George Fox University

Digital Commons @ George Fox University

George Fox College Journal, 1952-1966

Archives and Museum

Fall 1957

The College and Its Community: The 1957 Faculty Lecture

Milo C. Ross

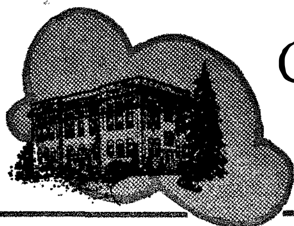
Follow this and additional works at: https://digitalcommons.georgefox.edu/gfc_journal

Part of the Higher Education Commons

Recommended Citation

Ross, Milo C., "The College and Its Community: The 1957 Faculty Lecture" (1957). *George Fox College Journal, 1952-1966*. 8.
https://digitalcommons.georgefox.edu/gfc_journal/8

This Article is brought to you for free and open access by the Archives and Museum at Digital Commons @ George Fox University. It has been accepted for inclusion in George Fox College Journal, 1952-1966 by an authorized administrator of Digital Commons @ George Fox University. For more information, please contact arolfe@georgefox.edu.



George Fox College
JOURNAL

VOL. V FALL, 1957 NO. 1

The College and Its Community

THE 1957 FACULTY LECTURE

Copyrighted, 1957, by George Fox College

BY MILO C. ROSS, A.B., D.D., PRESIDENT

Every thoughtful citizen must now be aware that the most critical problem facing higher education in America is how to win "the battle of the bulge"—in enrollments. Up until this time, most of the problem has been centered in the elemenary and up into the high schools, but a plain course has been charted to the effect that the unprecedented increase will come in 1960 Mr. Peter F. Drucker in *Harper's* Magazine for August, 1956, poses the alarming query: "Will the Colleges Blow Their Tops?" Mr. Alfred P. Sloan, Jr., former chairman of the Board of the General Motors Corporation, comes out with his serious analysis: "I feel that the educational industry. . . is not planning as aggressively as it should. It is not looking forward to the next ten years to meet the great expansion of the market that it must meet unless we are going to reduce the general level of education in this country. . . That's exactly contrary to what business does. Business is looking forward toward expansion and development. It seems to me that the educational industry is not planning big enough."[1]

The Honorable Marion B. Folsom, Secretary of the Department of Health, Education and Welfare, in his address before the American Council on Education last October, shared the same views: "In 1954, almost twice as many children were born as in 1934. Our educational system from kindergarden through college is straining today to meet the needs of the largest student enrollment in history, but in the years ahead the number of children seeking admission to all levels

of education will continue to increase very sharply. By 1970 (only 14 years away) the number of young persons seeking higher education will be at least doubled, perhaps tripled."[2]

This is a growing, and not a static or decaying nation. Every day our country has several thousand more people than the day before. Every twelve seconds there is one net addition to our total population. When many thousands of school buildings now in use were built (1900), our total population was about 76,000,000. On May 27, 1955, the population of the United States reached 165,000,000, a figure which ten years before the Census Bureau believed would not be reached until the year 2000, if ever! In 1936, the number of babies born in this country was less than 2,500,000 This present year the number will be about 4,250,000—and on the average, they will live much longer than those born twenty years ago.[3]

There are now more than four times as many people living over 65 years of age than in 1900. In 1930, the live births per hundred were 16.9. In 1955, they were 25. This population rate is now greater than that of India, long the world champion in population increase.[4]

These facts might not have such serious educational implications in some other countries as they have here. Our country is concerned with providing educational opportunity for all, and not just a part of its people. "The order given by the American people to the schools is grand in its simplicity; in addition to intellectual achievement, to foster morality, happiness, and useful ability. The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied, and, so far as possible, corrected. This is a truly majestic ideal, and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind."[5]

Education is the means through which our country's purposes are realized and through which the country itself is perpetuated. 'The opportunity must be given to every American citizen to attain the highest level of education and training of which he is capable."[6]

As a result of this point of view toward educational opportunity, there are now, out of a population of something

more than 168,000,000, in excess of 29,000,000 pupils in our elementary schools (by 1965, 36,000,000) over 8,000,000 in our secondary schools (by 1965, 12,000,000) and over 3,000,000 in our colleges (by 1965, 4,500,000). About one out of every four of our people now goes to school or college. The problems arising out of numbers come not only from the fact that the total going to school and college is growing at the rate of nearly 2,000,000 a year, but also that the rate itself is growing faster proportionately than the population generally. In the 14 to 21-age group, while in 1900 only 8 per cent were in school or college, 62 per cent of that age group are NOW in school or college.[7]

But these staggering figures are only the beginning. We are now told that in the next 15 years, the facilities which will be needed to cope with this tidal wave will need to be as great as all the facilities emassed in all the 300 years of higher education in America![8]

If we transform our college system into a predominantly non-residental one, we can get by with an additional 10 to 15 billion dollars for building and equipment. If, however, we try to maintain our present, predominantly residental system with its sleeping, eating, and recreational facilities, we may have to spend 40 to 45 billions of dollars.[9]

But far more serious than bricks and microscopes is the shortage in qualified teachers for schools operated on the present basis. By 1965, there will be needed nearly 350,000 more teachers than there are now.[10] There are no signs anywhere that such a needed increase will be met by the total of all present or planned training programs across the nation. It is likely that the shortage of fully qualified teachers will approximate a quarter of million, if present conditions continue. If these problems are aggravated in the primary and secondary levels, how much more so in the colleges, where it has been conceded for many years that a master's degree and, if possible, a doctor's degree, are essential to successful teaching? The combined facilities of all graduate schools in the world cannot possibly turn out enough formally trained personnel.

