

PROCEEDINGS



THE INAUGURATION OF

Albert LeRoy Pugsley

AS PRESIDENT OF

THE YOUNGSTOWN UNIVERSITY

THE YOUNGSTOWN UNIVERSITY

FOUNDED IN 1908

Proceedings

THE INAUGURATION OF

Albert LeRoy Pugsley

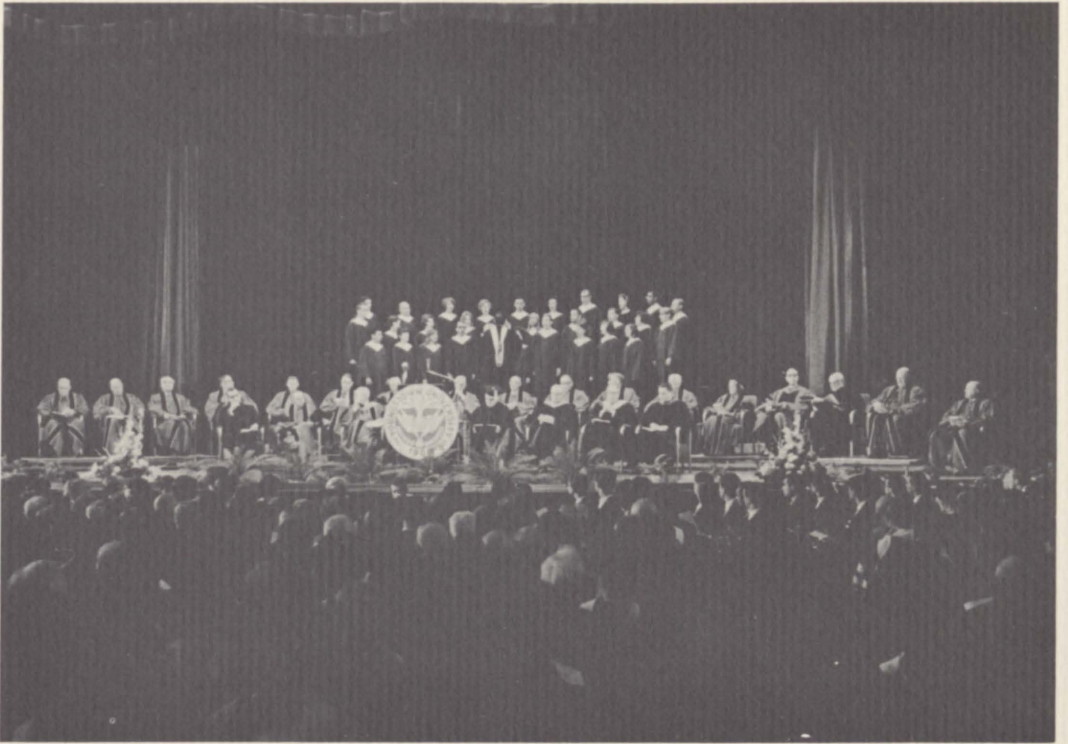
AS PRESIDENT

OF THE UNIVERSITY

Saturday, the fifth of November, Nineteen Hundred Sixty-six

at ten o'clock in the morning in Stambaugh Auditorium

The Youngstown University, Youngstown, Ohio



The Inaugural ceremony at Stambaugh Auditorium.



Academic Procession files into Stambaugh Auditorium.

INTRODUCTORY NOTE

Albert LeRoy Pugsley, who took office as the second president of The Youngstown University on September 1, 1966, was formally installed at an inaugural ceremony on November 5, 1966. The ceremony in Stambaugh Auditorium at 10:00 a.m. was preceded by an academic procession of more than 675 men and women, including delegates from over 300 colleges and universities and from more than 40 learned societies and professional associations. Dr. Charles G. Watson, Chairman of the Board of Trustees, installed President Pugsley by investing him with the University's Presidential Pendant, symbol of power and authority of the Institution. Delegates and invited guests attended a luncheon in honor of the new president and his wife at Kilcawley Student Center following the ceremony. At the luncheon, greetings were presented from the community, the students, the alumni, the faculty, and the North Central Association of Colleges and Secondary Schools. On the evening of November 4, a reception was held on the University campus where the President and Mrs. Pugsley greeted delegates and invited guests.

ORDER OF THE PROCESSIONAL

The Colors

Chief Marshals

The Delegates of Universities and Colleges

The Representatives of the Learned and Professional Societies

The Faculty

The Ohio Board of Regents

The Board of Trustees

The Presidential Party

The President

Chief Marshals

William C. Baker

Bernard J. Yozwiak

Faculty Marshals

Robert A. Campbell

Thomas D. Y. Fok

John N. Cernica

Walter E. Mayer

Marvin W. Chrisp

Bruce T. Riley

Irwin Cohen

Morris Slavin

Thaddeus M. Dillon

Dumitru Teodorescu

THE INAUGURAL EXERCISES

Howard W. Jones
President Emeritus
Presiding

PRELUDE

Youngstown University Wind Ensemble
Donald W. Byo, Director

PROCESSIONAL

Procession of the Nobles Rimsky-Korsakov
(The audience will please rise for the Processional)

INVOCATION

The Reverend Anthony Esposito

PRESENTATION OF TRUSTEES AND GUESTS

ANTHEM

Let All Nations Praise the Lord
Youngstown University Concert Choir
James Elson, Director

GREETINGS

Roger Cloud
Auditor, State of Ohio

ADDRESS

Milton S. Eisenhower
President, The Johns Hopkins University

ADDRESS

John D. Millett
Chancellor, Ohio Board of Regents

THE CHARGE TO THE NEW PRESIDENT

Charles G. Watson
Chairman of the Board of Trustees

ACCEPTANCE AND INAUGURAL RESPONSE

Albert LeRoy Pugsley
President, The Youngstown University

ALMA MATER

(The audience will please stand for the singing of the
Alma Mater and remain standing for the Benediction
and Recessional)

BENEDICTION

The Reverend Burton N. Cantrell

RECESSIONAL

The Sinfonians

Williams



Dr. Pugsley discusses the Presidential Pendant with Dr. Charles G. Watson (right) and Dr. Milton S. Eisenhower.



