

Brown's Greatest Contribution during World War II Might Surprise You

By Robert Porter Lynch '69

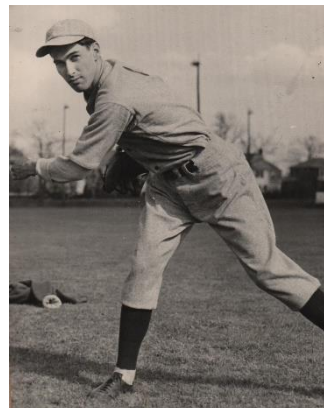
The Dark Days of the War

The war was raging in across the globe. The allies were bombing Germany, Stalin was under siege in Leningrad, German U-boats were attacking convoys up and down the Atlantic seaboard, and the Japanese were slowly giving up islands in the South Pacific. It was the end of February, 1944. Brown University was holding Graduation Ceremonies, accelerating another class of newly-minted graduates, including Army and Navy officers destined for battle stations in Europe and Pacific.

My father, Robert Barrows Lynch, '44, a star southpaw baseball pitcher with a dazzling curve and baffling knuckleball, was graduated and then commissioned on that cold bleak day in the middle of the winter of 1944. He faced a foreboding future as he accepted his commission as an Ensign in the United States Navy.

Bob had entered Brown in the fall of 1940, when America had still held the hope that we would avoid another war in Europe. After all, the Great War a generation earlier was supposed to be the war to end all wars.

The youth who lived during the decade of the 1930s had suffered the anxieties of Great Depression, which was finally showing signs of easing. However, instead of the optimism and joy that should attend a freshman's first year in college, Bob's freshman year was filled with news of the Battle of Britain, the Fall of France, and the impending German invasion of Russia. There was an ominous sense at Brown. Brown established a Navy Reserve Officer Training Corps (ROTC) on campus. My father signed up. Captain Yates, commanding officer of the V-12 ROTC unit soon had 500 new trainees.



Brown President, Henry Merritt Wriston was not just a professor who had gravitated up through the administrative ranks to become a president of a small New England college. He was a historian and international relations scholar. He was also a visionary and man of deep moral fortitude, whose father was a minister and preacher. And, probably most importantly Wriston was a man of deep tradition – a last remaining vestige of the great thought-leaders of the Age of the Enlightenment whose vitality birthed a nation and, not coincidentally, Brown University in 1764 (then R.I. College).

When my father returned for his sophomore year in the fall of 1941, America was rapidly spiraling toward war. As students began gathering for classes, President Wriston foresaw the inevitable: that war was looming; Roosevelt had just met with Churchill in Newfoundland a month earlier to discuss war plans.

Wriston sensed Brown's place in history and his role in it; he understood that a student's brain was not just an empty bucket yearning for a prolific professorial knowledge dump. For Wriston, Brown's role was to develop people who could lead civilization away from the brink of disaster. The central purpose of the University was to build core values that produced honorable citizens of the highest moral character:

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“Your education is wasted if you do not develop morally; if you do not acquire the moral courage to take some position and stand on it – to call what is right and wrong and take the consequences.”

Wriston grasped his Opening Convocation Speech in September 1941 as the opportunity to sound the alarm: the students and faculty had better begin girding themselves for dramatic challenges ahead.

His speech was entitled ***Character in Action***. With a resonant baritone voice directly out of Hollywood's central casting, he began with the simple statement:

“War is terrible; we wish it would end.”

At that moment, battle scarred Europe was fighting for its very existence as Hitler had gobbled up all of Europe, save Britain, and was pressing forward on the Eastern front into Russia. America's “day of infamy,” December 7th, lay a mere ten weeks into the foggy future. Yet Wriston could feel it coming;

he set a challenging expectation for students on that fateful day in the face of looming adversity:

“Many of you come to your studies under a cloud of uncertainty. You should not let that disconcert you. These are not idle words of advice; they are designed to remind you that throughout life you will be faced by uncertainties. Those you now face are only more dramatic than others. It is a manifestation of maturity of character to face with steadfastness and with courage the hazards which are part of life itself.”

