



Daniel Jeremy Silver Collection Digitization Project

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MS-4850: Daniel Jeremy Silver Papers, 1972-1993.

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243

Fenn College, correspondence and speech, 1957-1958.

FENN COLLEGE

CLEVELAND 15, OHIO

PHONE
PROSPECT 1-0250

October 7, 1957

Rabbi Daniel Jeremy Silver
The Temple
Ansel Road and 105th Street
Cleveland, Ohio

Dear Rabbi Silver:

You lecture in the Freshman Lecture series has been scheduled for Tuesday, December 3, 1957, at 9:20 in the First Methodist Church, located on the corner of 30th and Euclid. I will meet you at the side entrance of the church on 30th Street.

The lecture itself will be for one class period of approximately fifty minutes. Because we hope to publish some of these lectures at a future date we would like to have a copy of your speech. If you plan to speak from notes let us know in advance and we will arrange to have your remarks recorded on tape.

The following are excerpts from a memorandum that has been sent to those members of our faculty who are participating in the series.

The object of these lectures is to introduce the new student to the history and traditions of higher education and its development as a unique institution in the United States. The broad areas of learning will be outlined, their contribution to the better life pointed out, and current problems and frontiers indicated.

February 7, 1958

Mr. Kenneth F. Jenkins
c/o Fenn College
East 24th and Euclid Avenue
Cleveland 15, Ohio

Dear Mr. Jenkins:

Miracles happen if you wait long enough.



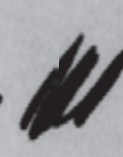
As always,

DANIEL JEREMY SILVER

DJS:lg

encl.

PRISON. ~~REGULARLY~~ ^{REGULARLY} ~~THE HARVARD TEAM WAS REGULARLY DEFEATED.~~ THE DEBATERS FROM THE MIDDLESEX PENITENTIARY INCLUDED TWO BRILLIANT LAWYERS, AND A COLLEGE GRADUATE WHO OWNED BOTH A PHI BETTA KAPPA KEY AND A STRING OF ADVANCED DEGREES.

BOOK LEARNING DOES NOT EVEN ALWAYS ^{ASSURE US OF} ~~IN THE~~ COMMON SENSE. THE STEREOTYPE OF THE UNWORLDLY, FORGETFUL COLLEGE PROFESSOR IS UNFORTUNATE, BUT ^{IT IS TRUE THAT SAY} A COMPLETE GRASP OF HIGHER MATHEMATICS ^{IS NOT INSURANCE} ~~DOES NOT INSURE~~ ^{DO} THAT WE GRASP PRACTICAL AND MUNDANE QUESTIONS. 

^{THIS ALSO MUST BE SAID} ~~NEVER~~ EDUCATION ~~CANNOT~~ ^{CANNOT} DEVELOP CREATIVE POWERS WHERE THESE DO NOT ALREADY EXIST. AMONG OUR MODERN PAINTERS ³ VAN GOGH, CEZANNE, ROUALT, TO CITE ONLY A FEW, NEVER ATTENDED FORMAL CLASSES. MANY A DIPLOMATE [✓] OF THE ART INSTITUTES OF THE WORLD ^{has} HAVE BEEN UNABLE TO PRODUCE ANY WORK OF FIRST RANK.

WHAT I AM SAYING IS THAT THE EARNING OF A COLLEGE DEGREE IS NO GUARANTEE THAT THE STUDENT HAS GROWN IN CHARACTER OR CREATIVE POWER, OR EVEN IN WHAT WE BROADLY CALL UNDERSTANDING. I HAVE ALWAYS BEEN APPALLED AT THOSE WHO SPORT ADVANCED DEGREES BUT SPOUT PEURILE INANITIES. THAT WE HAVE ASSIMILATED A SERIES OF FACTS DOES NOT MEAN THAT WE HAVE COMPREHENDED THEM. I INVITE YOU TO RECALL THE AMAZING PERFORMANCE ON THE TELEVISION QUIZ SHOWS OF THE AUTO-DIDACT TEDDY NADLER. YOU COULD WATCH HIS MIND RECALLING CHAPTER AND VERSE, YOU COULD SEE HIM STUMBLE TO ^{ALSO} EXPLAIN OR EVEN TO PRONOUNCE THE FACTS WHICH HE WAS MOUTHING. MANY HAVE PASSED COLLEGE COURSES WITHOUT UNDERSTANDING THEM ONE BIT. MANY CAN QUOTE VOLUMES, BUT SPEAK ONLY FOLLY AND NONSENSE.

YET MOST OF US COME TO COLLEGE WITH HIGH HOPES THAT WE WILL GROW AS HUMAN BEINGS WHILE WE LEARN REMUNERATIVE PROFESSIONAL SKILLS. AFTER ALL, COLLEGE EDUCATION IS EXPENSIVE. ^{ITS} BESIDES MONETARY COST, EDUCATION CONSUMES A GOOD BIT OF TIME THAT MIGHT BE INVESTED ELSEWHERE NOT UNPROFITABLY. THE EARNING OF A DEGREE IMPLIES THE PASSING OF A SERIES OF RESEARCH PAPERS AND EXAMINATIONS AND THE ^{gaining} EARNING OF ACCEPTABLE GRADES. IT IS NOT ALWAYS EASY ^{AN} ~~TO GET THROUGH TO A DEGREE.~~ ^{discipline} MOREOVER

IT IS PATENTLY POSSIBLE TO SIT DOWN AT THE PUBLIC LIBRARY AND TO READ THROUGH THE SAME TEXT AND REFERENCE BOOKS WITH AS MUCH PROFIT AND MUCH LESS "MAKE WORK" AND EXTRANEIOUS DISTRACTION. IF ALL YOU EXPECTED OF YOUR COLLEGE EDUCATION WAS THE COMPETENCY IN A CERTAIN FIELD OF KNOWLEDGE, I WOULD BE THE FIRST TO ADVISE YOU TO SEEK IT ON YOUR OWN AND TO AVOID THE TIME CONSUMING AND OFTEN UNNECESSARY COMPLI-CATIONS OF COLLEGE ROUTINE.