Last year, for the first time in history, American higher education was a $3 billion operating business. Before World

War II it was a $750 million business, and before the depression, a $500 million one. Before 1970 it will be a $5 billion business.[11] According to releases from the Council for Financial Aid to Education, the operating costs of colleges and universities have doubled since 1949.

But to retrace the steps of our fore-bearers: Back in 1830, when the pioneer sociologist Alexis de Tocqueville returned to France after a visit to this country, he wrote: "These Americans are the most peculiar people in the world. You'll not be lieve it when I tell you how they behave. In a local community in their country, a citizen may conceive of some need which is not being met. What does he do? He goes across the street and discusses it with his neighbor. Then what happens? A committee comes into existence and then the committee begins functioning on behalf of this need. And, you won't believe this, but it is true. All of this is done without reference to a bureaucrat. All of this is done by the private citizens on their own initiative."[12]

This American attitude of acceptance of individual responsibility for the group welfare, of faith in individual initiative to solve group problems, has its roots deep in our history. The Pilgrim settlers, resisting and escaping from a society in which personal freedoms were denied and individual initiative was throttled, were confronted on the rugged shores of America with a critical problem of physical survival. They had the problem of creating the proper atmosphere for the survival of their values. These over-riding needs could be met only through group action, but they knew all too well the group action imposed by the absolute power of dictatorial government would inevitably transplant the evils they sought to escape. Their predicament placed a premium on initiative and cooperation, and they developed those qualities to a high degree. They had no one but themselves, under Divine guidance, to solve their community problems. And over the decades, as the American frontier was pushed West, similar circumstances and attitudes prevailed. The new community, whether in Pennsylvania, in Kansas, or in Oregon, had a church only if the settlers got together and built it themselves. It had a school only if everyone pitched in and built a school. It had a college, or a hospital, only if an individual, or a

group of individuals, sparked a campaign and got donations of money and of work. This technique of community progress through cooperation, rather than governmental compulsion, this non-profit motive, if you will—became perhaps the most distinctive characteristic of American civilization.

What is the environment, this atmosphere, this American drive of the philanthropic impulse? It is, of course, many things. But fundamentally, it is this: out of the American doctrine of equal opportunity has evolved, almost of its own momentum, the corollary doctrine of equal responsibility. In a society such as ours, where the state is subordinate to the people, these twin doctrines find vigorous and manifold expression. Where the doctrines do not exist, statism, or worse, is all-powerful, all-pervasive. Moreover, we have developed an extraordinary sense of confidence in this system of self-reliance, because it has worked. We believe in doing something about our problems. We believe deeply that God is more inclined to help those who help themselves, and that man is substantially the master of his own fate. These homely adages are important symbols of our heritage, our culture, and our national character.[13]

In the words of Donald K. David, vice-president of the Ford Foundation, in an address before the Chamber of Commerce of Greater Philadelphia: "When we recognize a social evil, we demand that it be corrected. The American people will not live with problems of an educational system that lags behind population growth, of mounting juvenile delinquency, of external threats to continuing existence, of unconquered diseases such as cancer—the American people will not live with such problems without trying to do something about them."[14]

We cannot and we must not escape our responsibilities as free citizens for the social problems of our day and tomorrow. In implementing this concept of freedom, Richard Eells used the phrase "private sectors" to encompass those areas of social activity which comprise untrammelled enterprise. "The private sectors," he writes, "constitute all the areas of meaningful human activity apart from public government; the indigenuous welfare groups of the local community; the private schools, the colleges, and the universities; the healers of

the body and the soul; the associations of scholars, scientists, writers, and artists; the labor unions, the business enterprises —indeed, the whole spectrum of voluntary associations through which men hope in their own way to achieve their goals, mundane and divine."[15]

It is the province of this lecture to discover, and delineate, if possible, the interplay of values, and the correlation of meanings, between the college as such, as the seat of learning; and the community surrounding it, not "community" in the more limited aspects as referring to the administration, professors, staff and students, but rather the town or city in or near which the college is located, its wider locale, its constituency from which is draws. Are these values so nebulous, or spiritual, as to be difficult of charting? Or can at least some of these values be isolated and tabulated in such a way that the community can recognize the contributions of the college, while at the same time the college can be better able to mark out its course in reference to the community?

I need not champion the cause of other segments of the higher educational field, only insofar as the needs and aims may approximate each other. The area of concern is that of the small independent college as set off from the tax-supported and land grant universities, and most particularly the church-related colleges of Oregon, and finally pin-pointed to George Fox College itself and the city of Newberg. Does it pay to maintain and foster the educational institutions of our land, both public and private, and are there values which can be charted, even down to dollars and cents? How does one come to a recognition of value, when, of necessity colleges deal with dispositions, with native gifts and endowments of minds, with potentials, with mental grasp and with character building? How can one be objective when a coed flunks an exam after she has broken up with her boy friend? How can it be charted on a graph how that a youth decided to give himself to medical research instead of to a more lucrative calling? What criteria can be collected which, when checked off, will show that the world is better by far because a Herbert Hoover got the directions for his life patterns in the school which sponsors this lecture?

