

John Kemeny Speaking



JOHN KEMENY SPEAKING

Selected Addresses, Talks and Interviews

by JOHN G. KEMENY

from the years of his Presidency
of Dartmouth College, 1970-1981

Edited by A. Alexander Fanelli

DARTMOUTH COLLEGE Hanover, New Hampshire

1999

The preparation of this book was coordinated
by Edward Connery Lathem



TITLE-PAGE ILLUSTRATION: John Kemeny
addressing the Dartmouth community,
November 2, 1979, on his experience
chairing the Commission appointed by
the President of the United States
to investigate the March 1979 nuclear
accident at Three Mile Island, Pennsylvania.
(*Dartmouth College Archives photo*)

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Editor's Preface



EARLY in 1996 I received a letter from Dartmouth's President, James O. Freedman, asking if I would be interested in editing a volume of selected speeches and other texts by John G. Kemeny, the College's thirteenth President. Being somewhat cautious by nature, I caught my breath and pondered this inquiry a full five or six seconds, before exhaling a "Yes!"—to no one in particular. It was reassuring to me that President Freedman included in his letter the fact that my name had been the first one suggested for the task by both Jean Kemeny (John's widow and "full-time partner in the presidency") and my friend Edward Connery Lathem (Counselor to the President and former Librarian of the College). My limited past experience within the realm of book editing was apparently not to disqualify me for this assignment.

The eleven years that I worked with John Kemeny, in the capacity of Executive Assistant to the President, were both the most enjoyable and the most instructive of my career. They were, moreover, years of great positive change for the College, and I hope the selections presented in the following chapters will give present-day readers some idea of how lucky the College was to have had a person of John Kemeny's wisdom and energy in the presidency during that period.

This volume could not have been produced without the help and counsel of my old friend Edward Lathem, who coordinated the book's preparation. It would also not have been possible without the cooperation of my new friend, Anne Ostendarp, Archivist

of the College, who found and reproduced all the speeches and reports by John Kemeny in her domain. And I must acknowledge that it would not have seen the light of day had I not been blessed with a wife of near-infinite patience and understanding.

In the pages that follow I have prepared brief introductions for the chapters, in order to place each within its historical context. The arrangement is chronological, and the individual texts have been given, for their titles, some of the headings John Kemeny himself used in his “The First Five Years: A Report by the Thirteenth President,” which was published in the *Dartmouth Alumni Magazine* (April 1975), and his subsequent “Ten-Year Report,” released in the spring and summer of 1980.

Montpelier, Vermont
February 1999

A.A.F.

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The Year of Cambodia and Kent State

ON May 1, 1975, a little more than five years after his inauguration as the thirteenth President of Dartmouth College, John Kemeny wrote a letter to the Board of Trustees explaining his reluctance to follow the practice of many other college presidents who published annual reports. “It is my impression,” he wrote, “that these reports are frequently filed but rarely read.” He also noted that the Dartmouth Board was “small, very active” and that he had kept it “fully briefed on an ongoing basis. However,” he added, “I feel that a comprehensive report once every five years is justifiable. This is particularly true when the five years have been as eventful as the first five years of Dartmouth College’s third century.”

In “The First Five Years: A Report by the Thirteenth President” (published in the Dartmouth Alumni Magazine of April 1975), John Kemeny wrote: “My expectation was that 1970 would be the year in which a new President tried out his ideas. And while this was partially true, I also learned a great deal that I had not previously understood about the College, including the difficulty of making significant

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changes in a hurry! In any case, that year was overshadowed by outside events, and I will always remember it as 'The Year of Cambodia and Kent State.' May 1970 saw the coincidence of two events that shook our country, the incursion into Cambodia and the shootings at Kent State University. Campuses all over the nation erupted. We were most fortunate on the Dartmouth campus that, while feelings were as deep as those at any other institution, the reaction was highly responsible, and we set a national example. It is one of the ironies of that period that because our campus reacted effectively and responsibly—but without violence—Dartmouth received very little public recognition from the media. While many other campuses were deeply divided, and scars were inflicted that would take years to heal, we witnessed a strong pulling together of the Dartmouth community in which I take pride and which was most beneficial for the institution."

John Kemeny's pride in how the College worked its way through this potentially hazardous period is reflected in many of his talks and written communications to parents, faculty, alumni, and the College community in this and later chapters of this collection of his speeches and other writing.

Inaugural Address—March 1, 1970

IN an age of student protest, one listens and one hears at least two major themes. One is a cry for a diversity in the educational process, and one is the demand for each person to be treated as an individual and to participate in a first-rate undergraduate education. One of these great cries is answered by large universities which are able to provide the maximum of diversity in the educational process, while the other is answered by the small liberal arts college. And one cannot help feeling there ought to be institutions that combine the best of both worlds.

Dartmouth College provides a broad liberal education for undergraduates. It provides professional training in medicine, en-

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gineering, and business administration. We are in the process of instituting a range of PH.D. programs of some considerable breadth, and we are fortunate to have great facilities, including a magnificent center for the creative arts, a superb library, and a unique computation center. We are, in the truest sense of the word, a university with all the diversity that the name “university” implies. And yet we are small.

There are very few true small universities in the entire nation. Yet I have hope that these small universities may represent a significant new third force in higher education between the great universities and the small liberal arts colleges.

I take considerable pride in the fact that amongst universities with the diversity I have described we are the smallest in the nation, and smallness in this age is a major virtue. We have many other advantages: We are small enough that we still can function as a single community in which scholars with highly diverse backgrounds can cooperate and can do joint research. We are still predominantly an undergraduate institution; indeed, to me the historic decision to keep the name “Dartmouth College” rather than a university name is symbolic of an eternal pledge that at least at one major university undergraduates will forever remain first-class citizens. When one adds to that our physical location in an area of natural beauty, in a part of the world where one can still breathe clean air and which is somewhat removed from the daily pressures of urban life, we are indeed a unique institution. And this uniqueness presents us with an opportunity—and I would say, therefore, an obligation—to set an example for higher education.

Let us consider what the priorities of such an institution should be. First of all, any institution is a collection of people, and the quality of the institution cannot be better than the quality of the people who serve it. Clearly this says that we must have a first-rate faculty, but there are nearly 2,000 people serving this institution, and therefore we cannot limit our attention just to the faculty. I can say from my personal experience that the devoted

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secretary or the janitor who takes pride in the building he serves can contribute as much to quality of life on campus as the most senior professor. Therefore, my first priority will be to provide a decent standard of living for all those who serve the institution.

My second priority will be to work very hard on the improvement of the quality of student life. This is a topic that is highly complex, and I hope to discuss it another time. Let me simply say that this is one area in which there is still a great deal to be done until we can rest in peace knowing that we have really done all we can to improve life on the campus.

Third priority, of course, goes to the continual improvement of the quality of the educational program. We live in an age of rapid change. It is a constant challenge for Dartmouth, and similar institutions, as to how they can retain the best of their traditions and yet respond to the need for change.

Fourth, and finally, there are needs for physical facilities in order to implement the other priorities, both to enable educational programs to grow and to help improve student life.

Once a new president states such priorities, he cannot help asking himself whether the institution has the necessary financial resources to implement them. I have worked very hard in the past five weeks to try to reassure myself on that topic. We are nearing the end of a highly successful capital fund drive, and I have no doubt at all in my mind that this drive will go over the original goal set for it. I have no doubt in my mind that our alumni, who have been exceedingly generous with their support in the past, will continue to be so. Therefore, I can say to you that we do have the necessary financial resources—but just barely.

And it is here that perhaps the greatest challenge to the institution will come. We must be willing to make difficult—I will even say occasionally painful—decisions in order to be able to mount progress for the institution and yet at the same time live within the limitations of our financial resources.

We cannot proliferate new programs indefinitely without de-

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stroying the institution. No matter how attractive the suggestions may be, we cannot be all things to all people. We must, of course, consider new programs because this an age of change. We have set a course for the establishment of P_H.D. programs which is only half complete—with the humanities and most of the social sciences still left out. And yet, as we consider new P_H.D. programs, we must be willing to reconsider the existing programs, as we must be willing to reconsider all programs, to ask whether the goals for which they were set up are still of paramount importance to the institution and whether those specific programs are really better than others that may be substituted for them. Similarly, as we work for new undergraduate programs, we must ask whether, to make room for these, it is possible to reduce some existing program or even to eliminate one here or there, not necessarily because it is bad but because one must make room for newer and more urgent needs. In short, I hope that we can pledge that no existing program is sacred, that there is none we are not willing to reconsider.

These are very difficult issues to decide, and therefore one of the fundamental problems that concerns me is how an institution like Dartmouth College can make such difficult and far-reaching decisions. Of course, it is part of the role of the president to play a leading part in the setting of institutional priorities. At the same time, I would find it intolerable if these priorities were imposed from above without the entire community sharing in the discussions and debates which lead to the setting of institutional priorities. It therefore will be my policy to make necessary facts widely available so that all segments of the community can share in the making of these difficult and perplexing decisions. I have already instituted measures that hopefully will improve the way our budget is presented publicly, so that it will not take quite as much of an expert to understand fully what is possible and what the limitations are upon our decisions. So much for the role of the president.

I feel that the faculty must bear a significant share of the bur-

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den of deciding the fundamental priorities of the institution, and I have very reluctantly reached the conclusion that the present organization of the faculty is a serious hindrance toward carrying out this goal. The faculty is too fragmented; there are too many walls. Because there are too many fragments, it is difficult to provide the strong continuous leadership necessary for the decision-making process.

As I said in the beginning of my talk, we are one of the very few institutions that have the full breadth of the university and yet are small enough to work as a single community. But our faculty is divided into four separate faculties, and I find that intolerable. I feel that the time has come for Dartmouth to have a single faculty, organized into reasonable units with close and strong intellectual ties, with a continuity of strong leadership, with significant staff support for the chairmen of the various units, and with as few barriers as possible among them. Such a faculty could assume a truly major role in shaping the priorities of the institution.

I am not naive enough to believe that mere administrative reorganization will solve problems. But I am convinced that having an organization that does *not* meet the needs of today can be a very serious handicap in any effort towards the solution of problems and can prevent the solutions from occurring. As a matter of fact, at the very beginning of the reorganization, I am confronted with a constitutional dilemma in trying to bring about a single faculty for Dartmouth College: we seem to have no organ within the existing organization that could even sit down and talk about it. I am therefore appointing a presidential commission on the organization of the faculty which will be charged to work on these problems and which will be given up to twelve months to come in with constructive plans for the reorganization of the faculty.

Let me now turn to the role of the students. We, of course, all know the great dilemma that at the time when students are asking for more of a voice in the decision-making process the student

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body is so diverse and has such highly different motivations and interests that no student today is representative of the student body. Indeed, this is probably the reason that representative student government has essentially disappeared from this campus. Therefore it seems to me that one must look for new and imaginative approaches to enable students to participate in the great debate. First of all, I hope to open new avenues as well as use existing avenues to distribute as much of the necessary information to the student body as possible. At the very least the students should feel that they have been completely informed. Secondly, I hope that all agencies at the College involved in decision-making will invite student opinions, and that we will open channels through which students can be heard. And finally we must find the means, even though we don't have representative student government, for placing students on some key decision-making committees. I was very much encouraged by the imaginative article written by the chairman of one of our key committees and a member of the senior class in a recent *Dartmouth Review*. That article, I felt, had in it a number of suggestions that at least point the way toward having students involved on many more committees. I therefore urge the Committee on Operation and Policy and the Campus Conference to make it a high priority item for the next twelve months to work out a means by which students can participate in the decision-making process at Dartmouth and to find means by which students can have a feeling that they are fully informed and that their voices are being heard.

As long as I talk about the role of the student in decision-making, I must ask questions about the nature of the student body. In thinking about this it occurred to me that perhaps the greatest challenge in the last half century in Ivy League universities has been the fact that there has been a great diversification of the composition of the student body. I see at least three major forces which have brought this about.

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The first was the institution of a broad scholarship policy which enabled students to attend a major university irrespective of their families' financial situation.

The second great challenge came about as a result of the upgrading and improvement of secondary school education. Students with special talents and great motivation could work their way ahead of the class, come to college as advanced placement students, and be at least a year if not two years ahead of the other freshmen. This actually presented a significant educational challenge to an institution that is predominantly an undergraduate institution, to make sure that we had sufficiently exciting intellectual undertakings for these students to keep them stimulated for a period of four years.

We are now faced with a third major force and a new challenge when Dartmouth College decided to admit students not only irrespective of their financial situation but even if society had deprived them of an opportunity to attend a first-rate secondary school. This is a new challenge to us and one for which we are not as well prepared. I feel that we have a great deal to learn about the education of disadvantaged students. We made some honest starts this year, some of which proved to be false starts, and we hope we will do a great deal better next year and hopefully even better the following year. But I want to say to you that although we must build a meaningful bridge between where secondary schools left students through no fault of their own and where Dartmouth hopes they can enter—it is not enough to build an educational bridge alone. Unless we can find the means to make these students feel a part of the Dartmouth family, we should not admit them in the first place. And this is the greatest challenge: we must somehow find the means whereby every student, no matter what social background he comes from, once he is a student at Dartmouth, feels he is a full member of the entire community.

Not only do we have students with diverse backgrounds, but they come to us with a great diversity of goals that sometimes puz-

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zles us. As a result of this, questions are continually raised about the meaning in general of a liberal arts education and in particular about the bachelor of arts degree.

I think I find it easier to say what to me the bachelor of arts degree should *not* be. It is not the mastering of a prescribed body of knowledge. Human knowledge is too vast and too complex to be able to cut out so many pieces of it and say this is what you must master. It is not thirty-six pounds of well-packaged education. It is not the accumulation of grade-point average. At the other extreme, it is not the accumulation of a smattering of knowledge from all fields whose sole use is that the recipient of it can make occasional intelligent remarks at a cocktail party.

I have tried to think of a way of answering what a B.A. should mean in the year 1970, and here is a first attempt at it. It means to me four years spent at Dartmouth College in preparation for a meaningful life. At the end of the four years, we certify that the student has made the most of his opportunities at Dartmouth. This should certainly include the acquisition of an appreciation of the totality of human knowledge. It should at some point include a concentrated effort, in an area of the student's own choice, which will stretch his intellect to its ultimate limit. And above all, it should include the chance to work out one's own values and arrive at a meaningful goal for life.

As we have diversity of students and diversity of goals, we must have diversity of means. First and foremost the university is the guardian of civilization and the guardian of human knowledge. We must therefore provide the opportunity and the peace of mind necessary for scholars to carry out their scholarship and research. Some students who wish to follow in these paths and elect traditional professions will therefore find the normal majors provided by professionals as the most stimulating part and the most significant part of their undergraduate education. Still others will find that it is active participation in the creative arts that provides the road to a rich life of fulfillment.

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To me, the great challenge is somehow to allow each student to find his own way of preparing himself for life. I was extremely pleased to hear that our Committee on Educational Planning is even now working on means to open up more freedom for students to work out their own educational programs, and I urge them during the next twelve months to come with their recommendations to the faculty.

I must say one more thing about the present generation of students. While I have the greatest admiration for the genuine dedication they have for solving the problems of society, I also have a deep-lying worry of turning out a generation of students who have all the best motivation and are totally untrained to do anything about the problems of society.

It is therefore my personal feeling that it should not be the destiny of Dartmouth College to be the actual agent for the solution of the problems of society, but rather it is the role of this institution to train the future leaders who will solve these problems. It should train leaders who will enlarge human knowledge, leaders who will work in high office, leaders who will guide great corporations to new services to society, leaders who will work to wipe out poverty and disease, and I hope leaders who will lead their people out of the ghettos.

When I speak of this great diversity of students, I must pause for one moment to note a peculiarity. Dartmouth College, which has such a superb record in the admission of all minorities, does not today consider for admission a majority of high school seniors.

It is my personal opinion that if we were refounding Dartmouth College today, we would, of course, *not* discriminate on the basis of race or religion. But I believe that if we were refounding the institution today, we would also not discriminate on the basis of sex.

It is therefore the dilemma of this institution, as it is of some of our sister institutions, that we have a 200-year tradition—which I can only describe as extremely male—with given facilities,

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given resources, and given styles of life. As you may have read in the papers recently, one of our sister institutions has discovered that the grafting on of a feminine component to an all-male institution carries with it some problems of its own. And yet, although there are many problems that I can foresee and that we have talked about earlier this year, I have a deep conviction that somehow solving this problem is one of the great secrets of improving the quality of life on campus. I therefore say that while we may not at this moment know the solution, we need an imaginative new approach that perhaps is even now being worked out. We may have to try avenues that have not been tried before, but I feel resolving the question of coeducation is one of our most urgent tasks.

I have tried to indicate to you that there are many major questions facing us. I for one welcome this challenge. I ask that we dedicate the next twelve months as a year of far-reaching debate and institution-wide soul-searching. Let us freely discuss what our educational priorities should be and ponder the quality of life on campus. As my contribution to this debate, I will urge all segments of the community to take part. I will urge existing agencies on to greater effort. I will help to create new forums for discussion and debate. I will provide the information that you will need to keep the debate within the realm of reason, within that which is possible, but I will fight to prevent institutional inertia from stalling the debate.

I have the greatest hopes for a year of such wide-ranging debate, and yet I must issue a warning. During this year, you will hear the voices of those who have lost faith in man's ability to improve his institutions. You will be told that the road to change is through confusion, through confrontation, and through coercion. These are the voices of doom. Do not listen to them. If we can avoid the traps that these voices present, you have my solemn promise that in a year of peaceful and constructive debate we can bring about decisive change.

Dartmouth College is beginning a new century in its history.

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I am offering you an opportunity to work together to reconsider the fundamental nature of the university. Let us act for the next twelve months so that historians may some day record that a small college in the North Country played a significant role in opening a great new era for higher education.

WDCR Radio Address—May 4, 1970

WE are meeting tonight over the air at a time of one of the most troubled periods in American history. I would like to start off by going back to my first press conference as president-elect. At that time I was asked about the question of institutions and individuals taking stands on controversial issues. I reaffirmed the stand that I have consistently held over the years: that while institutions as such cannot effectively take stands on controversial issues, individuals must take stands, and I made it clear that the president of Dartmouth College would be no exception to that rule.

I am painfully aware of the fact that no college president can use this prerogative too often or he loses his effectiveness. And yet events have taken place during the past week which make it impossible for me not to exercise this prerogative. I will therefore speak tonight about a number of national issues.

We live in a period of great frustration. In the richest country in the world we still find poverty; we find hunger that could easily be eliminated and yet we don't seem to be able to marshal our resources to eliminate hunger. We find our cities deteriorating and we seem to be unable to bring about those means that will improve life in our great metropolitan areas. A time when black citizens, after decades of trying to improve their lot, find all measures being taken as too slow, too little, and too late. We found the frustration in the past year in trying to attract American Indian students to Dartmouth, and we all learned a great deal about the

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scandalous record of this country in the treatment of American Indians.

We have during Earth Day learned a great deal about problems of the environment, where pitifully little has been done to solve these problems. Then, in the last few days, a number of additional events have taken place. We saw Yale University become a battleground for some of the great issues facing this nation. We saw a community trying to act in unison to bring about peaceful demonstrations against events which they felt were wrong.

We found Kingman Brewster, one of the finest college presidents in the United States, fighting for the life of his institution and trying to bring unity and peace to his campus, and at the same time being attacked from the outside by those who did not understand the issues and did not have sensitivity for the needs of a great university. We found a number of attacks from the federal government in Washington upon our great universities that showed, to say the least, complete misunderstanding of the feelings of the present generation of college students and a very large fraction of the college and university faculties.

And then, to all these issues, an overwhelming issue has been added. This has been the escalation of the war in Indochina. We have seen a sequence of events starting first with a repeated promise by the President of the United States to disengage according to an arranged schedule from the war in Vietnam. Ten days later he announced that South Vietnamese forces supported by American advisors were moving into Cambodia. Then the President of the United States announced that, in addition, massive numbers of American troops would move into Cambodia. We were also warned that it was possible that North Vietnam might be bombed again. Very soon afterwards we discovered that by the time that warning was issued the bombing of North Vietnam had already resumed.

This series of actions came as a great surprise to the Amer-

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ican people, apparently as a great surprise to the Congress of the United States, and again, from all that has been said, a surprise to the government of Cambodia. In addition, we have had to listen to arguments in favor of these actions that many of us find totally unacceptable. In this day and age to argue that we must take these acts because the United States has never lost a war is the type of argument that I for one simply cannot accept. Most of us have reached that stage in our thinking where we feel that war itself must be eliminated, and questions of winning and losing wars have become meaningless.

At the same time we find the Congress of the United States frustrated. We find that the President is criticized by leaders of both parties, including leaders who have traditionally supported him in all his actions. And yet Congress seems to be frustrated as to how it can assert its authority. This may bring about one of the most serious constitutional crises in the history of the United States. I am deeply conscious of the fact that Dartmouth College more than any other institution in the country has played a significant role in helping to shape that constitution.

The final event today was the killing of two boys and two girls at Kent State University. I do not know all the details of how they died, and to me the details are unimportant. There will no doubt be many arguments as to who was at fault. I can only come to one conclusion: That all of us are at fault. The details of how this occurred, whether it was by National Guard troops, young men probably terrified in an alien situation—is to me totally unimportant. I feel as sorry for them as for those who were killed. What is important is that civilization in this country has reached a stage that I find totally intolerable.

As a response to these events we are faced with a call from a large number of students for united action by the Dartmouth community to find means to express its dissatisfaction, its frustration, and to work out new methods by which a community acting in unison can have an effect on the policy of this country. I have

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heard a large number of suggestions as to how this can be done, many of them highly effective, many of which still have to be worked out.

While the word “strike” has been used again and again, the representatives of the group that is trying to raise a strike have emphasized that they have used this word for lack of a better word, because this is not a strike against Dartmouth College, but an attempt—by means of an action they have called a “strike”—to unite the entire community in joint effort to see whether all of us together might be more effective in changing national policy than any group could be on its own. They have emphasized that they would like to see participation by massive groups of students, by the faculty, by the administration, and by the staff of Dartmouth College in the broadest sense of the word.

As a matter of fact, a number of generous offers have been made to make it possible for members of various segments of the staff and employees of the college to participate in such activities. For example, I have heard students speaking of cleaning their own dormitory rooms to enable janitors to take an active part. I have heard of students volunteering to eat only two meals a day to enable employees of the Dartmouth Dining Association to be free to participate in discussions that they propose should take place in the immediate future.

As a result I have today met with my policy advisory council, which is a group of top administrators. I then met with the departmental chairmen of Dartmouth College and I had an additional meeting with the delegates of the steering committee of the group calling for a “strike.” I have also had the benefit of advice from numerous telephone calls and letters from students and faculty.

In listening to all of these groups—and all I have done so far is to listen—I have found a number of common themes. I have found frustration in the search for what it is that an institution can do as a united community. I have found the word “unity” appearing again and again, and the frustration as to how this unity

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could be brought about. There are so many different constituencies that the means of bringing them together and getting some legal way of having them combine did not seem to be clear. Again I heard that, while magnificent progress has been made in twenty-four hours of planning, there has not been enough time to work out all effective means of achieving these goals.

After listening to all these pleas, I come to the conclusion that indeed we are in extraordinary times, that it is indeed a time when the community should take united action, and if there is anyone who can bring such united action about it is the President of the College.

I am therefore proposing to take tonight a number of acts. One that I have taken earlier today was to join a number of other college and university presidents, representing many segments of the country, in issuing the following statement, addressed to the President of the United States:

The American invasion of Cambodia and the renewed bombing of North Vietnam have caused extraordinary, severe, and widespread apprehensions on our campuses. We share these apprehensions. As college and university presidents in contact with large numbers of concerned Americans, we must advise you that among a major part of our students and faculty members the desire for a prompt end of American military involvement in southeast Asia is extremely intense. We implore you to consider the incalculable dangers of an unprecedented alienation of America's youth and to take immediate action to demonstrate unequivocally your determination to end the war quickly. We urgently request the opportunity to discuss these problems with you directly. If we should receive an invitation from the President of the United States to discuss these matters with him, I and many other college presidents are prepared to go to Washington to plead with the President of the United States.

I have tried to search for a precedent for what action can be taken on campus, and the closest one I could find was from the minutes of the Trustees of Dartmouth College. The Trustees

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voted, at a time of what they described as “public distresses of the present day,” an early termination of the academic year. Of course, that was a period of even more intense consideration. *It happened to be July 24, 1776.*

I feel that we are now at the point of crisis. I am greatly shocked by the death of four students, which is tragic in itself and a symptom of a national malady. I am therefore taking the following actions as President of Dartmouth College:

I am suspending all regular academic activities for the remainder of this week.

Secondly, I am declaring tomorrow a day of mourning for the students at Kent State, and a day of soul-searching for the entire institution. There will be no classes held tomorrow. I am urging all sections of the community to participate in intensive discussions as to how this community can best join hands and in a united manner take effective action.

I know that a meeting has been called for 10 A.M. on the Dartmouth green on the part of the student steering committee. I urge as large an attendance of students as possible.

In addition to that I am asking faculty members to take advantage of the fact that I am cancelling classes for tomorrow to have as many meetings tomorrow, in whatever groups are appropriate, to bring about collective wisdom as to what it is we can do for the remainder of this week and beyond. I am inviting the general faculty—that is the entire faculty of Dartmouth College—to a meeting at 8 P.M. tomorrow in Alumni Hall.

This will not be a formal meeting with parliamentary rules and motions and debates on small points of wording, because the issues are too serious. I am proposing to hold this somewhat in the style of a Quaker meeting. I am holding it in the evening so it may be preceded by a day of soul-searching on the part of the entire faculty so that we may bring our collective wisdom to bear on what it is that we might be able to do for the remainder of this week to formulate plans how this institution can unite in effective

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future action. In addition, I am urging all administrative officers to do whatever they can to make it possible for all employees of Dartmouth College to participate in the discussions. We must, of course, maintain a few basic services of the institution, but I urge all department heads to use their discretion to allow as many people to participate in discussions—whichever side they may be on—so that we may truly feel that this is action by the entire community.

Perhaps, after a day of soul-searching and a week during which we are suspending our normal academic activities, we might have a better feeling as to where we go from here.

I realize that there are many who feel that regular education should not be suspended. And yet there comes a time when there are priorities over and beyond that which we have traditionally considered the fundamental purpose of the institution. I am saying that by suspending all classes tomorrow we will engage in education this week, but an education of the deepest form, where a broad community can sit down together and try to formulate its views and engage in a collective exercise of formulating plans for the future. I feel that all of us will be better educated by the end of the week as a result of this action.

Finally let me say that for this week I am going to make my own self and my entire staff available. I hope that anyone with suggestions or anyone who needs help in formulating plans or meetings, whatever the need may be, will call on all of us for help in making this week truly meaningful.

Thank you.

To Alumni and Parents of Dartmouth College—May 19, 1970

Now that classes have been resumed for more than a week it is time that I as President should render you a report on the re-

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sults of the actions I took on May 4 and which were reported to you in the *Bulletin*.

First, may I say a further word to you about my reasons for taking the action I did. A series of national events generated a deep feeling of concern on the part of most of the students and faculty members at Dartmouth (as well as at hundreds of other campuses). In their view the hopes for a speedy disengagement in Indochina were dashed by the news of the invasion of Cambodia and the resumption of bombing of North Vietnam. This came at a time when many students were bitter about an apparent slowing down of efforts to help black citizens, a lack of progress in easing the threat to the environment, and an apparent intolerance for political dissent. All of these feelings were ignited by the deaths of four students at Kent State.

It is important for you to understand the depth and sincerity of these feelings, even if you do not agree with them. The outcry came from the vast majority of students and faculty, including many who are normally conservative or apolitical. There was an overwhelming feeling that students must make their views heard. The question was what form the student action would take.

I believe that it is my responsibility to conduct the affairs of Dartmouth College so that its activities are orderly, constructive, and educational. I believe that it is my responsibility to lead. The action I took was designed to provide a constructive, educational channel for an enormous student concern. To make that leadership effective I had to declare my personal position on these matters, recognizing that the President of the College cannot do this often but must do so at critical moments such as this. I recognize that many will disagree with my expressed views, but I ask that you respect the depth of my personal conviction even as you must respect those of countless other responsible leaders in American life, in government and out, who reached the same conclusion.

During the week of suspended classes an enormous amount of education went on in over 100 workshops and seminars de-

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voted to all sides and aspects of these national problems. I also provided time needed to plan constructive responses by those who felt the need for action and to formulate plans for the remainder of the term. We emerged from the week as a united community, better informed and dedicated to action consistent with the democratic process and *without one violent incident*.

On Monday, May 11, classes were resumed by common consent. Each student was provided by the faculty with three options in each of his courses: (1) to complete the course as usual, (2) to make up missed work during the summer and fall, or (3) to terminate the course at mid-term without a letter grade but with permission to count the course as one taken. The last option enables seniors to graduate with 11½ terms of work instead of 12 if they are determined to devote the remainder of the term to outside activity. It is my impression that most students have worked out a schedule under which they will complete all or most of their courses.

I wish to say a few things about the activities our students are carrying on in respect to this national crisis. Remember that throughout our history Americans have always cherished the right to work against policies with which they disagree and which deeply affect them. In this case the national policies involved affect not merely their political views or their economic status but their very lives and their deepest moral feelings. These are your sons and they are very fine people.

