

DR. COLVIN'S INSTALLATION ADDRESS

at the

INAUGURAL CONVOCATION

of

FANSHAWE COLLEGE, LONDON, ONTARIO

SEPTEMBER 12, 1967

Best wishes &
remembrances
long after the present.
Jim Colvin
25th Feb., 1996

Dr. Colvin's Installation Address
Inaugural Convocation
September 12, 1967

This is a unique occasion. It is the first official day in the first year of a new college -- a community college. We are, thus, on the threshold of a new enterprise and, as the first of many to come, this day must inevitably set the pattern for those to follow. In doing so, it cannot help but affect the character and purpose of the progeny which we, by our joint effort, conception and beliefs, are committed to develop in the name of Fanshawe College.

By statute and the circumstances which have brought us together, we have been given the enviable opportunity and considerable responsibility of building a new college. Everything we do, every step we take, everything we propose and implement, even that which we reject, will shape its character and determine its significance. We, here today, are part of the community which the college will serve. But we are only a part. The larger part, in numbers, area, and potential, consists of the present and future inhabitants of our four counties and of those outside our counties, who are, nonetheless, bound to be affected by what we do.

Consequently, our role as initiators entails a trust. We must think and act in the best interests of all whose college

Dr. Colvin's Installation Address

September 12, 1967

it is and is to be, whether or not they are currently involved in its work or establishment. The privilege and task which thus falls to us is to conceive and set a course which will stand the test of time and meet the needs of future generations of Fanshawe students. It is for us to lead the way; and our decisions at this critical stage may well determine whether we reach and build on the upper educational plateaux or wander aimlessly towards the lower levels.

Educational and social needs being what they are, more colleges will, of course, be founded. But, at no time in the future history of our college will anyone likely have a remotely comparable opportunity for effective accomplishment; for we are laying the foundation in a most significant field of endeavour; and the superstructure must conform. Obviously then, at this stage, we must think objectively. We must prepare and work conscientiously. We must also work speedily, for there are many potential students in our midst whose training and education is inadequate. This suggests we are short, not in numbers, but in skill and knowledge; as indeed the establishment of 19 community colleges in Ontario so patently proclaims. At the moment, the shortage is more qualitative than quantitative. The talent is here waiting to be groomed and

Dr. Colvin's Installation Address

September 12, 1967

developed. Unfortunately, time is not on our side, and unless we move with dispatch, much of the talent which could contribute to our well-being will be directed along undesirable paths seeking outlets for its energy rather than purpose for its ability. Given today's conditions and tendencies, the desire for flamboyance, action and excitement, we have to recognize that the talent and energy of our young people, and not only our young people, is there for the taking; and, in my estimation, the community college represents the best opportunity for the community to use it constructively.

I have said we must work with dispatch. Indeed, one of the commodities which is in least supply is time itself. For this reason, we must push on, even at the cost of occasional mistakes. In the circumstances, assured perfection in our planning and execution is a luxury we cannot afford. We shall, of course, plan; and we shall strive to build to plan. We require accommodation, equipment, teachers, programmes of study and courses in relatively untried fields. To all of these, we shall aspire, and there can be no question that we shall realize the better part of our aspiration. But we are committed to a program of speed and of trial and error. The latter, we know, has been the lot of the educator for

Dr. Colvin's Installation Address

September 12, 1967

centuries; though, in our case, there may, for a time, be more error than trial. This must not deter us. Though naturally, we must try to avoid error, we cannot do so to the point of engendering paralysis.

In some degree, our policy must be that of the prairie farmer, who, on being cautioned for going through a red light, said, "Shucks, we always use the red when no one is using the green." I have no doubt that, as we progress with our work, we shall find it increasingly difficult to adhere to our basic commitments.

