the academic profession and its emphasis on excellence within the various disciplines. At the top is the American graduate school, "the envy of the world, a mecca for foreign students and a model for foreign institutions." Jencks and Riesman assert that, "Both the best and the worst in undergraduate education emanate from it, and the over-all quality of American intellectual life depends more on it than on any other single institution." 3/

All of this has left Cardinal Newman's "Idea of a University" as a liberal arts institution in considerable disarray if not in shambles. Liberal education has not failed, here or elsewhere, it has some outstanding successes to point out, but it struggles for recognition in a scholarly community in which kudos are distributed for achievement within professional disciplines rather than broadly across them. We have some built-in advantages in this struggle because "it is easier for the faculty of a liberal arts college to live and function together as a 'company of scholars' than it is in a great university with its emphasis on specialization, its unwieldy size..." 4/ Nevertheless, the problem remains. As Dean DeVane of Yale has said, "A strong case can be made for the idea that the designing of a curriculum and a structure for the liberal arts college which will make it an organic part of a total

2/ Ibid. P. 24.

3/ Ibid. P. 513-4.

4/ Robert S. Morrison, "Foundations and Universities," Daedalus, Fall, 1964.

educational plan is our most urgent problem." 5/ (After the agonies of Task Force II and the curriculum revisions of this past year, the difficulties of facing up to this problem are painfully evident to this group.) I wish to affirm here my belief that we must continue to work at achieving truly liberal education, and I shall return to this later. Suffice it for now to say that I agree with Sir Eric Ashby that the alleged antitheses between science and humanism and between liberal and specialized education are false ones. 6/

The difficulties of developing a religious concern for ultimate values are mixed in contemporary theological disagreements. According to Pattillo and Mackenzie, who conducted the study reported in Church Sponsored Higher Education, "The shifting sands of religious faith today provide an uncertain foundation for religiously oriented educational programs." 7/ The confusion is fundamental and has roots deep in history. The grossest butcher of the past generation studied to be a monk: Joseph Stalin. And our most religious president, Lincoln, was not well regarded by the ecclesiastics of his day. This only makes our efforts more necessary. In criticizing the graduate schools, Jencks and Riesman state that "the present system ignores or positively discourages ... tact, practicality, social inventiveness -- and even faith, hope, and charity." 8/ The case is more generally put by Professor Douglas Bush of Harvard, who writes, "The raw human animal, more acquisitive, aggressive, and sensual than sensitive, needs to be civilized if society and the good life are to exist... Are any of us ... moved by scientific principles when we examine ourselves..., when we fall in love or face a moral dilemma, when we feel, think, and act as citizen, friend, son, brother, husband, father..." 9/ Our colleges and universities, this college, need to face this issue more squarely than we do. In helping students to develop a philosophy of life, Pattillo and Mackenzie concluded succinctly, "It is now assumed by most

5/ William C. DeVane, "The College of Liberal Arts," Daedalus, Fall, 1964.

6/ Technology and the Academics, London, 1958, P. 75.

7/ American Council on Education, Washington, 1966, P. vii.

8/ Op. cit. P. 530.

9/ "The Humanities," Daedalus, Fall, 1964.

colleges that this goal is attained indirectly and fortuitously, that it is not an objective toward the achievement of which the student can be assisted in an orderly way. This assumption is fallacious. The student is no more likely to arrive at a sound world view effortlessly and by chance than he is to master calculus as a by-product of studying psychology or music." 10/

In regard to our sponsoring United Methodist Church, the statement distributed to new faculty members entitled, "Illinois Wesleyan's Position as a Church-Related University," requires revision on two counts: (1) because of the recent modification of the by-laws and pending charter revision, and (2) to more nearly reflect our practice of relying heavily on professional competence in judging a person for tenure or advancement.

#### Organizational Alternatives

The reports and self-study materials for the two North Central visits as well as those of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the National League of Nursing provide a starting point for the discussion of needs and changes. The most pressing need for academic improvement clearly lies in the College of Liberal Arts. While all four of the professional schools qualify for good or excellent ratings, not enough of the nineteen departments in the Liberal Arts College do. The 1967 North Central report sighted certain weaknesses in this College, and last spring Dean Pfnister emphasized that "to develop strong departments with some sense of identification within the Liberal Arts College as a whole, more emphasis will have to be placed upon the College as such." He further recommended the appointment of "an Associate Dean with special responsibility for the day-to-day operation of the Liberal Arts College."