There are three major activities under way. Student teams are endeavoring to talk with citizens in this area and in their home areas. They are also listening. They are trying to explain why they believe our national policy is wrong. They are learning why others believe it is right. They are seeking support for their views but they are also engendering understanding between groups who desperately need to understand each other and respect each other. They are performing a great service.

They are writing letters to parents and alumni seeking to perform the same task, and, when invited, are speaking to groups of

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alumni to explain what has happened here and why they feel as they do. They too are proud of the Dartmouth family and feel themselves very much a part of it. They want the alumni portion of that family to understand them even if not all can join them. If you are approached by a student I hope you will respond. If you disagree, by all means express your views as firmly as you wish—the students would expect you to.

Thirdly, an office has been set up in Washington called “Continuing Presence in Washington” (CPW) to enable individuals from this campus, or any other, to communicate effectively with their representatives in Congress. We have had testimony from Congressional staffs that these students have been working in an orderly, intelligent fashion, which has earned them—and all of us—high respect.

Let me emphasize that all of these activities were planned and are being carried out in an atmosphere of peace and cooperation. I have made it very clear that the College cannot finance a political activity, and the students and faculty recognize this principle. The political aspects of these various activities are therefore being financed from voluntary contributions and through a number of ingenious fund-raising efforts. For example, several fraternities “contributed” their Green Key bands, and the baseball team voted to take up a collection at a key game against Navy (a victory that has since led to their winning the league championship).

As the parents of a freshman student wrote: “If the purpose of education today is to prepare for responsible citizenship in a democracy, what better lesson will our son and his classmates throughout our nation ever have?”

In short, the interruption of normal activities was brief and totally peaceful. The special activities going on as a consequence are constructive and totally within the best traditions of democracy. Some students are supporting existing policy, most are working for change. Each of you will react in some measure according to your own assessment of national policy, but I strongly urge you

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to join me in a sense of respect for the ingenuity, hard work, and responsibility shown by this generation of Dartmouth students. I believe they are proof that the College is continuing its traditional role of training leaders for the nation.

Valedictory Address—June 1970

THIS moment is very new to me, and yet it has the feeling of a very old experience. It is that experience you go through at the end of every course you teach when the bell will ring within ten minutes, signalling the end of the course, and you have ten minutes to try to teach the students everything that they have failed to learn in the entire course.

I am not going to attempt in the next ten minutes to make up for all the deficiencies of the education you had at Dartmouth. I am going to be selective about this. I am going to try to continue briefly the discussions you and I have had these past weeks on two topics—one is Dartmouth and the other is the nation.

Today we are able to have the Commencement exercise as a united community because we have shared an experience. As we experienced the intoxicating feeling of a large and highly diverse community with a very close feeling of joint work, joint debate, joint action, we realized that a major fraction of the Dartmouth family was away from this campus. I remember saying that I wished I could visit every alumnus of this campus in the month of May. You must have shared the same feeling, because you reached out—much more effectively than I could have alone—to try to close the generation gap between the alumni and the students of this institution. You may have had a feeling of awe, a feeling of worry, a feeling of uncertainty; you had no idea what they, the alumni, were like. Gentlemen, you are now *they*.

But you are a very special segment of the alumni body of this institution, because you are the only ones who shared the experi-

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ence that we had together. You can build a natural bridge to bring understanding of this campus to all alumni for what happened here. At the same time I hope that you who have very strong feelings about the rejuvenated Dartmouth will take your opportunities as alumni—not take the easy road out, not drop out, and not forget about your institution—but continue to put pressure on us to make sure that pledges that have been made will indeed be fulfilled.

I will always have a special feeling for the Class of 1970 both because of shared experience and because you are the first class whose diplomas I signed. In effect, I hope that you will serve as special ambassadors, as missionaries who can tie together the entire Dartmouth community in the spirit which we hope will be true of the Dartmouth of today.

I would, secondly, like to talk to you about the nation. Allow me one brief personal comment. As someone who once had to flee from persecution and war to come to this nation, deep down it is very difficult for me to look at it in any other way but the Land of Promise. Unfortunately, in many important ways, today that promise is unfulfilled. I see deep down everything that this nation needs for greatness, everything that it needs to fulfill that promise. And yet your generation rightly shows us that the heritage we leave you is one of war, poverty, pollution, overpopulation, intolerance of dissent, and that most un-understandable of human failings, racial prejudice.

You tend to see the worst in this nation and you tend not to see the best. But perhaps it is good for this nation that we do have a generation that is willing to look at it honestly, that is willing to criticize it, that is willing to call for a greater future.

This spring you made a pledge, not in words but by your actions. You have said that you will try once more to make the system of democracy in America work. I believe that your generation can do this because you *must* do it. I hope that in the process you are not going to lose hope, because if you lose hope and you give up, you are going to make a mockery of that joint experience we

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shared this spring. Civilization needs the dedication and the convictions which you share at this moment. You must not lose those and you must not against any odds lose that hope which can alone save us.

Men of Dartmouth, all mankind is your brother and you *are* your brother's keeper.



The Year of the Coeducation Debate

JOHAN KEMENY was aware that in the early 1970s the College would face major problems that went beyond the immediate ones of the reaction to Cambodia and Kent State. These problems were financial, stemming not only from the serious, continued national inflation, but also from the possibility that negative alumni reaction to such proposed changes as coeducation and year-round operation could sharply reduce annual contributions to the Alumni Fund. Such a reduction could have been disastrous for the College, since the Alumni Fund each year plays such a critical role in the annual College budget.

Fortunately, John Kemeny had a favorable faculty vote on the Committee on Year-Round Operation's (CYRO) proposal that Dartmouth switch to year-round operation, having four terms per year instead of three. This would make possible a substantial increase in student enrollment (and thus an increase in revenue). But perhaps

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more importantly, it would permit the admission of women students without seriously diminishing the number of men admitted to each class, if the Board were to approve coeducation.

Through all the turmoil associated with these issues (and with the Equal Opportunity effort approved by the Board in 1970) John Kemeny steered a successful path by being honest, by being not afraid to voice his own opinion when he thought it necessary, and by maintaining open communication with students, alumni, faculty, and trustees.

The last item in this chapter is the transcript of John Kemeny's press conference regarding the historic November meeting of the Board of Trustees at which the Board unanimously approved the year-round operation plan and (not unanimously) the admission of women degree candidates for the A.B. degree in the fall of 1972.

“Complex Systems” — Alumni College, August 17, 1971

I WAS asked to pick a topic that might be of general interest to this audience, and I thought that I would talk to you about something that I have given a great deal of thought to in the last few years. It concerns a major tool that seems to be lacking for society to solve its problems, and it could mean a major new challenge to universities—this time an intellectual challenge. It might be very pleasant for a change to have an intellectual challenge.

Let me give you some background from the history of science, to explain the kind of thing that troubles me. If one looks at the history of science, one is struck by the fact that we are extremely lucky that there are so many simple examples in physical nature that it was possible to develop a science like physics. For example, one looks up into the sky and one sees the planetary system, and the planetary system is remarkably simple. Basically, one can consider the sun and any one of the planets, two objects which

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together form an isolated system that one can study and find the laws that have led to so much of modern physics.

We were very lucky that two more things happened. First of all, that the force of gravity is not stronger than it is, and therefore we could neglect the fact that one planet pulls another planet. We were equally lucky that our means of measurement were not very good a few hundred years ago, because if they had been much better we would have noticed that the explanations arrived at were only approximately true. But fortunately the measurements were sufficiently rough that we were able to ignore these small differences, and therefore we made the right mistake.

Similarly, if one picks a completely different example, say Mendel's laws in genetics, it is very fortunate that there are a few traits that can be inherited by plants and animals that are controlled simply by a pair of genes. If every genetic trait depended on a combination of sixteen or thirty-two genes, the chances are that it would have taken a thousand years longer to find the basic principles of genetics.

What worries me today is that our scientific habits have been conditioned by the spectacular success we have had in studying such simple systems, and these habits may not be good enough to attack the highly complex problems of society. Let me look at the same problem from another point of view. Let me consider the analytic tools that are used in physical science. These, of course, consist of logic and mathematics and particularly three principal kinds of mathematics. They are almost the only areas where mathematics is really useful.

The first type of problem is where there are very few variables, just a few simple objects that interrelate in fairly simple ways, and therefore the most elementary kind of mathematics can be used to solve the problem. Oddly enough the second best area is when the opposite happens; you have an enormous number of objects but there is something specially nice about them. For example, if most of them are very much alike, as the molecules in the

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air are very much alike, then you can pretend that there are infinitely many of them and apply the tools of statistics. At the other extreme, if you find that there are so many of them and they are smoothly distributed, or homogeneous, you can again pretend that everything is perfectly smooth and apply the theory of the calculus.

Finally there is a third area in which mathematics is very powerful and is used all over the place (and here I have to use a technical term): this is where systems are *linear*. Very roughly speaking what that says is that if “x” doubles, “y” doubles, if “x” triples, “y” triples. To show you two examples, one of which is linear and one which isn’t—the pricing in most stores is linear. That is, if you buy six apples, it will cost you three times as much as if you bought two apples. On the other hand, if the store gives a discount if you buy an awful lot of something, then things become more complicated; if you buy a hundred of something it doesn’t cost you a hundred times as much as if you buy one of something.

I am not sure whether it is simply luck that so many things in nature behave in this nice simple linear way that we were able to use very powerful mathematics, or whether it is simply that our scientists like to use linear methods and therefore they pretend that things are linear even when they are not. But one way or the other there are enough things that have roughly this nice property that we are able to do a great deal with existing mathematics.

I would like to talk today about the very complex systems operating in our society. The simplest definition of a “complex system” is that it has none of the nice features I have mentioned so far. There are many variables, they are essentially different, there are strong interactions amongst them, and things don’t behave linearly.

It is very easy to give examples of these. The human body is very definitely a complex system. There are many parts, the parts are not at all alike, there are very strong interactions amongst them, and if you write down equations governing these, they are

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certainly not linear. If you look at a city or any other major political organization, you have a complex system. And, indeed, a university presents a very complex system.

The phrase that has been used to describe part of the behavior of these systems is the phrase “feedback.” There are certain kinds of actions that create an automatic reaction which corrects or amplifies what has happened before. Therefore one speaks of negative and positive feedback—negative if the reaction tends to dampen what has happened, tends to correct it, and positive if it builds it up. The simplest example of a negative feedback system is a thermostat which reacts to the temperature. If the temperature falls, the thermostat reacts by turning on the heat, and if the temperature rises too high, it turns down the heat and therefore makes the temperature lower. The human body has a number of negative feedback systems in it. These are the ones that control and regulate it.

We also see a great many examples of the opposite, where a given reaction has another reaction that reinforces it. For example, the population explosion is a very sad example of a positive feedback system; the more people are born the more people will exist twenty years later to have children, and therefore there are even more people born in the next generation. This is a typical example of a positive feedback system. If nothing stops it, an explosion takes place, here a population explosion. An epidemic is an example of it, a riot is an example of it, and inflation is an economic example.

These complex systems have received surprisingly little study in the literature. I feel the best books written on the subject have been written by Jay Forrester, a professor at M.I.T. His two books, *Urban Dynamics*, dealing with the growth and decay of a city, and his very recent book *World Dynamics*, dealing with the quality of life in the world studied in a simple overall global model, show very clearly the difficult work that must go into the study of such problems and the very interesting behavior of these systems. His

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conclusion, which I share, is that these systems somehow behave qualitatively differently from the systems of physics on which our entire scientific intuition is built.

I would like to mention four major features in which these systems behave quite differently from what you would learn in a physics course. And keep in mind the example of the human body, of a city, or of a university.

First of all, these systems are counter-intuitive. Actually that phrase begs the question, if you agree that our intuition was built on the basis of what we learned about physics in high school and in college. If complex systems are different, then they are automatically counter-intuitive, because they do not behave like the systems which we used to build up our intuition. For example, they have peculiar properties when you try to change them. One feature that Jay Forrester shows quite dramatically in his model is that if you push them in one direction, they will start going in that direction, but the feedback mechanism starts pulling them down and may over-correct, so that the net change may be in the opposite direction. Therefore a push up may very briefly have the right result and in the long run may bring about a worse situation than what you started with. Therefore, if you want to have a system go further up in the long run, you may have to push it down to achieve that end.

Let me give you two examples. Take the human body. Suppose you have a depressed person and you administer a strong stimulant. It is quite possible that the stimulant will help him for a few hours to pull out of the depression, but it is quite likely that the result in the long run will be an even greater depression. Or take a university. At a time of financial crisis the natural strategy seems to be to make a drastic cut in the budget. There are many examples I can give you where a drastic cut in the budget will in the short run improve the university's finances but in the long run will bring about exactly the opposite effect. Namely, if you cut the budget, it may be that for two or three years you don't have as

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great a deficit, but if the result of the cut in the budget is a drop in the quality of education, the university may attract fewer students and lose faculty members. Five or ten years later you may find yourself with a much more drastic deficit than you have ever faced before.

There is a spectacular example in the history of Dartmouth College, when President Tucker, around the turn of the century, apparently intuitively understood the operation of the complex system known as the Dartmouth of 1900. At a time when there was a serious deficit, he gave a major push that in the short run increased the deficit spectacularly but within fifteen years completely solved the financial problems of the College. He took a major part of the endowment, which was all he had to make up the deficit, and invested it in dormitories so that he could triple the size of the College. Of course in the short run the deficit increased, but within fifteen years it changed Dartmouth from a small local institution to a major national institution to which students and money were flocking from all over the nation, and he was running in the black before he retired as president.

So first of all there is the counter-intuitive nature of these systems. Secondly, the systems are highly resistant to change due to these feedback mechanisms. In some cases this is very fortunate. For example, the human body can resist all kinds of changes of temperature within any reasonable range. In Hanover, New Hampshire, that means from 100 above down to 40 below, but the human body still seems to be able to maintain a reasonable equilibrium inside.

In a city, if Forrester's results in his *Urban Dynamics* book are right, there seem to be almost overwhelming forces that resist change. And I can assure you that if you have ever tried changing patterns of education in a university, there are no forces that resist change more strongly than those that operate in an institution of higher education.

The third important difference between these non-linear

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complex systems and traditional systems of physics is the fact that while physical systems we study are in some sense homogeneous, that one part is very much like another part, these complex systems seem to have certain key pivotal points, where if you apply pressure there is likely to be a drastic change in the entire system. For example, in the human body the glandular system seems to be a good example. A minute gland if changed just a little bit can have vastly more effect than, let us say, amputating an arm. So the glands are clearly a pivotal part of the human body. I suspect in a city the transportation system may be of overwhelming importance; a relatively small change in the transportation system can result in half the population of the city migrating to the suburbs or vice versa. The important thing, however, is that these pivotal points are very hard to find and usually your intuition is wrong as to what the pivotal points are.

And that leads to the fourth and most important point. Unlike the good luck that we had in physics, where something like a planetary system can be studied in small parts or the system of stars can be studied by regions, these complex systems are so highly interrelated that you must study them in their entirety.

For example, a university is a very good example of this. We are always, in all our planning, studying Dartmouth in very small pieces, and we hope that by changing something here we won't bring about a change over there that could be a disaster. But one has a very strong suspicion that out of ignorance we cause periodic disasters from time to time. Therefore I consider it very important to construct a model of a university like Dartmouth, which can give you greater insight into the operation of this complex system, which can be used for planning, and in which you can find those pivotal points where relatively small changes can make an enormous difference in the quality of the institution.

My conclusion from all of this is that the time has come for us to try to develop new scientific models to attack the problems of society, which are different from the methods used in the phys-

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ical sciences, and use these to acquire new insights which are almost totally lacking in our planning functions today.

This topic seems to me particularly interesting in a college setting because to me it presents an entirely new challenge for the operation of a school like Dartmouth. At a time when we have witnessed a great deal of student unrest about the participation of institutions in defense work, the very same students and faculty members are crying out for doing something “relevant” to attack the problems of society. I do not see how an institution like Dartmouth can be the direct agent for such change. But I see two very important functions that it can play which could make a significant difference over a period of years in helping to alleviate these problems.

One, of course, is the traditional use of colleges as a think-tank, and the second is the use of the college for the training of leaders of society—and this is Dartmouth’s traditional role. These two are heavily interrelated. If I am right that it is necessary to bring about a major think-tank operation, which will try to come up with new scientific techniques to attack the complex systems of society, then one can very naturally combine that operation with the bringing up of a new generation of students. We could hope that a certain number of our students will become experts in these methods and will go out into the world to do those things that need to be done to solve the problems of society.

I would expect that part of this think-tank operation would be a detailed study of a great many complex systems. Right there we have a great handicap in that we do not yet have those experts that could go into a system like a city and study it in all detail. I am sure that what we would have to do in a transitional stage is to put together a team consisting of experts from a great many different disciplines and mount an interdisciplinary attack on half-a-dozen such systems. But our motivation would be not just to understand those systems, but to find out how to work with complex systems in general.

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I am sure that this will involve the development of new analytic tools, and although I am quite sure that computers alone will not solve these problems, I am equally sure that the problems are too complex to be solved without the use of computers. Indeed, Jay Forrester's major tool is a model built right inside a computer. This is an exciting new use of the machines that could be one of their most important contributions in the future. In effect what you build in any laboratory is a scale model of an actual working system. For example, you can build in a laboratory a scaled-down model of a complicated rail network. Or in a planetarium you build a model of the working of the planetary system or system of stars.

The computers allow you to go one step beyond that because you don't even have to build an actual physical model of the system, you only build a description of the system, a description of how the various parts behave and what their interrelationships are. From this the computer can figure out what will happen a day, a year, or a century later, as long as you have correctly told the computer how the individual parts behave and how they are inter-related. Once you have that working, you have got a tremendously exciting laboratory in which you can try out changes.

For example, if you wish to improve the transportation system of a large city, you don't need the ridiculous experiments that New York City carries on every year: changing a few lights, or the timing of a few lights, changing a few more streets to one way, and next year trying to make them one way in the opposite direction, and using millions of people as their guinea pigs. They could equally well build a large computer model of such a transportation system and try out within the model what the effect of a given change is. The difference is enormous in that this computer could try out thousands of different plans in a month and pick out the best one. Therefore you could hope for major change in a month rather than ten years. And no human beings have to suffer in the interim because they were used as guinea pigs.

I see the need for a major development effort to understand

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how these new analytic tools, these new computer models, can be put together by interdisciplinary teams, how one can use them to study existing systems and to try to figure out how improvements can be made in these systems. And as we build these we have a perfect laboratory for education, too, because the very same tools are ideal for training the leaders of the future. I am optimistic enough to believe that today's well-motivated student can be trained to become enough of an interdisciplinarian to master techniques from various fields, so he on his own could tackle the problem of a major problem of society.

In short, I see here the opening of a great new profession, which does not yet have a name, a profession that may be one of the most important ones for the future of society. And as Dartmouth continues to train leaders for the future I hope very much that in addition to continuing to train doctors and lawyers and teachers and business leaders it will also train a significant number of people who will become experts on complex systems, their analysis, and on the planning for the solution of the problems of society.

Let us go back to where I started. Today we are not well set up to solve the major problems of society. In addition to all the valid reasons that have been stated, that we are putting too small a fraction of our total resources into the solution of these problems, that not nearly enough people are working on them, and that we do not have enough of a commitment, I very much fear that even if all of a sudden we had a complete change in national priorities, we would not know where to begin. We are in great danger of making things much worse rather than making them better. And, therefore, I feel it is up to the universities of this country to prepare us for that day when that dedication will indeed become national policy.

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News Conference over WDCR—
October 25, 1971

TODAY a historic meeting of the Faculty of Arts and Sciences took place. It was memorable from the moment that participants entered, because (to the recollection of one man who has witnessed faculty meetings for seventeen years) I believe it was by far the largest turnout at a meeting of the Faculty of Arts and Sciences. On several issues over 200 votes were actually counted, and, as far as I can remember, this is also a record for the faculty. The meeting consisted of two and a half hours of constructive debate during which the pros and cons of the recommendations of the Committee on Year-Round Operation (CYRO) were discussed in considerable detail. At the end of two and a half hours on a tally vote, the vote was 158 in favor and 44 opposed, or a margin of approximately 3½ to 1 in favor of the recommendations of the CYRO.

Until the Faculty of Arts and Sciences expressed itself on this very far-reaching proposal, I was very careful to stay completely neutral and not to assert my own views as to the merits of the issue. But now that the faculty has overwhelmingly approved the plan, I feel free to speak out on the educational merits of the proposal.

During the past two years a number of different proposals have been made concerning plans to operate the College on a year-round basis. It is my opinion that the CYRO plan—the one that was adopted today—is by far the most imaginative and most flexible plan that has yet been devised. And amongst all the flexible plans that I have heard, this is one that has a high probability of success. It will provide students coming into Dartmouth College with a greater choice and freedom to design their undergraduate attendance patterns than that offered by any institution in the

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country. And thus this could prove to be a major attraction to students coming to Dartmouth.

Since the recommendations of the Committee were closely tied to the question of women degree candidates, if the Trustees should approve these recommendations, amongst all the plans that I have seen this is one that would allow fastest progress towards a favorable ratio of women to men. Compared to a plan that does not involve year-round operation of the College, for example, the plans adopted by Princeton and Yale for implementation of coeducation, the CYRO plan presents the Trustees with a significantly lower price tag for the implementation of coeducation. And as several members of the faculty argued today eloquently, it gives a unique opportunity for Dartmouth in the decade of the seventies when so many of our sister institutions are moving full speed backwards because of financial pressures, Dartmouth may be one of the few institutions that can move forward. The plan would lead to an expansion of students and an expansion of the faculty, and therefore at a time when most prestige institutions are forced to cut the size of their faculty, the size of our faculty would actually increase. Incidentally, for those on campus, I would like to call your attention to the fact that this is by no means a plan designed exclusively for those who come to Dartmouth in the future, because all current freshmen and sophomores would be given the opportunity to participate in this plan if they so desire.

I would like to take this opportunity to thank publicly the Committee on Year-Round Operation, and through them a great many other faculty committees that worked endless hours voluntarily to serve the College.

This may be an appropriate time for a few remarks about Dartmouth College's Board of Trustees. Clearly the major issue now will go to the Board at its special meeting November 20-21. I have heard a great many remarks on campus which indicate that the Board looks like a mystery to many people on campus, and

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that there is very little understanding of its nature and of how it operates. I would like to make at least a few comments which might be helpful in this.

First of all, the size of the Dartmouth Board is very unusual. There are a total of sixteen members, of whom two are ex-officio—the Governor of New Hampshire and the President of the College. The other fourteen are elected, half directly by the Board and half by the Board at the recommendation of the Alumni Council. This Board is much smaller than the typical board; for example, Princeton's Board of Trustees has something like forty members on it. As a result of this our Board is what President Dickey always described as a working Board, and this is a very important part of the description. For example, this fall when for the first time I was present and the Chairman of the Board of Trustees welcomed new members, in his first charge to them, he said that the only attendance pattern acceptable of a member of the Board of Trustees is 100 percent attendance. Indeed, in the six or seven meetings I have had the privilege of participating in, an absence of one out of sixteen was about average and in each case for some overwhelming reason such as major illness.

In addition to attending four two-day meetings a year in Hanover, most members of the Board of Trustees serve on committees that meet in between, and many of them will serve as much as two days a month voluntarily in the service of Dartmouth College. A great deal has been said about the fact that legally all the power granted by the Charter rests in the Board of Trustees. There is a great difference, however, in practice between where the legal power lies and how it is actually exercised. It is important for a number of technical, legal reasons that there should be one clearly defined body that has final authority. However, through practices that have been followed since the very first meeting of the Board of Trustees, they have, in fact, delegated a number of decision-making powers to the President, the administrative officers, and most importantly, to the faculty of the Col-

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lege. For example, although all degree candidates are approved by the Board of Trustees, it is of course the appropriate faculty that recommends students for the degree, and the Board of Trustees, although it carries out its legal obligation of approving these students, takes the recommendation of the faculty that students have met the requirements for the degree.

More fundamentally, it would be inconceivable to me that the Board of Trustees would initiate on its own an educational plan for the College without having had the recommendations and approval of the faculty on such a matter.

There are rare occasions when no one constituency is competent or able to judge all the issues involved, and here is where the Board of Trustees alone can judge the needs of all constituencies, and quite clearly the issue of coeducation is in this area. In a way, the charge of the Board of Trustees in its 200th year was to worry about the existence and flourishing of the College in its 300th year, a unique charge that no other group bears.

The Board will have a special meeting on November 20–21 to consider the newly adopted plan for year-round operation and the recommendations by the faculty and by the Trustee Study Committee that a significant number of women degree candidates be admitted in the fall of 1972. I can never prejudge how the Board of Trustees will vote, but I feel highly confident that no Board of Trustees has ever been more thoroughly briefed on any issue than our Board will be on this possible historic decision.

A last comment on the operation of the Board. It has sometimes been charged, even publicly, that there has been undue delay in the decision on coeducation. Of course, the Board should feel quite well on this fact because there has been an equal number of charges that there has been undue haste in the decision. But let us consider what timetable could possibly have been the fastest timetable.

If the Board makes a favorable decision in November, women degree candidates will be admitted for the fall of 1972. Let us

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consider whether a decision for the fall of 1971 was ever possible. Since for the fall of 1972 a decision this November is absolutely the latest possible moment, for the fall of 1971 the decision would have had to be made at the latest in November 1970, and the Trustee Study Committee that first started considering this issue was not organized until the summer of '69, which means they would have had a year and a third in which to resolve all questions, all issues, and provide the Board with all necessary information. In retrospect I must say that that should have been obviously out of the question from the beginning.

I would like to change to a completely different topic, though related to what we have been speaking of. The historic purpose of the College has been to train leaders for society. It is extremely important that as Dartmouth College admits women students, whether as degree candidates or as part of the exchange program, they should be considered for exactly the same role as male students. When we have women students they will be here because we believe they can play a role of leadership in society and because we feel we can contribute to their education what will make it possible for them to become doctors, and lawyers, and computer scientists, senators, and even President of the United States. It will be up to the Trustees' decision just how large the number of students will be here next year. But it is very important to realize that now this year, we have 150 women students on our campus. We have been most fortunate in having attracted students of the very highest caliber. We can be proud of having them on our campus, and I call on all faculty members, and on their fellow-students, to recognize that women students here are here for the very same reasons—their desire for professional training—as male students, and for a first-rate liberal arts education, and I call on faculty and students to extend them the same professional courtesy that is traditionally extended to male students on the campus.

I would like to make a brief remark on the fact that because of the recent constitutional amendment most Dartmouth stu-

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dents will be eligible to vote in next year's elections. I urge all students to register. I don't have special wisdom on the right place to register; it is something you can take up with the Board of Elections and those who can give you advice on the subject. But I think it would be a tragedy once the long fight was won, that enabled eighteen-year-olds to vote, if your generation did not make a significant contribution by voting for the candidates of your choice.

For the first year and a half of my term in office I carefully turned down all invitations to participate in non-Dartmouth-connected events. My first such event, however, was last week. I had an opportunity to deliver a series of three lectures at the Museum of Natural History in New York before a large audience on the topic of "Man and the Computer—A New Symbiosis." My theme was to explore the past, present, and future of computers with special attention to the question of the interrelation between man and machine. It was a very interesting challenge because although I had a most intelligent audience it included the whole gamut from computer experts to those who knew nothing about computers. It was an interesting educational challenge to try to speak to all of them. It is always a revelation to me as to how much more understanding there is on both the strengths and weaknesses and the good and the bad of computers on the Dartmouth campus than there is in any other intelligent audience. Incidentally the book will be published, and I mention that in particular because ever since I became the thirteenth President I have become superstitious about the number thirteen, and it will be my thirteenth book.

A funny thing happened to me on the way home from New York. I took a slight detour by Cambridge, which is a small town in Massachusetts, and walked in on a football game. Having now witnessed several performances by the Dartmouth team and listened to the other two, I am extremely worried about the health and welfare of our alumni body, because if that team puts on

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many more performances like the one in Harvard Stadium the incidence of heart attacks might surely be very high. It is a team that certainly deserves the title of the team that never quits. A great deal has been said about Ted Perry; incidentally, his field goal was the longest in the Ivy League since World War II, and he deserves all the credit in the world for a fabulous performance under impossible pressure. But I think so much credit was given to him that not enough credit was given to all the other players. I will single out just three of them who contributed to that fantastic finish. One was Wesley Pugh, who intercepted the ball at the key moment and ran it back for enough yardage to give Dartmouth a chance. Secondly, I would like to single out the player on the team who never receives very much credit because the best gains are made when he is not carrying the ball, for the very simple reason that people need his blocks to look good. I mean, of course, Co-Captain Stu Simms, and I don't think enough credit was given to his contribution to the success of that field goal. And finally I would like to pay tribute to Bill Pollock's key leadership which I was happy to witness, as in those absolutely frantic closing minutes with six seconds to go when no professional quarterback would ever have dared to throw a pass because the clock would surely have run out, he threw an absolutely crucial completed pass. He took time out to make sure that the blocking assignments were all correct on the field goal attempt, and showed cool under pressure the like of which I never hoped to see.

