1955

The Inauguration of President George W. Starcher

University of North Dakota

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The University of North Dakota
Grand Forks, North Dakota

The Inauguration of
President George W. Starcher

April 20, 1955
Dr. George W. Starcher was officially inducted as the ninth president of the University of North Dakota at the University Fieldhouse on April 20, 1955. The oath was administered by Mr. D. W. Westbee, Chairman of the Board of Higher Education, and subscribed to by the new President.

The inaugural ceremonies were most impressive. A large audience of faculty, students and representatives of many colleges, universities and learned societies witnessed this red letter event in the history of the University.

President Starcher assumed executive duties on July 1, 1954, after an association over twenty years as Dean of Science, Literature and Arts at Ohio University. He succeeded Dr. John C. West, who was head of the University for twenty-one years.
The Order of Exercises

UNIVERSITY FIELDHOUSE, 10 A. M.
Dean O. H. Thorsmodsgard, Presiding

The Academic Procession

Invocation - - - - - - - - - - Dr. M. J. Birrell
President of Wesley College

The Varsity Bards
"Thy Greatness Lord" - - - - - - - - - - - - Bach
"Hospodi Pomilio"—arr. from Greek Orthodox Church Liturgy
Carol M. Humpstone, Director

Welcome on Behalf of the Student Body - - Thomas Sullivan
President, Student Council

Welcome on Behalf of the Alumni - - Mr. William DePuy
Attorney, Grafton, North Dakota

The University Band
Martha Overture - - - - - - - - - - - - Flotow
John E. Howard, Director

Welcome on Behalf of the Faculty - - Dr. W. E. Koenker
Head, Department of Economics, University of North Dakota

Welcome on Behalf of the State of - - - - -
North Dakota - - - - Honorble Nels G. Johnson
Justice Supreme Court, Bismarck, North Dakota

Presentation of the President - - - Mr. D. W. Westbee
Chairman, State Board of Higher Education

The Inaugural Address - President George W. Starcher
"The Responsibilities of the University"

The Madrigal Club
"Blessed is the Man" (Psalm 1) - - - - Philip B. Cory
Composed for this occasion and dedicated to
President George W. Starcher

"Emite Spiritum Tuum" - - - - Joseph Schultky
Hywel C. Rowland, Director

Benediction - - - - - - - - - - - - Dr. M. J. Birrell

Recessional March

Our New President - - - - - - - - - - - - Yoder
Written by Paul Yoder, University Alumnus in honor of
President Starcher

The Invocation

by

Doctor M. J. Birrell

Almighty God, our Heavenly Father, we are gathered here this morning with one announced purpose—that of elevating one of thy children to a position of eminence and opportunity for the service of mankind. But our emotions and thoughts are not focused only upon this day and its events. Instead we think also of the circumstances and conditions that preceded this morning's celebration. We first bless thee for a universe and a way of life that is rational, dependable, and eternal, which keeps faith with truth and rewards goodness. We thank thee for the faithful men and women, our predecessors, who planned, nurtured and built this University. We think of their sacrifices, disappointments, the struggle that overcame adversity and through it served the youth of North Dakota. We thank thee, O God, for the influences that joined to prepare our new president for his work, including the educational system which produced him and now itself is being served by him. We thank thee for the joys and opportunities of life and work in North Dakota and ask thy continued blessing upon the people of this state that they may be prepared for more abundant and worthy living. And now bless, we pray thee, President Starcher and Mrs. Starcher and their loved ones and host of friends who stand with happiness and pride on this day. Bring to President Starcher wisdom and strength for his work and serenity of soul as he steadily and constantly administers his so important office, and bless all those upon whom he will depend for assistance and encouragement. This we pray in the feeling that it is a proper petition to make and a certain one to be granted. 

Amen.
Installation of the President

by

Mr. D. W. Westbee

Dr. Starcher, will you please come forward and place your hand on the Holy Bible.

In the name of the Board of Higher Education of the State of North Dakota and, through them, in the name of the people of North Dakota, I hereby invest in you, George W. Starcher, the office of the Presidency of the University of North Dakota, with all of its emoluments, prerogatives, duties and responsibilities. This office is a public trust which I know you, with the help of God, will discharge with honor and integrity for the benefit of the people of this State and those of their sons who are intrusted to your care.

Do you, George W. Starcher, solemnly swear to support the Constitution of the United States and the Constitution of the State of North Dakota, and to administer, to the best of your understanding and ability, all the duties pertaining to the Office of President of the University of North Dakota?

