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NORTH AMERICAN RESPONSIBILITIES FOR THE UNIVERSITY, 1934-1954¹

By Dr. ALAN GREGG
THE ROCKEFELLER FOUNDATION

FOR the past sixteen years I have had occasion to visit medical schools and institutes of medical research in some thirty countries. In the variety one encounters in such an experience—variety of methods, of purposes and of circumstances—one is reminded of a saying of Oscar Wilde: “When you break the little laws the big laws begin to operate,” for out of so many contradictions and differing practices emerge certain underlying principles. I can not forget the first time I saw an Irish jaunting car. My impression was that if that was a vehicle then one could design almost anything for transportation purposes and it might work, for if one sees underlying

principles in a great variety of forms the end result is a great sense of freedom to tackle almost any new task.

Now, one question which I should like to ask you this evening is this: Are we prepared here in North America to assume responsibility for the maintenance and continuation of one of the greatest traditions of Western Europe, the university? Everywhere I have gone and seen institutions of higher learning there are traces of that tradition—sometimes strong, sometimes weak, but there is no doubt that in the world of teaching and of scholarship the university as it has developed in Western Europe is the source and the paradigm. How much do we understand of this tradition? If we accept Hegel's definition of freedom as “the recognition of necessity” then are we

¹ Presented at the annual banquet of the Federation of Societies for Experimental Biology, Toronto, April 28, 1939.

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