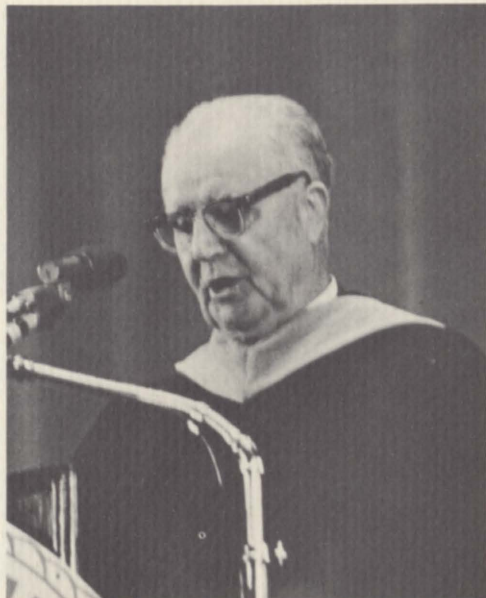
Platform group listens attentively to Dr. Howard W. Jones.

WELCOME

Dr. Howard W. Jones

President Emeritus,

The Youngstown University



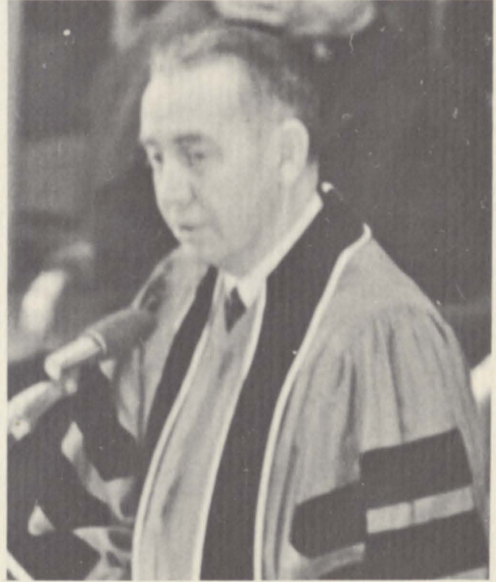
It is a pleasure to welcome to the inauguration of the second president of The Youngstown University, the official delegates of academic associations and of our fellow educational organizations; the representatives of the metropolitan community which Youngstown University has served more than a half century, and the members of the University family— alumni and students and faculty.

The occasion is one evoking emotion. The bond between the people of the Mahoning and Shenango Valleys and the University family is uniquely personal. Each has formed the other. With understanding and loyalty we have been partners through the fat years and the lean, through critical decades of depression and war and their aftermath.

And this is a day in which our mood is one of exhilaration. Secure in the achievement of the past, we are aware now of a fresh burst of growth, a greater challenge in the years ahead, appropriately symbolized in the inauguration of a new president. And we meet today to express our pride and confidence and high hope in the future of The Youngstown University under his leadership. May the Divine Power on which we all must call guide him and illumine his path.

GREETINGS

Roger Cloud
Auditor, State of Ohio



State Auditor Roger Cloud represented the State of Ohio at the inauguration of Dr. Pugsley.

In his remarks, Cloud recognized President Pugsley's unique background as an experienced educator, administrator, civil engineer and licensed professional architect, and saw this as a promise for a bright future for higher education in Youngstown.

He stated that Governor James A. Rhodes and the Ohio Board of Regents have recommended that Youngstown University become a state university. He added that in addition to monies already funded for the expansion of the University plant, \$20 million has been earmarked for future Youngstown University facilities and stated that necessary legislative action is all that's needed.

Cloud lauded the University's good fortune in acquiring Dr. Pugsley as its president. He added that Dr. Pugsley's leadership and happy combination of talents, both as an architect and university administrator, will enrich university programs and give thrust to its development.

Special tribute was paid to President Emeritus Howard W. Jones, the University's first president. Cloud ascribed the University's outstanding accomplishments to the dedication and hard work of its administrators and public spirited board of trustees.



ADDRESS

Dr. Milton S. Eisenhower
President, The Johns Hopkins University

I feel a special pride and delight in participating in this inaugural ceremony. I am grateful for the opportunity to honor a man for whom I have great respect and admiration.

In all candor, I must say that I was distressed at first when I heard that Albert Pugsley was leaving my alma mater, the Kansas State University. Some years ago I had persuaded him to give up the glorious life of research and teaching to join me in the arduous task of educational administration, and I know how indispensable he became in coordinating the complex programs of that solid and distinguished institution. But then I recognized that this was bound to happen, and because Kansas State's *misfortune* is your *good fortune*, my initial distress was immediately transformed into a feeling of joy for him and for all of you.

The inauguration of a president may well be the most significant ceremony in the contemporary life of a university. It provides the opportunity and the incentive to take stock of things, to redefine goals, to begin anew. And in these times, when higher education is in a period of unprecedented ferment, such an opportunity is to be seized and savored.

The enormity of the modern educational task is suggested by an anecdote in a popular novel. It is an anecdote about Destiny.

Destiny came down to an island many centuries ago and summoned three of its inhabitants before him.

“What would you do,” Destiny asked, “if I told you that tomorrow this island would be inundated by an immense tidal wave?”

The first man, who was a cynic, said, “Why, I would eat, drink and carouse all night long.”

The second man, who was a mystic, replied, “I would go to the sacred groves with my loved ones and make sacrifices to the gods.”

And the third man, who loved reason, thought for a while, confused and troubled, and said, “I would assemble our wisest men and begin at once to study how to live under water.”

Destiny surely has delivered an ultimatum to us in *this* age, and we, too, must bring all our wisdom to bear on the problems of living in a new environment.

Change in our time is so rapid as to confound all but the most sophisticated. Massive research, with ninety percent of the scientists who ever lived now vigorously at work, is doubling human knowledge every ten years. Science and technology, exploring space, penetrating atoms and genes, and mechanizing civilization, are changing how we work, how we organize, how we think, and how we live. They are profoundly affecting our relations with other free nations, dominating our relations with the center of international communism, and insistently posing the critical question of our times: Will expanding knowledge and powerful new instruments lead to the Golden Age that has eluded man since creation, or to mutual annihilation? Science, with all its wonders, does not supply the answer. Science tells us what is *possible*, not what is *right*. The answer lies not with scientific man, but with social man.