10/ Op. cit. pp. 211-12.

I concur with this recommendation and shall request that the faculty of the Liberal Arts College establish a committee to work with Dean Walker and me in the search for the appropriate person. Our objective should be to make this appointment beginning with the year 1969-70.

Dean Pfnister also "strongly recommend(ed) giving consideration to dropping the designation of 'College of Fine Arts'" because it "is not a working structure." Although "Art, Music, and Drama conduct their own affairs independently," I suspect there is more to their informal interrelationships than the examiners had opportunity to discover in the short time they were here. Consequently, rather than yield quickly to dropping the College of Fine Arts, and also because I wish to emphasize the cohesiveness of this University instead of its divisions, I offer the following suggestion for your comments and reaction. A Coordinator of the Fine Arts and Humanities could be appointed with the authority to convene meetings, instigate and develop programs, assist in budget preparation but not be responsible for faculty recruitment, and sit in the Dean's Council. He would be less than a Dean but considerably more than a figurehead. Such a position would provide a bridge between the Liberal Arts College and the Fine Arts Schools and hopefully create an avenue for increased professional performance in the Humanities. Just as Nursing has developed valid ties with the Science Division, so the Humanities might work more closely with Music, Art, and Drama. (And also, Economics should continue to meet occasionally with the Social Science Division despite its newfound affiliation within the Business and Economics Division.)

Three alternate courses of growth appear to be worthy of our consideration, although I shall concentrate my remarks on that course which I think to be most reasonable and likely. First, we could freeze our enrollment at the present level and concentrate on quality improvement. This makes more than a little sense because the

growth of endowment and current giving are relatively independent of size and are diluted by any expansion in size. It is tempting inasmuch as some of the finest liberal arts colleges have chosen this course and have benefited as a result. It ignores, however, some prior commitments and the necessity of some growth to qualify for federal funds for capital improvement.

Second, we might opt for maximum growth -- to half again or double our present size within a decade, perhaps along the cluster college pattern of the Claremont Colleges or the University of the Pacific, with the possibility of additional professional schools or graduate training. It is my opinion that such a course would require more extensive federal or state tuition subsidies than are now available and much more in the way of capital funds for expansion than Wesleyan can reliably anticipate. While we should obviously not rule out the possibility of merger or added special or graduate education, the resources required reduce their likelihood. For example, Wesleyan has just acquired within the last five years the library facilities needed for an adequate undergraduate program, and a general graduate program would require a collection five to ten times as large. 11/

Moderate growth, emphasizing the qualitative improvement desirable within the Liberal Arts College, offers a third course more compatible with our resources and needs. Growth at the rate of the past decade -- three percent annually -- would provide an enrollment of approximately 2200 by 1978. Modest expansion of this sort would permit the Business and Economics Division and other Liberal Arts departments to balance the increase already underway in the Nursing School and Fine Arts College. Our financial support should enable us to do this and at the same time devote attention to experimentation and elaboration of new programs so essential to educational enterprises that aspire to be more than ordinary.

11/ James E. Skipper, "Interinstitutional Cooperation in Library Services," Association of American Colleges, 54th Annual Meeting Papers, Jan. 1968.

These three scenarios, while not exhaustive, outline the contours of the terrain open to us. Among the six or eight outstanding small liberal arts colleges of the Midwest (Carleton, Macalester, Lawrence, Grinnell, Kalamazoo, Oberlin, Antioch, Kenyon) at least two are especially illustrative of the possibilities for Wesleyan. Both Lawrence and Kalamazoo are church-related, located in communities about the size of Bloomington-Normal, relatively equidistant from large metropolitan areas, and have gone through substantial quality improvement during the last ten to fifteen years. In the end, Wesleyan's course of development must be its own, but the paths of others can be suggestive.

Some of the pitfalls along the way can be identified. Too much growth in too many directions would probably be far worse than to leave a few untasted opportunities to others. Internally, we must avoid departmental fragmentation to achieve groups of viable size, and resist the temptation of course proliferation. Graduate programs are probably not for us, unless they fit a unique situation like the Music School or Summer Science Institute. The natural progression is obviously from well-rounded and optimal undergraduate departments performing some research to ad hoc seminars, special institutes, and continuing centers prior to more ambitious graduate work.