As Winston Churchill has so grandly said: "A (college)

looks to the future more than to the past, for it is with the young that its main preoccupation lies. It distills the wisdom of the ages, the learning which the ancients held to be the first of earthly prizes, and bestows it as modern needs and practice demand. This a (college) may take pleasure in advancing years, pleasure unqualified by regrets, for here age is accompanied and invigorated by perpetual youth which tempers the untutored enthusiasm of man's early years with the accumulated experience of the centuries."[16]

The pioneers to the northwest believed in the establishment of schools and colleges. Today, there are more private colleges in Oregon per capita than in any other state. Has it been worthwhile? Is it still worthwhile? It is highly significant that *Look* magazine was able to put the total educational process of our state ahead of all others; and in this, the smaller, private colleges have played an important role.[17]

Can it be shown that a college brings elements into the community of such an advantage to the community that it would suffer were the college to be deleted from the life? May I throw out these exhortatory questions: would our community be better, or worse, if we had no programs of a cultural nature—no plays, no concerts, no athletic contests, no conventions and conferences, no lectures, no eminent speakers being brought to our city from other places? Can the city be justly proud of its stake in a college and drive its guests through our landscaped campus? What if there were no violin lessons, no art exhibits, no religious emphasis, no May Day, no library facilities, no body-building equipment, no adult educational opportunities? Do college people contribute sufficiently to the community life, socially and intellectually, and do they use up this contribution to the greatest extent? Can the city fathers, and businessmen justify the college?

In order to come to some basis for a number of these questions, two years ago our public relations office ran a survey of the spending habits of our faculty and student body, and worked out with our business manager even to the amounts of money being spent locally for school supplies and provisions. We endeavored to be most conservative. But even with the discounting over every conceivable dollar, we still came

up with the fact that George Fox College brings into this community—not Portland or Wall Street (!)—at least $92,000 annually.

A subsequent analysis, based in part by counsel from our sister colleges, now suggests at least $125,000. A release from our William Penn College in Iowa states that the figure of $1,500 per student should be used. However, inasmuch as several other Oregon colleges stay at the $1,000 per student level, it has been deemed wise for us to do the same. This figure is no mean one, nonetheless, placing us as it does as a prime factor in the business life of Newberg, superseded only by the Portland General Electric Company, The Spaulding Pulp and Paper Company, and the public school system.

Since running the survey, I have asked the other colleges and universities of the state to be so kind as to make estimates of their local spending and the probable economic value each of them is to the town or city where they are located. I have enjoyed a most gratifying and helpful response. These are the results, and I shall be quoting excerpts from the most adequate and meaningful replies:

First, from the University of Oregon, Mr. J. O. Lindstrom, business manager: "We recently made a study of what the University of Oregon means to the community of Eugene in terms of economic values, and it is estimated that approximately $12,000,000 per year, exclusive of construction, is represented by the University. This averages approximately $2,000 for each student enrolled."

Assistant business manager Robertson of Oregon State College pegged his estimate at $1,800 per student, and an enrollment of 6,600 this year would mean in the neighborhood of an additional $11,880,000 for Corvallis. He put his estimate under that of the University because students at Oregon State are said to have a little less spending money than the "U" students, and also because Corvallis is a smaller municipality than Eugene, and more buying must be done elsewhere

President Frank B. Bennett of Eastern Oregon College at La Grande has informed me: "Our current budget approximates $500,000. We have an average through the year of approximately 600 students who come to the college at an

estimated cost of $1,000 each. This makes a total of their expenditures approximately $600,000. We estimate that half the total budget is expended within the general area of La Grande, and if half of the student cost of college is spent in the community, then something upward to a half million dollars is placed in circulation in the local business economy."

Mr. Donald E. Lewis, business manager for the Southern Oregon College at Ashland, writes as follows: "As you know, it is very difficult to arrive at a figure that represents the economic value of our college to our community. I believe that a conservative estimate, however, based on the criteria you indicate, would place this value at about $500,000."

Comptroller Gwen L. Taylor, of Reed College, gives the Reed picture in the light of the financial help to Portland. "We estimate that the college, its 175 employees, and 600 students, spend nearly $1,000,000 each year in the Portland community This estimate seems reasonably conservative in the light of the fact that our payroll in 1955 was $607,668 and that the operating budget, including the gross for auxiliary enterprises for the year 1956-57 was. . . $1,124,699."

Over the signature of financial vice-president, Richard Petrie of Willamette University, I have the following: "Sev eral of us have discussed our present level of community expenditures and have prepared the best quick estimate possible, taking into account not only student and faculty expenditures, but also expenditures of parents coming to the community to visit their sons and daughters. These estimates range from $1,250,000 to $1,400,000."

This is the picture from the University of Portland: "Our budgeted expenditures for the current fiscal year total $920,000, and, while not all of this will be spent locally, an extremely large percentage will be. In addition, we are engaged in constructing a $460,000 dormitory which will involve nearly 100 per cent local business activity. . . The student games and social events, the faculty meetings and activities, commencement affairs, and the like, all produce business. Altogether, my estimate is that for the scholastic year 1956-57, our school will cause $1,600,000 of business activity in this area." This, over the pen of A. B. Peterschmidt, comptroller.

Lewis and Clark College, at the outskirts of Portland, is able to chalk up the following very important figures: 1,000 students at $1,500 per student comes to $1,500,000 poured back into the Portland economy. Business Manager Halvers was of the opinion that most of this was of direct value to metropolitan Portland.

Much the same can be said for Linfield, in nearby McMinnville, and for which the early history of this Baptist college was quite analogous to ours: Harry L Dillin, President says that each student is worth from $1,350 to $1,500 to the community, and with 500 full-year students last year; plus summer school students, the annual total was $676,602.22. This represents money that would be spent elsewhere if McMinnville did not have the college, for by actual survey, it was found that this amount was spent in the immediate business area last year.

The Oregon College of Education at Monmouth faces a peculiar spending pattern in that the town of Monmouth cannot supply the needs of a sizeable student body and the supporting institution. However, the market area, from which Salem no doubt profits the most, should absorb in the neighborhood of $1,000,000, if the same formula holds there as in other schools of education.

