Advance for Release: 9 a.m., Tuesday, September 30, 1975

"REDEDICATION AND RENEWAL IN A BICENTENNIAL YEAR"

Faculty Breakfast Address
by
President David P. Gardner
University of Utah
Members of the Board of Regents and the University's Institutional Council, members of the faculty and key staff, officers of the ASUU, honored guests, ladies and gentlemen.

Autumn in this mountain valley is working its old magic, and early this year too. School and fall are in the air. Our families have had a month of it already and some may have been wondering when we were returning to work, if at all. They can now be assured, or not assured, as circumstances warrant. They saw us leave home this morning before breakfast and are doubtless full of admiration at our eagerness to get started.

I myself feel a special exhilaration because this occasion marks the beginning of my junior year at the University. As an upper classman, I feel both more comfortable and informed about the University's present, and more confident than ever about her future. We serve an institution that is alive and vital, pressing both present and potential, preoccupied with what is possible rather than with what is. I like that. It is a mark of vigor and confidence and we shall need both in the coming year.

I hope you have had a good summer. I'm always amazed at the variety of things you do during the summer recess--your travels, your research, your avocational as well as your professional pursuits. Most of you are
AFFLICTED BY THE PUNITIVE SENSE OF VOCATION, RELUCTANT
TO YIELD TO WHAT LIN YUTANG ONCE CALLED, "THE IMPORTANCE
OF LOAFING."

EVERYTHING WE DO, OF COURSE, THE EXTRACURRICULAR
AS WELL AS THE CURRICULAR, CONTRIBUTES TO OUR PRIMARY
CALLING. WE ARE NOT CONFINED, AS I HOPE EVERY TAXPAYER
APPRECIATES, TO A FORTY-HOUR WEEK, NO MATTER WHAT OUR
CLASS SCHEDULES MAY LOOK LIKE. OURS IS NOT A VOCATION
MERELY, BUT A WAY OF LIFE, NOT AN OCCUPATION SO MUCH
AS A PREOCCUPATION. OFF CAMPUS AND AROUND THE CLOCK
EVERYTHING WE DO IS GRIST FOR OUR MILL--A SOCIAL OCCASION,
A CASUAL CONVERSATION, A CONVENTION, AN EVENING AT THE
THEATRE, A BALL GAME, THE NEWSPAPER--WE NEVER KNOW WHERE
AND WHAT WILL YIELD AN INSIGHT, AN ILLUSTRATION, AN
APPLICATION THAT WE CARRY BACK INTO THE CLASSROOM. WE
ARE NOT SO MUCH WALKING ENCYCLOPEDIAS (THAT CARICATURE OF
THE PEDANTIC PROFESSOR) AS ANIMATED ANTENNAE, CONSTANTLY
SENDING AND RECEIVING, DIALING FOR THE RIGHT WAVE LENGTH
ON WHICH WE HOPE TO REACH OUR STUDENTS AND OUR PROFESSIONAL
SELVES.

JACK ADAMSON, WHO DIED IN MID-CAREER EARLIER THIS
MONTH AND WHOM WE GREATLY MISS THIS MORNING, WAS SUCH A
TOTALLY COMMITTED TEACHER, A MASTEROUS EXAMPLE OF HOW TO
CONNECT LIFE AND LEARNING IN THE CLASSROOM. HIS TRUTHS
WERE DOUBLY ROOTED: IN ERUDITION (THAT IS, IN HIS COMMAND
OF HIS SUBJECT), AND IN WORKADAY EXPERIENCE, BECAUSE HE
participated fully in the life around him. Often he joined the two, the erudition and the experience, in anecdote or aphorism. At the end of one spring quarter he posted his grades on his office door with this note to the students: "Have a good summer. Grow in silence." Our own silences and sabbaticals, our summer retreats and renewals are important. I trust yours have been restorative.

I invoke Jack's memory for our emulation and to remind our governing boards that our greatest resource as a University is a human one: The faculties of the colleges and schools which comprise our University. The quality and effectiveness of our teaching, research and public service are a function of the competence and skill of our faculty; all that the University is and does is traceable to the inclusive capabilities and commitments of the faculty; the opportunities our students have to learn here arise primarily out of the dedication and learning of their teachers; the research dollars that flow to the University each year from public and private sources mirror the regard in which our faculty is held nationally; the hundreds of invitations received each year asking our faculty to help in defining and solving major public policy issues of concern to the citizens of our state attest to the variety of public services
performed by our faculty. These illustrations, and others I could mention if time permitted, make the point.

