THE DEDICATION OF

HERBERT H. LEHMAN COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

AND THE INAUGURATION OF

LEONARD LIEF
AS ITS FIRST PRESIDENT

THE TWENTY-EIGHTH OF MARCH
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THE ACADEMIC PROCESSION

THE REPRESENTATIVES OF THE STUDENT BODY
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THE PRESIDENT OF THE HUNTER COLLEGE ALUMNI ASSOCIATION
THE FACULTY OF THE COLLEGE
THE FACULTY OF THE COLLEGES OF THE CITY UNIVERSITY OF NEW YORK
THE DEANS OF THE COLLEGES OF THE CITY UNIVERSITY OF NEW YORK
THE DELEGATES OF LEARNED, EDUCATIONAL, AND PROFESSIONAL SOCIETIES
THE DELEGATES OF THE COLLEGES AND UNIVERSITIES
THE DEANS OF THE COLLEGE
THE OFFICERS OF THE CITY UNIVERSITY OF NEW YORK
THE PRESIDENTS OF THE COLLEGES OF THE CITY UNIVERSITY OF NEW YORK
THE PRESIDENT OF HUNTER COLLEGE
THE PRESIDENTS EMERITI OF HUNTER COLLEGE
THE CHANCELLOR OF THE CITY UNIVERSITY OF NEW YORK
THE BOARD OF HIGHER EDUCATION OF THE CITY OF NEW YORK
THE CHAIRMAN OF THE LEHMAN COLLEGE COMMITTEE OF THE BOARD OF HIGHER EDUCATION
THE CHAIRMAN OF THE BOARD OF HIGHER EDUCATION
THE DEPUTY MAYOR OF THE CITY OF NEW YORK
THE GUEST SPEAKER
THE REVEREND CLERGY
THE PRESIDENT OF THE COLLEGE
THE PROGRAM

James R. Kreuzer, A.B., M.S., Ph.D., Dean of the Faculties,
Herbert H. Lehman College, Presiding

ORGAN PRELUDE ................................................................. T. Charles Lee, B.Mus., M.S.M., S.M.D., College Organist
Toccata in D minor ....................................................... Johann J. Forberger
Fantasia in A minor ..................................................... J. S. Bach
Introduction and Toccata in G minor ......................... William Walond

ACADEMIC PROCESSION .................................................. Dr. Lee
Trumpet Voluntary in D major ........................................... Henry Purcell

NATIONAL ANTHEM .......................................................... The Assembly

INVOCATION ................................................................. The Reverend Nathan A. Perlman, D.D., LL.D.,
Senior Rabbi, Temple Emanu-El of the City of New York

RECOGNITION OF HONORED GUESTS ................................. Dean Kreuzer

WELCOME ................................................................. Albert H. Bowker, B.S., Ph.D., Chancellor of The City University of New York

DEDICATION OF THE COLLEGE ........................................... The Honorable Edward Weinfeld, LL.B., LL.M.,
United States District Judge for the Southern District of New York

GREETINGS ................................................................. The Honorable Timothy W. Costello, B.A., M.A.,
Ph.D., Deputy Mayor of The City of New York

INVESTITURE ................................................................. The Honorable Porter R. Chandler, B.A., M.A.,
B.C.L., LL.B., LL.D., Chairman of The Board of Higher Education, and The Honorable Ruth S. Shoup, A.B., Chairman of the Herbert H. Lehman College Committee of The Board of Higher Education

ADDRESS ................................................................. Leonard Lief, A.B., A.M., Ph.D., President of Herbert H. Lehman College

BENEDICTION ............................................................... The Right Reverend Monseigneur Herman L. Heide, A.B., Chaplain to the Newman Club of Lehman College

RECESSIONAL ............................................................. Dr. Lee
Marche de Fête ............................................................. Henri Büsser
INVOCATION

The Reverend Nathan A. Perilman, Senior Rabbi
Temple Emanu-El of The City of New York

Heavenly Father, how good and how pleasant it is to call upon Thy name, to invoke Thy blessing upon this historic moment and the high purpose which brings us here today. Long centuries ago wise men said that “to change one’s name, is to change one’s destiny.” Surely they would add for this occasion that to take the name of one who has brought luster to it is a special blessing.

Herbert H. Lehman College — how good the name sounds. It evokes the memories of a man who was an authentic hero of his time, because his being a part of it made a great difference. Philanthropist, statesman, humanitarian — to each of these roles he brought a rare generosity of mind and spirit as well as princely gifts of material things.

Herbert H. Lehman honored excellence and high purpose in every area of life and encouraged individuals — whatever their origin — and institutions — whatever their auspices — who gave promise of excellence to reach even higher. A man of impeccable rectitude in business, unfailing justice in government, and integrity in his personal life, Herbert H. Lehman stood as an outstanding example of honor in all human relationships.

We pray, oh God, that students who enter the halls of this College will acquire here something of Herbert H. Lehman’s broad tolerance, his liberal humanity, and his simple grace, along with great knowledge and a respect for all who aspire to a better life. May those who teach herein serve as mentors and exemplars of the good life as he lived it. Then will his name be a blessing to future generations.

For Leonard Lief, who has entered upon his duties as the first president of the newly named Herbert H. Lehman College, we ask Thy benediction. May his labors prosper and all his planting bear good fruit. Praised art Thou, oh Lord our God, who has kept us alive, sustained us, and brought us to this historic moment. Amen.
RECOGNITION OF HONORED GUESTS

JAMES R. KREUZER, DEAN OF THE FACULTIES
HERBERT H. LEHMAN COLLEGE

President, reverend clergy, Mr. Chandler, Chancellor Bowker, honored guests, Lehman College colleagues, ladies and gentlemen — I have been given the privilege today of identifying for our audience the members of the platform party, our honored guests. Should you wish to salute them with applause, they would, I am sure, be most pleased. May I ask, however, that you hold your applause until all our honored guests have been presented. Those whom I do not now identify will be identified later during the ceremony.

As I call their names, may I ask the members of the Board of Higher Education of the City of New York to stand and remain standing as a group: Mrs. Jeremiah C. Ingersoll, Mr. Louis Nuñez, Mr. Luis Quero Chiesa, Dr. Renato J. Azzari, Dr. Frederick H. Burkhardt, Mr. Benjamin F. McLaurin, Mr. Arleigh B. Williamson. Thank you. Would you be seated.

As I call their names, may I ask the vice-chancellors and the deans of The City University of New York and the general counsel of the Board of Higher Education to stand and remain standing as a group. Vice-Chancellor Seymour C. Hyman, Vice-Chancellor Robert Birnbaum, Vice-Chancellor Julius C. C. Edelstein, Vice-Chancellor Bernard Mintz, Vice-Chancellor Emeritus Harry Levy, Dean Allan B. Ballard, Jr., Dean Benjamin Rosner, and General Counsel Mr. Arthur Kahn. Thank you. Would you be seated.

As I call their names, may I ask the presidents of our sister colleges in The City University of New York to stand and remain standing as a group. President Milton G. Bassin, New York City Community College; President William M. Birenbaum, Staten Island Community College; President Murray H. Block, Borough of Manhattan Community College; President James A. Colston, Bronx Community College; President Robert D. Cross, Hunter College; President Buell G. Gallagher, The City College; President Jacob I. Hartstein, Kingsborough Community College; Dean George James, Mount Sinai School of Medicine; President Dumont F. Kenny, York College; President Emeritus
Francis P. Kilcoyne, Brooklyn College; President Emeritus John J. Meng, Hunter College; Acting President George A. Peck, Brooklyn College; President Donald H. Riddle, John J. College of Criminal Justice; President Kurt R. Schmeller, Queensborough Community College; President Herbert Schueler, Richmond College; and President Robert C. Weaver, The Bernard M. Baruch College. Thank you, gentlemen.

