

be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

The President of this College may take inspiration from a worthy line of predecessors reaching back 260 years to the Rev. James Blair, and including in recent years, Presidents Ewell, Tyler, J. A. C. Chandler, Bryan, and Pomfret, each of whom contributed in his own way to the making of the College.

My colleagues in the Faculty wear in their academic regalia the colors of more than a hundred colleges and universities, and the colors of various fields of knowledge; but we are united in our purpose to conserve and to present to our students the rich stores of the accumulated wisdom which have been inherited from the past. Only by taking stock of the past can we understand the present and plan for the future.

We have no quarrel with money (in fact most of us would like to be more familiar with it), and we would be naive to overlook the financial value of a diploma to its possessor. But our chief aim is to endow our students with intellectual curiosity, a knowledge of the physical laws which govern the universe, an understanding of the social, political, and economic events and forces which have governed—and which continue to govern—the relations between men and between nations; discriminating standards in music, art, and literature; and a deepened concept of moral values. Only through such education can our students have the resources within them-

selves fully to enjoy the fine things of this life and to render the maximal service to others.

President Chandler, we pledge ourselves to work with you toward the achievement of these ends.

MR. ROBERTSON: *I suppose it would be most difficult to determine which of the fine ladies in this vast audience is the proudest today, whether it is Mrs. Eisenhower, Mrs. Battle, Mrs. Chandler, or my wife. However, I am sure there is none any prouder than the mother of our next speaker, and it is with extreme pleasure that I present to you the president of the student body of the College of William and Mary, John N. Dalton.*

John N. Dalton

THE STUDENTS OF THE COLLEGE

MR. Rector, Mr. President, Governor Battle, President Chandler, Inaugural Delegates, Ladies and Gentlemen: Today we are passing another milestone in the colorful history of the oldest college in the South. We are indeed proud of the achievements made by the College of William and Mary toward the progress of Virginia and our nation. Humbly we say that the contributions made by those of this College in the framing and adoption of the Federal Constitution and of the Bill of Rights are alone sufficient to justify our existence. We in Virginia are proud that we still believe in this constitutional form of government. We in Virginia are also happy that we have as the chief executive of our nation one who will keep and preserve this constitutional form of government. To you, Mr. President, the youth of this College, the youth of America, and also the youth of the world will continue to look with confidence for leadership. To our new college president, we pledge our continued loyal support, both now as students and later as alumni, and we wish for him a long and successful

tenure. It is our fond hope that the William and Mary of today and tomorrow will carry on the traditions of leadership as in the past, and will continue its march forward toward greater accomplishments, not only for the College which we love, but also for the Virginia and America of tomorrow. To our distinguished guests and inaugural delegates, I say on behalf of the student body, it is a joy to have you with us on this memorable occasion. To each and all of you, we extend our heartiest greetings.

*INAUGURAL
ADDRESS*

INAUGURAL ADDRESS
OF

Alvin Duke Chandler



R. PRESIDENT, Governor Battle, Distinguished Statesmen and Officials of the Nation and of the State, Mr. Rector, and Members of the Board of Visitors, Distinguished Guests and Delegates, Friends of the College, Members of the College Community, Ladies and Gentlemen: In this historic setting, many speakers on occasions such as this have yielded to the temptation to speak at length on the rich history of the College of William and Mary. Its part in national, social, and political upheavals, its contributions to new political concepts—all have been paraded in panorama across the screen of time and history.

In my remarks today it is important that I discuss the accomplishments, events, and people of the past, since they so powerfully influence the present and so strongly motivate the future.

One of my distinguished predecessors, John Stewart Bryan, has expressed so beautifully what he considered to be the spirit of the College of William and Mary. I quote: "The spirit of William and Mary is a rich inheritance from the past and a creative and transforming force in the present, for it manifests a spiritual kinship

between the students of today and those who have dwelt and developed at this College during its . . . years of life and service."

We respect, and we honor the past of William and Mary; we glory in its history and traditions; but our immediate concern is with the present and the future—to the end that we may be worthy of, and measure up to, our distinguished heritage.

