In view of my recent acceptance of an assignment in Brazil, I want today, to concentrate on UWM's international posture.

Let me begin by saying that universities in this country have always served the needs of society and have related themselves to the central issues of our time. Our land grant colleges, in particular, offer a dramatic example of how institutions of higher learning have adapted themselves to the requirements of a new age by developing an outreach that has been dynamic and significant in its impact. They have contributed immeasurably to the agricultural, industrial and scientific revolution of our time.

Until recently, however, our universities have viewed their educational tasks in the more limited framework of this continent. As a result, their efforts were predominantly domestic in scope while their activities in the international field were sporadic and unplanned. But this is too narrow a posture for us to take in today's world. For fundamental social changes are taking place everywhere that now require universities to reassess their role in the framework of the historical function of the university - that of expanding and transmitting knowledge.

It has only been in the last 25 years that universities have made a serious effort to assess their responsibilities in the international area. During World War II, universities were drawn into a major national effort to win the war and made substantial commitments to the war effort. When the war was over, we discovered how ignorant we really were about other countries, especially those outside Western World and how unprepared we were to assume responsibilities as a world power.

In the 1950's, some important developments reversed the trend. The inauguration of the Fulbright program, university efforts to help build institutions abroad, the beginning of language and area centers on university campuses, coming of foreign students in large numbers to our campuses and U.S. student in turn going overseas were indications of a major turn of events.

But it was not until the beginning of this decade that a real breakthrough was accomplished. The Ford Foundation study on "University and World Affairs" published in the early 60's represented a major attempt to clarify the international role of American university. It came at the same time that many universities were for the first time considering how they could best organize themselves on an institution wide basis to meet their international responsibilities. Cooperative arrangements among institutions also began to emerge, the Midwest Universities Consortium on International Activities (MUCIA) being a prime example. Financial support for international programs also began to shift. In the past, responsibility in this area had been borne in large part by private foundations. But now the federal government has moved in and given new impetus to university international programming. Recently, too, the Office of Education was reorganized to discharge better its responsibilities in world affairs. And now the current Congress is considering major legislation in the field of international education.

In short, the day is past when we can any longer question the responsibility universities have in the international field. Those institutions that have been involved for a long time in this activity are now expanding and refining their programs, while new universities, such as the UWM, are being added to the growing list of those universities who are making an international commitment.

The current effort on the part of developing nations to modernize themselves is one of the truly significant developments of our times and universities have a unique and special role in this effort. The strengthening of these nations, is, of course,
a necessary condition if we are to live in a world of peace and stability. But beyond this, involvement by a university, in such programs, rather than weakening it, strengthens it. Not only does it enlarge the capacity of the university to prepare young people for the world of tomorrow, but it deepens the understanding which Faculty members have of their own field and disciplines. Scholarship has never been confined to national boundaries and any university that seeks major status must surely identify itself with the world intellectual community.

* * * * * * * * * * * * * * * * * * * * * * * * * * *

The University of Wisconsin, of course, has already cast its lot in this direction. The Wisconsin Idea which dates back to the beginning of the century and had as its central theme the importance of the university relating itself to social issues of our time. This idea has now been emulated by scores of other institutions and has been extended world wide. The boundaries of the university which once were defined as the boundaries of the state, have long since crossed state and national lines. Grayson Kirk, President of Columbia University, in visiting the Madison Campus in 1958, declared that "there is need for a Wisconsin Idea for the whole world".

While Wisconsin has had some significant international programs for some time, these until quite recently, have been individualized, episodic and personal. President Harrington has described them as unfocused and without organized university support. But this has now changed. The turning point came when I.C.A. signed a contract with the University to improve engineering education in India in 1953 followed by a grant in 1957 from the Ford Foundation to establish a faculty of economics in an Indonesian University. In 1960, President Harrington, then vice president of the University, returning from world trip concluded: "U.S. is permanently involved in world affairs. So is the University of Wisconsin in line with its tradition of state and national service."

The Board of Regents affirmed this position in March, 1961 in these words: "We recognize that the university's first responsibility is to Wisconsin and its residents. But the university must look outward if this obligation is to be fulfilled. Thus we as Regents, declare that the university should welcome students from foreign lands. These out-of-state students are an educational and cultural asset to our Wisconsin students and make a substantial economic contribution to our state.

The University's contribution to international understanding also shall include exchange of students and faculty official visits, research applicable to problems of underdeveloped countries, and similar functions it is uniquely able to perform. The interdependence of the world's people, the ease of travel and communication, the rising importance of other cultures, and the quest of peace have tended to make the globe our campus. This trend we encourage."