As I call their names, may I ask my Lehman College colleagues to stand and remain standing as a group. Dean Chester H. Robinson, Dean Wilbur Edel, Dean Glen T. Nygreen, Professor Arthur Sweeny, Jr., Professor Jack D. Begelman, Professor Meriwether Stuart. Thank you, gentlemen.

May I ask the president of the Student Government Association of Herbert H. Lehman College to stand. Mr. Roy Chernoff.

Now, ladies and gentlemen, your combined salute to all our honored guests.

It is my pleasure and privilege to present to you two people whose lives were inextricably bound with that of Herbert H. Lehman. Ladies and gentlemen, a most gracious lady, Mrs. Herbert H. Lehman and her son, John Lehman.

I think, and I do hope, that I have introduced all of those on the platform and in the audience who will not subsequently be introduced as participants in the ceremony. If I have overlooked anyone, I goofed!

In the name of President Leonard Lief and of Herbert H. Lehman College, I should like to express gratitude to Mr. Daniel M. Feins and Mr. Jesse Auerbach of Walton High School for the use of this auditorium and for the cooperation of their staffs in making arrangements for today's ceremonies.

It is my privilege now to present to you the Chancellor of The City University of New York, Dr. Albert H. Bowker.
It is my pleasure to bring the greetings of the students, staff, faculty, alumni, the provost, and the presidents of Lehman College's fifteen sister institutions of The City University of New York.

There is no need for me to say that we all hope Leonard Lief will provide Lehman College with outstanding leadership. We know he will because he has done so for the past two years, first as provost and then president.

In writing his doctoral dissertation on the fortunes of King Lear, Leonard Lief became well acquainted with the most important requirement of a modern college president. It was King Lear, you remember, who found that one unable to communicate with young people soon finds himself deprived of authority and faced with a set of non-negotiable demands. Madness quickly follows.

After relinquishing control of the purse strings, Lear found himself beset by budgetary problems, and when he appealed to his two daughters each referred him to the other for satisfaction. The analogy could be carried further but this is not the occasion to speak of tragedy. Today, we are happy to formally welcome Lehman College and its first president, Leonard Lief, to membership in the university community.
INTRODUCTION OF DEDICATORY SPEAKER

DEAN KREUZER

To dedicate Herbert H. Lehman College, I have the honor of presenting to you an intimate friend and associate for many years of Governor and Mrs. Lehman.

Having served as New York State's first Commissioner of Housing and as president of the National Public Housing Conference, our speaker, on the recommendation of Herbert H. Lehman, then Senator from New York, was appointed by President Truman in 1950 to the United States Southern District Federal Court. As a federal court judge, he ruled in 1955 that the United States Senate subcommittee headed by Senator Joseph R. McCarthy had exceeded its authority in the hearings it had been conducting and in questioning witnesses concerning their views and writings. He presided at the trial of Quentin Reynolds against Westbrook Pegler, the columnist, in which the jury awarded Mr. Reynolds the largest sum ever awarded up to that time in a libel suit in this country. The decision was upheld on appeal. In 1958 after an extended trial, he prohibited a proposed merger, the largest ever proposed, of the Bethlehem Steel Company and the Youngstown Sheet and Tube Company. The parties accepted the judgment without appeal.

Born in New York City, our speaker received his bachelor's and master's degrees in law from New York University. Ladies and gentlemen, Judge Edward Weinfeld.
DEDICATION OF THE COLLEGE

THE HONORABLE EDWARD WEINFELD
UNITED STATES DISTRICT JUDGE FOR THE
SOUTHERN DISTRICT OF NEW YORK

Dr. Lief, reverend clergy, honored guests, members of the faculty, Mrs. Lehman, members and friends of the Lehman family, and last, but equally important, students:

How particularly appropriate that the occasion for the inauguration of your first president and the official dedication of your college as the Herbert H. Lehman College coincides with the ninety-first anniversary of the birth of Herbert H. Lehman. As one who enjoyed the rare privilege of a close and cherished friendship with Herbert Lehman, it is a special honor for me to participate in this ceremony. You, the student audience, are of a generation that could not have known at firsthand, from the daily events of his extraordinarily busy career, of the man and his achievements. Time does not permit, nor the occasion require, an in-depth analysis of his achievements, and so I want to share with you a few thoughts and relate some incidents which reveal a man who was one of the towering and inspiring figures of his generation. And I am sure you will agree that it is a significant distinction for this institution of learning to be known as the Herbert H. Lehman College, and that it will always be your proud boast to say you are a graduate of the Herbert H. Lehman College.

Herbert Lehman was born into a family of wealth and so could have lived a life of ease and one of unconcern for his fellow man. But under the influence of parents who felt a deep sense of responsibility to the community, he learned as a youth at firsthand how the other half lives. He saw the misery and suffering of the disadvantaged; he came to know the harsh reality of poverty and deprivation. He committed himself to correcting the social and economic injustices of our society, and thus Herbert Lehman began a career of service which reflected his concern for his fellow man. The wellspring of his activities over a period of sixty years was his belief in the essential worth of each individual and in human freedom. A man of deep conscience, of impeccable integrity, matched by rare courage, he was uncompromising in matters of principle. A peaceful man, he was a
militant fighter against the injustices which demeaned man. As he himself put it, "I cannot stand above the battle. . . . I identify myself with the victims of oppression and discrimination wherever they may be." That dedication to the cause of justice and humanity led to a lifetime of service to the community, the city, the state, the nation, and the world.

His activities in communal, civic, philanthropic, and religious endeavors soon drew him into public office. His first elective office came in 1928 as lieutenant governor of this state, when Franklin Delano Roosevelt served as governor. They were an outstanding team, and Lehman's service as lieutenant governor was so effective that Roosevelt referred to him as "my strong right arm."

In 1932, Lehman was elected governor and thereafter reelected on three successive occasions, serving in all, ten years. Impartial students of government have appraised his administrations as the high-water mark in liberal and progressive governmental programs. They included public housing; antidiscrimination laws; aid to widows, dependent children, and the blind; unemployment insurance; old age pensions and other Social Security measures; minimum wages; regulation of public utilities, and protection of union membership, to mention but a few measures of a very broad spectrum. Many of these programs, accepted today without question as a proper and indeed necessary governmental function, were considered radical when urged by the Governor upon reluctant and even hostile legislatures. In the face of taunting charges that the programs reflected a welfare state, he proudly acclaimed them as instruments of social justice.

At the end of 1942, Lehman resigned as governor in response to President Roosevelt's request to direct Foreign Relief and Rehabilitations Operations, which later became UNRRA, of which he was elected director general by forty-four member nations. UNRRA, by common consent, has been acknowledged as the greatest humanitarian and relief undertaking in the history of mankind. The fate of almost 500 million people depended upon it. Millions in the war-devastated countries of Europe, Asia, and North America were in desperate need of food, clothing, medicine, and shelter. Under Lehman's inspiring leadership, UNRRA's task force undertook the restoration of meaningful and productive life to these war victims. Through UNRRA's efforts, life, sustenance, and hope were substituted for death, disease, and despair. Hundreds of thousands of men, women, and children owed their very lives, and many millions more, their will to live, to Herbert Lehman's Herculean leadership of UNRRA. Lehman's battle with the military during the war to get food, clothing, medicine, farm equipment, and personnel to carry out UNRRA's program is an epic story in itself. His firm
resistance to powerful pressures to subvert UNRRA for military and political advantage is but another instance of his basic integrity. When he resigned in 1946, the forty-seven nations then constituting UNRRA’s membership, in different tongues and in different words, but with a single voice of affection, acclaimed the Governor’s extraordinary service to mankind.