Even so, high aspirations, intense effort and rigorous standards are all under attack today, to a degree that would have been unthinkable ten years ago. We must recommit ourselves to excellence and do so within the purposes of our respective obligations, coupled with a willingness to change, and to challenge familiar and comfortable patterns of work. The effectiveness of our teaching, the vigor of our research, the skill of our administration, the respect for our work must not be cheapened through shoddiness on our part or indifference on the part of some students.

Toughness of mind, self-discipline and hard work coupled with a respect for ideas and for others, along with intellectual freedom and a desire to serve students and society should define and delineate our professional lives, our learning environment and our institutional purpose.

The pursuit of excellence in faculty recruitment, therefore, remains our highest priority and we are in general doing rather well. The chain of events that brought you to what Vice President Gardner calls our
"Oasis" would make an interesting story illustrating that pursuit. In addition to our basic institutional worth we capitalize shamelessly on our scenery, and the skiing, and on the sentiment that lures many of Utah's sons and daughters who have won distinction elsewhere back home to give us the best years of their lives. There's always an element of luck in recruiting, and we have been lucky.

The University found its first professor of Natural Science in a Civil War veteran and graduate of Illinois Wesleyan who came west as chief cartographer with Major Powell's second Colorado River expedition. Captain Francis Marion Bishop stopped over in Salt Lake on his intended return east; he found temporary employment as a teacher of sciences in Morgan Commercial College downtown, where President Park spotted him and added him to the University's embryo faculty to teach chemistry, geology, mineralogy and, so the record tells us, "the more general elementary courses." An amateur Botanist, he brought with him the plants he had collected in the field, the beginning of the University's herbarium.

That was in 1873. In the bicentennial year ahead of us we shall look back more than once on our own and our Country's history. It should be instructive— an occasion, I hope, for neither cynicism nor mindless celebration but
FOR REDEDICATION, EACH TO HIS OWN PROFESSION AND TO THE HIGH AIMS OF EDUCATION, WHICH ARE INSEPARABLE, SURELY, FROM THE LOFTY IDEALS OF THE DECLARATION OF INDEPENDENCE.

A HUNDRED YEARS AGO, IN 1875-76, THE UNIVERSITY WAS LITTLE MORE THAN A NORMAL SCHOOL. AS THE UNIVERSITY OF DESERET IT HAD EXPERIENCED SEVERAL INTERRUPTIONS AND WAS IN THE MIDDLE OF A SECOND RESUCITATION. IT HAD A TOTAL FACULTY OF THREE AND A CURRICULUM OF ONE-YEAR COURSES RANGING FROM THE CLASSICS TO CHEMISTRY, BUT WHICH TOGETHER FAILED TO ADD UP TO AN UNDERGRADUATE DIPLOMA. THIRTY-FOUR STUDENTS THAT YEAR GRADUATED FROM THE NORMAL COURSE AND FOURTEEN RECEIVED CERTIFICATES FOR COMPLETION OF ONE OR MORE OF THE ONE-YEAR COURSES IN WHAT WAS CALLED THE ACADEMIC DEPARTMENT. THERE WAS A BRAND OF MOONLIGHTING AMONG THE FACULTY: THEY COULD TEACH OTHER THAN OFFICIAL COURSES AS PRIVATE UNDERTAKINGS, BUT WITH UNIVERSITY APPROVAL. THEY HELD SUCH CLASSES IN UNIVERSITY ROOMS AND PAID A RENTAL, BUT RECEIVED ALL THE TUITION FEES. THOSE WERE THE DAYS WHEN A FACULTY MEETING COULD BE ENTIRELY DEVOTED TO THE CORRECT PRONUNCIATION OF LATIN, AND PRESIDENT PARK, DOUBLING AS ADMINISTRATOR, TEACHER, AND LIBRARIAN, COULD RECORD IN HIS DIARY: "SPENT NEARLY THE ENTIRE DAY IN COPYING NAMES OF STUDENTS FROM THE TEMPORARY INTO THE PERMANENT REGISTER."
In 1876 the University was served notice to vacate the old Council House on the corner of Main and South Temple where classes had been held and find new quarters in a two-story adobe known as the Academy Building on Union Square, now the site of West High School. In September the President could record that he helped move the furniture.