ACCEPTANCE OF OFFICE

by

GEORGE W. STARCHER

I do, so help me God.

The Inaugural Address

The Responsibilities of the University

by

President, George W. Starcher

Dean Thormodsgard, Mr. Westbee and Members of the State Board of Higher Education, Distinguished Guests, Colleagues, Students, Alumni, and Friends:

I accept the symbols of this office, and the responsibilities that go with it, with a deep sense of humility and of pride. My feelings of humility come partly from what I have already learned of the lives of all those whose labors have built this University, and partly from the sobering thought that whatever is accomplished during this administration will be largely the result of what others will do. My feeling of pride derives from the honor of a place on a great team of faculty, students, alumni, and all of those associated with this institution. Their loyalty and pride in their associations here have much to do with the feeling of power everyone senses about the University.

No university lives on—an entity unto itself. It borrows ideas, personnel, and standards for comparison from other similar institutions. We are especially honored to have their designated representatives here now to extend greetings and tokens in evidence of the good will and support they bear for this institution. On behalf of the University, I thank you and all of those who have spoken so eloquently from this platform. Your participation lends dignity and distinction to this occasion which has meaning for the University, rather than for any one person, and invites us all to catch some new vision of the challenge of the future as we re-dedicate ourselves to the traditions of high ideals of scholarship, service and citizenship already so firmly woven into the fabric of this University. To the Board and to all of the University family, I pledge my best efforts to justify their confidence and the con-
continued loyalty and support that I have enjoyed since I came to North Dakota. Your faith in me is a great inspiration and encouragement.

The University today traces its being back through a number of historic decisions derived from that first formulation of our national educational policy by the Continental Congress in the Ordinance of 1787, adopted to provide a government for the Northwest Territory. Article III declared “Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.” The first university founded 150 years ago as a direct consequence of that policy is my alma mater. When the Dakota Territory was organized by Congress in 1861 there was provision for making that policy effective here. Dakota pioneers wanted a university and finally in 1883 the territorial legislature authorized the founding of the University of North Dakota. Then, when this part of the Louisiana Purchase was admitted to the Union of States, one-eighteenth of this great empire was confirmed permanently for the support of education, including a university of “high grade and character . . . for more advanced education and discipline of our youth and as and “essential to the preservation of our republican institutions.”

This University is, then, concerned with an education that is designated to free men and women to think independently, to act creatively, and to behave responsibly. If the money and effort spent here are solely for the intellectual, or economic, advancement of individuals, then we have failed to interpret the true meaning of the declaration that good government and the happiness of mankind depend upon religion, morality, and knowledge.

Fundamentally, the State supports the University in the interest of the common welfare. That is, the University is to concern itself with what is for the common good, with what makes for good government and with human experiences rather than with mere pseudo-scientific verbal formulas.

The University is not merely something designed for youth. It derives from the people and is itself an expression of the loftiest intent of the Democracy which it sustains. It is then both responsive and responsible to those who created it, and who continue to support it, as an ultimate defense of our hope for the happiness that a stable and peaceful future can bring. It is sensitive to all that concerns the nation or any part of the world.

A university is expected to contribute to the discovery of truth and to the advancement of all the arts and sciences, as well as to provide for the correct interpretation and transmission of knowledge and the development of minds.

The responsible citizen exhibits more than the developed mind. Basically, of course, he possesses minimum skills of communication. He is concerned with symbolism, whether it is in language, literature, science, mathematics, the fine arts, law or medicine. Without symbols and the means of representing reality, recording observation, and expressing ideas compactly, simply, and accurately, there would be no civilization and no need for education as we know it. An education should somehow enable people to evaluate critically the ideas and actions of others and to develop knowledge and insights into human affairs as well as give a minimum of literacy with respect to scientific facts and method. Education is expected to give the student what is required for him to assume a responsible place in some useful occupation, earn a living, and serve the larger society as a morally responsible person. The capacity to know must be complemented by judgment that dictates wise choices preference for the better over the mediocre, recognition of the truth, as well as skill in detecting the untrue, or contradictory. The State University in the context of our American democratic heritage is committed to a fundamental faith in the dignity and integrity of the individual, free to think and to act upon the basis of his own knowledge and insight, rather than upon the basis of appeal to learned abstract dogma alone.