WHAT THEN MADE YOU CHOOSE THE LONGER AND MORE EXPENSIVE ROAD TO KNOWLEDGE? I SUSPECT THAT IN SOME PERHAPS UNDEFINED WAY YOU ARE SEEKING WHAT OUR TOPIC OF THIS MORNING IMPLIES, AN APPRECIATION OF THE WORLD IN WHICH YOU LIVE, AS WELL AS FACTS ABOUT ^{that} THIS WORLD; AN AWARENESS AND SENSITIVITY TO OTHER PEOPLE AS WELL AS CLINICAL KNOWLEDGE OF THEIR PSYCHOLOGY; AND EXPERIENCE IN LIVING AS WELL AS AN EXPERIENCE IN LEARNING. YOU WANT TO OPEN YOUR EYES TO THE POSSIBILITIES OF LIFE WHILE YOUR MIND IS OPENING TO THE POSSIBILITIES OF KNOWLEDGE. YOU COVET THE CONTACT WITH FERTILE MINDS AS MUCH AS YOU PRIZE THE HOURS THAT YOU WILL SPEND WITH YOUR BOOKS. YOU EXPECT TO FORM NEW FRIENDSHIPS AND TO MEET PEOPLE OF FAR DIFFERENT BACKGROUNDS AND TRADITIONS THAN YOUR OWN. YOU ARE LOOKING FORWARD TO THE CULTURAL STIMULATION OF AN ACADEMIC COMMUNITY. —

THIS BEING YOUR FIXED PURPOSE, HOW WILL THIS EXPERIENCE COME ABOUT? ^{Some might} ACCORDING ^{think that awareness and sensitivity and character can be learned through} TO THE NOW SUPERSEDED SYSTEM OF EUCLIDEAN GEOMETRY, A STRAIGHT LINE WAS DEFINED AS ^{classroom lecture. Unfortunately it is not so easy. Were you to} THE SHORTEST DISTANCE BETWEEN TWO POINTS. ~~IF YOU~~ LOOK THROUGH YOUR COLLEGE CATALOGUE ^{would not uncover any} YOU WILL ~~NOT~~ ^{discover} ~~NOTE~~ ^{labels} ~~THE~~ COURSES IN ~~THE~~ MORAL RESPONSIBILITY OR SPIRITUAL VALUES ^(introduced) OR IN CIVIC DUTY. ^{The answer is simple. ~~Unfortunately~~ The heart can not be treated in the same way as the mind.}

IN THE EARLY DAYS OF RELIGIOUS EDUCATION IN AMERICA A REAM OF SUNDAY SCHOOL TEXTS WERE WRITTEN FILLED WITH COPY-BOOK MAXIMS WHICH PITHILY ADVISED THE READER TO LEAD THE GOOD LIFE. FABLES SUCH AS THAT OF THE TORTOISE AND THE HARE OR THE GRASSHOPPER AND THE ANT WERE REPRINTED AD NAUSEUM TO CONVINCE THE YOUNG SCHOLAR OF THE VIRTUES OF TENACITY AND HARD WORK. OFTEN THESE PROVERBS AND FABLES WERE

ASSIGNED FOR MEMORIZATION. IT WAS FELT THAT BY INGESTING ^{some} SUCH WORTHWHILE SENTIMENTS THEY WOULD BECOME A PART OF THE YOUNG PERSON'S MAKE UP. THIS DIGESTIVE PROCESS, HOWEVER, GENERALLY SUCCEEDED ONLY IN DEVELOPING ^{AN} INTELLECTUAL STOMACH ACHE AND IN PRECIPITATING ~~A SUDDEN~~ REBELLION AGAINST FURTHER ATTENDANCE AT SUNDAY SCHOOL.