Portland State College and the Portland Extension Center pose different problems from many of their sister schools. The summer session and the evening sessions operate as a unit, while the day school of the college functions separately. A total of 6,953 separate students is involved. Figuring the two units by themselves, the college enrolls nearly 3,000 in three terms at $65 per student. The other sessions figure 3,900 plus those on a very limited schedule. There is no room program. The other sessions are to be reckoned at one-fourth load, according to business manager Newhouse. Therefore, 3,000 students at $65 comes to $195,000. The other group totals $65,375, or a total of $258,375 for student fees at Portland State.

It should not be overlooked that every college and university in the state is either engaged in, or planning, major construction projects. The state system alone has asked for $14,000,000 to be used in this manner in the next biennium.

Although these figures have not been included in the regular budgets of the colleges mentioned in this lecture, the construction costs in some instances are greater than all other costs of the institution involved.

The letter which Mr. R. L. Wylie, business manager, wrote in some weeks ago from Pacific University at Forest Grove, runs like this: "Sometime ago our Mr. Berry, professor of sociology here at the University, made a community survey regarding the facts which you are requesting. We feel that an annual outlay of $600,000 in the community is approximately what the boost to the economic structure gains through the university here in the town."

Mr. George Palmer, the business manager at Cascade College writes: "As near as I can estimate, it would be approximately $160,000."

Mr. Robert O. King, the business manager of Multnomah College, sent in quite a detailed estimate, showing the breakdown for salaries, and the day and night sessions of his school. For our purposes, his estimate of $328,000 is comparable to the amounts sent in by the other colleges cooperating in this state-wide survey.

I purposely omitted the Christian church college in Eugene because their policy of duplicating classes with those of the University of Oregon makes it difficult to separate the two student bodies. Or, in other words, most of the Northwest Christian College students have already been figured into the University's report.

Some results can be tabulated easily, while some others may be more evasive. All schools do show a sizable and important contribution to the local economy. All show a stable contribution, which goes on year after year. In fact, colleges are known to have a very low mortality rate and can be considered as most stable and virile. The size of the town or city has much to do with the amount of buying done locally. This carries over from wholesaling and the major buying of the institution to the pattern of student spending. It can now be shown that it is cheaper to attend a small, liberal arts college than the state university although that is not my immediate thesis.

It should be noted, furthermore, that the economic value

of a college to its immediate surrounding territory is greater than comparable figures from other industries or institutions. Another industry may boast a payroll of the same proportions, but the money may simply pass from one hand to another, while a college, tapping youth from all over the country and from foreign countries, brings in new money to the community. There is hardly a college in our state where the majority of the student body is enrolled from the local high schools. As an institution increases in size and becomes more famous it produces a climate which is condusive to bringing in students from a more extended and far-reaching clientele. Some schools even set up regional application arrangements and scholarships to match, thus guaranteeing a student body from many states and countries. And for the purposes of this lecture, this new money being brought in as it is from all over the world, cannot be forgotten in the economic life of the community.

The total of economic value which the colleges and universities plow back into their local communities in this state alone is thus shown to be $33,713,352, of which the free and independent schools are able to show $7,389,602.

The labor pool created by a college in a community has mutual advantages. Following the experience of Wilmington College, Ohio, it can now be quite conclusively shown that the calibre of employees brought into the picture by their attendance at college is higher than the average for a particular industry.

Aside from the total labor pool, the type of employee and the work load fill a need not generally filled in other ways. College students can handle only part-time jobs. They can fit in best in afternoons and evenings, and on Saturdays. There are many employers who need only part-time employees, and those only in afternoons and evenings, and on Saturdays.

Also, although this again is not the primary reason for listing these figures, these will help to substantiate the contention, long a selling point in the advantages of western private schools, that even with lower tuitions in state colleges, it still costs to get an education. The most recent figures made available from the U. S. Office of Education, reveal that student fees run as high as .552 per cent of the total in private in-

stitutions, and only .18 in the public ones, but other costs are higher. An interesting side-light to this total information from Washington, D. C., is that the private institutions can boast a more efficient management, at least in auxiliary budgets.[18]

The Oregon Independent College Foundation has figures in its 1956 brochure which reveal the savings to the Oregon taxpayer which can be realized only if the independent colleges are able to carry a sufficient portion of the student population load.[19]

The Council for the Advancement of Small Colleges is able to show that its member colleges, (and George Fox College is a member), what with a total capitalization of $65 million, a total enrollment of more than 25,000 students, an operating budget of $15 million and a potential expansion to two or three times their present size, will be able to meet the needs of tomorrow at ten cents on the dollar, over against the activation of new fledgling colleges at every bonding election.[20]

Without doubt, Oregon will have some more junior colleges in the future. There may be no other way out for some communities. But junior colleges cost money. We shall need to go to other states where the junior college system is more advanced than in Oregon. The state of Iowa can be used. For the school year of 1952-53, fifteen Iowa communities used $303,675 in tax funds in the support of their junior colleges, an average of $20,245 per district. Total expenditures (including tuition and other income) were $553,345—an average of $36,891. Total full-time enrollment in the 15 junior colleges was 1,355—an average of 90. Total cost per pupil averaged $422. None of these budgets included buildings.[21]

Although many hundreds of the privately operated colleges have been, and are today, in financial straits because of rising costs, and the lowering of endowment incomes because of inflation, the total assets of all of us make up to a staggering total—that of $9,745,000,000.[22] It is hoped fervently, that all of us can preach our gospel sufficiently loud and clear that the public will be aroused to a sense of obligation, for over one half of all educational institutions, both public and private, are in debt. Not alone in this are the small,

struggling schools, but also the great universities. It is said that two years ago Columbia University went in debt $31,-000,000 in its current operation.