I would like to close by urging all of you to participate in the most recent WDCR campaign of *Let's Help*. Once more they have picked a highly worthy target, the Grafton County Home, and I hope that our moderator is still awake, because in case you haven't heard, Bill Aydelott, who is moderating this particular program, is on a sleepless, round-the-clock marathon to support *Let's Help*.

PRESS CONFERENCE

Press Conference—November 21, 1971

[The following is an edited transcript of the Press Conference.]

THE Board of Trustees met for the last two days to consider two major proposals for the future of the College. All sixteen members of the Board were present. One and a half days of intensive discussion took place, and no member of the Board of Trustees could have predicted the outcome until all the discussion was over.

We all came prepared to listen and to reflect until the Board reached a consensus. In the last analysis, after all the facts were in and all the arguments were heard, it was the quality of discussion that was decisive in reaching a consensus. I can testify to the fact that during the entire day and a half only one question was of primary concern to the Board, namely, what is best for the future of Dartmouth College.

The Board of Trustees approved the plan for year-round operation effective in the fall of 1972. This was a unanimous and highly enthusiastic decision on the part of every single member of the Board of Trustees. They have asked that we call it “The Dartmouth Plan.”

There is a consensus on the Board that this is a major contribution to higher education through which Dartmouth College can once more play a role of leadership. The Board feels that the freedom of choice presented to future students will be in response to that which we feel most students today desire. The Board also feels that the economic implications of the plan will make it highly attractive to a great many other institutions. It is a most attractive way of increasing the enrollment of an institution.

In the form in which it was recommended by the faculty of Dartmouth College, each student who elects the eleven-term option will save the cost of one term’s tuition, room, and board. At the same time, because the College can enroll a much larger number of students, it would receive substantial extra income which

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can be used to increase the faculty and administration and strengthen the institution. We had the testimony of a number of very distinguished educators not connected with Dartmouth College, as well as a number of foundation officials, that they considered the plan recommended by the faculty to be one of the most imaginative and important new plans in higher education in the country today.

The Board then approved the changes in degree requirements as recommended by the faculty of the College. One small modification in the plan was the decision that the plan should go into effect in the fall and not the summer of 1972. The reason for this was that the Board was concerned about whether we had enough lead time to plan both curriculum changes and necessary modifications in the existing facilities of the College.

Secondly, the Board of Trustees voted to matriculate women degree candidates for the A.B. degree effective the fall of 1972. This vote was by a substantial majority; it was not unanimous. The Board instructed the President that the target for undergraduate enrollment should be 3,000 male students and as many women as the new Dartmouth Plan will make possible.

Several members of the Board of Trustees eloquently articulated their primary concern. Dartmouth makes its major contribution by preparing leaders for society. In an age when women are bound to play an increasingly important role in leadership positions Dartmouth should—indeed must—prepare both men *and* women for leadership positions. It is clear that this was the single most persuasive argument in the Board's discussion of coeducation.

In these deliberations, the Board had available to it a vast amount of information. College counsel testified on the legal situation, and it was his conclusion that the Board had an entirely free choice whether to admit women students or not. They had testimony from the distinguished Vice President of Cresap, McCormick and Paget, a testimony which together with extensive questions lasted a full three hours, on two major questions: the effect of co-

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education on Princeton and Yale, and the financial implications of the new plans for Dartmouth College.

It was the impartial conclusion, after extensive study, of Cresap, McCormick and Paget, that the overall effect of coeducation on both Princeton and Yale has been overwhelmingly positive.

On the financial implications, the Board had available to it the study made by the Committee on Year-Round Operation, an enormous amount of work under the leadership of the College's Budget Officer, Mr. Davis, and finally CMP's independent evaluation as to the accuracy of these estimates. Out of these came a range of estimates, optimistic to pessimistic, lowest to highest possible expenses, in terms of capital expenditures, in terms of the transitional costs until one achieves a steady-state situation in year-round operation, and finally the long-range operating costs. The Board studied these with great care, and concluded that these estimates place the plans within the capability of the College. Therefore they felt they could make a fiscally responsible decision in favor of both year-round operation and coeducation.

They also noted the recommendations of the consulting firm that as these plans are implemented the administration of the College should exercise tough management control to make sure that those things that are really necessary, or those things that significantly contribute to the success of the program, should be implemented, but that we do not involve the College in unnecessary expenses.

The President was then requested to bring recommendations to the Board in January on some of the details necessary to implement these plans. To prepare for this, I have called a meeting of a number of key administrators of the College for a day and a half retreat at the Minary Conference Center, starting Tuesday afternoon. We hope to spend that entire day and a half trying to talk out a great many questions of detail and implementation that must be resolved to make these plans successful.

The Treasurer and the Business Manager were requested by

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the Board to work out recommendations for modifications that have to be made in the existing facilities of the College, and to bring these recommendations to the Board in January.

Finally, along the lines of implementation, the Board voted to ask the President in consultation with the Chairman of the Board to bring in recommendations in January for administrative arrangements for the implementation of year-round operation and coeducation. The Board felt they wanted to have further discussion on this subject, but I was instructed that the recommendations should be consistent with the five principles previously approved by the Board.

After the votes I recommended to the Board of Trustees the appointment of a distinguished woman educator, at a senior administrative level. The Board strongly concurred in this recommendation.

I would now like to make some comments on the Board's decision. During the past two weeks I have carefully refrained from taking sides as debate took place on the campus and through the mails. Now I have an opportunity to compliment all participants in the debate on carefully thought-out arguments and particularly on the deep concern everyone has shown for the welfare of the College.

The Board of Trustees was deeply moved by a letter that was distributed to all Board members late on Friday. It was signed by a number of leaders both of the anti-coeducation-CYRO group, and those who favored these two plans. The Board was most impressed and deeply grateful for the fact that they were willing to sign a joint document.

I will read just part of the document. Their major request is that they urge the Board of Trustees to act decisively on the issues of coeducation and year-round operation. The Board has taken that action. The letter ends up by saying:

We are confident that the Board will weigh the recommendations of all groups that make up the College, will remain faithful to Dart-

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mouth's finest traditions, and will steer a course that assures Dartmouth College a leadership position in American higher education in the next decades.

I am happy to be able to reassure all signers of that letter that those were precisely the considerations that were foremost in the minds of the Board of Trustees.

This afternoon I briefed a number of top administrators at Dartmouth College on the outcome of the Board vote. We were fortunate to have present at that meeting the President of the Dartmouth Alumni Council. I would like read to you the statement made by Mr. Norman E. McCulloch, Jr., Class of 1950. I quote:

I feel privileged to be on campus to share in the Trustees' decision to implement the Dartmouth Plan for year-round operation of the College and the admission of women for the undergraduate degree. Today marks a significant turning point in our history. Not only have the Trustees voted decisively on the issue of coeducation, but in their very positive decision on year-round operation, they have initiated a bold and innovative influence on all of higher education. These two questions have been debated thoughtfully and conscientiously by reasonable men of many different persuasions. Every Dartmouth man I have spoken to during these years of debate has mentioned that after the decision has been made one way or the other, he will stand behind the action of the Board. Now the moment has come for us to do just that.

I have to report that the Board violated its own rules during this decision. It voted at an earlier meeting that no matter should come up before the Board other than the questions of year-round operation and coeducation. But Saturday afternoon, the Board violated its own decision. They decided that they had to get periodic reports on the progress of the Princeton football game.

During the Board meeting one of the secretaries carried in periodic messages on the tremendous progress of that game, and there was a wonderful moment when all the bells rang on campus.

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That evening, the Board of Trustees drank a toast to the distinguished coach of the Dartmouth football team and to the Ivy League co-champions.

Today, two tremendously important decisions were made for the future of Dartmouth College. These decisions were made by sixteen "loyal sons who love her." They were made with a deep feeling for the unique qualities of the institution, and I pledge my efforts to preserve all that has made Dartmouth a great institution as we move into a new era. With the mandate from the Board of Trustees and with the support of the entire Dartmouth community, I pledge to lead Dartmouth into a great new future.



The Year of Implementation

PRESIDENT KEMENY called the 1972–73 year “*The Year of Implementation*” because it was the beginning of much of the hard work associated with giving life and concrete form to the important decisions made earlier by the Board of Trustees regarding year-round operation, coeducation, and equal-opportunity programs.

Perhaps the most common thread linking these initiatives was that each of them involved the expenditure of money. It is not too surprising, therefore, that “*Financing Higher Education*” was the topic of John Kemeny’s first major address, on January 25, 1972, to the District I conference of the American Alumni Council, meeting in Manchester, New Hampshire. He pointed out that some of the causes of the financial difficulties affecting all colleges and universities in 1972 go back at least twenty years to an era when faculty and administrators were “willing to work for practically nothing,” and thus, in effect, they subsidized their institutions. Other causes occurring since then were the “*knowledge explosion*” that resulted in a large increase

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in faculty, cutbacks in federal aid, inflation, and the coming of equal-opportunity programs.

A few months later, in May, President Kemeny took time to speak to the Dartmouth Student Forum and the Educational Planning Committee on the future of liberal arts education at Dartmouth, focusing on the question of what is the purpose of a liberal arts education. After his analysis, he expressed his belief that “the liberal education offered at Dartmouth is one of the best in the country. But it is good precisely because it is in ferment, because it is continually being re-examined, and because it is continually changing.”

The Future of Liberal Arts Education at Dartmouth—May 4, 1972

I SHOULD like to begin by expressing my appreciation to the Committee on Educational Planning and to the Student Forum for arranging this occasion and inviting me to speak to you. It is very easy to get bogged down in the everyday routine and demands of one's office, and I believe that every college president should be forced from time to time to consider the fundamental mission of the institution. It is equally important for the community as a whole to engage periodically in soul-searching, and therefore I am happy that we are taking a day off from a very full and busy year to consider why we are here and what we are doing.

It is particularly appropriate that we pause to take stock at this time as Dartmouth College faces some very major changes. I have found it instructive to attend meetings of the 25th reunion classes. They are perhaps the most interesting reunions in which I have taken part, because our graduates twenty-five years out of college are usually at the height of their careers; they are far enough from their student days to have sufficient perspective to evaluate their education and to make a judgment as to whether that education had a lasting value. I am struck by the fact that this

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year's freshman class will be celebrating its 25th reunion in the year 2000. And that means that we have to consider what we should be doing *today* that will be meaningful to graduates of the College in the year 2000.

I have heard a number of discussions of the nature of liberal arts education, and I must confess that I found them less than satisfactory. Typically they begin with some of the symptoms of discontent, and very soon the discussion degenerates into a series of pet complaints and the elaboration of pet theories. Rarely do the discussions get down to the basic question of what the purpose of liberal arts education is. I am going to attempt to face exactly that question today. During the past few days I have been developing a set of basic premises that would define for me a liberal arts education, and in terms of which I believe such an education should be fashioned.

Altogether, I have identified eight such premises, five positive and three negative. They are:

- (1) The college years are the best time to choose goals for one's life.
- (2) Preparation for leisure time is as important as preparation for a job.
- (3) It is important to acquire an overview of the breadth of human knowledge and activity.
- (4) It is important for the development of the human mind to acquire mastery of one area of knowledge.
- (5) It is important to understand the problems threatening our civilization.

And the three negatively stated premises are:

- (6) We cannot teach everything.
- (7) We cannot teach everyone.
- (8) We cannot teach a student all that he needs for the rest of his life.

Let me start with the negative premises.

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We cannot teach everything. That is a simple statement of fact. But I should make the premise stronger because even if by some miracle we could teach everything, any one student could learn only a very small fraction of what we would be teaching. The ideal universal man belongs to the age of the Renaissance or the Enlightenment, or perhaps to the Jefferson era. I have a strong suspicion that Mr. Jefferson himself may have been the last person to achieve that distinction. Why therefore do we have a tremendous urge for completeness in departmental offerings? Why is it that no self-respecting history department would be without an expert on the history of Afghanistan? Why is it absolutely necessary to have an expert on every single musical instrument or an expert in every branch of mathematics that has ever been invented?

These pressures lead to a proliferation of courses and a fragmentation of the curriculum. As a result the catalog contains a tremendous number of specialized courses. This may possibly enhance the reputation of our departments, but it is a major disservice to the student, and, after all, it is the student that the curriculum is designed to serve.

But there is a second negative effect of the desire to have great completeness in curricular offerings, and this is the fact that given the size departments that Dartmouth has, if you are going to have an expert in every major area you get to the point where members of a department cannot talk to each other about their interests. It is certainly a problem that they cannot pinch-hit for each other and cannot share courses. Eventually one reaches the regrettable situation in which individual courses are owned by individual faculty members.

I think one of the interesting challenges in designing a curriculum is the following: can we as an institution decide on those areas we would like to single out for special strength at Dartmouth College? Can we build groups of faculty members who are strong in these areas? And then significantly reduce the number of

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courses but make them all of high quality and most of them of broad appeal?

My second negative premise is that *we cannot teach everyone*. It may sound like an elitist statement but it is not intended as anything of the sort. It is merely a statement of fact. The number of students taught at Dartmouth College is a very small fraction of the total student body of colleges and universities in the country. And even if you say that Dartmouth has a select group of students, hopefully of very high ability, we still teach only a very small fraction of the students of high ability in the country. We are often told that we must offer such-and-such a course because if we did not offer it we would lose good students. My response is that most good students go elsewhere. And that statement is true for every academic institution in the country. I simply do not panic if we lose a few good students because there is some single course missing in the curriculum or some one program we are not able to offer. As long as we can attract 1,000 very good students each year who are of high potential and who represent great diversity, we are fulfilling the role of the institution.

I do want to emphasize the importance of diversity, however. A homogeneous liberal arts institution is a contradiction in terms, because learning takes place not just within the classroom but also from the interaction of students and teachers through shared experiences and through discussions. Therefore, a highly diverse faculty and student body is crucial to the success of a liberal arts institution. But as I said, we must make choices, and I'm quite convinced that if, let's say, we cut the number of courses in half, we would have no more difficulty attracting a thousand outstanding and highly diversified students than we do today.

That is the type of choice we made when the institution made a commitment to equal opportunity. While we as a nation owe a commitment to all minority groups—and one long overdue—any one institution, particularly one of our size, cannot play

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that role simultaneously for all minority groups. While Dartmouth would always admit any student who is well qualified, the question is what special programs and what special support can the institution provide? And, as you know, the decision was made to single out two minority groups for special programs and special support as our significant contribution to solving a national problem.

One of these is the group of Black students, since their problem is of such major national proportions that probably every institution in the country must participate in this. In addition, we have made a commitment to Native Americans, because of the long, historic ties between Dartmouth College and Indian Americans. I am very happy to note that this year we see many of those verbal commitments being translated into meaningful action, and I believe that by the end of this calendar year we may say that we are indeed meeting those commitments. I mentioned the importance of diversification of the student body, and certainly the admission of a significant number of minority students is one tremendously important factor in that diversification. I am convinced that the educational experience of every student is much better because of that diversity.

My third negative premise is that *we cannot teach a student all that he needs for the rest of his life*. There is simply too much to learn. In addition, a student in college is too unsure of what he or she will need in later life, and change is too rapid to guess what these needs may be twenty-five years hence. This fact has two major implications. The first one is that it greatly increases the importance of continuing education. You may have heard me refer on previous occasions to the remark of Ernest Martin Hopkins, eleventh President of Dartmouth, who called for a lifetime relationship between an institution and its alumni, one that would provide opportunity to “replenish intellectual reserves” periodically throughout the lifetime of an alumnus. (Incidentally, that remark is from his inaugural address in 1916.) As you know, Presi-

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dent Dickey made an important beginning in the field of continuing education, establishing the Alumni College, alumni seminars, and the Dartmouth Horizons program. I hope to encourage a major expansion of these programs. I believe it is absolutely necessary for the survival of our civilization that we break out of the pattern whereby education stops dead at a certain point in life and then individuals are supposed to work for forty years or more without interruption and without an opportunity, in President Hopkins's words, "to replenish their intellectual reserves."

The second implication of the premise is that the contents of many courses may have to be changed. How would we redesign the curriculum if we knew for certain that students will continue their education beyond college and beyond graduate school? Of course, this is a question that each discipline must answer for itself, but I would like to give some partial answers of my own. Because of my belief that continuing education will be the rule rather than the exception, I put very low priority on the teaching of facts. They are soon forgotten and are not likely to have long-range impact on the individual. I also put low priority on the teaching of perishable knowledge, no matter how popular the particular topic may be at the moment. I do put high priority on understanding of fundamentals in any discipline. I put very high priority on developing the ability to reason, and I put highest priority on learning in college how to learn, because life itself is a learning process.

I should now like to turn to my five positive premises. The first is that *the college years are the best time to choose goals for one's life*. If that is true, and if that indeed should be first among our premises, then facilitating the choice of goals for life should be one of the fundamental purposes of the institution. The reason I believe that this is the right time to make choices is that high school is generally too early—the typical high-school student has not acquired sufficient maturity and usually does not know enough about the options open for a career choice. On the other side of

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college, professional schools are usually too specialized and keep students so busy that there is no time to think. And if the choice is put off until after professional school, it is too late.

Within college it seems to me that the first two years, before a choice of a major is made, must be the crucial years. And yet as I look around here and elsewhere as to what help we provide the students in making a fundamental choice for life, I am not satisfied. It is typical for courses offered preceding the major to be designed primarily for students who are going on in that major and not designed to help acquaint a student with what that particular discipline can offer. Nor are they designed to help him decide whether he should or should not enter that particular discipline.

This puts an enormous burden on advising during the first two years. I believe that our very active freshman advisory system is better than at most institutions, and I also believe that it is not good enough. Perhaps our advising is best in the third and fourth years, when departments advise majors, but by then they are advising students who have at least tentatively made a commitment to their goal in life. And for some reason or other, in the sophomore year, the year when the key decisions are often made, we seem to abandon our students completely. We do not seem to have any systematic method of counseling students on career choice. Even more basically, how do we help the students to decide how to make a career choice? Let me ask what can be done, for we are justly proud of the fact that at Dartmouth there is a close relationship between all faculty, including senior faculty, and all students, including freshmen, within the classroom. Having heard a number of stories of sister institutions, I think this is one area where we can with considerable truth claim that we are ahead of most institutions. But outside the classroom we cannot make the same claim. There we do not have enough opportunities for similar close contact between faculty and students.

I would also like to see the development of introductory courses for those students who would like to have an overview of a

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discipline rather than take the first step into entering the discipline. I would of course like to see a better advising system and one that takes care of an entering student for two years rather than one. I would like to see more contact between undergraduates and role models; that is, contact between undergraduates and graduates of the institution and others who have been highly successful in individual professions who might spend a few days or a week on campus to talk to students to give them a feeling about what it is like to work in that particular profession. I would like to see better living conditions because the role of peers in making career decisions is very important, and the living conditions in dormitories and fraternities are not truly suitable for the kind of serious discussion that would facilitate this kind of decision.

I feel that our off-campus programs can play an important role. Participation, for example, as a Tucker intern has helped many students to decide what to do with their lives. And I hope that these opportunities will be vastly expanded under the Dartmouth Plan, with new job opportunities, the possibility of apprenticing for six months to try out a proposed profession and, above all, the time to reflect. One sin that we as institutions have committed is taking four years of a student's life, that are important for choosing goals, and then giving the student absolutely no time to reflect on how to make these decisions. I hope very much that under the Dartmouth Plan the periods off campus, particularly six-month periods, will be most helpful in correcting that shortcoming.

Premise number two was that *preparation for leisure time is as important as preparation for a job*. Remember that we are talking about the year 2000, and I am fairly sure that by that time most individuals will spend a great deal more of their time in what we call leisure time than on the job. And yet though we spend an enormous amount of time and effort training people to do their job, we often give them little or no help in preparing them for their leisure hours. I believe that the well-educated person will need

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both a vocation and one or more important avocations to have a meaningful life. For this both curricular and extracurricular activities are important. Literature and the arts are avocations that make life meaningful for many people. Some may find that a field like mathematics as a hobby may be something that makes life meaningful. Almost any academic area if pursued in sufficient depth may in later life become an important component. And so may extracurricular activities. One must not underestimate the importance of sports from this point of view, quite aside from anything sports may do to improve the health of individuals, the old Greek ideal. In addition to that, sports are a major means for the outlet of emotions and have played a very important part in the leisure time of many adults.

I know that there are human beings for whom a profession is totally fulfilling. But such human beings are rare. If we prepare our students only for their professions and do not prepare them for the rest of their lives, we will be failing as a liberal arts institution. In that connection I believe we have just taken a major step forward with the implementation of a plan for coeducation. If it is indeed one of the major purposes of the institution to prepare a student for the whole of life, then it is very important that in the future at Dartmouth men and women will study together, will work together, and will learn to respect each other. This may be our single major step towards preparing our students for all of life.

The third premise, and the one that is usually most discussed, is the idea that *it is important to acquire an overview of the breadth of human knowledge and activity*. Strangely enough, so far as I know, no one disagrees with this premise. And most people agree that the four years of college are the time to acquire this breadth of human knowledge. The only question is: how do you achieve it? It happens that I made a study of the so-called distributive requirements a few years ago. I would like to read you a passage from an essay I wrote at the time:

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Let us begin by examining the plans at two typical liberal arts institutions, Cornover College and Western Waysley.

Cornover College requires a two-year sequence in "All the Ideas of Man." The first year covers "The discovery of fire to the Copernican Revolution," while the second year deals with "The circulation of the blood to nonrepresentational painting."

Although the course is geared to the nonexpert, high standards are maintained. Students work very hard in this course. One sophomore was in the infirmary for three days, and he missed the entire Renaissance. The only complaint about the course is that the grading depends somewhat on who reads the final examination. For example, to the question "What was Newton's greatest discovery?," Professor Jones expects the answer "The laws of motion," while Professor Brown requires as an answer "The calculus."

Students come out of the course with a magnificent stock of cocktail party conversation pieces. They know some one fact about each of 100 famous men. They can speak an intelligent sentence about Athens, Roman Law, the Dark Ages, the Rise of Science, the Impressionists, and Relativity Theory. And a cocktail party rarely requires more than one sentence on any one subject.

Western Waysley has a totally different approach to the problem of breadth in learning. No one course is required, but the student elects a number of basic introductory courses. For example, each student elects four science courses, from six departments, but no two from the same department. Thus the student may elect either invertebrate zoology or vertebrate zoology, but selecting both semesters constitutes specialization.

When one adds to these "distributive requirements" the requirements in English, in foreign languages, and prerequisites for a major, the student has filled his entire schedule for the first two years. Thus, except for his chosen major, the student is not allowed to progress beyond a course numbered 1 or 2 in any subject.

It is a very demanding task to design a suitable course, of one semester duration, which will give the nonexpert an over-all view of the field. And students are not always appreciative of these difficulties. For example, the two eligible psychology courses are nicknamed "Terminology 1 and 2." The very popular European his-

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tory course is referred to as “Blood and Gore.” Equally well known are “Hamlet for the Illiterate,” “Experiments that Should have Worked,” and “Star-Gazing 2.”

In selecting a college, a student should pay careful attention as to where psychology is classified. At Cornover College it is a science, and therefore a favorite means of social scientists fulfilling the science requirement. However, at Western Waynsley it is a social science and therefore available to science students who need an A in a nonscience course.

Having talked to graduates of both these institutions, I have come to the conclusion that well-rounding should allow for more depth than at Waynsley, without the necessity of the universal knowledge course-sequence at Cornover.*

Of course our own distributive requirements are much better than at these two fictitious institutions. The most common criticism of our distributive requirement is that it cuts down on the number of electives available to a student, and that is the one criticism that I do not understand, since practically every course in the catalog counts somewhere towards the distributive requirement. If the student is not interested in taking any of the courses that fulfill the distributive requirement, what *is* he interested in taking? I am afraid that I have very little sympathy for a student who, let us say, cannot find four courses somewhere in the social science division that he would have wanted to elect as free electives.

But I do have two criticisms of our own distributive requirement. The first is that it is basically a *smorgasbord* approach. The student samples a little of this and a little of that, and one hopes that it all adds up to a great meal. My second criticism is that I absolutely don't understand why the distributive requirements are by divisions. The divisions of the faculty are a partitioning for administrative purposes, and at least to my mind they do not in a natural way correspond to divisions of human knowledge. Perhaps it would make equally good sense to require each student to

* John G. Kemeny, *Random Essays* (1964).

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take four courses from the most senior members of the faculty, four courses from middle-aged faculty members, and four courses from junior faculty members.

I do not have a magic plan and I strongly suspect that there is no foolproof plan for distributive requirements, but I do have a number of preferences. I would like to see course sequences for non-specialists in several major areas of human knowledge. And by an area I mean something bigger than a department and I mean something more meaningful and more homogeneous than a division. I see nothing magic in three. I don't know whether there should be seven, eight, or nine major areas into which one partitions human knowledge. I would like to see all of the faculty within an area cooperate in the development of first-rate course sequences, specifically for the non-specialists, and I would like to see each student explore several such areas in some depth. Obviously no student could explore all of these areas and that does not trouble me a bit. I would much rather see a student take four courses within the arts, or four literature courses, or four courses in philosophy and religion, or four history courses, rather than take one course in each of these four areas.

Finally, I have often heard in discussions that there are some subjects that are somehow by their very nature "liberal arts," while others are not. This is an assertion that I categorically reject. I believe that a student who spends most of his four years concentrating on, say, Russian literature is just as much a specialist as a student who spends four years concentrating on physics. Both students have failed to achieve the objectives of the liberal arts education.

I have to recognize that there is one major roadblock in the way of the development of good distributive requirements and keeping open a sufficient choice for the student body. And I want to identify as the villains of the piece our graduate and professional schools, for two different reasons. First of all, they are the ones who tend to put strong requirements of pre-professional

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training on students. Of course their response will be that if you look in their catalogs the requirements are absolutely minimal and should leave students open to do whatever they want. In practice, however, this is not what happens. In practice they drop a great many hints as to what courses they would really like to have students take, and particularly today when it is so difficult to get into a professional school, most students panic and take everything that could possibly help them be admitted.

Secondly, I feel that our graduate and professional schools have a bad effect on undergraduate education because they are the cause of students being so terribly grade-conscious. I have sometimes said to a student that getting a C- in a course is really not going to ruin the rest of his life. But the student often responds: "Yes, but it may keep me out of medical school and that will totally change the rest of my life," and I have not yet thought of a good answer to that particular complaint. Because of grade-consciousness students are often afraid to be adventuresome. They are reluctant to try out ideas in areas of knowledge that they might find very exciting because they are not sure they can get the A or B that will assure them of getting into graduate and professional schools.

Somehow I feel that the opposite is the essence of a liberal education. One of the nicest things that ever happened to me was a letter I received from a Dartmouth undergraduate after I failed him in a mathematics course. It was a very lovely letter in which he said that unfortunately all through elementary school and high school he had acquired a tremendous mental block about mathematics, and therefore he really didn't have a ghost of a chance of passing my course. (Incidentally, he said he hoped I would recognize it was his failure and not mine.) And then he went on to say that the course showed him, for the first time, why there were some people to whom mathematics was a very exciting discipline. And therefore he wanted to thank me for the experience. That a student can fail a course and yet say that it was an important part of his liberal education to me holds a key to what we should be do-

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ing rather than what the graduate schools force us to do. I feel very strongly that we must not allow Dartmouth to become a preparatory school for our graduate schools.

The next premise is that *it is important for the development of the human mind to acquire a mastery of one area of knowledge*. In other words, I believe in the requirement of a major. But I believe in it *not* because it is important for professional preparation, though it may be that, but primarily for other reasons. There are very few mathematics majors who go on to become mathematicians, and there are very few history majors who go on to become historians. But I am quite convinced that these students become better human beings from the experience of having to concentrate on a field exciting to them and to immerse themselves in this to considerable depth. It removes a superficiality that is only too common in our civilization today. However, I do not feel that there is any preordained list of what majors should be. I do not believe that they have to be limited to pre-packaged things that students shop around for, and therefore I very much welcome the coming of special majors, in which the student can take an active role in helping design his area of concentration.

But as I hear criticisms even of this minimal major requirement, something troubles me deeply. Perhaps I can best express it by recalling something from Bertrand Russell. Russell once wrote that as a young man he was quite depressed and had suicidal tendencies, and the only thing that kept him from committing suicide was a deep desire to learn more mathematics. (Incidentally, history records that he lived to be almost 100.) Now it is not the fact that it was mathematics that fascinated him that was important in that particular statement, but the fact that here was a man for whom a desire to learn some field meant enough to persuade him not to commit suicide. It is that burning desire to learn something that is missing in so many students, and I can only wish it were more universally present.

My final premise is that *it is important to understand the prob-*

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lems threatening our civilization. But it is difficult to say what the university can do to achieve such understanding. Of course, we can tailor some of our courses towards this need—indeed, it is important that we do so—because dedication without knowledge most often leads to catastrophe. We can offer special programs so that our students can become personally involved and can learn of the problems from first-hand experience. We are deeply in debt to our Tucker Foundation for leading the way in such special programs. We can sponsor a variety of extracurricular events—lectures, films, all kinds of discussions—that help us in this area, and we can talk to students about those problems that deeply concern us.

