

The office of college president is an interesting and stimulating post in which the incumbent has some power and considerable influence in shaping the development of an institution. Among the essential qualities for the job are vision and imagination tempered by judgment. It can be said, by and large, that holders of such an office do not vision the future in large enough terms; their horizon is too narrow. To visualize the future with anything like accuracy necessitates a thorough knowledge of drifts and trends. Intuition is of some value, but a true perception of future possibilities depends upon vision and wisdom.

1.

The New President

When a man is asked if he is interested in the presidential post of a college and he has an inclination to accept the position, he is faced with questions of great importance.

He may assume that because the institution is a college it must be a desirable place in which to live and work. However, there are, in fact, a series of questions that should be answered for his satisfaction: What are the reputation and standing of the college? — which includes its past history and the reasons for its founding. Does its charter limit freedom of teaching and does that instrument restrict faculty appointments by sectarian creeds or beliefs? Is the board of trustees a self-perpetuated body with no great responsibility to any organization outside of itself? Among the members is there a majority of liberal-minded men who possess some wisdom? Are the members really interested in the college as an educational institution? Has the board by its past actions shown an understanding of the place of the institution in the area in which it is located?

The candidate should make other queries relating to the support and maintenance of the institution. He will want to know what endowments the college has, how they are invested, and whether or not they are tied to particular types of enterprise

4 *The New President*

that might be questioned by supporters of the college. How much of the income is derived from endowments and how much from student fees; if largely from the fees, how is the income affected by depressions and to what extent? What is the proportion of income devoted to salaries of the teaching staff as against the maintenance of property?

Is the plant well kept or does it need expensive repairs? Is the obsolescence account a mere fiction or is there a real attempt to face the future when buildings are to be replaced? Does the board have plans for the development of campus and buildings, and are these plans thoroughly worked out and well understood by the board?

What is the clientele of the institution? If publicly maintained, the problems of the relation to students, alumni and state are quite different from those involved in the ties that bind a private institution to its supporters. But the question of the value and strength of the relationship is the same. Is it cordial and hearty, or is the tie a loose, ineffectual one? If morale is low in faculty and students, it is sure to be reflected in the attitude of the public beyond the campus boundaries. This is vital, and knowledge of the situation may save much heart searching and worry, since morale is something that can be built up if one knows where the weakness lies.

Often staff morale is dependent upon teaching loads, salaries, tenure, leaves of absence and retirement plans. If the stipend for teaching is low and the teaching load heavy, members of the staff become discouraged and tend to supplement their salaries by doing odd jobs that take their minds away from the main purpose of their position on the college faculty.

M.

Inaugurals

In the twenties, the inauguration of a college president was often quite a regal affair, lasting as long as three days. An elaborate program of speeches and exhibits was carefully prepared, and beautifully engraved invitations were issued to prom-

inent citizens, alumni, and heads of colleges. Sister institutions responded generously by sending their delegates to the inauguration. With the decade of depression and the war following it, inauguration proceedings were materially reduced and limited to a two-hour program, or at most one day. The delegates now, for the most part, are members of the staff and lay alumni living in the vicinity. Often they have been students in the college and as such accept the invitation.

As a matter of good sense, the reduction of an inauguration to one day is to be commended. However, the celebration of the founding of the college at its quarter century anniversary might very well be the inspiration for a larger program. In that case, the inauguration could well play its part with the emphasis placed on some phases of education for the purpose of bringing to the attention of the public the objectives of the institution.

I have pondered many times over the proper content of a speech to be given by the man inducted into office on inauguration day. What should he say on such an occasion? My colleague thinks the new president should say what he has in mind for the institution to which he has been called as its administrative officer. My reply would be in the form of a question. How can he make such pronouncements when his acquaintance with the college is limited, unless he has been a dean or professor there and is being promoted to a high office? The new president might well stress what he thinks a college can do, but to be specific in stating his views under such circumstances might produce misunderstandings which would create obstacles at the very beginning of his term of service. After all, a college is a democracy which requires consultations and agreements, if its function is to be successful.

As a matter of procedure, it might be as well if some national figure would make the address on the inaugural occasion. Thus the new president could accept the office with a few words of appreciation, leaving his program to a later period when he had familiarized himself with the processes of the institution. At the dinner or luncheon which inevitably is a part of inauguration doings, he might make a gracious speech of not over

fifteen minutes, which if seasoned with a few witty comments would win him plaudits. The one objection is the limited audience at any dinner or luncheon. Even this can be overcome by good publicity and newspaper coverage. The committee in charge of the inauguration program will insist upon a set speech. Who remembers much of anything he has ever heard on such an occasion? The usual remark is that the new president conducted himself with great dignity. Let him accomplish this briefly.

M.

What Is Expected of the President?

Many years ago, an English professor lectured at Cornell University on European and American Universities. "The president of an American educational institution," he said, "has his suitcase packed ready to go anywhere, at any time, for anything." This incident recalls the comment on the general who, when the battle began, mounted his horse and rode off in several directions at one and the same time. The American college president is supposed to be a scholar, a good speaker, a financial wizard, all things to all men, and a good fellow.

The presidential intendant would do well to ascertain what is expected of him. Is he, for example, to be a teacher, a campus president, or a traveling salesman for the college? It is certain that as the burdens of administration increase, he won't do much of anything in the teaching field. It is also certain that he can't spend too much of his time in attending dinners, conventions, meetings and the like and still serve the college as an administrative officer. Finding out where his main responsibility lies usually proves to be a hunt for an *ignus fatuus*. Some selections must be made, and the wise man will find the way and emphasize the important things if his educational philosophy is a sound one.

In early days, a minister of the gospel was usually chosen for the post of president on the basis that he had high ideals and a religious zeal for the welfare of youth. Much of this

emphasis has passed. For a time the selection of economists was the vogue; then men trained specifically in education held the stage; and today there is a drift toward lawyers, businessmen, and scientists for the position of college president. Boards of trustees may feel, too, that a man high in public office brings prestige to an institution. After all, the position can be well filled when character, training and experience fitted to the needs of the place are kept in mind.

The unsolicited applicant for a presidential vacancy gets small consideration from boards of trustees, although business executives are accustomed to receive and give consideration to applications. A man who applies for such a position is regarded as one who needs a job. The English system of finding heads of colleges and professors is to ask all who are interested to send their credentials to a person designated in an advertisement appearing in leading periodicals. There is much to be said for the English system. It will be seen that any board of trustees must follow a hard road in seeking a president for their institution.

M.

What Is Expected of the President?

As Dr. McVey has indicated, what is expected of a president has changed greatly over the years. In early days college problems were relatively small, confined largely to raising enough money to pay the meager salaries. At Miami University, from 1824 to 1872, the total budget never rose to \$20,000 in any year; yet in 1873 the trustees closed the institution for twelve years for lack of funds.

With the growth in the size and resources of colleges, the problems increased and competent officers were appointed to carry most of the financial burdens. Increasing numbers of institutions employ executive deans or vice-presidents to deal with all faculty and curriculum problems, still further releasing the president's time.

The trustees increasingly recognize that the president must

be relatively free from routine to deal effectively with unexpected issues, with institutional policies and with the public. The evolution of the college president has followed at a distance the evolution of the president of the United States. George Washington dealt with all problems that presented themselves, in reasonable leisure. Today, the burden is divided among a large group of able men, each relieving the president in certain areas; yet he is desperately pressed for time.

