

Some would argue such ecological problems as I have in mind here as we have been discussing this morning, are in the province of applied science, that the responsibility of the university is to train young people in basic disciplines and basic sciences. I say this is a hollow argument for the tradition that has hallowed this position is that research is only basic when it is human activity pursued in the laboratory where conditions can be precisely regulated, variables isolated and causal relations among dependent and independent variables readily proven.

Reality is complex and causation stems from shifting multifactor configurations frequently acting over a long span of time. Because there is now little basic information on which to meet the solutions to these ecological problems, the scholars' attitude towards these problems must change and universities must shoulder the responsibility of leadership, move out of insular laboratories into the human environment and attack the problems for their own sake with as much vigor as they exhibit toward further probing the properties of matter or molecular basis of life.

It seems to me the type of natural area approach, for example, which Dr. Cole mentioned is an example of what I have in mind. The problem of the urban environment Dr. Cantlon mentioned is another aspect of this. We have tended in the universities to slide the responsibility for investigating these problems to institutes, to systems development corporations of one kind or another, and have said that our job is to train the student in basic science. I think the definition that we have here of basic science must be judged in its historical context.

We institutionalized science about 100 years ago and said anything that was done in the university was basic, and that which was done outside of the university in the real world was applied. Since man created this definition of basic science, I think we can change it. The universities have a major responsibility, their faculties must leave the insular laboratories and move into the field, into the real environments, and to train their students to handle the serious problems facing man.

Now is any university doing anything about this? Well, I am happy to say that this is exactly the program that we are attempting to develop at the University of Wisconsin, at Green Bay. This institution was established on March 10, 1967, when the board of regents approved the preliminary plan for its educational program. Just last week the Committee on Programs and Policies of the Coordinating Council on Higher Education of the State of Wisconsin approved our academic plan. I have a copy of this plan if you would like to see it. We hope that Thursday of this week the full council will approve the program visualized in this document.

(Note: the plan was approved on March 14.)

The objective of this new institution is to deal with these types of problems, to train our students in a problem-oriented way so that they will be more ecologically qualified and more ecologically sensitive to the very urgent matters that we have been discussing this morning. Now insofar as education is concerned, I feel that the decisions we make in the next three or four decades are the most important decisions that we as humans will make. It is a question of priorities here whether we should focus our attention on educating children or educating adults. The adults are the people who are really going to have