But I believe that there are some things that a college or university cannot do. It cannot allow the campus to become a political battleground. Nor can it allow dissent on any issue to be stifled. If universities do not guard the right for all opinions to be heard, no matter how unpopular at the moment, then they abandon their oldest and most important mission. I believe that today's student is dedicated, but I believe it only if he is willing to pay a price for this dedication. The student who is willing to do good work only when someone gives him course credit or credit for a term paper, or when someone is willing to cancel classes so that he can go out and do something he believes worthwhile, shows no evidence that he really cares.

The true test of sincerity, I believe, will come under the Dartmouth Plan. I will be very much interested to see, for example, just how many students will take the fall term off this year in order to work full time for the candidate of their choice. This is easy to do under the Dartmouth Plan. I will be very much interested to see how many students will go on a Tucker Foundation internship without course credit, or go for credit and stay an extra term not for credit but purely out of conviction. I will be interested to see how many will use their off-campus terms to work for a cause they truly believe in. If the majority of students elect to do one of these things, then we will indeed have proof of the strength

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of our students' beliefs. And if that should materialize, that may be the single most important contribution of the Dartmouth Plan.

I have not attempted to describe the ideal educational system because I don't believe there is such a thing. I believe in a variety of approaches for a variety of purposes and for different individuals. I do not believe in a magic cure for all ills. It is often argued, for example, that small sections are automatically superior to large ones, and indeed in a course where faculty and student should have close relations and exchange of ideas, a small section is far superior. In another type of course, where the purpose is to convey a large body of knowledge and the students would like to profit from a lifetime of expertise by the faculty member, it may be that the large lecture section is not just more efficient, but a better way of organizing this course. And I know from personal experience that such a course can be truly inspiring.

Any plan that you may draw up today that will look ideal to you is sure to look far from ideal to many others. To me the trick is to provide enough diversity and choice that 4,000 different students can all find what they are looking for at one single institution. I believe firmly that the liberal education offered at Dartmouth is one of the best in the country. But it is good precisely because it is in ferment, because it is continually being re-examined, and because it is continually changing. And therefore, I hope that out of your discussions during the rest of this day will come many ideas that will make a Dartmouth education even better and more meaningful to future generations.



The Year of the Medical School

IN his five-year report to the College community (published in the April issue of the Dartmouth Alumni Magazine) President Kemeny said: "I will always think of 1973 as 'The Year of the Medical School.' For a variety of reasons, recounted later in this report, I devoted roughly half of my time to the problems of the Medical School and the Medical Center. Of all the challenges I have faced so far, I feel that this is the one for which my past experience had prepared me least. Therefore this year was an intensive learning experience for me. I now understand why a past president of Princeton once told his Ivy colleagues that Princeton's secret weapon was that it did not have a medical school."

Since the financial problems of the Medical School took up such a large portion of John Kemeny's time during the 1973-74 year, it is not surprising that none of his speeches in that period dealt with those problems that he himself was still learning about. Instead, when he addressed the annual weekend meeting of class officers in May, he felt it was important to deal with the more immediate public-

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relations problems of the closing of a fraternity and what he considered to be serious distortions in the press (The Wall Street Journal and Newsweek) about the financial situation of private colleges and universities.

Class Officers Weekend—May 5, 1973

MR. Chairman, Men and Women of Dartmouth: I have to make one confession: I am not going to be able to go to the baseball game this afternoon, which breaks my heart. My wife has been packing all week for our trip to Europe, and she has told me that if I don't start packing this afternoon we will never get off.

I had hoped to start off the speech with some sort of remark about whether in recent years a college president has been able to go off in the month of May knowing that there were no issues on campus. That statement is almost true today, but not quite, and therefore I will start off with a couple of unprepared remarks before I go into my speech.

It has been said in the national press that students seem to be returning to the age of the 1950s and the early 1960s, and I suppose that that may be true both in the good aspects, and, as I discovered this week, in some of the less reputable aspects of that change. Those of you who were here on campus I am sure remember that during that period, a period of the deanship of Thaddeus Seymour, it was an annual event that at least one fraternity had to be closed down for conduct unbecoming to gentlemen. We have not had that in recent years because it was a different age. Apparently we are returning to a previous age, however, because Dean Brewster has just closed one of the fraternities for the rest of the spring.

The incident comes at a very bad time, because I think the fraternities are stronger today than they have been for at least five years on the Dartmouth campus. I think a great many things have

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happened to improve that situation. I think the passing of some of the paranoia of three years ago has been a great help. I think students are looking for more traditional forms of organization. The Spring Rush has been the best in the last five years for the fraternities. As I predicted some time ago, year-round operation has turned out to be a great financial boon for the fraternities, for they too have discovered that when you have facilities sitting idle for three months of the year that's bad business practice, and since the fraternities are very heavily hit by local real estate taxes the ability to rent space to brothers during the summer months is of enormous help to them.

I do not mean to leave the impression that this has been accompanied by the fraternity system somehow getting out of hand, because that would be a total misstatement of the facts. As a matter of fact the few bad incidents we have had in the last week I am sure are partly accounted for by the fact that it is the month of May, and there is something about the month of May, particularly after a Hanover winter. But part of it I think is that there are three or four fraternities that are in danger of giving the fraternity system a bad name at the present time; and I know that many fraternity presidents have resented that because they do feel that the fraternities are much stronger and much healthier than they have been in a long time at Dartmouth, and they would hate to see such incidents create an anti-fraternity feeling on campus.

At any rate I did not want to leave this matter in the rumor stage; I did want to share with you the fact that one fraternity has been closed by the Dean of the College for the rest of the year. I hope that we will not have any more incidents like this. On the other hand, I must also say—if the national press is right, that we are returning to the '50s—then perhaps we are back to having this as an annual event on the Dartmouth campus.

I want to talk to you about a completely different topic today. You know, every college president takes over the office with the hope of making a major contribution to higher education. As a

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college president he hopes to revitalize the concept of liberal education, and above all to have a chance to influence the lives of thousand of men and women. And then after he gets into the office he finds out that his major job is to worry about the financial welfare of the institution. This seems to be the division of labor that was worked out for this particular weekend, when so many of my associates had the privilege to talk to you about the academic and social life of the College, and guess what I am supposed to speak about today! On the other hand, that seems to be in the best tradition of the Wheelock Succession. I am sure the problem of college presidents spending a major part of their time worrying about the College's finances certainly goes back to Eleazar Wheelock.

I had an additional reason why I agreed to do this in this particular week, because frankly at the moment I happen to be extremely angry—I happen to be very angry at two articles that appeared in media that I normally respect very, very highly: one is *The Wall Street Journal* and the other one is *Newsweek*. I don't know how many of you have read either of those two articles, but I am sure they will be the basis for a great deal of discussion nationally, and frankly your being here is my first opportunity to let off steam at what I consider to be two very far-out articles on the subject of the financing of higher education.

For example, the *Newsweek* article is entitled, "Crying Wolf?" and at least by implication accuses many private institutions of misleading their constituencies and claiming to be poor when actually they are very rich. They claim that we are misleading people and are claiming deficits at a time when we are getting very rich indeed. The two articles were based on a study made by a couple of economists at Cornell University, and although neither *The Wall Street Journal* nor *Newsweek* mentions Dartmouth by name, within the body of the article there is a table showing some figures of dubious reputability on eight Ivy League institutions and MIT and the University of Rochester, and Dartmouth does appear

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there, and therefore by implication we are associated with the remarks made in these articles.

The original Cornell study had really only one major purpose: to say that the typical financial report of institutions of higher education was not very clear, that it was so complicated that the typical intelligent reader could not follow it through, and that both complete and better financial statements ought to be issued. And with that particular claim I am in agreement, and I think we have done a great deal at Dartmouth to achieve that specific goal. But in the process the authors made a number of claims—“far-out” is the only phrase I can think of—which have led to these two sensationalistic articles, and I wanted to share my thoughts with you as Class Officers, because I am sure you are going to get many questions from classmates who will say that if all these institutions are really getting that rich why should we support the institution?

Let me try to outline to you what their argument is. I will try to be fair, though I must confess it is difficult for me to be fair with an argument that I think is so totally fallacious. I won't even bother to make a point of the fact that the numbers that appeared for Dartmouth College happen to be totally wrong, because it is such a small point in my total case that I won't even belabor this.

Basically their argument is that if the total assets of an institution go up in a given year that institution is showing a profit and should so report it, but if the total assets go down then it has a deficit. And then they did the very cute thing of picking a year at random, namely the year of 1970–71 when several of these institutions reported deficits, and they showed that during that time the total assets rose a great deal; and therefore they said the institutions are crying wolf and not showing true facts to the alumni.

Now, this is such a sufficiently complicated issue that I would like to spend some time on it, because it goes to the very heart of the financing of higher education. I could simply refer to the fact that picking 1970–71 was hardly accidental. As someone who as-

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sumed the presidency on March 1, 1970, I always took it as a personal affront that the stock market hit rock bottom three months after I took over the presidency. The stock market, as I am sure you know, has recovered very well from those days, and probably the year 1970–71 was one of the periods of most spectacular relative increase. If they had shown '69–'70 instead of '70–'71, the assets of these same institutions would have shown an enormous decline instead of an enormous rise. Indeed, in the first version of the report written at Cornell they did not have the '70–'71 figures for Dartmouth College, and therefore they used '69–'70 figures, where of course our total assets, like everyone else's, went way down in paper value, so we were singled out in *that* report; while all the other schools were criticized for crying wolf, we were accused of fiscal irresponsibility that at a time when our assets were going down drastically we were not making huge cutbacks.

I am not quite sure what they had in mind, but if one really reads these articles and does not understand the facts, one gets the implication that what Dartmouth College should do is that in a year when our assets happen to go up high because the stock market is doing well we should increase our spending say by \$20,000,000, while in a year when the stock market goes down we should somehow instantaneously cut out \$20,000,000 from the budget. And I hope I don't have to go into detail on why that kind of behavior would be total fiscal irresponsibility for an institution of higher education.

May I give you an example of why I think this argument is utter nonsense? Consider real assets that we have as private individuals. For most of us a house is one of the most valuable assets we have. Consider a house you live in and hope to live in for the rest of your life, and suppose it happens, as it very often happens, that real estate values go up and you have just discovered that your house has appreciated in value by \$10,000. Now, if the argument that is given here is really applicable—and they keep using analogies to private financing, to private budgets in their articles—then

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presumably when your house appreciates by \$10,000 you should be able to rush out and spend \$10,000. As you very well know, this is totally impractical. You are not going to get that \$10,000 until or unless you sell your house. And then, very likely, you move into another city or another part of the city and buy a house there. If you find that the house you are buying there appreciated only \$5,000, you may indeed end up with \$5,000 extra cash. On the other hand, if that house by bad luck appreciated \$15,000, you may find that you have to put out an extra \$5,000 from your own pocket just to be able to buy a house as good as the one you have just sold. I am using this as an example to say that this terribly naive argument of adding up your total assets—if they go up by so and so much you can spend that—is just utter and complete nonsense. I am afraid the authors, though economists, seem to be way behind the sophistication of many modern university administrations. For example, at Dartmouth College the combination of what John Meck and Bill Davis have done is so vastly more sophisticated than anything these articles bring out that it is a shame they get the national publicity and not we. I am sure all of you know the fact that John Meck pioneered nationally in the development of the concept of “total return,” and the whole question of what is “prudent use,” which at the same time maximizes the total benefit in the long run for the institution and allocates a large but prudent share of the total return for current use by the institution.

Bill Davis has worked terribly hard on the manner of presenting our annual reports, and I have tried to share this with the alumni and with the local constituencies annually in as clear and understandable a form as possible.

Let me return to John Meck’s “total return” concept. If you invest your assets in such a way that they will grow as much as possible, why can’t you use all the growth? Suppose in a good year, say, our assets grow 9 percent, why can’t we just spend that 9 percent? The first answer to that is that it would almost certainly be illegal, because the courts would rule that this is not prudent manage-

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ment of funds left to you by other people. But let's ignore that, because I think there is a much more fundamental argument that must be understood and apparently seems not to be understood even by some distinguished economists. The best way I know how to illustrate it is to tell you a story from the history of Dartmouth College the way it was recounted to me by a person many of you must have known, Professor Bancroft Brown.

Dartmouth College happens to have the oldest mathematics prize in the United States, given by General Sylvanus Thayer—it is the Thayer Prize, which is more than one hundred years old. As Bancroft Brown related it to me, that gift of \$1,000 was given, I think, in the year 1870. That was a huge sum of money at that time, and it was part of the gift provision that it had to be invested in bonds bearing not less than 6 percent interest. As a result, the annual prize was \$60.00, which Bancroft Brown tells me was at that time just about one semester's full expenses for a student and which, of course, makes it an enormous prize, quite vastly greater than anything we now give out to students. Unfortunately, the terms of the gift required that particular form of investment, and therefore a hundred years later that fund is worth \$1,000, and the annual income from that certainly does not pay one day's expenses of the average student.

Now let us consider what would have happened if General Thayer, who was most generous to Dartmouth, had left it up to the College, and let us suppose that the kind of investment methods that John Meck and the Trustees Investment Committee now use had been applied to the Thayer Fund. You would hope—and I am talking as if we were back in 1870 and we were looking into the future—you would hope that the total return would run at least $8\frac{1}{2}$ to 9 percent a year, if you're lucky, more than that. You will currently use somewhere between $4\frac{1}{2}$ and 5 percent of that, and therefore let's say in that first year the prize would not have been \$60.00 but only \$45.00 to \$50.00, which still would have been a very large prize in those days because it would have paid, let's say,

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for three quarters of the term's full expenses, still an enormous prize. On the other hand, the other 4 percent would have been added to principal year after year. Therefore that fund would today be worth over \$60,000 instead of the \$1,000 it is now worth, and income from it would still make it an enormous prize of tremendous value, and I would think that the memory of General Thayer would have been much better served by it.

Now this very spectacular example shows why it is that it is totally irresponsible to talk in terms of using the total appreciation of a given fund and spending it, because although that makes the fund important for the moment, it makes it absolutely certain that one hundred years from now it is going to be worth very little indeed. And when you are at the helm of an institution like Dartmouth, you do think in terms of a hundred years and not just in terms of the next decade.

The question of what is "prudent" is one of the most difficult questions any college president must face, and he must do battle with the Board of Trustees on occasion because it is the fundamental requirement of the Board to figure out how to protect the interests of today's college yet look a hundred years into the future. I struggled with that concept for about two years, and I have come up with an answer that at least satisfies me. Of course I had the help of many other people. The conclusion I came to is that we must manage endowment funds and gifts in such a way that income from them remains a fixed fraction of the total free funds of the institution. Let me explain that. If you look at the gross budget it is always misleading, because there are a number of in-and-out items like the Hanover Inn. But suppose you remove all those, then you have certain items that must be covered from the free funds of the College. For some oversimplification, I could say that today roughly half of this comes from tuition money, roughly a third of it from endowment income, and the remaining roughly one sixth of it comes from annual gifts, by far the largest part of which, of course, is the Alumni Fund. (Which, incidentally, shows

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you how tremendously important the Alumni Fund is to Dartmouth College.) But the fascinating fact is that I found one of John Meck's financial reports from 1951, and I find that those ratios were almost precisely the same in 1951. Therefore I would say that the twelfth President of Dartmouth College did an excellent job. I know he did an excellent job raising the reputation of the institution, but he also did an excellent job in achieving that goal by protecting the interests of the thirteenth, fourteenth, and fifteenth Presidents as well.

Today, for example, we are operating on the long-range guidelines from the Board that the net budget should increase approximately 6 percent a year, and therefore my conclusion is that the prudent procedure is that on the average our endowment must grow 6 percent a year. If it grew much faster, then what we would be doing is protecting the future at the expense of the present. On the other hand, if we followed the advice of those two articles and allowed the endowment to grow significantly more slowly, then we would be making today's college look very good, but we would run the danger of leaving my successor, or my successor's successor, a financial position that reduces Dartmouth to a second-rate institution.

The other thing that the endowment does is to make possible the absorbing of these silly oscillations on the stock market in such a way that we can do long-range planning and do not have to overreact in a panicky way to temporary setbacks. I well remember a day two months after I was in office when the endowment of Dartmouth College dropped \$9,000,000 in a single day, and I learned that it is just not worthwhile looking at the stock prices that frequently. Because the entire history of the endowment program shows that in the long run the endowment grows and grows in a very healthy way, and it is the very fact that we have a large endowment that allows us to absorb these temporary oscillations.

The course I have just outlined I believe is a healthy balance between the needs of the present College and the future welfare of

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the institution. When we are on this course, we will report and do report a balanced budget as we have done for the past three years. In the last *Bulletin*, which I hope most of you have received by now and which I wrote myself, I reported that we were running out of the expendable fund of the Third Century Fund and the two- or three-year transitional expenses we have in going on Year-Round Operation. We are going to be “off course” for the next three years, and therefore we will be reporting deficits. This will not mean that the total assets of the institution are going down in that period. It will mean that we are temporarily spending at a level that is not sustainable in the long run, and to me this is an honest and the only fair way of reporting a deficit. Because we are “off course” for three years we have to take corrective measures, and I did report to you in that *Bulletin* about the magnificent job the Task Force on Budget Priorities has done under the leadership of Dean John Hennessey of the Tuck School to chart a new course that will get us back on schedule at the end of three years. I believe you heard the report last night from the Vice President for Administration, Rodney Morgan, and some of the measures he is already taking to make sure that these goals are achieved.

Again, a large endowment gives you the luxury of temporarily getting off course, but no institution can afford to do that for very long. Similarly, if it should happen that you have a major windfall—for example, if one of you here in the audience after hearing my speech decides to send us a check for \$50,000,000, and I hope one of you will—then quite clearly that changes the financial situation of the College, and we would be “off course” in the other direction. I would be absolutely delighted to make the change of course necessary to get back on track.

I wish I *could* follow the advice of *Newsweek*. Under it I would have several million more dollars to spend each year on campus, and I assure you my popularity with the faculty and with students would go sky high. However, I am terribly afraid that when the history of the College is written fifty or a hundred years

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from now major blame would be placed on the thirteenth president for sacrificing the future of the College to temporary present gains. It is the challenge of the Wheelock Succession to maintain and improve today's College—all of us are pledged to do that—but at the same time to steer a course that will assure that the College will be just as strong, if not stronger, two centuries hence.

I am firmly convinced that both of these goals can be achieved if two things happen. One, that you, the alumni of the College, continue to give the loyal support you have given to this institution throughout its history. And it can be achieved as long as *The Wall Street Journal* and *Newsweek* leave the driving to us.





The Year of the Budget

EXPLAINING *his choice of this title, looking back from the vantage point of his five-year report, President Kemeny wrote: “Starting with the quadrupling of oil prices, it [1974] saw the Dow Jones drop below 600 and ended with the Trustees concluding that a major cut had to be made in the budget of the College. It was a year when many of us had to spend a totally disproportionate amount of our time worrying about money.”*

Since the gloomy details of the budget problem tended to cast a pall over the day-to-day management of the institution, it was fortunate that John Kemeny could find at least one patch of sunlight to brighten his talks with alumni and other constituencies. This was the first annual celebration of Pioneers Day by the American Federation of Information Processing Societies (AFIPS), which decided that it would, each year, honor a group and institution that had earlier played a special pioneering role in the field of information processing and the development of computing. Fortunately for Dartmouth, AFIPS decided to honor Dartmouth, John Kemeny and Professor

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Thomas Kurtz, and the seventeen or so Dartmouth students who had developed the Dartmouth Time-Sharing System (DTSS) a decade earlier, in 1964. AFIPS brought John Kemeny, Tom Kurtz, and fifteen of the former students to Chicago for the ceremonies, and the President was happy to share the good feelings of that event with Dartmouth's Class Officers at their annual meeting in Hanover in May.

At Commencement a month later he gave an important talk to the Alumni Council, during which he reviewed the history of the Indian symbol controversy and reminded the Council that it had previously set up a Committee on the Indian Program (including the symbol question) chaired by Robert Kilmarx '50. That committee produced a report recommending that the Trustees do nothing to either promote or ban the use of the Indian symbol. John Kemeny then reminded his listeners that the Council had unanimously accepted the report of the Kilmarx committee. Facing problem areas as frankly as he could, he then went on to discuss the Alumni Council's previous request that he ask the Trustees to reconsider their earlier action ending the ROTC program at Dartmouth, and he reported that he had done this and that the question was being studied by an excellent committee of alumni, faculty, and students, with instructions to report its recommendations to the Trustees before the end of the year.

Class Officers Weekend—May 11, 1974

I THOUGHT I would start off with something different and share with you briefly some of the thoughts that I have been using on the alumni tour.

In thinking what to talk about that is different, I thought very hard in the last four and a half years as to what topics I have given special attention to in reporting on the present state of Dartmouth College. It occurred to me that there is one and only one major topic that I have avoided, and intentionally avoided for four and a half years. I've avoided it because I've been too closely asso-

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ciated with it personally, and I did not want you to think that your President is interested only in computers, but I think after four and a half years I have proved that I have a number of other interests. Something very, very special happened this week, which is why I thought it might be appropriate if I spent a few minutes telling you about Dartmouth's computing system. There is an organization called AFIPS, which is the American Federation of Information Processing Societies, which really means it's the conglomerate to which all the other computer societies belong, and once a year they get together some enormous crowd of people, like 25,000 from all over the world to talk about computers. That Society decided this year to do something new. They decided that computers were now old enough that one can take a historical look at them, and, accordingly, they had the first annual Pioneers Day. Each year they are going to honor a group and institution that played a particular pioneering role, and we had the very great honor of being the first institution to be picked to be recognized as a pioneer on Wednesday of this week.

It was a very special occasion for Tom Kurtz and myself, because one of the very nice things they did was to invite all those students who really deserved the credit for developing the Dartmouth Time-Sharing System to be guests at the event. They were spread all over the country, and all but two of them managed to come to Chicago to take part in what was really a family reunion. The first two sessions were technical sessions on the past, present, and future of Dartmouth computing, clearly for people who know little about our system. The third one was frankly a reminiscing session, a reunion. They had Tom and me on the platform and oh, I didn't count them, some fifteen students—one used to be a graduate student here and the others all undergraduates—plus two more who couldn't come who were also undergraduates who really did 90 percent of the work in developing Dartmouth's time-sharing that has brought so much fame to the institution.

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I've often said that two things happened in the 1960s under John Dickey's leadership, two really new things that made an enormous difference to education at Dartmouth College. One, of course, is this building in which we are now located [Hopkins Center], which if you have ever toured when it's full of students and seen what students do here, you know that this building has just had a vast effect in making this an even more outstanding institution. The other was the impact of computing, and somehow as one sitting in the audience instead of speaking about this and being able to listen to a review of all the ways that the computer has affected Dartmouth College, I found it a terribly exciting event, as I found it terribly exciting to meet these young men I used to know as undergraduate students and finding them in key positions in major companies and major educational institutions all over the country. But I thought I would make an attempt at giving you some feeling of how widely the computer has affected an educational institution. Incidentally, this was the tenth anniversary of our Time-Sharing System. I always get the credit for it, but that's only because Tom Kurtz never takes credit for anything at all. The dream was Tom Kurtz's. Tom had the dream that every student at Dartmouth College should have an opportunity to learn how to use a computer, not because it was a technological tool, but because Tom was convinced, as was I, that for better or worse, computers will have an enormous impact on the lives of all of us, and that the very nature of a liberal arts education is to understand those major forces that will influence our lives so that we can try to control them, so that they will have a beneficial effect on our lives and not a harmful one. The dream was clearly impossible at the time Tom dreamed it, and when he persuaded me to go along with it and eventually persuaded the Board of Trustees, it was very lucky that neither Tom nor I nor the students who worked on the system knew that the dream was impossible, because a year later it became a reality. It sometimes helps to be terribly ignorant in that we did not know just how difficult the task was.

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Tom and I sort of laid down the general framework, and then we had about fifteen students around, most of them undergraduates, and we told them they had three months to complete this project. If we had not been so terribly ignorant, we would have known that we should have had a team of twenty professionals working three years on the project. Instead, we picked an undergraduate and said, “You have three months,” and when that student took three months and a week, we got terribly angry at him for not working hard enough.

I don’t know if you fully realize what Dartmouth undergraduates can achieve—whether it’s in a student art show, in the Outing Club, or in computing—if you really give them an opportunity to work on something they know is worthwhile. If they know that something is worthwhile, they care deeply about it, even if they don’t get any credit for it. I have found that students work vastly harder in spite of all the nasty things that people say—they do grub for grades, but that’s a different phenomenon, the game there is to achieve the minimum level of work required to receive an A. They work much harder for the things they get no credit whatsoever for than for the things they do get credit for. Those students worked all night and a couple of them came close to flunking out of Dartmouth College, but I have to say that none of them ever did—although one did get a two-year suspension, but he is the one now who has the biggest job in one of the best-known companies in the country! I think, if I understood it correctly from what he described, one of the best-known companies more or less set up a separate small research division for him because he would never fit into any normal organization or structure.

It was terribly exciting to see these students many years later. It was also terribly exciting just to hear recounted how that dream came true. The obvious things we were after were first, that students would understand what computers are about. Secondly, quite clearly in mathematics and science courses, the computer gave an opportunity, as one of our faculty members described in

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Chicago, to get away from the absolutely ridiculously stupid problems we used to give in mathematics and freshman physics courses.

I like to use mechanics as an example, where I had a terribly exciting mechanics course as an undergraduate—that’s the theoretical part of it. Newton’s Laws are some of the most exciting things you can study. On the other hand, if you then have to go and do homework problems on what happens when you toss a rock up in the air or what happens when a ball rolls down an inclined plane, or one billiard ball hits another billiard ball, you totally destroy the nature of the mechanics course. That’s not what Newton was after. Newton was after understanding how the heavenly bodies behave, and he solved the problem. The difference is not knowing more physics, the difference is that the computation to apply Newton’s Laws to celestial motion or a rocket trip to the moon is a mess. It happens to be a total and awful mess—but that’s what computers are for. So now as a standard exercise, students will in a freshman physics course work out the orbiting around the earth or a rocket trip to the moon. As a matter of fact, I learned a great deal at the Chicago presentation; students now go beyond that, they invent gravitational laws different from the ones in our universe, and they have to plot, i.e., have the computer draw pictures, as to what orbits would look like in a different gravitational field—and this is in a freshman physics course!

Let me switch to the social science Project Impress. Here I have to quote a very distinguished faculty member who used to be chairman of our Sociology Department—unfortunately we lost him to the largest social science research center in the country. Incidentally, he still rents computing time from Dartmouth College; I guess at the University of Chicago, you can’t get anything nearly as good! The reason he does this is because there is a system available to social scientists. I am going to quote him on the following, when he said that sociology used to be taught as follows: “You went into a sociology class and the lecturer told you

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what the truth was, then the students took it all down and then they went to another sociology class, where the lecturer again told them what the truth was, which just happened to be the opposite of what the first lecturer said, and then the student was told to do research to find out which of the two lecturers was right. The way the student did research was to go to the library and look up a book written by a third sociologist, who also told you what the truth was. In no case did the student ever have an opportunity to check on the facts himself. And the reason that he couldn't do it was not because it's so terribly hard, but in order to get any feeling about sociology you need data bases with millions of pieces of information. This was so expensive and so inaccessible that only a few leaders in the field ever got their hands on the original data and everybody else had to take their word for it. But today, in freshman sociology, every single student goes through that exercise of going to original data bases and second-guessing the faculty members." This was another area where there has been an enormous impact.

The Tuck School is a great example, because they were the only part of the institution that opposed going to a time-sharing system. And therefore, I am sure you have guessed that they became the per-student heaviest users of time-sharing at Dartmouth College. They have actually become very famous for this, in addition to the many other things that make Tuck School perhaps the finest business school in the country. It is that their students have become more sophisticated in quantitative methods (which are very important for business today) than those of any other institution. Again the computing system made a great difference.

I could mention what computing has done in terms of treatment of cancer, but it's too exciting a story and I strongly urge you to visit the cancer center named for Senator Cotton over at the Medical Center sometime when you are in town, and take a first-

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hand look during one of the tours of the combination of modern radiation therapy and computers. The incredible job you can do in getting the best possible treatment.

I saved for last an example that was presented in Chicago, that perhaps you would not think of as a very obvious use of the computer, namely the way it has revolutionized the teaching of music. Professor Appleton, a distinguished young faculty member, gave a superb presentation there. He happens to be an electronic musician, and therefore it was a perfect temptation to play some of the things he helped write on the computer, but that was not his emphasis, as he rightly felt that there was something much more important that had happened. There are so many students who want to learn to understand music, but you can't really understand it, Professor Appleton said, without trying your hand at writing some music. You can take a composition course, a harmony course, a music appreciation course, but if you are purely passive recipients of that knowledge, you never get the full appreciation of it. You ought to try your hand at creating some music, and then the great difficulty is, how will you ever hear what it sounds like if you don't happen to be a performing musician as well? If you are a performing musician you don't need the course in the first place. So, what they have done is to build something called the Synthesizer that can bring out various kinds of tones and hooked it up to the Dartmouth Time-Sharing System in such a way that the student can type his or her composition on an ordinary typewriter-like terminal and then listen to it.