* * * * * * * * * * * * * * * * * * * * * * * * * * *

We need to have this broad background to see the matter here at UWM in its proper perspective. We are striving for major status as a national university and an international commitment is essential to achieve this. This is not to say that other matters are not important and will not be pushed. Of course they will. And there is considerable evidence to indicate that this is happening - in urban affairs, Great Lakes studies, urban education, in our relations with industry through business administration and engineering, in the performing arts, and in meeting the health and social welfare needs of the community. These are but a few examples of what we have already begun. We will do more in these areas and others too. But a major effort in the international field must be given high priority. The Regents of the University in laying out the future of the UWM in 1964 declared: "UWM will give special attention to international studies and programs. Research and service programs must
involve UWM Faculty and students directly in the problems in government, economic life, and cultural development in countries beyond our borders, particularly the non-Western cultures."

In order to implement these aspirations, it would be wrong for us to undertake international educational activities all over the world. We can avoid mistakes that have been made by some universities who have willy-nilly moved into all areas at once, have spread their limited resources very thinly across the universe and in separating their international programs from the main stream of university life have isolated them from the rest of the university. It would be better for us to get out of the international field than to pursue the effort in this manner. What we need is a long range, university wide approach in this area that will involve Faculty and administration and we are now at work on this. That Latin America is certain to be a major area of interest for the UWM already seems clear. Several schools and colleges, many departments and a large number of Faculty have already distinguished themselves in this field. But this is not to say that there are not other areas too that will expand and grow.

If we truly want to strengthen our international capabilities—and I feel we must—it is necessary for us to involve the whole institution and to develop programs in many departments, schools and colleges. This will require the efforts of many people at the faculty level and it also presumes a solid backing of the administration.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Now, on a more personal note. I have accepted an assignment that will take me out of the country for extended periods of time in the next year and a half. It is an important and challenging assignment. To study and suggest changes for the reform of higher education in any country is a task of magnitude. To be given this assignment in a country that by the end of the century can be one of the world's great powers in area, in population, in economic development—assuming that its educational resources can be organized and put to work for this purpose—is an opportunity given few persons in the field of higher education.

I fully realize that concern has been expressed about how the University will operate in my absence—how I can be Chancellor not only in name but in fact. I can assure you that this decision was made with great care and deliberation. I have spent my entire professional career in Milwaukee. I began here as professor of history 35 years ago and have held administrative posts for over 20 years. I still hold my rank of Professor of History in the University and cherish it. My heart is also here in Milwaukee. My wife has spent her entire life in this community. We are obviously not leaving Milwaukee or the UWM. This is where we belong and want to stay.

Much thought has been given to the matter of the operation of the University in my absence and more will be given before I leave in January. I will not burden you here with the techniques we are working out about maintaining communication so that I will be kept informed while away and the procedures we are establishing for policy review by me and my participation in major policy decisions on my periodic returns to the campus.

The important point I want to make is that there are many elements that enter into the successful development of a major university of which the office of the chancellor is only one. I would list the essential ingredients as these:

1. A supportive Board of Regents. Ever since major university status for the UWM was accepted as a goal by the Regents in February, 1963, it has consistently and enthusiastically supported measures to achieve this goal.
2. A strong President. No one has more vigorously backed this institution than the President of the University. Long before he became President of the University - even before he came into administration - his record of support for the establishment of a quality institution in Milwaukee has been clear and unmistakable. He has time and time again diverted a disproportionate share of University funds to the UWM and has consistently supported autonomy and excellence for the Milwaukee campus.

3. Imaginative leadership in the UWM administration. Much time has been spent in recent years in filling key academic and administrative posts. This task is now on its way to being completed and the team that has been assembled is geared to the future with high hopes of accomplishment.

4. Last and most important of all, is the Faculty itself. We have been recruiting well here at the UWM in the face of difficult competition. We are now 760 strong. It is a Faculty that is distinguishing itself in research, it knows the importance of good teaching and it does not intend to neglect public service. Above all else, it is becoming assertive, vigorous and determined to assert its rights in the best University of Wisconsin tradition.

What are our assets then as we labor to achieve major university status? A supportive Board of Regents, a strong President, an administrative group ready to push forward in new and creative directions and a vigilant and aggressive Faculty. Can anyone doubt that a university of major status will be established with these conditions? I cannot believe otherwise, and my decision to accept as a part of my University responsibility a major overseas assignment was made in full confidence that the goal that we set for ourselves of major university status within 15 years is attainable. We now have all of the essential ingredients to carry our efforts forward and to build here in this city, a University of quality that will serve the needs of the people of this area, of the state, the nation and the world.

For these reasons, I hope you will see the decision on the Brazilian assignment as being in the best interests of the University.