Having been an ardent opponent to isolationism, Wriston didn't blame the onslaught of war solely on Hitler's shoulders, declaring:

“Candor compels us to admit that the United States helped produce this war. Having won a victory in 1918, we fled its consequences. Having helped remake the world, we refused responsibility, Having altered the balance of power, we abandoned it wholly to others, Then as the storm clouds gathered, we retreated further and further from responsibility [into isolation] by attempting to take the most powerful single nation out of the war.”

Wriston regarded American isolation and materialism as different sides of the same coin, warning:

“The menace to American security [was caused] because disillusionment after the last war drove many to materialism. Even in high quarters, democracy came to be interpreted as nourishment, clothing; and housing for the underprivileged ... with very little accent upon the intangibles, such as freedom. Indeed it was boldly said in official circles that freedom could have no meaning to a hungry man, thus making unconscious mockery of Valley Forge, thus denying the soul force of Gandhi, thus blinding itself to the heroism of the Chinese, who had rather be hungry and free ... than fed and submissive to Japan.”

While the battle for primacy between freedom and materialism had been a standoff prior to the war, the glory of righteousness now prevailed over its nemesis:

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"The decision is inexorably being made; however slowly, however haltingly. Its achievement is much more than a mark of intelligence; it is a triumph of character.

"It means that sacrifice is to take the place of plenty; hardship is chosen over comfort; the things of the spirit are preferred over the pleasures of the moment. It demonstrates that not the short run alone, but the long run, have meaning for the American people. They have not lost their sensitiveness to concepts of right and justice and human dignity. I had rather wait for the assertion of those great qualities of character than see some impulsive and facile but deceptive unity sweep us into action from which we would later retreat.

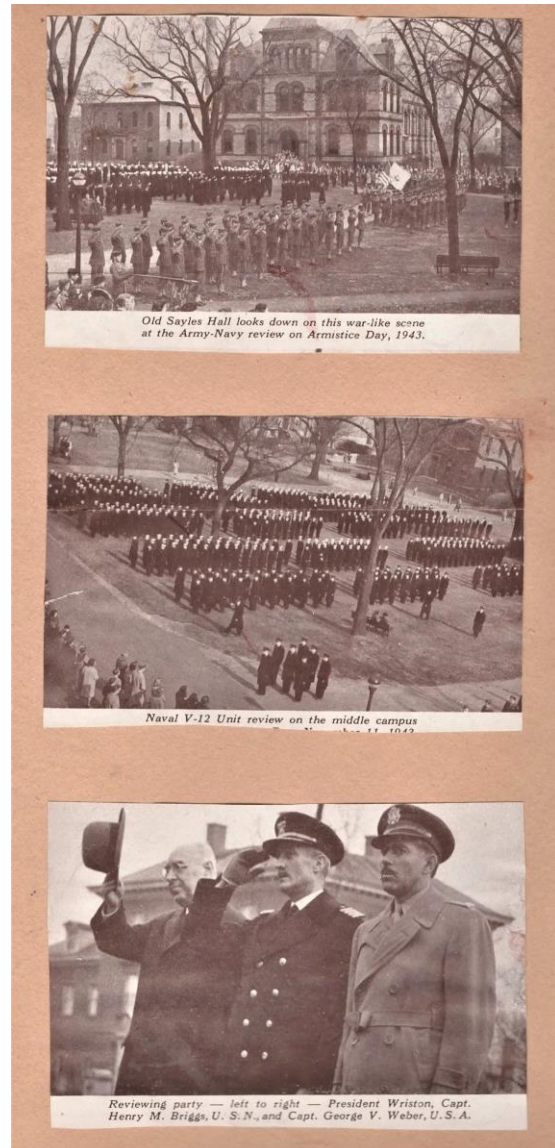
Wriston referred to war as a moral allegory pitting the Furher against the "moral tenacity of his opponents." He foresaw Brown as a training ground for spiritual leaders and intellectual warriors:

"Some of you will not be called to military service; others will take training and never fight, and be tempted to feel that you indulged in a futile gesture. For still others the moment of conflict may come. But though the nature of the service required of you may vary, the tradition of Brown demands that you vindicate its accent upon [moral] values. You can do so here and now."

This "accent on values" was the pinnacle of human development in Wriston's view, the central organizing principle for a great university. He knew the elevation of demagogues like Hitler was the consequence of the desecration of the primacy of higher order values epitomized by moral character.