The Governor’s final role in public office was as United States senator of this state from 1949 to 1956. Incidentally, to his friends and family, he was always the Governor — a term of affection. His service in the Senate came at a sad period of our history — when a wave of hysteria swept our country — the era of McCarthyism. Under the guise of strengthening our internal security laws, the rights of many were violated and a mockery made of free speech, academic freedom, and due process of law. Public officials who should have resisted this onslaught were timid; many liberal leaders remained silent for fear of political reprisal or defeat at the polls. The nation was in a miasma of fear, prejudice, and mistrust.

It was in this period that the Governor gave his noblest service to the nation. When this menace darkened America, in the beginning it was Herbert Lehman who alone dared the wrath of the McCarthys, the McCarrans, and those who threatened our democratic way of life. And it was no easy fight. It exposed him to political reprisals, unfair and vicious attacks by ruthless opponents. But this did not deter the Governor. On the Senate floor, in the public forum, and in the press, he fought those who maligned citizens on unfounded charges and otherwise trespassed upon basic constitutional rights.

An incident occurring during a Senate debate conveys some picture of the mood of the times. It involved the Governor in a direct confrontation with Senators McCarthy and McCarran, and others of that school, who on this occasion, in an effort to defeat President Eisenhower’s nominee for Ambassador to Russia, unfairly attacked the nominee. Lehman, outraged, took the floor and said:

Mr. President, I had not expected to speak . . . tonight. But, as I listened to the debate this afternoon, all the indignation which has been building up within me during the past weeks and months came out. What is happening today is incredible. But it is only a part of what has been happening for many months. From the Halls of Congress a poison has been spreading throughout our land . . .

And then, directly shaking a finger in McCarthy’s face, he continued:

Mr. President, what has been attempted in [this] . . . case . . . is
merely a pattern — the same pattern that has been followed against many other loyal, devoted, honest Americans. Some . . . were . . . attacked because they stood for progressive government. . . . Others were assaulted because they were convenient victims who could not fight back; and still others because they . . . had the courage to fight for civil rights and civil liberties guaranteed by the Constitution. . . . This weapon of smear and attack is being widely used to subvert the exercise of the rights of free speech, free assembly, and the free association of men and women in law-abiding activities.

This was but one of many similar incidents. Happily, this lone fighter in time was joined by others, and the nation finally regained its senses.

Lest you think my deep affection and veneration for this great man have led me to exaggerate his role in fighting the powerful forces of bigotry and intolerance, I quote a great historian of our times, Arthur Schlesinger, Jr., who in his most recent book said: "No one in the Senate in 1953 except for Herbert Lehman, and on occasion Estes Kefauver and J. W. Fulbright, showed much courage about McCarthy." The Governor’s forthright stand on this and other great issues of the day won for him the title, "The Conscience of the Senate." And Paul Douglas, a distinguished senator in his own right, called him the "noblest Senator of my generation."

The Governor’s fight against McCarthyism was against a concept that demeaned America and Americans. Lehman’s lifelong dedication to the cause of civil liberties, his attachment to constitutional principles, and his respect for human dignity made it inevitable that he enter that fray. But whether one was evil-minded or motivated by high purpose, any effort that threatened the integrity of our institutions met with fierce resistance from him. And it mattered not whether friend or foe was involved, as the following incident reveals.

The relationship between Franklin D. Roosevelt and the Governor was one of mutual respect, deep friendship, and great affection. By 1937 a number of New Deal measures had been voided by the Supreme Court and the New Deal program was threatened. Roosevelt, critical of the Court’s judgment, proposed a plan to reorganize and enlarge the Court. Implicit in the proposal was the appointment by Roosevelt of additional justices with the prospect of rulings favorable to New Deal legislation. The plan, soon known as the Court packing bill, drew a sharp attack from different groups and for different reasons. Many of those who supported Roosevelt’s liberal and New Deal policies considered it ill-advised and ill-conceived. The Governor saw the proposal as an assault upon the independence of
the judiciary. He sought, by private letter to the President, to dissuade him from his purpose, however well motivated. Late in February, he wrote to Roosevelt:

I share your disappointment that many important measures have been declared unconstitutional by a narrow and unconvincing vote of the Supreme Court. Unfortunately, however, I feel that the end which you desire to attain does not justify the means which you recommend. . . . [Also] I feel . . . that nothing should be done which is merely an attempt to meet an immediate situation at the expense of orderly and deliberate processes of government. . . . [W]hatever gain might be achieved through liberalizing the decisions of the Court would be far more than balanced by the loss of confidence which would result from the enactment of your proposals.

The President disregarded the Governor's earnest plea to give up the Court bill. The Senate debates, as well as public discussion on the bill, were marked by deep feelings, and, at times, ill will on both sides. Finally, at a crucial point in July, when discussion was at fever heat, the Governor decided to force the issue and to bolster those liberal senators who, because of White House and other pressures, were wavering in their opposition to the bill. He wrote and publicized a letter to Senator Robert F. Wagner of New York, criticizing the bill in the same vein as he had earlier in his private letter to Roosevelt, urging Wagner to vote against it. It sounded the death knell of the proposal.

The Governor's decision publicly to challenge the President on the issue was not an easy one. But, as one senator commented at the time, "Governor Lehman's intellectual honesty has driven him to a courageous and invincible conclusion. . . ." And another senator said, "That is the complete and final blow to the Administration's court reorganization project." And indeed it was; the bill died. The Governor's attack on Roosevelt's Court plan led to an estrangement between the two men. Fortunately, however, the President soon recognized that the Governor's commitment to principle was higher than his loyalty to a friend, and their former friendship was resumed. Indeed, Roosevelt later drafted Lehman from the governorship to head up the great UNRRA undertaking.

The significance of the Governor's role in the defeat of the Court plan is twofold. First, devotion to principle impelled him to enter that fight although he easily could have avoided it, since it involved federal legislation. Second, and equally important, when matters of fundamental principle were at issue, he was ready to forego a valued friendship rather than yield to expediency.
There are numerous other incidents which reveal the Governor as a man of courage and high principle, but time permits reference to but a few.

There was the instance in 1950, when he was a candidate for re-election to the Senate. He decided to oppose the McCarran internal security bill, which, in Lehman's view, cut a wide swath in authorizing governmental encroachment of individual rights. Many liberal senators, mindful of the mood of the times and fearful the Governor's position might defeat him for re-election, sought to dissuade him from his course. It was pure political expediency that was urged upon him; but, as always, he stood his ground. In opposing the bill, he said: "Some of my colleagues, whom I highly respect, will vote for the McCarran bill. The time will come when they will regret that. ... Mr. President, I will not compromise with my conscience. ... I am going to vote against this tragic, this unfortunate, this ill-conceived legislation. My conscience will be easier, though I realize my political prospects may be more difficult. I shall cast my vote to protect the liberties of our people." The people of the State again accepted this man of courage and reelected him to the Senate.

There was the occasion, in 1949, when a cardinal of world fame denounced Eleanor Roosevelt in most vituperative terms for her support of a federal bill which, while making funds available to public schools, withheld them from parochial schools. Among other matters, he charged her position was motivated by prejudice and anti-Catholicism. At the time, the Governor, upon the urging of many citizens, had been contemplating running for the Senate, but had reached no decision. The Governor strongly felt that the intemperate charges against Mrs. Roosevelt could not be ignored. Obviously, any attack upon the distinguished cleric was fraught with devastating, even disastrous, political consequences; it could mean denial of the nomination by the party and, if nominated, defeat at the polls. The Governor, of course, was not unaware of this; yet he felt he had to speak out. And speak out he did — and in unmistakable terms. Again, principle rather than expediency was the guiding rule. As he then explained, the matter went much beyond the issue of separation of Church and State, which provoked the controversy. In the Governor's view, also involved was the right of Americans freely to express their views on public questions without being vilified or accused of religious bias. His criticism of the cardinal neither deterred the Governor from gaining the nomination nor the people from electing him.