#### New Programs and Directions

At any time there is a range of opportunities available for educational institutions to qualify in and offer -- new programs to introduce, new directions to probe. You are in the best position to continually observe the everchanging sea of scholarship, to determine the timing and to distinguish a tidal wave from a passing squall, to know when a new field is ready for introduction in a college such as this. We cannot pursue every March hare, nor allow many significant mutations to go unnoticed. We cannot ride the crest of every new development, but we want to feel the excitement

of being involved in the intellectual ferment of our time. I wish to identify some avenues of promise, without claiming that the list is at all complete even today, and tomorrow it will change.

Perhaps because of my involvement with an international company, I am especially concerned with the increasing contacts Americans are having overseas and the greater responsibility we carry in world affairs. Foreign travel was rare before World War II, now most college-trained people travel abroad at some point in their lives, and the next generation will surely be even more peripatetic. Our response to this ought to be greater emphasis on language skills, as Conant has pointed out. <sup>12/</sup> More and more nurses, businessmen, teachers, and journalists are finding themselves in foreign settings, and learning a second additional language is always facilitated by the first, no matter how long ago it was. This is a unique opportunity for us as well as other liberal arts colleges, and we should seize it by strengthening our program in European languages, and, eventually, through consortia arrangements or otherwise, find ways to increase student experiences in other languages and cultures. We have the opportunity, if we have the imagination, to give our evolving Business and Economics program an international flavor that is generally lacking elsewhere.

The launching of the Business and Economics Division at a time when curricular revisions are in full scale elsewhere will permit us to avoid some of the mistakes of the past in overly specialized business courses. At the same time, we may experiment with greater international emphasis, a closer relationship to the behavioral sciences characterizing some of the more interesting new programs elsewhere, and the quantitative methods increasingly useful in business and economics. Students in these disciplines, in particular, will live in a world where familiarity with computers will be mandatory.

<sup>12/</sup> Shaping Educational Policy, New York, 1964.

This whole question of gaining greater competence in quantitative methods is one that ought to attract greater University-wide concern than it does. With a faculty member recently returned from the Institute on Mathematical Applications in Political Science, the case is well illustrated. One after another, the various social science fields have taken on more of a statistical approach, requiring mathematical skills unnecessary in an earlier day. I think that Professor Kemeny is sound in believing that in the next generation the knowledge of how to use a computer will be as important as knowing how to read and write. Fortunately, the new General Electric time-sharing computer terminal to be installed in Sherff Hall will enable Wesleyan to begin the process of familiarization. <sup>English Committee</sup> The acquisition of computer skills not now possessed will challenge the faculty even more than students, but we all possess the requisite ability. This whole topic is thoroughly treated in the Pierce report entitled "Computers in Higher Education." 13/

The discussion of languages and the language of mathematics has involved us in considerations of general education -- what constitute the liberal arts and sciences? We are uncertain and in disagreement in answer to this question. Moreover, "the trend seems to be away from interdisciplinary efforts at the undergraduate level and toward renewed acceptance of the value of introductory courses in the academic disciplines." 14/ Across the country, there has been frequent antagonism between the faculty departments and the advocates of general education, usually at the expense of the latter, because of their inferior professional bargaining position. The charge is often dilettantism or insufficient disciplinary depth. If I have properly understood the acrimony which acerbated the lengthy debate about the Task Force II proposals, leading after several miscarriages to the new Liberal Arts College curricula, some of

13/ Report of the President's Science Advisory Committee, Washington, 1967.

14/ Jencks and Riesman, op. cit. P. 498.

this rivalry between liberal and specialized approaches rides the Wesleyan campus as well.