The contributions to the building of our Commonwealth and our nation made by groups of young men, who attended the College of William and Mary, are almost without parallel in the history of this country. Arthur T. Vanderbilt, Chief Justice of the Supreme Court of New Jersey, in an address which was recently reprinted in the *South Atlantic Quarterly*, extols the achievements of fifty of the young men who attended the College of William and Mary during the period 1776-1781. Their contributions were outstanding; their record amazing. We point to them with just pride.

We honor and respect the early English settlers in America for their leadership and their accomplishments. A most notable achievement was the College of William and Mary, established at Middle Plantation, now the City of Williamsburg.

The founding of the College, which was the vision of the men of the London Company in 1618, was thwarted by the Indian Massacre of 1622. Successive attempts failed, until their Majesties, King William and Queen Mary, provided for the establishment of this College by granting a Royal Charter in 1693. However, in the years that

followed, its royal origin was of less significance than its obligation and responsibility in the development of the young republic.

A goodly number of the men, who were responsible for the actions taken in "the prelude to independence," were educated in this College. The majority of the leaders, whom Virginia contributed to the making of the American republic, also were educated here. James Madison, its President, after the Declaration of Independence was signed, never mentioned in his sermons "the Kingdom of Heaven," but "the Republic of Heaven."

The revolution in higher education which took place in this College in 1758 and 1779, placed this institution in a position of leadership in North America. James Madison, then President, supported by James Madison, his cousin, later President of the United States, and Thomas Jefferson, then Governor of Virginia, with other members of the Board of Visitors, initiated the Honor System, the Elective System, and extensively revised the old curriculum. The teaching of law and modern languages was undertaken; then followed the teaching of political economy, experimental work in the Natural Sciences, and the introduction of modern history into the program of study. The dynamic leadership of these men infused a spirit of vitality into the College. Its history is so long and so interesting that one could continue at considerable length the recitation of interesting facts.

Out of our obligation to its great and continuing heritage, it is our bounden duty to act in its behalf. We cannot bask in the sunshine of its past. William and Mary is

truly an educational shrine, but first and always it is a living, vital force in education.

The College of William and Mary has its roots deep in the soil of Virginia and the soil of America. It is held in the highest respect and esteem in our nation and throughout the world. Her records and accomplishments are dear to the hearts of her graduates, the people of this state, and the people of this nation. It is a precious heritage.

The foundations of this College have proved themselves to be firm and durable. It has participated in, and survived, the devastation of all the major wars in which our nation has engaged from the American Revolution to the present. At one period or another it has drawn its support from the Crown and Colony, the Church, and the State of Virginia.

It prospered and bloomed under the Crown and Colony. One has only to look at these ancient buildings to realize how permanently the Crown and the Colony built in brick and mortar; one needs only to read the names of eminent Alumni, which have been engraved in the history of the Colony and the nation, to appreciate the permanence of their building in human values.

In 1765 William and Mary was the richest college in America. In the course of its long history it has lost two endowments, and is mightily in need of a third. In 1921, the President of the United States quoted here, on a similar occasion, from a speech delivered in 1886 by the late Senator Hoar at Harvard which recalls a period in

which the material fortunes of the College were at, perhaps, their lowest ebb. I quote:

"The stout-hearted old President (here he refers to Colonel Ewell) still rings the morning bell, and keeps the charter alive; and I want to salute him today from Harvard; and I should value it more than any public honor or private good fortune that could come to me if I might live to see that old historic college of Virginia endowed anew with the liberal aid of the sons of Harvard."

I hope that some day this dream will come true.

In spite of the problems, financial and otherwise, which William and Mary has faced during the centuries, the College indeed has been a landmark in the history of higher education in America.

The contribution to education and "statecraft" of this ancient seat of learning has been presented most ably by my predecessors, particularly by Dr. Lyon G. Tyler, who for almost three decades was President of William and Mary, and under whom I had the honor of being a student for a brief period of time. What I learned from his writings, and the private papers of some of my predecessors, makes me very proud of its great history.

My responsibility, to the present and future, requires that I indicate what I believe should be William and Mary's role in higher education.

