

Hail and Farewell

Quincy Howe Looks Back On 4 'Productive' Years

(Editor's Note: Author, commentator and educator Quincy Howe leaves the campus this spring after four years. His personality and his achievements have distinguished the University. He will be a full-time news analyst for a national radio network.)

By QUINCY HOWE

I shall always look back on my four years at the University of Illinois as the most productive and happiest of my life—productive because of what I have been able to do here in the way of writing, teaching, speaking and broadcasting; happy because of associations with students and faculty members.

Perhaps I could have worked as efficiently in other academic communities. It may be that the competitive atmosphere of New York life provides a stimulus found nowhere else. But the University of Illinois has two unique possessions—a faculty and student body of unequalled quality and variety. They should get to know each other better.

But that is easier said than done. The faculty, by reason of sheer size and scope, is a world of its own. Faculty members cannot find the time and energy to do all the research and teaching they would like and at the same time to learn all they would like from their colleagues in their own and other departments.

SINCE MY WIFE AND I DO not have a large family of small children, I have found time to keep three balls in the air: teaching, writing and that wide but demanding area known as "activities"—some of an administrative but more of a social nature.

I had expected as the holder of nothing more than an A.B. degree and as a member of the School of Journalism to be regarded by those scholars who had subjected themselves to such traditional disciplines of physics, mathematics, music, or astronomy as a chiropractor is regarded by a doctor of medicine.

I also doubted that my few, sad, last, gray hairs would compensate, in the eyes of my student, for my manifest inexperience as a teacher. Not since my own undergraduate days have I made as many real friends as I have found among my fellow-members of the faculty. And the response of my students has yielded a personal satisfaction that no amount of radio fan mail ever bring.

BECAUSE MOST FACULTY members have to carry heavier loads of teaching, administration, or research than fell upon me, they have missed some of the personal contacts that I have been able to establish, from time to time, with some students.

And because most students do not attend so small a School or College as the School of Journalism, many of them miss out on the close and friendly student-teacher relationship which is the greatest merit of the smaller educational unit.

It seems to me that Illinois and other great state universities might be able to follow the example of some of the larger private eastern schools which have broken

themselves down into colleges or houses with perhaps as many as one thousand students per college or house. But whatever type of organization the University of Illinois may evolve, its enormous size remains its chief glory.

EACH OF US HAS A loyalty to the school or college he attended. Nothing has made me so proud of Harvard, my own alma mater, as the large proportion of department heads here at the University of Illinois who did their undergraduate work, their graduate work, or both at Harvard—Roger Adams, Stuart Cairns, Wheeler Loomis, Gordon Ray, Wilbur Schramm. And two of the greatest teachers on the Illinois faculty also bear the Harvard stamp—Arthur Hamilton and Bruce Weirick.

But Harvard, Yale, Princeton, Columbia, or any of the other older private universities in the east could vanish into thin air, and the students who now attend them would still find more or less equivalent facilities and opportunities elsewhere. On the other hand, if the University of Illinois were to cease to exist, there would be nowhere else for some 15,000 students to go—and no private or public institutions could match the facilities that this University provides for its faculty.

The same thing is of course true of all our great State Universities, but Illinois by virtue of its size and wealth occupies an outstanding position.