The problem of finding the unifying influences remains to be solved. Perhaps they exist to a greater extent outside organized course work than most of us have realized. I mean in the arts, special events, religious activities, and the like. Certainly, a science student may learn more appreciation of Shakespeare from a good performance than a forced reading, and a sermon by Dr. Harold Bosley or a concert by Rudolph Serkin are effective stimulators. The task becomes one of establishing a level of expectation for what we used to think had to be required. This can happen here -- to the extent we try to make it happen. The interdisciplinary courses ought not to be denigrated further -- they are generally better than they have been given credit for being. We need to keep working at different approaches to what we all need to know, outside as well as inside the classroom. And let us not forget that, "A discipline is at bottom nothing more than an administrative category." <sup>15/</sup> As Jencks and Riesman point out, "American scholarship has been noteworthy for its ability to cut across disciplinary boundaries," but "graduate training has been conspicuously slow to follow this lead and let students look at problems rather than disciplines." <sup>16/</sup>

Next, although we are primarily a teaching institution, the faculty needs to become involved in research to a greater extent than it is. The North Central report stated that, "the faculty is not generally active in scholarship; that is, in research and other scholarly activity of a kind that enlivens teaching or is teaching oriented." They attributed this partly to course proliferation. President Allen Wallis of Rochester holds that "the conflict between teaching and research...is mostly an illusion," and other authorities echo this view. "Teachers cannot remain stimulating

<sup>15/</sup> Ibid. P. 523.

<sup>16/</sup> Ibid.

unless they also continue to learn..." 17/ The impetus for research must come largely from individual faculty members; the University must provide encouragement and the necessary environment. This will take some tailoring of interests and resources because we do not have resources for every kind of research. *to the one tradition + spirit*

Inter-institutional cooperation is the wave of the future in higher education, and this will be the route to the solution of many dilemmas in which we find ourselves, including that of research. This may be the best approach to some small upper level courses in the sciences, Slavic languages, as well as non-Western studies. The Central States College Association has great potential and we should not ignore Illinois State University and the University of Illinois. We will need to take the initiative in many of these relationships because the larger institution does not feel the need as we do. Several departments already have well-traveled avenues into the best graduate schools, and I know of no better way to begin to establish relationships than through former students who have made good.

There are many other programs worth our thought and consideration, although not every bud will blossom. I have not mentioned the potential for greater student participation in different facets of University life, already so important at Wesleyan. Work-study could offer many more creative opportunities to relate practical experience to course work. One of the branches of the State University of New York at Old Westbury is exploring a program of involving practicing professional people in teaching, somewhat reminiscent of the old Law School at Wesleyan. The possible use of practioners -- as adjuncts, not as replacements -- is emphasized as something worth trying by Jencks and Riesman. "Pasteur is not the only chemist whose stimulus came partly from practical problems, nor Freud the only psychologist..." 18/

17/ Jencks and Riesman, op. cit. P. 532ff.

18/ Ibid. P. 249.

Requirements for Meeting Objectives

Continued progress in the improvement of Wesleyan's academic program obviously depends on our ability to attract and retain excellent faculty members and to enable those already here to upgrade their skills. Good students will come to where there is able and stimulating faculty. Our ability to be competitive in the marketplace for scholars requires that we provide an open and satisfying environment in which to work and pay them as well as other colleges offering the same attractive situation. This means our salaries must rise more rapidly than the average for all institutions during the next five to ten years. Wesleyan's faster rise during the last half-dozen years has been financed by rapid increases in tuition. This means is no longer open to us because we are now more heavily dependent on student fees than most colleges. This dependence on student fees is not amenable to quick change, but the increasing dependence must be arrested and ultimately reversed. The other sources of funds that must rise to enable us to do this are (1) endowment income and (2) current giving. Endowment income may rise as a result of effective solicitation of funds from the Wesleyan constituency and also by more aggressive management of the investment portfolio, which I can report to you has just been instituted by the Board of Trustees. Increases in current giving must be sought from foundations, corporations, alumni, and non-alumni individuals. Although the contribution of the Methodist Church Conference is small, it has been growing rapidly in recent years.

Faculty and student help in the development effort is necessary and crucial. Our students are our product more or less constantly on display and I might add, in motion. And the faculty is the best indication of the kind of program we are offering. Effective talks, demonstrations, and programs are useful, as are direct personal contacts with interested groups -- nursing faculty to medical groups, business faculty to corporations, science faculty to foundations, etc. When you are called upon, I hope you will respond.

We continue to need facilities. At the present time the most critical need is for the Fine Arts Complex to house the Music and Art Schools. While the National Association of Schools of Music commented on the excellent job the Music School is doing, the examiner's report stated, "Presser Hall...is no longer adequate...with respect to size and function. Aside from a shortage of space, acoustical insulation is quite poor." Moreover, we need little more than the flash fire in the Art Building to impress on us the inadequacy of present Art School facilities. As you know, we received approval of a federal grant for one-third of the \$2½ million total for these facilities in April. We are proceeding with architectural design work in anticipation that we will obtain a federal loan for another \$1 million and that we can raise the balance.