The broad basis of education in the natural sciences, social sciences, and humanities, that is the liberal arts, is one of our heritages. Such studies not only inform the student of the best of human thought and action; they also teach skills for acquiring and for using knowledge. They will always occupy an important place in the undergraduate work of the University.
Beyond basic general skills and knowledge, our students pursue their undergraduate degrees in any of the four colleges. The College of Science, Literature and Arts promotes opportunities for a sound liberal education as a preparation for later professional or specialized education and for useful citizenship.

The College of Education has the important task of improving standards and methods in our schools through continuous improvement of the quality of the professional education we give our teachers and by the discovery of new knowledge that can be brought to bear upon local problems in the state. Every member of the faculty of the University shares the responsibility for preparing teachers through encouragement, active support and example in the classroom.

The School of Commerce is able to assist directly in sound planning and development for the future of this State. Its graduates occupy prominent places in government, in business, and in public administration, and others will follow.

The College of Engineering develops the capacity for solving problems in engineering and for advancing the mechanization upon which we are so dependent in peace, as well as in defense or actual war. We are aware that the increasing technical training demanded must never crowd out those elements of an education that give the social understanding and humanistic balance essential for young people who are going to be citizens first and engineers second.

The fine arts—music, art, and dramatics—have a part in the total educational process. We not only produce teachers in these areas but through both individual and group activities afford new dimensions of emotional release, self expression, and enjoyment for all.

We are grateful to all those whose efforts and foresight have given us such excellent facilities as this fieldhouse, for example, which makes possible the well rounded program of intercollegiate athletics, intramural sports and individual recreation we now enjoy as a part of our total educational program.

We are proud of the sound medical program of high quality made possible by the support of the people of this state. In the long history of medicine, the reaction against myth, superstition, philosophy and professional pedantry has given rise to a science of medicine that we respect. With an increasing population, an increased life span, conquests over many forms of disease, and the discovery of new ones, more and heavier demands upon medical education will follow. The Medical Center works closely with state and local public health authorities, carries on research and investigation into the underlying causes of disease, and experiments with new cures.

The Law School began as a direct response to the need for better trained practitioners of law, legislators and jurists, able to assist in improving the law through normal judicial and legislative procedures. The more than 500 law graduates of our school affect the future of all of us through the performance of their tasks of judicial evolution.

A well-planned graduate program develops the capacity of the student to do independent and creative research and at the same time makes for improved instruction at all levels. The Graduate School has the serious responsibility of helping us all avoid the dangers we face as a nation when our graduate enrollments are not adequate to provide needed replacements and when the demand for people with master's and doctor's degrees is already growing sharply. We produce fewer than five percent of the number of doctorates needed in our own state. One concrete action we can take in the cold war is to support an expanded graduate program in all areas to match the sudden increase in graduate work reported in Soviet Russia—especially in the number of scientists produced.

The responsibilities of the University relate to the society of which it is a part and which supports the institution. Having its roots deep in the soil of America, this University has grown out of the hopes and aspirations of a pioneer people in a frontier state. Down through the years it has been nourished by the labors of loyal citizens seeking for themselves, and for their sons and daughters, the opportunities that only a good university can afford. We can be proud of the great variety of backgrounds from which our people have come to make up the distinctive mosaic of a citizenry proud of its strong ties of kinship, ties which also serve to bind the State and its University. North Dakota is blessed with a sturdy
adventurous but practical, sincere, industrious and capable. They came into this area willing to give as well as to receive. They were determined that, above all, the principle of equality should prevail, and that neither prejudice nor intolerance should interfere with their determination to achieve for themselves, and for their neighbors, the freedom they sought, made secure by democratic processes.

While their problems were primarily technological and economic, our greatest concerns may prove to be political and moral. The central problem of our time is found in the contrast between the technical perfection of our machines and the tensions and disorder among the people they are intended to serve. Without minimizing the importance of our technology and the economic structure dependent upon it, we now need a better understanding of the springs of human behavior. Our graduates must be broadly educated and technically competent, but more than uninformed specialists.

We have a mandate expressed through the act of the Territorial Legislature in 1883, and in our State's constitution, to provide an education for all who desire it and who can profit by higher education. As the common man secures more of what he considers to be his just political and economic rights, he must surely want and need what he will conceive to be his rights to education. We should speed the day when the privileges of a higher education will be available to all those who have ability, and are willing to work. Every young person has the right to as good an education as we can give him, and that is appropriate to his abilities and interests, regardless of his financial circumstances. By enabling him to obtain it we may reconcile the two aspects of our democracy—equality of opportunity for all and protection of the rights and sanctity of the individual. The State of North Dakota is uniquely prepared to advance this ideal through the various curricula of the University, the Agricultural College, the School of Science and the Teachers Colleges, all serving their respective purposes and complementing each other. The contributions to the development of our State by the young men and women who have graduated from its institutions of higher education already repudiate Thomas Jefferson's contention that higher education is obliged to concern itself only with an intellectual elite of what he called "truly educated men and women."