I stress these general conditions and possibilities because there are bound to be many temptations and frustrations ahead; and unless we are determined to resist or overcome them, we shall find ourselves abandoning our objectives for less than valid reasons. I, therefore, propose before closing, to call your attention to one or two facts which could possibly hinder us if we should elect to disregard them. I know, as we proceed, we shall find any number of excuses and distractions which will seem to justify compromise; and if we are persuaded, we shall wind up with a compromised college. This, I promise you, is something I am not prepared to accommodate. On the contrary, I anticipate a successful,

Dr. Colvin's Installation Address

September 12, 1967

vigorous college of definite character, purpose and strength. Given your firm and enthusiastic support, I am completely confident that this will be our accomplishment.

Toward this end, in my own mind, and I hope in yours, the significance of today is not so much the investiture of a president as the dedication of a college. That being so, an incoming president would be remiss if he did not attempt to define the role and purpose which he ascribes to his college. May I, then, offer you an outline of my thoughts.

Like other community colleges, Fanshawe emanated from provincial legislation. It was granted a seal as an essentially autonomous corporation with its own Board of Governors, responsible to the Minister of Education. All this is of paramount significance. No less so is something else. The college, by general consent and geographic delineation, is a community college "designed", as the Minister of Education put it, "to meet the needs of the local community". Thus, the Government, having established an effective lead, is passing the baton to the community to set the pace and cover the remaining laps. Indeed, if we are, in fact, intended to accommodate the needs

Dr. Colvin's Installation Address

September 12, 1967

and resources of the community, who but the community itself could do so? The deduction is elementary.

Autonomy and Community. If they can be taken seriously, these two words will proclaim the shape of things to come: in short, a corporation run by and for the region it represents. Add to them the word, College, and you have the three main elements of our composition.

As a College, but even more so by its terms of reference, it will offer tertiary, rather than secondary, education. As a Community College, it will draw its inspiration from, and provide service to, the community, thus representing an opportunity for the community to serve itself in higher education. As an Autonomous Community College, it will be governed by the representatives of the community it serves for post-secondary educational purposes. Nothing could make more sense.

Yet, this is a noticeable departure from the established patterns of the past. For one thing, it places a very real responsibility on the community; but with that responsibility comes the priceless commodity of freedom, to be applied precisely where it is most wanted: in the field of education and learning. Available on a community basis, it

Dr. Colvin's Installation Address

September 12, 1967

is, in my estimation, exactly the right thing at the moment it is most needed. In fact, it comes none too soon. We have failed for too long to harness the imagination and talent of the community. I might say, parenthetically, that this seems to be a well-established Canadian trait, whether at the local, provincial, or national level. We incline to defer too readily to the outsider, ignoring that our own resources have not yet been fully applied. We have failed to use our community resources, and, by the same measure, have failed to cultivate the new crop which stood ready and waiting. Through the community college, we now can - if we will - do something on both counts.

Clearly then, the proposition calls for imagination, initiative and participation on the part of the community as no educational program has previously done in this province. The concept allows the community to contemplate and implement ideas and to experiment in training, study, and education with a freedom we have not known before. And let me emphasize that point, for this is an excellent form of freedom, an inspiring freedom. Involving both the individual and the group as it does, it is also democracy at its best.

Dr. Colvin's Installation Address

September 12, 1967

In this respect, I should like to suggest that a community college is much more than an ordinary college. It has characteristics which render it especially vigorous and vital given the scope, individuality, and flexibility of a community body; and we must never discount these desirable qualities. Even more important, we must never lose sight of the fact that they could go by default if the community failed to respond to this opportunity and left the college to degenerate into an institution of lesser status requiring the control of a government department. I am optimistic and enthusiastic enough to believe this will not happen. In this respect, of course, I am merely subscribing to the views of the provincial government and the Minister of Education who, in setting up a Council of Regents for Ontario and Boards of Governors for the individual colleges, have built into this particular college system, the local autonomy which ensures community enterprise. It remains only for the community to respond.

And may I say that the initial response has been excellent. Our student body and Board of Governors amply reflect, in their membership, the various centres which embrace the population of our four-county region. Half the members of our Board are from outside the London area, yet their attendance at meetings in London and their pursuit of

Dr. Colvin's Installation Address

September 12, 1967

College matters remains consistently good, notwithstanding their personal inconvenience. The same can be said of members of our Advisory Committees, many of whom put in copious hours on the highways and in conference to attend to College business. I think, Mr. Chairman, I could not be charged with flattery if I took this occasion to say that we have some very good Advisory Committees and a very good Board of Governors. Indeed, standing before you, as a living example of one of the Board's earliest decisions, I would hardly be flesh and blood if I did not persuade myself that we have an excellent Board of Governors.