Apart from the Governor's election to the Senate, the story had another happy sequel. Soon after the incident, His Eminence and the great First Lady
had tea, composed their differences, issued clarifying statements, and all was sweetness and light.

The total picture that emerges from the Governor's life activities is that of a man who put reason to the service of action and action to the service of freedom. Herbert Lehman's kind of freedom was unlimited liberty of inquiry; without it reason cannot function and progress is defeated. This was the heart of his opposition to McCarthyism and it is the heart of the idea of a college. Without this freedom there can be no college, and ultimately there can be no education.

How would this man of reason, freedom, and action have viewed the contemporary scene in our colleges and universities? What would the Governor, staunch defender of intellectual freedom, who lived for the present, who looked to the future, who had faith in youth and knew that education was essential to a free people, say in these troubled times? Herbert Lehman would have been the first to admit our failures and that injustices still prevail in our society. He would never answer genuine grievances with empty platitudes, nor urge complacency in the face of social and economic injustice. He would have encouraged dissent; he himself was a great dissenter. He knew dissent was a part of our heritage.

The Governor would have understood the causes of dissatisfaction, the challenge of youth to the existing order, and the factors that have alienated the young from our society. He would have agreed that a more active role and greater participation by the students in the affairs of the college were long past due; that students have much to offer administration and faculty in the search for answers to the social and political questions of the day. He would only have asked administrators to recognize that their experience is not enough; scholars to recognize that their learning is not enough; and students to recognize that their idealism is not enough — that all must work together toward a better world, or assuredly each works futilely.

But having acknowledged the need for correction of past shortcomings, he would have cautioned that one injustice does not legitimate another. I think that with the courage he so often displayed in critical times, whenever basic rights were threatened, he would have resisted the lawlessness of students, their takeover of properties and their destructive tactics. He would have regarded such lawless conduct as a war against reason and a threat to education; and that those who resort to violence have no faith in education and the educational process. He would have said there is no constitutional right to engage in disruptive conduct to express dissent. For if the Governor had a clear sense of where the right of dissent began, he
also had a clear sense of where it ended. He would have been equally as opposed to the new tyranny as he was to the old. He would have denounced, with all the indignation of which he was capable, those who by terroristic tactics drive speakers from the public forum, teachers from the lecture platform, and students from the classroom. He would have exposed as spoilers those who, under cover of exercising their own right, deprive other citizens of their rights of free speech and assembly. He would have counseled college administrators that a crime is a crime, whether committed on the campus, in the classroom, on the public streets, or in the ghetto. He would have reminded all that if each decides for himself to obey only those laws which accord with his own views, then instead of order, we have disorder; instead of justice, we have injustice; instead of a free society, we have anarchy. Yes, there are many lessons to be learned and much wisdom to be gained from this man's life.

We acknowledge today the three great themes of Herbert Lehman's life: reason, action, freedom. I cannot conceive of a more fitting memorial than a college dedicated to the advancement of reason, the ordering of action, the preservation of freedom. Were he with us, Herbert Lehman would, of course, be proud of this dedication. He would add, I am sure, a note to the students who will study here — a note to say that when all is done, it is they who are the life of the institution, and unless they dedicate themselves to reason, to action, and to freedom, there is no college; there is only bricks and mortar.

I dedicate this College in tribute to Herbert H. Lehman, a courageous statesman, who welcomed dissent, who challenged the existing order, but who at all times was steadfast in his devotion to the rule of reason — a leader who understood and encouraged the young; who believed that an educated generation was the true hope not only of a free America, but of a free world.

And to you, Dr. Lief, as you are about to assume the first presidency of the Herbert H. Lehman College, on behalf of Mrs. Lehman, members of the Lehman family, and myself, I extend best wishes for a successful administration and for years of joy in your undertaking. We are confident that the Herbert H. Lehman College, under your leadership, will serve the youth of our community. May the current turbulence in the educational world give way to the quiet of study, to scholarly endeavors, and to the quest for knowledge. Once again, and soon, may all the colleges of our land resume their role as centers of learning and ideals. May they continue to prepare students for the fullness of life and to inspire them to leadership — to a life of mature thought and concern for fellow man.
I am honored and delighted to bring you the greetings of the City of New York upon this day of dedication of the Herbert H. Lehman College of The City University. I am personally gratified, having joined with you at the final formal exercises of the combined Hunter College, to be with you again today as you assume your new role and identity as an institution of higher learning.

You benefit now both from a proud past as a fine school and an exciting future linked with one of the most illustrious names in New York history. It is particularly appropriate today, with so much focus on the university's role in the community, that you are identified with a public servant who devoted his own life to the betterment of life for all.

Herbert Lehman was a wise and forward-looking governor, a noble and idealistic senator, and above all a gifted politician, in its best sense, a man who knew how to apply his wisdom and idealism to the effective solution of problems of his time. We shall expect no less from the college that now bears his name as it applies its learning, its talents, its intellectual and moral resources to its community and its city, as well as to its immediate family of faculty and students.
INVESTITURE

THE HONORABLE PORTER R. CHANDLER
CHAIRMAN OF THE BOARD OF HIGHER EDUCATION

Distinguished guests (I shall not repeat the welcome that has been given by others), I am very grateful to Judge Weinfeld for his excellent and appropriate remarks. I am more than grateful for the presence of the members of the Lehman family.

We come now to the formal installation of Dr. Lief, and I remind him that I think his contract of appointment, like that of most of the faculty in this room, contains that miraculous little phrase, “subject to financial ability.” The General Counsel for the Board once told me why it was in there, and whether it was the Comptroller or the Budget Director that insisted on it, I’ve forgotten the explanation, but there it is. It shows some measure of Leonard Lief’s character that, notwithstanding that little clause, he is prepared to assume the presidency of this College.

There is a bright side which I hope you will bear in mind. I come here as one of those off-islanders from down in Manhattan to install a president in what I believe was prematurely called the Borough of Universities. They have one more now. This is the only borough in the City of New York that is firmly anchored to the mainland. It is nearer to Albany than any of the other boroughs. Would it be wrong to call the Bronx part of upstate New York? Can you cash in on that with the Legislature?

I shan’t say anymore about our budget crisis except to explain to you what I have already mentioned in a couple of other gatherings. Money is never a problem in a public university. You simply ask the city for it, and they say they haven’t got enough. You ask the state, and they say they have very little. You resort then to what is known as matching funds. Now matching funds means—and I am quite serious about it at this stage—matching funds means that for every dollar that the city promises that it won’t give you, the state will promise not to give you at least a dollar and a quarter, and vice versa.
We are trying to finance things. We are trying to get "subject to financial ability" pried loose at least long enough to provide President Lief with his next salary check. And I want to say that we welcome him here under these storm clouds. The University has storm clouds on the horizon. We are doing our best and we intend that it shall survive. And we intend that Lehman College, which we dedicate today on what looks like a clear day outside but which still has these storm clouds around, shall also survive.

The president whom we inaugurate today on this stormy day will carry forward the great traditions of the University, the great traditions of Hunter College which have been inherited in part by this institution, which will found new and equally glorious traditions of its own.

Mrs. Shoup, will you step forward. I present Mrs. Ruth Shoup, my colleague on the Board of Higher Education and chairman of the Herbert H. Lehman College Committee. If anything goes really wrong at this College, first President Lief is blamed. If it's a little beyond him, Mrs. Shoup gets the blame, and only if it gets really bad, do I accept any blame at all. That is why we are up here in this order. Will you stand between us, Leonard.