A most serious virus has attacked us. It is like a sleeping sickness in which the victim is rarely aware. It is called in some quarters: "Get-the-money-from-the-government-itis." And if two governments are to be contrasted, that in Salem and that in Washington, D. C., always take the one in Washington, D. C., because you can get more and it costs less. In fact, some claim it costs nothing. The government, city, state, or national, cannot give out something for nothing. Everything one gets costs someone sometime.

We are building this country on the magnificent foundation devised by our fathers. It is a precious responsibility. It must be the best, and have the best. We live here and our children live here. And that is reason enough to devote our money, our minds, and our energies to the achievement—for all the people of these United States—of the best possible system of education, the highest cultural and economic standards of living, the strongest physical and spiritual resources, the most equitable and dignified relationship between man and his neighbor.[23]

My points up until now can be summed up succinctly as follows: we face a gigantic and appalling wave of students at the college level, beginning not later than 1960. Situated as we are on the growing edge of American population, the Oregon citizen, parent, and taxpayer should seriously consider how this crisis can be met, and as economically as possible. The colleges can prove themselves to be economic assets. There are two major fields of inquiry yet to be considered, that of the response of business and the public generally, and that of the college, particularly George Fox College, in making itself available to meet the community need in a finer fashion than it has ever done in the past.

I think it is best for me to quote quite lavishly from the feature article, prepared by Mr. A. H. Raskin, and running, as it did in the April 17, 1955 *New York Times* magazine:

Why are corporations giving to colleges? Philosophically, they follow the enormous growth of the corporations with a recognition of their community-mindedness. "Politically, in-

dustry leaders identify the fate of the private liberal arts colleges with the fate of the private enterprise system. A national survey disclosed that 88 per cent of business executives had college background and that the great majority came from liberal arts schools. As a dollars-and-cents matter, companies have decided they have at least as great a stake in keeping the liberal arts colleges alive as they have in fostering technical institutes."

Then, too, "shifts in federal tax policy have made it easier for corporations to underwrite college deficits than for individual benefactors. The piling up of immense personal fortunes has become virtually extinct, outside of Texas, and colleges no longer can look forward to gifts running into many millions from a single donor.

"As an offset to this walling off of old sources of support, the government now encourages corporate giving for educational and philanthropic purposes by allowing businesses to write off as much as five per cent of their net income for such gifts. Since most corporations pay more than half of their earnings in taxes, this concession makes Uncle Sam a silent partner in every corporate gift. Indeed, it makes him the senior partner in the sense that 52 per cent of every dollar the company gives would otherwise go to the government, and only 48 cents would stay with the company for reinvestment or distribution to stockholders.

"Still another factor in the upsurge in corporate giving has been the evangelistic role of three top-flight industrialists: Alfred P. Sloan, Jr., former chairman of General Motors; Frank W. Abrams, former chairman of Standard Oil of New Jersey; and Irving S. Olds, former chairman of United States Steel. Abrams could be talking for all three when he said: 'I know I can't take any credit for this. I'm just an ordinary business guy that got shoved into something. It's like being thrown into a Billy Sunday meeting, I suppose, and getting converted. You don't want to go in, but somebody pushed you—they thought you needed it. And it has been rather overwhelming, and highly satisfying.'

And so the corporate climate is changing. "The directors of the A. P. Smith Manufacturing Company in East Orange, New Jersey, voted to give Princeton $1,500. A group of stock-

holders went to court to challenge the gift's legality. In 1953 a now famous decision of Judge Alfred A. Stein of the New Jersey Superior Court upheld the gift with these words:

'I cannot conceive of any greater benefit to corporations in this country than to build, and continue to build respect for an adherence to a system of free enterprise and democratic government, the serious impairment of either of which may well spell the destruction of all corporate enterprize. Nothing that aids or promotes the growth and service of the American university or college in respect of the matters here discussed can possibly be anything short of direct benefit to every corporation in the land.' This attitude was further strengthened when the United States Supreme Court declined to review the case.[24]

"Now thirty-seven states have laws affirming the right of corporations to make educational gifts. President Eisenhower has given the practice his blessing as a device through which industry could make a major contribution to 'assisting in the propagation of our American faith.' Opposition from stockholders has become almost nil. When Standard Oil of Indiana decided a year ago to distribute $150,000 among liberal arts colleges in its Midwest marketing area, its chairman, Robert E. Wilson, sent a circular letter to 118,000 shareowners explaining why the directors felt the program was sound. At the end of six months, only one complaint had come in."[25]

If the present trend continues, Dr. Compton, former president of the State College of Washington, believes that the total or corporation gifts to colleges and universities will have risen five fold to $500,000,000 a year by 1970. But in the same fourteen year period, the college population will vastly increase. Instead of needing $2,000,000,000 a year, colleges and universities will then constitute a $5,000,000,000 enterprise, and that is merely for annual budgets.[26]

The end result of increasing and improving the product of our schools is more persons better trained in management skills, in mechanical skills, in social skills, in professional skills, and in cultural skills. And the free enterprise application by each individual of his specific skill is a benefit to society as a whole, and to business as a whole.