"The greatest gift of this University is ... its accent upon values. Standards of value can range from the lowest to the highest. At the bottom is that complete negation of significance epitomized in the well-known phrases, "Let us eat, drink and be merry for tomorrow we die". "By mere chance were we born, and hereafter we shall be as though we had never been; .because the breath' in our nostrils is smoke, and while our heart beateth, reason is a spark, which being extinguished, the body shall be turned into ashes, and the spirit shall be dispersed as thin air."

"The postulate upon which this University stands is at the opposite extreme. The college would never have been founded, it would never have survived, it would never have grown and prospered without the sense of value epitomized in the motto upon our



Armistice Day, November 11, 1943

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seal: "In 'Deo Speramus." [In God We Trust]. It is a measure of value which puts all the intangibles at the head of the list-human dignity...

"From that central postulate flows the demand for freedom, for justice, for truth. If that scale of values is valid, then other things may have to be sacrificed to maintain them. The physical standard of living, the ease and comfort, the pleasures may have to be sacrificed for a time in order that things of more exalted value may be preserved.

"Your predecessors [from the American Revolution] had no wish ...to give up their studies, their comforts, such fortunes as they had... in the War for Independence. But their studies would have been useless if they had not led them to express their mature characters in action which vindicated the values educated men have always held most precious.... Then students of Brown turned from books to guns with the same reluctance as you do today, and only when it seemed necessary to vindicate in action the fundamental values for which the University itself stood....

"It is not an intellectual game. It is not even a cold calculation of national self-interest upon a material plane. What we now witness is the essential character of the American people manifesting itself in a determination to vindicate those values which are most precious.

*Wriston clearly understood the University should have a "soul" which aimed at **Lifting the Dignity of the Human Spirit** for the purpose of building a stronger foundation for civilization itself.*

Wriston's visionary spirit looked way into the future, past the war with a clarity about what was needed to sustain a peaceful world after victory was achieved:

"We must win not only a war but a peace. If unity and energy are necessary to win victory, patience and steadfastness, conviction and moral power are necessary to win the peace."

It is with this great vision, moral conviction, steadfast leadership, and presence of what was needed at this moment in history that brought Brown University marching proudly into World War II.

Shifting the University Paradigm in an Embattled World

Universities are designed as places of learning. They are architected for peace not war. Wriston's mission when he was elected President in 1937 was to awaken the institution and bring it to a position of prominence. From his perspective, the war was not an obstacle but an opportunity.

Brown, by 1944, had been transformed in multiple dimensions. A special paper, the *Brunonian*, was published especially for those students whose education had shortened or curtailed by the war. The *Brunonian* documents the many radical adjustments needed to train spiritual warriors in an Ivy League setting.



Placement Aid Extended to Service Men

With the large number of students who had been rushed into the battlefronts, many before they graduated, local business alumni formed a placement fund to help find jobs for soldiers, sailors, and airmen when they returned.

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Medical Science Department Created

As a result of the experience during the war, the University came to realize the importance of medicine as part of the scientific pursuit embraced in a liberal arts school. This will be of particular importance to those students whose medical studies had been interrupted by serving in the armed forces.

Service Men Given Credit for Studies

For the hundreds of Brown men whose studies were interrupted by the war, the University wanted to find a way to grant academic credit for courses taken while in military service which could later be used toward attaining a degree. Courses taken Armed Forces Institute, Officer Candidate Schools, or specialized training schools at the college level would be considered on an individual basis.

Training Army Meteorologists

Brown embraced the opportunity to accept a detachment of 400 students from the Army Air Corps Tactical Training Command. Some of the unit was on campus for a year, others for only six months. But they were embraced as part of the Brown family, playing sports and participating in undergraduate life.

Sports Continuing on a Reduced Scale

Freshman sports had to be eliminated, and it was hard to muster many teams. War rationing prevented extensive travel, so many of the sports were played within a shorter range. With the large naval units in Newport, the miniaturized Brown teams often played against the local military units. My father, pitching for Brown played teams like the Newport Coast Artillery Unit and the Quonset Sea Bees at Aldrich Field. Most of Brown's sports coaches exchanged athletic attire for military uniforms, leaving only Rip Engle to handle the duties of football, track, and basketball coach simultaneously.