Throughout this State, and all over the world, are found doctors, engineers, journalists, lawyers, scientists, teachers, ministers, businessmen and other men and women who now afford living testimony that this University is fulfilling the hopes of its founders and that their dreams were not in vain. This institution has never been an ivory-tower. Its program has developed in response to necessity in the larger sense of our evolving American philosophy of the functions of the state university.

While we seek equality of opportunity through a variety and breadth of program not imagined in Jefferson's day, we must not lose sight of our obligation to select and encourage the relatively small group of superior intellects able to achieve beyond the limits of any minimum or average standards. To cultivate the desire for superior attainment, an appreciation of the power of ideas, a sense for the beauty of knowledge, and a belief in the essential structure of all thought should be one of our highest aims. The true student of deep insights whom we want to assume a scholar's role in the responsible leadership of society must be given an appreciation of the dignity of responsible intellectual endeavor. He must not be permitted to settle for any minimum training which fails to command those higher faculties of thought required in the direction of creative and professional skills.

Research, expository writing, and teaching all contribute directly to the stature of the University. The State University must be in position to give advice, based upon research, provided, however, that the University does not become a mere chore boy, too busy for teaching, study, and the pursuit of knowledge wherever a free curiosity may lead and even without regard for immediate utility.

In a democracy constant change is a concomitant of a proper balance between the rights of individuals and the necessary functions of government. The way to peaceful adjustments is through research, understanding and insight. Along with stepped-up agricultural research, the State must carry forward the quest for knowledge in other areas. There are important social phenomena, cultural problems, developments
in mining, new products and new processes to be studied. Re­
sults now available promise new avenues for service con­
cerned with the greater welfare and prosperity of us all. The
search for new questions and new answers will go on and the
recruitment and training of persons skilled in free and im­
aginative, even though at times unorthodox, procedures are
essential in our unique American way of life. Resort to foreign
ideologies or to acquisitions by conquest is no longer tenable
as solutions to the problems created by our expanding desires.

The mission of this University is to prepare men and wo­
men for life in a changing dynamic society. We would fail if
we should concern ourselves solely with turning out men and
women prepared to fit neatly into the grooves of an estab­
lished society. Our graduates must have the capacity to ask
new kinds of questions and seek new answers to questions
that are fundamental to the preservation of a free democratic
society—a society of men and women capable of responsible
moral decisions as well as possessing scientific and profes­
sional skills. The principal source of our strength in the fu­
ture is not alone our technology, our natural resources, our
concepts of justice and equality, or the unity of spirit under­
lying our diversity in religious beliefs. It is our concept of
the free society in which all of these can be brought to bear
on the lives of people through an appropriate education. If
we have freedom, then “The future is big with every possibil­
ity of achievement—and of tragedy.”

In a world where only two out of five college graduates
who pursue a given professional course in college actually en­
gage in that profession as a life’s work, and where half of
those who start in their chosen profession change to some­
thing else before they die, the need for skills of adaptation to
new work situations assumes a new importance.

The kind of education that assumes a responsibility for
the wills and actions of free men and women includes a know­
ledge of science as a way of thinking and as a body of laws
that serve and limit man. It is concerned with the social ar­
rangements we live by. It opens doors to some of man’s high­
est and most beautiful expressions of himself in literature,
philosophy, music and art, as well as his aspirations through
religion. It includes something of the arts of communication

in the realm of feeling. It inspires good character supported
by habit.

Clearly, good university administration requires planning
for the future, good order, and procedures based upon student
as well as faculty assistance in developing workable routines
and policies. Leadership is something that is required at all
levels—not the dramatic heroic leadership demanded in a
crisis, but the civilized leadership of many people working to­
gether as equals in peaceful collaboration for a common pur­
pose. There will always be disagreement, compromise, ne­
gotiation and adjustments at the level of legitimate differ­
ences in the University, as in every human group. But a spirit
of teamwork and balance that seeks decisions from a uni­
versity-wide point of view, without ignoring the importance
of personal and individual motives, assures a solidarity built
not upon servility, but upon common loyalties. Then, once a
decision is made, and a course of action determined, we can
avoid a kind of obsessive thinking that stems from minor
points of difference, obscuring major objectives.