But, what do I mean by community? For the purposes of our college, the community consists of our students, staff, and the residents of our four counties; and the latter, let us not forget, consists of the business people, the clergy, the farmers (a large group in our four counties), the industrialists, the educators, the housewives, the cultural and technical interests, the young, the old, the handicapped, the mediocre, the brilliant, the prosperous and less prosperous; and in all, any whose talents and service will be enhanced by their association with Fanshawe College. We must try to advance the ability and fulfilment of these variegated and often divergent groups.

Dr. Colvin's Installation Address

September 12, 1967

Our task is to interpret and assess; to envisage, initiate and create; and then to manage, administer, and serve our own social, economic and cultural needs to the extent that tertiary education can do so. As opposed to previous provincially-sponsored educational entities, it is not simply to implement the centralized plans of the Department of Education, but rather to use our own propulsion. Consequently, we should look to the Department not for direction, but for assistance in executing what we as a community college advocate. The initiative lies with the community and the college. Community zeal and imagination are the college's life blood. This is what is so inspiring about it; and our imagination and spirit will be its essence and the measure of its success.

The decision of the provincial government to establish community colleges, thereby virtually assuring post-secondary education to all residents of Ontario is, of course, a major breakthrough in education. More than that, it is a sociological breakthrough for it offers advanced education to anyone who wants to have it. Yet I am not all sure that the far-reaching significance of that decision has really been

Dr. Colvin's Installation Address

September 12, 1967

grasped by the people of this province or, indeed, by the educator, or by the Government itself, including the various authors of the idea. This is not, perhaps, as drastic a statement as it might seem. Who can tell, at this stage, what the far-reaching implications and consequences of the community-college project will be? I realize that my opinion - let me say my guess - will be no better than that of anyone else. Nonetheless, I should like to submit it.

When the provincial government passed legislation to establish a system of community colleges throughout Ontario, I believe it released a benevolent geni from confinement which, I hazard to guess, will reveal more growth, power and imagination - no doubt at greater cost - than was ever contemplated by those who helped to pull the cork from the bottle.

Less than a year ago, there were no community colleges in this Province and, by the same token, no such students. Today, there are 19 colleges emerging, or in being, with an overall enrolment of some 15,000 students. These thousands of students are receiving instruction in some hundred odd courses; and in every community, Boards of Governors, Advisory Committees and community groups are continually

Dr. Colvin's Installation Address

September 12, 1967

coming forward with suggestions for new courses, programs of study and proposals for better colleges. The virtue and potential of the college is already too obvious to question. The future offers only one possibility - growth and expansion.

In its first year of operation, Fanshawe College has 1,000 students. It will have more before the year is over. If we obtain the accommodation, I believe that our next year's enrolment will exceed 2,000. On the same terms, I expect we shall approach 4,000 by 1969 or 1970. I anticipate that a ten- to fifteen-year projection will see us much nearer 10,000 than the suggested 4,000 to 5,000 in numbers. Indeed, I do not believe we shall be able to keep pace with student demand. The idea is in the air and Fanshawe is already expected to take up the slack. "Why don't you do something about dental technicians?" said one new acquaintance. From another, "Can you keep us out of war?" "What will you do about beatniks, progressives, and conservatives?" (I almost said liberals and conservatives, but it is so difficult to spell those words without capital letters these days, that my discretion is better than my valour.) In short, Fanshawe is already expected to do what has been left undone and to achieve what no other educational institution has

Dr. Colvin's Installation Address

September 12, 1967

achieved. What a challenge and what an inspiration. Beyond question, our benevolent geni is going to tax our imagination, strain our executive and teaching ability, try the patience of the Government, and badger the tax payer. But considering the alternatives, he will be cheap at the price. In any event, let us not forget that we are the residents of Ontario who are both fostering and financing the colleges and who will receive the return which they offer. And let us not stint ourselves, for we shall be amply repaid on our investment.