We shall be memorializing the University’s past as part of Bicentennial observances on campus, but only as part, as you see from the packet in your hands. The commemoration, as the Planning Committee envisions it—in terms of outstanding lectures and publications and commissioned works of art, including the performing arts—will accentuate the ongoing life and purpose of the University. We are all enormously indebted to Professor Lowell Durham, chairman of the Bicentennial Committee, to Professor Boyer Jarvis who served as its secretary and to the committee members who gave hundreds of hours this past year and a half in planning this program.

May I now give an accounting of my sophomore year in office. The faculty, staff and student body are entitled to know what Mr. President regards as important to the University’s long-term well-being; and what better occasion than now to report the more
IMPORTANT OF THESE TO YOU. In 1974-75, I:

1) Visited together with Vice President Gardner, approximately one-third of the academic departments of the University, and very much benefited from the informal exchange of information, opinions and ideas that ensued, parenthetically. Where I found skeletons in the closet I either accorded the remains an appropriate and private burial or slammed the closet door shut again depending on circumstances, together with a quick evaluation of the relative cost-benefit ratio.

2) Visited, together with Vice President Andersen, most of the administrative departments of the University and similarly profited from the personal contact such visits afforded me with several more members of our staff.

3) Committed one-half million dollars from President's Club income to assist Marriott Library's collections. (Jack Adamson at his death was chairing a faculty committee responsible for overseeing the expenditure of these special funds);
4) Secured with the cooperation of the Regents and the support of the Governor and Legislature a special appropriation to strengthen the quality and effectiveness of our undergraduate teaching program. This opportunity enabled us to accomplish three important goals: to lessen our overly-heavy reliance on teaching-assistants and teaching-fellows by adding twenty-five regular faculty positions to our previously authorized complement of positions; to further strengthen our honors program, and to initiate some new opportunities in academic counselling for our students;

5) Negotiated agreements with the University of Teheran of mutual benefit to our already distinguished Middle East Center and potentially profitable to our College of Medicine and selected areas of research within other departments of the University;

6) Secured with the cooperation of the Regents and the support of the Governor, the Legislature, the Medical Society, the LDS Church, the Business Community and Vice President Dixon and his associates and colleagues passage of a $34.9 million bond issue to partially fund a major expansion of the University's College of Medicine and University Hospital, which expansion will
BE OF GREAT AND ENDURING BENEFIT TO THE PEOPLE
OF UTAH AND TO THE UNIVERSITY'S PROGRAM OF RESEARCH
AND TRAINING BOTH IN THE HEALTH SCIENCES AND IN
RELATED DISCIPLINES AS WELL;

7) EXPERIENCED SOME SUCCESSES AND SOME DISAPPOINTMENTS
IN OUR AFFIRMATIVE ACTION PROGRAM WHICH WE WILL
CONTINUE TO IMPLEMENT CONSISTENT WITH THE SPIRIT
OF THE PROGRAM AND ITS UNDERLYING PURPOSES AND WITH
THE LETTER OF THE LAW TO THE EXTENT THAT THE LETTER
CAN BE SOMEHOW DISCOVERED AMONG THE CONFUSION OF RULES
AND REGULATIONS EMANATING FROM A SCORE OF INTERESTED
FEDERAL AGENCIES,

8) ASSISTED AS BEST I COULD IN ENCOURAGING THE DEVELOPMENT
OF AN INVIGORATED LIBERAL ARTS PROGRAM WHICH WILL HAVE
SOME ROUGH SLEDDING AHEAD, BUT WHICH WILL ENABLE US TO
PROBE OUR USEFULNESS WHILE IMPROVING OUR CHANCES OF
REINTRODUCING A GREATER MEASURE OF COHERENCE AND
RELATEDNESS TO OUR LOWER DIVISION GROWTH AND DEPTH
REQUIREMENT;

9) SUPPORTED THE WORK OF DEAN OAKLEY GORDON AS HE AND HIS
COLLEAGUES PROCEEDED TO ENLARGE THE SCALE AND ENHANCE
THE PROGRAMS OFFERED BY THE DIVISION OF CONTINUING
EDUCATION, INCLUDING THE ESTABLISHMENT OF AN ADULT
EDUCATION PROGRAM IN BOUNTIFUL AND WHAT MAY BECOME
one of the country's finest summer art festivals at Snowbird;

10) Accepted a splendid gift from Elder Bernard P. Brockbank of 302 acres of land adjoining our eastern boundaries, the gift increasing our campus size by 26% and bringing our total acreage to 1500.