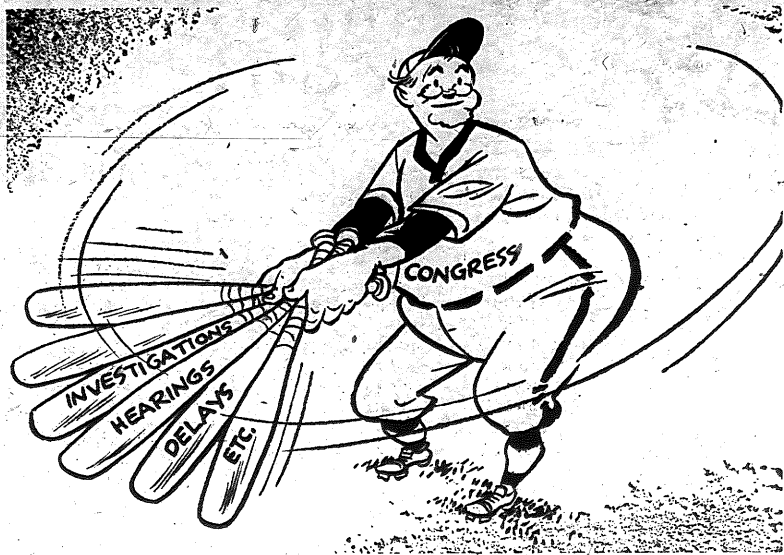
EVERYBODY RECOGNIZES the trend toward bigness that has asserted itself in so many fields of American life. And almost everybody deplors it. Fortunately small colleges do exist for the benefit of those students who cannot get the most from large ones. But our system of higher education in the United States stands or falls with the big state-supported institutions. Those who teach in such institutions have committed to their care not only the leaders of the next generation, but the countless thousands of boys and girls who will go on to fill positions of responsibility in their communities. Here is the great challenge and opportunity that every teacher in a state university faces.

Our vast student enrollment here at Illinois gives the measure of that challenge. But so large a student body demands a faculty of comparable size, and the larger both grow, the further they drift apart.

Administration becomes as important to the faculty as instruction. And to educate future generations, graduate work and research occupy more and more of the faculty's time. Meanwhile an expanding student body also tends to build its separate world of athletics, activities, and social functions, even as faculty members build theirs. Luckily, students as well as faculty members recognize that this condition does exist at the University of Illinois, and a constant, conscious effort to bridge that faculty-student gap does go forward.

THE FOUR YEARS that I have spent

TIME TO STEP UP AND BAT



NOW 'EQUAL' IS EQUAL

Constitutional history was made yesterday as Chief Justice Earl Warren delivered the opinion of the Supreme Court that segregation in public schools deprives citizens of equal protection of the laws.

Previous rulings on application of the Fourteenth Amendment to the rights of the Negro held segregation to be constitutional as long as equal educational facilities were provided.

The separate but equal doctrine was reversed as the Chief Justice read the words, "Does segregation in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may

be equal, deprive the children of equal educational opportunities? We think it does."

Elimination of segregation in schools is in itself a victory for the Negro citizen, but the long run effects are destined to bring even greater rewards. As the prejudiced element of the white race are forced to sit in the classroom with the Negro they will soon learn not mere tolerance, but genuine appreciation for his real worth.

There are those who object to forcing tolerance through enforcement of laws, holding that education is the only way to end discrimination. Force, it is often argued, will do more harm than good.

While it is inevitable that violent repercussions and distasteful Southern reaction will follow in the wake of the Court's ruling, there is not much question that force will in the long run augment mere ivory tower education.

Right here in Champaign-Urbana is a good example of how this has worked. Not too many years ago a Negro could not patronize a campus area restaurant. A fight paralleling the barbershop controversy ensued, and force of law was finally used. Now—only a few years later—there is no trace of the bitterness that once existed.

The Court has made a momentous stride toward wiping the hypocrisy from our equal protection clause. It looks like a good example of advancing Americanism.

on this campus do not qualify me to offer anything more than observations, and as the graduation season approaches one impression overshadows all others. It is that life passes as inexorably as youth and that a world living under the menaces that overhang us will find in its universities that sense of continuity and community for which we all yearn.

The freshmen who arrived here when I did in the fall of 1950 now leave as graduating seniors in September. More freshmen will arrive and for them another four-year cycle will begin. President Morey has served the University not four years but forty. Other faculty members look back on periods of service equally long.

But for them, as for the youngest undergraduate, the Illini years come to an end. Although it is in the nature of things for the individual to mourn the passing of youth, work, and life itself, it is also in the nature of things for institutions in which men and women work together to endure and grow, and if the University of Illinois imparts something to all who have been associated with it, we all contribute to it something enduring of ourselves.

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by Walt Kelly