Intelligence, freedom, resolution are required. Intelli­
gence in the recognition of the claims of others; freedom from
mere academic verbalism, from prejudice, and from suspicion;
the resolution of spirit, and will that is necessary for sound
and imaginative development of an organization based upon
the fact of the mutual interdependence of all of its members.

As scholars, teachers, and students committed to the
search for knowledge and to its honest exposition, we are ex­
pected to be engaged in appropriately analyzing new facts,
opinions and beliefs in every area, limited only by the re­
quirements of integrity, good taste, judgment and citizenship.
The faculty are responsible to the standards of their profes­
sion and they work for those ends of society which have been
prescribed for their profession. The social purpose of the aca­
demic profession is beyond the privilege of the teacher or ad­
ministrator to ignore. On the other hand, how he will teach,
write or investigate is a professional matter the teacher alone
must determine.

Every teacher is, above all, expected to support and to
defend the very structure of the society—and of the Univer­
sity—which assures his academic freedom. To do otherwise
is to fail in his responsibility to his profession, to the reputation of the University and to the welfare of the State. He cannot, therefore, profess an ideology that would either deny that form of government that protects him now, or that would in any way limit his own freedom to look and see what he can see, to think about what he has seen, or to state the conclusions which he believes to be warranted by the facts and his own logic. Nor will he want to be protected from the honest criticism of others free to give their analysis, even though their conclusions contradict his own. He must have humility to listen to, and the wisdom to appreciate points of view different from his own as well as a genuine zest for the search for honest reconciliation. He believes with Whitehead that, "A clash of doctrine is not a disaster—it is an opportunity," and recalls the proverb, "A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels."

Academic freedom is not restricted to the individual alone. The distinctive character of American higher education is evident in the diversity of our curricula, our freedom to choose for ourselves courses and content most appropriate to our aims, and the capacity to make necessary changes. The remark of William James that no priesthood ever originates its own reforms does not apply to the University. We need not fear any kind of mass indoctrination by our colleges and universities so long as we preserve the right to choose and to modify our own curricula. The concepts, values, and skills we stress in the curriculum determine in large measure the behavior patterns, the ways of thinking, feeling, and acting that the student is most likely to acquire.

A stable society, a strong state, and the private business corporation, whether large or small, that result from a free enterprise economy, are not only compatible—they are complementary. Few doubt now that a loss of academic freedom would soon cost us our freedom of enterprise in every other sense.

There will always be concern about the locus of the precise boundary between freedom and order. This a difficult problem in a complex university. If we are ever inclined to despair, we might ask with Lincoln, "Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world?"

Now a word about our students. All of our planning, our search for better ways and our efforts to build a better University are for their welfare. Whether they come to us with clearly formulated goals, or with but vague projections of themselves into the future, they have initiative and energy and the desire to crystallize their purposes and to develop their powers through learning. Uppermost in our thinking is not the educational process but the student. Our students determine how well our plans work out and how good our ideas really are. They are here to learn, and without their determination to have a principal part in their own education, we would surely fail. I hope that young men and women may always find the University a place of many opportunities and not a mere assortment of irksome compulsions. If we do our job well, they will come to learn to ask the right questions, to learn how to think and how to approach their problems without fear or prejudice. They must not leave these halls as cold unfeeling experts, or as members of the "lonely crowd", all thinking and feeling alike.

We are proud of our students' participation in their own government and in affairs of concern to the University and its future. Students serving on joint faculty-student committees, on the Student Council, and in other organizations of their own, have given a good example of responsible citizenship on the campus. If we are to recognize the increased diversity of interests of our students, and reconcile these with our continuous concern for improving the quality of what we do, we shall need to keep the close teacher-student relationships typified by Mark Hopkins on one end of the log and the student on the other. It will be our aim to help individuals develop a personal philosophy so deeply imbued with the acceptable modes of behavior that they will discipline themselves.

Our responsibility for helping the student to get a better knowledge of himself is as old as Socrates—for whom all subjects and subject matter were merely points of departure for developing the insights and understanding that are basic ingredients of wisdom and judgment. The student must know...
himself before he can effectively relate himself to others, to ideas, to things, to situations, and to the events about him. We cannot ignore the importance of cultivated emotions and the role of sentiments in the lives of people everywhere.