11) Appointed new deans for the College of Mines, the College of Law, the College of Business and the College of Social Work, adding to the roster of new deans appointed the previous year in the College of Humanities, the College of Engineering, the College of Mining; and I expect shortly to appoint new deans in the College of Medicine and the College of Pharmacy; and finally

12) Asked some tough questions about the role and place of student publications in the University (the answers to which should have been hammered out years ago), which questions are presently under study by a special committee appointed by Vice President Gardner and chaired by Professor Brigham Madsen.

In this coming year we will confront an array of problems and opportunities demanding of our most thoughtful and careful consideration and response.
1) The nation's energy dilemma will affect our private, professional and university lives, of that there is no doubt whatsoever. How best to cope with the problem which comes more clearly into focus with each increase in the price of OPEC oil, will necessarily tax our country's best minds and the versatility of our economic, political, educational and governmental systems. And our state is in the middle of it for better or for worse whether we like it or not. For example, how should Utah proceed to organize its governmental, technical, educational and cultural resources in response to national economic and political pressures for the development of our natural resources without becoming a "national sacrifice area" as some would prefer? How can Utah best secure its social uniqueness and life pattern, when immigration to the state increases beyond the capacity of our smaller, rural and widely dispersed communities to accommodate and adapt. These problems and numerous others are the concern of a variety of agencies of local, state and federal governments. The University
OF UTAH ALSO HAS A ROLE TO PLAY IN HELPING TO
DEFINE BOTH THE PROBLEMS AND THE OPTIONS THAT
OUGHT TO BE CONSIDERED IN EFFECTING A RESOLUTION
OF THEM. WE PROPOSE TO WORK CLOSELY AND
COOPERATIVELY WHENEVER INVITED TO DO SO BY
INTERESTED PUBLIC AND PRIVATE INTERESTS AS
APPROPRIATE. IN THIS CONNECTION I HAVE RECENTLY
TAKEN STEPS WITHIN THE UNIVERSITY TO ASSESS OUR
OVERALL CAPABILITIES IN THIS AREA. WE MUST ARTICULATE
A COHERENT AND COMPREHENSIVE PLAN WHICH WILL INTERCONNECT
THE WORK OF INTERESTED DEPARTMENTS IN ENERGY
RELATED RESEARCH; EXPLORE COOPERATIVE AND/OR
JOINT VENTURE RESEARCH WITH SISTER UNIVERSITIES
AND DRAW UP A REPORT FOR PRESENTATION TO THE
INSTITUTIONAL COUNCIL, TO THE UTAH BOARD OF
REGENTS, THE GOVERNORS AND THE LEGISLATURE OF THE
STATE OF UTAH.

2) THE UTAH SYSTEM OF HIGHER EDUCATION AND THE
UNIVERSITY'S PLACE IN IT HAVE BEEN AND WILL BE,
THIS YEAR, THE OBJECT OF CONSIDERABLE ATTENTION
THROUGHOUT THE STATE. ON THE OCCASION OF MY
FIRST FACULTY BREAKFAST TALK, TWO YEARS AGO, I
HAD THE FOLLOWING TO SAY ABOUT THIS SUBJECT:
"I intend to cooperate fully with our sister institutions of higher learning, with the Office of the Commissioner and with all those whose responsibilities link them to the governing system. I intend to lend the weight of this great institution to the upbuilding of sister institutions within the frame of their respective and diverse missions, for I am convinced that if we do not hang together, we shall surely hang separately.

"I also intend to pursue what I consider the State Board and the Legislature themselves expect from us: leadership--educational leadership on the part of the State's oldest, largest, and most distinguished university. These are not incompatible objectives. If there are flaws or ambiguities in the fundamental law under which we operate, I intend to challenge them where they need to be challenged at the appropriate time and within the appropriate arena, but meanwhile to get along with them. As I see it, we serve the system best by being faithful to our standards and to our internal commitments to teach and to advance knowledge through research that opens new subjects to be
taught and revitalizes old ones. It's not unlike the old question of the relationship between the self and society: without discrete selves there can be no society; similarly, we have to insist on our integrity as an institution or we shall be of no use to the system, to our students, to the people of Utah or to ourselves.