But what is ahead for Fanshawe College? What shape will it take? What will be its character, its main interest, and its size? Will it establish itself on its merits as a College? Will it think, act, and operate as such, and compete and mingle comfortably with colleges and universities? Shall we administer it and conduct our classes in this manner? Will its curriculum and reference material be of secondary or tertiary status? Will its students be referred to a text book or a library? Will its teaching staff be more at home in a university or high school environment? And what of its students? Will it merely teach that which high schools cannot and universities will not? Will it be the oddity in the educational structure or a main column? And how will its certification stand up?

Dr. Colvin's Installation Address

September 12, 1967

My answer to these questions is positive and for good reason. It is my guess that we shall not be able to keep pace with the demands. Our college will grow faster than has ever been anticipated. Its enrolment will soar. Its academic standards will be high. The extent and variety of courses and subjects of study offered will increase. People will advance proposals which they will expect Fanshawe College to undertake. It is already evident that the scope for individual imagination is attracting to us teachers of a high standard. We are receiving applications and inquiries from highly qualified people in government, universities, and business, from across Canada and from foreign countries. We shall offer valid certificates and diplomas and I think, inevitably, we shall follow the course of so many similar institutes in Great Britain and eventually emerge as degree-conferring colleges.

I do not make this last comment as an expression of my ambition. It is merely a forecast. Nevertheless, it reflects my conviction that our college will grow in every way possible. And I consider it inevitable and, even desirable, that any college which is worth its name, whose staff and students have the intellectual curiosity and enthusiasm, will find themselves undertaking assignments, conducting projects, and pursuing

Dr. Colvin's Installation Address

September 12, 1967

courses which cannot be acknowledge with anything less than a recognized baccalaureate.

At the present time, our college is approaching the task organizationally by the establishment of eight main divisions - Agriculture, Applied Arts, Business, Extension, Health and Welfare, Social Sciences and Humanities, Mathematics and Physics, and Technical/Technological. Further divisions will, no doubt, be required; for suggestions and explorative investigations have already called to our attention areas which merit study and training at this college. In this respect, I sometimes think it is no wonder that nursery rhymes have gone out of fashion. "The butcher, the baker and the candlestick maker" and that other well-known ditty about the "tinker, tailor, soldier, sailor" are no longer adequate for the times; and I am sure it would exceed the imagination of a Shakespeare to put into rhyme the breadth and sophistication of today.

What, then, will Fanshawe offer? I usually meet this query by saying that we shall teach anything that we judge purposeful and feasible. We are completely receptive to proposals over and above the ideas which the college itself has in mind.

Dr. Colvin's Installation Address

September 12, 1967

I anticipate that Fanshawe will, like other colleges, show strength in particular areas. We are, at the moment, relatively strong in our Business and Technical Divisions. Current plans and endeavours suggest that we should accomplish much through our Health and Welfare Division. We have had encouraging support from many organizations which are already working in this field and especially from the faculty of medicine at the University of Western Ontario. There is a critical need for medical technicians of many types as well as for people to assist in social and welfare work. It is our intention and conviction that Fanshawe College will make a decided contribution in these areas.

We also expect that our division of Social Sciences and Humanities will be a major bastion in the College. We envisage vigorous activities in our division of Applied Arts, not least in those which pertain to communications, to radio and television - that modern conveyor of ideas and entertainment which no educational institution can ignore. These two divisions in our College - that of Social Sciences and Applied Arts - reflect our awareness that man, notwithstanding the continuing significance of food, clothing, and shelter, is a social animal committed to live out his years in a changing

Dr. Colvin's Installation Address

September 12, 1967

society to which he must adapt himself. To achieve any degree of success and to offset conditions which would otherwise cause him constant discomfort, he must understand his social environment and his own individual relationship to it regardless of how he earns his living.