And you know it was just an incredible step forward where by just having provided (a) a facility and (b) a student body, that now essentially all of them know how to use a computer and are not afraid of it—all kinds of things happened that the so-called pioneers never thought of. This was a very, very happy Wednesday for me, and it was a great reunion, and I decided to break four and a half years of silence as President and speak today on the subject of computers.



The Wheelock Succession

*F*OR readers who may not be familiar with Dartmouth's history it seems appropriate to touch briefly on one aspect of that history that, in a certain sense, has helped shape the roles of several Presidents of the College. This is the concept of "The Wheelock Succession," named after the first President of the College, Eleazar Wheelock. The term "Succession" refers to the sequence of Presidents who came after Eleazar. Thus John Kemeny, for example, was "the thirteenth President in the Wheelock Succession," a fact duly noted during his inauguration ceremony in March 1970. Moreover, the consciousness of the Succession as something more than a mere abstraction was reinforced during his inauguration (as it had been for previous Presidents) by conferring on him such tangible ceremonial objects and badges of office as the silver Wentworth Bowl and the Flude Medal, which were entrusted to him for safekeeping until he stepped down and passed them along to the fourteenth President.

Not surprisingly, several Presidents in the Succession would, in the course of their tenure, publicly express their thoughts about what

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Dartmouth ought to strive to be as an educational institution and what specific steps should be taken to help it get there. John Kemeny was no exception. In his Convocation address in the fall of 1975 he chose to speak about President William Jewett Tucker's inaugural address in 1893 and relate that to his own assessment of the situation in 1975.

Convocation Address— September 22, 1975

MEN AND WOMEN of Dartmouth: Ralph Nading Hill in his history of the College sees that history as divided into two distinct parts: the historic college and the modern college. Just as there is no doubt that the historic college began with the first President of Dartmouth, there is no doubt in Mr. Hill's mind that the beginning of the modern college was the election of the ninth president, William Jewett Tucker. Today, as we celebrate the 75th anniversary of Tuck School, we are celebrating one of the very many achievements of that particular administration. And therefore I thought it appropriate to choose as my topic a subject that very much concerned President Tucker: what is the historic role of the College and, in particular, should Dartmouth be a college or a university?

That was the major theme of his inaugural address in 1893. The speech was given eighty-two years ago, yet it is remarkably modern and remarkably relevant to our problems today.

Dr. Tucker had a deep and reverent sense of history, but he also lived in a time when things were changing very, very rapidly, and he had to face the question of how the historic purpose of the College should be carried out in the light of changing times. When he assumed leadership of Dartmouth, it was a college, and, indeed, a very small college, much beloved as it was in the days of Daniel Webster. But the College had remained so small that it was

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no longer possible to attract a first-rate faculty, and it was not possible to offer a modern curriculum. It was a regional institution; most of the students came from Vermont, New Hampshire, and Massachusetts. In just sixteen years of the Tucker presidency the College was changed into a significant national institution.

President Tucker's inaugural address proposed a number of quite radical curricular reforms. Dartmouth had had a prescribed classical curriculum, but in his address Dr. Tucker speaks eloquently of the value of studying the natural sciences:

In saying that the College needs the newer subjects, and the methods which they bring with them, I am speaking in behalf of what we term a liberal education. If by that term we mean the education which enlarges and disciplines the mind irrespective of the after business or profession, then we cannot ignore or omit the training which attends the exact study of nature. The broader and finer qualities which belong to the habit of careful observation, the patient search for the immediate and sufficient cause of phenomena, the imagination which creates working hypotheses along which the mind theorizes its way into the realm of fact,—these certainly are the qualities of an educated mind.

Later in his administration he speaks equally eloquently of the importance of the newer fields of human knowledge, the arising social sciences.

But the dilemma that Dr. Tucker faced was how to make room for these new areas of knowledge and at the same time save his classical curriculum. He proposes in his inaugural address a radical idea, namely that Dartmouth should offer all these subjects and let the students choose amongst them. And thus the elective system was born. But in order to offer both the new and the old there had to be a much larger college, and during Dr. Tucker's sixteen years the undergraduate enrollment increased from 300 to 1,100, the most rapid growth in the history of the College. As a result, some became seriously worried that Daniel Webster's small college existed no longer and that Dartmouth was becoming a university.

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Of course, in part that fear was due to the Dartmouth College Case. When the state revoked the Charter of the historic College, it set up a competing institution and gave it the name: “Dartmouth University.” And indeed these two institutions existed together on this campus, and they literally fought for the existing facilities. As you know, it took the combined efforts of Daniel Webster and the United States Supreme Court to save the College, and thereafter the name “Dartmouth University” was forever unacceptable.

Many think that the issue was a historic fight against Dartmouth’s becoming a university, and it is true that the Trustees of Dartmouth did not wish to see this institution become the state university of New Hampshire. But as Dr. Tucker pointed out in his address, this was not the basic issue. The basic issue was much more fundamental, namely, do the Trustees of Dartmouth College have the right to determine the future of the institution, or does the State of New Hampshire have the right to take over control when it disagrees with the decisions of a private institution? And for historical accuracy it is important to remember that when Daniel Webster spoke of that “small college” the Dartmouth Medical School was already twenty years old.

In his inaugural, William Jewett Tucker advocated a major expansion of the school, and therefore he faced up to the fear that this expansion would lead Dartmouth into becoming a university. This fear apparently was reopened after the founding of Tuck School, as many critics said that adding one more professional school would push Dartmouth over the borderline and turn it into a university. Dr. Tucker, in his address, emphatically rejects the role of Dartmouth as a university, and therefore he must say what to his mind distinguishes a college from a university.

He takes up first a very quick answer that one hears often even today: that universities have a mission for research, for the expansion of human knowledge, while colleges should teach. President Tucker rejects that point of view. He agrees that there is

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a difference in degree in the missions of the two institutions, but the key portion of his address on this subject reads as follows:

No man is fully prepared to teach, in the sense of communicating knowledge, who is not himself at work at the sources. Professors are not mere intermediaries. Contrary to the assertion of Cardinal Newman that to discover and to teach are separate functions seldom united in the same person, I believe that discovery stimulates teaching and that teaching necessitates discovery. The teaching ideal is undergoing a very radical change. The ideal of yesterday was the man of many and easy accomplishments. The ideal of today is the man of single-minded, thorough, and if possible original, knowledge.

That is a quite remarkable statement for the year 1893. Thus research and scholarship in his view are essential to the teaching purpose of the institution, but he feels that teaching must be the central purpose, and he therefore spends some time outlining what it takes to produce good teachers. I'd like to read you another quote that is quite remarkable for its modernness.

As I conceive the situation, the greatest incentive to good teaching is time to study. Apart from the immaturity of far too large a proportion in the teaching force in some of our colleges, nothing is so much to be deplored as the wasteful overworking of the maturer minds in a faculty. And this I say, not now in the interest of university work, but in the interest of college work. Teaching is that divine art which takes its authority and inspiration from the certainty and the abundance of the thing known. The glorious gift of communication, even when most personal, is always proportionate to the conscious reserves of knowledge. . . . And this is the distinctive function of the college, research, investigation, discovery, with time and facilities for their accomplishment, but all tributary to the one supreme end of teaching.

He concludes that there are two fundamental differences between a college and a university as he conceives those institutions. One is the homogeneity of purpose of a college, which certainly

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does not exist in today's large universities, and secondly, the supreme emphasis on the importance of teaching. To these I would add two more points that I'm sure President Tucker took for granted but that I think should be part of a complete definition: the close relationship between teacher and student (that has characterized this institution), and the centrality of the undergraduate program that characterizes a college. With those additions this description is as true today as it was in President Tucker's age. Here research and scholarship prosper, probably better than at many universities, encouraged and supported because they are essential for good teaching. But we never forget that teaching is the fundamental purpose.

Then why are we celebrating today the anniversary of a professional school? Why has Dartmouth engaged in professional education? Indeed, we have pioneered it: the fourth oldest medical school in the country, one of the oldest if not the oldest graduate school of engineering in the country, and the first graduate school of business administration. We have certainly been pioneers.

It is interesting to read the comments of William Jewett Tucker concerning Tuck School. As Dean Hennessey has mentioned, at that time there were already in existence undergraduate programs that offered a commercial education, but Dr. Tucker firmly believed that this was the wrong course, because he believed that each individual should have a firm foundation in the liberal arts before engaging upon professional education. And yet he believed that training for business deserved the same dignity as training for law or medicine, and therefore he instituted a graduate program in business administration that built upon a strong liberal arts foundation. He said that the creation of Tuck School was in keeping with "the creative function of liberal education." And certainly the history of Tuck School has fully justified President Tucker's hopes.

Dartmouth has pioneered in graduate education when it felt that it had a unique contribution to make. In each of these schools

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we have insisted on—and prided ourselves upon—a close relationship between faculty and students, we have emphasized the importance of teaching, and we have never lost sight of the central role of undergraduate education.

I was fascinated to note that Dr. Tucker is forced to return to this topic again and again. Very near the end of his administration he makes a definitive statement in which he firmly rejects the role of Dartmouth as a small college—and you have to remember that “small college” in his day meant a very, very small college indeed—he rejects that role and indeed sees no role for such institutions in the future. At the same time he again rejects Dartmouth’s role as a university. He advocates for Dartmouth an intermediate role different from that chosen by other institutions, and for it he coins the phrase “the large college.” He feels that it will be the honor of Dartmouth to make the case nationally for the importance of the large college in American higher education, an institution which is different from the university and different from the small college.

I too have frequently been asked whether Dartmouth is becoming a university. I’m a bit surprised at that, since my own role as President has been to enlarge only one portion of this institution, and that happens to have been the undergraduate body. I have inherited a number of commitments, for example, completing the M. D. program, but those decisions were made before I became President. I too have advocated an intermediate position for Dartmouth between the small college and the large university, and I’ve argued that this has been a conscious effort to find a role that is unique and different from that of most institutions, to find a pattern that makes Dartmouth stronger than the small college and yet avoids the traps of the large universities. Not having previously read this remarkable speech by Dr. Tucker, I had coined the phrase “small university,” while I note that he chose “large college.” And I put it to you that the words are different but the goal is the same!

Later Presidents continued to adjust the historic purpose to

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the needs of the day. For example, under President Dickey's administration some small P.H.D. programs were added, but they were added with careful safeguards to fit the historic purpose of the College. They were instituted because it was felt that in many fields knowledge had become so hierarchical that one could not bring undergraduate students to the frontiers of knowledge, and the opportunity for an occasional graduate course or advanced student is extremely important to faculty members in these subjects. But three key conditions were imposed upon our P.H.D. programs to keep them in line with our fundamental goals. First, that the candidates for the P.H.D. must have a liberal arts background. Second, that preparation for teaching should be one of the important goals of our P.H.D. programs. And third, that these programs must enrich and not water down undergraduate education. All in all I feel that these objectives have been achieved.

And Dartmouth has ventured even beyond graduate education, because education today is a lifetime need, and the College will meet these needs wherever and whenever they are necessary. We have engaged in continuing education in a wide variety of forms. Alumni College is perhaps our oldest and most successful program, which provides a liberal arts experience for graduates of the institution. And Alumni Seminars are, in effect, the roadshow version of the same liberal experience. I suppose the MALS Program is also a part of continuing education. The Dartmouth Institute may be our most ambitious endeavor yet, and the newest entry has been Tuck School's Executive Program. I would like to state that continuing education is also, in Dr. Tucker's words, the "creative function" of liberal education.

It is my hope that Dartmouth will always have the vision to adapt its historic purpose to the needs of the age, but that we will never neglect the training of liberally educated men and women, never lose that close contact between faculty and students that is the essence of this College, and never forget the supreme end, which is teaching.

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Men and women of the Class of '79, you are joining a College with a long and distinguished history. You are about to contribute one page to the history of Dartmouth. May it be a page that future generations will be proud to read.





Coeducation—A Statement of Principle

HAVING decided in 1971 that Dartmouth's educational mission should be extended to include the education of women, the Board of Trustees at its January 1976 meeting turned its attention to the key issue of the composition of the undergraduate student body and the guidelines that would determine the speed at which the integration of women would take place.

In the weeks prior to the meeting, surveys had been taken of opinions of the three major constituencies of the College: undergraduates, faculty (plus administration and staff), and alumni. As President Kemeny reported to the Board of Trustees in January, a majority of undergraduates and faculty responding indicated support for a change in admissions policy to admit, over a period of time, significantly more women applicants to Dartmouth. The Alumni Council, on the other hand, had asked that no action be taken until the Council had an opportunity to discuss the matter further at its June meeting. This would, of course, have delayed any action on the question for at least six months.

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President Kemeny addressing the Class Officers Weekend meeting of May 2–3, 1980. (*Dartmouth College Archives photo*)

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As John Kemeny reported to the faculty on January 19, the Board devoted a major portion of its meeting to the question of the composition of the student body. However, the major accomplishment at that meeting was that the Board voted unanimously (15 to 0) to adopt a "Statement of Principle" based on the "fundamental purpose of Dartmouth College"; i.e., "the education of men and women who have a high potential for making a significant positive impact on society." Then, the statement says, to keep Dartmouth's position of leadership in higher education "it is essential to enroll the best qualified students to fulfill this purpose." Then comes this statement: "The College cannot continue to meet this commitment in the future within the initial guidelines on coeducation enunciated by the Trustees in 1971." Finally, the logical conclusion: "Since the admissions policy of the College must be a means of achieving the fundamental purpose of the institution, a change in the admissions policy is necessary."

As some readers may have already concluded, this series of statements is one that could easily gladden the heart of a teacher of philosophy and logic, which, coincidentally, was John Kemeny's occasional duty (and pleasure) at Princeton and Dartmouth before he became President.

In his January '76 report to the faculty President Kemeny summarized the main points of the Board meeting as follows: "The Board has settled for all future times—or such time as when future Boards may vote otherwise—the purpose of the College; the fact that the admissions policy serves only one purpose, namely to lead towards this fundamental goal of the College; and the fact that the present admissions policy does not achieve this purpose, and therefore has to be changed. The Board has decided to allow one more year of discussion as the best means of achieving that goal. It is hopefully clear that once the Board of Trustees speaks on the fundamental purpose of the institution that is no longer debatable."

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Statement at Faculty Meeting— January 19, 1976

As you know, the significant item for the long-range welfare of the institution on the agenda of the Board of Trustees was the matter of the composition of the undergraduate student body. The Board devoted a major portion of its meeting to this particular topic. One of the first things that happened during that discussion was that a consensus was reached that while very thoughtful input came from various constituencies, there tended to be a trend of concentrating on mechanics rather than on the fundamental principles underlying the issue. Therefore the Board decided to devote as much of the meeting as possible to see whether a consensus could be found within the Board of Trustees on the question of principle. I am happy to report that the Board did succeed, and that such a statement was voted unanimously, with all fifteen Board members present voting in favor of that statement. I will in a moment read you that statement, after which I will be happy to answer questions; indeed I hope you will ask questions. Since this is a statement of considerable depth and very great significance, I strongly urge you to listen to it carefully and ask as many questions as you wish before you react to it, as the Board did, since they spent hours discussing the statement and the details of it.

The statement which I am about to read consists of three parts: the preamble for historical reasons, the statement of principle, and the statement of how to proceed toward the implementation of that principle.

The statement voted unanimously by the Board of Trustees reads as follows:

Preamble: Dartmouth College has achieved a position of pre-eminence in the field of higher education through the cooperative

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support of three major constituencies: its students; its faculty, staff, and other members of the Hanover community; and its alumni body.

The Board of Trustees has considered information it has received from each of these three constituencies with respect to the future composition of the student body at the College. A majority of both the undergraduates and the faculty responding have indicated support for a change in admissions policy to admit, over a period of time, significantly more women applicants to Dartmouth. The Alumni Council has requested that no action be taken on this issue until the Council has had an opportunity to consider the matter further at its June meeting.

Statement of Principle: The Board of Trustees reaffirms that the fundamental purpose of Dartmouth College is the education of men and women who have a high potential for making a significant positive impact on society. In order that the College maintain its position of leadership in higher education, it is essential to enroll the best qualified students to fulfill this purpose. The College cannot continue to meet this commitment in the future within the initial guidelines on coeducation enunciated by the Trustees in 1971. Since the admissions policy of the College must be a means of achieving the fundamental purpose of the institution, a change in the admissions policy is necessary.

Immediate Steps: Many members of the several constituencies have not as yet had an opportunity to participate in a discussion of the methods by which the fundamental purpose is to be achieved; therefore, during this year, Trustees and administrative officers will meet with the various members of the Dartmouth community to seek their advice and counsel. It is the hope of the Trustees that such consultation will lead to widespread support of the Board's final decision on implementation.

The Board has decided to make no change in applying the initial guidelines to the selection of the Class of 1980.

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Let me very quickly summarize the main points: the Board has settled for all future times—or such time as when future Boards may vote otherwise—the purpose of the College; the fact that the admissions policy serves only one purpose, namely to lead towards this fundamental goal of the College; and the fact that the present admissions policy does not achieve this purpose, and therefore has to be changed. The Board has decided to allow one more year of discussion on the best means of achieving that goal. It is hopefully clear that once the Board of Trustees speaks on the fundamental purpose of the institution that is no longer debatable.

I will be very happy to entertain questions.

Let me make an obvious remark, one that was discussed in the Board; for example, in the change in the number of women, the Board decided to take one more year. It is equally clear under that statement that there *will* be a change in the number of women. The Board stated very clearly that the present policy does not meet the fundamental purposes of the institution and therefore must be changed. It specifically talks about having to reject the 1971 guidelines which put the limitation on the number of women. It leaves open such questions as the size of the College. Speaking now just for myself, I will oppose a significant increase in the size of the College. But I cannot speak for the Board. That is a subject that the Board would be happy to hear more discussion on. It leaves open the speed at which change happens, it leaves open the much more fundamental question as to what is the best admissions policy to achieve that fundamental purpose. If I may speculate, it occurs to me that as the Board does that, it is quite conceivable to me that the new criteria might have an impact on the mix of men admitted to Dartmouth College as well as women. The Board is really talking about a very fundamental reconsideration of the way students are being admitted to Dartmouth College.

Question: Concerning one-year delay.

I would like to give you as honest an answer to that as I can,

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which is best done by giving the unpopular answer. The answer to that is that the guideline for numbers will be in effect for one more year, and very frankly this was a response to the Alumni Council. In my opinion, it was in response to the Alumni Council's request for a consideration of the matter six months further. I think that those of us who—myself included—would have preferred an immediate change, decided it was much more important to get the unanimous vote of the Board voting a fundamental change for the long range than to argue as to whether there will be ten or twenty more women in one class. I hope the vote is unambiguous. It is certainly unambiguous in the minds of the Board of Trustees that there *will* be a change commencing with the Class of 1981. I hope that you appreciate that I answered that completely frankly.

Question: Is it true that under the present guidelines there will still be more women admitted for the Class of 1980 than were admitted for the Class of 1979?

What is correct is that if you follow the same guidelines for the Class of 1980 that you had for the Class of 1979, the total number of women on campus will increase. I should have pointed that out, and I am glad that you asked that. You may recall that the Class of 1976 was a transitional class; there were only about 175 women in that class. So simply with the graduation of the Class of 1976 the replacement by the Class of 1980 will result in a non-negligible increase in the number of women. I haven't done my arithmetic, and I should have, but there should be perhaps seventy more women matriculated altogether at Dartmouth College next year than there were this year. Some Trustees actually brought up that argument for the reasonableness of a one-year wait. You realize that by the vote one year has been eliminated. They pointed out that in a sense the first transition under the original guidelines really will not be complete until the Class of 1980 is admitted.

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Question: Was there a discussion of what is meant by best qualified? There was considerable discussion in the Faculty of Arts and Sciences on that point. Does that mean best qualified academically, or in a general sense, or . . . ?

You are asking the key question, and I can answer it very easily in principle because the Board was very clear on this. How they implement this is going to be a difficult question. But the Board has in mind very simply the following: if the purpose of the institution is—and it is—to educate men and women who have a high potential for making a significant positive impact on society, then the students we should admit should be those students who on the basis of their qualifications have the highest potential for making a significant impact on society. Now, you can then ask how you could measure that. You are asking a very fundamental question, but the Board proposes precisely to wrestle with that issue—as to how one can do that. If you would ask me, I would certainly say that academic credentials are one very important measure, but there are others. The Board is very specific that whatever rules we come out with should judge individuals on their potential for making a significant contribution to society.

Question: I understand what you are saying, I think. Has the Board wrestled with the question of whether the potential for making a high positive impact on society is sex-independent? In other words, academic credentials are important considerations, but is sex?

I think the simple factual answer to that is that the Board has not wrestled with that issue. That is, certainly, as I hope you noted, the Board stated the fundamental *purpose* of Dartmouth College in a sex-blind way. It is clear, therefore, that whatever admissions policy they will come up with, sex will not be one of the criteria in the long run. You have asked a much more difficult question: whether you somehow feel that in today's society that potential is

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higher in one sex than in the other; and that you will have to guess, I will have to guess myself. The Board has not wrestled with it.

Question: Concerning the phrase “sex-blind.”

The Board was very careful not to use the word “sex-blind.” Let me show you why. Even in the meeting of the Faculty of Arts and Sciences I heard “equal access” and “sex-blind” used in what I counted as six different senses. The Board was very precise in its statement. For example, a very common statement on sex-blind would be that you take the proportion of women, let’s say, in the total applicant pool in sex-blind admission—it was sometimes used that way in debate, Professor Baruch—that therefore somehow the proportion in the entering class should be the same. Clearly the Board’s statement is not consistent with that. That would depend on the pool. If the women’s pool has relatively more individuals in it who have a potential for major impact on society, the proportions would be greater under the new policy. If it turns out to be a pool that has less in it proportionately, then it would be proportionately less. But the question of how many men and women apply, I mean the mere ratio, will be irrelevant to the policy.

Question: I am wondering if from your remarks I can gather that the final decision on implementation rests on resolving the problem of the male/female issue, or does it rest on resolving the correct admissions policy for Dartmouth College?

I think the Board really would like, by the selection of the Class of 1981, at least to take a first major step in implementing the new philosophy on admission. It will clearly depend on the debate on the size of the College. That has an impact. And it will also rest on the debate of the rate of change. You may recall that all the major constituencies favored change to come gradually. This [the

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Trustee statement] speaks to the long-range situation, and it still leaves open the argument as to the rate at which change should happen.

Question: May I ask whether the Board discussed the possibility that the Alumni Council might not move from its rather rigid position?

Yes, that possibility was mentioned at the Board of Trustees meeting. And as you see from the last part of the motion the Board felt it was reasonable to allow one more year. As a matter of fact, it voted a sufficiently drastic statement of its own, and I think it would like to wrestle with that for a year. On the other hand, the Board is quite unanimous on the fact that the calendar year 1976 would be the extent of the debate. We would hope that whatever the Board arrives at—and that wording is very carefully chosen—there will be widespread support for the Board's final decision on implementation. The key wording: the debate is on implementation, not on the principle; and secondly, the Board will make the final decision, although we will all work very, very hard to get as much support for whatever that final implementation may be. But the debate is limited to 1976.

Question: You said that the Board wanted input from all three major constituencies. What further can the Faculty of Arts and Sciences do in this respect?

I really don't know. The Faculty of Arts and Sciences has given a very clear signal—perhaps clearest of the three constituencies—on its wishes. I simply don't want to tell the Faculty of Arts and Sciences—it may very well wish to stand on its previous stand, which the Board certainly knows and understands clearly. If you wish, in the light of this vote, to give additional input, you of course are free to do so.

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Remarks at Freshman Parents Weekend—April 23, 1976

HONORED guests, men and women of the Class of 1979: You may have heard rumors that the reason Thompson Arena was built had something to do with hockey and basketball. I can now tell the truth: This magnificent structure was built to have an auditorium large enough to accommodate the Class of 1979. You are the first class large enough—and with a large enough turnout of parents—that we couldn't possibly have accommodated you in Webster Hall. In addition to that, the temptation was almost irresistible for me to speak here tonight, because this is the only building I know of that in addition to serving as a large auditorium has a special device up there to keep score of the number of good and bad jokes cracked by the President of the College. I can't quite see it—I assume it now says "0:1."

Freshman Parents Weekend is always one of the happiest moments of the year, because it is a great pleasure to deal with freshmen. In my teaching assignments I like teaching freshmen most of all. They are enthusiastic, they are full of inquiry, they have a great deal of energy, and they are pure pleasure. The saddest thing about higher education is the fact that we take a group of such magnificent freshmen and in just three years we turn them into seniors.

This particular weekend is naturally a time for reminiscing, as you will do with your parents. I am quite sure you may ask your parents: what was it like when you were eighteen? And even if you do not ask them, your parents will tell you anyway! Therefore, permit me to do a little reminiscing myself.

I remember vividly my first few days as a freshman in college. I'd never seen my particular institution before. The campus was

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beautiful and quite overwhelming. And all my classmates were much better prepared than I, and much more sophisticated; I knew that because they told me so. Frankly, I was terrified. The only thing that saved me was that apparently the institution had arranged to have a group of students available whose sole purpose was to help freshmen, and they had the title of sophomores. They would give me advice on absolutely any subject in the world. They were quite prepared to sell me, at the most inexpensive prices, textbooks which had not been used at that college for five years. One enterprising sophomore offered to sell me the lightbulbs in the dormitory room. The one who almost did trick me was the one—and this was in the age of compulsory chapel—who told me that I ought to be early in buying a seat in chapel. Fortunately, when I was almost hooked, he went a little bit too far. He said that he could sell me a seat in the front row of the chapel for \$5, in the back row for \$10, and for \$25 I could have a seat in the balcony with *The New York Times* delivered to my seat.

This is quite clearly *not* the age of compulsory chapel. This is the age of freedom of choice. Perhaps too much freedom and sometimes too much choice. And therefore it is too easy to waste all the opportunities that are provided to this generation. I would like to suggest to you that this weekend is a unique opportunity to talk to your parents, because they can help you with all these choices. I remember too many occasions when a 25th reunion class comes back and alumni come up to me at a reception and tell me about all the opportunities they had missed while they were undergraduates at Dartmouth and how much they wished they could do it over again.

But you do *not* get a second chance for an undergraduate education. So I can't help thinking about *your* 25th reunion—in the year 2004, if you can believe that. You will be in the prime of life. The question is, will you be prepared for the 21st century?

The really fundamental question for you is, what should you

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be doing now and studying now that will be meaningful in the year 2004? And there are certainly no sure answers to that question. But one can take some guesses and find some hints.

For example, in mathematics I feel quite safe in predicting that by the year 2000 long division will be out and computers will be in. On the other hand, I feel equally safe in predicting that calculus will be just as important in the year 2000 as it is today. There are a number of new fields opening up that I think will be very important. I'm quite sure the problems of the environment will *not* be completely solved by the year 2000, and therefore a science that is now in its infancy may take on enormous importance for civilization. I'm quite certain that social problems will still be with us, and the social sciences will, if anything, be vastly more important then than they are today.

Another hint: it's a fairly good bet that if there is a subject in the curriculum which has survived 200 or 2,000 years, the chances of its surviving for twenty-five years more are pretty good.

I mention that because very often one hears a cry for "relevance" in the curriculum. I'm certainly not opposed to building bridges between academic learning and the world you live in. But I've always been opposed to what I call "instant relevance" because of a terrible experience I had as a freshman at another institution. It was a course called Politics I. It happened to be during World War II, and the professor in charge decided that the usual theoretical introduction to Political Science was not appropriate in this terribly worrisome age of the Second World War, and he was going to teach a really relevant course. And therefore what we studied were four wartime governments. Unfortunately, halfway through the course one of those governments fell and was changed completely. I still remember that the final exam was scheduled for a Monday, and on the Saturday before that Monday a second one of those governments fell. All of us had to buy the Sunday *New York Times* to find out what the right answers were to the final examination. I would like to put it to you that any course in which the

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answer to a question changes between the time the professor makes it up and the time you have to write the answer down is not going to have lasting significance for the rest of your life.

The final hint I would like to mention to you is based on my belief that a civilization can't continually expand, and yet I believe that productivity will increase. I'm firmly convinced that twenty-five years from now there will be a great deal more leisure for human beings, even though looking at my present job it's a little hard to believe that. Therefore I strongly urge you to worry not just about your profession but your avocation, and more importantly, what kind of human being you will be.

Let me tell you what I find most useful, in retrospect, about my own undergraduate education. There are three areas. I think it was very important to have taken a number of courses that dealt with what people did in the past, because it gave me perspective about today and tomorrow. Secondly, I valued very much those courses that taught me to think and taught me to learn. The facts that I learned in college I have mostly forgotten. But life has turned out to be a learning experience throughout, and therefore to be able to think for myself and to have learned how to learn have been perhaps amongst the most precious things I carried away from college. The third area concerns those courses that taught me to think of what life was all about in general, and by implication forced *me* to think of what was most important for me in my own life.

These may not be the things that will mean most to you. But let me make the suggestion that this weekend is a very special opportunity to talk to your parents. My own parents did not go to college; many of yours did. Whether they did or not, I'd like to suggest that in this very hectic weekend that Jay French and others have planned for you, you find a few moments to ask your parents, "What were the things that you learned early in your life that have really made a difference?"

