

concerned. This does not preclude, of course, a coordinating board—either advisory or with real power—to do such things as decide on where institutions should be located and what programs should be developed or the amount of money to be appropriated.

Aside from what has taken place in Michigan and other states in the area of public higher education, I should like to point out that the development of some of our great private institutions may be attributed to power of management on the part of the lay boards. They have not been subjected to excessive interference. Certainly, in these days when higher education is the most important business of our country, we need "great" public institutions in the states because a very large majority of people attend public institutions. This per cent will increase. There is no good reason why the University of Maryland, or any other state university, should not have the same quality of instruction as Harvard or Princeton or Yale, although it may not be as selective in the admission of students. I believe, however, that state institutions can never aspire to the same greatness as some private institutions unless they have the same degree of autonomy in the general supervision of the institution.

The public university is not *just another* state agency. It is an academic community supported in part by the state for the purpose of improving the welfare of the people and the state and the nation. It is engaged in teaching, research and service. It cannot be subservient to the state, that is, it cannot act in accordance with the desire of politicians and state officials. It must teach the truth, seek the truth, and extend knowledge to the people by appropriate services. In doing this it may (and often does)

come in conflict with selfish interests of certain kinds and run counter to the wishes of those who seek to satisfy their constituents. It must provide an open forum, and it must have the freedom to learn whatever there is to learn. In this way, and only in this way, can it best promote the welfare of a society of free men. As I have said on other occasions, it is both the rear guard and the vanguard of society. It should preserve the best and push toward new horizons. To do this it must be "free" and this freedom is best guaranteed to the governing board by constitutional authority contained in simple statements which would not "clutter up" the Constitution.

Today we are depending more and more on education for economic as well as social improvement. During the next decade, there will be increasing competition in the field of higher education, particularly at the university level where we are engaged in so much research and require highly specialized personnel. The competition for professors will become more intense, and those institutions which have the best support and the best climate for teaching and learning will get the best material.

I think that the University of Maryland is strategically located so as to become, if properly supported, one of the great institutions of this country. In order for this to materialize, it must have adequate financial support and it must be in a position to create the kind of climate of learning that produces greatness. I believe that this kind of climate is created best where there is power of management on the part of the Board of Regents and where there is not a constant movement—a threat—to reduce the power of management by special and political interests. I believe that a recognition in the Constitution with a provision for a degree of