Concurrently, modern transportation and instantaneous world-wide communications have shrunk the earth—brought peoples closer together. They have enhanced economic interdependence, so much so that today the plants in our great industrial empire would cease to belch smoke and millions would be out of work if we could not import vital primary commodities from sixty different nations and, in payment, ship to them and others vast quantities of food, fibre, and manufactured goods.

And, needless to say, economic interdependence has made essential solid and dependable political and human relations. But here is the rub. The imperative has come too soon. It has preceded mental preparation for it.

And along with these measurable changes, and partly because of them, a human revolution has suddenly arisen to confound and

haunt us. We are most familiar with the moral conflict between East and West. But in Latin America, where for centuries a few lived midst fabulous riches while oceans of illiterates lived in squalor, there is at this moment the certainty of revolt. The sole question is whether it will be bloody or characterized by rapid, democratic social change. And with variations, what is true to the South of us is true around the globe. Everywhere, peoples have come to understand that human degradation is neither universal nor inevitable. After a long sleep, giants in Latin America, and in Africa, and in the Middle East, and the Far East, are awake, angrily shaking the archaic social structures that have oppressed them.

These and manifold other rapidly-moving forces bear critically upon the United States which in this wink of history reluctantly finds itself the universal guardian of human freedom and human values. And, as I have said, this situation is focused at a time when the minds of men are not prepared to cast out prejudice and to reason together in mutual understanding and mutual respect.

Our mental unpreparedness is contaminated with apathy and sometimes despair. For there is evidence in all this that the individual citizen tends to feel he can do little of consequence to help control the streams of history. Not long ago I said: "There is a dangerous myth abroad in this land that an ordinary citizen can do nothing to influence the destiny of his country and the world. I have not decided whether this is a rationalization or an epitaph."

But obviously each of us must accept a share of the total responsibility. We must *study*. We must understand all the facts, forces, and circumstances surrounding each of the parts of the fateful decisions we must make. That problems such as Vietnam, the disarray of the Atlantic Alliance, imbalances in international payments, the East-West conflict, Cuba, civil rights, and the bewildering demands of ceaseless change, are complex, does not exempt a democratic citizen from the obligation of *wise decision*. The basic social power in our country, and hence the responsibility for its actions, is in the hands of *all* the people.

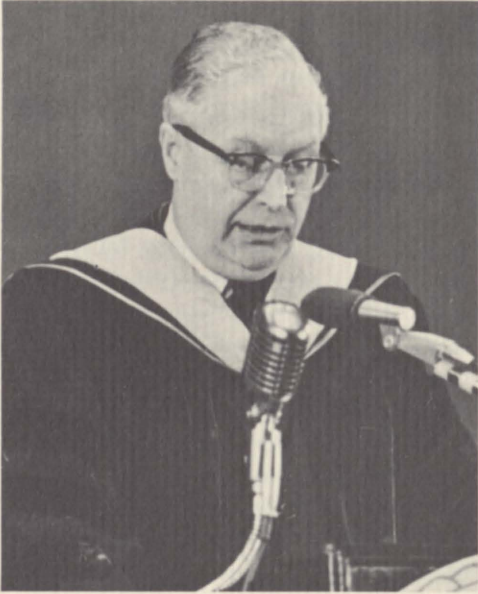
Our nation literally has a contract with education for the shaping of its destiny. We desperately need minds that can humanize the scientific revolution, can harness the power and the potential of technology for the good of all men, can give content to the form and direction to the means. This is no task for small minds. Each citizen with the glorious opportunity to obtain an education must, in the broadest sense, become a humanist, with full awareness of his heritage, a faith in the cardinal spiritual concepts which gave birth to human freedom, and an acceptance of his responsibilities

to his fellow men. He must be at least literate in science. He must view learning as a vital and continuing human process with emphasis upon understanding rather than mere knowledge. And no matter what his field of ultimate specialization, he must remain a generalist who comprehends the totality of human existence and who is as skillful in helping devise a total program of peace and progress as specialists are in constructing the engines of destruction.

In short, we seek, we *need* minds that will cause us confidently to choose the path toward the Golden Age, not the easier road of annihilation.

This is the essence of the task before all of American education, and especially before higher education. And so the inauguration of a new president presents the imperative of self-evaluation, of shaping the educational program to the awesome challenges of this age.

Knowing Albert Pugsley as I do, aware of his ability to stimulate an entire faculty, and students, too, to work together in serious adjustment to modern needs, I have no doubt that you of Youngstown University will make your constructive contribution to the current requirements of free society. I extend to all of you congratulations on the opportunity that is yours, and to President Pugsley the best wishes of us old-timers in higher education for a fruitful and rewarding term of leadership at this fine institution.



ADDRESS

Dr. John D. Millett
Chancellor, Ohio Board of Regents

Mr. Chairman, President Pugsley, Honored Delegates, Trustees, Faculty, Students, and Friends of Youngstown University:

Inaugural ceremonies are traditionally a time for reviewing the accomplishments and for projecting the aspirations of a particular institution of higher education. We are assembled this morning to do honor to the past achievements of Youngstown University and its President Emeritus, Howard W. Jones, and to present our best wishes for the University's future with its new President, Dr. Albert L. Pugsley. On behalf of all of us, let me express admiration and affection for President Emeritus Jones, and let me assure President Pugsley of our friendship and support.

I believe ceremonial occasions are important for a university. There are too few opportunities for us to gather together to consider our institutions of higher education as institutions, to explore their objectives and procedures as an organized entity, to assess performances, to look ahead to new challenges, to worry about resources and obligations. Since these ceremonial occasions are rare, we need to make the most of them.

Although I make no claim to intimate acquaintance with the history of Youngstown University, I am impressed by the vision, the energy, and the faith of those who founded the University in 1908, and by the devotion of those who in the some 60 intervening

years have nurtured this enterprise to its present stature. It is a story of remarkable accomplishment, I believe, and of great service to this community.