CHARACTER CANNOT BE DEVELOPED BY READING MORALITY TEXTS. WE DO NOT NECESSARILY IMPROVE OUR PERSONAL INTEGRITY BY BECOMING COMPETENT IN ALL AREAS OF ETHICAL PHILOSOPHY. YOU CAN BE KNOWLEDGABLE IN THE HISTORY OF ALL THE SYSTEMS OF RELIGIOUS BELIEFS WHICH HAVE EVER EXISTED AND STILL NOT BE PERSONALLY A MAN OF FAITH. WE LEARN BY DOING AND BY EXPERIENCING AND BY LIVING, ^{IT IS NOT ENOUGH ONLY TO MEMORIZE AND} ~~NOT BY MEMORIZING AND BY COPYING~~ AND ~~BY READING~~. LET US ASSUME THAT YOU WANT TO BECOME A FLUENT AUTHOR. YOU MIGHT SET YOURSELF TO READ ALL THE CLASSICS OF THE ENGLISH LANGUAGE. THIS DISCIPLINE MIGHT DO YOU SOME GOOD IN DEVELOPING YOUR STYLE, BUT UNLESS YOU BEGIN TO WRITE AND TO ACCEPT CRITICISM AND ~~TO~~ LEARN TO ERASE AND TO DO OVER AGAIN, YOU WILL NOT DEVELOP THAT STYLE FOR WHICH YOU LONG, THE DISCIPLINES OF READING AND LEARNING ~~ARE~~ IMPORTANT. ^{NEW STANDARDS AND OF} THEY MAKE US AWARE OF OTHER VALUES ~~IN LIFE, BUT THEY ARE OF SECONDARY~~ ^{BUT PROFIT} ~~IMPORTANCE IN OUR PERSONAL GROWTH~~ THEY CAN BE REALIZED ONLY AS WE INVEST OURSELVES IN MEANINGFUL ACTIVITY. A HIGH SCHOOL ENGLISH TEACHER MAY KNOW EVERY FORMALITY OF GRAMMAR AND STYLE, BUT FEW OF THESE WORTHIES HAVE BEEN ^{ABLE TO AUTHOR} ~~ABLE TO AUTHOR~~ WORKS OF ^{REAL MERIT} ~~GREAT LITERATURE~~. LEARNING IS NOT TO BE DENIGRATED. IT IS OF VALUE. IT PASSES ON TO US THE ACCUMULATED WISDOM OF THE AGES, BUT WE GROW AS HUMAN BEINGS ONLY AS WE SUCCESSFULLY STRUGGLE TO APPLY THIS TRADITIONAL WISDOM IN OUR PERSONAL LIVES. IT IS THE STRUGGLE, NOT THE STUDY, WHICH IS OF PRIME IMPORTANCE. STUDY WITHOUT STRUGGLE IS SUPERFICIAL, ^{THOUGH SOMETIMES} ~~BUT~~ AS WE SHALL SEE, STRUGGLE WITHOUT STUDY IS ^{AND OFTEN} ~~AND~~ MORE ENTHUSIASTIC THAN ENLIGHTENED.

IT IS ^{IMPORTANT} ~~WELL~~ TO KEEP THE NATURE OF PERSONALITY ^{ESSENTIAL} ~~GROWTH~~ ^{ALL} ~~IN~~ MIND. SOME CRITICS
HAVE RUSHED TO UNFORTUNATE CONCLUSIONS ABOUT THE VALUE OF SECULAR EDUCATION
BECAUSE THEY SEE ^{ONLY} THE INABILITY OF THE UNIVERSITIES AND COLLEGES TO DEAL IN ANY
^{PROPER} ~~PROPER~~ WAY WITH CHARACTER DEVELOPMENT. THEY CONDEMN SECULAR EDUCATION AS BEING
ONE-SIDED. THEY SAY IT TRAINS THE MIND ~~AND~~ NOT THE SOUL. THEY EVEN CALL IT GODLESS.
INTELLECTUAL RECIDIVISTS MAY ASSUME THAT WERE ETHICAL VALUES AND RELIGIOUS TEACHINGS
MADE THE DIRECT SUBJECT MATTER OF COURSE WORK, BETTER PEOPLE WOULD BE AN INEVITABLE
RESULT. UNFORTUNATELY THE PAROCHIAL UNIVERSITIES HAVE NOT PRODUCED A SIGNIFICANTLY
FINER QUALITY OF GRADUATES THAN HAVE THE SECULAR UNIVERSITIES. LEAVING ASIDE THE
IMPOSSIBLE DECISIONS WHICH WOULD HAVE TO BE MADE AS TO ^{WHICH} ~~WHAT~~ RELIGIOUS PRINCIPLES
AND ETHICAL VALUES WOULD BE SELECTED FROM AMONG THE MANY THAT ARE HELD AND PREACHED,
THERE IS ANOTHER BASIC FALLACY IN THESE ARGUMENTS. ONE CAN KNOW ALL THE PRINCIPLES
OF A FAITH AND BELIEVE THESE IN PRIVATE LIFE. HYPOCRISY IS UNFORTUNATELY A NOT UNKNOWN
OR UNFAMILIAR SIN. WHILE I WAS IN COLLEGE, AN INSTRUCTOR IN ETHICS AT ANOTHER
UNIVERSITY WAS CONVICTED OF EMBEZZLEMENT. RELIGIOUS LIFE HONESTLY UNDERTAKEN DOES
DEEPEN AND ^{does} QUICKEN OUR SPIRITUAL AWARENESS, BUT UNFORTUNATELY RELIGIOUS INSTRUCTION
DOES NOT NECESSARILY LEAD TO RELIGIOUS ^{LIFE} ~~STRUGGLE~~. OUR TEACHINGS ARE NOT ALWAYS
FATHER ~~TO~~ THE DEED. I HAVE SPOKEN A GREAT DEAL OF WHAT EDUCATION IS NOT. I WANT
NOW TO TURN MY ATTENTION TO THE VALUES WHICH I BELIEVE ARE INHERENT IN THE EDUCA-
TIONAL PROCESS. I REPRESENT A RELIGIOUS FAITH WHICH HOLDS STUDY TO BE A BASIC
NECESSITY OF ~~RELIGIOUS~~ LIFE. THE TITLE I BEAR - RABBI - SIMPLY MEANS TEACHER. THE
RABBIS OF MY PEOPLE HAVE THROUGHOUT HISTORY BEEN ENGAGED IN A LONG AND UNREMITTING
STRUGGLE ^{against} ~~WITH~~ ALL TYPES OF IGNORANCE. IGNORANCE BREEDS FEAR, FEAR DISTORTS LIFE.
~~AN~~ IGNORANT FAITH IS MORE LIKELY TO BREED SUPERSTITION, BIGOTRY AND INTOLERANCE THEN
PIETY, PROBITY AND PROPHECY.