I should say the trustees desire as president a man of such character, judgment and wisdom as can adequately represent them and the institution before the public. They expect him to so control the college or university that a minimum of trouble or criticism will reach them. They also expect him to guide the various interests of the school so that it will hold its own creditably among sister institutions, and, if possible, show advances in some activities.

H.

Possible Advances a New President May Be Able To Make

It is impossible to find a new president with the same abilities as his predecessor. It is most desirable that each man, in his eight to twelve years of service, leave the institution stronger in some particulars than he found it.

Most men who have reached an age when they may be considered for a presidency estimate their own strength and weakness rather well. *A new president should be able to judge his own ability to serve usefully in the new post.*

There are four main areas in which a president can hope to strengthen his institution: the students, the faculty, finance, and alumni and public relations.

The Students

A. Raise the quality of undergraduates by denying the unfit admission.

- B. Improve the quality of graduates by (1) dropping loafers quickly, (2) improving requirements for graduation, (3) instituting final general examinations for honors.

(If Graduate Work Is Offered) :

- C. Raise the quality of students admitted to study for the master's degree.
- D. Improve services to the public schools by (1) adapting the work for the master's degree to public school needs, (2) maintaining high standards for the course.
- E. Provide more suitable training for teachers who are candidates for the doctor of philosophy degree.

Student Activities

- A. Reduce the number of students overburdened with student activities.
- B. Make adequate scholarship requirements for participation in student activities.
- C. Reduce the number who take no part in student activities.
- D. See that finances of student activities are well handled.

Other Student Relations

- A. Improve service in rooming and boarding for students as provided by the institution.
- B. Introduce or improve placement of graduates.
- C. Improve and make closer the personal relations of faculty and students.
- D. Improve health and physical development facilities for students.

The Faculty

- A. Improve the faculty:
 - 1. As regards teaching skill and inspiration.
 - 2. As regards research.

10 *The New President*

- B. Improve the human relations of the faculty. Increase good feeling. Reduce gossip. Reduce campus politics.
- C. Make the library as strong and as useful to the faculty as possible — both in management and in books.
- D. See that equipment and supplies are adequate and in good condition.
- E. See that offices and classrooms are all used to the highest efficiency and that all are in good repair and kept clean.
- F. See that blackboards are washed daily.

Finance

- A. Increase annual income:
 - 1. Secure larger public support.
 - 2. Secure large additions to endowment.
 - 3. Secure larger contributions to current operations, living endowment.
 - 4. Secure gifts for buildings.
 - 5. Raise student fees and increase the number of scholarships, if feasible.
- B. Improve use of current income:
 - 1. Eliminate every unnecessary expense.
 - 2. Raise salaries of valuable professors.
 - 3. See that the business office provides the president with complete and understandable information.

Alumni and Public Relations

- A. Bind the alumni more closely to the college:
 - 1. Improve alumni magazine.
 - 2. Increase services of alumni office to alumni.
 - 3. *Organize visiting committees of alumni for each department, making the chairman of each departmental committee a member of an alumni committee for the college as a whole. After organization, these committees can be maintained on an efficient basis by the efforts of the department heads.*

4. Bring alumni into closer relation to the administration.
- B. Become acquainted with the leading members of the legislature, or, in a private institution, with leading prospective donors to the college.

H.

The President's Time

There is more of everything in these days of the machine and the atomic bomb except time. There are still but twenty-four hours in which to meet increasing duties and multiplying activities that compel a careful budgeting of the hours and minutes, not only of businessmen and followers of professions, but particularly of the president of a college. Building operations are keyed to a schedule; salesmen are required to maintain a quota; hours are measured and standardized for mechanical procedure. In all of these instances there is a marked trend toward order, saving of time, and the maintenance of effort. The president of a college knows this, but his time has a way of slipping by. He is caught in a program of meetings that last longer than he expected and callers who stay over their allotment of minutes, and the day ends with much left undone.

I have thought, in going over schedules for a day and agenda set up for meetings, that the president's secretary should keep a log book of what happens throughout an office day—what, in fact, was accomplished. Such a log, concise and accurate, carefully studied, might be of great value in budgeting time. The effort in keeping such a log would be small compared with the information gained about the president's habits, his use of time, and the results attained. He would learn who comes frequently, the urgency of such visits and the amount of time taken to dispose of minor matters.

It goes without any undue emphasis that a well-organized office with a helpful, sympathetic and able staff is worth much in formulating the best use of a president's time. A first-class filing system is of great help in making letters, reports, and

memoranda available when they are needed. Ammunition dumps in the rear of the army are not of much aid to the men on the front if munitions cannot be brought up promptly to the battle line when needed. In a word, a poor filing system is a cause of much irritation and delay.

In this article on the president's time it was not my purpose to write about the heavy obligations that his office imposes, but rather to comment on the time he should use for recreation, family life, meditation, reading, and diversion. Undue devotion to his office and the college in the matter of running errands, talking, planning, and the like, may detract from his efficiency. He must have some time for his family; for after all, a serene home is a great sustainer of morale, and it is easy to push this part of his life to one side. The hospitality of his house requires several hours a week, but when carried too far, may lay an undue burden upon him. The question as to where the line runs between too much and too little entertainment is a good one.

A president must keep up on his reading. As an educator, he will find a great mass of material that has professional value coming from many organizations, associations, and individuals. The president cannot ignore this and must keep in touch with the important developments in the educational field. He, of course, can rely upon the experts on the college staff to analyze and evaluate the details and minutiae, but he must know something about the subject. An instance of this point is found in the changing attitude toward the use of the I.Q. as a means of judging student ability. Many questions come up for reconsideration in the educational field. Besides professional reading, a president should follow what is happening in the national and international spheres, because what he says and what he believes influence the opinions of others.

It is a good thing for a president to have a hobby; that is, the right kind of hobby. Collecting stamps and playing chess would not qualify, in my opinion, as hobbies of a diverting type. Chess is a bit solitary and a great time consumer. The playing of a musical instrument offers many possibilities for enjoyment and relaxation. An interest in music has given some presidents

a resultant pleasure and much beneficial relaxation. In my own case, I took up painting two decades ago. The practice of the painter's craft carries me out of doors on many a Saturday afternoon. Through the years I have found that painting requires the full attention of those who follow it. Everything is pushed aside in the concentration required in the making of a picture.

A presidential follower of the arts may not become a good artist and may never attain even mediocrity, but he will have a lot of fun. His family will enjoy talking about the picture he has brought home from his field trip. Thus he becomes a kind of sportsman who has snared something from nature more durable than a catch from the waters or the birds killed in a hunt. Golf is justly celebrated as an exercise and means of relaxation and enjoyment; however, I have found the game too time-consuming. To be a good golfer, even a fair one, requires two or three afternoons a week. The game has its points, which include outdoor exercise and fellowship with pleasant companions. The talk on the course during a golf game is largely limited to scores, the last hole and the bad plays. In some respects it is a discouraging game, requiring a lot of time.

Again, a president must have opportunity for meditation so that he can measure values and consider the real purpose of the institution he serves. He can do this on walks, if alone, or in his study, if he is not interrupted. It is then he can measure results, the value of staffs, drifts in student opinion, their work and earnestness. Now and then an idea may flash into his mind which he tries to evaluate as an important factor in his own growth and in the development of the college. Often he will find that he can see the whole pattern more clearly — the framework of the college and its growth — when he is away from the campus. Sometimes on a train, alone with his own mind and soul, he can sense the height and depth of his work. If he is honest in his mind and not given to rationalization, such sessions with himself will give him greater courage and a larger purpose in carrying on. Henshaw Ward invented a word, "thobbing," which is made up of the first letters in thought, opinion, and belief. Thought based upon opinion and belief is a process

largely followed, but highly dangerous for a college president to indulge in at any time. So, it is wise to beware of meditation that drifts into "thobbing."