Your most important educational choices as members of the

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Class of 1979 are still ahead of you. And I don't want you to come back on your 25th reunion and speak to a future President of Dartmouth and tell him or her what it was you missed and what opportunities you wasted. So, make the most of your weekend—speak to your parents. You'll enjoy it more and perhaps you'll get more out of Dartmouth.



The Sex-Ratio Debate Continues

THE banner headline in *The Dartmouth* of February 3, 1977, was “Students Rally to Protest Sex-Ratio Decision,” and the accompanying photo showed a seemingly relaxed John Kemeny standing outside the President’s office in Parkhurst surrounded by petition-bearing students (and some faculty) who had just marched over from a rally in Top of the Hop.

Protesters who had grudgingly tolerated (but not really accepted) the Trustee decision of a year earlier, favoring slow movement and a year of “discussion,” were not happy about what seemed to them a further bowing to the wishes of the Alumni Council. At the rally, Melanie Graves ’78, serving as moderator, told the crowd, “In three hours this morning we had 500 signatures” on a petition to the Trustees protesting their decision not to move toward “equal access.” In the discussion that followed, a member of the Class of ’79 suggested boycotting classes.

But, as a Dartmouth reporter pointed out in a story paralleling the protest story, “Many people strongly favor little or no change from

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the three-to-one ratio.” “I’m disappointed that they let twenty-five more women in,” said Greg Robinson ’78. “I would rather they left it three-to-one. But I’m happy with the decision if it was an alternative to equal access.”

The sole item in this chapter is a transcript of the interchange between President Kemeny and the students and faculty gathered in Parkhurst Hall on that February 2, 1977.

Remarks to Students Gathered in Parkhurst Hall—February 2, 1977

S*tudent:* President Kemeny will be out—I expect to be here. If everybody will leave a little bit of room for him to stand here—and just wait—Can we just have a very short statement—We’ve got a very, very short statement and then we’re going to leave. Okay? [*clapping; President Kemeny appears*]

Student: We come from a rally protesting the recent Trustees’ decision and we have come to you as a liaison to the Trustees in regard to a petition that 500 people signed in the last three hours. It reads: “To the Trustees: We protest the ratio decision. You ignore the will of the students and the faculty. Dartmouth is our school and we demand a policy of immediate equal access.”

President Kemeny: Okay. May I just respond? First of all, let me say that I wish attendance at my class were as good as it is here right now—that was one of my students hissing, I’m sure—I will accept the petition and, as I always would in such a case, I will certainly share it with the Board of Trustees immediately. Let me say something to the substance of the issue. I looked very, very hard, as I know did the other Trustees, at the opinion of the students as expressed through the Vox poll. And, let’s take it point by point and I’ll tell you exactly

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the points on which you're absolutely right that the Trustees did not follow the wishes of the majority of the students. Let me take it, point by point:

1. The single largest opinion was "not to increase the size of the College." As you know, there was very strong urging of the Board by the Alumni Council to make a major increase in the size of the College. The Trustees did not accept that recommendation. The Trustees' first statement was that the single thing they felt most important was to keep the College the present size.

The second point to be made is that there was overwhelming opinion amongst the students that the number of women should be increased. The Trustees did vote to increase the number of women at the College.

Student: Seventy-five percent of the students wanted better . . . Shut up! Quiet! . . .

Kemeny: I'll be glad to listen to your comments . . . if you will give me the same privilege. They certainly agreed to do that. If you read the vote very carefully, the Trustees did not come out in favor of a new ratio. They did not indicate that the admission of women will be limited in any way whatsoever. They did not do what they did last time [in 1971] to say that women would be admitted only insofar as space would allow it.

As a matter of fact, they reversed that to say that how much the number of men will go down will depend on the space available. They furthermore indicated that as long as the applicant pool justifies it, subject to Trustee review, the number of women will continue to increase. I don't think you can interpret that as the Trustees rejecting equal access, since they have directed the Director of Admissions to keep increasing the number of women as long as the applicant pool justifies that.

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The one key issue that, clearly, I understand many of you are disappointed in—as I expected that many of you would be disappointed in—you had hoped to see change come faster. Here is where the Trustees’ judgment was that given all the complexities of the issue—that change would have to come at a moderate rate.

Now, if you are unhappy about that, you have every right to protest it, and I will convey your protest to the Board of Trustees. But please do not interpret—as I have heard some public statements—to the effect that: “The Trustees said we won’t decrease the number of men,” since we are doing that immediately. Do not say that the Trustees voted a new ratio with limits to how many women there will be at Dartmouth, because they have not done that. The Trustees have not increased the size of the College except insofar as you can get a few more into the summer and the spring, and the statement says that this will be likely to be a small change. And do not say that the Trustees have rejected equal access. It is very difficult to read the statement that says that as long as the quality of applicants justifies it, the Director of Admissions is directed to admit more women each year as one that goes against equal access in the long run. But if you feel that the rate of change is too slow, you have every right to protest.

Student: Do you want questions, or do you want to just . . . ?

Kemeny: I’ll be happy to take questions.

Student: Okay. A couple of questions. We’ve talked a long time, already. My reading of the statement as it was reprinted in *The Dartmouth* was that the Trustees . . . may . . . or the . . . uh . . . the Director of Admissions may admit up to fifteen extra women each year and not that he was directed to, but that he may on the condition that the enrollment did not get too high. Now, I think that’s two different things. And I would also like to take exception with your term “change at a mod-

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erate rate.” I think this change is at an insignificant rate.
[clapping]

Kemeny: Let me take your two points in order. Let me first take the word “may.” I got that question yesterday evening on WDCR. Those of you who listened will know I gave an absolutely unequivocal answer to that. There is a problem to the structure of that sentence. If you want to read “must” there, that would be equally accurate in that sentence. Try reading the sentence both ways. It doesn’t come out quite right with either “may” or “must,” since it has a conditional clause in it.

The problem is—I’ll tell you the intention of it, and I think the Board had no ambiguity in it. That is, in any year when the applicant pool is such that an increase of fifteen women will improve the quality of the admitted class, the Director of Admissions must increase that number by fifteen. That was the intention of the Board. The question of whether the change is insignificant is something that you have to decide yourself. Let me compare it with the faculty vote. I haven’t heard any student argue that the faculty’s vote was insignificant. The faculty vote said that admissions should be at least proportional to the applicant pool. For the Class of 1980, that would have meant thirty-seven additional women. The Board moved by twenty-five this year. If you feel that thirty-seven is a significant change and twenty-five is insignificant, that is your privilege.

Faculty: John, if the College went on record as having equal access, do you speculate that the number of females who would apply would increase? [clapping]

Kemeny: Yes. And I would speculate that under the present changing policy the number of women applying to Dartmouth would also increase; so did the entire Board of Trustees.

Student: Do you speculate that they would increase at the same rate?

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Kemeny: No. I quite agree with the suggestion that as you slow down the number that you admit, it will also slow down the applications, and I have conceded from the beginning the point on which many of you, I'm sure, have a legitimate difference of viewpoint, which is the *rate* at which the Trustees decided to do things. But I think that's a difference not in principle but in speed of change.

Student: What do you see as the most effective things we can do in an attempt to change the Trustees' decision, if anything?

Kemeny: Let's see. I would very much doubt that the Board of Trustees would reconsider a decision that they sweated over for five consecutive meetings over a year and a quarter. But you have a right to file a petition, to try to gather further student support, and you better have a reading as to what fraction of the student body really agrees with you. And that same difficulty exists with all the constituencies; you know, the alumni would argue that "the alumni overwhelmingly feel so-and-so," when any one of us personally knows very large numbers of alumni who don't feel that way. Therefore, one of the difficult things is to get a reading as to what—say, the average student feels—if there is such a fictitious object.

Student: Obviously find the means for us . . . that will work . . . as to what kind of factors do you see as being counterproductive? [*garbled . . . what would not be useful for students to do.*]

Kemeny: I think what would be counterproductive—would be anything that violated one of the two statements all of you signed when you entered Dartmouth College. One of those is on the Honor Principle. The other is the rules of freedom of expression and dissent which was voted a long time ago by the faculty and approved by the Board and signed by all of you as a condition for being at Dartmouth.

It is a two-sided statement—and I can't quote it as, I'm

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happy to say, I haven't had to look at it for many years—but it protects your freedom in all peaceful ways of expressing and trying to influence opinion, and I promise you I will protect that for you as I would protect it for any other members of the Dartmouth community. What you can't do is to prevent others from doing the same or disrupt the normal operations of the College.

Student: You stated exactly what the Trustees haven't ruled out so far as policy. Could you tell us exactly why they're refusing to move toward affirmative action or what exactly they are projecting to do within the next year? Because, supposedly, last year a vote was taken on the part of the faculty, and we were going to wait a year to get a consensus of the alumni and then take a definite step, and it seems to me that by admitting only twenty-five more women, it is only a halfway measure and that they are delaying again for another year any kind of significant decision.

Kemeny: No. The Trustees have made the significant decision. Let me try out the following idea on you. Obviously, I'm talking to a very large group that has very strong feelings in one direction. Suppose these staircases were filled with a group of alumni—which I don't expect to happen until next week [*laughter*—in that case they would argue that the Trustees have made one of the most radical decisions in their history because many alumni argue—I believe wrongly, but they believe it equally firmly—that the Trustees made an absolute commitment never to reduce the number of men below 3,000. The Trustees' vote is certainly unambiguous on that, because the very first year we're dropping below 3,000 men. Furthermore, the alumni would argue that the Trustees' statement did not indicate a cut-off point for this policy, and, therefore, as some of you have calculated how long it might take before you have a one-to-one ratio the alumni group is

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likely to go with calculation as to how long it will take until Dartmouth is an all-female institution. And you may think that is peculiar, but I have already had an alumnus who has done that. So, believe me, that also happens. I know it is a decision that will not totally satisfy you. It will not totally satisfy any of the constituencies. The Trustees were in a position where there was *nothing* they could have done that would have made any one constituency completely happy.

Student: Why was that? Why were they put in that position?

Kemeny: Because there are honest disagreements amongst major constituencies and within the very same constituencies.

Student: I think what we are talking about a . . . [?] . . . central community. But we don't have equal access at this point. And I don't see why we have to have a limit of fifteen more women put on next year's admission figures . . . [?] . . . if you are talking about . . . [?] . . . why is there need to have that limit put on?

Kemeny: Well, as I tried to explain last night, the Trustees' feeling was that given that Dartmouth has gone through enormous changes—not just coeducation, but in a number of other ways—in the last four years, they wanted a period in which change comes more slowly, steadily, and consistently, but at a rate that one doesn't go through major upheavals every year.

Student: There is a principle, then?

Kemeny: The Trustees' decision is not inconsistent with the principle. It sets a timetable that is slow.

Student: What was the rationale that you described in the Trustees advocating a slow or a moderate rate of change rather than a more rapid one? Were there any structural problems involved? What sort of other factors entered in?

Kemeny: I'll be glad to go through that, but let me preface it by say-

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ing that if you had carefully read last January's statement you would not be as surprised by the outcome this year. There are two things the Trustees said clearly last year and I guess the alumni didn't read one-half and the students—at least those represented by you—didn't listen to the other half.

The two the Trustees said in last January's statement were (1) that change was absolutely necessary, and (2) that change will come gradually. As to why . . . I said already that they felt that a college like Dartmouth going through a period of major upheaval is the wrong way to do it. Secondly, any significant and rapid change in class composition has impact on dormitories, huge numbers of students having to move in and out from one year to the other.

It has impact on facilities. We know, for example, that with the increase of women we will have to build up certain athletic facilities in the College, and, frankly, we would rather raise the money first before we do that. But we know we'll have to do that and that's in the plans.

It has impact on academic programs. Incidentally, it's one of the things I was wrong on. I predicted before we went coed that there would be no significant difference between men and women electing majors at the College. But as a result of that, there will be fairly large shifts, and you can't, in one year, take three faculty members away from one department and give three to another department. Over a period of four or five years, you can.

Student: Do you believe that a majority of alumni would be against a more rapid . . .

Kemeny: I'm not yet sure that a majority of alumni will accept this decision of the Board of Trustees. I'm keeping my fingers crossed, but I'm not sure of that. I called some alumni leaders afterwards. Since people on campus could hear me on the radio, I called some alumni who couldn't hear me. And at least

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they said they thought they could live with it. They did say that obviously some significant number of alumni would be upset.

Student: What is your personal opinion of equal access policy for women?

Kemeny: I personally favor it. [*applause*] Look, I don't think it's any great secret that of all the changes that have happened there is one which would not have happened unless I had been totally committed to it, and that's Dartmouth going coed in the first place. I just talked to one of the alumni who is still bitter about my role in that. But if you had asked me, would I have voted for the faculty resolution, if I had sat in the audience as a faculty member, I don't know. It's very hard to figure that out. I think I probably would have. Nevertheless, I voted differently as a member of the Board of Trustees. There are very complex issues you have to worry about, not the least of which are the financial problems of the College. I wish one had a source of support for the College where one could always implement everything overnight that one believed in. It just unfortunately isn't in the cards.

Student: Well, you said that the Dean's office . . . just a petition . . . caucus meeting today . . . said that . . . I mean, what's the use . . .

Kemeny: Excuse me . . . could I make a terribly important distinction? I can assure you from the hours I heard the Trustees discussing exactly what the faculty said, what the student poll said, and what the alumni said, there is a difference between listening or not listening and accepting the recommendation. I mean, they listened very carefully to all three major constituencies—I can assure you on that—but clearly came up with a decision that doesn't agree with any of the three of them exactly. As a matter of fact, it differs very drastically

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from some, and I must say the Trustees' position, as I read it, is a lot closer to the student consensus than to either the alumni position or to the faculty position.

Student: President Kemeny, exactly what is the method by which the Trustees get input from alumni? I mean, do they have any kind of polls, or is it just listening to loud-voiced alumni that are . . . ?

Kemeny: No, the alumni have one advantage over students. They have a form of government. I think any of you who have been here recently know that ever since I became President I have urged you to reconstitute student government on this campus. But I also feel the President should not impose such a thing on students, because it's a good way of killing it before it starts. The alumni have an elected group of so-called Alumni Councilors, approximately fifty of them, elected in a complicated way, broadly representative of alumni leadership. And they vote through that Alumni Council very much the same way as the faculty meets in faculty meetings. When the faculty meeting votes something, the Trustees have to look at that as the voice of the faculty even though perhaps only a quarter of the Faculty was present at that meeting. I argue that that's irrelevant because they have an opportunity to come. And they also felt strongly enough about an issue to come, and that automatically made them the representatives of the Faculty of Arts and Sciences for that issue. Yes?

Student: My impression is that there are two things the Trustees worried about, and that . . . one was the fear of losing financial support, and the second one was the fear of drastically rapid change and the effect of such change on the institution. I've looked at both of these arguments in depth and two schools that went coed a long time ago—Stanford and Middlebury—I cite my sources secondhand, but I've heard

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that long-time studies of financial giving of both of those institutions show that their decision to go coed and to equal access had no effect. So I wonder why Dartmouth is so worried.

And then the second thing is, I have looked very closely at the number of students applying to various institutions similar to Dartmouth—Harvard, Yale, Princeton, Stanford, and other institutions in our league—and the statistics from last year show that about 33 percent of the applicants to these schools that have equal access policy are women. And I wonder—is the change from 28 percent to 33 percent such a drastic change that our institution couldn't cope with it and would have problems? I wonder why it's going to take us five years to institute a change which might allow 33 percent women to be in the freshman class: 28 to 33 percent doesn't seem like a big jump. It seems like we could accommodate that jump. Therefore, I strongly support standing for the principle first. I think we've got to look at an issue and decide what's morally right to decide before we look at dollars and cents and the practicality. It's the way the problem was approached by the Trustees that seems to upset me.

Kemeny: Yes. Well, Stanford is an interesting example because it took them well over fifty years to get to the point after they went coed where they had a 70-to-30 ratio. They are going to be there in two years in the freshman class. We are almost there after one class. And, I mean, that's what it comes down to. If for you it is a matter of principle whether you get to a 2-to-1 ratio in the freshman class in one year rather than in four years, then argue that principle. But that's the issue you are arguing. Because that's the difference between what you're advocating and what the Trustees voted. And I must say that overnight you shift . . . a shift of, say, seventy more women in one freshman class could cause significant dislocations on the campus. I will defend that.

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For instance, we would now have to give notice to a large number of dormitories that students have to move out of those dorms, we'd have to start building additional facilities for athletics, and we would have to start guessing ahead of time. I mean, take a very simple thing like Freshman Seminars. The pattern of election is somewhat sex-dependent. The faculty has planned its Freshman Seminars for next year. A small shift each year you can adjust to. But if all of a sudden you find yourself with a huge increase in certain areas and a decrease in other areas, it is much harder to adjust to. I'm not saying it is impossible. I'm just saying that the Trustees opted to do this gradually. I mean, look, if you were saying that the Trustees had voted never to get to 2-to-1 in the freshman class, I would see where that's a matter of principle. But whether you do it over one class or over a period of four classes, I have difficulty to see that that is somehow a betrayal of a fundamental principle, and so does the Board. You have every right to disagree with that. Look . . . I have answered a number of questions, but if I don't get back to that meeting, I'm going to have difficulty explaining to you why next year tuition has jumped by three thousand dollars rather than four hundred dollars. [*applause*] Thank you.





A Position Paper

JOHN KEMENY was justly proud of his record of providing information to the Trustees prior to the Board's meetings in Hanover. Usually, such information concerned agenda items that would require some official action by the Board. Occasionally, however, the subject might be the unforeseen ramifications of a previous Board vote. In such cases President Kemeny might write a "Position Paper" outlining not only the basic elements of the problem, but also making clear his own view of the matter and any strong feelings he might have about a preferred solution. A good example of this is the first item in this chapter, a Paper regarding "Class Composition" that he wrote and sent to the Board in March 1978. The problem, in this case, stems from the Trustee vote of January 1977, which laid down guidelines governing the admission of the Class of 1981 and subsequent classes.

The second item in this chapter, John Kemeny's speech to Class Officers and families in Hanover on April 29, 1978, is a classic example of President Kemeny doing what he did best, sharing with others his enormous pride in the achievements of "thirteen recent or current

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Dartmouth students” and in the ingenious system (the Dartmouth Plan) which made possible such a diversity of adventures in education.

Class Composition: A Position
Paper—March 31, 1978

IT is my very strong conviction that the Board’s vote of January 1977, on the number of men and women in succeeding freshman classes, has been well accepted by the majority of all constituencies. I am *not* reopening the basic issue. However, two questions of detail have been raised by members of the Board of Trustees, and Dave McLaughlin* suggested that it would be useful to discuss these at the upcoming Board meeting.

Let me start by summarizing the main points of the January 1977 vote: 1. That we may not exceed an enrollment of 3,200 undergraduates on campus in any one term. 2. That the guideline for the Class of 1981 be 750 men and 300 women. 3. That the number of women may be increased by up to fifteen in a class if this is justified by the applicant pool. 4. That insofar as we are successful in increasing the size of the freshman class through better utilization of the four terms, the resulting gain should be used to slow down the reduction in the number of men.

The Class of 1981 was indeed admitted under the Trustee guidelines, although an unexpected increase in “yield” led to the admission of a slightly larger number of both men and women. Our guideline for the Class of 1982 is 315 women and 735 men.

The questions that have been raised concern the following two points. First, if the actual result of the admissions process is different from the guidelines (which is likely to happen every year—though hopefully by a relatively modest number), how does this affect the guidelines for the following years? Secondly,

*Mr. McLaughlin was Chairman of the Board of Trustees at that time.

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when does one invoke point 4 in the Trustee vote, concerning a slowdown of the decrease in the number of men?

The first of these points was one of the most frequent questions asked of me both on campus and from alumni immediately following the Trustee vote. The position I have taken is that the Trustee vote concerning increases in the number of women and decreases in the number of men *applied to the guidelines* and *not* to the accidents of the actual composition of the class. *I recommend to you very strongly that you support this position.*

My answer was uniformly well accepted by those who were concerned that “the Admissions Office could create accidents which would drastically change the Trustees’ announced intentions.” Indeed, I would argue that this policy is necessary to protect the Director of Admissions.

We were relatively fortunate that in going over the specified guidelines we exceeded the total for both men and women. But given the nature of statistical fluctuations, we are certain to have some year where one of the sexes comes in above the guideline and the other sex below. If we allow this accident to influence the guidelines for the next year, we would hear a major howl either from students (if our corrective action reduced the number of women the following year) or from certain alumni (if our action reduced the number of men). We should all feel much more comfortable in explaining to our constituencies the nature of statistical fluctuations and pointing out that we are not allowing these fluctuations to modify the original intent of the Board of Trustees.

The second question arises because we could probably take from five to ten more students in the Class of 1982 without exceeding the maximum of 3,200 in any one term. However, I cannot, at this stage, assure the Board that they could continue to admit a larger freshman class. Therefore, I feel strongly that we not change the guideline for the total size of the freshman class until we can make such a change “permanent.” I would interpret the word “permanent” to mean that in all likelihood we can admit four consecutive classes of the larger size.

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The reasons for this recommendation are more subtle. Let me try to illustrate it in terms of a concrete example. Suppose that we decided to admit a class of 1,060 this year. The extra ten students would allow us to reduce the number of men by only five rather than fifteen, thus giving us guidelines of 315 women and 745 men. There would be a strong probability that the following year we would have to return to a freshman class of 1,050. At that point the Board would be faced with a most unpleasant dilemma. If the applicant pool continued to justify an increase of fifteen in the number of women, thus raising the target for women to 330, the number of men would have to be reduced to 720. This would be a one-year decrease of twenty-five, which we would never succeed in explaining. The alternative is to reduce the number of men by only five and increase the number of women by only five, which we would have equally great difficulty in explaining.

I am hopeful that by next year we will have made sufficient progress in the distribution of students amongst terms to be able to inform the Board that it is possible to admit classes of a size of, let us say, 1,055. That would mean that next year we could increase the number of women by fifteen while decreasing the number of men by only ten. We could then in following years return to the 15-15 system that everyone understands. The net result of such action would be that each of the next several classes would have five more men in it than would otherwise have been the case, thus carrying out point 4 of the Trustees' vote.

Thus my recommendation is that point 4 be invoked only when we are reasonably confident that we can make a small long-range increase in the size of the freshman class.

In conclusion I should like to remind the Board that starting next year the number of eighteen-year-olds will start to decline. Since this decline will be very substantial during the '80s, and since we will have made a significant improvement in the ratio of women to men in the next few years, I am hopeful that some of the factors that have made this a highly controversial issue will gradually disappear.

CLASS OFFICERS WEEKEND

Class Officers Weekend—April 29, 1978

I KNOW that there are a number of us who are going to a memorial service this afternoon. I thought I would tell you about one that Jean and I just came from in New York. It was quite a remarkable service, held in Carnegie Hall for a very good friend of the College, Goddard Lieberman. Goddard was one of the most talented, ablest people—with the most awful sense of humor—of anyone I have ever met in my entire life, and I say that with great fondness.

The only way to celebrate Goddard Lieberman, of course, was with music and so there was a magnificent concert. Various people found different parts of it sensational. I guess I liked best a simple Mozart sonata with Isaac Stern playing the violin and Leonard Bernstein accompanying him. But the entire event was enormously moving to a packed house in Carnegie Hall.

The event was staged to benefit three organizations for which Goddard Lieberman had worked very hard. The proceeds will be divided among the Professional Children's School, Carnegie Hall, and the Hopkins Center at Dartmouth College. I cannot tell you what it meant to me to be sitting in Carnegie Hall and to feel that some of the greatest musicians in the world were performing in part to benefit the Hopkins Center.

I know that many of you have heard my speech on the alumni circuit this spring which dealt with teaching and the faculty. Would you believe that I have decided to talk about students for a change? I didn't know that I would be following so eloquent a student panel, but I thought that it would be interesting for you to get some feeling for today's Dartmouth student. I do not mean that I will try to describe the average student, because one of the fascinating things about Dartmouth today is that there really is no "average student." We have students of enormous diversity and students who are quite fascinating.

What I have tried to do with the help of several colleagues

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and one of the student interns in the office—I couldn't use the other one because she was preparing to speak on this panel—is to prepare a list that might give you some feeling for what today's Dartmouth students are like.

Our most difficult problem was how to choose among them. As you know, since I've become the thirteenth President, I have become somewhat favorably superstitious about the number thirteen, and so I decided to give you a very brief glimpse of thirteen recent or current Dartmouth students.

The first student I picked is a senior who has arranged a combination of a major that seems to combine Russian, foreign relations, and mathematics. He could quite possibly graduate *summa cum laude* from Dartmouth College. He is a distinguished student leader who has recently put together a quite fabulous senior symposium. He has worked under the Dartmouth Plan for two terms as a Congressional intern. I understand he has been accepted at Harvard Law School, and I also understand that he may be postponing that for a year because he has a plan after Commencement to go with several classmates on a bicycle trip across the United States to get to know this country better. He first thought of this idea when he was visiting Russia and felt that as he was getting to know Russia better he ought to get to know his own country better. The rest of next year he has some very complex choices to make. Perhaps he has narrowed down some of these by now, but the last I heard he has to choose among three possibilities for his year off: a project in Nigeria, a project with a research firm specializing in computer models, and the possibility of doing one leg of a sailing expedition that will try to reproduce an around-the-world trip that Drake took some centuries ago. It's interesting to find a student who will be qualified to make choices like that.

The second student, a recent graduate, worked as an undergraduate for a company called IBEC which specializes in trying to build up business initiatives in South America. As a Tucker Fellow she worked in Honduras on a Save the Children Foundation proj-

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ect, and while there became extremely interested in a pilot project in canning mangoes. This seemed to be sufficiently promising that she returned after graduation to Honduras, where she is now working extremely effectively, I understand, to complete a factory that could make a significant difference to one of our neighboring countries.

The third student I picked is an all-around athlete, a student leader, and a likely *summa cum laude* graduate—a student who has been accepted both to Harvard Law School and to Harvard Business School and may attempt to work toward a combined degree there. Since many students would give their right arm to get accepted to *either* of those institutions, getting accepted to both seems to be more than one student should be entitled to! Incidentally, he is the third of three brothers to attend Dartmouth. I came across a quotation recently that I'd like to share with you because I thought you might enjoy it.

It is my belief that the business man has the best leverage to effect societal change, and because he has that capacity, because he has the opportunity to change and improve our society, the business man has a definite responsibility to make something of whatever power and influence he holds. He is in a position to affect policy in the government, in education, at private institutions like Dartmouth and Harvard, hospitals, museums and symphony orchestras. As a leader in the community the business man can effect change, can make a difference. That's a role I hope I may claim for myself. I believe business needs people from the liberal arts, and I hope that I will be able, in time, to return to education and culture in our society something of what I have been given here at Dartmouth. It all sounds idealistic and it is. It's an important part of my motivational drive now and I think it will withstand the test of the market place.

The next two students are very special athletes, and since very often it is the athletes in the so-called major sports who seem to get all the publicity, I picked two students in the less publicized

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sports. The first example is a student who must be the most powerful athlete we have at Dartmouth College. He throws the thirty-five-pound weight—you may have seen his picture last month in *The New York Times*. He won both the ICAA and National AAU championship in throwing the thirty-five-pound weight. Oh, incidentally, I did not mention that the student happens to have academic citations in both chemistry and economics.

The next student I happen to know personally because she was a student of mine in Mathematics 8—the freshman honors section of calculus, and I had to arrange a special final examination for her since she was competing in the national collegiate swimming championship. Even though she is a freshman, she already holds four individual records at Dartmouth College and has helped relay teams set new Dartmouth records.

The next student is a truly fascinating example of how far one can carry opportunities under the Dartmouth Plan. This is a student who took a whole year off—twelve months—and still graduated with his class. I would not have known of him except that he came in during my office hours to tell me about what he thought of the Dartmouth Plan. I was so impressed I asked him to put it down on paper right away. It seems that during this year he did all of the following: first of all he decided that he needed some money for the remainder of his plan, so he worked for some period of time as a bus boy in a steak house and managed to make enough money to finance himself on a shoestring for the rest of the year. He next spent three and a half months working as a full-time volunteer in the political campaign of a politician he admired, and although the man he worked for very narrowly lost the election, the student tells me it was one of the most valuable experiences in his life. He then decided that he wanted to go on an around-the-world trip. He went to Italy briefly, and he told me that his twentieth birthday was spent on the “Red Eye Special” from Italy to Moscow. From there he took the Trans Siberian railroad to see the country by means of a slow train. After crossing Russia he spent a few days in Japan and finally arrived at his main

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destination, Taiwan. This student felt he ought to learn Chinese and speak it well, so he spent four months entirely immersed in the study of the Chinese language. I'd like to read here a very short quotation from his letter: "When I *do* graduate I will look back to find that I squeezed five years into four. I will have completed four full academic years, and by squishing all of my vacation time into one full year—something I could do with the Dartmouth Plan but which I could not have done anywhere else—I will have enjoyed a year of activity in areas of my own interest, learning things I could not have absorbed except outside the classroom."

Of course, travel under the Dartmouth Plan seems to become a favorite occupation of students, as you heard from the panel.