There is no ceiling on the potential of the American

economy. There is no standard of living so high that it could rise no higher. There is no limit to man's ability to produce, and no limit to his ability to consume. The economic horizon will continue to expand as we view it from successively greater heights. Meanwhile, as one national leader puts it, "The problem of communicating knowledge may well continue to be the most serious bottleneck in man's progress. It takes time and teaching ability for a skilled artisan to implant his skill in his apprentice. It takes time and teaching ability for an advanced scientist to lead the novice to the frontiers of research. Anything we, as a society, can do to expedite and enlarge that process reacts directly to our benefit as a society"[27]

When Mr. A. V. Wilker, of the Union Carbon and Carbide Corporation spoke before our workship sponsored by the Council for the Advancement of Small Colleges, Springvale, Maine, in August, 1956, he said in part: "The major zone of influence (of a college) lies within a radius of 100 miles of the college community. In many instances, more than 50 per cent of the resources, students, and financial support reside right in the immediate community. If, when investigating a particular college, one finds a hostile, critical or indifferent community atmosphere, I should like to know the reason. If a college cannot gain the support of those who live next door and have a stake in its existence, this raises doubts as to whether the college should be eligible for outside financial support. All too often, I have sensed a social cleavage between community and college. As long as that exists, little can be done to improve the financial situation. On the other hand, I have found towns where they talk of *their* college, not the college, and in all such instances it is not surprising to learn that the financial difficulties are not necessarily of major significance. Every community should be, and could be made, proud of the college within its environs, but that much-to-be-desired status is not going to be reached by figuratively putting the college on a high tower with walls around it. There must be intercommunication. In order to gain the interest and good will of the community, the college should show an interest in the affairs and the people of the community. It is only reasonable for industry to ask: "How well has a college plowed, fertilized, seeded and harvested its own land?"[28]

And so, to the college and its role in this cooperative en terprise: those who have known our college over a period o years cannot but be pleased with the progress being made i academic lines, resulting in stronger major offerings, a climat more conducive to scholarship, and a general, across-the-boar toning up of the institution. The faculty feels it is doing creative job. Students know they are on a growing edge. Thi can be summed up in the words of President Oliver C. Car michael, of the University of Alabama: . . . "the most en couraging fact in the college and university world today i the unprecedented ferment and concern for the improvemen of their programs which is discernible in every section of th country and in every type of institution. In practically ever college . . . discontent with the program is the characteristi of these postwar years."

This, we are proud to say, is our situation. We are dis contented. We look at ourselves with a critical eye. We ar tearing apart; but we hope that we are putting back togethe again in a neater, more satisfactory fashion. In the words o Abraham Lincoln, 'He only has a right to criticize who ha the heart to help." Every department has been, and is being scrutinized. Counsel from the finest educators in the lan has been followed. We promise our community that with th help of all concerned, there is no reason why George Fox Col lege cannot be most excellent in every way and the school o which our town can be proud. This is our promise to you.

In order to effect these goals, a major strategy has bee entered upon by the Board, administration, faculty, and stu dents. This includes all the several facets including denomin ational support, city cooperation, financing, building, an equipment, accreditation, and larger enrollment. These ar not simply ideas on paper. These are being actively pursued The faculty is encouraged to gain graduate degrees. Salarie have been raised and are being raised again this year. Equip ment is being added to several departments. Requirement are being raised. Tuitions are now highest in the history o the school, but these amounts have gone directly to the faculty The property is kept in good repair. New buildings are read for construction, depending upon time and financing.

Our report of self-analysis, looking toward accreditatio

by the Northwest Association of Secondary and Higher Schools, was accepted at the December 4, 1956 meeting of the Higher Commission. Since that time, George Fox College has been placed in the calendar for evaluation by the examining committee, with the date tentatively set for April, 1959. Members of the Higher Commission have now made four official visits to our campus, the last being on March 22 of this year. No formal requirement has been placed against us. In a recent talk before our faculty, Dean F. A. Gilfillan, who is our consultant, was able to say: "You know where you are going, and you are on your way!"

These, too, are our promises to you, the City of Newberg. This trend will be maintained. We promise you, with your help and the direction of Almighty God, a school, fully accredited, and recognized for its excellence in all her fields.

There are several areas in which the college has made a creditable showing and in which it has surpassed other colleges, or some colleges, of the state. We can be pleased with the strength of our library, for instance, in relation to the size of the school; in our endowment, in our campus, and perhaps in other categories. But we are outstripped in buildings. We need a fire-proof library and museum, dormitories both for men and women, a student union, a combination auditorium-chapel, a music center, a remodelled Wood-Mar Hall, enlarged science hall, tennis courts and baseball diamond, and other playing fields, new housings for faculty and married students, paving, drainage, and other improvements. This is a big order. In fact, the projection which my office was called upon to submit to the U. S. Office of Education some months ago, and which embraced these developments up to and including 1970, called for an expenditure of $1,370,000. This is for construction only, and does not include equipment and repair.

I humbly believe that we are doing the best we can with what we have. Perhaps, we are in the situation suggested by President Sills of Bowdoin College, who used to say: "Excellent teaching in wooden halls is better than wooden teaching in marble halls." But that does not do away with the need for marble halls! And in the words of Dr. Arno C. Gaebelein, headmaster of Stony Brook School: "Even the

most enthusiastic and skilled teacher must have the wherewithal to work. No matter how self-sacrificing his attitude, lacking essential teaching aids and a schedule allowing time to deal with individuals, he cannot do his best. Not even in a Christian college can bricks be made without straw."[29]

These aims are most difficult to fulfill. In fact, I hesitate to make a promise. But other colleges have been fortunate enough to have gotten their buildings, one by one. And we shall have them, one by one; or even one-half by one-half; but when they do come, they will be sound and practical and beautiful, or they will not be built. Towns and cities all over the nation have been extending themselves to undergird their colleges. It can be done. An Iowa city of 5,000 population recently raised $73,000 for its college. An Ohio city of 6,000 raised $75,000. A Wisconsin city of 4,500 raised $120,000. An Indiana city of 7,300 raised $104,000. An Indiana city of 40,000 persons raised $380,800 for new college construction.[30]

The future of night school offerings and the entire program of adult education is one which the college and the community together should be seriously concerned. All out of proportion to the population growth is the phenomenal increase of registrations for evening classes, in which schools offer everything from basket weaving to Marxism. People are living longer, they have better heath and vigor in living, they have more leisure, and they have more money. These all add up to a cultural situation in which an intellectual gap must be filled by someone, or something. It is at this juncture that the college may be able to lend a hand which will mean as much as the entire youth program.