A vacation is a need, not a luxury, for a college president. Some like to spend time in a big city going to plays, attending major league ball games, perhaps visiting museums and libraries. This sort of vacationing has its pleasures, but it can hardly be called restful. Living in city hotels for a period in the summer months certainly is not my idea of a vacation. Others like to pursue a strenuous outdoor life, even to the extent of climbing mountains. President Winthrop Ellsworth Stone of Purdue was an ardent climber, but he lost his life on his last expedition. It can be said, however, that more people die in bed than any other place, and many die on golf courses.

Fishing has much to commend it as a restful, healthy, and satisfying way to spend a vacation, though when continued too long may prove a bit boring. A really exciting and stimulating sport is sailing. The president who owns a good craft on a fair-sized body of water is in for a lot of fun. This sport requires skill and a good knowledge of boats, water, and wind. A long catalog could be made. The important thing is not to overdo, to take things as they come, where each day develops new adventures that are mild, but stimulating. A vacation should not be a pleasure exertion experience, but a rest of mind and body.

Some time ago in talking of vacations, Robert Hutchins said, "I went to a place in Maine where many trustees of colleges lived during the summer. The talk among those men, when I was present, was mainly about education and, for me, nothing but shop talk. It wasn't much rest." When he had finished his comment, he asked where I went. I told him I vacationed on a fair-sized lake in Northern Michigan, where we lived in a small cabin. The village, three miles away, was inhabited by two hundred persons. Many of them were convinced I was a horse doctor, and I never told them otherwise. Thus discussions on education were confined to my wife and myself.

As I have thought about vacations, I would say they are

usually not long enough. A month should be the minimum and six weeks is better. About two weeks are used up in reaching a relaxed state, two more in vegetating; and two weeks later, there comes an increasing response to ideas. At the end of such a period away from a campus, the head of the institution should be in first-class condition to meet all comers, and to carry his duties easily and well. Yes, a good vacation is worth the time and money to the man who takes it, and particularly is it worth while for the college he serves.

And, a final word: Work from the campus should not follow a president by mail, telephone, or telegram, unless urgent.

M.

The President's Time

Any estimate of the way the president's time is spent can have interest only as it gives a survey of the different things he is called on to do. No two men would spend their time in the same way.

Assuming, as we should, that he takes a full month's vacation and does no work on Sundays, we subtract 79 days from 365 and have 286 days. To translate these figures into percentage, it is clear that 1 per cent of his total time is 2.86 days of 8 hours, or about 23 hours.

	Percentage of time
With the governor, legislature and legislative committee	4
With trustees, trustee committees and preparing for same	8
With deans, directors and vice-presidents, if any	6
With faculty and faculty committees	4
Individual conferences with faculty members	7
" " non-faculty members	3
" " alumni	3
" " students	3
" " parents of students	2
Conferences on state problems of different kinds	4
Preparation of the annual budget	7
Attendance at educational meetings out of town	4

Attendance at alumni meetings out of town	4
Correspondence	15
Social occasions	5
Welcoming addresses	2
Preparing public addresses and speaking	6
Conferences with prospective staff members	3
Leadership in state education, study, and activity	5
Leadership in national education, study, and activity	5
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This schedule allows no time for reading or for much thinking outside of regular work, but the man's evenings are free, according to the schedule. Unfortunately, many evenings are not free.

A consideration of this tentative schedule will show that any reduction of the number of items that can be made is all to the good, as is any reduction of the time allotted to each. Yet all these things demand attention, or did in my day. I cut out all leadership in state and national education while at Iowa State. This was a mistake. Before that I had been quite active in both. Certainly a college president should give time to leadership in these areas.

In Dr. McVey's discussion of the imperative need for a vacation for every college and university president, I most heartily concur. In my own case I have had hay fever since I was twenty-one — an added excuse. For the last twenty years of my active life, I have taken five or six weeks off each year in August and early September. During most of this period my wife and I went to Ojibway Island in the Georgian Bay, some 200 miles north of Toronto. It is a beautiful place for rowing in the many channels between the islands. Mrs. Hughes and I loved rowing, and each morning and afternoon we were away on one of the beautiful channels. So, as I do not care for fishing, I would add rowing to Dr. McVey's list of pleasant vacation opportunities, but it must be in a place where rowing is possible, safe and pleasant. On earlier summers we went to Old Mission on Madeline Island, in Lake Superior. This is a lovely place, but not for rowing.

I would like to add a few things to Dr. McVey's discussion: Apparently I was never missed by anyone either at Miami or Iowa State while I was away. When I returned, everything was always in excellent shape. One summer at Iowa State, a large cattle barn was struck by lightning and entirely destroyed. All the cattle were rescued safely, however. I wired the acting president to proceed with the matter as seemed wise, and he did so. The trustees expressed no criticism of my somewhat long vacations. I believe they fully approved them.

Another thing, and to me it was important: I am not one who can be content for five or six weeks without work. So I always took quite a few odds and ends and generally worked on them three or four hours a day. A regular summer task which usually required ten days was the preparation of an address to the faculty for the opening of the college in the fall.

My predecessor, Dr. Guy Potter Benton, had instituted this opening address at Miami. I carried on the custom but made it somewhat more important by including three things: (1) discussing the several problems and abuses to which I thought the faculty should give attention during the year; (2) listing the advances made at Miami during the preceding year; (3) giving the objectives on which I was intent for the coming year. I always felt that outlining the advances I contemplated was an inspiration to the faculty to co-operate and gave me their support in realizing them.

To me, over the years, this preparation of an opening address to the faculty was an important and worth-while summer task. I felt that the opportunity to contemplate the institution from a remote spot, far away from business or pressure, was valuable to me and to the institution. In some ways I did more to earn my salary while on vacation than at any other time.

H.

Further Comment on the President's Time

In his schedule of a president's time, Dr. Hughes has attempted a difficult and, as he wrote in an accompanying letter, "a futile

answer," but the list is, nevertheless, suggestive. The basis of it is an eight hour day over a period of 283 days. This result is reached by subtracting Sundays and a thirty day vacation; having done this, the schedule is made of percentages of time directed to various duties.

In the list I find no time allowance given for the study of diverse and sundry reports that must be read and pondered by a president. The assignment of one-seventh of his time to correspondence is not far from the actual time consumed, but it is too much. Nearly one-half of his time is assigned to various types of conferences. So with conferences and correspondence, the head of a college has used sixty per cent of his time under the Hughes schedule. When such cold facts are faced, the president must do something about it. A good secretary can reduce the correspondence by almost one-half, and an assistant or vice-president can do as well as the president on many of the conferences that are numerous and pressing. This age should be called The Paper-Conference Era.

Some accounting might well be made of the eighty-two days that are left in a year out of the Hughes schedule. It is in this period that the president has some time to think about the problems of the college with less interruption than on weekdays spent on the campus. It may be presumed that the eight hour day is not the limit of time a president devotes to college matters aside from his normal requirements of recreation, family life, and sleep. Considering this subject as a whole, I am reminded of Dr. George Vincent's comment made a good while ago when he said, "The post of a university president is becoming an impossible one."

M.