The next student is one that got as far as Hong Kong, started doing some spot news on radio, then somehow managed to get a job as a TV news commentator and spent six months there. I'm told that he was offered an enormous sum of money if he would be willing to stay on as permanent news commentator. Although Dartmouth offered significantly less financial reward, I'm very happy to say he came back to finish at Dartmouth College.

The next student is a senior both of whose parents were working when she entered college on a small scholarship. During her undergraduate career her family experienced major financial reverses about which she did not inform the College. (We always try to respond to such a situation.) Instead of that, she worked every term and went fairly heavily into debt in order to finance her Dartmouth education. In the process she had become interested in the field of retailing and managed to get herself interviews with four of the major retailing firms in New York City. As a result she received four job offers—which is, again, more than one student's quota in this particular job market. While she was doing all of this—which would seem like more than a full-time job for anyone—she was a major in psychology, was extremely active in the Inter-Dormitory Council, and managed to do an archaeology project in Greece.

The next student I picked is a member of the Student

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Advisory Committee, a member of the Inter-Dormitory Council, a fine cellist, and a special major which she had designed in arts administration—a field she hopes to enter. We don't have such a major, but one of the options at Dartmouth is that you can put together a number of courses from different departments if you can get approval from faculty sponsors who are willing to work with you. She was in the Language Study Abroad program in Spain, and while there she put together a multi-media documentary on the Holy Week. Her senior thesis is a documentary on Hopkins Center and its effect on the region. One of her student activities, incidentally, is that she is one of the more eloquent spokesmen for the Native Americans at Dartmouth.

My next to the last example is one that is difficult to describe because it's the kind of story that is hard to believe. It's in two parts. This particular young man managed to win a health internship in a program sponsored by the Dartmouth Medical School for undergraduate students who are interested in exploring options within the health field. Being a New York City resident, he decided that the project that he wanted to take on was the New York Transit Police and the health problem within the transit system. He went to them and proposed an enormously ambitious project of setting up a medical emergency system for the entire transit system of New York. It would have to be fast, it would have to be capable of all kinds of responses to special situations, from cardiac arrest to somebody being mugged to a bomb threat. The people who gave him the go-ahead later said they didn't think any person could come close to pulling it off, particularly since there was no money for it. But he not only organized it and put together the training sessions, but went out and raised the necessary money. For this achievement the New York Transit Police gave him the Civilian of the Year award. That's part one of the story.

I had not yet caught up with part one when a certain student walked in during office hours. Incidentally, my office hours are fascinating—I never quite know what I am going to get into. Very

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often students make suggestions of something we could do at Dartmouth. Quite frequently they are not terribly good ideas. Sometimes they are excellent ideas, but I happen to know good reasons why they can't possibly be done. Surprisingly often, however, they are both excellent and can be done, and we have implemented a number of these recommendations over the years. I'm afraid this particular visit was clearly in the "far-out and impossible" category. The student suggested that a group of Dartmouth students ought to go on a trip to Red China. I explained to him very patiently that some of the most distinguished scholars in the world were standing in line and unable to get a permit to get into Red China, so how could we ever expect to get a group of Dartmouth students to go to Red China? Perhaps if I had realized that he was the same student who had done that project with the Transit System in New York, I would not have taken that attitude, but at least it was to my credit that I told him that if he could somehow pull it off, it would certainly be a great thing for a group of Dartmouth students to do. Well, to make a long story short, last March a major academic specialist on the Far East and fifteen Dartmouth students went to Red China on a VIP trip and had one of the most unforgettable experiences of their lives.

I saved the next one for last because it seems so timely. I received a lovely postcard this week from a student who is currently on an off-campus term. She is an English major, she has worked in summer rep in *Learned Ladies* and *Much Ado About Nothing*. She is a member of the Dartmouth Glee Club and a talented equestrienne. She has taken advantage of the possibility of taking a term off under the Dartmouth Plan by competing in a certain competition whose results you can judge this evening on television, if you wish, because she is competing tonight for the title of Miss U.S.A. I had meant to bring her postcard with me because I wanted to read you one sentence, but I think I can give it almost verbatim. She said that as far as the world out there can see she will be representing the State of Wyoming—she is Miss Wyoming—but she

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wanted everyone on the Dartmouth campus to know that while she is there she hopes she will also be representing all her friends at Baker Library and Dartmouth College.

Annual Meeting of the General
Association of the Alumni—
June 10, 1978

THANK you very much, Mr. Chairman. Honored Guests. Men and Women of Dartmouth.

I was somewhat concerned as the meeting opened and this was described as being “akin to a shareholders’ meeting” because I have heard some rumors that there have been a few shareholders’ meetings in the country that have not been totally amicable. But then it occurred to me that this is Dartmouth, and, as you know, in the Dartmouth fellowship we *never* have a controversy, so I have nothing to worry about.

I listened to George Davis’s eloquent remarks, and I want to thank you, George, for the great sympathy and understanding you showed towards the fate of college presidents in this particular age. It also served as a most useful reminder to me—you may have seen me taking notes during the speech—because there is going to be an Ivy Presidents’ meeting this summer, and I have to ask my secretary to remind me just who the presidents happen to be at the moment at our sister institutions! But I must remember that she should not do that until about a week before the meeting, because there may be some further changes in the interim.

Before beginning the remarks I plan to give to the General Association, I would like to do something unusual and pay tribute to an alumnus of Dartmouth College. This year Dartmouth lost one of the most loyal alumni any institution has ever been fortunate enough to have. And I felt that there is no more appropriate

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place to pay tribute to him than in the presence of his classmates, members of the Class of 1918, because today would have been Harvey Hood's 60th Reunion.

The fact that this would have been his 60th Reunion means that Harvey served Dartmouth superbly for sixty years. I won't attempt to list everything that Harvey did for Dartmouth because it is impossible to do so. Not just because the list is so long, but because Harvey was a very special kind of person who would not allow those of us who wished to give him credit, to give him full credit for everything that he did. He did serve as chairman of the Alumni Fund, as President of the Boston Alumni Association, as the first Chairman of the Overseers of Tuck School, and, most importantly, he served for a quarter of a century on the Dartmouth Board of Trustees.

His was possibly the single most important service any person ever provided as a member of the Dartmouth Board. During those fabulous years, he gained stature and experience, he became perhaps the closest advisor to John Dickey, became the senior member of the Board and Chairman of its Executive Committee, and was several times offered the Chairmanship of the Board but would not accept that title. That was typical of Harvey Hood.

Part of that period coincided with some of the most intensive, long-range planning that any institution ever engaged in—the so-called Trustees Planning Committee that operated over several years and planned what Dartmouth should be like and what it should stand for in its Third Century. That entire effort was chaired by Harvey Hood, and perhaps no one, other than his wife Barbara, would know just how many hours Harvey put into that effort. It is therefore understandable that John Dickey, in paying tribute to Harvey after his death, said, "Harvey Hood probably served longer and in more capacities than any other person in Dartmouth's history."

I did not have the good fortune of having Harvey Hood on the Board when I took office. He had retired from that body three

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years previously. I did have the good fortune to get to know him personally, and, in part, through a rather strange connection. My wife, it can now be revealed, was a relative of Harvey Hood. It is one of those relationships that only true New Englanders can understand. It has been a mystery to me, and I understand that Charlie, Harvey's son, was trying to figure it out today. I know that Harvey, in his marvelous way, had a very simple way of explaining it. He said, "We are kissing cousins."

Charlie, you sent me something that I would like to mention today because I was most moved by it. You said that in going through Harvey's safety deposit box after his death, among a variety of financial papers, you came across three personal mementos that were so precious to Harvey that he kept them in this box. One was an award he had received as a senior for all-around achievement at Dartmouth College. And the other two were letters from each of the two Presidents of Dartmouth College he had served as a Trustee thanking him in the warmest terms for the incredibly valuable service he had performed.

I asked myself the question of how an institution like Dartmouth can survive the loss of someone as valuable as Harvey Hood. The comfort is that just as the human body regenerates itself and builds new cells, so institutions have means of self-regeneration, and while we no longer have Harvey with us we very much have the presence of the Hood family in Dartmouth events. It is a comfort to me that you, Charlie, his son, have taken on increasingly important assignments within the alumni body of Dartmouth College. But perhaps what is most important for long-range investments for the College is the fact that one of Harvey's and Barbara's grandchildren is now at Dartmouth College and a second one is entering in the Class of 1982.

Anyone who knew Harvey knew him as a kind and generous person. Yet almost no one knew how generous Harvey had been to this institution. From time to time the College would announce that there had been certain benefactions by an anonymous donor, and of course there are many such in the history of the College.

GENERAL ASSOCIATION OF ALUMNI

What had not been known was how often that phrase referred to the same person. Harvey was so modest and so unwilling to have tribute paid to him during his lifetime that even within the College itself only the Treasurer and the President of the College were fully aware of the totality of his benefactions.

I was very much aware of it myself, because very soon after taking office I received a letter from Harvey Hood offering his help and his advice in having an evaluation of the administration of Dartmouth College. This was invaluable to a president who had previously served here for sixteen years and therefore knew part of the institution very well but certainly was not as knowledgeable in other areas. His advice turned out to be superb, and the funds he provided for this study made it possible for a new president to get this evaluation immediately at a time when it would make a maximum difference for the future of the College.

Three presidents of Dartmouth have been sworn to secrecy about Harvey's benefactions until that requirement was lifted by a very moving letter that Harvey wrote during his lifetime and which was delivered to me after his death. His main reason for lifting this restriction was—and this is so typical of Harvey Hood—he wanted to be sure that the Class of 1918 would get full credit!

As one thinks of great benefactors of Dartmouth College, one thinks of Edward Tuck of the Class of 1862, that legendary figure in the history of the College. As I'm sure you all know, for more than half a century Edward Tuck has had the distinction of being the greatest donor in the history of the College. And the Class of 1862 held the honor of having had as a member the all-time greatest donor of the College. Today it is my privilege and my very great personal pleasure to announce that that honor, as of today, belongs to the Class of 1918, because Harvey Hood is the all-time greatest donor in the history of the College.

I wonder, Barbara, if you and Charlie and the other members of the family would be kind enough to rise so that we can acknowledge our debt and our gratitude.





Fraternities, Sororities, and a Nuclear Accident

As John Kemeny had promised the faculty, he conveyed to the Board the faculty's petition requesting the Trustees to abolish the entire system of fraternities and sororities because of the very poor conditions present in some houses and the unacceptable behavior of some fraternity members toward other members of the Dartmouth community. It should be noted that abolition of the entire system would have presented serious problems for the College because: (1) the fraternities/sororities provided nearly all of the social life of undergraduate students; (2) they also provided housing for a significant number of students; and (3) not all of the houses were guilty of run-down facilities and behavior violations.

In his report to the faculty in February 1979, the first item in this chapter, John Kemeny makes clear that the Board had spent a very large portion of its time considering not only the faculty's petition, but also a report from the Fraternity Board of Overseers, a recommendation from the Alumni Council, and a document from the In-

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terfraternity Council. President Kemeny then read the seven-part statement unanimously approved by the Board of Trustees. While the Trustees shared the faculty's concern, it was clear they felt the efforts under way by the fraternities showed promise that the houses themselves were moving to correct their previous deficiencies. The Board warned, however, that it was prepared to reconsider the faculty's request if the rate of progress by the houses slowed down.

On March 28, 1979, something strange happened at the nuclear power plant at Three Mile Island, Pennsylvania. Failure of the cooling system at the Number 2 nuclear reactor resulted in overheating and the eventual partial melting of the uranium core. During the twelve-day crisis that followed, some radioactive water and gases were released. Fearing an explosion, thousands living near the area left it temporarily.

A twelve-member panel of distinguished citizens was appointed by President Carter to study the accident. Carter then telephoned John Kemeny and asked him to serve as chairman of the commission, with a deadline of six months to report conclusions and make recommendations to reduce or eliminate the possibility of future accidents of this kind at the many nuclear plants in the United States.

President Kemeny realized that the Washington assignment would seriously curtail his time for governance of the College, but he felt he couldn't turn down President Carter's request. He had faith in the ability of senior Dartmouth administrators to carry the load in his absence. He also may have felt the importance and high visibility of his assignment would bring favorable national attention to the College. He touched base with Trustee chairman David McLaughlin, who supported his conclusion that he could not turn down President Carter's request.

Readers who have become familiar with John Kemeny's interest in "complex systems" will not be surprised at his interest in this real-life complex system and his desire to solve the puzzle of what went wrong with a system that was (supposedly) so well protected from any failure of mechanical and human controls.

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John Kemeny did go to Washington (with Jean) and they and the twelve commissioners worked very hard for six months. Somehow—perhaps because he had set it as an important goal—they produced a report that was almost universally praised for its readability and forthrightness. At the end of six months John and Jean returned to Hanover where—despite an overwhelming tiredness—he gave a memorable account of the whole experience to an overflow audience of the College and town community.

Faculty Meeting—February 26, 1979

LET me turn then immediately to the main item on the agenda at the initiative of this faculty, namely, your vote last fall to recommend to the Board of Trustees the abolition of the system of fraternities and sororities at Dartmouth College. The Board of Trustees considered that issue, having received in advance a very large mailing of a variety of materials. In addition to your vote and the amplification on that by the Executive Committee of the Faculty, there was also a recommendation from the Alumni Council, a report from the Fraternity Board of Overseers, and a document from the IFC, as well as many individual communications. Certainly the major portion of this Board meeting was devoted to that single issue. Hearings were held by COSA, by CEAF, and by CAPA to give opportunities to students, faculty, and alumni respectively to have an input. These led to a very lengthy discussion within the Board meeting itself. After that discussion the following action was taken unanimously by the Board of Trustees. The statement is rather long, but I think it is important for me to read it in its entirety. It is in seven parts:

1. The Board of Trustees shares the basic concerns that led the Faculty of Arts and Sciences to recommend abolition of Dartmouth fraternities and sororities.

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2. The Trustees commend the faculty for their concern and for initiating a productive debate that has stimulated the process of constructive self-evaluation by fraternities.

3. The Trustees commend the Interfraternity Council and its special action committee for their positive response to the faculty action, and for their recognition that their system needs to be re-evaluated and reformed.

4. The Trustees call upon all members of fraternities and sororities to continue the process of bringing about significant and constructive change to better accommodate (I am sorry about the split infinitive, I didn't catch it in time) the system to the overall student life at the College.

5. The Board of Trustees calls upon the Fraternity Board of Overseers to help to bring about the necessary changes and to help reduce the dominance by fraternities of the social life of the College. It requests the Overseers to furnish the Board with a progress report in six months and to file a full report on the status of fraternities within twelve months. The Board of Overseers is authorized and requested to prepare standards and procedures governing continued recognition or withdrawal of recognition of each fraternity by the College and to submit them to the Committee on Student Affairs in September 1979.

6. The Board of Trustees requests the Executive Committee of the Faculty of Arts and Sciences to make an independent evaluation of the fraternities within the next twelve months. Specifically the Board wishes to know whether the changes that have occurred and will occur during this period are sufficiently responsive to the concerns expressed by the faculty.

7. Should the Board of Trustees become convinced that significant changes are not occurring or that the rate of change is unacceptably slow, then the Board will be prepared to vote on the abolition of the system of fraternities and sororities.

There is, in a sense, a companion vote to this one which arose

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not out of the direct vote of the faculty but out of concerns that were expressed by a number of people, notably faculty members who testified before CEAF, that there was a need to study the fraternity problem in the broader context of student life on this campus. You may remember that the Board had begun to establish, last fall, a Committee on Student Residence with a fairly narrow charge. The Board has decided, in effect, that that was a mistake, and it is going to replace it by another committee with a broader charge. Here is the vote: "That the Board of Trustees deems it essential to the education of men and women with a high potential of making a significant impact on society, a civilizing quality of student life that is mutually supportive, enhancing, and fulfilling for all. That to promote the fullest achievement of that civilizing quality the Board of Trustees also authorizes a joint student/faculty/alumni and administration study of the quality of student life at the College, including social and residential alternatives, more creative use of dormitories and other buildings, and the development of plans for the utilization of facilities currently occupied by fraternities at such a time as they may become available. The President is requested to appoint a study group which is directed to report its findings and recommendations to the Board by March 1, 1980, with such interim reports as it may deem useful and appropriate." That puts it in a somewhat broader context and expresses the Board's concern about the overall quality of student life.

What I propose to do is finish my report to you and then give you an opportunity to ask me about any or all of the issues that I have mentioned.

The third item we took up was a difficult item for me personally and for the Board of Trustees, although in other years it has been a rather routine item—the voting of tuition, room, and board rates. It was a difficult decision this year because of the Carter Guidelines. Let me preface this by saying that once again we have had a year where I have had to request the Council on Budgets and Priorities to take a hard look at the preliminary budget and to

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make some fairly significant cuts. That's a topic for the April meeting, but it is in that context in which we are operating. I am sure that many of you have read the announcement in today's paper of the increase in prices of Venezuelan oil. This is certainly not going to make their task any easier. We had some advance warning that this was coming, but it is apparently coming at a more rapid rate than we had anticipated.

The Carter Guidelines fall into two categories. One has to do with compensation; the rules here are very precise and there are no exceptions. Let me comment on that one that our compensation policy will be to stay within the Carter Guidelines but to go to the maximum that the Carter Guidelines allow. Incidentally, since 7 percent figures are floating around, the effect of this may be 7 percent as far as faculty or administrative salary increases go, somewhat modified by what is called "breakage." That's an odd term; "turnover" is really what it amounts to. In the normal turnover in any employee group when somebody quits, let's say, or retires after a number of years of service, and is replaced by somebody at the other end of the salary scale, the effect of that is to allow slightly higher increases overall and still achieve the same average. The impact on the College budget, however, is much more significant than that because of a most unfortunate development that will both hit the College as a whole and hit each of us as individuals. You know there have been, and will be, very significant increases in Social Security payments both in the half contributed by the College and the half we as employees have to contribute, and the big jump for faculty and administrative officers comes in the next year, when there is both a modest increase in the percentage and more importantly a very large increase in the base on which Social Security is paid. Now, the portion of it paid by the College is outside the Carter Guidelines—the guidelines are very specific on that—and therefore the actual increase in compensation will be substantially higher than what I have indicated. That is, the cost to the College will be substantially higher.

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Given all of those factors, the question was what to do with tuition, room, and board. Let me first speak to tuition, room, and board for Arts and Sciences students.

The official guidelines are that prices cannot go up by more than the following: you take the average by which they went up in the past two years; you then subtract one-half percent from that average and that is the maximum by which it can go up. In answer to questions from other institutions the government made it very specific for colleges and universities that the governing figure is the total cost of tuition, room, and board for the typical full-time student. The average by which tuition, room, and board had gone up in the last two years at Dartmouth College was 8.06 percent, and therefore under the guidelines we would not be allowed to go up more than 7.56 percent—let's call that 7.5 percent total in tuition, room, and board. That figure is more than our long-range guidelines called for. As I don't have to tell you, the previous discussion on compensation will cost us more like 8 percent or 8 percent plus, and with declining endowment revenues one normally hopes that tuition, room, and board will help close the gap. You may remember that in November for planning purposes the Board instructed us that we should count on meeting the Carter Guidelines. The discussion became more complicated when we discovered that several of our sister institutions appeared to have gone up by figures that are *above* the Carter Guidelines. In the case of one school we believe it is within the Carter Guidelines, though it is much higher since they are being rewarded for the fact that they went up by very high percentages in the last two years, and of course that is a peculiarity of these guidelines. I don't blame the school at all for taking advantage of it. But the other schools apparently, as best we can determine by inquiries, are taking advantage of a clause that was aimed at businesses and says that the business that is losing money may make corrections in its prices to the point where it breaks even. First of all, the whole question of "losing money" is a very complex one in academic institutions,

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but I am happy to say that the discussion of the Board did not come down to this. I argued very strongly that we have been saying for a number of years—and I certainly have said it over and over again—that the single greatest threat to private higher education today is run-away inflation. And I said to the Board, if the President of the United States recommends a program to hold down inflation and you only support it when it does not hurt you and fail to support it when it does hurt you, then we as an academic institution are setting the wrong moral example for the nation. I am happy to say that my recommendation was accepted by the Board of Trustees, and tuition, room, and board for Arts and Sciences will go up strictly according to the Carter Guidelines. Therefore, the only choice we have is where to put the increases, how to divide them amongst tuition, room, and board. The Council on Budgets and Priorities recommended that we go up with the amount we normally would have gone up as far as tuition goes, and go up a significantly lower figure as far as room and board are concerned, and still stay within the total guidelines. The Board accepted that, and therefore tuition will go up \$150 a term, room \$20 a term, and board \$10 a term, which, for example, will certainly mean that we will be losing money on food next year without question.

Thayer School traditionally has the same tuition as Arts and Sciences. Tuck School has not yet had its Overseers meetings, so that has not been acted on. But traditionally they go up by roughly the same proportion as Arts and Sciences, and I will certainly make sure that they stay within the Carter Guidelines. The one area of the College that cannot live within the Carter Guidelines of costs is the Medical School tuition. And here one has the great irony that even after the Carter Guidelines were announced the Secretary of HEW has repeatedly told deans of medical schools that the only survival for them is to start charging the full cost of the education of a medical student, or at least a much more significant portion of it. The statement is made that if medical

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schools are willing to do that the federal government will come to the help of students in two ways, one by providing certain service opportunities in exchange for which the total cost will be paid by the federal government—the Public Health Service Program is a good example of this, where you can get four years of medical school paid in exchange for four years' work in the Public Health Service—or by long-range loan plans which have not yet been worked out. In view of all this and the financial situation of the Medical School, that is the one area where it is impossible to stay within the guidelines. Thus the increase, for incoming students in particular, will be a very, very substantial increase. Of course, incoming students have not yet decided to come to this particular institution, and they may take the size of tuition into account in deciding to come or not. I believe almost every major medical school in the country finds itself in the same position.

I have saved two happy items for the final news. I have waited since 1970 to see student government return to the campus. The Committee on Student Affairs of the Board received a report from a group of young men and women who have worked very hard over the past two years to return student government to the Dartmouth campus. They have drawn up a constitution which they have refined after feedback and managed to get the signatures of a clear majority of the students on this campus to approve not only student government in principle, which is easy, but to approve the specific constitution that is proposed here, which, as you know, is very hard. In view of that the Board of Trustees was delighted to vote approval of the new student government and give them a full go-ahead. I understand elections will occur this spring, and the government should be fully functioning by next fall.

This government has asked that as one of its roles it should be the agency to name student representatives to various decision-making bodies. Most of these bodies are in the hands of the faculties involved. I understand the COP has at least tentatively agreed to let the student government nominate candidates for these posi-

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tions—is my understanding correct? Yes. The Steering Committee of the General Faculty, which has its next meeting this week, has a similar request facing it. The Board of Trustees was asked about the one committee of the Board with student representatives, namely COSA, and the Board agreed that as soon as student government exists the new government will be allowed to pick the student representatives on the Board's Committee on Student Affairs. Again, let me say how delighted I am to see student government return to this campus.

My final item concerns significant progress in one of the major facilities items of the Campaign for Dartmouth. As you may recall, the largest single item and the largest combination of two items in the Campaign for Dartmouth is in the area of the arts, for reasons known to all of you that Hopkins Center suffers from too much success to the point where it is bursting at the seams. There are two specific components of this in the Campaign: the larger one is to help out the fine arts in a combination art museum, gallery, and teaching facility for the fine arts and the visual arts which has been in the Campaign at a tentative budget of \$5 million, half for building and half for endowing the maintenance and operating costs. The other is a \$1.8 million item for expansion of space for drama and dance. The two have been studied jointly by a committee, and their first preliminary report, including the report of the consulting architect, Mr. Chan of the Class of 1954, was given to CEAF at this Board meeting. On the basis of this the Trustees have given a go-ahead for a full-scale planning effort for these facilities with the understanding that while final plans have to be approved by the Board of Trustees, this is, in effect, a go-ahead for the serious planning, the hiring of an architect, and eventual construction of these facilities as soon as a plan can be found that is acceptable to the Board and is reasonably within the budget guidelines laid down for the Campaign.

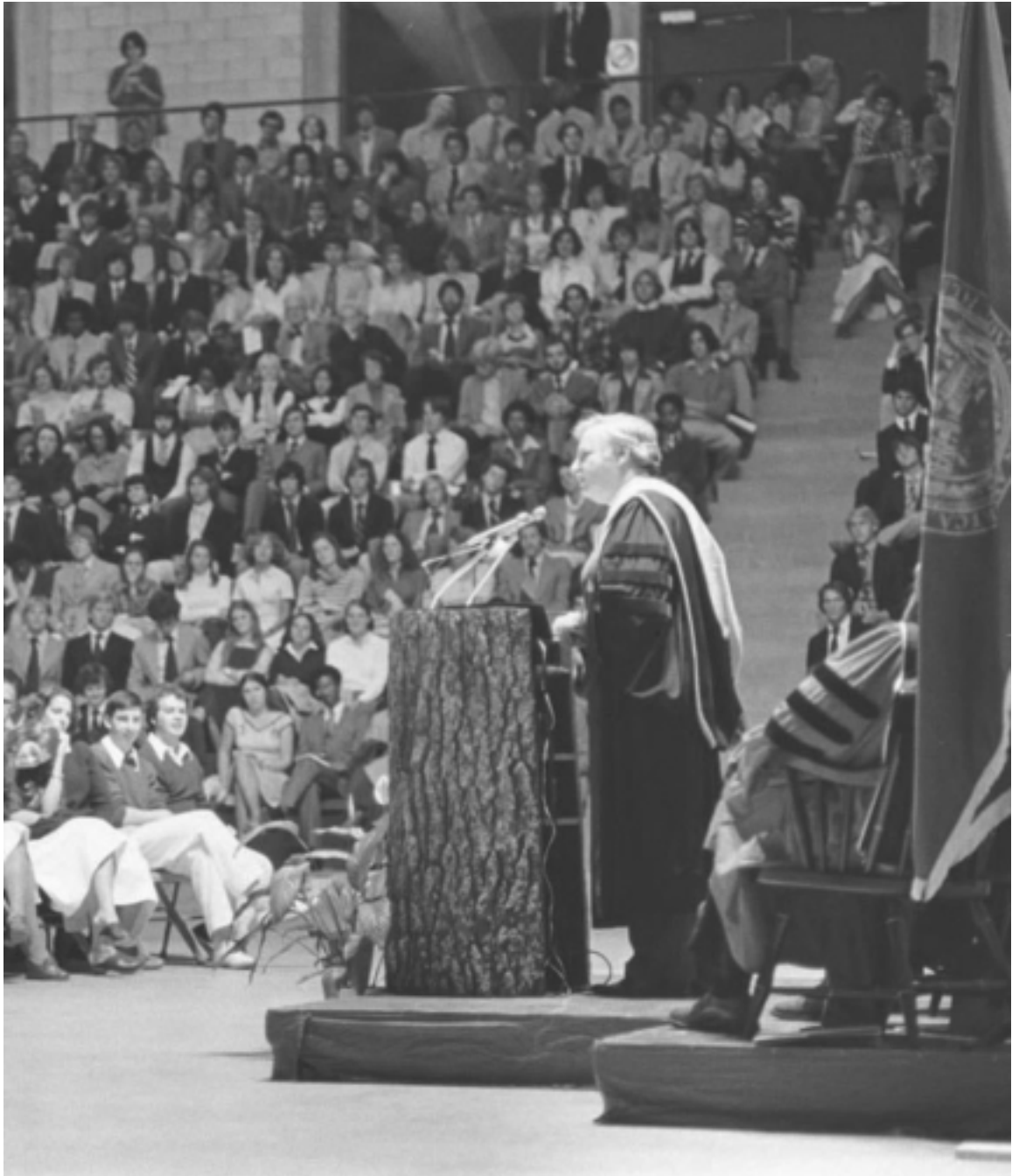
I am pleased to announce major financial progress on this project—we now have in hand between \$3.5 and \$4 million to-

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wards the Fine Arts Center. I am quite certain that as soon as acceptable architectural plans are available we will go into the construction stage. We still have to raise at least \$1.5 million, possibly \$2 million, to be able to have it fully funded, but at this stage we really are in as good shape as we have been with any building project I can remember. The reason for this is that one of the most loyal and distinguished alumni of the College, in a wish expressed posthumously, earmarked contributions he has made to the Campaign for Dartmouth and a number of previous gifts to be applied to the building of a major new facility after his death, if the sums were sufficiently high. This is clearly the only new building we are planning in the near future that is major and is purely academic, and therefore the Board has earmarked it for that with the concurrence of the family of the late donor.

The donor also specified that the building could be named for anyone that the College wished to honor. This is a donor who has been notable for insisting that his gifts be kept anonymous, to the point where I, as President, had no idea of the magnitude of his total gifts until after he died. There was no hint anywhere in the document he left behind that he ever considered having it named for him, but in view of the fact that he is a donor who *should* be honored by this institution even if he had never given a penny to the College, it was one of the easiest and happiest decisions for the Trustees to make the decision that the new Art Center will be the Harvey P. Hood '18 Center for the Arts. A news release will be coming out shortly. If you are not familiar with Mr. Hood's contributions in general and his very many contributions to Dartmouth College, including six years service as a Trustee of this institution, I strongly urge you to read that release.