By the authority vested in me by law and by the Board of Higher Education, I hereby invest you with the office of President of Herbert H. Lehman College with all the rights, privileges, and emoluments, if any, and the duties that go with it. God bless you.
Mr. Chandler, Mrs. Shoup, Chancellor Bowker, Deputy Mayor Costello, Judge Weinfeld, reverend clergy, distinguished guests, ladies and gentlemen. A few days ago a reporter from the Meridian, the College newspaper, interviewed me. At one point he asked me how I felt about being the President of Lehman College. "Astonished," I told him. And it is with this same sense of astonishment and awe that I face an audience today composed in part of people who know me only too well, who know my strengths and weaknesses.

In a sense I owe all of them my thanks, for they all helped shape my career. To name each of them would involve me in an interminable Homeric catalogue. I can only hope that they recognize my gratitude which I could never adequately express. I will, however, introduce to you three people who illustrate clearly the support and assistance I have had at specific times.

The first person has known the facts of academic life from childhood on. The daughter of a college president — her father was president of Connecticut College — she went to Yale to study with Professor Karl Young, to learn the mysteries of medieval drama, and later to become a distinguished medieval scholar. She was also to become conversant with the mysteries of my prose style. After she had patiently and wisely guided me through my dissertation, she offered me assistance whenever I needed it. In short, she remained interested in me and in others after commencement. I am pleased therefore to introduce a distinguished guest from Syracuse University, Professor Mary H. Marshall.

The next person is a scholar and critic of modern literature, with occasional side trips into earlier periods. Author of books on Joseph Conrad, Ernest Hemingway, and Thomas Paine, among others, in 1955 he performed an act of courage, imagination, and perception which overshadowed, and perhaps still does overshadow, his literary accomplishments — he hired
me. Ladies and gentlemen, the former chairman of the English department of Hunter College, Professor Leo Gurko.

The final guest is an old friend to the College. She had much to do with the fact that this College now stands as a separate and distinct unit of The City University. She also listened patiently to my concerns in those bewildering days when I was moving between the faculty and the administration, not really being a part of either. Her judgment was always impeccably professional. She knew what a college was about, and I am certain she still does. I am proud, therefore, to present her to you now—the President Emerita of Hunter College, Dr. Mary Latimer Gambrell.

On this ninety-first anniversary of the birth of Herbert H. Lehman and this first year of the College which bears his name, I delight again after listening to Judge Weinfeld, in the appropriateness, especially at this time, of having a college of The City University named after a man who devoted himself to helping those who needed help, a man who never lost faith in the forgotten people, in their talents and abilities. To Mrs. Lehman and the members of the Lehman family I once again state my appreciation for lending their illustrious name to this College.

On July 1, 1968, Herbert H. Lehman College, endowed with the rich tradition of Hunter College, came into being as a separate and distinct unit of The City University. In one respect the time was not propitious for the birth of a new college. One of the great ironies of American higher education is that the time of its greatest accomplishments is also a time of the greatest confusion and of the greatest financial crisis. The City University is not alone in this regard, but the effects are felt in this city in a peculiar way. The accomplishments are great, and the passions are great. The failures echo, and the anger resounds. Everything in New York City seems to be bigger than life, and so it is with college faculties, with students, and with college problems.

The kind of dignity that Herbert Lehman stood for is in short supply these days. He stood for new concepts, but he believed in old verities. His was, as Arthur Schlesinger, Jr., has said, "an old-fashioned conservatism... a conservatism devoted above all to the enrichment of the human spirit—and to the faith that every American citizen had a right to share this enrichment." The City University and certainly Lehman College endorse these twin goals. We hope to enrich the human spirit and to offer to as many as can realize their own potential the opportunity to be so enriched. This University, which has already educated thousands, has now opened its gates to admit an ever-increasing number of qualified students. It has offered a wider and wider circle the chance to reach a high level in this
land of plenty. It has exploited the greatness of America — opportunity. I never knew Herbert Lehman, but I am fairly certain he would have approved the current goals and aspirations of The University and of this College.

In the year of my birth, Calvin Coolidge was in the White House. It was not an especially thrilling time in America. Indeed, one of the more exciting events was Mr. Coolidge’s decision not to run again for the presidency. Why then mention it? Partly because its placidity so obviously contrasts with the excitement that grips America today. Partly to remind some among us that out of this slumbering time came a generation of Americans that grew up during a devastating depression, fought in a gigantic war, helped rebuild a continent after that war, and now seems determined to land on the moon. It is not a bad record for those of us born in the reign of Calvin Coolidge, but it earns none of us a particular place in today’s events.

Today, as we know, men and women over thirty are not to be trusted. When the sense of immediacy obscures the past, it is well to remember the words of Ecclesiastes: “To everything there is a season and a time to every purpose under the heaven: a time to be born and a time to die; a time to plant and a time to pluck up that which is planted.” It is well to remember that the idols of 1969 — passionate and prophetic as they may be — can be matched by the idols of the past. There is nothing new under the sun: every generation probably must believe that it lives in the year of the apocalypse. If the liberal arts teach us anything, it is to respect and cherish the past and to be skeptical of things current. I learned that lesson many years ago, and I hope not to forget it.

Lehman College is a liberal arts college. About half its students become primary and secondary school teachers, but all students study academic — that is to say, liberal arts — courses. Lehman College has a clear basic mission: to educate its students. That many of its students are also trained for a specific profession in no way changes its mission. That some of its students get married here, are happy or sad, do well or poorly, does not change its mission. That its courses may or may not be relevant to contemporary problems does not change its mission. The “relevance” of subjects, about which there is such a clamor today, is not their final test. Lehman College has introduced and will introduce courses designed to meet the practical needs of large segments of the urban population. But the validity of these courses will depend in the final analysis not on their being able to solve directly the problems that afflict New York City but on their enduring educational effect, on their power to enrich the mind and spirit of those who take them. I always come back to that, for that is the only validity, the only relevance that concerns a liberal arts college.
When I hear complaints—and on occasion I join in these complaints—about the introduction of new or unusual courses or departments, I must ask if the existing courses, departments, and areas of concentration are in some inherent way superior to or educationally more sound than those which are proposed. College catalogs are notorious for course descriptions that mean little, for listing courses that are obsolete or never given, or courses that have never been born in a classroom.

Serious questions are being asked today of colleges and universities, not the least embarrassing of which is: What are you doing to educate me? And in the attempt to answer this question, American colleges and universities are undergoing enormous upheaval and are initiating changes not only in their course offerings but in their basic view of students. Out of the student's questioning and change come turmoil, confusion, and despair. I have felt all three on occasion. But if there is a season in which some things die and others are born, we may hope at least to keep the age-old equilibrium between what is obsolete and what has the wholesome potential of growth. The charge that American education has grown sterile at all levels is partly an angry generalization; but certainly there is much that is dead or unproductive in our school systems, all the way from meaningless requirements for students to bureaucratic impediments to effectiveness. Whether this dead wood can be cleared away by including students on faculty or administrative committees, and by requiring new courses in place of the old, no one can predict with certainty. But predictably, some will be impatient with the slowness of change just as others will be impatient with change of any sort.