The President's Secretary

After having an able secretary for sixteen years and five far-from-able secretaries, one after the other, for eight years, I have strong opinions about the president's secretary. A truly able secretary almost doubles a man's value. A secretary who is

little more than a stenographer can increase his value only ten per cent. Any college president should be allowed to spend \$2,500 in this way; and if his own salary is fairly large, he should feel free to spend one-fourth to one-third as much for a secretary. In any case, he can probably secure some efficient person who is worth more than the salary since the job of being secretary to a college or university president is an attractive one.

A first-class secretary, with slight direction, can do all the thinking about what persons one should see. All the president has to do is to meet those whom the secretary calls in.

An able secretary quickly wins the confidence of the faculty, and she can answer many questions quite as satisfactorily as the president himself.

While I have known two secretaries who served ably under three presidents, and exceptional women can do this, it is usually more satisfactory for a new president to install a new secretary, unless he brings his own secretary with him from his previous post.

H.

Intangibles and Imponderables

The tax authorities use the word intangibles to cover such personal property as stock certificates, bonds, mortgages, notes, trust holdings, and the like. In the education field, the word appears now and then to designate those indescribable things such as spirit, curiosity, imagination, and personality in a human being. The intangibles of the business world are identified with material things; those of education appear in the individual as he grows in grace and spiritual qualities. So a university is defined as a place, a spirit.

An old hand in the educational field may get an inkling of the spirit prevailing on a campus. He may find there an attitude of competition, of pride in athletic progress. College spirit is an intangible value, but is the most important intangible in a university. On the other hand, one may observe a serious

purpose among the students and an earnest zeal in faculty members. In the latter instance, there is a sense of reaching out, of seeking, of earnest inquiry.

An imponderable is immeasurable, since the force of the idea to which the word is applied cannot be weighed. It may be said that imponderables are contained in the educational process. As such forces and trends come to be known, they cease to be imponderables, but remain intangibles, hard to grasp and to understand. The college head must therefore be capable of sensing these unseen trends, forces, ideals, and spiritual drifts. Unless he has some appreciation of what these mean to a college, he will fail to give that institution over which he presides the quality that will make it great. He is assisted by faculty attitudes, student response, and the contributions of gifted men and women to the campus life and thought.

In these days of larger student attendance and increasing public functions, a president is confronted by duties that are quite unrelated to the real purpose of the institution. In addition, he finds on his desk many problems pertaining to construction, endorsements, appointments, and questions of administration. In consequence, the intangibles and the imponderables are left for other days and times. The institution may grow in plant, student body, and size of staff; but if the spirit shrinks, mediocrity will be written into its history. There should be no such thing as a mediocre college, yet there are many where the leaders have forgotten or neglected the intangibles and imponderables.

M.

The President's Personal Influence

A college or university president is like a clergyman in one particular. His personal relations and his private life are always on review. The standards he maintains are to a considerable extent regarded as the standards of the college.

Occasionally, a president is heard to remark that he cannot constantly live up to the office and must have some respite from it.

He certainly should have generous vacations, but the standards of his office go where he goes, and he will be judged at home by his actions abroad. There are always observers quick to report back to the college town any slight letdown in a president's conduct.

On the other hand, a man of high principles and noble conduct reflects these attitudes all over a campus. He tends to hold the deans and department heads — those who know the president — up to his standards. In turn, they reflect them farther on down the line.

In the small college of five hundred or less, this influence is all pervasive. The larger the institution, the further everyone is away from the president's influence, and the less it counts.

The faculty demands absolute integrity of its president, and any deviation is widely reported. It is astonishingly easy to injure one's reputation by just trying to be polite and not saying bluntly what is meant. Any professor coming to the president with a plan or request requiring his support is likely to accept a courteous hearing, without direct disapproval, as approval. If his project is later turned down, he charges the president with being a liar. It is always better to be direct and positive.

Easy accessibility and a patient, courteous hearing give faculty members confidence in a president's desire to serve both their interests and those of the institution. When his duties make it difficult for him to extend a full hearing to all faculty members who desire to see him, it is greatly to the advantage of the institution that a vice-president be appointed and given full authority to deal with all faculty and departmental matters. A fine man in this post can contribute greatly to the contentment of the faculty and also to the relief of the president.

H.

Prayer, a Great Source of Strength

For me, prayer was a valuable resource through the twenty-five years I served as a college president. I was dealing all the time with people. It was very important for me to understand

their situations and do everything that could be done to meet their respective needs.

I prayed constantly for an open mind and for understanding of the matters that came before me. Prayer is a most mysterious thing, but I know in my case it gave me peace of mind and confidence.

For many years I read a chapter in the Bible and prayed when reaching the office. Often throughout the day I would ask for help. It certainly brings affairs into true perspective to present one's problems to God. In this way really fair decisions can be reached.

Professors, instructors, students, parents and others have problems which they desire to present to a president. Many are simple problems, but some are very puzzling. To maintain one's balance and patience throughout the day and make each person who has called leave the office with a feeling of having been helped, even where it was impossible to grant the request, is a real responsibility.

One must try to realize that each person's problem is of utmost importance in his own eyes. To protect the standards of the institution and yet give all possible consideration to each applicant was much easier for me when considered in the presence of God.

H.

The President's Wife

Seldom is a man called to a presidential post who has not reached middle age. Since this is the case, he has already achieved the marital state or through misfortune is either a widower or a bachelor. Whatever may be his status in that regard, he established his household and chose his mate with little idea that he would become a college president and therefore would be in need of a capable wife to support and to aid him in his difficult task. This is not to say that men seldom marry capable women, but that this particular post makes a great demand upon a president's wife. I shall endeavor to set forth in this commentary what I

believe to be the qualities needed in the woman who is called upon to play that role.

First of all, good health is highly desirable, as it helps her materially to endure the stress and strain of a heavy social program, long evenings, extended dinners, luncheons, calls, and house guests. Good health is behind the impression she gives of interest and joy in whatever she is doing. Beyond good health, this woman should be well educated, preferably a college graduate. From my observation I would say that a teaching experience gives her an understanding of the purposes of a college, making her more sympathetic with the problems of teachers and the shortcomings of students. It is well that she keep up her reading and have some knowledge of current events, because she will have again and again important guests whose good will can be greatly increased by an intelligent hostess. What every woman would like to have is charm, and that quality smooths many a difficult path. Perhaps I might add that appearance is the standard by which strangers judge a person they are seeing for the first time. This means good grooming, a quiet but modest taste in dress, and a pleasant voice and manner. Dowdiness should be avoided even at the cost of considerable expenditure at the costumers. These requirements for a successful and helpful presidential mate are outwardly important but by no means enough.

After all, this woman whom I am writing about must possess character and, if possible, have reached an inward serenity. Fundamentally this means a kind person who really loves people and who can suffer fools gladly. Naturally she is a tactful person who knows what is the right thing to do and does it with wisdom. The ability to keep counsel and to hold her peace when controversy raises its sometimes ugly head adds much to her value as a good soldier in the academic citadel. She withholds criticism of people, especially of faculty members. Soon she learns to avoid consorting with cliques, of which there are many on a campus where large faculties are engaged in teaching and research. This is always difficult, since each group would like to claim her for its own. Friends are desirable and necessary, but anything approaching favoritism leads to comment and criticism, since

such persons are regarded as being near to the throne and are supposed to have the ear of the president.