Connecting with Alumni During Wartime

The Alumni Office was overwhelmed keeping up their data-base, all manually kept on cards, trying to be current with ever-changing information about the 13,000 alumni set off into far-flung places. A record was broken in Alumni Fund-raising: Nearly 4,500 alumni contributed a grand total of \$66,000 – a lot in those days.

Admit Freshmen Three Times a Year

The Admissions Office, like all University functions, had to make radical adjustments. The academic year was now three semesters, starting July 1st, November 1st, and March 1st. And one new set of Freshman came with each new semester, with each class practically trodding on the heels of the prior. The average age of admission had dropped from 18 ½ years to 17 ½ years, with some being accepted as young as 15. Most entrants stayed a semester, maybe two or three, getting in as much college as possible before being called onto active duty. One boy arrived, was called to duty, and left on the same day. Others had received short deferments for studies in advanced science. These circumstances caused the Admissions Office to encourage students to enter the University, even if they could attend college for only a few weeks. There was a growing list of boys who had received a Certificate of Admissions, but never attended a single class, being called into action before they could get on a train to Providence. By 1944 a growing group of Freshmen were discharged from the service, and the Veterans Administration GI Bill was being administered to facilitate their next phase of education.

President Wriston was already planning for the returning soldier.

Winter Commencement, 1944

On the Sunday, the 27th of February, the cold winter wind prevented any outdoor ceremonies. The Commencement services began not with a march down College Hill, but in the basement of the old Baptist Meeting House followed by a march into the “calm white severity” of the main room upstairs. A local writer noted “the elms outside were black lace against a gray sky, their buds still tight in the February chill.” The singing of “Mother, Dear Brunonia” brought a bittersweet message:

“Where starry-eyed ambition
wove her bright and golden dream;
And fellowship, with heart and lip,
set all the world agleam!”

Inspiring the Spiritual Warrior

As disconcerting and bleak as the circumstances, like a war general, Henry Merritt Wriston managed to dig deep into his soul and ministerial roots to send his troops into battle with a crusader’s message. According to an article in the Providence Journal written the day after:

He told them that the manner in which Christ identified His own life with that of God “constituted His truest divinity.” “That pathway to divinity is open to each and all of us.” Quoting from St. Paul, he added “We are the children of God; and if children, then heirs, heirs to God and joint heirs with Christ.”

“If you enter upon that inheritance I hope you will feel moment of triumph and exaltation. But I am certain those moments will be balanced by hours in dark Gethsemane, and if, sometime, you do not pray ‘may this cup pass from me’ your experience will be unique in mankind’s history.

“The best we can leave with you as you leave us is that you will be able to say with Him in all truth, ‘I have overcome the world.’”

Wriston labelled it a fallacy to think that religion was either an “opiate of the people” or an “escape mechanism,” looking toward Christ as one who harbored neither of those possibilities.

Taking a decidedly stoic perspective, Wriston said,

“Christ did not dodge the questions of pain, sorrow and suffering... nor did He dodge the agony of fear or loneliness. ... Before they came with swords and staves, He had won his battle. The principle of love, which had appeared to fail Him, overcame the principle of fear. His triumph was in achieving master of His own life and spirit. He would not escape the tribulations, but He escaped from the fear of them.”

Had Christ gone from Gethsemane into the wilderness to save His own life, the principle “would have been lost for all time for mankind and we should not gather to rejoice in His triumph and to seek victory in our own lives.



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"The method of achieving triumph still must be the same. What still is needed is an appeal to God for spiritual resources to meet the demand of the hour, for reinforcement of the mind and heart and for refreshment of the reservoirs of courage and faith and love."

Wriston shifted to the larger issue of the future of democracy, then instructed the graduates to make a powerful commitment to their fundamental beliefs, never letting self-doubt be an excuse or escape to avoid being responsible for standing for what is right, regardless of contrary winds.

"We now have some sense that victory is not far away, but we also have grave doubts that it will bring blessings. The closer victory comes, the more some dread its coming, fearing that triumph over the enemy will be the prelude to quarrels among the Allies."

"Some are saying that peace is gone forever and democracy will suffer a similar fate." Wriston cited examples by cynics who claimed there is no hope for democracy in a free Germany, nor in Argentina. "Among ourselves there is doubt that if democracy cannot provide 'full employment' or 'social stability,' we are doomed."

