

What are these elements of quality and relevance that we hope to see in Florida Memorial College and in every college throughout America?

The first is inner coherence. A criticism often heard today is that our nation's colleges represent a society without inner coherence — that they reflect two worlds. One of these college worlds, the criticism goes, is the province of the faculty — rationalistic and detached in outlook, isolating the individual from the surge and uproar of the world outside.

The other college world, the critics say, is the province of the student — pragmatic in outlook and very much involved in that surge and uproar.

Admittedly, the criticism may be overdrawn. But it contains a degree of validity. A college cannot be exclusively an asylum for elderly research scholars any more than it can be exclusively a forum for student protest. The function of higher education must be social and cultural as well as intellectual. Even better, it should be a union of these three.

This brings me to the second element of collegiate quality — relevance to the pressing issues of the day. Of necessity the academic community — students and faculty alike — must function in the world outside and relate to events, conditions and obligations which they probably cannot and certainly should not escape. If a college cannot address itself to these issues, imparting to its student body an attitude and an appetite to confront contemporary challenges, it is not functioning at full force. It is failing its student body.

As the philosopher Alfred North Whitehead once remarked: "*So far as the mere imparting of information is concerned, no university has any jurisdiction for existence since the popularization of printing in the fifteenth century . . . the justification for a university [for a college too, we may add] is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning.*"

Unless Whitehead's stricture is seriously understood and used as a guide to action, I fear that our colleges may become what some have described as a world of planned juvenility — a world which has little, if any, functional relevance to the life from which the student comes or that into which he will presumably enter after graduation.

I know that many college people are aware of this and are working toward a better balanced, reality-oriented curriculum. I am proud