AN ASPECT OF THE DIVINE IN MAN
MY PEOPLE HOLD MAN'S CAPACITY ~~FOR~~ REASON TO BE SACRED. WE FEEL THAT STUDY IN OF
ANY AREA OF ^{human} ~~GIVEN~~ KNOWLEDGE IS ^{AND TO BE ENCOURAGED} ~~A~~ WORTH-WHILE ~~ACTIVITY AND~~. I WOULD NOT
~~HAVE~~ DENIED THE TRUTH OF THE COMMON PLACE HEARD FROM SO MANY MEN OF BUSINESS THAT

A YEAR OF PRACTICAL EXPERIENCE IS WORTH A LIFE-TIME IN THE IVORY TOWER. IT IS, IF ALL WE EXPECT OF LIFE IS THE KNOWLEDGE OF HOW TO EARN A LIVING AND PERFORM ADEQUATELY

~~AS ECONOMIC MEN. I DO, HOWEVER, FEEL THAT THE EXPERIENCE OF A COLLEGE EDUCATION IS~~

UNIQUELY BROADENING AND THAT THE CLASS ROOM EXPERIENCE IN WHICH THE WISDOM OF THE CENTURIES IS COLLECTED FOR US AND EXPOSED AND EXPLAINED TO US, ~~THAT EXPERIENCE~~

~~IS AN ESSENTIAL FEATURE IN~~ THE DEVELOPMENT OF A FULL AND FULFILLING LIFE. WE ARE BORN WITH TWO

EYES AND ~~ONE~~ MIND. WE ARE LIMITED ~~TO~~ OUR EXPERIENCES. HERE IN A MORNING ~~YOU~~ CAN BE

EXPOSED TO THE LATEST KNOWLEDGE OF THE SCIENTISTS CONCERNING OUR UNIVERSE, TO THE INTRICATE DISCUSSIONS OF THE PHILOSOPHERS ~~AS~~ TO THE PURPOSE OF LIFE AND TO THE INTRIGUING

THEORIES OF THE PSYCHOLOGISTS AS TO THE BASIS OF HUMAN MOTIVATION. A WORLD OF EXPERIENCES BEYOND ANYTHING THAT WE ~~COULD IMAGINE~~ ^{INDIVIDUALLY MIGHT ATTAIN} ^{IN} ~~FOR~~ NO OTHER LIFE ACTIVITY

IS SO MUCH OF HUMAN KNOWLEDGE MADE AVAILABLE ~~TO US~~. WE GROW IN UNDERSTANDING THROUGH THE UNDERSTANDING WHICH OTHERS HAVE WON ~~THROUGH YEARS OF PAINSTAKING~~ ^{carefully} ~~RESEARCH~~ ^{IN SHORT,} WE TRANSCEND, THE

LIMITATION OF OUR OWN HUMANITY. WE DRAW ON THE COLLECTED STRENGTH OF ALL CIVILIZATION.

~~The information will remain of little use to us if we do not
struggle to absorb and understand what is being said and how
it relates to our daily lives~~

I SHOULD LIKE TO MAKE THIS ^{FURTHER} ~~OTHER~~ OBSERVATION - EDUCATION IS AN ESSENTIAL PREREQUISITE OF ^{ALL} DEMOCRATIC LIVING. ~~IT WAS THE INTELLECTUAL REVOLUTION OF THE RENAISSANCE AND OF THE REFORMATION WHICH DESTROYED KNOWLEDGE AS A SPECIAL PRESERVE OF THE UPPER CLASS AND OF THE PRIEST CASTE WHICH MADE POSSIBLE THE SUCCESSFUL POLITICAL REVOLUTIONS OF THE PAST TWO HUNDRED YEARS.~~

IF YOU GO BACK IN HISTORY YOU WILL FIND THAT EDUCATION WAS ORIGINALLY A CLOSELY GUARDED PRIVILEGE OF A SMALL GROUP. THE SACRED SCRIPTURES AND ASTRONOMICAL LORE OF EACH PEOPLE WAS USUALLY A ^{monopoly of} ~~CLOSELY GUARDED SECRET~~ WITH THE PRIESTHOOD AND THE ROYALTY. THIS KNOWLEDGE ASSURED THEIR CONTROL. IN THE CENTURIES IMMEDIATELY ^{preceding} ~~BEFORE~~ THE BIRTH OF JESUS THE RELIGIOUS LEADERS OF MY PEOPLE FOUGHT AN IMPORTANT BATTLE TO OPEN ~~THE~~

KNOWLEDGE OF THE BIBLE ^{TO} ~~FOR~~ ALL. THEIR STRUGGLE WAS NOT UNLIKE THAT OF THE PROTESTANT REFORMERS, WHO SOUGHT TO DESTROY THE ^{a millennium and a half later, special laws} ~~MONOPOLY~~ OF THE PRIESTHOOD ^{TO INTERPRETIVE CONTROL} ~~AND INTERPRETATION~~ OF