Other cities and colleges have prepared the way. Instance the plan recently put into effect in an eastern town in which the public school board worked with the curriculum committee of the college with signal success, and the evening school has grown into a full-fledged city college.[31] There is actually no limit to the cooperative measures which could result in mutual benefit, both in courses offered for college credit, and in "know-how" and discussion listings, with little or no question of the academic quality. The entire intellectual and cultural tone of the city could be changed and improved,

civic improvement initiated and carried through, family life strengthened, business and labor situations rectified—in short, a great vacuum filled by cooperative planning and management.

The distinctiveness of a school cannot be measured in dollars and cents. It comes about by the sum total of all the aims and goals, implemented by all the persons involved, driven on by the philosophy and the theories of the place, and brought together in all their accomplishments and realizations and traditions until school A differs markedly from school B. There are already, in our sixty-seven years, enough distinctives for every alumnus to stand, with head bared, when "Close Beside Chehalem's Mountain" is sung. It was no accident, that during the presidency of Dr. Pennington, we led all colleges percentage-wise in alumni entering the sacrificial callings. Democracy is a watch-word with us, and freedom of expression and the right to speak our minds are held in sacred trust by all concerned. Our graduates have been known in places of trust in many centers of the world as men and women of integrity, unflinching in their obedience to the call of God and aware of their duty to their fellowmen.

It is our promise to keep these same goals and to enhance them in the lives of on-coming generations. For one of the great problems of American higher education is not money nor faculties nor equipment nor students, but rather the lack of a high and compelling philosophy of education. In the words of Paul Bowles: "In the rush to learn *how*, we have forgotten that first we must know *what!*" In aggravated form, it found itself in the experience of Whittacker Chambers and his confreres, when he came to himself, and admitted to the "neurosis of the intellectuals."[32]

When one stops to think of the 900 and some regionally accredited colleges of the United States, one is almost appalled by the fact that, in an overwhelming majority of cases, by class one is just another. It is true, however, that a few have ignored the conformities and traditions that have been limiting the possibilities of higher education, and some have done a good job in doing so.[33]

But we seriously question the lasting value of non-conformity for non-conformity's sake. To throw away inhibitions

simply to be throwing them away, while at the same time finding nothing better to replace them, may result in serious loss to the individual involved. Or again, to accept only that which is current or forward with little regard for the past is highly questionable, and certainly a path which leads to mental and spiritual impoverishment.

Culture is essentially a matter of using the past to give meaning to the present. A man's culture is the sum of his memories. It will not consist of a wealth of facts, names and dates which he has at his finger tips, but will be rather the sum of everything that he has thought and felt—that is, *known*.

Out of all the siren calls of the last years, and the changing of attitudes in the direction of higher education, it is a rewarding thing to realize now, in the words of Merrill Root of Earlham, that the conservative has become the true liberal of today. We make no apology for our position. We stand squarely as a Christian school.

"The commitment, then, is to God and the Christian faith as a whole and not primarily to institutions. Such a commitment cannot be realized by any degree, via the 'silent treatment' route afforded religion by so many schools today. And looking at the matter from another view: Can education which excluded religion be truly liberal?" . . . "A Christian college, and one under the sponsorship of a church, has an added responsibility and perhaps a greater problem than one which is independent or controlled by the state. It is given to it to assign a most adequate role not only to religion, but to the Christian religion."[34]

For the standards of a college are to be higher than those of a church, because it paves the way for the life of the church of tomorrow. In the same way, the social life of a college is reflected into the life of the community.

Without a doubt, it was these ideas which brought D. Elton Trueblood to state in his "Why I Chose a Small College" essay: "The most important advantage of the small college is its concern rooted in religion, for character development. I know that in many large universities there are strong religious courses, active religious programs and beautiful places of worship. But in institutions which number their students

by the thousands the great majority are reached only occasionally by these influences. I chose a small college because I wanted to be part of a life where it is shared by all the students and promoted not only by professors of Bible and religion, but quite as much by men in chemistry, biology, and psychology."[35]

It is here, says Milburn P. Akers, executive editor of the Chicago Sun-Times, that the small college makes its most distinctive contributions. "It propogates a sense of responsibility for the use of what men know" and thus "generates a moral core in American culture."

There is being waged what is called "the battle for the mind." This struggle is not over. Perhaps we should not look for its cessation.

Even parents are a part of the academic life. It is the philosophy of many educationalists—notably Dr. Peter Gay of Columbia—that the college forms a sacrosanct community, inbred and insulated, dwelling in some holy stable for sacred cows. Education, as they see it, is something to be imposed by an academic elite upon a public that is meekly to accept anything done in the name of learning. It is well to remember the words of George Bernard Shaw in this connection: "Every profession is a conspiracy against the public."

But who should have a better right to question education than the community, composed as it is of parents and patrons? They pay the bills, they furnish the children, they invest their dreams in the great intellectual adventure. They love their children, so they send them to college to learn integrity and wisdom and to find magic casements opening on the foam. Parents do not expect their children to come back just as they were; they want their children to change, to learn, to grow. But they do not expect them to regress out from wisdom and integrity, to mock at magic casements, to deride standards and values because professors have poured over them the acid of secular nihilism.