While the State University is committed to our tradition of tolerance toward all religions, creeds, and beliefs, it recognizes the importance of an understanding of the Judeo-Christian basis of the unifying moral standards, and ethical beliefs, that are fundamental in our way of life. Through an affiliation with Wesley College for almost fifty years, and because we have most cordial relations with all the religious foundations, our students have unusual opportunities, on a purely elective basis, to take courses in religion and otherwise find help in developing spiritual maturity and understanding about matters of religion and faith.

Thus, we recognize that as man grows, knowledge grows to fit his changing contours, both spiritual and intellectual. We know that "you may not divide the seamless coat of learning"; nor can you separate mind, body, and spirit without disturbing the integrity of that complex equilibrium which is the human personality. The educated person, prepared to act responsibly, is more than a polished and well-stored mind, or a sound and well-coordinated body, or a sensitive soul aroused to intense purposes. He is a person having what is, for him, an effective conceptual scheme, or way of thinking, that enables him to think and act in response to complex wholes, freed from limitations imposed either by indolence or from ignorance. Responsibility in its broadest sense means judgment and action based upon simultaneous awareness of complicated fact, high purpose and complex morality.

The University affords powerful and unapologetic testimony that here, as elsewhere in this country, the highest aspirations of the citizens of the State are clearly evident in the larger purposes they support through their institutions of higher learning.

We are surely going to be faced with many hard choices in the future. We shall have to search for good teachers in a highly competitive field. We need housing, science laboratories and equipment; an adequate auditorium; more library and classroom space if we have an increased enrollment. And we must plan for the long range, balanced development of the future University. There will be pressures of heavy teaching loads, committee assignments, student counseling; the necessity of re-designing courses and instructional techniques to meet new educational needs—and to assure maximum internal economy of instruction.

To these tasks we shall bend our energies in the days ahead in the hope that, with the help of Almighty God, the judgment of the future may find us worthy successors to all the great teachers who have gone before us.

Welcome on Behalf of the State of North Dakota

by

Honorable Nels G. Johnson

Mr. Chairman, Dr. George W. Starcher, Members of the Board of Higher Education, Members of the Faculty, Distinguished Guests, Students of the University, Ladies and Gentlemen:

These inauguration ceremonies constitute another milestone in the history of our University.

First let me express my great personal pleasure at being here on this occasion. Let me also express the regrets of the Honorable Norman Brunsdale, Governor of this state, for his inability to attend this function because of official duties requiring his presence elsewhere. I know that he would have enjoyed it and that he is disappointed he could not come. He has asked me to represent him and to be his substitute. A substitute is never as good as the original. As his substitute, I have been invested with delegated authority to extend not only the good wishes and greetings of the Governor of our state as an individual, but also his greetings, good wishes and warmest regards as the Chief Executive of the State of North Dakota. I am sure that he wishes me to express for him and for the office of the Governor, and the State of North Dakota of which the Governor's office is a symbol, the felicitations of his behalf, but may I add that they are also mine.

Judging from the great progress made by the University since it opened on September 4, 1884, which is a few months short of 71 years ago, none of us have any fear of its future progress and further development. We know that success will be built on top of past success for this institution.
In terms of years this institution is merely an infant. After all, 71 years is merely a matter of one lifetime and sometimes not that.

It may interest, at least some of you, to review on this occasion very briefly the legal beginnings of the University. Although our legislative processes sometimes are unduly criticized, no one will deny that the establishment of the “University of North Dakota” by Chapter 40 of the 1883 Acts of the Territorial Legislature of Dakota, on February 27th of that year, exhibited far-sighted wisdom and statesmanship at its best. The object of the establishment of the institution was expressed in Section 9 of that act:

“The object of the University of North Dakota shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits, in the instruction and training of persons in the theory and art of teaching, and also instruction in the fundamental laws of the United States, and of this Territory, in that (what) regards the rights and duties of citizens and to this end it shall consist of the following colleges or departments, to wit:

1. The college or department of arts.
2. The college or department of letters.
3. The normal college or department.
4. Such professional or other colleges or departments as now are, or may, from time to time, be added thereto or connected therewith.”