^{of} THE BIBLICAL TEXT. THESE ~~EARLY~~ RABBIS HELD THAT THE BIBLE WAS THE INHERITANCE OF THE WHOLE CONGREGATION OF ISRAEL. THEY ESTABLISHED SCHOOLS AND SYNAGOGUES IN WHICH THE LAW AND LORE OF THEIR DAY WAS FREELY TAUGHT. THESE SCHOOLS ULTIMATELY MADE POSSIBLE A BLOODLESS ~~AND~~ DEMOCRATIC REVOLUTION IN JEWISH LIFE. RELIGIOUS LEADERSHIP BECAME A MATTER OF CHOICE, NOT OF BIRTH. ^{man} MAN COULD PRAY DIRECTLY TO GOD WITHOUT THE INTER-MEDIARY OF A PRIEST. ⁹ I THINK A PARALLEL COULD BE DRAWN TO OUR OWN DEMOCRATIC REVOLUTION. THERE IS A DIRECT CONNECTION BETWEEN THE OPENING OF UNIVERSITIES IN THE HIGH MIDDLE AGES AND THE CONSEQUENT SPREAD OF LEARNING WITH THE CONSEQUENT ENTHRONEMENT OF REPUBLICANISM.

EDUCATION ^{also} GIVES US THE CAPACITY TO ^{intelligently} ~~INTELLIGENTLY~~ GOVERN OUR LIVES ~~AND GOVERN~~ OUR SOCIETY. THE ILLITERATE MAN MAY BE SAINTLY, BUT HE LACKS ~~THE~~ BREATH OF KNOWLEDGE SUFFICIENT TO COPE WITH THE INTRICATE PROBLEMS OF MODERN COMMUNAL AND TECHNICAL ^{solving} ~~PROBLEMS~~. THE PLEAS WHICH ARE PERIODICALLY AIRED IN OUR PUBLIC PRESS THAT WE BECOME AN EDUCATED ELECTORATE ARE WELL-FOUNDED. CITIZENSHIP IS ~~A~~ DEMANDING MENTAL EXERCISE. TO VOTE AND TO JUDGE INTELLIGENTLY DEMANDS THAT WE WEIGH AND BALANCE A THOUSAND

① limiting the opening of universities during the High Middle Ages and
the consequent proliferation of scholarship into ever wider circles of society
ultimately was one of the major contributing factors to the overthrow
of feudalism and rule of monarchy. Only a broad ^{knowledgeable} ~~middle~~ citizenry
constituted democracy. The existence of classes possessing knowledge and
demerit power leads inevitably to political tension and an incentive to
the acquiring of equal rights by such groups. An educated but disenfranchised
middle class preceded the French Revolution and precipitated the 19th
century voting reforms in England.

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The cleavage of the fact is that education gives



CONFLICTING CLAIMS. IT IS NOT ENOUGH THAT WE ARE PASSIONATELY FOND OF OUR WAY OF LIFE - WE MUST ALSO BE PASSIONATELY DETERMINED TO CHART AND PLAN OUR FUTURE INTELLIGENTLY. THE FUTURE OF AMERICA RESTS ~~MORE~~ ^{OWN} WITH ITS "EGGHEADS" ^{THAT} THAN WITH OUR ^{anti-intellectualist} FANATICAL SUPER-PATRIOTS.

Pause EDUCATION ALSO MAKES POSSIBLE AN INCREASED UNDERSTANDING OF THE CULTURE AND CIVILIZATION IN WHICH WE LIVE. YOU CAN APPRECIATE A FINE PAINTING OR A MUSICAL COMPOSITION AT FIRST GLANCE, HOWEVER, IF YOU KNOW SOMETHING OF ITS BACKGROUND ~~AND~~ OF THE PERSONALITY OF ITS COMPOSER AND OF ITS PLACE IN THE DEVELOPMENT OF ART, ^{that you} YOUR APPRECIATION OF IT IS HEIGHTENED AND DEEPENED. I ^{BEEN} HAVE READING SHAKESPEARE ALL MY LIFE. AS A HIGH SCHOOL STUDENT I APPRECIATED HIS MAGNIFICENT POETIC IMAGERY AND THE ^{adventurous} ~~FLOW OF ACTION AND ADVENTURE~~ ^{this stage} BUT FURTHER READING AND CRITICAL STUDY HAS MADE ME AWARE OF INNUMERABLE SUBTLETIES AND OF SIGNIFICANT PHILOSOPHICAL AND PSYCHOLOGICAL INSIGHTS OF WHICH I WAS PREVIOUSLY UNAWARE. ^{each reading is a thrilling and enlightening experience} THE MORE WE KNOW ABOUT ANY ~~STAGE~~ ^{ad form} PHENOMENON IN THE LIFE ABOUT US THE MORE ~~LIFE'S~~ ^{its} BEAUTY BECOMES APPARENT TO US, ~~AND~~ THE MORE WE ~~APPRECIATE THE BESSING WHICH IS OURS IN BEING ALIVE.~~

EDUCATION'S GREATEST BLESSING, I HAVE ALREADY ALLUDED TO. IT RELIEVES US OF UNNECESSARY FEARS. MR. ROUSSEAU AND OTHERS WHO HAVE GLORIFIED PRIMITIVE MAN HAVE PAINTED FOR US A ^{badly} DISTORTED PICTURE OF HIS RUSTIC, BUCOLIC HAPPINESS. PRIMITIVE MAN WAS BESET BY FEARS. HE FEARED THE DARKNESS, HE FEARED THE STORM, HE FEARED THE WILD ANIMALS. ^{He feared the changes of seasons.} HE WAS BESET BY PLAGUES AND DISEASES WITH WHICH HE COULD NOT COPE. HE FEARED A MYRIAD OF GODS WHOSE DISPLEASURE IT WAS ALL TOO EASY TO INCUR. ~~ONE OF~~ ^{ONLY THE} ~~ONE~~ THE GROWTH OF HUMAN UNDERSTANDING HAS REMOVED ^{from us} ~~THESE~~ THESE TORTURES OF THE DAMNED. ~~THE MORE WE ARE AWARE OF THE WORLD ABOUT US THE LESS WE ARE PRONE TO REPEAT~~ OF ~~HUMAN HAPPINESS.~~