1) We believe that the College of William and Mary in Williamsburg should continue to be a college of "universal learning" and that a good portion of the work done by every student should be in the Social Sciences,

the Humanities, and the Natural Sciences. This broad base and foundation for education is one of our heritages.

We realize, however, that the purpose of William and Mary is to educate our students in the principles of acquiring and using knowledge, as well as to acquaint them with the best of human thought and action. This is a primary and fundamental principle of Arts and Sciences. The student who gains for himself this ability has a bright future and a "cultivated mind." It is the intention of this College to maintain the liberal arts as a permanent and principal element in our College. The content and methods of teaching the liberal arts have changed over the years, and will naturally change and improve with the future.

2) One has only to peruse the Alumni rolls of the College to realize that the College has endeavored, and will continue to endeavor, to serve the state of Virginia. To its classrooms and laboratories come the young men and women of Virginia. They mingle with young people selected from all parts of the nation and abroad. With Williamsburg as a center, a circle with a radius of 75 miles will include one-third of the population of this state. While the primary purpose is to serve the state as a whole, the College is strategically located to serve especially the Tidewater region in senior college work.

3) The College should engage in a variety of fields of education. Since we in America have no leisure class, it is important that we promote a fixed purpose on the part of students to prepare themselves for some profession. In consonance with our belief in the arts and sciences, it

seems essential to emphasize constantly, as a rule, those who succeed best in any profession are those who have had a good foundation in the arts and sciences college, where certain subjects fundamental to all professions or vocations are taught.

4) Since 1888 this College has prepared students to serve an important constituency. No more splendid service can be rendered by this College to the state and nation than to graduate each year men and women with a fine liberal education, who are qualified to teach our youth.

5) To discover our past, and to present it to view are the very proper and worthy objectives of the Institute of Early American History and Culture, which is jointly sponsored by the College and Colonial Williamsburg. The Institute is assuming strong leadership in developing an interest in early American history and culture. This joint venture should result in this area becoming the most important center of early American historical research in this country. We should attract scholars from all parts of the world to study the material assembled here. Our opportunities in this field are limited only by the boundaries of the early history of our nation.

6) In 1779, with George Wythe, a signer of the Declaration of Independence, as its first professor, there was established at William and Mary a School of Law, the first in America and the second in the English-speaking world. It flourished until the War Between the States, and the names of Wythe, Tucker, Minor, and many others gave stature to its reputation. In the troubled times

following the War Between the States, it failed and died, to be revived again some thirty years ago.

The teaching of law has a secure place in the tradition of William and Mary, and belongs firmly in our educational purpose. We must make certain that this school flourishes and grows until it assumes its rightful place.

7) Many eminent citizens and jurists think of William and Mary as a great school of politics and citizenship. One of my predecessors made a plea for a more aggressive approach to politics and citizenship in this College. It has great merit. This ideal has never been achieved. For while we have a good faculty, their number should be increased, existing physical facilities extended, and financial support enlarged beyond anything hitherto available. William and Mary offers a unique setting for History, Law, Government, and Citizenship. Over thirty-two years ago a President of the College spoke on the subject of Government and Citizenship. It is more important now than it was then. I quote: "I think of the College of William and Mary as the greatest school of politics and citizenship that America has ever had. When I think of the fact that from the halls of this institution went three Presidents of the United States, not including Washington, who was licensed as a surveyor by this College, four signers of the Declaration of Independence, eleven Cabinet officers, four judges of the United States Supreme Court, headed by the universally-quoted Chief Justice John Marshall, more than half of the Senators from Virginia, Governors of Virginia, and judges of the State Supreme Court before 1861; many

senators from other states, ministers to foreign countries, and members of the House of Representatives, as well as a host of State judges and members of the Virginia Assembly; when I recall that her alumni gave to America the Declaration of Independence and the Monroe Doctrine, I feel that this College has prepared an unusual group of men who had faith in America and her government. . . . It is my honest hope, therefore, that the Board of Visitors and friends of this College shall work incessantly for the upbuilding of its School of Government and Citizenship, and that at this institution the proposed Marshall-Wythe School of Government and Citizenship shall be developed so that its usefulness will be felt throughout America. By having such a school of citizenship, I am not thinking solely of the preparation of men and women, who are to hold offices of the country, but of their preparation as useful citizens. They will be so well-balanced in politics that they will not succumb to the many 'isms' proclaimed so frequently from the hustings and in our legislative halls. In other words, we desire to prepare in such a school high-minded men and women who know their duty to the state, and knowing it, dare do it."