They ask colleges not to chase fireflies but to study stars. They ask colleges not to be weathervanes turning with each wind of doctrine, but to be the light that shines across the winds. But, even so, parents may be truer to the ideal of academic freedom than we think.

Every society affirms values which exclude certain other values. As Dr. Merrill Root of Earlham has written: "A great nation is created not like a telephone directory, by factual compilation, but like a work of art, by spiritual forces cohering and fusing in a great imaginative act. Once the mood and design of the work has been set, intellect may clarify, criticize details, compare the work with the intention; but if the artist allows cynical doubt, alien values, or hostile design to enter in, his art is ruined. Freedom as a work of art means that, beyond whim and caprice, we enter into the generating purpose and fulfill it with the genius of creation."

"Our great American artists, too, saw the unique continent and the unique republic as a genesis, an origin. Emerson spoke of the new continent opening its iron eyelids and expressing its new destiny in heroic actions that must be sung, that will sing themselves. Thoreau saw the continent as 'feral' (wild, as the wolf is wild) and demanded a new art commensurate with a continent that could not be likened to an effete Europe. Whitman saw the continent and the republic as demanding a new conception of man, a cosmos of Manhattan, freshly, turbulent, individual, and equal to the 'broadcast doings of day and night.' Melville foresaw the new barbarian of collectivism and chose to steer his course, 'patriot of Heaven,' against the proud Commodores of this world. These founders of our spirit broke with the old order of Europe. . . the paternalism of Bismarck, the prisoning ideoligy of Marx." We need colleges with professors today who will be of the spirit of the New Columbus.[36]

The first Columbus set sail over material seas to discover a physical shore. He found a geographical new world, and his typical sons have explored that physical continent and made it materially ours. But ours is now a grander task. It is ours as artists, philosophers, teachers and Christian men to become the second Columbus. It is ours to explore the spiritual and intellectual continent, the America of mind and spirit—to be proud men and free swimmers, striking out for a new destiny.

REFERENCES

1. Alfred P. Sloan, Jr., "Operation Expansion," **College and University Business**, April, 1956.
2. Alfred T. Hill, "Small Colleges, an Untapped Resource," **Association of**

American Colleges Bulletin, Vol. XLII, No. 9, December, 1956.
3. Alexander J. Stoddard, "Schools for Tomorrow," an educator's blueprint, published by the Fund for the Advancement of Education.
4. Address given before the Higher Commission, Northwest Association of Secondary and Higher Schools, December 5, 1956, at Portland, Oregon.
5. Report to the President, White House Conference on Education, 1953.
6. American Council on Education, **Bulletin.**
7. Alexander J. Stoddard, "Schools for Tomorrow," an educator's blueprint, published by the Fund for the Advancement of Education.
8. Address given before the Higher Commission, Northwest Association of Secondary and Higher Schools, December 5, 1956, Portland, Oregon.
9. Peter F. Drucker, "Will the Colleges Blow Their Tops?" **Harper's**, August, 1956.
10. Alexander J. Stoddard, "Schools for Tomorrow," an educator's blueprint, published by the Fund for the Advancement of Education.
11. Council for Financial Aid to Education, Inc., **Bulletin**, "A Few Bench Marks in Financial Aid to Higher Education."
12. H. Rowan Gaither, Jr., "The Non-profit Motive," Address.
13. Ibid.
14. Donald K. David, "Giving is Good Business," Address.
15. Winston Churchill, Columbia College Charter Day Dinner.
16. Loosely from **Look**, December, 1955.
17. Expenditures and Incomes U. S. Universities and Colleges, **Bulletin.**
18. Oregon Independent Colleges Foundation, 1956.
19. Alfred T. Hill, "Small Colleges, an Untapped Resource," **Association of American Colleges Bulletin**, Vol. XLII, No. 9, December, 1956.
20. A Community Asset, published by Wm. Penn College, Oskaloosa, Iowa.
21. The Association of American Fund Raising Counsel, "Advancing American Philanthropy."
22. Donald K. David, "Giving is Good Business, " **Address.**
23. Council for Financial Aid to Education, Inc., "Unrestricted Funds," **Bulletin.**
24. A. H. Raskin, "The Corporation and Campus," The **New York Times**, April 17, 1955.
25. Council for Financial Aid to Education, Inc., **Bulletin**, "A Few Bench Marks in Financial Aid to Higher Education."
26. A. V. Wilker, "Some Questions for Small Colleges," Address before workshop of Council for the Advancement of Small Colleges, Nasson College, Springvale, Maine, August, 1956.
27. Donald K. David, "Giving is Good Business," **Address.**
28. A. V. Wilker, "Some Questions for Small Colleges," Address before workshop of Council for the Advancement of Small Colleges, Nasson College, Springvale, Maine, August, 1956.
29. Gaebelein, "Christian Education in a Democracy," Oxford.
30. A Community Asset, published by Wm. Penn College, Oskaloosa, Iowa.
31. Guilford College and Greensboro, North Carolina.
32. Paul Bowles, quoted in **Collectivism on the Campus**, by Merrill Root, The Devin-Adair Company, N. Y.
33. A. V. Wilker, "Some Questions for Small Colleges," Address before workshop of Council for the Advancement of Small Colleges, Nasson College, Springvale, Maine, August, 1956.
34. Quoted from "A Christian College," by the same author, a George Fox College **Journal** reprint, Winter, 1956.
35. T. Elton Trueblood, "Why I Chose a Small College," **The Reader's Digest**, September, 1956.
36. Merrill Root, **Collectivism on the Campus**, The Devin-Adair Company, New York, 1955.

Published periodically by George Fox College at Newberg, Oregon, by the Public Relations office in cooperation with the Office of the Dean. The annual Faculty Lecture is one of the issues each year.