

# James Campbell

*February 18, 1919 — March 8, 1962*

Born in Gilestown, Ireland, James Campbell came to the United States at the age of four, lived for a few years in Pittsburgh, and then attended elementary and high schools in Salem, Ohio. In 1940 he was graduated from Wittenberg College, where he had majored in mathematics. For the first two years after graduation he was a junior high school teacher; then he served for four years in the Army Air Force.

Coming as a graduate student to Cornell in 1946, he continued here for the remaining sixteen years of his life. He received the M.S. degree in 1947, with a major in educational administration, and the Ph.D. degree two years later, with a major in student personnel and minors in educational psychology and human relations.

His relationship with the School of Industrial and Labor Relations started in 1948, when he became a research associate. In the following year, upon completion of his graduate work, he was appointed Assistant Professor; in 1953 he was promoted to Associate Professor, and on July 1, 1961, to Professor.

Although he did some extension and resident teaching, Professor Campbell's work was primarily in student personnel. While still a graduate student, he was a part-time vocational counselor. For a time he directed the Division of Unclassified Students, but most of his professional years he devoted to the Office of Resident Instruction in the School of Industrial and Labor Relations. He was acting director of the Office of Resident Instruction in 1956 and in 1961, and he was named director January 1, 1962.

Professor Campbell rendered important service to the University by serving on many committees, including five years on the Committee on Student Activities, four years on the Committee on Student Conduct, four years on the Administrative Committee of the Division of Unclassified Students, and five years on the Committee on Calendar.

After only a few days' illness following a coronary thrombosis, Professor Campbell died March 8, 1962.

Professor Campbell enjoyed the universal respect of his colleagues for the high order of his personal, moral, and religious qualities. He exemplified, to an eminent degree, the Renaissance ideal of the fusion of knowledge and being—to be the good that one *knows*—the ideal that John Milton expressed in his statement that the true poet “ought himself to be a true poem.” One felt in the presence of James Campbell that one faced a whole person, a man for whom there was no separation of fact from value, existence from ideal, the outer man from the inner man. He was one of the few men of whom, without hesitation, one could say— one *wants* to say—that he was pure in

heart. While God did not give him abundance of years to live, however, by upholding him in the integrity of his heart, God gave him an unusual measure of grace.

To those of us who are teachers, James Campbell was a daily reminder of the fact that the essence of our work is not to teach subjects but persons. For whenever one met with him—in his office, at committee or faculty meetings, at a coffee break, in the corridor—one came to feel one's own inadequacy, for while we knew our books and subjects, he knew the students, knew them as persons as well as students—their names, their problems, their sorrows and joys, their defeats and victories, their frustrations and goals. Human beings who were mainly abstractions to their teachers were to him human beings—persons with whom he stood in an I-Thou relationship, the essence of which was a courtesy in which there was no taint of craft, a love in which there was no diminution of independence and dignity.

*Donald P. Dietrich, Duncan M. MacIntyre, Milton R. Konvitz*