Since that appeal was written—an appeal for the better understanding of politics and government; an appeal for the preparation of useful citizens; an appeal for individuals so well balanced in politics that they will not succumb to the "many isms"—the lack of understanding between peoples and between nations has become the central problem we face today in our modern world. It

represents a decay in the roots of our civilization. It is the underlying cause of group dissensions within nations and between nations. The college campus ought to be one place where these clashes do not exist. Even though colleges are thought of as citadels of "universal learning," these dissensions do exist. The college which, in truth, dedicates itself to the clarification of these problems, and gains some measure of success, will indeed have done a great service.

8) With the passing of each year, the library resources of a college become more indispensable to the educational program, and they increasingly enhance the reputation of an institution. In certain fields, particularly American history and Virginia, both primary and secondary sources at William and Mary are outstanding. The strength of the Library combined with the richness of the colonial portraits, the historical paintings, and other art objects of the College, represent cultural assets which can be equalled by few other American colleges.

At this time, I am honored to announce the gift to the College of an extraordinary collection of nearly 6,000 letters, which has been described as one of the most important manuscript "finds" of the present century on American economic history. Covering a period from 1788 to 1888, the collection reflects, publicly for the first time, much of the amazing story of the first genius of American railroads, Moncure Robinson, a William and Mary alumnus. Already I have mentioned a few of the College's distinguished sons, and to that list must be added the name of Moncure Robinson. In America, he built

more than one third the mileage laid during the first decade of railroad construction. He introduced the standard gauge, and he invented the tank car; in Germany and Russia he was primarily responsible for steam transportation. His activities made him one of the principal railroad financiers of the nation, and the first to make a fortune as a railroad magnate. The College is most grateful to the descendants of Moncure Robinson for presenting these outstanding letters and documents to add to the 600 already in the Library. The Commonwealth of Virginia is also indebted because the story of one of her great sons may now be told from this valued collection.

9) If William and Mary is to discharge its obligations, it must assume responsibilities for providing curricula other than those in the field of the Arts and Sciences. Its units in Richmond and Norfolk, its evening classes in Williamsburg, and its extension courses in other communities serve to meet these broader responsibilities. Such units, always integrated into the broad educational aims of the College, must be developed in keeping with the needs of Tidewater Virginia. We must, in fact, anticipate the development of needs, and seek out the means of serving them. The College cannot retreat within its ivy walls. The Branches and Extensions require vigorous and wholehearted support in the discharge of their special purposes.

A devoted faculty, an excellent library, good courses of instruction, adequate and well-equipped buildings and laboratories are essential, but they do not provide the whole of education for men and women. The funda-

mentals of character are essential and must be stressed. I trust this College will always continue to exercise a good moral influence such as will help to produce God-fearing men and women of high character. The honor system, which was established in 1779, still defines the essential ideals of straightforward acts and truthfulness of statement.

The foremost need in this College, or in any college, as I see it, is to create and support a balanced, three-fold program of—first, student life; second, education; and third, extra-curricular activities, so organized and so implemented that the College can always function to the moral and education advantage of its students.

First, we must inculcate in our students those principles of honor, loyalty, and character for which William and Mary has won renown. This spirit of honor and loyalty is an intangible thing which must flow from within. We desire to have at this College an atmosphere of gentility which abhors subversion, and lauds an honest and upright approach to all of our problems. Our students should be able to determine with objectivity "WHAT IS RIGHT," not necessarily "WHO IS RIGHT," and be able to live by an honest, just creed.

Secondly, in conjunction with good character and good personality, it is our aim to develop imaginative, healthy minds.