An urban university is a servant of the community in which it is located. There is a great deal of difference between a university located in a city and a university of a city. There are many universities located in cities whose mission is not to serve the community where they happen to be placed. Such universities have a regional and even national purpose, and the city of their location is more or less incidental to their goals. I might add, however, that the presidents of such universities are never shy about claiming any such local financial support as they can garner for their enterprise. There are other universities whose mission is primarily to serve the community where they are located. The time may come when the community is no longer a city as such but a metropolitan area, and there may come a time when the local voluntary and other support may no longer be adequate to the task of metropolitan service. Such an urban university in such changing circumstances is no less a major educational asset to the community where it operates.

A great deal has been written in this country about the so-called land-grant university as it developed in our states after enactment of the Morrill Act by the federal government in 1862. Allan Nevins has written: "The first quarter century of the land-grant institutions illustrated all the faults and shortcomings of American democracy. They illustrated its impatience, eagerness for quick results, and proneness to believe that high objects might be achieved without arduous sacrifice." But Professor Nevins then reminds us: "Yet the land-grant colleges and state universities showed also the virtues of democracy. They illustrated its optimism, its idealism, its egalitarian passion, its readiness to take risks, and its liking for courageous action."

It is unfortunate that the urban university, whether privately sponsored or established under the auspices of local government, has not been equally well publicized and equally well appreciated as the land-grant university. The land-grant university was founded to promote education in agriculture and the mechanic arts, and it did in time pioneer in engineering education, agricultural research and education, the natural sciences, and various forms of public service. The urban university as it developed after 1870 sought to bring the advantages of higher education to America's developing cities, to encourage the youth of a nation of immigrants to aspire and achieve professional status. It is a great story, and one by no means concluded even yet.

Indeed, I wish to suggest that the urban university faces greater challenges in the years ahead than any it has confronted in the years now passed. For the truth is that higher education has become in this last third of the Twentieth Century a major public utility. And it is the university serving the youth in our cities where 75 percent of our population now live which must bear the brunt of the new demands.

The university in America, and the urban university in particular, is a public utility in at least four particulars. First, the university provides the educated manpower for America's professions and for other occupations as well. Secondly, the university is a major contribution to our national security, since it provides much of the knowledge and some of the development for new weapons systems and new techniques of communications. Thirdly, the university is a special ingredient of economic growth, both through the professional talent it provides to business and agriculture and through the knowledge it makes available to the technological advance of our economy. And fourthly, the university serves society generally in a wide variety of ways, from enhancement of our cultural resources to promotion of our public health, from concern for the ability of individuals as individuals to protection of the flame of freedom.

I wish there were time to dwell at some length upon each of these matters, important as each one is. I shall illustrate the reasons for the overwhelming public concern with higher education today by mentioning only the changing manpower requirements of American society. At the beginning of this Century only about 4 percent of all 18 year olds in our society went on to college after high school. There was no great demand for college graduates in the labor force of our country. Professional positions amounted also to 4 percent of all jobs, and very few white collar jobs required a college education. Indeed, about 82 percent of all jobs in America were so-called blue collar or farm jobs in 1900, and these demanded only an elementary education preparation, if they demanded any educational preparation at all.

By 1964 these circumstances had drastically changed. The so-called blue collar jobs were now just barely 50 percent of all jobs in the labor force. Professional employment had increased from 4 percent to 12 percent of all employment; managerial personnel had increased from 6 percent to 10 percent; clerical personnel had increased from 3 percent to 15 percent; sales personnel increased only from 5 percent to 6 percent. Farm managers had declined from 20 percent to 3 percent of the labor force. In all of these broad categories of employment, a college education was more

and more a pre-condition, a pre-entry requirement for a job.

Whereas in 1900 nearly one-third of all laborers in America worked as farmhands or at unskilled jobs, by 1964 the number of such jobs had fallen to under 10 percent of the labor force. And manpower forecasters tell us that by 1975 only about 6 percent of all jobs will fall in the unskilled and farm labor categories, the types of jobs which have the least expectation of formal educational preparation. By 1975 we may expect that about 50 percent of all jobs in this country will require an individual to have at least a high school diploma; another 30 percent of all jobs will require some education beyond the high school; and about 15 percent of all jobs will require a college degree or post-college educational preparation.

When only 4 or 5 percent of all jobs in America required some college education, as in 1900, higher education could scarcely be regarded as a public utility. When 45 percent of all jobs in America will require some college preparation, either two years or even more, as will be the case in the decade of the 1970's, then higher education becomes a public utility indeed.

We should also note that this increased educational requirement in the American labor force is a major factor in the productivity of our economy. Only recently have American economists begun to discover education as a capital investment in economic growth. There are now several studies which suggest that the increased productivity of our economy is as much the result of investment in education as it is the result of investment in new production facilities with new and improved production processes. The remarkable advances which have taken place in products and in production processes in our country do not just happen. They have occurred because we had the intellectual capacity to discover and develop new products and new processes.

There are many countries in the world richer in manpower than the United States. Our 196 million people constitute less than 10 percent of the world's population. Yet our production constitutes more than one-third of the world's output. We accomplish more with a smaller population than any other nation because we have the world's best educated population. You will find many other nations envious of our educational system, and the one nation with educational goals most similar to our own today is Russia.

I do not pretend to claim that education is the sole explanation of our material well-being, or that education is the only basis of economic growth. The whole process of production and consumption in our economy — of production and consumption of con-

sumer goods, of production and consumption of capital goods, of production and consumption of goods and services for government, of production and consumption of goods in the international market — this whole process is a vastly complicated one. On the whole, we Americans have been fortunate in the natural resources of our continent, in the characteristics of our population, in the operation of our economy and in our system of government. Yet among the changing conditions of our time and in our advancing knowledge about the world and the solar system of which we are a part, we must not overlook the contributions of education. And we must clearly understand the expectations which we are placing upon education for the future.

It is often said that we live in an age of rising expectations, rising expectations for the good things and the good conditions which economic production can make possible. One of these rising expectations is that for education, education through all levels from pre-school and kindergarten to the graduate school and the graduate professional school. This is a rising expectation which we dare not fail to meet, if we are concerned about our survival as a nation, about our economic growth, about our employment, and about our personal well-being.