I HAVE SPOKEN OF SOME OF THE VALUES INHERENT IN AN EDUCATIONAL PROCESS. "I SHOULD LIKE ~~now~~ TO TURN MY ATTENTION ^{now} TO A MORE PRACTICAL CONSIDERATION. HOW CAN YOU TAKE FULL ADVANTAGE OF THIS UNIQUE OPPORTUNITY? MY MOST MEMORABLE COLLEGE

④

Life is ~~also~~ filled with incongruities. It is difficult enough to cope with
^{present} it, in ~~confrontation~~ : death, unexpected death, pain, frustration. Think of
 the load of ~~which~~ we would ~~not~~ be ~~carrying~~ of knowledge and not sweep
 away the ~~mere~~ of superstition, ~~for~~ ~~us~~ ~~and~~ ~~I~~ ~~have~~ ~~seen~~ ~~uncertain~~ ~~these~~ ~~dead~~
~~over~~ ~~lines~~. The ~~weight~~ of these ~~incongruities~~ ~~meant~~ ~~at~~ ~~times~~ ~~have~~ ~~been~~
 almost unbearable.



EXPERIENCES CAME NOT FROM CONTACT WITH MUSTY TOMES, BUT IN CONVERSATION WITH ~~TEACHERS AND COUNSELLORS~~ LIVING MEN
AND HIS UNWILLINGNESS TO SPECULATE ~~UNLESS HE HAD A COMPLETE KNOWLEDGE OF ALL THE~~ ^{WHEN HE LACKED A THOROUGH GRASPING IN THE} ~~FACTS AT HAND~~ ^{on subject under discussion} MEANT MORE TO ME THAN ALL THE COURSES IN LOGIC AND PHILOSOPHY WHICH
I SUBSEQUENTLY TOOK. IT IS A MISTAKE TO ALLOW YOUR CONTACT WITH TEACHERS TO BE
LIMITED TO THE CLASS ROOM EXPERIENCE. BESTIR YOURSELF ^{TO GET WITH} ~~TO CONTACT~~ THEM IN THEIR
OFFICES OR DURING A LEISURE COFFEE HOUR. LEARN TO EXCHANGE IDEAS. ^{Learn to} STRUGGLE WITH
THEM OVER ~~THE~~ ^{OF MUTUAL} PROBLEMS ~~WHICH~~ CONCERN YOU.

LEARN ALSO TO BROADEN YOUR CONTACTS ^{THAT} SO THEY INCLUDE FELLOW STUDENTS WHOSE
BACKGROUNDS AND CULTURAL TRADITIONS ARE DISSIMILAR TO YOURS. IN COLLEGE, ^{AS IN ALL LIFE} LIKE
TENDS TO ATTRACT LIKE. WE TEND TO MOVE SOCIALLY WITH THOSE WHOSE BACKGROUNDS
PARALLEL OURS. BUT WHAT A RICH EXPERIENCE WE ARE THEREBY DENYING OURSELVES. OTHER
RELIGIOUS FAITHS AND PHILOSOPHIC VIEWS WILL ALWAYS SEEM STRANGE TO US UNLESS WE
HAVE MET THEM AT FIRST HAND AND HEARD THEM REASONABLY DEFENDED AND FLUENTLY AND
LOVINGLY ^{BY MEN WHOM WE RESPECTED} ADVOCATED. COLLEGE OFFERS US ONE OF THE RARE OPPORTUNITIES IN LIFE TO
BROADEN OUR INTELLECTUAL HORIZONS BY LIVING, WORKING, AND DEBATING WITH ~~THESE~~
PEOPLE OF VARIED ^{ANCESTRAL} ~~DISPOSITIONS~~ AND BELIEFS. THERE IS NO BETTER OBJECT LESSON IN
TOLERANCE TO BE WON ANYWHERE ELSE IN LIFE. ^I I WOULD ADVISE YOU ALSO TO ENGAGE IN
UNFAMILIAR ACTIVITIES. CHOOSE YOUR COURSES AND YOUR LEISURE ~~AS~~ TIME ~~EXTRA-CURRICULAR~~
^{interests} ACTIVITIES NOT ONLY FROM THOSE AREAS WITH WHICH YOU ARE ALREADY FAMILIAR AND WHICH
YOU ENJOY, BUT ^{IN ORDER TO} ~~SO THAT YOU WILL BE EXPOSED AT LEAST TO NEW FORMS OF AESTHETIC~~ ^{YOURSELF TO SOME UNFAMILIAR}
EXPERIENCE AND NEW AREAS OF INTELLECTUAL CHALLENGE. BALLET, THE ^{RESTORATION} ~~ENTIRE~~ THEATRE,
PRE-RAPHAELITE POETRY, PRIMITIVE ART ~~FORMS~~ MAY NEVER APPEAL TO YOU, BUT IT WOULD
BE UNWISE TO LIVE WITHOUT ~~EVER~~ HAVING BEEN AWARE OF THESE POSSIBILITIES. ^I I KNOW
THIS LAST IS FUTILE ADVICE, BUT DO NOT WASTE YOUR TIME. YOUR YEARS ARE FEW. AS
YOU GROW OLDER YOU WILL FIND THEM SLIPPING BY WITH UNBELIEVABLE SWIFTNESS. MAKE
EACH EXPERIENCE AND EACH HOUR MEANINGFUL. BE JEALOUS ^{of} ~~FOR~~ YOUR TIME. INVEST IT WITH
THE SAME CARE ^{with which} ~~THAT~~ YOU WOULD INVEST YOUR CURRENCY. ^I I COULD NOT BEGIN TO NUMBER THE