The individual may doubt his ability to stand against the world, with the tides of opinion and action running against him, "but each person has his own responsibility to the world; and to question his own abilities is to seek an escape from that responsibility."

Wriston then awarded degrees to graduates, but the student orations were omitted. The University also presented 130 certificates to NROTC students not eligible for degrees, but receiving commissions, and to those students being ordered to Midshipmen's School and Supply Corps School. These young men were cited "in recognition of academic achievement and patriotic devotion" as they entered an embattled world. Singing the Star-Spangled Banner was the ceremonial finale.

The NROTC battalion then marched across campus to the Naval Officer commissioning ceremony in the naval science quarters.

My father was soon hustled off to his first duty assignments before reporting for duty to commission the U.S.S. Harry F. Bauer (DM26) in the Boston Naval Shipyard later that year. He married his high school sweetheart, before heading out to the South Pacific war zone. There was no honeymoon, just a joint trip to a training assignment in Hollywood Florida.

During the Battle of Okinawa in 1945, his ship survived thirteen kamikaze attacks, a torpedo through the bow, and a dive-bomb in the main fuel tanks. Miraculously he and the ship survived. (see story: [**But for the Turn of a Screw**](#))



ENSIGN ROBERT B. LYNCH, USNR, and Mrs. Lynch, after their marriage yesterday morning in St. Matthew's Church, Auburn. Mrs. Lynch is the former Miss Viola J. Bak, daughter of Mr. and Mrs. Stanley Bak of Legion Way, Cranston.

What of the Returning Soldier

As the D-Day Invasion of Europe was taking place in June, 1944, Wriston was preparing his plan for repatriating the thousands of soldiers, sailors, and airmen back into civilian life.

Reading this document, one is struck by how Wriston has adroitly crafted a new strategic vision for the University, built a foundation on both the past and the future, crafted a collaborative culture that embraced the sensitive realities of the returning veteran without pandering, set forth an operational plan, showed sensitivity to a new breed of mature student, positioned the school financially to capitalize on the GI Bill, and adapted to the changing needs of a post-war world.

Wriston's ability to architect a bold new future rather than return to the safety of a pre-war institutional system is the hallmark of a visionary leader, an intellectual with a sensitive heart and a soul devoted to rebuilding a civilization whose structure had been severely shattered after two consecutive world wars. According to the official account in the *Brunonian*, on June 19th 1944 he addressed the Alumni Meeting as part of the Commencement services:

There are a great many inquiries as to what Brown University intends to do for the returning soldier.

As far as this institution is concerned, the answer to the question "What will you do for the veteran?" can be given in two words: *educate him*.

That is a short answer, but it is by no means a simple one. In order to make it clear it must be seen in its right perspective.

Much current discussion of the "problem" of the veteran overlooks the fact that many have already returned from the armed services. The emphasis in discussions is on the future, when the past or present tense would be more appropriate. The issue is not something in the far distance, or even the middle distance. We already have first-hand experience in dealing with these men; some have registered at the University.

Moreover, much of the discussion treats the problem as though it had not been faced before. One of the primary defects of this generation is its stubborn ignorance of the past, occasioned by the belief that earlier history is irrelevant because our age is unique. Indeed it is unique in the folly of its discount upon experience as a guide for action. The scale of this war is larger, there are many differences from the last war. But much of what we learned then is relevant now. The Army-Navy training programs have profited greatly from the errors and successes of 1917-1918. So should Veterans Education.

Upon the basis of experience in the last war with the returned soldiers presently among us, a primary consideration emerges. Before all else we have a profound obligation not to exploit the veterans. They do not want to be lionized as heroes; they do not want to be pandered to politically; they do not want to be exploited financially; they do not want to be used as educational guinea pigs, they do not want to be employed as a phase of promotional activity by colleges and universities.

Citizen Soldier

One fundamental characteristic of these men should dominate all thinking about them. They are citizen soldiers. Their citizenship is the foundation of their soldiery. Their citizenship, not their soldiery, is the permanent aspect of their lives. Soldiering is only an episode, however violent, however all-engrossing momentarily, it remains basically episodic. When their part of the war is over, most of them hope their soldiering will be over, too. It is no slur upon the armed services that this is true; we should not interpret that fact negatively. The positive aspect is the vital one: they want to be civilians; they want to restore the interrupted pattern of their lives as rapidly as

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possible. That is the normal, the wholesome and healthy attitude of a democratic people. Their education, therefore, should be oriented to their civilian status rather than about that phase of life happily ended. It must look to the present and future, not to the past.