In this age of rising expectations, the university has become a public utility, a major service contributing to the end purposes of our society. And among all universities the urban university has a special role to fulfill. For it is the urban university in particular to which we in America must look for expansion of enrollment and expansion of educational programs to meet the expectations of our people.

To be sure, the urban university must have the resources to do the job — resources in an expended capital plant, in enlarged instructional programs, in current support for faculty salaries and other operating needs. I'm sure the American people will find the appropriate means to meet these resource needs, even as we shall find the appropriate means for the future growth and development of Youngstown University.

But especially the urban university needs effective leadership. Every organization in society must have leadership. A university is no exception to this rule. It is well to remember this important fact on the occasion of installing a new president.

We are met in this place today to express our confidence that this university was never more vital than it is now, never more promising than in its present outlook, never more in need of dynamic leadership than its current requirement. President Pugsley, all of us here assembled wish you well!

THE INSTALLATION CHARGE

Dr. Charles G. Watson
Chairman of the Board of Trustees
The Youngstown University

The first president of this institution took office in the early '30's when the economic depression of these United States made the challenge of any private educational institution a formidable one. With consummate courage, resolution and skill he developed and guided this University in service to the threshold of a new age, and in so doing has captured the affection and loyalty of all who have been associated with him. Selecting a new leader for the University was not an easy task, and much time and effort were expended by many people in the search.

We felt that the new president should be a man of broad educational background and experience in university administration, that he should be recognized by other educators as a leader, that he should be motivated in his service by a deep concern for young people and for the enlargement of educational opportunity, that he should possess vision which not only would set new paths of service for the University, but in so doing would provide for responsible participation by the entire university community in these efforts, and finally that he should have the ability to be an articulate and informed spokesman for the university.

We are fortunate to have found the right man, and his presence among us during the past two months has confirmed our wisdom. Therefore, as Chairman of the Board of Trustees, in the name of the Board and by its authority, I now declare you, Albert LeRoy



Dr. Charles G. Watson, chairman of the University's Board of Trustees, invests Dr. Pugsley with the Presidential Pendant.

Pugsley, to be the second President of The Youngstown University, and present to you this Presidential Pendant to be worn as a symbol of your authority and leadership. In behalf of the Board of Trustees I welcome you to this position of honor and trust.

THE ACCEPTANCE

Dr. Watson:

You have charged me with grave responsibilities and a trust that involves the most precious possession of our Nation—the education of our youth.

In acknowledging the obligations of this office, I do so with deep appreciation that fulfillment can come only with the continued support of the governing Board, the members of state government and the people they represent, the faculty, the students, the alumni and the many friends of the University. My pledge to you is, therefore, a pledge for us all—to devote our energies and abilities tirelessly to the development of Youngstown University. I accept these responsibilities with a full heart and a vow to be worthy of your trust.



PRESIDENTIAL PENDANT—The lamp of knowledge, traditional mark of education, provided the emblem for the specially designed Inaugural Presidential Pendant, symbol of authority and leadership. The pendant features a silver replica of the lamp of knowledge superimposed on a background of black onyx trimmed in silver and fastened to a silver chain.



Dr. Albert LeRoy Pugsley
President, The Youngstown University

THE INAUGURAL ADDRESS

Dr. Albert LeRoy Pugsley
President, The Youngstown University

Auditor Cloud, Chancellor Millett, President Eisenhower, Trustee Chairman Watson, friends and members of The Youngstown University. We have been privileged to hear from truly great leaders today, and our gratitude for their presence and their words of wisdom is profound. Anything that might follow can be only an anticlimax. Indeed, during twenty odd years of participation in the administration of higher education I have observed that the most treasured characteristic of a president's inaugural response is that of brevity. But now that I find myself speaking instead of listening, the temptation to disregard that lesson is almost irresistible. It is truly a king sized temptation—all the more powerful because a multitude of critical issues face higher education and the Nation today, and because their resolution will produce both immediate and long range changes in our institutions and our social order.

Resist I did however, and in the struggle concluded that my greatest concerns on this day were two:

First, the place and character of undergraduate education in an urban university, and

Second, the development of this University as a state institution.

Inevitably they are closely related.

Youngstown University is an urban university. It shares with many other urban universities the characteristic of providing programs that are related closely to the cultural interests and the dominant economic developments of its geographical area. Its rapid growth is typical of that found in many urban universities, and as our society becomes more urbanized and mechanized that growth may be expected to continue. There are many in higher education who regard the modern urban university as the most vital and influential force in higher education today, for its potential for growth and the services it renders directly reflect national growth and needs. Urban universities are and will become increasingly more closely identified as participants and leaders in the areas they serve. The influence they may have, being a part of the very social fabric they help to weave, is direct, perceptive and growing. They are not removed from the stream of life, they swim in its deepest and most turbulent waters each day.

Thirty odd years ago only a few men were given the vision to consider critically whether the physical location of a university would relate importantly to its programs and services. Many prestigious institutions then, and now, are located in small communities. Because such locations were not sufficiently accessible to the growing numbers of youth and adults seeking higher education, attendance often proved to be too expensive for many when students could not live at home, or when partial employment was not available. Only a few men had the vision to see that there must be educational opportunity provided in every metropolitan area. Even fewer of those who admitted the premise were willing to act. But Youngstown had such men in its Leonard T. Skeggs, Executive Secretary of the YMCA, and in its first President, Howard W. Jones. Supported by dedicated faculty members, by business and industrial interests, and private citizens all of whom have given freely of their energy and treasure, they conceived and then built this institution to major significance.

How many among us would have believed or taken seriously in the 1930's that from the few classes begun in the YMCA of Youngstown that there would emerge a private institution enrolling more than 12,000 students, and that this would be accomplished with no tax money being used?

To suggest that the fierce pride of the City for the University by 1966 would lead cooperative efforts under the Urban Renewal Act in which the City, the Federal Government and the University would acquire and develop over 50 acres of additional land for campus expansion?

To suggest even that the automobile would be a necessity for many students — not just to get from home to the University, but to reach and return to the University from employment, for most students at this University earn all or part of their expenses while going to school?