VIRTUES WHICH I BELIEVE CAN BE HAPPY BY-PRODUCTS OF A GOOD EDUCATION. THE CULTIVATION OF INTELLECTUAL PRECISION AND DISCIPLINE, A GROWING RESPECT FOR FACT AND TRUTH, A GROWING DISSATISFACTION WITH IRRATIONAL PASSION, THE DEVELOPMENT OF IMPORTANT SKILLS AND HUMAN RELATIONSHIPS, THE ABILITY TO LISTEN WITH AN OPEN MIND, TO CHALLENGING VIEWS, THE CULTIVATION OF AN INTELLIGENT APPRECIATION OF ~~CULTURE~~ ^{and culture.} ~~AND AESTHETICS~~ THE POSSIBILITIES ARE UNLIMITED. PRACTICALLY, OF COURSE, EACH OF US WILL ONLY IMPERFECTLY ACHIEVE ANY OF THESE GOALS. ~~I SHOULD LIKE TO CLOSE BY~~ ^{What we are capable of} ~~THINKING THROUGH WITH YOU ONCE AGAIN THE MENTAL EQUIPMENT WHICH YOU SHOULD BRING~~ ^{celebrating will be words on my office and papers. But of the I am} ~~TO THIS WONDERFUL OPPORTUNITY WHICH IS YOURS.~~ ^{now as you pursue the wonderful opportunity that is yours. you} ~~PROVERBS WHICH READS:~~ ^{would see the tide of this observation from the words of P. Franklin in an} ^{Salisbury}

"BY KNOWLEDGE ARE THE CHAMBERS OF A MAN'S HOUSE FILLED WITH ALL MANNER
OF DESIRABLE RICHES."

THE IMPLICATIONS OF THIS STATEMENT ARE OBVIOUS. I MUST CONFESS TO YOU THAT AS I ^{new} RE-READ THIS PHRASE SEVERAL WEEKS AGO, I HAD A MENTAL IMAGE, NOT ^{the personal fulfillment of} ~~THE~~ SUBJECT ON WHICH WE HAVE BEEN SPEAKING, BUT OF THE FANTASTIC REWARDS WHICH THE CURRENT RASH OF QUIZ CHAMPIONS HAVE WON ON THOSE ALMOST NIGHTLY PROGRAMS, ON WHICH THEY ARE PAID FOR THEIR ALMOST TOTAL RECALL OF VARIOUS AREAS OF HUMAN KNOWLEDGE. THESE QUIZ PROGRAMS HAVE A STRANGE FASCINATION FOR ME AND, I THINK, FOR MOST OF YOU. TO WATCH MEN HAVE AMAZING BREADTH OF KNOWLEDGE AND ACCURACY AND DETAIL IN FIELDS IN WHICH WE CLAIM TO BE ONLY AMATEURS, IS IN ITSELF AN EXCITING THING AND I THINK THAT MOST OF US, AS WE WATCH THESE PROGRAMS, HAVE THIS EXPERIENCE: THAT ONCE A QUESTION WAS ASKED AND WHILE WE WERE DELVING BACK INTO THE HAZY AND HALF-FORGOTTEN MEMORIES OF BOOKS ONCE READ AND TITLES ONCE MEMORIZED AND FACTS ONCE KNOWN, TO SEE THESE MEN COME FORTH GLIBLY, ACCURATELY, IMMEDIATELY WITH THE PRECISE DETAIL, THE PRECISE DATE, THE PRECISE FACT, I THINK ALMOST ALL OF US WERE GLAD THAT WE WERE COMPETING WITH THEM IN THE PRIVACY OF OUR LIVING ROOMS RATHER THAN FROM THE ISOLATION BOOTH, WHICH IS NOT SO ISOLATED, WHICH ENTERS INTO MILLIONS OF AMERICAN HOMES EACH WEEK.

The ways of my people likened the mind of man to four familiar objects. The mind of some they said can be likened to a funnel, which is poured in at one end & passes out immediately at the other. Nothing is retained. Nothing is understood. We might describe such people as having ^{no} immunity to learning.

A second man's mind they ~~described~~ ^{to} described as sponge like. Everything is absorbed but nothing is assimilated. Such people enjoy total recall and current popularity in certain group programs but they suffer from total ignorance of the meaning of all the facts and figures which rot about in their minds.

A third man's mind is likened to a strainer which allows the good wine to pass through and manages to collect the dregs and the dregs. Such a person remembers the trivial and the inconsequential but can not appreciate the knowledge which is truly valuable and important.

Finally, there is the mind which ^{certain types of} ~~take as given~~ ^{take as given} ~~lets out the truth~~ and retains the fine flowers. His mind assimilates and evaluates all that is pertinent and essential. ^{such mind} ~~It~~ ^{concerns itself} with problems worthy the effort. ^{unwieldy} ~~It~~ ^{unwieldy} ~~armed with~~ ^{basic} life information, such a man struggles to relate the information to his daily life.