In developing the imaginative and healthy mind, the faculty has a great challenge. Their responsibility is heavy. Their mission should be, not only one of teaching, but also one of contributing to the development of

an ever-expanding body of knowledge, which they are able in all truth, to transmit to their students.

Dr. Dice Anderson so ably expressed his belief as to why William and Mary has been able to produce outstanding, imaginative minds in these words:

"The reason why William and Mary produced giants in those days was because there were giants in the faculty. The common philosophy back of Marshall and back of Jefferson—that common philosophy of idealism and unselfishness and sacrificial devotion to a great leader, a great cause, a great land—that came, I take it, from those same qualities which were represented in that great statesman, that great lawyer and judge, that great scholar, that great man, and that great patriot, the teacher of them both, George Wythe. . . . The production of great men and women in an institution is the inevitable result of teaching and personality and presence of great men and women among our faculty."

Dr. Anderson has said in beautiful language that the character, the knowledge, the understanding, and advanced thinking of good teachers is transmitted to the student both consciously and unconsciously.

Thirdly, extra-curricular activities have as their primary objective, the broadening of the experience level, the cultivation of associations, and the human relation activities of the student. They should complement his academic life, but not absorb him. They should be a tool to assist him in his relationships with people.

These are the factors for power and progress in a college: student life, which fosters wholesome personal and

social growth; education, which extends horizons, broadens interests, enriches living; and extra-curricular activities, which contribute to the proper development of mind, body, and spirit, when kept in proper perspective. These give balance and greatness to a college.

In every college there are those normal, routine, day-to-day experiences which make for the general development of the student. Percentage-wise, we may consider this the first ninety percent. The last ten percent of the educational experience of a student derives from the creative spirit on the part of the whole college community. This creative spirit stimulates the minds and hearts of young men and young women. It is the quality and effectiveness of this spirit which constitutes the difference between a good college and a great college; yet it is so hard to achieve, and means so much. It is vital to the ultimate usefulness of a college. Hard work, good mental health, freedom to investigate and judge, and an unselfish attitude are some of the components which enter into the creative spirit. Complacency from within or from without is not a component part of this spirit.

The truly great college, or the true college, comes into being by a fusion of power from outside of its academic walls with the power which is generated within the immediate college community. I have already mentioned some of the qualities which build a great college. If we are to develop the quality of the College as a whole, we must have the understanding of the people, their confidence, their faith—a willingness on the part of the people to assess objectively the present and potential educational

worth of our institutions of higher learning. A basic principle, which I quote, is: "A college or university which suffers from malnutrition may become educationally a corrupting influence." It is our responsibility, as a people, to understand the role of higher education, and to insure its financial support now and in the years to come.

The Board of Visitors has seen fit to honor me with the presidency of this venerable institution. I have taken the oath of office. In accepting this charge and responsibility, I am deeply sensible of the spirit in which you have tendered it, and of your devotion to the ideals for which William and Mary stands, and of your concern for the welfare and development of the College. I am aware of the great responsibility which this office entails. I accept your charge humbly, and pledge to you and to the people of Virginia my faith, my energy, and my utmost efforts in its behalf.

*CONFERRING
OF
DEGREES*

JOHN STEWART BATTLE

PRESIDENT CHANDLER: *Mr. Rector, by virtue of a resolution passed by the masters, or professors, approved by the Board of Visitors of the College, I am authorized to present to you for the honorary degree of Doctor of Laws, The Governor of the Commonwealth of Virginia:*