This is something a college education must ensure; and it can, by the simple process of offering its students some insight into history, social organization, and politics. Moreover, no college can afford to ignore the obvious fact that people who have reached the tertiary level of education are already assured a serious part in the business, industrial, and political affairs of their country. To enable Fanshawe students to do this wisely and effectively, the applied arts and social sciences will receive our strong support.

I referred earlier to possible conditions, conflicting views, and propositions with which we might have to contend in the course of our development. I should like to draw some to your attention. The first concerns our scope and authority. Any suggestion which might limit the freedom of this community to determine the character, size, location, and/or study programs of our community college could be detrimental and could render us something less than a college. If we are to assume

Dr. Colvin's Installation Address

September 12, 1967

the responsibility and to do the job which is expected and required of us, we must have the authority to call the plays according to the situation. Only on this basis, can we be a college in the true sense of the word. On this account, I urge the community to assert itself.

Secondly, I am disturbed by the suggestion which has sometimes been made that the community college represents a terminal point in education, the implication being that our graduates should be turned out like cogs for a machine - completely finished for the precise function they are expected to fulfil. To me, this kind of thinking is out of touch with the times. Education is a continuing process. It runs from the cradle to the grave. And if the community college is to fulfil its promise and potential, it must be both a means and an alternative to university or to any other form of advanced education. And may I emphasize that point. I hope our graduates will find ample reason and desire to return to Fanshawe College or to go to other institutes of advanced learning as long as they themselves can make progress. The suggestion that the community college offers terminal education calls to mind the facetious remark of Stephen Leacock

Dr. Colvin's Installation Address

September 12, 1967

in appraising himself after he had received a Ph.D. "At this point," said Leacock, "a person cannot learn any more. He is full." Well, none of us is ever full. And in my estimation, it is not only undesirable, but it is also morally wrong to suggest that there should be limits on the development of human talent. For the first time in our history, people are being offered an unconditional opportunity for tertiary education. Let us not now suggest that its purpose is to prepare them for some current, but terminable, utilitarian end; for such a proposition is both psychologically unattractive, and impractical considering today's pace and capacity for change.

And this brings me to my next point of concern.

The suggestion that the task of the community college is essentially economic and that the courses and aims of the college should be job-oriented. To my mind, the major flaw in this philosophy is that it ignores the rapidity of change. It suggests that we are more concerned with the past than the future. It overlooks the fact that, within fourteen years of their graduation, most of our students will be performing tasks other than those for which they were specifically trained. This is the point brought out by a great educator - that we are now at the point where we must educate people in what nobody knew

Dr. Colvin's Installation Address

September 12, 1967

yesterday and prepare people in our schools for what no one knows yet, but what some people must know tomorrow.

I readily admit that job-oriented education does not appeal to me personally for the simple reason that I have never been a good enough Marxist to put a preponderent importance on the economic factor. I do not believe that man lives or dies by bread alone. Our great crises have been religious and political; and there are some fairly clear indications that a conflict of ideologies is affecting both national and international stability today. Thus, while recognizing the need to foster skills and practical competence wherever they are required, I hope we shall not forget that we are dealing with human beings. It is not for us to produce robots of flesh and blood, but rather graduates who can play a useful role in a complex society. This will not be accomplished by training students to discharge a task which time and science can render obsolete, thereby presenting us with a sociological problem which could far outweigh, in monetary costs and in terms of human suffering, the short term economic gain which was envisaged when the student enrolled for his college education.

The critical point is whether we are concerned with education or unit production. The latter may be perfectly

Dr. Colvin's Installation Address

September 12, 1967

fine for the company which is mass-producing automobiles. Guaranteed, built-in obsolescence assures the producer of a future market. Fanshawe has a different purpose. Our commodity must have a lasting value and dignity. We do not contemplate that it should ever become scrap.

Coincident with the advent of the community college has been some uncertainty on the part of organizations already involved in education or services. On the part of some, there has been some understandable apprehension lest the new college encroach on areas in which they are already actively at work. Some wonder if the new college will compromise their efforts or their standards. Some see a rival. Others have mixed feelings - concern coupled with hope that the college may be able to offer assistance. To all of these, I would say that we have not entered the field of education as competitors, but rather as complementers. Where others are already engaged, I hope we shall be able to learn; if we can, to bolster; and, perhaps to solicit and obtain their support to carry forward their work in association with that of the college.