There is a material side to the work and duties of a president's wife involved in the management of a considerable establishment. It may be assumed that she will have the aid of at least one servant, and in a large house, several. Even so, it calls for more than average administrative ability, including a knowledge of good housekeeping. The care of a family is a big job in itself, and the additional one of hostess in a president's house means a heavy load of responsibility for one pair of shoulders. So health, education, personality, charm, tact, and wisdom are all to the good in filling the position of the wife of a college president today.

If the college faculty and trustees recognize the size of the burden, they can assist by not pressing too hard on the president's house as the place where college entertainment is centered. The trustees will provide funds for the maintenance of the house, and the faculty will not ask to hold receptions there. The development of student unions and guest quarters on most campuses will bring welcome relief to many a president's wife.

M.

The President's Wife

The strain of office on the wife of a president is greater than it is on the president himself. While he has a secretary who can protect him from telephone calls and visitors at undesirable hours, his wife usually has no such protection.

Along with the heavy burden of managing a household, often with inadequate help or no help at all, she is looked up to by the faculty wives as their adviser, their leader and often as their intermediary with the president. Their calls come at all hours over the telephone and in person and are often extended. To wedge these in with household duties, marketing and care of children requires great stamina and unusual ability as an organizer. Many women just don't have what it takes.

It means a great deal to be able to bring guests home to lunch or dinner. Often these guests are unexpected and cannot be announced long in advance. A meal in the president's home with a chat afterwards can afford much to a worried professor or visitor. An efficient housekeeper will make this possible. Today, the extreme difficulty in securing competent service adds greatly to the problems of a president's wife.

While politics is sometimes played among faculty members, it is safe to say there is nearly always politics among the faculty wives. To keep clear of this and to do what can be done to reduce it to a minimum is no easy problem. Admission to the many campus clubs, securing the offices, gaining promotion and higher salaries for their husbands, and many other matters, all are involved in the politics of faculty wives. Much of this would be reduced if their lot were made easier. Living at the level of a college professor on a limited salary taxes their ingenuity. Reasonable desires for domestic help, suitable clothes, school and college expenses for children, vacations, books, social life — all require money. It is always hard to compress demands within income. And yet what is more necessary for the effective work of a college professor than a happy home? Anything that a president's wife can do to allay discontent is of enormous value to an institution.

An able, acceptable college president is invaluable, but the worth of a president's wife who is equal to her responsibilities is above rubies.

H.

To the President's Wife

In case McVey and I have been a bit discouraging to any president's wife, let me add this. The trustees hope your husband has all the gifts and virtues we have suggested would be valuable for *you* to have and, in addition, that he knows how to manage a college or university successfully and make it operate smoothly, and keep the students, faculty, and alumni happy. We feel sure

he falls short of these standards quite as much as you may find yourself lacking in some of our suggested gifts of personality.

H.

The President's House

On hundreds of campuses throughout this country there are residences of many types and various ages designated as the president's house.

When I went to the University of North Dakota in 1909, the president's house had been built a few years before under the direction of a local architect. The building had many good points, but a three-story house with great pillars in front did not fit into the terrain of a prairie country. The public rooms were too small, though the dining room and kitchen were commodious and well placed.

In my second presidency, at the University of Kentucky, the trustees had bought an old house with considerable land for lawn and yard space. As a newcomer, I was allowed to advise the architect on the family needs and the requirements for entertaining. The result of this combination of architect and resident was the reconstruction of an old house into a pleasant, livable residence, with ample facilities for entertainment. In contrast to this pleasant old house, many presidential residences have an institutional atmosphere. They are not really homes and in consequence lack that air of friendly welcome so essential to true hospitality.

I am sure that a house equipped with furniture, rugs, and pictures purchased by a committee can never possess a home atmosphere unless there are intelligent and experienced women in that group. Too often the furnishing of such a building is left to a decorator or to a local dealer. On the other hand, if the matter of cost is to be borne by the occupant, he will find it very burdensome to buy the furniture needed for such a place. As a consequence, an air of emptiness or even shabbiness may result.

The question arises then, What is the real function of a president's house? Is it a home, a hotel, or a combination of both?

On some campuses elaborate houses have been erected that are very expensive to operate and burdensome to the hostess who may preside over them. Servants are required in kitchen, garden, dining room, and chambers—a costly enterprise. A more modest establishment is better adapted to the use of such a home and place of occasional entertainment. It is desirable to have facilities for a few overnight guests; beyond that, the college should provide a guest house, or guest rooms in a dormitory. Often a lecturer or distinguished guest would much prefer the privacy of special outside rooms rather than make the effort to fit into the regime of a family household.

Other types of entertainment, such as large receptions and banquets, should be held in one of the assembly rooms provided now by most colleges in their student union building. Such an arrangement removes from the shoulders of the president's wife the recurring burden of preparing for large parties and dinners. Although faculty members and students prefer to go to the president's house, in these days of staggering student enrollment and extensive faculties it is no longer a possibility.

M.

The President's House

The idea in providing a house for the president has changed somewhat throughout the years.

In earlier days, when many college towns lacked good hotels, the president was obliged to take care of all distinguished visitors. Before the days of unions, faculty clubs and other suitable places, the president was expected to entertain extensively in his home with dinners and receptions. Domestic help was plentiful then and reasonable in cost. Also, the other demands on a president were not so great as those of today.

To provide a handsome ten or twenty room house for the college president is to load him with a home impossible to main-

tain without servants, and to secure such domestic help is sometimes difficult. This condition has been recognized in a few cases where the president has declined to live in the residence provided by the institution.

The whole matter is far different than it was at the turn of the century, or even in the 1930's.

Certainly, where the old conditions still prevail, with a college in a small town without proper hotel facilities, it is desirable to provide the president with an adequate house and to secure for him competent domestic service. Personally, I never believed it wise for the college to provide service for the president. On the other hand, many institutions do so provide and pay for such service.

In any case, where adequate entertainment is available in hotel or union, it is questionable whether a president's home should be provided at all. When service is scarce, a large house makes a drudge of the president's wife. This should not be. If a moderate house, adequate for a president and his wife, can be provided, it would be welcome and fitting. It is rare for a man under forty-five years of age to be appointed to a presidency, and usually his children are away from home.

Certain entertainment is definitely desirable for the morale of the faculty and students. A reception for the entire faculty, early in the fall, at which new members may be presented to their associates, is necessary. This should be paid for by the college and if the faculty is large, held in some adequate place outside the president's home.

If the college is small and the senior class is manageable, a reception to the class is certainly appropriate in the spring. Inevitably the president will do a good deal of simple entertaining at lunch and dinner for various individuals and small groups throughout the year. Personally, I feel that these are best paid for by the president, and that his salary should be adequate for this purpose.

If there is a president's house, it should be suitably furnished. As has been observed many times, the average official life of a president is only five or six years, and he should not be forced

to furnish a house provided by the institution. On the other hand, any man chosen for such a position will almost always own some household goods which he prefers to use.

If the president's house is on campus, it is fitting that the grounds be cared for, and that heat, light, and water be provided by the institution.

Quite certainly the day has passed when an expensive and elegant house is desirable or even an asset to any college president. Such a home carries with it the obligation for generous entertaining, very difficult to maintain today. A newly appointed president should look carefully into the matter before agreeing to live in the president's house. If it means undue physical labor for his wife, he certainly should decline the honor.

H.

Is There a Dog in the House?

The house in question is the president's residence on a college campus and the canine is the household pet. Should he, the dog, have a place and a part in the president's menage?