JOHN STEWART BATTLE, GOVERNOR OF VIRGINIA—JURIST, SCHOLAR, STATESMAN, AND GENTLEMAN. JOHN STEWART BATTLE IS PREEMINENTLY A LAWYER WHOSE LEGAL SAGACITY, ALTRUISM OF VIEWS, AND LATITUDE OF INTEREST ADVANCED HIM STEADILY IN THE RANKS OF COMPETENT STATESMEN. HE PROVED HIMSELF FOR FOUR YEARS AS A REPRESENTATIVE, FOR SIXTEEN YEARS AS SENATOR BEFORE HE GRADUATED TO HIS PRESENT HIGH OFFICE. HE IS A PAST PRESIDENT OF THE VIRGINIA BAR ASSOCIATION, A PHI BETA KAPPA, A SPECIALIST IN TAXATION AND IN THE BUDGET. AMONG PROGRESSIVE LEGISLATION PROJECTS, HE HAS IDENTIFIED HIMSELF WITH THE VIRGINIA RETIREMENT ACT, WITH SOCIAL SECURITY, WITH UNEMPLOYMENT COMPENSATION, AND WITH ABOLISHMENT OF THE FEE SYSTEM IN THE COUNTY AND THE CITY. HIS OFFICIAL INTERESTS STAMP HIM AS AN ADVOCATE OF TRAFFIC SAFETY, A CHAMPION OF PUBLIC HEALTH, A PATRON OF THE ARTS, AND A FRIEND AND SUPPORTER OF EDUCATION.

MR. ROBERTSON: *By virtue of the power vested in me by the Board of Visitors, I hereby confer upon you, John Stewart Battle, the degree of Doctor of Laws, of the College of William and Mary in Virginia, and in memorial thereof, present you this diploma.*

DWIGHT DAVID EISENHOWER

PRESIDENT CHANDLER: *Mr. Rector, by virtue of a resolution passed by the masters, or professors, approved by the Board of Visitors of the College, I am authorized to present to you for the honorary degree of Doctor of Laws, the President of the United States:*

DWIGHT DAVID EISENHOWER, PRESIDENT OF THE UNITED STATES, SOLDIER, STATESMAN, COLLEGE PRESIDENT, AUTHOR, ARTIST, AND SPORTSMAN. DWIGHT DAVID EISENHOWER COMMANDS MANY TALENTS, EXCELS IN THE THEORY, ART, AND PRACTICE OF WAR, IN WHOSE COUNCILS AND CONDUCT THE SHADOW OF HIS GREAT NAME STANDS. LIKE OTHER NOTED GENERALS, WHO COMBINE SOLDIERING WITH STATECRAFT, HE HAS RISEN TO SUPREME POLITICAL EMINENCE, AND HAS EXHIBITED A STATESMANSHIP THAT REVIVES THE HOPES OF THE WORLD FOR SECURITY AND PEACE. WITH A DISPLAY OF ADMINISTRATIVE FORCE AND WITH SPLENDID LEADERSHIP, HE HAS PRESIDED OVER ONE OF THE GREATER AMERICAN UNIVERSITIES; WITH CONTRIBUTIONS TO HUMANE LETTERS AND THE PICTORIAL ARTS, HE HAS ACHIEVED THE FRUITS OF PEACE AND CULTURE; HIS INTERESTS MARK HIM AS A FAMOUS SPORTSMAN. HE IS COMPELLING IN VALOR, SENSIBLE IN COUNCIL, IMPREGNABLE IN STATUS, AND VERSATILE IN GIFTS.

MR. ROBERTSON: *By virtue of the authority vested in me by the Board of Visitors, I hereby confer upon you, Dwight David Eisenhower, the degree of Doctor of Laws of the College of William and Mary in Virginia, and in memorial thereof, present you this diploma.*

*ADDRESS
OF
THE PRESIDENT
OF
THE UNITED STATES*

Greetings From the National Capital



R. Rector, Governor Battle, President Chandler, President of the Student Body, distinguished guests, and ladies and gentlemen: It would ill behoove me to attempt here a recitation of the glories of this college and of its alumni. If there be any among you who has not a better knowledge than I of the details of this great record, I commend you to a little home study. Because, let us not forget that man takes pride in a brilliant past. There is inspiration in attempting to live up to the records established by those who have gone before us—in the family, and in institutions.

Rather it is my simple duty today together with my invaluable, indispensable, but publicly inarticulate life-long partner, Mamie Doud Eisenhower, to bring you greetings from your Nation's capital and your national Administration.