3) The long-awaited and badly needed General Services Building is presently under construction due west of the Special Events Center as are additions to the Fine Arts Museum and the Book Store. The old Physical Science Building is undergoing a complete renovation and the south wing of the main floor of the Olpin Union is being remodeled to accommodate the offices of the Dean of Student Services.

4) The University administration will once again seek a special appropriation to improve the quality and effectiveness of our undergraduate teaching program. We will seek to broaden our students' understanding of the world in which they live, especially other cultures and civilizations, through the development of exchange programs and contractual arrangements with other distinguished foreign universities. We will seek approval to implement the University
Professorship programs which will make it possible to appoint a small number of University Professors who will have a kind of roving commission on campus, making their presence felt, not only in their discipline but in the University at large. (The University Professor is not to be confused with the distinguished Professorships of which there are presently ten). We will continue to follow with keen interest the development of the Division of Continuing Education, the Liberal Arts program, the effectiveness of our Affirmative Action Program and the growth and quality of our libraries; and we will continue to visit one or more departments of the University on a weekly schedule throughout the year.

And now, may I conclude with a brief comment that I can only hope will be encouraging to our students and perhaps useful to you, their teachers and advisors:

There can be no greater freedom than a liberated sense of self. We can point the way to that liberation for our students. In a time of national hesitation students everywhere are asking what, in the face of the overwhelming complexity of forces that shape their lives and reduce them to anonymity, the individual can do to change anything. History answers with a roll call of men and women who have given their names to world religions, to enduring institutions,
TO DISCOVERIES AND INVENTIONS, TO IDEAS AND PRODUCTS WHICH HAVE PROFOUNDLY AFFECTED OUR LIVES, FROM THE WAY WE DO THINGS IN THE KITCHEN TO THE WAY WE LOOK AT THE UNIVERSE. WITHOUT THE BUDDHA, NO BUDDHISM; WITHOUT COPERNICUS, NO COPERNICAN REVOLUTION; WITHOUT JANE ADDAMS, NO HULL HOUSE; WITHOUT REMBRANDT, NO REMBRANDTS. INDIVIDUALS, LIKE ATOMIC PARTICLES, PUT THE MASS IN MOTION. IF THE YOUNG FEEL THEMSELVES SO MANY DAVIDS CONFRONTING THE GOliATHS OF OUR TIME, THEY NEED TO BE REMINDED THAT DAVID WAS NOT HELPLESS. HIS SENSE OF SELF, AS MICHELANGELO PRESENTS HIM IN THAT MAGNIFICENT SCULPTURE IN THE MARKETPLACE IN FLORENCE, IS THE EMBODIMENT OF SWIFTNESS IN REPOSE, OF STRENGTH AT EASE, SERENE, AUTONOMOUS, COMPLETELY TRUSTING HIS SLENDER ARMAMENT, THE SLINGSHOT OF THE SPIRIT AND THE SMOOTH STONES OF HIS TRUTH. DAVID HAS ACHIEVED A MARVELOUS SYMMETRY OF SELF, OF PHYSICAL AND SPIRITUAL HEALTH. THIS IS NOT THAT ILLUSION OF SELF, ENLARGED BY PROPS -- AN ILLUSION FELT BY EVERY TEENAGER WITH HIS FOOT ON THE ACCELERATOR OF A HIGH-POWERED CAR. IT IS INTERNAL. OUR STUDENTS CAN TAKE HEART FROM US IF WE LEAD THEM TO DISCOVER THE RESOURCES OF MIND AND SPIRIT THAT WILL MAKE THEM FEEL THEMSELVES A MATCH FOR THE TIMES.

"CHANCE," SAID PASTEUR, "FAVORS THE PREPARED MIND." IF, AS LORD ERIC ASHBY MAINTAINS, WE MUST "EDUCATE FOR INSECURITY," THAT IS THE PREPARATION WE MUST BE ABOUT IN A
Bicentennial year. Our legacy is not a disposable wrapping. The past, for the University as for the nation, is only prologue to the tasks that lie ahead as we pursue life, liberty, and excellence at this University. I pledge you my support, as I need yours.