In any event, I am sure there is room for all of us on the dance floor. If at first, you find that we step on your toes, I urge you to tolerate our crude initial efforts. We are

Dr. Colvin's Installation Address

September 12, 1967

young and the future is ahead of us. I expect we shall improve as we go along. I hope we will prove a welcome addition and, in time, that you will all find us a desirable partner.

I should, if I may, like to express similar sentiments regarding relationships with the various agencies and departments of Government. While I have underlined the need for the community college to lead the way, I am not by token of this attempting to define the role of the governmental departments. This is beyond both my authority and my wish. My objective is to emphasize the emergence and the voice of the community college. And this is quite another thing.

Obviously, we shall want the resources, advice and research ability of the appropriate branches of the governmental departments when, as we must anticipate, we are faced with problems which they alone are equipped to resolve. Indeed, we at Fanshawe have already sought and received both counsel and co-operation from four branches of the Provincial Government: Agriculture, Health, Municipal Affairs, and Education. I might add that we are already working on the Federal Government and our approaches have been graciously met, not only as evidenced by the Minister who has telescoped a monstrous schedule to endorse and encourage by his presence today, the

Dr. Colvin's Installation Address

September 12, 1967

efforts of this community, but also by the local office of the Department of Manpower which, at our invitation, has agreed to conduct a placement program as part and parcel of our college activities.

My hope and objective is that we shall continue to establish and develop relationships with the many departments and agencies of the Federal and Provincial Governments so that, without impairing or inhibiting community initiative, we shall be free to draw on the resources which the Government alone is able to provide. I have already exemplified this point by reference to the Department of Manpower. I could add that the Provincial Department of Agriculture has provided teaching resources for a pilot course in Agriculture which we have jointly introduced in Woodstock. The Department of Municipal Affairs has informed and advised on the need for Municipal Administrators. The Department of Education has already assisted in a multiplicity of ways, and I suspect I am speaking for more colleges than Fanshawe when I express the hope that it will, in the future, meet our many requests for guidance and research assistance.

And, finally, a word to our students. To you in particular, I hope the task is clear. This is not just another first

Dr. Colvin's Installation Address

September 12, 1967

day at school. It is our first day together in the establishment of a new educational entity: Fanshawe College. We are starting not simply with a clean slate, but with a brand new one; and each of us will be inscribing on it. That which we inscribe will become the history of the College, and the history of anything is its record - and its character. It goes without saying that we owe it to ourselves, the people of our community and the future to establish a good college character and reputation, so that anyone identified with the college will be enhanced and not degraded by that identity.

At the moment, Fanshawe College is new. Consequently, it can as yet have little character. It has no record of accomplishment. This, you will give it; indeed and inevitably, you must give it. The first student to win the first race in the first competition or test will establish the first record. By those interested, this will be compared to the record of other institutions. By those who come after, it will, if progress is to be served, be bettered. But, in the meantime, it will bespeak our interest, our competence, and our character.

This will be the case over and over again; and in the process of making and breaking our records, we will be proclaiming and asserting our place in education and in society

Dr. Colvin's Installation Address

September 12, 1967

just as surely as Oxford and Cambridge became identified with scholarship (and their respective political biases), Edinburgh with medicine, London with politics and economics, Glasgow with engineering, Harvard with law, Notre Dame with football, and lamentably, some others with demagogery and violence. What you achieve, Fanshawe College will achieve. As you deport yourself, your college deports itself, for you are its elements. Your standards will be its standards. And this applies in every sense, during hours and after hours. Whatever the length of your hair, your skirts, your trousers, you represent Fanshawe College. However you behave in the classroom, the halls, the sports field, your own and other people's homes, you represent Fanshawe College. Your virtues, vices, success and failure are the bits and pieces which contribute to the whole, just as the rain drops become, in time, the water power which changes darkness into light. Your attitude in scholarship, sports and socially and general deportment are those of Fanshawe College. But as the first class, you more than represent it. You set its precedents and what you do will go far to determine its subsequent tones and standards.