It is interesting to note that Section 12 of this same act provided that no student who had been a resident of the Territory for one year next preceding admission was required to pay any fees for tuition to the University, except in the law department, and for extra studies. Just why the lawyers were excepted is not clear. The regents were authorized to prescribe rates of tuition for any student in the law department, and for those who had not acquired a year’s residence and for teaching extra studies. There are many interesting parts of this act which I do not have time to mention. Two more acts were passed by the Territorial Legislature at the same session, one dealing with funds for maintenance and the other with a bond issue for building.

We must be eternally grateful to our forebears that they had a high regard for education. The Congress of the United States exhibited that high regard by setting aside for this institution, as set forth in Sections 14 and 17 of the Enabling Act, 96,096 acres of land. Of this acreage, 75,076 acres have been sold and there remain 10,990 acres. The proceeds of the sale of this land and the unsold acreage valued at $10.00 per acre, amounts to $1,386,079.21, according to the 31st Biennial Report of the Commissioner of University and School Lands, ending June 30, 1934. Our Constitution makes these perpetual trust funds, the interest and income of which may be applied to the objects of the original grant. They may be increased, but never diminished, and the income and interest only may be used. Any losses to the fund must be made good by the state. So our statesmen of the past have prevented us from profligacy.

To further emphasize the great concern placed upon education of all our people, let me quote the framers of our constitution. They said:

“A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the state of North Dakota and free from sectarian control. This legislative requirement shall be irrevocable without the consent of the United States and the people of North Dakota.” Section 147, Constitution.

This though has ever been uppermost in the mind of our people and is as prevalent now as it was in 1889 when these words were written.

Education is the firm foundation upon which a government of the people must rest. We cherish the wisdom that prompted not only the establishment of this institution, but also of our whole educational system. We revere in memory the work that was so well begun back in 1883 when the law was enacted authorizing the creation of the University. Not only is our University thoroughly and deeply imbued in our law, but also its influence and activities are imbedded in our minds and hearts. We know and are convinced that our Alma Mater is yet to exert greater effort and a wider sphere of influence in the duties of tomorrow than it has been able to accomplish in the duties and tasks of yesterday.

I hope that you, Dr. Starcher, will find your task as President of our University congenial although arduous. I hope that you will find it pleasant, although difficult. I hope that you will find it rewarding in terms of service to the state and its people. There is no work that I can think of that is more rewarding than to help mold the lives of young men and women. Through this institution, its faculty, facilities and equipment, it becomes your great privilege and duty to help shape the lives and character of unnumbered young men and women who knock at the portals of this institution and seek admission. The Governor wishes you every success and I know that individually he assures you of his cooperation and that of the Governor's office while he is its incumbent. Beyond that you
will recognize that he cannot go. The presidency of any institution of learning is both a challenge and an inspiration. You will find your inspiration in the record of your illustrious predecessors who have served as presidents of this institution and in the record of the achievements of the sons and daughters of our University. Since 1884 six men have served as presidents of the University and two as acting presidents. You are the ninth. The record they made will also be a challenge. The age in which we live constitutes to you and to us a tremendous challenge.

This institution, under your leadership, will continue to be of immeasurable good, both to our state and to our nation. The first week the institution started with 30 students, which swelled to 79 students the second week. Today it has 2541 full time students. Thousands of students and graduates have gone from its gates with enthusiasm, inspiration and learning and applied it to every avenue of life. They have contributed much to North Dakota and to the United States of America. Their contributions, of course, cannot be measured but we know that they have been great and most worthwhile.

The institution had humble beginnings as so many great men and institutions of our wonderful country. It had difficulties in its early history, but it was strengthened by the fires of adversity. The foundations upon which it was built are now secure, and optimism prompts us to attempt to gaze into the crystal of the future and discern therefrom the great things that this institution with all of its facilities can accomplish in the next 71 years.

Under your leadership, Dr. Starcher, the colleges here assembled as a University will go marching on to achieve more and ever greater progress for our state.

We are mindful today that to your leadership is entrusted the education, in part, of the most valuable asset of our people, the youth of this state. We say to you today that we hope that your work and that of those who work with you now and in the future, in all its aspects and variety, will be blessed by Divine Guidance which rules our universe. We say in the words of the song of our Alma Mater:

"Hail to thee, oh Alma Mater
Hail to thee with heart and tongue"

We mean that. Our hopes, our blessing, our endeavors and our best wishes go to you and this institution, not only today, but forever. I am sure that the State of North Dakota, of which it is so much an integral part, will do all within its power to assist in its future work, as it has done in the past. We wish you the best of everything in your administration as the head of our University.

I thank you.