Academic institutions, unlike organizations geared to take action, cannot move quickly or expeditiously on all occasions for all people. The very structure which enables a college to exist for more than one generation renders it incapable of accommodating each generation according to its ideals; and patience is not a virtue student rebels have come to college to learn. Faced with student frustration, aggravated as they are today by extracurricular problems, administrators and faculty members are tempted to pass the buck to each other instead of acknowledging the nature of the organization they serve. The glory of educational institutions is possible partly because of their stately pace, their clumsy inadaptability, their reluctance to adopt change merely for the sake of change. For better or worse, colleges provide the milieu for thinking about great issues, not for acting on them. A college which cannot or will not preserve an atmosphere in which thought and study are possible and central is no longer a college. It may be an agency of social welfare, or a barometer responsive to political pressures, or a recreation area for the community at large; but it is no longer a college, properly speaking. It would be naive to argue
that a college like Lehman, supported by public taxation, can avoid public scrutiny and political involvement; but the fundamental mission of a college, public or private, is to educate its students. We can hope that those in charge of budget appropriations will agree.

Granted that academic questions are never purely academic, they can be answered only in an atmosphere of free and unrestricted inquiry. Anything that interferes with that freedom is inimical to a college, even if it interferes on behalf of a good social or political cause. Too often today in the name of freedom students are apt to destroy the freedom of others; in the name of justice, to commit injustices. There is nothing noble in a mob, however nobly its individual members are motivated; but a mob has the power to terrorize by sheer numbers, and terror has the power to destroy. Those students who resort to terrorization exert a tyranny as ugly as the tyranny of the established interests which they seek to overthrow. The tyranny of the young is no less hideous than the tyranny of the old.

The issue is not, however, really an issue between youth and age, but an issue of legitimate or illegitimate means to an end. It is as dangerous to applaud indiscriminately the "activism" of the young as it is to condemn their aspirations without a hearing. Those who condone student violence with the simplistic plea that "Youth today knows what it wants" run the risk Shakespeare's King Lear ran when he divided his kingdom among his daughters and expected to retain his kingly prerogatives. As the court Fool reminds him, he gave the rod into his children's hands and pulled down his breeches. "Thou shouldst not have been old before thou hadst been wise," the Fool says. If those of us who have survived the chastisements of childhood insist, in our maturity, on bending over for a spanking, we shall be spanked. And we will deserve to be, for failing to exercise a legitimate authority. It is to be hoped, however, in colleges at least, which are dedicated to the use of reason and the attainment of wisdom, we can retain a relationship between the generations in which no one is spanked.

I do not accept the conspiratorial explanation of student unrest. And I do not accept the hypothesis that in some mysterious way the youth of today is more knowledgeable and sane than the youth of preceding generations. Surely no particular age has an exclusive claim to the truth. The young today live at a faster pace, perhaps, than the young of Calvin Coolidge's time; they are, perhaps, more worldly. But worldliness is not wisdom. If we rely on the sharp eyes of the young to bring problems into focus, we rely also on the vision of age to soften the glare. Of course, reverence for their elders has never been a notable trait of Americans, but a gifted young writer, John Updike, commenting on the death of Grandma Moses, caught the grandeur which is ideally possible to age: "If we do
mourn, it is for ourselves; she had become by her hundredth year one of those old people who, as old buildings civilize a city or spindly church spires bind up a landscape, make the world seem safer. . . . They pay the world the great compliment of being reluctant to leave it, and their reluctance becomes a benediction."

When I entered college, the time was grim. World War II had begun, and America was shortly to become involved. For reasons which probably had little to do with science, I decided to major in chemistry. After a couple of thoroughly undistinguished years, in which I managed to reveal a laboratory technique so wretched it frightened even me, I became part of the war into which America had entered. My role here was about as effective as it had been in a chemistry laboratory. When I returned to college — and the college was there for me to return to — I completed my undergraduate days by studying literature. My point in recounting this fragile bit of autobiography is that the college was a place in which I could pursue my own interests, at my own pace, coming up with my own answers to my own questions. It was a place where I could study and read and think. The war was with us — enough of us were to light in it — but college was another matter. It was a place where one could, if one wished, study and not act. Almost everywhere else the realistic details of daily life precluded looking too closely for abstract ideals. Paying milk bills, riding the I.R.T., working fifty weeks a year — the daily chores grind down the fine sensibilities and make one seek dignified survival rather than high moral principles.

Even on the campuses — then and now — most students use the facilities and personnel as a means to an end — jobs, marriage, financial security; but these students rarely touch on questions of truth and beauty. There is obviously nothing wrong with these goals, and for many they are often the difference between life and mere existence. But the campus remains available to those who wish to study subjects which will not, in and of themselves, change the world materially, make things happen, or solve social problems.

Perhaps this mood is no longer ours to have. Perhaps the injustices and cruelties in the world are too patent to leave the colleges untouched. I hope not, for I believe that educated men and women, of all races and creeds, will do more for this city, state, and country than all the disorderly political activism we have seen. And they can become educated only if they, too, have the chance to study and think and ask questions without worrying about what answers they will find. With the indispensable efforts of faculty members and administrators who sympathize with the mission of this College, which is to insure such an opportunity for its students, and with the cooperation of the students themselves, for whom, let us not forget, the College exists in the first place, I undertake this challenge.
BENEDICTION

THE RIGHT REV. MONSEIGNEUR HERMAN L. HEIDE
CHAPLAIN TO THE NEWMAN CLUB OF LEHMAN COLLEGE

O Lord God of Hosts, the God of Abraham, Isaac and Jacob, the God of the Prophets, of Christ and our God. O Lord God, the Father of Abraham, Isaac, and Jacob, the Father of Christ and our Father also. Bless us from Sion, Thou who hast made the heavens and the earth.

See us in our abjection and misery, and in your mercy let us not go down to destruction. Requite us not according to our offenses, but in your mercy raise us up and exalt us as your contrite and humble children.

Let our cries come to Thee, as our life pours forth a hymn of praise through our words and actions.

If we forget Thee, our Lord and God, may our right hand be forgotten. If we remember you not, may our tongue cleave to our palates.

For unless Thou buildest the city,
In vain do the builders build.
For unless Thou watchest the city,
In vain do the watchers watch.

O Lord God, God the Free, alone dost Thou enjoy full freedom because Thou art all perfect.

Grant us freedom in proportion to our sinlessness and perfection.
Grant us truth in proportion to our humility.
Grant us peace and tranquility in proportion to our love for and observance of Thy law.

Let our hearts rise in one grand hymn of praise, and along with the
rest of Thy creation bless Thee.

Bless Thee along with the sun and the moon.
Bless Thee along with the waters and the clouds.
Bless Thee along with the heavens and the earth.
Bless Thee along with the beasts and the reptiles.
Bless Thee along with the birds of the air and the fish of the sea.

Let us not in our pride depart from Thee, nor in our foolishness, deny Thee.

May you take Leonard Lief under your special providence and enlighten him, along with his administration and staff, along with the faculty and students, into a fruitful and harmonious community, dedicated to Thee, to truth, and to each other, dedicated to your laws and to your morals, for really without Thee, we can do nothing.