I think it is appropriate for me to take a minute or two of your time to tell you why we are so pleased and delighted with this opportunity. Quite naturally, it is a great pleasure for me each time I return to the native

state of my maternal ancestors. My mother lived in this State until she was of age.

Again, it is a great privilege to be admitted into the honorary doctorate of this great institution, and I want to take the opportunity to express my very deep appreciation and thanks to the faculty and the governors of this great institution that they have deemed me worthy of this signal honor.

I want also to pay a tribute to President Chandler, a man who forsaking a life-long and honorable record in the Armed Services, has shown by the acceptance of this new responsibility that he well recognizes that there is no security for a free nation in the sword alone, that security must spring from the hearts and the minds of free men. And he has shown, in his acceptance of this responsibility and this opportunity, that he appreciates that fact.

Again, I am delighted to come here because of my deep respect for the institutions of higher learning of the United States. It seemed to me particularly fitting that on this 177th anniversary of the signing of The Virginia Declaration, that I could come here to this second oldest college in the United States to pay a word of tribute to these institutions—which brings up a thought I should like to discuss. I assure you it will be very briefly.

What is an institution of higher learning? All of us have heard many definitions of colleges. We know they are not merely campuses. They are not merely the stones and mortars of the buildings. They are something deeper and more profound.

The particular definition that seems to mean the most to me is this: A college, a university, is a place where young minds are exposed to great minds.

The reason I like that definition is this: if we accept its validity in any small portion, every man, every woman, who takes a position in the faculty as an instructor, assistant instructor, professor, dean or president, he has not merely a job, and cannot console himself that he is merely doing his work and earning a daily living. He must achieve, and attempt to strive to achieve, greatness in his dealing with our young.

This, it seems to me, is the crux of the college of our time, because it is not enough that we can produce doctors who may prolong our lives, unless at the same time we produce social leaders who will tell us how we will handle the greater population that we thus have.

It is not enough that we have iceboxes and long and luxurious cars and country homes. Again you must know it here, because in the state from which came the man who could say "as for me, give me liberty or give me death," you know there are values that are not to be measured by any material index.

Great minds, therefore, will teach these young leaders not to say "of course I like liberty, and if you don't charge me more than fifteen percent of my income, I would like to keep it." The only thing that such people want to know is: "Is this sacrifice necessary?"

It is through our contacts with great men and great minds that you will sort out the proper relationships of Government to yourself, of higher Government to state

government, to local Government, of your place in this whole scheme of things. You will begin to understand whether your sacrifices are properly used by your Government. And your sacrifices are ordinarily expressed in terms of taxes, of course.

But there is much more. There is what you are ready to do in the giving of your heart and your mind, not only on the faculty but every single individual that has ever had the privilege of mingling with that faculty.

While this nation expects to preserve those great values recited for us in our founding documents, if we understand them we won't have communism. It is necessary today that we earnestly seek out and uproot any traces of communism at any place where it can affect our national life. But the true way to uproot communism in this country is to understand what freedom means, and thus develop such an indefeasible, such an impregnable wall, that no thought of communism can enter.

In other words, if I may state it in an utterly simple way, I believe this: The true purpose of education is to prepare young men and women for effective citizenship in a free form of government. If we can do that, we will have accomplished and included all of the techniques, and the sciences, disciplines, because they will all be necessary in our security and in our advancement.

But above all, and above all, in that way only, I believe, can we permanently aspire to remain a free, independent and powerful people, living humbly under our God.

Thank you.

Benediction

RT. REV. GEORGE PURNELL GUNN

The Peace of God, which passeth all understanding, keep your hearts and minds in the knowledge and love of God, and of his Son Jesus Christ our Lord: and the Blessing of God Almighty, the Father, the Son, and the Holy Ghost, be amongst you, and remain with you always. AMEN.

