

Alumni relations

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Very often alumni believe that they exist solely for the purpose of responding to requests from their Alma Mater for funds. This may seem to be particularly so in privately endowed universities. On the other hand the universities may think of alumni as a group of individuals that must be pampered and satiated far beyond their true convictions or obligations. Alumni may at times consider themselves to be authorities on education, even though relations with the educational process was as a student only, and consequently express strong opinions as to how a particular course, department or school should be conducted.

All of these are mistaken concepts that exist on the surface only, and the relation of the alumni to their university and the relation of the university to the alumni has in reality a much deeper basis for interpretation whether it is realized or not.

Every alumnus becomes a working representative of his school and it is through him that the growth and success of a school is developed. To the university, alumni have a great intangible value reflected in the form of pride and allegiance known as loyalty. Loyalty of the alumni is essential if a university is to survive as a respected teaching institution. The University must qualify itself to impart that spirit of loyalty to its students by giving them something of which to be proud. Dr. B. B. McCollom clearly expressed this thought when he said, "A school owes it to its graduates to create in them a high sense of allegiance to the school's standards and a feeling of faithful devotion to its interests by making these standards

worthy of endorsement. The payment of this debt serves a twofold purpose. The school is greatly benefited; in fact, it may be said that a school is made by its alumni. Their success reflects the honor and glory of the school that educated them, and it is through their success and satisfaction that the school goes on from year to year. On the other hand, it may be said that there is no more pleasing situation in the life of any man or woman than the feeling of pride and joy that his school has engendered in him. Out of intellectual loyalty to a school comes a satisfaction that no other circumstances can give."

It was with these thoughts of continued obligation in mind that the Department of Orthodontics presented a seminar for its alumni. As an outgrowth, the alumni decided to form the Alumni Association of the Department of Orthodontics of Northwestern Dental School. Since that time additional biennial seminars have been held and another is to be given on April 6th and 7th, 1953. For this meeting invitations have been extended to Dr. Henry Beyron and Dr. Gosta Lindblom of Stockholm, Sweden. They have both accepted and they will present their work on occlusion and the temporomandibular joints.

Another specific example of the result of close cooperation between the alumni and the department was the financing by the alumni of a research and teaching fellowship for Dr. Arne Bjork of Sweden, now Professor of Orthodontics at the University of Copenhagen. Dr. Bjork spent three months at Northwestern University giving us the results of his anthropological investigations on the Bantu natives of Africa, his researches in cephalometric radiography and instruction in the Andresen method of orthodontic treatment. He conducted a series of weekly lectures for the alumni in the Chicago area and

the exchange of ideas was beneficial to everyone. Dr. Bjork has continued as a research associate of the department and this association will be beneficial to the university over the years.

Unquestionably each school or each department of orthodontics within a school has its own ideas as to its curriculum. There should be, however, a general agreement on the basic problems of education. These ideas are fittingly and idealistically expressed by Dr. Paul Klopsteg, Director of the Technological Institute of Northwestern University in his paper "Increasing the Productivity of Research."

"The objectives of education are to develop knowledge, the arts, manners, and wisdom.

"*Knowledge* is a comprehension of information, facts and theories and an understanding of interrelationships among them. It is acquired most effectively by thoughtful reading, discussion, and observation, and by the development of good habits of study through the exercise of self-discipline.

"Methods of acquiring knowledge are more important to the student than knowledge itself.

"The *Arts* are the "know how" of doing. They cannot be learned by reading. They are acquired under competent guidance and direction, with ample opportunity for the student to train himself and to develop his creative talents, curiosity, imagination and ability to think. Much of the content of education is knowing how to do things; it is ability to apply mental and manual dexterity, and to plan and direct the attack upon a problem. Applied mathematics and applied science are examples of the advanced arts; so is English — the ability to write a report with clarity and brevity. Many problems of the future demand both knowledge and the arts at high levels of attainment.

"*Manners*, in its simplest aspect, is social behavior — the attitude of the individual towards others. The development of good manners depends in larger degree upon example and advice to the student by members of the faculty who themselves have attained a high level of social behavior than it does upon formal courses. Cultural subjects, such as history, philosophy, economics, and sociology, contribute to such development, and assist in providing unification and integration among the several factors that comprise education. The student should acquire a consciousness of his obligations to society, and of the indispensability of personal integrity and responsibility in his dealings with others. Home and community influences are perhaps more potent in the development of good manners than anything that school or college can do.

"*Wisdom* is the attribute exemplified by sound judgment and common sense. It governs the way in which knowledge, the arts and manners are applied in any particular situation. An indication of wisdom is the ability to appraise a set of circumstances, to foresee their implications, and to initiate action that will assure attainment of desired ends. Since wisdom depends for the most part on an inherent aptitude, or "native intelligence", formal education cannot beget wisdom, nor is its possession a monopoly of those who have had formal education; but the educational process can be significant in its development. Experience with things and people enriches wisdom.

"If the educating process achieves the objectives of imparting knowledge, and developing the arts, manners, and wisdom in a student, it may be accounted successful."

These are the objectives of the teaching program of the Department of Orthodontics of Northwestern Univers-

ity Dental School, but it is believed that obligation to the students does not stop upon graduation. Dr. G. V. Black has said that, "The professional man has no right to be other than a con-

tinuous student." To the department, its alumni are always students and it assumes its responsibility in assisting and stimulating them to be so.

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