The Lord is God, let us bless Him. The Lord is God, let us thank Him. The Lord is the source of all peace. Let His mercy and kindness endure for ever and ever. Amen.
COMMITTEE FOR THE INAUGURATION AND DEDICATION

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Professor Rose DiGiacinto
Miss Linda Dobkin, June '69,
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Miss Shelly Flisser, June '69
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DELEGATES FROM SCHOOLS, UNIVERSITIES, COLLEGES, AND LEARNED SOCIETIES

1636 HARVARD UNIVERSITY
William Washburn Myrick, Alumnus

1696 ST. JOHN'S COLLEGE
Neal R. Gross, Alumnus

1701 YALE UNIVERSITY
Frank Altschul, Alumnus

1746 PRINCETON UNIVERSITY
Richard O. Walker, Jr., President
Princeton Club of New York

1754 COLUMBIA UNIVERSITY
Luther H. Evans, Director of International and Legal Collections

1766 RUTGERS UNIVERSITY
Michael A. Rockland, Assistant Dean
Douglass College

1769 DARTMOUTH COLLEGE
William H. Scherman, Alumnus

1776 PHI BETA KAPPA
Richard D. Mallery, Professor of English
New York University

1787 FRANKLIN AND MARSHALL COLLEGE
Donald L. Lasky, Alumnus

1789 GEORGETOWN UNIVERSITY
William S. Catherwood, Alumnus

1793 WILLIAMS COLLEGE
Alfred E. Driscoll, Trustee

1808 ARCHDIOCESE OF NEW YORK
Rt. Rev. Msgr. George A. Kelly
Secretary for Education

1812 AMERICAN ANTIQUARIAN SOCIETY
Luther H. Evans, Member
Board of Directors

1812 LYCOMING COLLEGE
Reverend James E. Tallman
Director of Child Life

1822 HOBART & WILLIAM SMITH COLLEGES
Beverley D. Caisey, Jr., Acting President

1826 THE MARYLAND INSTITUTE OF ART
Ellen Greenfield, Alumnus

1826 THE MARYLAND INSTITUTE OF ART
W. Lewis Hyde, Provost for University Heights

1835 OGLESBROPE COLLEGE
Garland F. Pinholster, Dean of Administration

1836 ALFRED UNIVERSITY
George F. Monks, Trustee

1841 FORDHAM UNIVERSITY
Reverend Leo McLaughlin, S.J., Chancellor

1845 JUNIOR COLLEGE OF THE PACKER COLLEGIATE INSTITUTE
Nell M. Rothschild, Dean

1845 U. S. NAVAL ACADEMY
Captain T. T. McGillicuddy, U.S.N.,
Commanding Officer of U. S. Naval Applied Science Laboratory

1846 BUCKNELL UNIVERSITY
Doris Ann Schorfenberg, Alumnus

1846 ST. VINCENT COLLEGE
Reverend Fintan R. Shoniker, President

1847 AMERICAN MEDICAL ASSOCIATION
Carl Goldmark, Jr., M.D., Member

1847 THE CITY COLLEGE
Buell G. Gallagher, President

1847 COLLEGE OF MOUNT SAINT VINCENT
Sister Mary David Barry, President

1851 UNIVERSITY OF MINNESOTA
Beata S. Schmeller, Alumna

1852 AMERICAN SOCIETY OF CIVIL ENGINEERS
Arthur J. Fox, Jr., Director

1852 TUFTS UNIVERSITY
Gloria J. Ascher, Department of German
1853 MANHATTAN COLLEGE
Brother Gregory Nugent, F.S.C., President
1853 MOUNT VERNON PUBLIC SCHOOL SYSTEM
Alfred M. Franko, Superintendent
1856 ALBRIGHT COLLEGE
Haveling W. McCracken, Alumnus
1856 ST. LAWRENCE UNIVERSITY
Ann M. Jacobson, Alumna
1858 ST. BONAVENTURE UNIVERSITY
Reverend Cronan Kelly, O.F.M., Vice-Chairman, Board of Trustees
1859 THE COOPER UNION
Herbert F. Roemmele, Director of Alumni Relations
1860 BARD COLLEGE
Reamer Kline, President
1860 STATE UNIVERSITY OF NEW YORK DOWNSTATE MEDICAL CENTER
Howard Schwartz, M.D., Alumnus
1864 SOCIETY OF BIBLICAL LITERATURE
H. L. Ginsberg, Honorary President
1864 SWARTHMORE COLLEGE
Jerome S. Kohlberg, Alumnus
1865 CORNELL UNIVERSITY
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1866 ROBERTS WESLEYAN COLLEGE
Roger J. Lugsdin, Alumnus
1868 KEYSTONE JUNIOR COLLEGE
Andrew J. Sebold, Alumnus
1869 CHATHAM COLLEGE
Patricia B. Davidson, Alumna
1869 WILSON COLLEGE
Elizabeth F. Petersen, Alumna
1870 CANISIUS COLLEGE
Richard J. Demske, Alumnus
1870 HUNTER COLLEGE
Robert D. Cross, President
1870 SYRACUSE UNIVERSITY
Mary H. Marshall, Professor of English
1872 ALUMNI ASSOCIATION OF HUNTER COLLEGE
Betty D. Fox, President
1874 STATE UNIVERSITY OF NEW YORK MARITIME COLLEGE
Oscar B. Goodman, Chairman
Department of Humanities
1876 AMERICAN CHEMICAL SOCIETY
Herman Gershon, Chairman
New York Section
1876 AMERICAN LIBRARY ASSOCIATION
Herman Gershon, Chairman
New York Section
1879 AMERICAN ANTHROPOLOGY ASSOCIATION
Alice James, Fellow
1879 RADCLIFFE COLLEGE
Claire McGlinchee, Alumna
1883 MODERN LANGUAGE ASSOCIATION
John W. Kenedler, New York University
1883 SETON HILL COLLEGE
Alberta M. Albrecht, Alumna
1884 MONTEFIORE HOSPITAL AND MEDICAL CENTER
Mo Katz, Administrator
1884 TEMPLE UNIVERSITY
Louis Steinberg, M.D., Alumnus
1885 AMERICAN ECONOMIC ASSOCIATION
Henry Villard, Department of Economics, The City College
1885 BRYN MAWR COLLEGE
Mrs. John Oakes, Alumna
1885 GOUCHER COLLEGE
Martha Lucas Pate, Trustee
1886 YESHIVA UNIVERSITY
Rabbi Israel Miller, Assistant to the President
1887 MIDDLE STATES COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
Albert Eugene Meder, Past Chairman

1887 TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Ruth L. Gottesman, Alumna

1888 JEWISH THEOLOGICAL SEMINARY OF AMERICA
Rabbi Samuel Penner, Alumnus

1889 BARNARD COLLEGE
Martha Peterson, President

1890 THE UNIVERSITY OF CHICAGO
Sidney Davis, Alumnus

1891 NEW YORK BOTANICAL GARDEN
Bassett Maguire, Assistant Director

1891 STANFORD UNIVERSITY
Robert H. Buckles, Alumnus

1892 AMERICAN PSYCHOLOGICAL ASSOCIATION
Gustave M. Gilbert, Department of Psychology, Long Island University

1892 CITY OF MOUNT VERNON
August P. Petrillo, Mayor

1892 ITHACA COLLEGE
Robert M. Davies, Provost

1893 AMERICAN SOCIETY FOR ENGINEERING EDUCATION
John R. White, Associate Dean
The City College

1893 PYTHIAN SISTERS, STATE OF NEW YORK
Hannah Kaplan, Past Grand Chief

1894 BRONX BOARD OF TRADE AND CHAMBER OF COMMERCE
George T. Kindermann, President

1897 VILLAGE OF PLEASANTVILLE
John T. Fitzgerald, Mayor

1898 BOARD OF EDUCATION, CITY OF NEW YORK
Nathan Brown, Executive Deputy Superintendent of Schools

1898 BOROUGH OF MANHATTAN, CITY OF NEW YORK
Leonard N. Cohen, Deputy Borough President

1898 BOROUGH OF THE BRONX, CITY OF NEW YORK
Meyer M. Kailo, Deputy Borough President

1898 VILLAGE OF BRONXVILLE
William Duke, III, Village Administrator

1899 COLLEGE OF SAINT ELIZABETH
Alice D. Rohan, Alumna

1900 COLLEGE ENTRANCE EXAMINATION BOARD
Bernard P. Ireland, Director of Northeastern Regional Office

1903 BRONX EYE AND EAR INIRMARY
Melvin Blauvelt, Member
Board of Directors

1904 ASSOCIATION OF AMERICAN GEOGRAPHERS
Anastasia Van Burkalo, Department of Geology and Geography, Hunter College

1904 COLLEGE OF NEW ROCHELLE
Sister Mary Rose Cocks, Treasurer

1912 STATE UNIVERSITY OF NEW YORK AGRICULTURAL AND TECHNICAL COLLEGE AT FARMINGDALE
Richard J. Pfeiffer, Business Administration Department