ORDER OF THE ACADEMIC PROCESSION

THE WILLIAM AND MARY CHOIR

THE NATIONAL, STATE, AND COLLEGE
COLORS

THE FACULTY OF THE COLLEGE

DELEGATES OF UNIVERSITIES AND
COLLEGES

HARVARD UNIVERSITY	1636
The Honorable Robert Woods Bliss, LL.D., Art. D. <i>Alumnus and Former Overseer</i>	
ST. JOHN'S COLLEGE	1696
Richard D. Weigle, Ph.D., President	
YALE UNIVERSITY	1701
Ralph Nesbit, B.A., <i>Alumnus</i>	
UNIVERSITY OF PENNSYLVANIA	1740
Donald K. Angell, B.S., <i>Vice-President and Secretary</i>	
MORAVIAN COLLEGE FOR WOMEN	1742
Mrs. Thomas C. Kelly, B.S., <i>Alumnus</i>	
PRINCETON UNIVERSITY	1746
Thomas Jefferson Wertebaker, <i>Professor Emeritus</i>	

WASHINGTON AND LEE UNIVERSITY	1749
Francis P. Gaines, Ph.D., Litt.D., LL.D., D.C.L., <i>President</i>	
COLUMBIA UNIVERSITY	1754
Richard Herpers, A.B., <i>Secretary of the University</i>	
BROWN UNIVERSITY	1764
Ernest Sherman Fitz, Sc.B., <i>Alumnus</i>	
RUTGERS UNIVERSITY	1766
Bruce T. McCully, Ph.D., <i>Professor, COLLEGE OF WILLIAM AND MARY, Alumnus</i>	
DARTMOUTH COLLEGE	1769
Douglas Vanderhoof, M.D., <i>Alumnus</i>	
COLLEGE OF CHARLESTON	1770
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DICKINSON COLLEGE	1773
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WASHINGTON AND JEFFERSON COLLEGE	1780
Charles H. Wheeler, Ph.D., <i>Alumnus</i>	
WASHINGTON COLLEGE	1782
F. Spencer Robinson, M.Ed., <i>Alumni Secretary</i>	
FRANKLIN AND MARSHALL COLLEGE	1787
Clyde L. Saylor, M.D., <i>Alumnus</i>	
GEORGETOWN UNIVERSITY	1789
W. H. Sitterding, <i>Alumnus</i>	
THE UNIVERSITY OF NORTH CAROLINA	1789
Robert Burton House, A.M., LL.D., <i>Chancellor</i>	
UNIVERSITY OF VERMONT	1791
Hiram Rupert Hanmer, B.S., <i>Alumnus</i>	

WILLIAMS COLLEGE	1793
John C. Goodbody, A.B., <i>Alumnus</i>	
BOWDOIN COLLEGE	1794
The Honorable Robert Hale, LL.D., <i>Overseer</i>	
UNIVERSITY OF TENNESSEE	1794
Earl L. Keister, B.S., <i>Alumnus</i>	
TUSCULUM COLLEGE	1794
Raymond C. Rankin, D.D., <i>President</i>	
UNION COLLEGE	1795
Ralph D. Bennett, Ph.D., Sc.D., <i>Alumnus</i>	
MIDDLEBURY COLLEGE	1800
Egbert C. Hadley, D.Eng., <i>Chairman of the Board of Trustees</i>	
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Gen. F. A. Irving, B.S., LL.D., <i>Superintendent</i>	
ANDOVER NEWTON THEOLOGICAL SCHOOL	1807
Ellis Eldridge O'Neal, Jr., B.D., <i>Alumnus</i>	
UNIVERSITY OF MARYLAND	1807
Leon P. Smith, Ph.D., <i>Dean of the College of Arts and Sciences</i>	
MT. St. MARY'S COLLEGE	1808
Rt. Rev. John L. Sherdian, LL.D., <i>President</i>	
MIAMI UNIVERSITY (OHIO)	1809
General J. E. Hull, U.S.A., A.B., <i>Vice Chief of Staff, DEPARTMENT OF THE ARMY, Alumnus</i>	
HAMILTON COLLEGE	1812
Richard Cullen Crain, M.D., <i>Alumnus</i>	
PRINCETON THEOLOGICAL SEMINARY	1812
Edward H. Jones, M.A. Th.B., D.D., <i>Alumnus</i>	
UNION THEOLOGICAL SEMINARY IN VA.	1812
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