I am really serious about this as a factor of importance in the administrative family, because I have seen what a dog can do on many occasions to ease the stilted beginnings of social contacts. Students come to the president's house diffident and shy; it is hard for them to adjust themselves to the situation. Often they do not know more than two or three among those present and feel they are involved in a serious and difficult social affair, though the intent has been to make the occasion informal. It is at this point that the dog comes in. At once he is the center of attention, and in a dog's friendly way he responds to the advances made to him. The host tells a story or two about the dog's exploits; the ice is broken, and the party gets off to a good start.

It is not every canine that can meet the demands thus made upon him. In many ways the Scotch terrier fills the bill better than most breeds. He has dignity, some reserve, but responds like a gentleman to the greetings of a guest. He seldom runs,

barks, or makes a nuisance of himself. There are other breeds, such as the cocker spaniel, but he is more sensitive than the Scotty. As a subject of conversation, a dog is much better than the weather.

My wife told a story about a dog Miss Wylie had in her house on the Vassar campus. When students came in for a group visit, the dog was there stretched out before the cheerful fire. After the talk was well started, Professor Wylie would say to her pet, "That is all, Toots, you may go now." Whereupon, according to the account given me, the dog would leisurely and quietly retire.

The name of the dog should be chosen with some care. The one who knows the Scotty would never call him Fido or Carlo, for there are more descriptive names. Angus, Sandy, Danny, Tammy, or Tim fit him better and give him more personality. There is a real place for the right dog in the president's house.

M.

Entertainment Problems

When I was made acting president of Miami in 1911 at \$4,000 a year, I continued to live in our eight room house and had no thought of moving out. I was definitely acting president, and entertainment was no responsibility. During that year I helped the board all I could in the consideration of a number of men for president.

At the end of that year no decision had been reached. I was re-appointed at the same salary. I moved over to the president's home, but we did very little entertaining. The third year, I was elected president of the university at a salary of \$5,000 a year. Mrs. Hughes and I tried to do our part socially. We served tea to the faculty on the lawn when college opened in September. Throughout the year, as there was no desirable hotel, we entertained a good many guests of the university. We also invited various faculty members to dinner from time to time. In the late spring we held a reception for the seniors. This routine was maintained during the remaining thirteen years of my service.

When we went to Iowa State College at Ames, Mrs. Hughes

was not very strong and I impressed upon her that the board had elected me as president and that no responsibility rested upon her beyond her strength. However, she wanted to do her full duty socially, so far as possible.

Early in the fall a reception was given at the Memorial Union to all members of the faculty and staff. We entertained rather frequently at dinner throughout the year. I always felt free to take anyone home to lunch: students, faculty or guests of the college. In the spring, at the close of the year, we gave a dinner for the older alumni.

At Iowa State, the numbers were too great for wholesale entertainment. However, during the first half of the summer term, we had a conveniently sized group; about one hundred were graduated at the close of the first summer term. We would entertain this group at breakfast on the lawn, and it was always a pleasant party.

Nothing elaborate was attempted, and the cost of all entertainment came out of my own pocket until my last two years. The expense of our large reception to the entire staff, which amounted to some hundreds of dollars, was paid thereafter by the college.

In all this entertaining experience, I learned two interesting facts: I had read once that if a meeting was called at which every person present was desired to participate, not over seven should be asked. I found that seven at a table proved to be most satisfactory. At our breakfast for seniors, we arranged to have a faculty man or wife at each table with six students; here all six students took part in the conversation.

When a distinguished visitor was invited to dinner, the number of guests was unimportant. The guest with a little encouragement, would do the talking and entertain the party, which was just what we wanted.

Any man who works eight hours a day in the president's office does not have the energy to entertain a great deal. Presidential homes, large and equipped for elaborate entertainment, seem to me enough to discourage any man from accepting the social responsibility such a house demands.

I knew one president, Dr. Hollis Godfrey of Drexel Institute, who solved the social problem very wisely. He and Mrs. Godfrey lived in a comfortable apartment. They entertained various groups for dinner at the Art Club in Philadelphia. Their large receptions were held in the Institute.

A college president and his wife must maintain a home that is open to friends of the institution. They must entertain some of their own friends and some members of the staff. But to expect one as heavily burdened with problems as the president of a college to carry on an extensive social program is unreasonable.

H.

Some Exceptional Expenses

The president's salary often seems exorbitant to the members of the faculty. It is my best judgment that it should be twice the highest professorial salary. Usually, and I believe properly, a president's home with heat, light, and water is provided. I have opposed any additional support for entertainment, automobile, house service, and such extras. It seems sounder and more satisfactory for the board to provide for exceptional entertainment or other expensive activities by an increase in salary above twice the professorial level.

There are, of course, several sound reasons why a president should receive a comparatively large salary. The most evident is that no one with extensive executive experience can be secured for less. There are, however, other reasons. Of necessity, the president does considerable entertaining. This requires an adequate domestic staff and a good table. He also has many expenses that a professor is not called upon to meet.

At Miami, in the small town of Oxford, I found that I was expected to head most subscriptions. This proved to be so formidable an undertaking that I was shortly driven in self-protection to limit my benevolence to ten per cent of my salary. After that was exhausted, I would explain my position to any solicitors who importuned me. I told them if they would return after

July first, the end of my year, I would be glad to make a contribution. This reasoning appeared to be unanswerable. The custom of giving away ten per cent and keeping accounts to make this amount certain has proved a most satisfactory method throughout my succeeding forty years.

Traveling expenses always exceeded the sum I felt free to submit to the state auditor. Vic Donahay, auditor of Ohio in my day, made his political success, later leading to the United States Senate, by a blast in the newspapers about a state employee who spent forty cents for a baked potato. I always limited my expense account to items which I believed could not be criticised, and paid the balance myself. I felt it to be undesirable that the traveling expenses of the president of a state institution should come up for criticism at the state house.

There were also for me each year a number of exceptional expenses of various kinds, unusual charges against the college which I did not wish to submit to the board, which sometimes amounted to several hundred dollars a year. One minor expense resulted from the students having placed the cow of a poor Negro woman on the belfry tower of the Main Building at Miami. Old Nancy came to report her damage to me and said her cow did not let down her milk as usual after the nerve-racking experience. When I asked how much she thought her cow had been damaged, she answered, "Well now, Mr. Hughes, I judge she's been damaged two dollars' worth." I paid the two dollars.

At Iowa State College, the discipline committee took action against a student for having liquor in his possession. He went to a lawyer, and we were shown that, while our evidence was convincing to us, it was not sufficient before the law. The lawyer did not wish to prosecute, and the student offered to withdraw the case if we would pay his lawyer's fee of \$300. This I paid. It was my largest item of the kind.

At Iowa State College, with numerous small sales rooms operating all over the campus in the dairy, poultry farm, green-houses, vegetable garden, and fruit farm, we suffered some small losses through theft. I paid these shortages as they turned up,

dismissing the employee involved. I regarded them as due to poor administration under my direction. Later we improved our accounting system so that these shortages were stopped. I believe my way of handling these matters without reference to the board was sound. It saved me in worry more than it cost in cash. Every president thus has various expenses which a professor does not encounter.

There is one other major reason for a generous salary: Usually the term of a president's tenure is brief, more comparable to that of a football coach than a professor.

H.

Some Puzzling Problems

College administration is very different from the administration of a business. If a new president of a business or industry finds some high officials of the company unsuited to his policies, he can dismiss them. It is extremely difficult and usually highly inexpedient for a new president to dismiss promptly or retire to the ranks deans or department heads whom he may regard as unsatisfactory. In my own experience, I was perhaps too cautious in making changes. Both at Miami University and at Iowa State College I inherited some men and women in important positions whom I regarded as unsatisfactory. Some were lazy, some were maladroit in dealing with human beings within their jurisdiction, and some were too old for the job they held and lacked enthusiasm in their leadership.