1914 AMERICAN JEWISH JOINT DISTRIBUTION COMMITTEE
Herbert Katzki, Assistant Executive Vice-Chairman

1915 ALTRO HEALTH AND REHABILITATION SERVICES
Harold M. Kase, Executive Director

1915 AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
Claire Corbin, Secretary-Treasurer
Fordham University Chapter

1915 ASSOCIATION OF AMERICAN COLLEGES
Martha E. Peterson, President
Barnard College
1915 SPEECH ASSOCIATION OF AMERICA
Arthur Bronstein, The Graduate Division
The City University of New York

1916 MATHEMATICAL ASSOCIATION OF AMERICA
Abraham Schwartz, Governor
Metropolitan New York Section

1917 PLAY SCHOOLS ASSOCIATION
Edward R. Schwartz, President

1918 AMERICAN CLASSICAL LEAGUE
Ursula Schoenheim, Department of Classical Languages, Queens College

1919 AMERICAN COUNCIL OF LEARNED SOCIETIES
Frederick Burkhardt, President

1919 THE BERNARD M. BARUCH COLLEGE
Robert C. Weaver, President

1919 NEW SCHOOL FOR SOCIAL RESEARCH
Orin Lehman, Chairman, Board of Trustees
Harry D. Gideonse, Chancellor

1919 PENNSYLVANIA COLLEGE OF OPTOMETRY
Alden N. Haffner, Faculty

1920 THE COLLEGE OF SAINT ROSE
Mrs. Roberto E. Socas, Alumna

1921 GREEK ORTHODOX ARCHDIOCESE OF NORTH AND SOUTH AMERICA
Very Rev. Fr. George J. Becopulos, Chancellor

1921 ROSEMOUNT COLLEGE
Louise Goode, Alumna

1921 THE HOFFMANN SCHOOL
Anna F. Hoffmann, Director

1923 WALTON HIGH SCHOOL
Daniel M. Fein, Principal

1924 HISTORY OF SCIENCE SOCIETY
Carl B. Boyer, Former Vice-President

1925 JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION
Stephen L. Schlesinger, Assistant Secretary

1927 UNIVERSITY OF BRIDGEPORT
James Light, Bernhard Professor and Chairman, Department of English

1928 SARAH LAWRENCE COLLEGE
Bert James Loewenberg, Professor of History

1930 AMERICAN ASSOCIATION OF PHYSICS TEACHERS
Mark W. Zemansky, Executive Secretary

1930 BROOKLYN COLLEGE
George A. Peck, Acting President

1931 AMERICAN INSTITUTE OF PHYSICS
Lewis Slack, Associate Director

1931 XAVERIAN COLLEGE
Brother Thaddeus Olsen, President

1935 HOFSTRA UNIVERSITY
Leonard Brickman, Director
Institute for Community Education

1936 EAST TREMONT Y.M.-Y.W.H.A.
Barnett Lambert, Executive Director

1936 MARYMOUNT MANHATTAN COLLEGE
Sister Margaret Wiener, Faculty

1937 QUEENS COLLEGE
Joseph P. McMurray, President

1938 LEGISLATIVE CONFERENCE OF THE CITY UNIVERSITY OF NEW YORK
Belle Zeller, Chairman

1940 IONA COLLEGE
Brother Joseph G. McKenna, President

1944 FASHION INSTITUTE OF TECHNOLOGY
Lawrence L. Jarvie, President

1945 WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
Gabriel M. Liegey, Regional Chairman

1946 DORMITORY AUTHORITY OF THE STATE OF NEW YORK
Roger Spross, Associate Director

1946 NEW YORK CITY COMMUNITY COLLEGE
Milton G. Bassin, President

1947 EAST TREMONT CHILD CARE CENTER
Lillian Oxtoby, Director

1947 EDUCATIONAL TESTING SERVICE
Benjamin Roaner, Former Director of Test Development
1948 COMMONWEALTH OF PUERTO RICO
Francisca Bou, Assistant Director
Migration Division, Department of Labor

1948 STATE UNIVERSITY OF NEW YORK
Morris Iushewitz, Trustee

1950 ALBERT EINSTEIN COLLEGE OF
MEDICINE OF YESHIVA UNIVERSITY
J. D. Weiler, Honorary Chairman,
Board of Overseers

1954 RENAISSANCE SOCIETY OF AMERICA
George B. Parks, Board of Directors

1955 STATEN ISLAND COMMUNITY
COLLEGE
William M. Birenbaum, President

1957 BRONX COMMUNITY COLLEGE
James A. Colston, President

1957 COUNCIL OF HIGHER EDUCATIONAL
INSTITUTIONS IN NEW YORK CITY
Robert L. Lincoln, Executive Director

1957 NEW YORK INSTITUTE OF
TECHNOLOGY
John J. Theobald, Executive Vice-President

1957 STATE UNIVERSITY OF NEW YORK
AT STONY BROOK
John S. Toll, President

1958 QUEENSBOROUGH COMMUNITY
COLLEGE
Kurt R. Schmeller, President

1959 NASSAU COMMUNITY COLLEGE
Robert R. Gwydir, Jr., Dean of Instruction

1960 ELIZABETH SETON COLLEGE
Sister Mary Elizabeth Kelly, President

1960 POINT PARK COLLEGE
Sylvan Schendler, Professor of English

1961 BRONX CAMPUS SECTION—
HUNTER ALUMNI ASSOCIATION
Anne Sheehan Dunn, President

1961 NATIONAL INFORMATION BUREAU
FOR JEWISH LIFE, INC.
J. P. Sommer, Secretary

1962 LUTHERAN CHURCH IN AMERICA
Mildred E. Winston
Board of College Education

1963 AMERICAN SOCIETY OF
GEOLINGUISTICS
William C. Woolfson, Secretary

1963 BOROUGH OF MANHATTAN
COMMUNITY COLLEGE
Murray H. Block, President

1963 KINGSBOROUGH COMMUNITY
COLLEGE
Jacob I. Hartstein, President

1963 MOUNT SINAI SCHOOL OF MEDICINE
George James, M.D., Dean

1963 UNITED FEDERATION OF COLLEGE
TEACHERS
Israel Kugler, President

1964 JOHN JAY COLLEGE OF CRIMINAL
JUSTICE
Donald H. Riddle, President

1965 ASPIRA, INC.
Louis Nuñez, Executive Director

1965 CAMBRIDGE CENTER FOR SOCIAL
STUDIES
James J. McGinley, S.J., Director

1965 RICHMOND COLLEGE
Herbert Schueler, President

1966 THE HERBERT H. LEHMAN PAPERS
SCHOOL OF INTERNATIONAL
AFFAIRS, COLUMBIA UNIVERSITY
William B. Liebmann, Curator

1966 MORRISANIA COMMUNITY
CORPORATION
Jerome A. Greene, Educational Coordinator

1966 YORK COLLEGE
Dumont F. Kenny, President

1967 BRONX COUNCIL ON THE ARTS
Irma L. Fleck, Chairman of the Board

1967 PENNSYLVANIA ADVANCEMENT
SCHOOL
Peter Lehman Buttenwieser, Director

1968 UNIVERSITY SENATE OF THE CITY
UNIVERSITY OF NEW YORK
Robert S. Hirschfield, Chairman

1969 LEHMAN-HUNTER ALUMNI
ASSOCIATION
Joseph Shenker, Chairman pro tempore