It is impossible to generalize about these soldiers; they have had vast ranges of experience. No uniform plan will be useful; the contrasts are often more significant than the likenesses. Moreover, their reactions to these widely differing experiences are even more varied than the event of which they have been a part. Some have matured emotionally but not intellectually, others have grown physically but are shattered nervously. Some have met large responsibility in dealing with men; others have made great intellectual progress.

All these contrasts in personal experience and development are part and parcel of the vast differences among humans. They should not surprise anyone engaged in education; for no two boys ever came to college whose background, training, experiences, and reactions were alike. Education has always been proceeded in one mind at a time. Despite loose talk about mass education, that basic fact remains unaltered the shared experiences are limited, the differences in individual response are immense.

They have always been the daily business of this institution; we are accustomed to deal with them ... a new crop will be no novelty. The somewhat wider diversity will be a difference in degree which we must absorb by a fresh outpouring of skill and devotion in teaching. The sacrifices and the profound loyalty displayed by the faculty throughout the history of Brown give us good courage in facing the task.

Teachers of Returning Soldiers?

Once we get out of the blueprint attitude of mind and look at this whole matter in human terms, one thought, so far neglected in public discussion, comes instantly to the fore. Who will teach the returning soldier? The answer is plain: he will be taught by returned soldiers.

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The senior members of the faculty were, many of them, involved in the last war and taught the returning soldiers when that war was over. They know what it is all about. It must not be forgotten too, that more than forty of our regular staff are now in war service. We hope to see them back; that means that veterans will be taught by veterans, whose experiences, as varied as those of the students themselves, equip them to understand their reactions.

Immediately at the end of the war there will be at least twenty new faculty appointments at Brown and over the next five years not less than fifty. Substantially all these posts will be filled by returned soldiers.

They will enter upon their duties not as soldiers but as scholars, not as veterans but as teachers, not as heroes but as servants of youth...

The problem of the homecoming soldier, therefore, will be approached not from the outside, not by academics looking at it coldly or in a calculating manner, but by fellow soldiers whose own experience has given them a warm and intimate appreciation of the mood and needs of the returning soldier.

A good deal of unnecessary emphasis has been placed upon the indubitable fact these returning soldiers will not fit into the precise requirements and exact categories on which colleges are popularly supposed to exist. But Brown learned long ago that, while regulations are conveniences and essential to orderly procedures, they are instrumentalities of routine and must yield in special circumstances. Years ago we graduated a man who met no formal foreign language requirement; he

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was proficient in three languages; we asked no more. Many of our most distinguished alumni were admitted to this institution without meeting stated requirements. Both in olden days and in modern times alike, it has been part of sound practice to violate categories and make exceptions to rules when, by doing, we could meet the demonstrated needs of students whose character and intellectual worth would justify the departure. That there will be more instances that usual is really a small matter ... an incident in a long history of educational adaptation to individual necessities.

Brown has never thought in terms of mass education; on the contrary it has done vastly more than most people realize in individuation. It is well to remember that this University has the longest record of educational testing and measurement of any institution in the country. It helped lay the foundation for the use of new instruments, but never surrendered to them. It is been a leader in their employment without being over-awed by the neatness and deceptive accuracy of the results. We have used them as a basis of guidance, but have not tolerated their abuse as a substitute for informed judgment. The veterans will call upon this service to the full, and it is ready.

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Of course for a few years there will be an abnormally wide range of ages among undergraduates, but that need not daunt us either. Graduate students have inhabited this campus for over fifty years. Contrasting in age with undergraduates, they have nonetheless been able to work side by side with them there is no reason to think that differences in ages will deeply affect the educational process. All experience indicates that it will be taken simply as a matter of course.

How many veterans will come to this institution we have no means of knowing. Our concern is not with numbers. We do not want to take them in unless we can render them a service. Some programs for which there will be a strong demand already form part of our normal curricula. Others will be supplied if our facilities are fully adequate. On the technical side we can do much. Those who want engineering will find it here, better equipped and more competently staffed than ever. Those who want technical training in chemistry will find it here in the future as in the past, at the hands of men of great skill. Those who want graduate work in arts and sciences will find it here.