A proposal to renovate the basement of Stevenson Hall has been submitted for fifty percent federal financing and a favorable response is anticipated early next year. This will dedicate the entire building to Nursing School use and enable enrollment to grow to more than 200. The success of the Nursing School within its first decade is reflecting credit on the entire University. Wesleyan's share of the cost can be obtained with little interference to other fund-raising efforts because those interested in the Nursing School are largely a different group.

Beyond the needs for residence halls, we require a swimming pool as soon as possible and probably a classroom building with some offices and laboratories in six or eight years if growth continues as it has recently. Psychology will be moved to interim housing when it vacates Stevenson, creating the first increment of future need.

A chapel has been thought about for Wesleyan for many years, but other needs have been more urgent. We should discuss the merit that such an addition would afford, as symbolic evidence of our church relationship and as an architectural focal point for the quadrangle and entire campus. It could provide an opportunity for daring design

experimentation, for an ecumenical approach based on prairie Methodism, for a larger hall for music and other uses, as well as added offices and classrooms.

The immediate needs I have sketched involve some congestion of financial requirements during the next couple of years -- was it ever different? -- especially in conjunction with the Fine Arts Complex. Insofar as borrowed funds are unavailable or too expensive, we shall be faced with the need to stretch-out or reduce the projects. This is an administrative problem, but it will require tolerance from you -- some queuing may be necessary.

We will want to make some innovations in the traditional approach to budget planning at Wesleyan. Dean Pfnister mentioned program planning budgetary procedures which place emphasis on the requirements for a program or activity as opposed to the line by line budgeting approach. Similarly, we shall want to experiment with academic cost accounting to put us in a better position to anticipate future changes associated with various activities.

#### Faculty Responsibility

McGeorge Bundy, writing in a penetrating article in the September Atlantic, states that "while the president is legally the representative of the trustees and mythologically the single-handed Alexander of the university, in underlying truth he must be the agent of the faculty." He believes that faculty strength, which existed in only a few excellent places prior to World War II, now characterizes the academic profession as a whole -- "In our foremost universities today it is the faculty which is central." I believe this is the situation at Wesleyan today, and I look upon my role as your representative.

It is essential in understanding the student rebellion today to recognize that it is aimed at the authority of the university, at the faculty in most places, not

the administration. The administration is simply the symbol and agent for this authority. More frequently than inept administration, I suspect that students are disgruntled about faculty narcissism, and inattentiveness to student needs if the process of education is to occur. If once he was supreme, the president can no longer perform, for more than one reason, as Bishop Chase did, the founder of Kenyon College and also Jubilee College in Illinois:

He built the college, built the dam,  
He milked the cow, he smoked the ham,  
He taught the classes, rang the bell,  
And spanked the naughty freshmen well.

Wesleyan's program, therefore, is your program and its plans, your plans. Insofar as your vision of the future is carefully developed, we may prosper and flourish. If your planning disintegrates into flagrant competition for ascendancy, if your meetings degenerate into harangues reminiscent of the Democratic Convention or a Senate filibuster rather than free and constructive exchanges of opinion, we shall be the loser. No administration can issue directives for scholarship and devise assembly lines for research. <sup>19/</sup> You must provide the initiative and the ideas. I am confident that the human resources are here.

I shall close with a quotation Bundy repeats from Edmund Burke, in his victory speech to the Electors of Bristol, substituting as he suggests, president for representative, and faculty for constituents.

Certainly, Gentlemen, it ought to be the happiness and glory of a (president) to live in the strictest union, the closest correspondence, and the most unreserved communication with his (faculty). Their wishes ought to have great weight with him; their opinions high respect; their business unremitted attention. It is his duty to sacrifice his repose,

<sup>19/</sup> Ashby, op. cit. P. 73.

his pleasure, his satisfactions, to theirs -- and above all, ever, and in all cases, to prefer their interest to his own. But his unbiased opinion, his mature judgment, his enlightened conscience, he ought not to sacrifice to you, to any man, or any set of men living.