Like this ancient wisdom, because it is up to us to train and use our minds wisely so that an education will prove profitable and useful. Whether our college years will be time well spent depends more upon us than upon the college.

The crucial test is our digestive capacity. For some intellectual food is food for too rich for their system. Others nibble a bit here and a bit there but without plan or purpose. The serious student eats regularly and intelligently. He plans his meals and he sees that he maintains a balanced and healthy diet.

FRESHMAN LECTURES

- Oct. 1 I. FRESHMAN CONVOCATION
President Brooks Earnest
- Oct. 8 II. HISTORY AND TRADITIONS OF HIGHER EDUCATION
Mr. DeWitt Hardy
- Oct. 15 III. THE SOCIAL SCIENCE
Mr. Joseph Ink
- Oct. 29 V. THE PHYSICAL SCIENCES
Mr. Walter Van Vohries
- Nov. 5 VI. HISTORY AND TRADITIONS OF FENN COLLEGE
Mr. Donald Tuttle
- Nov. 12 VII. THE WORLD OF WORK AND THE COLLEGE STUDENT
Mr. Lester Braily
- Nov. 19 XIII. THE BOOK IN HIGHER LEARNING
Mr. Willis Thornton
- Nov. 26 LX. THE PHILOSOPHY OF COOPERATIVE EDUCATION
Mr. Robert Auld
- Dec. 3 X. SPIRITUAL VALUES
Rabbi Daniel Jeremy Silver
- Dec. 10 XI. THE EDUCATED MAN (HOW IS HE DIFFERENT?)
Mr. DeWitt Hardy
- Dec. 17 XII. SUMMARY

I have been assigned to teach "Simplified Values in Education". I have
under the study of ~~simplicity~~ ^{simplicity} been assigned tasks to a similar theme: to understand
I should like to address myself. Also I tell you is interested in
getting the most out of your college education. I propose to ask whether
it is possible to develop as a person at the same time and in
necessary training in numerous other ways.

I am sure that without my believing in the point you would accept
the proposition that education and character development are not
synonymous. I have known countless students and well undoubtedly
Ph.D's. The Harvard Dialectic Society during your college held
an annual contest under the leadership of the President. The
Harvard Team was regularly defeated. The debating team was
muddled, poor, muddled two killed, Europe and a college
graduate who would make a Phi Beta Kappa key and a college
of advanced degree.

One way to understand in the world of books but simple and found in the
world of the world. I hope that by now you know the reason in the
"Circles" of the University of the University of the University of the University of the
It seems that we can group all the activities and life activities and
not group the material part of some when practical material
questions in being discussed. I am reminded of a story told me by a
friend friend. Dr. Albert Einstein was a student to give the most
all day at a testimonial banquet in his honor. The judge was asked
whether Mrs. Einstein and her husband. Dr. Einstein and his
were common and Mrs. Einstein was almost married and he
might have made some ~~statement~~ ^{statement} in statement his speech from
between into English. She turned to the judge to ask whether he should
talk enough to read over the Dr. How much
he delighted" Mrs. Einstein turned to her husband. The judge was
fondly disengaged voice. Obviously the good doctor felt no need
to have his speech read over. Finally, in his great Mrs. Einstein
and very wise was made "Oh that's all."

- 1) admit nostalgia - analyze money probably only & then money to be div
- 2) opportunity to take care of college
- 3, 400,000 per a person
- 12 weeks

I have always wondered why?

Small persons

But look & deeper into

Tragedy when not justified

Some say not very justified

to say - not just -

not just -

too many could
relate

only having & giving

+ presence
of nostalgia

I do not make
perfect use
of my
day

not being a becoming

reel - historical

① religion

② democracy

inferior world
to last

much ed. matter

"dig the bait"

sophisticated relationships

much unbalanced,

"storm
of heaven"

everything, can't be

a dream

peacefully -

Forward sent Dr. Seta
Udele Jay!

2) Joel - vision

4) Someone // "dig the bait"
happiness

not gone

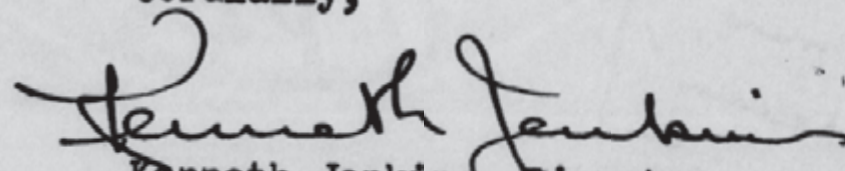
October 7, 1957

- 2 -

We want our entering freshmen to feel that college is not more of what they have already experienced in high school, that they are not in grade 13, but rather, that they are now starting a more challenging, more significant intellectual experience which has a richness and diversity far beyond what they have known. We want them to feel that they have been selected for this experience. These students, fresh from high school, should get some sense of the profundity of thought that scholars have contributed to your field, and that intellectual discipline and integrity are its essential characteristics. We would like those students who will not be taking courses in your field to come away feeling that they will suffer a loss because of it. It is not vital that all your listeners understand everything that you say, but they should want to. If students are stimulated to read or question further in the subject, the lecture will have achieved its purpose. In short, we want to get these freshmen into a frame of mind which will give an impetus to their college life which they might not otherwise obtain.

An honorarium of \$50.00 has been provided for your services. We look forward with pleasant anticipation to your lecture.

Cordially,


Kenneth Jenkins, Director
of Student Guidance

KJ:cg

Are you willing for to work?

④ For your own

the line was not up to us. We
got to keep them

② For your country

1-1-1-1-