What of the concept that several hundred business men, public school teachers, engineers and scientists could be drawn from their professions to render valued service as part-time teachers bringing the skills and attitudes of the professional practitioner to the classroom?

In the words of today's idiom — Would you believe?

No, not many would have believed this even 30 years ago. But President Howard W. Jones did, his faculty did, his trustees did, his donors did, and his students did. And their belief that it could be true has made it a reality.

Throughout it all the student has been the primary concern.

This is fitting, for I contend that the undergraduate student is the most important student in higher education today. I fail to understand why many universities do not favor him with greater concern. Perhaps it is because he cannot bring extensive recognition through scholarly publications by the faculty, or be capitalized upon to secure large grants for highly specialized research or equipment. Admittedly these are valid and cherished objectives for universities. Perhaps, again, it is because the teacher of the undergraduate student may be rated in prestige below the teacher of graduate work or below the researcher. Whatever the reasons, the situation needs correction, for if universities are in business to educate students, there is no more exciting and influential time in all of the educational span than the undergraduate years. Here is the time of awakening, of curiosity, of new social consciousness, of idealism. These are the most precious years of life.

Although the student in an urban university may be motivated by desire for economic self improvement more directly than those in some other types of institution, we know that the motivating forces driving each man who seeks to improve himself are present in every man. And although we may speak of mass education, we really mean the education of more individuals, for education can never remove itself from the individual. The individual remains as the basic unit in education and in our society. Yet, today the individual fears that his identity is being lost. This is his greatest concern — anonymity. One reason he fears loss of identity is because every day he sees so many of his kind. He worries about how he can retain his personal dignity and his identity. He sees more of himself in every direction he turns — in cities, in airports, on the highways, in the colleges — and the more he sees himself multiplied the smaller he feels himself to be as a single unit in an increasingly overwhelming total. His fears are expressed increasingly in public protest with roots deep in his need for recognition as an individual. Whether these needs are expressed in data card burning at Berkeley, riots in Chicago, or protest marches in Georgia, his motivation is for recognition of himself and of others as individuals — single and unique. And it is at the undergraduate level that this concern and desire burns most fiercely. Education's most important task and its greatest responsibility is to provide the understanding and breadth to meet this need.

Youngstown University has been built upon the acceptance of this responsibility. It will seek to continue to produce sensitive and critical minds capable of challenging traditional values and institutions in the name of a better moral and social order. It recognizes that a better moral and social order involves the com-

mon ground of human qualities embracing honesty, love of fellow man, courage, self discipline and moral strength. These qualities therefore must be the concern of every institution, public and private, in the classroom and out. They permeate the very fabric of living, and if the institutions in which society places its trust do not heed their significance, who will? Parallel with this obligation is the need to provide professional and other curriculums with a high liberal arts content to achieve breadth of general understanding and responsible citizenship as opposed to narrow competence only in a specialization. The rapid changes in our technological society demand individuals who have broad understanding of basic principles and the inter-relationship of human knowledge.

This University is now at a critical point in its development. As a private institution rising costs would soon make necessary substantial increases in tuition, defeating the very basic purpose of making educational opportunity widely available. As a private institution its future would be dominated by the need for frugality to the point of starvation. The invitation to become a member of the state system was received with both pride and appreciation; pride that the accomplishments of the University in service to the area were considered worthy — appreciation that with such help the University would be able to render even fuller service.

As a result of becoming a State University we see the reduction of tuitions to a level that will be no higher than the average of the other State supported universities thereby enabling more students of the area to attend.

We see an expansion in student services directed toward health, counseling, placement, academic advising, meaningful student government and participation in a variety of activities designed to help students achieve responsibilities and growth outside the classroom.

We see further strengthening of the faculty by the addition of new and distinguished scholars. We see a general improvement in faculty compensation and other benefits for faculty study, travel, and closer contact with students through smaller size classes and individualized work.

We see improvement in the resources of the library, with imaginative use of new teaching aids and services.

We see the enrichment of the curriculum by lateral expansion into new fields, and by vertical expansion into graduate work. The entrance into graduate work in selected fields will be of enormous benefit to the industries and public schools of the area. But it will not overshadow the University's concern and attention to the

undergraduate.

We see a deeper involvement with the community which can take many forms. The University will not dominate the community, but should be helpful to it by bringing highly trained specialists from its faculty to assist in the solution of community problems. As a dynamic force participating in the development of an improved social order the University and its faculty and its students will give much and gain much.

We see a new involvement with business and industry as faculty members serve in consulting capacities, and as the research needs of business and industry are programmed at the University.

We see a new and broader enrichment for both students and faculty in the cultural developments of its programs in the fine arts.

We see the opportunity to extend the services of the University to nearby communities through the establishment of one and two year branches and academic centers, a concept well accepted and used by the State Universities of Ohio.

We commit ourselves again to the concept that the basic mission of the University is to provide educational opportunity to all students capable of benefiting therefrom. Many universities no longer welcome the average high school graduate. Youngstown University will continue to welcome both average and above average high school graduates, for to lose this resource in our national economy, or to fail to provide for the fullest development of each individual, would be a loss the Nation can ill afford. It is important here to note that the State Master Plan pointed out that among the 88 Ohio Counties, Mahoning County rated 85th in enrollment per 1,000 population attending State supported Colleges and Universities. But even of greater importance it would have rated 4th if the 4,526 Mahoning County students at Youngstown University had been included as will be the case when the University becomes a State school.

We shall, through private and public funds authorized for these purposes seek to assure that financial aids of scholarships, loans and work programs are available to those who need them. Indeed, it is our ardent hope that the University will always be able to say, "Show us a student of demonstrated ability to succeed in the University, but who lacks the financial resources to attend, and we shall find a way to see that this student has his opportunity." And to implement this objective we shall continue to encourage private and corporate giving to the University through the newly established Youngstown Education Foundation as a means of supplementing the funds of the University for

benefits to students and faculty in ways that cannot be accommodated within the state's financial structure. I know of no university of quality, public or private, that does not rely heavily upon such gifts to enrich its services and improve its quality. Our University can be no exception.