While I had the satisfaction of turning these institutions over to my successors in distinctly better condition than I found them, there should have been even more improvement made. To meet the situation relative to the men who were too old, I introduced a regulation with the authority of the board that fixed the retirement age of all administrative officers at sixty-five years and for those then over sixty-five, at sixty-eight. This made certain improvements possible.

I am now convinced that all deans and department heads should be appointed for a fixed period — department heads prob-

ably for a four or five year term, and deans for eight or ten years. Further, I am now convinced that all these offices should be filled by the vote of the faculty members concerned. At the time I did not so believe. I made all these appointments after wide consultation, and felt fairly well satisfied with the result. Yet I am sure now that as good or better appointments would have been made by the faculty. Furthermore, if all these appointments had been made by the faculty members for fixed terms, poor appointments would have automatically terminated in due time.

I did retire and dismiss some full professors. My procedure was first to convince myself that the man in point was unsatisfactory. I then called him in to my office for an interview. I told him that he was as good as when he had been appointed but that he would undoubtedly fit better into some other faculty. I assured him he would not be dropped abruptly and urged him to secure another and if possible a better position. Two men who left the Miami faculty in this way distinctly bettered themselves.

The American Association of University Professors has intimidated many American college presidents by their searching investigations of many dismissals of professors. I am of the opinion now that if a president, confronted with the necessity of dismissing one or more men on permanent appointment, would ask that association to send a representative to confer about the situation before anything was done, an understanding would be reached. If through inadvertence an unsuitable man had been allowed to attain a permanent appointment status, I cannot believe the Association of University Professors would desire his retention. An unsatisfactory professor, at a \$4,000 salary, would receive \$60,000 in fifteen years for giving poor instruction to perhaps 1,500 students. Surely this is deplorable! I believe that with the help of the association a reasonable plan could be worked out that would correct such situations.

Able, enthusiastic and sympathetic leadership in a dean or department head is of the greatest importance! In a department with from ten to fifty or more instructors, the difference in the service rendered students under a thoroughly desirable man

and one who is undesirable would be at least 10 per cent, and may easily be 20 or 25 per cent. Yet as one surveys the twenty to seventy-five department heads in his institution, how many possess this spark of enthusiastic, able and sympathetic leadership?

A department head can do a great deal to raise the teaching effectiveness of his staff. He can make very careful appointments, especially among positions on a lower level. He can see that every staff member with little teaching experience receives friendly criticism and help. He can see that every sarcastic, hard boiled teacher is speedily removed. It is possible to become so absorbed in the paper work of routine administration that no real leadership is given.

The president is usually the last person to learn of poor teaching situations. A rating of each instructor by other staff members and by students would be valuable in quickly pointing out the weak spots in the staff. Washington State College has instituted such a system.

For many years I prepared annually my own rating of the staff. So far as I could, I placed every person in one of the following four lists:

1. Those who could not be replaced. Men and women who had given themselves unreservedly to the institution, who were in every way satisfactory.
2. Those who could not be replaced by equally satisfactory men at the same salary.
3. Those who could be replaced by equally useful men at the same salary.
4. Those who could be replaced by better men for less salary.

I always tried to reduce the number of those in group 4.

The appointment of the dean of the graduate school is one of peculiar importance. If he has been selected by the graduate school faculty, is generally trusted and is less than fifty-four years of age, he should be among those considered for the presidency when that office becomes vacant. The dean of the graduate school deals with all colleges and all departments. He should be a man whom all regard as honest, fair and capable.

Upon returning a dean or department head back to professorial status, his salary should not be cut heavily. In these positions the appointment is usually for twelve months with one month's vacation. If he were reduced to a nine month's basis, his salary would not be far out of line with that of other full professors. At Ohio State University, the normal professorial appointment is for three quarters or nine months. A department head receives the full professor's salary for twelve months. A department head upon relinquishing the headship will drop back to the nine month basis.

It is always advantageous, where possible, to promote a man already on the staff to be the head of a department, or dean. For one thing, it is cheaper, as the promotion will always be an advance. For another, he is already known; and if he is selected by a decided majority, he will rarely fail to make good. There should be in every department a man worthy of promotion to the headship. Occasionally there is no one regarded as suitable. In such a case a man must be brought in. At Iowa State College, one-third of those at the head of departments have been brought in from outside, while two-thirds have been promotions. The members of each group are about equally effective, roughly speaking: two-thirds good, and one-third only fair.

H.

Help From Outside Consultants

Bringing in individuals or committees from time to time from outside to report on certain aspects of an institution is usually stimulating.

I have had such external reports on our clerical staff, the catalog, the landscaping plan, and other phases of our work.

It is equally helpful to visit institutions you believe are doing some things better than your own and thus pick up ideas. Many improvements in methods and practices have been introduced in this way. The attitude that your institution is good enough is a dangerous one. It is almost certain that any one of one hundred similar institutions is each doing some one or more things better than you are.

Education is such a personal thing and is so complex that no good teacher or administrator should be satisfied with what he is doing. An ambitious, hard-working man in some institution has often developed the best way known in which to do some certain thing.

At Iowa State College, our former librarian, Dr. Charles H. Brown, was invited repeatedly to survey various college libraries and make recommendations. I know his work was valuable in every case.

H.

Public Addresses

No hard and fast formula can be applied to presidential speeches away from the campus. People want to see and hear a college president, and high school pupils often invite the president to deliver their commencement address. Various organizations call upon him for talks on different subjects. There is a limit of time that can be given to the making of speeches, but over a period of years some results can be observed.

I very soon concluded that I could give only so many talks and that those would best be arranged on the basis of first come, first served. This plan worked fairly well. One often received compliments from well wishers who had listened to a speech, but what others thought about it never came to his ears, or perhaps the number of speeches would have been considerably reduced. Many requests for talks were from student organizations and these were accepted.

To be good a talk requires preparation, and this in turn takes time. The president is invited to speak because the program makers want not only a speaker but a person of some prominence. It is a nice question whether or not it is worth while to accept some given invitation. A friend of mine, when he was elected president, gave out word that he would make no speeches the first year of his service. He made one during that year and many, many more after that.

In the course of my service as president, I inaugurated what was called "Between-Us Day" to give me an opportunity to know the problems of college students and also to comment on university policies and regulations. Without question these talks did considerable good. Also, one hour vesper service was held on Sunday afternoons at four o'clock. Eminent men from the various church denominations were asked to speak. The program was supplemented with music and scripture reading. The attendance was not large—some two or three hundred persons; the interest varied with the reputation of the speaker.

After a year's trial, the vesper service was given up due to the expense and the relatively small attendance. As a substitute, a Sunday concert series was arranged which has been going on now for twenty years. The attendance is large, made up of students and townspeople. The concerts are maintained by a grant, and the programs are given by professional musicians and university glee clubs, orchestra and bands, in successions.

M.

Public Addresses

Unless a college president is an effective speaker he accomplishes little by speaking on most occasions. Personally, I am a second-rate speaker and have avoided making public addresses outside the college, as far as possible.

I now believe that any college president should feel responsible for a certain amount of public leadership. This could best be accomplished by formulating one or two policies each year on which he has a firm belief and preparing carefully a few good short addresses on these subjects. He should then decide what audiences he can address most effectively. Two or three such addresses a year would be sufficient. If a man limits himself to this plan, he will have time to be a real president.