If I may add one personal word to this, Harvey Hood was one of the nicest human beings my wife and I have ever been privileged to know, and I can tell you that if I get the chance to participate in the dedication of that building, it will be an enormous pleasure.





A Tenth Anniversary

As the tenth anniversary of John Kemeny's installation as President (on March 1, 1970) came nearer and nearer, various College officers and faculty friends of his felt it would be highly appropriate to mark the occasion by an informal gathering at which he could listen to remarks by a few of his colleagues and have an opportunity to make any response he chose. The transcript of his remarks on that evening (February 29, 1980) is the first item in this chapter.

The second item is the dedication of Blunt Alumni Center, a completely revamped, enlarged, and modernized building formerly known as Crosby Hall. This gave the President an opportunity to thank a very generous alumnus whose good works for Dartmouth and other institutions had been recognized earlier with an honorary degree.

JOHN KEMENY SPEAKING

Tenth-Anniversary Remarks—
February 29, 1980

WHAT most astounds me about this evening is how successful you were in keeping so many secrets from me! I thought that if there was one thing impossible in Hanover, New Hampshire, it was to keep a secret. I barely knew that something special would happen this evening. I curbed my curiosity and asked only one question from my office staff: “Will I have to speak?” I was told, “Absolutely not.” And then I said, “Yes, but are you positive?” And they said, “Absolutely and positively not.” I want to tell you what the difference is between a novice college president and a veteran of ten years. The moment I heard the answer, “Absolutely, positively not,” I wrote the speech.

Men and women of Dartmouth. This evening has been a wonderful surprise—and I could write that in my speech absolutely safely, since I didn’t have the foggiest idea what would happen tonight. I’m deeply grateful to those of you who spoke: Jim, Josh, Bruce, Ralph, Fred. I’m quite overwhelmed by all the nice things you said about me, and I want you to know that I agree 100 percent.

On an anniversary, one can’t help reminiscing a bit. I think the last decade has been a decade of strength for this institution. As I think of the faculty—the entire faculty of the College—I believe it has never been stronger, whether in the tenure rank or in the young faculty we have attracted during this decade. I think of enormous new developments which I won’t list. I think of the tremendous developments, for example, in Arts and Sciences, in languages and such that have played an enormous role in making this a finer institution. All three of the professional schools have gained enormously in stature.

When one thinks of students—ten years of students—I think

TENTH-ANNIVERSARY REMARKS

today's students are as fine as any we on the faculty have experienced in the last quarter century. They are as able as any students have ever been, and they are students of much greater diversity than this institution has known in the past. They are diverse in many ways, most importantly in the fact that there are both men and women at Dartmouth. Equally importantly, the token black of another age has yielded to significant numbers of blacks and Native Americans on this campus. Their presence has made this a richer institution, and is beginning to have a significant impact on the way we teach at Dartmouth. The curriculum is less and less marked by being an all-white, male history of civilization.

As a result of that greater diversity, this, I believe, is a much better place. Throughout all this change, which I know has not been easy for the alumni sometimes to swallow, the loyalty and dedication of the alumni has never ceased. I wonder how many of you saw a lovely editorial in the *Chicago Tribune*, a paper with no particular association with this institution, which commented on the Dartmouth Alumni Fund as the greatest in the nation and printed a special editorial praising the loyalty of Dartmouth alumni.

It has not been a decade without its problems. There are a few persistent problems that plague us. There is inflation, which won't go away, there are prices which keep going sky-high, and there is *The Dartmouth*. [*laughter*] But I've become quite philosophical about these. I feel they're simply natural catastrophes, and this institution has survived so many catastrophes throughout its entire history I'm sure we'll weather these as well.

As I came nearer to this anniversary, I noticed that I began being plagued by reporters, and they all wanted to ask one question: "When am I going to leave Dartmouth?" I thought tonight would be the appropriate time to answer that question. I do not plan to leave Dartmouth. I have been here for over twenty-five years, and occasionally my assignment from the College has changed. In the early years, I had more time for teaching, more

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time for research, and did somewhat less administration, though I did administer a large, strong, and highly vocal department, and I did occasionally administer some major projects, both here and nationally. Then the College gave me a different assignment, where I had to administer more broadly in the institution. I could do somewhat less teaching, though I still do teach since I would not give it up. I did much less mathematical research, though I was able to write one book and a couple of articles. Some day, assignments will change again. I'll have more time for teaching again, and I hope to catch up on a great deal of research that did not get done over these years. And I hope the administrative assignments will be much less burdensome. At still another time, if I live long enough, I hope to become an Emeritus Professor, and lecture only occasionally, and have a great deal of time for thinking and writing. But as far as the question of when I will leave Dartmouth, the answer should be obvious to anyone who knows Jean and me well. My commitment to this College is the same as my commitment to my wife: " 'til death do us part."

Blunt Alumni Center Dedication— June 17, 1980

THERE are three things I would like to do this afternoon. One is to make some remarks about the building. I also want to make some remarks about the man we're honoring, and I want to perform my one official function at this very happy occasion.

As far as I was concerned, the Campaign for a new Alumni Center started during my first week in office, when George Colton gave me a tour of old Crosby Hall. It was a totally objective, factual survey of the building in spite of the fact that as George walked through Alumni Records tears were running down his cheeks as he pointed out that those records without which we could not possibly survive were in the last non-fireproof building on cam-

BLUNT ALUMNI CENTER DEDICATION

pus. He then pointed out to me that the institution that most depends on its alumni for support, and whose alumni have been the most loyal alumni body anywhere in the United States, was probably the only institution whose alumni did not have a center of their own. That would have been enough, but George also took me down to the basement, where he just urged me to walk around, and he achieved his goal because I still have a bump on my head from where I ran into the overhead pipes that ran all through the basement. I got the hint.

There has been a change in the Vice Presidency from George to Ad,* but Ad has been an equally eloquent and adamant advocate of having a truly fitting center for the alumni of Dartmouth, and a truly plush and spectacular office for the Vice President in charge of that office.

In this as in all other things Ad is a superb salesman. The project was sold to the Board of Trustees, and is indeed a dream come true. We are here today to see that a part of our history is safe, that Dartmouth has preserved the historic part of Crosby Hall, and that we managed to add to it this highly imaginative and fascinating building, which has one of the loveliest views on campus. The Alumni Center is finally a reality.

In paying tribute to the man we're honoring today, I thought the most appropriate thing for me to do would be to read a tribute I wrote for him almost exactly two years ago today for Dartmouth's Commencement. I know many of you were here for that Commencement, but I worked very hard on that citation, and I don't see how I could improve on it, and so I would like to read it.

This was at Commencement, during the awarding of honorary degrees. I said: "Carleton Blunt, a man of strong loyalties, you have devoted your life, in addition to the practice of law, to a variety of charitable causes, to the advancement of sports in the United States, and to Dartmouth College.

"You graduated from Dartmouth in 1926, and were elected to

*Addison Winship '42.

JOHN KEMENY SPEAKING

Phi Beta Kappa; going on to graduate from Northwestern Law School, at the top of your class. You have strong loyalty to both institutions, and have served as a trustee of Northwestern for over three decades. You have served Dartmouth in a wide variety of volunteer capacities; the College is in your debt for your unbounded energy and your generosity. Few people know just how extensive your service has been. For example, your early faith in the Dartmouth Institute; your encouragement and support were vital to the survival of that program of continuing education.

“Your love of sports goes back to your Dartmouth days, when you were New England Diving Champion. You have since championed the cause of equestrians, and have been one of the foremost promoters of the game of golf. A past president of the Western Golf Association, you have been responsible for the founding of a number of outstanding golf clubs. Most notable is the Country Club of Florida, a gathering place for many distinguished Dartmouth alumni, with the College as the main beneficiary of the Club. You are also Mayor of the Village of Golf.

“You have served as a Director for numerous corporations and have headed up the Community Fund of Chicago, but perhaps your most remarkable achievement has been the Evans Scholarship Foundation. Combining two of your major interests, golf and education, you have almost single-handedly built up this remarkable program, which has paid the full cost of college education for thousands of young men who started out as caddies.

“Dartmouth College is pleased to recognize one of her most devoted sons by awarding you the honorary Doctorate of Laws.”

That was two years ago yesterday, and I thought that before one dedicates a building to a man, we should all know that we're honoring a remarkable person, not just for his generosity, but because he's the kind of person that Dartmouth College is very proud to name a building for.

It is my great pleasure, on behalf of the Trustees of Dartmouth College, to dedicate this building in perpetuity as the

BLUNT ALUMNI CENTER DEDICATION

Carleton Blunt Alumni Center of Dartmouth College. And as a symbol that this building is *your* building, Carlie, I have the great pleasure of presenting you a key to the Carleton Blunt Center.



Looking Back

ON February 23, 1981, the chairman of the Personnel Committee of the Board of Trustees, Richard Hill, the senior Trustee on the Board, Ralph Lazarus, and President Kemeny met with the faculty to explain in some detail how the Search Committee had conducted the search for the fourteenth President of the College. It is noteworthy that John Kemeny chose to follow the example of his predecessor, John Dickey, by staying completely out of the search for the fourteenth President. In preparing for the search the Board of Trustees had made two key decisions: (1) the final recommendations to the full Board would be made by an all-Trustee Search Committee; and (2) the Search Committee would be advised and assisted during the entire process by an Advisory committee composed of four members of the Faculty of Arts and Sciences, plus two members of the faculty from the associated schools, two students, and two alumni. In addition, when the formal meetings began in June 1980, it was immediately decided that the Search Committee and the Advisory Committee should work as a committee of the whole; i.e., without distinctions between Trustees and advisors.

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Over the next nine months this combined committee gathered information on nearly 400 prospective candidates. This list was eventually pared to three candidates, and the full Board of Trustees met with two of them during a lengthy weekend Trustee meeting in Boston, chaired by Ralph Lazarus because the Board chairman, David McLaughlin, was one of the three finalists for the presidency. One candidate on the final slate eliminated himself before the Boston meeting. At the end of this meeting the Board of Trustees voted “overwhelmingly” in favor of Dave McLaughlin.

Both President Kemeny and President-elect McLaughlin were present at the April 9, 1981, dinner meeting of the Alumni Association of Eastern Massachusetts. John Kemeny looked back over the eleven years of his presidency and commented briefly on substantial changes in the College that remained vivid in his and Jean’s memories.

Talk to Boston Alumni Association— April 9, 1981

THIS is my last chance and I’m not going to give the usual speech. I’m here, in a way, to say “thank you” to all of you, because the alumni of Boston have played an enormous role in the history of the College. My presidency owes an enormous debt to a great many people present in this room. I’ll give you one very small example of that fact: I have had the privilege of serving under five chairmen of the Board of Trustees. Would you believe that no less than three of the five are members of this particular alumni association: Lloyd Brace, Bill Andres, and now Dick Hill!

I thought I might do a little bit of reminiscing. A time of stepping down is a time to think back. As I think back over the entire span of my presidency, there is one fact that I find most remarkable. And it is that I have served for over eleven years, and in all that period there has not been one single controversy in the

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Dartmouth family. [*laughter*] On the other hand, if Lloyd Brace had intended that the thirteenth President of Dartmouth should be one whose presidency would be totally uneventful for Dartmouth, he knew he was picking the wrong person. So let me try to hit some of the highlights of that period.

I had been President only two months when certain events called Cambodia-Kent State happened. There was the eruption of campuses all over the nation. Some of the worst incidents—tragic ones, that higher education took a long time to live down—occurred on some of the most distinguished campuses. The responsible way in which Dartmouth responded to that particular challenge will always be a matter of enormous satisfaction and pride for me. It's probably the only campus on which that week is remembered best for lemons. I know that those of you who were there and were a part of it will know what I'm referring to.

I remember the fall of 1972. A memorable college opening Convocation, when I gave the single most successful speech I ever gave, even though I almost didn't get past the first five words. The first five words were: "Men and Women of Dartmouth," and I was the first President of the College ever to address an entering freshman class in that way.

I remember the winter of 1973, which was cold in more than one way because it was the time when the oil crisis broke out, a crisis that would lead to a whole succession of financial problems for higher education and particularly private higher education. We have been battling that problem for eight years. It's not that the problems are solved—I'm afraid Dave McLaughlin will have his own share of financial problems in the years to come and more than his share. But at a time when institutions all over the nation, even some of our most distinguished sister institutions, had to make significant compromises in quality, we did what had to be done, but we never compromised the quality of Dartmouth. [*applause*]

I remember June of 1976. The Class of 1976 will always be very special to me, not only because there happened to be a

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Kemeny in that particular class who is present this evening,* but because it was the first class in the history of Dartmouth that had entered as a coeducational class. It was a truly memorable Commencement, and in a way it had set a tone; I think it had washed out some of the bitterness of the late '60s that hung on for quite a while on a great many campuses. I have to tell you, as one for whom being invited to other college commencements is an occupational hazard, that there is no other institution whose commencements are as lovely, particularly the ones we have had since 1976. I'm looking forward with great pleasure this June to be able to conduct my twelfth and final commencement for the Class of 1981.

I also remember the fall of 1977, when the Board of Trustees took a tremendously courageous step. After taking all kinds of outside advice as to what Dartmouth could possibly raise under a capital fund drive and then realizing that the maximum we were told we could possibly raise was not enough for the needs of the College, the Trustees decided to go for the staggering figure of \$160,000,000 that everyone told us was unachievable. Here we are not quite four years later, and on March 31 we passed \$140,000,000, and we still have a year and a half to go and we are counting. [*applause*]

Jean and I will never forget the spring, summer, and fall of 1979, which can best be described by saying that a nuclear accident happened to the President of Dartmouth. You have heard me talk on that subject and a great deal has been written on it, so I will not belabor it, but it certainly was one of the unforgettable periods during these eleven years. With much less fanfare, 1979 was also the year when undergraduate government returned to Dartmouth, and I suspect that that will have much greater long-range benefits for the College than anything I might have done in connection with Three Mile Island.

It had been an enormous frustration of mine that during the

*Jennifer Kemeny '76, the daughter of John and Jean.

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crazy years in the late '60s undergraduate government voted itself out of existence. The frustrating thing is that as much as a President would like to see undergraduates reorganize themselves in a responsible decision-making way, the one sure way of preventing it happening is for the President to take the initiative. On almost anything else, yes; but telling students "you must organize yourselves into your own decision-making body" just isn't possible. I could encourage them, I could advise them, as did many of the Trustees, but it had to come as a student initiative. It did come, its first year perhaps a bit rocky, but the UGC is beginning to return to an important status on the Dartmouth campus, and I have great hopes for the future. Perhaps the fact that we are going to have a President of Dartmouth who personally played a major role in undergraduate government in his undergraduate days will serve as an inspiration to the students.

In the spring of 1980 I wrote my magnum opus, the Ten-Year Report, which I know all of you have read word for word and therefore I will not try to summarize it. [*laughter*] In that document I tried to report on the major events, on the good and the bad that had happened and the problems that still faced the College, and I took the occasion of presenting that report to the faculty to announce that it was time for the Board of Trustees to start searching for my successor. In the meantime, of course, I did warn the faculty that although common wisdom has it that once you have announced your resignation you're a lame duck, I was not going to be a lame duck for my last year as President.

It has been an eventful year, highlighted by major curricular debates brought about by a committee that was known by everyone on campus as the Wright Committee. It was named after a distinguished member of the Dartmouth Faculty who was on leave this year and who, by a very strange coincidence, happens to be present in the room this evening. Jim Wright, through an enormous amount of work, did a great service to the College. Also, in this year some of the major building plans of the Campaign for

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Dartmouth are coming to fruition. We hope, within the next year, to break ground on two important building components in the Campaign: the Nelson Rockefeller Center for the Social Sciences and the Harvey Hood Museum for the Arts. Together, they should have an enormous positive impact on the future of education at Dartmouth.

As I think back over those eleven years—and particularly with June coming closer—I can't help thinking of the 13,000 diplomas I will have signed during my Presidency. Some of you may have heard me tell about the worst moment I ever had. When I appear at the Commencement ceremony I can hardly move my right arm—which is all right because I certainly believe every Dartmouth student should get individually signed diplomas—but I have never forgotten the one wise guy who right after Commencement said, “Thanks a lot for putting a rubber stamp on my diploma.” The only thing worse than having just signed 1,200 diplomas individually is to have a student think that it was a rubber stamp. [laughter] Thirteen thousand diplomas are not pieces of paper. They represent thirteen thousand individual human beings, and by the conclusion of my twelfth commencement that will be one-third of the living alumni of Dartmouth College. I wish I could say that I have gotten to know all of them well, but of course that is no longer possible in an institution that has become as complex as Dartmouth. I did have about 1,000 of them as students in my own classes, however, during the eleven years, and I got to know many of them quite well, perhaps because they were student leaders or because they caused trouble or because they were editors of *The Dartmouth*—which, of course, would put them into both categories—[laughter] or simply because I never did stop having weekly office hours for students, and a great many students were nice enough to come in just to talk.

As I look at the changes in the eleven years, perhaps the following few facts may be symbolic of them:

We do have a woman as editor-in-chief of *The Dartmouth*,

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and, incidentally, the current directorate of *The Dartmouth* is excellent. I shouldn't admit that before I step down from the job because they'll probably blast me on Monday! [laughter]

At the head of the Undergraduate Council we have a very highly respected student who happens to be black.

We have the first woman Rhodes Scholar in the history of Dartmouth College.*

The statistic that tells a great story, to me personally, is the fact that during my administration and including this Commencement, Dartmouth will have graduated three times as many American Indians as in the first 200 years of the history of the College. [applause] They have been good years.

If Dave McLaughlin had asked me what the job is like—which fortunately he didn't, as there is some magic about being offered the presidency of Dartmouth that brings about temporary insanity in anyone—I would have had to tell him that it's a job that requires absolutely incredible hours, it's a job whose frustration is endless, it's a job that one can never put out of one's mind, it's a job that gives you nightmares about money, usually the money you do not have. It's also a job I would not have missed for anything in the world. But as one who has always believed in the importance of change, because institutions that do not change will stagnate, I happen to believe that the most important change for Dartmouth College today is a change in the presidency. I'm delighted with the choice the Board of Trustees has made, and eighty days from now we will inaugurate the fourteenth President of the College. I just happen to know the exact number of days—Jean and I have been counting them for quite a while. [laughter] Both she and I are happy, we are relieved, and we are looking forward to the future.

Since so many of you have been kind enough to ask what we are planning to do in the future, I'd like to close with a few remarks about that.

*Mary Cleary '79.

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First of all, starting June 29, I have a year's sabbatical. It will be my first sabbatical in sixteen years, and I am looking forward to it enormously. Our plans are very specific. For the first month we plan to sleep. [*laughter*] Beyond that Jean has a second book planned. She has done all the research, but she has had no time at all to put a single word on paper, and she hopes to do some serious writing.

I have a very specific challenge that I'll use the other eleven months for. Going back to teaching will be very easy for me because I've never stopped teaching. But returning to research—which any good faculty member at an institution as good as Dartmouth should do—is a very different kind of challenge. No field stands still for eleven years, and I have a great deal of catching up to do, which means reading and thinking and making choices about fields of research. I have worked in some five different fields in my life, and I will have to choose which ones, if any, I can still catch up with and make a contribution to for the remainder of my career.

When it came to a question of exactly what to do after the presidency the choice was very wide. I have been fortunate enough to have been offered a great many opportunities, and Jean has always stood by me and made it very clear, as she has throughout our marriage, that whatever I decided was all right with her, that she could support me in any career I chose. The only condition she placed on that—which was a very minor one—was that it had to be in Hanover, New Hampshire. [*laughter*] That made the choice obvious, and a year from this June I am returning to full-time teaching at Dartmouth College. [*applause*]

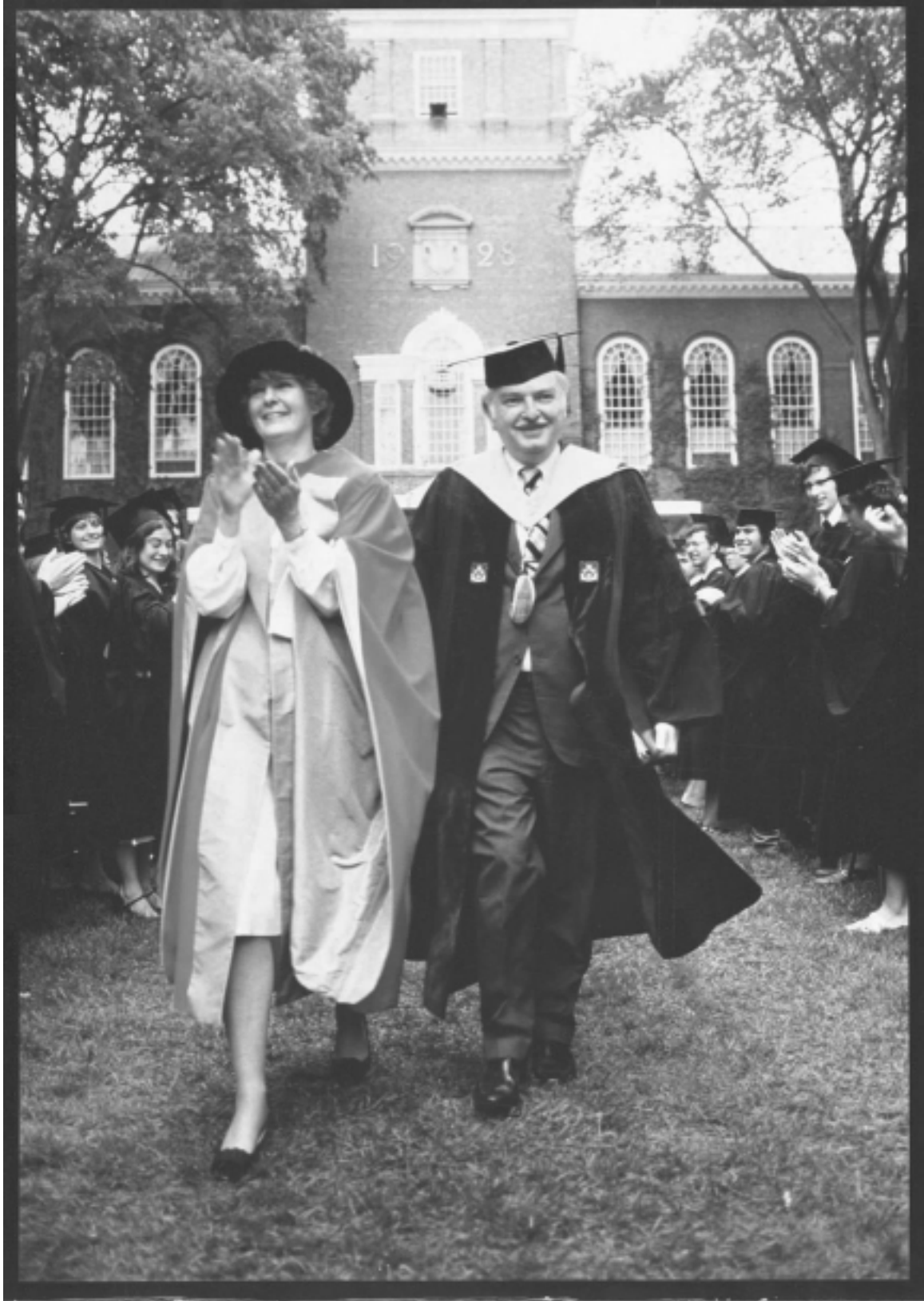
A year from June I'll be back at my favorite job, and while I have a chance to put in a commercial let me do so. I hope you will send your grandchildren, your children, your brothers, sisters, and cousins to Dartmouth, as I look forward to having them in my classes. History alone will be able to judge whether my presidency was good or what my record is worth. But there is one thing I do know for certain, I'm one hell of a good teacher. [*applause*]

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George Johnston: President Kemeny, as always, it has been a privilege to have you with us. In order to commemorate this, your last official appearance in Boston as President of Dartmouth College, and to assure us of your continuing relationship with this association of Dartmouth Alumni, my Board has authorized me to make you an Honorary Lifetime Member. To acknowledge this fact, one of your students, Scott Axford, Class of '78, has prepared a document which reads, "The Dartmouth Alumni Association of Eastern Massachusetts, the largest Association of Dartmouth Alumni in the world, is pleased to confer an Honorary Lifetime Membership upon John G. Kemeny '22 Ad. on the occasion of his last public appearance for the Association as President of Dartmouth College, on this the ninth day of April, 1981." Thank you very much.

President Kemeny: I'm deeply moved, but I do remember that earlier in the meeting the chairman pointed out that you are terribly short of membership dues in the Alumni Association. Seriously, it is a wonderful tribute, and both Jean and I will be very pleased for the rest of our lives to think of ourselves as honorary members of the greatest Dartmouth Club in the country.

Biographical Summary



BIOGRAPHICAL SUMMARY

by Jean Alexander Kemeny

JOHN G. KEMENY

BORN at Budapest, Hungary, May 31, 1926; came to the United States, 1940 (naturalized, 1945); married to Jean Alexander, 1950; children: Jennifer M., 1954, and Robert A., 1955; died at Hanover, New Hampshire, December 26, 1992.

Graduated, as valedictorian, George Washington High School, New York City, 1943; Bachelor of Arts degree (*summa cum laude*), 1947, and Doctorate of Philosophy (in Mathematics), 1949, Princeton University.

Served in the U.S. Army as assistant within the Theoretical Division, Los Alamos Project, 1945–46; research assistant to Dr. Albert Einstein, Institute for Advanced Study, 1948–49.

Princeton University—Fine Instructor and Office of Naval Research Fellow in Mathematics, 1949–51; Assistant Professor of Philosophy, 1951–53.

Dartmouth College—Professor of Mathematics, 1953–70; Chairman, Department of Mathematics, 1955–67; Albert Bradley Third Century Professor, 1969–72; President of the College, 1970–81;

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President Emeritus, 1981–92; Professor of Mathematics and Computer Science, 1981–90; Professor of Mathematics, Emeritus, 1990–92.

Consultant, Rand Corporation, Santa Monica, California, 1953–70, and Educational Research Council of Greater Cleveland, 1959–70. Chairman, U.S. Commission on Mathematics Instruction, 1958–60. Lecturer in Austria, Israel, India, Japan, 1964–65. Member, Hanover, New Hampshire, School Board, 1961–64. Vice Chairman, N.S.F. Advisory Committee on Computing, 1968–69. Delivered Vanuxem Lectures at Princeton University, 1974. Received Priestley Award at Dickinson College, 1976. Chairman, President’s Commission on the Accident at Three Mile Island, 1979. Chairman, Consortium on Financing Higher Education, 1979–80. Received American Federation of Information Processing Societies Education Award, 1983. Received New York Academy of Sciences Award, 1984. Received IEEE Computer Pioneer Medal, 1986. First recipient, Louis Robinson Award (EDUCOM & IBM), 1990. Awarded Eötvös Medal, posthumously, from the Eötvös Physical Society and Hungarian Academy of Sciences.

Trustee: Foundation Center, 1970–76; Carnegie Foundation for the Advancement of Teaching, 1972–78.

Director: Council for Financial Aid to Education, 1976–79; Honeywell Inc., 1978–79; Chairman, True BASIC Inc., 1983–91.

Author: *A Philosopher Looks at Science* (1959), *Random Essays* (1964), *Man and the Computer* (1972), *The Fun of Computing* (1990); also articles in professional journals.

Co-Author: *Introduction to Finite Mathematics* (1957), *Finite Mathematics Structures* (1959), *Finite Markov Chains* (1960), *Mathematical Models in the Social Sciences* (1962), *Finite Math-*

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ematics with Business Applications (1962), *Denumerable Markov Chains* (1966), *BASIC Programming* (1967), *Back to BASIC* (1985), *Structured BASIC Programming* (1987).

Contributor to *Encyclopædia Britannica*; Associate Editor, *Journal of Mathematical Analysis and Applications*, 1959–70; Editorial Board, *ABACUS*, 1983–88.

Member: Association for Symbolic Logic (Consulting Editor, 1950–59); Mathematical Association of America (Chairman, New England Section, 1959–60; Board of Governors, 1960–63; Panel on Teacher Training, 1961–63; Chairman, Panel on Biological and Social Sciences, 1963–64); American Mathematical Society; American Academy of Arts and Sciences; Phi Beta Kappa; Sigma Xi (National Lecturer, 1967); National Commission on Libraries and Information Science, 1971–73; HEW Regional Director's Advisory Committee, 1971–73; National Council of Teachers of Mathematics; National Research Council, 1963–66.

Honorary Degrees: Sc.D. Middlebury College, 1965; LL.D. Columbia University, 1971; LL.D. Princeton University, 1971; LL.D. University of New Hampshire, 1972; Sc.D. Boston College, 1973; Sc.D. University of Pennsylvania, 1975; LL.D. Colby College, 1976; Sc.D. Bard College, 1978; LL.D. Lafayette College, 1978; LL.D. Brown University, 1980; Sc.D. Dickinson College, 1981; LL.D. Dartmouth College, 1981; Sc.D. Claremont Graduate School, 1982; LL.D. Tufts University, 1982; Sc.D. Rockford College, 1983; LL.D. Western Michigan University, 1983; LL.D. York University (Canada), 1984; L.H.D. Skidmore College, 1984; Sc.D. City University (London), 1989; Sc.D. Case Western Reserve University, 1989.