Thus, on you, devolves the trials and opportunities of creativity and leadership. In fact, your presence at

Dr. Colvin's Installation Address

September 12, 1967

Fanshawe College at this unique stage may well be the most significant opportunity for leadership you ever have. It is by no means minimal, and I implore you not to waste it. Do not be persuaded by the example or intimidation of others, either inside or outside the college, to lower your standards. Do not underrate the significance of your objectives, work or behaviour. Do not abandon your habits or beliefs if you consider them loftier or more valid than those of others. But, by the same token, do not adhere to them if it is apparent you can do better.

The general rules and guidelines for the college will, of course, emerge from its governing bodies. As one source of guidance, we look forward to receiving, through the proper channels, the individual and collective views of the students, for it primarily rests with you to interpret and uphold your college rules to the utmost of your ability. In so doing, you will strengthen your college by rejecting the chaos which is the alternative to law and order; and you will make your college attractive to the better teachers and students of the future. Among the factors which have made Canada attractive to foreign investors and immigrants are its order and stability and the opportunity it offers. We can make Fanshawe similarly attractive. The proposition offers you two things: the chance to design

Dr. Colvin's Installation Address

September 12, 1967

and invest in your college and the assurance of a better return for your efforts. In the process of doing your duty by your college, you will be learning and practising the art of good citizenship. Make the most of this opportunity, by setting an example for yourself and your colleagues and do not leave this great opportunity entirely to others. You may be less than satisfied with the standards which others prescribe.

I am sometimes asked whether students should have a voice in college government, whether, in fact, they should be represented on the Board of Governors. I think they should. I intend to be their representative. I have it in mind to serve in the same capacity for our teaching staff, and I do not anticipate noticeable difficulties on either count. I say this with the thought that, if a case is valid, I shall pursue it to the utmost extent of my ability. I think this is the essential point whatever one represents. On the other hand, I am not convinced that members of the teaching staff or the student body should be on the Board of Governors, any more than that members of the Board of Governors should be on the teaching staff or the Student Council. The responsibilities of the various segments of our college are not always the same and I would guess that any attempt to force them all into the same

Dr. Colvin's Installation Address

September 12, 1967

mold would result in a shapeless monstrosity of little advantage to any.

The essential ingredient for our organization is confidence - and Integrity (our motto). Each part must have confidence in the other: the Board of Governors in the teaching staff and vice versa; the teaching staff in the students and vice versa. In my estimation, the proposition that any one of these parts can fulfil the function of the other is hypothetical and faulty. Our requirement is not so much for each to undertake the function of the other, but for each to be well-served by the other. What we need is a good clearing house. It is my hope that this will be found in the office of the President. I consider this is a logical proposition, for I am sure no other can be quite as conscious of or dependent upon the co-operation of the many elements which comprise the college body, and no one will be more intent on their individual and co-ordinate efficacy.

Mr. Chairman, I am altogether conscious of the heavy responsibility and of the honour which is being conferred upon me today by my installation as President of Fanshawe College. I hope I shall be a good President. I am aware that my decisions and efforts on behalf of the College will not always endear me

Dr. Colvin's Installation Address

September 12, 1967

to everyone. I am prepared to accept that sentence, since I would rather be a good President than a popular one. In the name of Fanshawe College, we of this community are now committed to counter ignorance, to achieve technological competence and social progress. We have raised our colours. Indeed, we have but lately chosen our colours. And I hope the red and white of Fanshawe will become identified not only with athletic and academic victories, but with success in our basic purpose. We have begun our history in a year with an odd number. Interestingly, we have chosen odd numbers for our major athletic teams. We are not intent on being odd. But we share Falstaff's hope that there may be good luck in odd numbers. And if we recognize our oddities at the outset, we may be better balanced thereafter.

May I thank you all for the honour you have paid our college today. May I take this occasion to call you to the colours and may I ask you as participants at the beginning to stand by your college and carry it forward as a continuing progression in the educational program of this community.