It is well to remember that there are usually several professors and deans who can speak as well or better than the president and who enjoy speaking. Send them.

The ineffective president often uses an invitation to speak as a means of escape from the campus.

H.

Responsibility for Leadership

Many men appointed to a college presidency from a deanship or professorship are so occupied with their new and demanding responsibilities that they give little thought to state or national education. Their leadership is needed in these fields as active members of the national educational associations and also as thinkers and writers.

Any person at the head of a college or university certainly should look over the entire field of education. He must relate his institution to the other colleges and universities in the state. He should sense that all of them together constitute the higher educational opportunities of the state. Their relation should be friendly and co-operative, although there may be frequent rivalry and friction. It is as each institution discovers its own peculiar field of service in the state and serves notably in that field that it makes its most valuable contribution.

The strength of institutions of higher learning depends directly on the quality of the work done by the grade schools and high schools of the state and their adequacy for service both in location and staff. In no state are our educational facilities ideal, and in every state each college president should feel a responsibility for strengthening the system throughout as well as in his own institution.

All education grows by imitation, by imitating the finest there is. One must view all education in the nation if one is to know the best. It grows toward perfection only as here and there an able and devoted man or woman is given the opportunity to work out his dream.

Years ago, Dean Carl E. Seashore of the Graduate School of the University of Iowa, while touring the country for the National Academy of Science, spoke in the chapel at Miami University. To encourage our students he called attention to the fact that

when the automobile was first made commercially, the engine was underneath the body of the car. It took the engineering skill of the whole world twenty years to figure out how to bring it out of that awkward position and make it easily accessible up in front. So it is in education. We are usually following precedents and doing our work as it has been done. Changes come slowly.

The leadership of our 1,850 college and university presidents should contribute much toward speeding up progress in both state and nation.

H.

How Long Should a President Serve?

Years ago, Dr. William Allen made a survey of the University of Wisconsin. In the report on this survey, he expressed the opinion that the president of a state university should not serve more than eight years. He said that most men had made their main contribution to the institution in the eight years. Also, he thought there was a tendency for a president to build up a group of influential faculty men whom he had appointed, who became his personal supporters. He concluded that eight years is long enough.

My observation is that most men do make their peculiar contributions in eight or ten years. Also, during the first year or two everybody is friendly and hopeful for the success of the president. As time passes, inevitably a few staff members are offended by actions directed at them or by general policies which affect their departments. The offended professors gradually get together, and in a few years an opposition party is built up. The president's weaknesses become more apparent. It becomes more difficult for him to secure the support of trustees and faculty. Certainly eight or ten years is a better period of service than fifteen or twenty for 90 per cent of college presidents.

This has a bearing on the age of the man appointed, and on the appointee's plans. Assuming sixty-five to be the age of retirement, a man of fifty-three to fifty-six has only about ten years

to serve. This may be a sound reason for appointing a man of this age.

On the other hand, a board often desires a younger man, one around forty-five years of age. In my judgment, when a man of that age accepts a presidency, he should plan to advance to another post after eight to twelve years. If he serves ably, he will have the opportunity to go elsewhere. Almost invariably his first ten years in any such post will be happier both for him and for the faculty than a second ten years. Furthermore, after ten years his service becomes more or less routine. A move to another post will pull him up on his toes again and will be stimulating.

H.

How Long Should a President Serve?

Hughes quotes Dr. William Allen as saying that eight years is long enough in which to make a contribution as a college president. To this contention, I am opposed. To begin with, it takes from two to three years to learn the ropes in an institution of even moderate size; in addition, a period of five years is required for a satisfactory acquaintanceship with the alumni, a knowledge of the area wherein the college is located and the men and women interested in the college. Another phase of this matter is the disturbing effect of change on a college organization. An institution may go along a year or more before a decision is made and a new president installed. Every change will cost the college a considerable sum in delay, in pension for the retiring president and in the renovation of the president's house.

Any plan that may be set up by the new administration cannot be completed in less than four years. The length of service should not be determined by an arbitrary term of years, but by the character and effectiveness of the administration.

M.

The Effect of an Old President on an Institution

As a man grows old, he dislikes more and more to face trouble. He becomes increasingly indisposed to hunt for trouble. Situations develop on a campus which could be checked at the start, but after a few years become difficult to correct. For this reason I strongly favor sixty-five as the retiring age for a college president. Seventy is too old and beyond seventy is terrible. Some of our greatest American university presidents served beyond the time of their greatest usefulness. The presidency of a college or university is a very hard job, and old age and weakness are no proper reasons for failure to serve effectively.

H.

How To Utilize a President Emeritus

Every president has developed policies and procedures which are dear to his heart, and it is difficult for him on retirement to hold his peace. He is greatly tempted to criticize his successor, who will invariably introduce new policies and ignore old ones. Yet the changes are usually good for the institution.

Either the president emeritus must be retired on a pension and encouraged to leave town, at least for a few years until the new incumbent is established, or he must be kept busy with new work. Perhaps every president emeritus should leave the college town for a year or two.

However, it seems inconceivable that a man who has served an institution usefully until retirement can become useless to the institution on attaining the age of sixty-five. There are several possible occupations which, depending on his abilities, might occupy the president emeritus usefully. For example: If he is a skillful money raiser, he might continue to head up that work. He knows the benefactors who have given to the institution during the past years and they know him. He should be able to render useful service in this field. If he has been well acquainted with the alumni, he could do much to serve

them and strengthen the work of the alumni office. If he is a skillful teacher, he could well teach acceptably six or eight hours a week. Some men might serve usefully on the board of trustees for at least five years.

Undoubtedly a president emeritus could be a real curse to the president; this should not be permitted.

H.

The Attitude of the President Emeritus

The conditions under which the president retires from his post after a decade or more of service have much to do with his relation to the institution and to the new incumbent in the office. If, as an emeritus, he is expected to do some sort of work to justify the continuation of pay, he is still tied to the community and the institution.

I recall an instance where a president, after many years of distinguished service in a denominational college, was given the job of running a mimeograph machine at seventy-five dollars a month. In consequence, his feelings were hurt and his helpfulness reduced. This incident is perhaps a low in the relations of an emeritus officer and his college.

When a retirement allowance is free of restrictions, the emeritus president can choose his place of residence, but he will discover difficulty in making contacts and adjustments in another community. In fact, after a good many years of living in one place, he will find it hard at sixty-five or seventy to make the move. If he stays on in the college town, he can become a thorn in the side of the new president or he can be of considerable help through a tactful attitude of appreciation and understanding.

If all retired presidents were gentlemen, there would be no problem. Most of them are, but others have been willing to listen to talk, indulge in criticism of the new administration and to become the focal point of the opposition. Such men are a menace to good relations in the college community. Rules for the conduct of an emeritus president are easy to formulate; but after all, the relationship should be one based on under-

standing, friendliness, and a determination to help rather than hinder — qualities characteristic of all honorable men.

There are some suggestions that are quite obvious, but might be overlooked, so I list them for what they are worth: a president emeritus should not give advice unless asked for it; and if the facts are not clear, he should wait or decline to act. Under no circumstances should he listen to belittling gossip or questionable stories about the newcomer. The emeritus president should do all that he can to uphold the administration on the campus and in the community. In other words, he should act like a gentleman and remember to do unto others what he would have others do unto him.

M.