Confident of the loyalties and affection of our graduates, the faculty and our friends, Youngstown University now faces the future with confidence and high hopes that with the cooperative effort of all concerned it will ever progress to the fullest achievement of its great potential. With your help we shall succeed!

YOUNGSTOWN UNIVERSITY
THE BOARD OF TRUSTEES

OFFICERS

- Charles G. Watson, Chairman
Youngstown, Ohio
- William B. Pollock II, Vice-Chairman
Youngstown, Ohio
- J. Lester Mauthe, Vice-Chairman
Youngstown, Ohio
- John N. McCann, Vice-Chairman
Youngstown, Ohio
- Hugh W. Manchester, Secretary
Youngstown, Ohio
- Carl W. Ullman, Treasurer
Youngstown, Ohio
- E. Richard Fellers, Assistant Secretary-Treasurer
Canfield, Ohio

MEMBERS

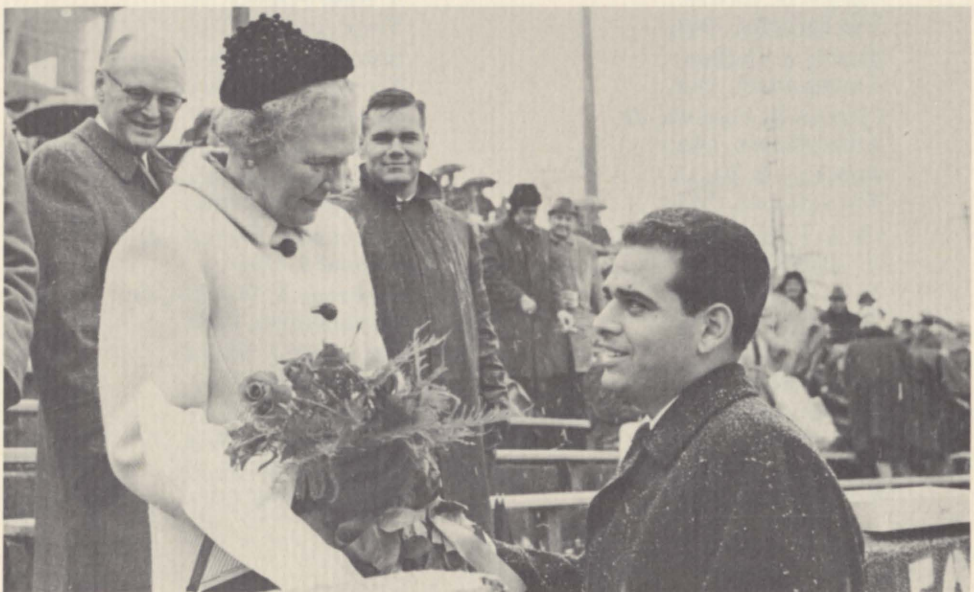
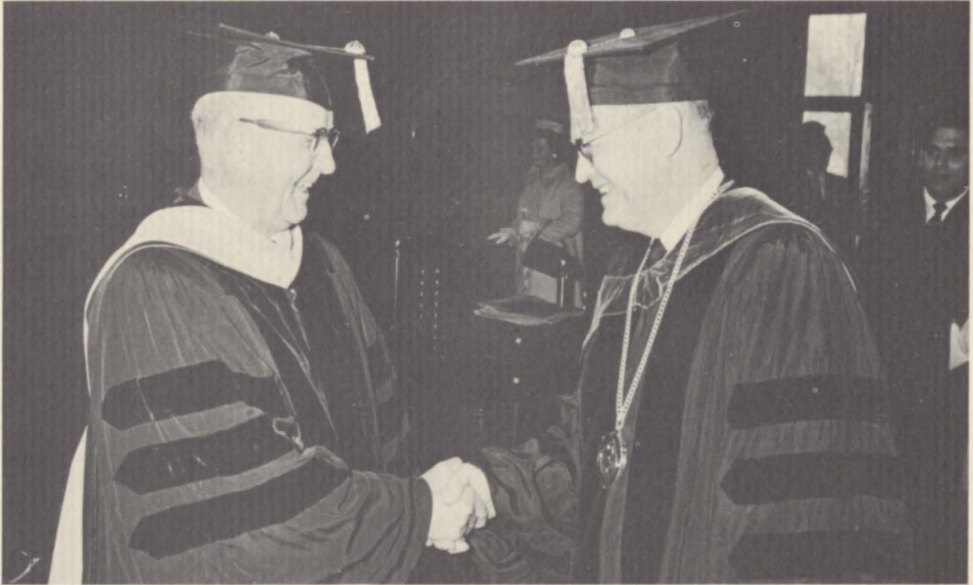
- | | |
|---|---|
| Forest Beckett
Vienna, Ohio | Mrs. W. H. Kilcawley
Canfield, Ohio |
| James L. Beeghly
Youngstown, Ohio | Fred B. King
Youngstown, Ohio |
| Walter Bender
Youngstown, Ohio | Richard L. Krabach
Columbus, Ohio |
| William E. Bliss
Youngstown, Ohio | William F. Maag, Jr.
Youngstown, Ohio |
| William J. Brown
Youngstown, Ohio | John M. Newman
Youngstown, Ohio |
| Jay C. Brownlee
Youngstown, Ohio | John Palermo
Youngstown, Ohio |
| Joseph G. Butler
Youngstown, Ohio | J. Ross Philips, Jr.
Youngstown, Ohio |
| Sidney J. Collins
Youngstown, Ohio | Mrs. Frank Purnell
Youngstown, Ohio |
| Charles B. Cushwa, Jr.
Youngstown, Ohio | Henry A. Roemer
Sharon, Pennsylvania |
| Anthony B. Flask
Youngstown, Ohio | William J. Sampson, Jr.
Youngstown, Ohio |
| Oscar F. Gayton
Youngstown, Ohio | Clarence J. Strouss, Jr.
Hubbard, Ohio |
| A. S. Glossbrenner
Youngstown, Ohio | Ambrose J. Wardle, Jr.
Youngstown, Ohio |
| John H. Graft
Youngstown, Ohio | Raymond J. Wean
Warren, Ohio |
| The Reverend Glenn H. Holdbrook
Youngstown, Ohio | James L. Wick, Jr.
Youngstown, Ohio |
| Arthur L. Jones
Youngstown, Ohio | Robert E. Williams
Youngstown, Ohio |



(Left) ROTC guard leads Academic Procession following the ceremony.