Importance of Liberal Arts

Our greatest service will be in the field of liberal education. Upon that rock this institution was founded; it remains upon the same foundation. A good many people believe that these returning students will not want very much liberal education. Some preliminary surveys have emphasized that they prefer technical and vocational courses....

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However, after their military life is over, the men find themselves faced with the complexities of civilian life. They will no longer have to take orders, no longer be faced with a chain of responsibility which can be passed either upwards or downwards. They must understand and perpetuate our economy and comprehend and activate it politically. they will have upon them the burdens of civilization, a civilization which went to war because it was confused and lost its bearings ... else we would not have had a war..... if we are to steer clear of the scandals which succeeded great moral efforts in times past, that achievement can come only by understanding and love of American institutions. It will need full comprehension and appreciation of the American political and social and economic ideal, and its distinctive qualities.

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The problem is not at all like that of training the men for fast adaptability to military service when drawn from civilian occupation. Most practical skills are acquired in action, not in an institution. But there is no other way in an organized fashion to transmit the faith, the tradition, the achievements, and the ideals of America save through liberal education. To have so much emphasis on the materialistic aspects of post-war experience and so little on the spiritual and intellectual re-orientation is short-sighted in the extreme....

Comprehension is the function of the liberal arts, for they deal with man in all his relationship, at all time, and in all places. They grapple with fundamental human problems if they are honest and competent.

The returning soldier will not want us to pretend to teach the liberal arts and then prostitute them to contemporaneity or distort them by emphasis primarily on training. The liberal arts, if focused too much on the present, lose that perspective by which alone they are justified.

Nor, on the other hand, will the soldier want a liberal arts program to seek escape from the modern world. He will not want a definition of greatness in literature which excludes the twentieth century. It will be difficult... I hope it will be impossible ... to persuade him that all the great thoughts were complete fifty years ago. He will be returning from an experience which shows that life with its problems, the world with its puzzles are not all new, but nonetheless have many new facets and complexities of circumstance which require answers different from earlier days.

We do not need to choose between the new and the old; we can, and must, have both. He will need books with a bearing on the thought and work of the past, but also others which deal with the institutions of the present. He will need some which reflect the long history of man's wrestling with the basic problem of human destiny, and others advancing contemporary answers. He will need both background and foreground. He will need the great tradition but he has a right to demand clear proof of the relevance of that tradition to current issues.

This is a great objective. It must come before all else in our program. The mastery of that task requires teachers with emotional balance. Culture awareness, intellectual alertness; they must have perspective, a profound respect for the ways of others both in space and time. The faculty must have courage to make changes, but an equal readiness to cleave fast to that which is good. Those qualities are the fruit of maturity of mind and character. They are emotional as well as intellectual, they are spiritual far more than they are technical. It is no extemporized idea, no jerry-built program. To those ends, this faculty has long been working; to those ends they must rededicate themselves to the future. Looking forward to the turbulent period ahead, Brown University can take as its motto "in quietness and confidence shall be your strength."

The Veterans College

It was upon this future vision that Wriston orchestrated another paradigm shift – the creation of the "Veterans College," a unique adaptation to the needs of the stressed veteran who needed spiritual respite, intellectual grounding, and a chance to return to a normal citizen's life.

Despite much early cynicism, the noble experiment proved to be a rousing success, producing opportunities for a whole new range of mature adults, many of whom became leaders in their fields. (for more details see: <https://250.brown.edu/story/traditions-old-new/salute-to-brown.html>)

Some say the opportunity Wriston gave to our returning veterans
was Brown's greatest contribution to WWII.

With Wriston's energy, vision, and skills, Brown built a generation of leaders and kept the flame of the Age of the Enlightenment burning brightly into the twentieth century.

He saw the struggle of humanity as a clash between materialism and higher ideals. Unlike most academic leaders, Wriston understood the intangibles, the "accent on values," particularly the moral character that should beat strongly in the heart of every graduate.

This idealism represented the spirit and soul of an institution of higher learning – the commitment to *Elevate the Dignity of the Human Spirit* to support the foundations and evolutions of civilization.

One wonders if that spirit will ever again be rekindled at Brown?

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