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Welcome on Behalf of the Faculty

by

Doctor W. E. Koenker

On behalf of the members of the faculty, I want to welcome you as our new President. During the ten months you have been on campus, we have already sensed your strong leadership qualities. We have seen you move to encourage more of the gifted, earnest students to attend the University. Your efforts to upgrade the levels of student accomplishment have already been noted in a dozen various ways. We have been impressed with your concern about turning out educated persons, not just narrowly trained specialists. We have noted also your efforts to develop a stronger faculty. For some of us this may be helpful in serving to jar our complacency.

You have also given to some of us the feeling that you have thought long and well about the functions of a University. The sideshows, you quickly distinguish from the main tent and they are not allowed to encroach. This morning and in future years we will come to share your vision of what you would have the University be like a decade hence. As individual faculty members we have our own concepts of the purposes of a University. Occasionally there may be differences as to procedure or approach, but basically our objective is the same. It is to develop better men and women. We want to sharpen their intellectual ability, to broaden their knowledge and develop in them a sense of social responsibility. With concurrence as to essential purpose, I am sure you will easily reconcile any procedural differences that may occur.

Under your leadership we hope that we can cooperate to help build one of the best of the younger universities in the nation. You have been preceded by presidents who have provided leadership in some very difficult periods. We hope that you will not need to face economic crises quite so severe. The University along with the state has passed through its pioneer stage, thru its period of sturm und drang. Now it needs to settle down for a period of solid accomplishment. That accomplishment will take place in University-sponsored research and in educational leadership throughout the state. But it will be manifest mainly via the knowledge and the accomplishments of University graduates. As faculty members we pledge to you our support in helping to build a greater University. We would help you to build, not only to the greater glory of God but also to the greater nobility of man.
Welcome on Behalf of the Student Body

by

Thomas W. Sullivan

"A progressive and creative institution must have all its component groups working together in promoting its welfare. Our University is very fortunate in having an administration and faculty who believe in working closely with the student. President Starcher has taken a keen interest in preserving and advancing this cooperative attitude which makes our campus strong and unified. Several times he has come before the Student Council in an effort to gather student opinion about policy and future plans for the University. We students appreciate this friendly spirit which draws us closer to our school. The University of North Dakota has a brilliant record but an even brighter future lies ahead. President Starcher has done a wonderful job in carrying on the many responsibilities which our past president, Dr. John C. West, so nobly managed. We students welcome you to the University of North Dakota, President Starcher; you have our full trust and support as you officially assume the duties, responsibilities, and obligations as leader of our beloved school. We also hope that you and Mrs. Starcher will find much happiness and satisfaction in North Dakota."

Welcome on Behalf of the Alumni

by

Mr. William DePuy

Dr. Starcher, Distinguished Guests, Students, Alumni, Faculty and Friends of the University of North Dakota.

The opportunity to represent the alumni today on this most happy occasion is one which, though little deserved, is gratefully embraced.

As is true with any creative enterprise, our University must be judged by the quality of its product. Throughout the world, in every field of useful endeavor, former students of this institution are measuring up to the highest standards of material and intellectual achievement. Leadership in business, industry and the professions is infused with those whose foundation for success was moulded upon this campus.

Consequently, every alumnus is grateful to and proud of the instrumentality which has so strongly influenced the total of achievement.

This pride and this gratitude then serve to deepen our conviction that the mantle of leadership which today officially becomes yours, Dr. Starcher, clothes you with great responsibility and high honor. But it is with extreme confidence in your ability and desire to perpetuate this as the kind of institution we have known, that we add our word of welcome to you and your family.

From all alumni everywhere, we greet you.

We want you to know we are organized and mobilized and through the means of the Alumni Board of Directors are prepared to actively cooperate with you to carry on the campaign for a greater University. We hope you will utilize the services of our directors and of our efficient secretary to the fullest degree.

For whether you do or not, I suspect, you will occasionally hear faint hints of advice and constructive suggestion; because—as you well know—the true alumnus never abandons the prerogative which becomes his the moment he leaves the campus, that of advising the administration on the conduct of the affairs of the school.

Dr. Starcher, it is my happy privilege to bring to you, from every alumnus and former student, our best wishes for a long and pleasant administration; and to pledge to you our devotion toward the common cause of making this great University greater.

BENEDICTION

Now unto Him who is able to keep you from falling, and to present you faultless before the presence of His glory with exceeding joy, to the only wise God our Father, be glory and majesty, dominion and power, both now and evermore. Amen.
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