(Center) President Pugsley is congratulated by former President Howard W. Jones.

(Bottom) Mrs. Pugsley receives floral bouquet during ceremony at Youngstown-Maine football game.

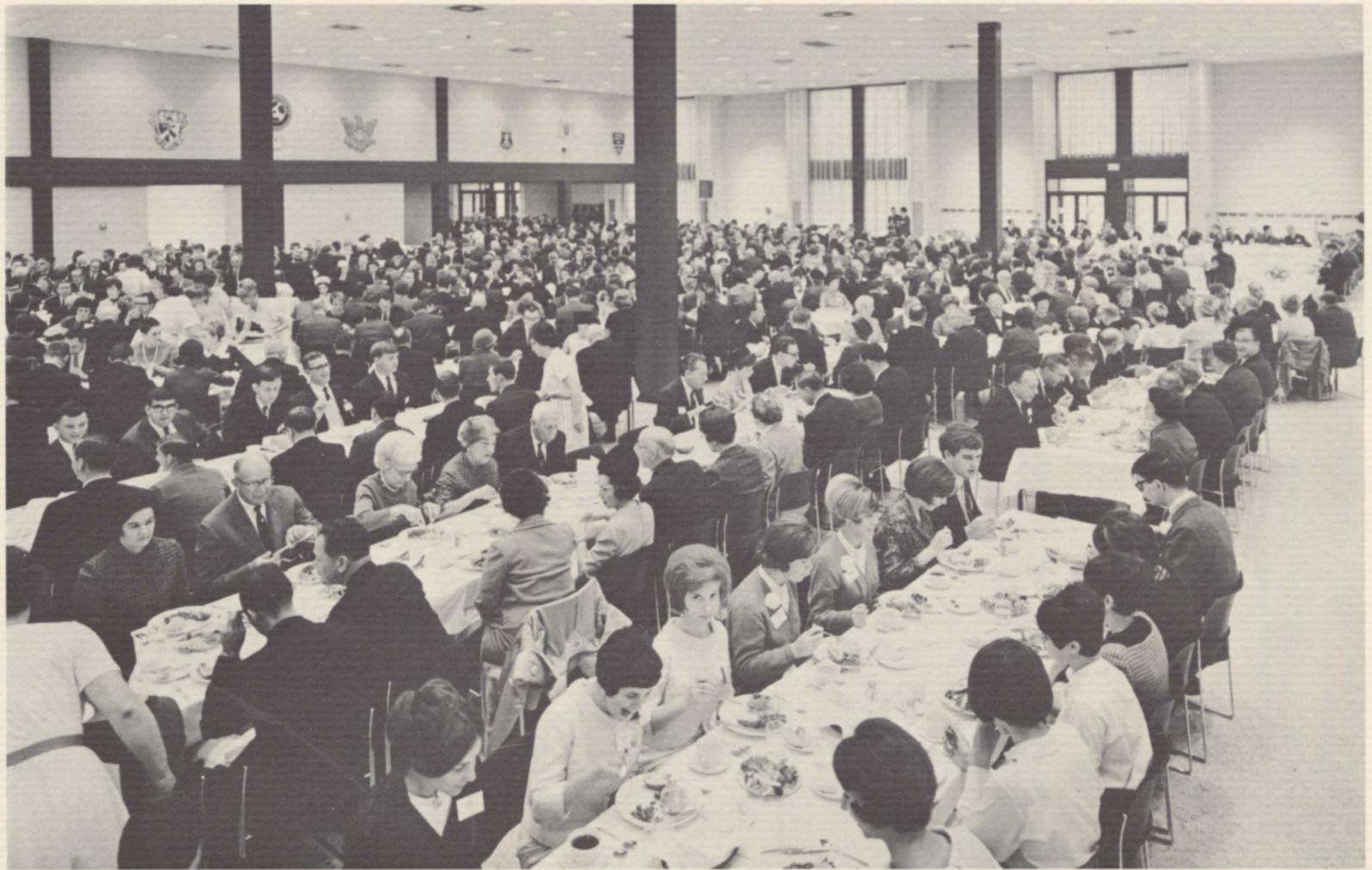


(Right) Guests view official greetings from the nation's colleges and universities.

(Center) Kilcawley Student Center was the scene of Inaugural reception honoring the Pugsleys.

(Bottom) Dr. and Mrs. Pugsley welcome guests during Inauguration reception.





Following the Inauguration ceremony a luncheon for delegates was held in Kilcawley Student Center.

PROGRAM

Charles G. Watson, Chairman
The Board of Trustees, Introduction

Robert F. Doolittle
Ohio Board of Regents, Presiding

Invocation The Very Reverend Nicholas Van Such,
Adviser to Orthodox Christian Fellowship

Music

Youngstown University Faculty String Quartet
Fred Rosenberg, Lorna Larson, violins;
Paul Chenevey, viola; Robert Taylor, cello
String Quartet in E^b
Major, Op. 12 Mendelssohn
Canzonetta

GREETINGS FROM

The Community
The Honorable Anthony B. Flask
Mayor of Youngstown, Ohio

The Students
Paul Gregory
President, Student Council

The Alumni
Mrs. P. Arthur D'Orazio
President, Alumni Association

The Faculty
David M. Behen
Professor of History

The North Central Association of Colleges
and Secondary Schools
Norman Burns
Executive Secretary

RESPONSE

President Albert L. Pugsley

Benediction

J. Leonard Azneer, Rabbi
Associate Professor of Education

THE INAUGURATION COMMITTEE

Charles H. Aurand, Jr., Chairman

Pauline E. Botty

Donald W. Byo

Rose D'Orazio

Karl W. Dykema

Paul J. Gregory

Jon M. Naberezny

William G. Nelson

Edith P. Painter

Sidney I. Roberts

Joseph E. Smith

Mary B. Smith

Philip A. Snyder

