

An administrator should have clear ideas of the purpose of the institution over which he presides. Constant study of the university is a large and important part of his duty. It is no easy matter to keep such an institution on an even keel. Integrity must prevail in all of his dealings, both personal and those pertaining to the office which he holds.

3.

Problems of Administration

The College and University Parliament

This is an important topic, since every college possesses a group of teachers that has developed through the years a legislative procedure of considerable power. This important body sets up rules for the admission of students; it prescribes their duties, establishes courses of studies, makes recommendations to the board of trustees, and in other ways touches upon and controls many of the college functions. At the same time, a board of trustees is provided in the articles of incorporation. Such a board has authority by law over finances, appointments, building programs and even educational policies.

Long ago, the teachers in an educational institution were the governing body and elected the rector, made the budget, determined courses of study and maintained police and courts of order (law which passed on the misbehavior and escapades of students). Later on, the church or the state was granted veto power over budgets and appointments, but the faculty continued as the local governing body. Within the memory of old timers, the faculty of a college would meet once a week to discuss students' work, misbehavior, and courses of study. It was,

in fact, a kind of family gathering carried on quite informally. Yet this group had considerable power. In Timothy Dwight's time, 1830-1896, the Yale College faculty voted on appointments, passed on advancements, and laid a firm hand upon the curriculum of the college. Today, in the larger institutions, the power of appointment rests generally not with faculties, but with heads of departments, deans, vice-presidents and, finally, the president. The board of trustees receives their recommendations and usually approves them.

I have used the title, *College and University Parliaments*, because large faculties today cannot function effectively as did the smaller teaching bodies of earlier times, so a system of representation has developed to deal with the legislative matters of an institution. To a layman, the easy way to govern a college is to turn over all such matters to the president, to let the faculty teach and the students learn, a simple formula but a wholly unsatisfactory one as a governing procedure. A faculty must have something to say and the opportunity to formulate views about teaching, research, courses, budgets, and other matters that touch upon and mold the higher educational program. In consequence, a parliamentary system must exist in one form or another in all the colleges of the land, if the faculty is to be happy and contented.

Historically, the legislature of Great Britain consisted of these estates: the lords, spiritual and temporal, and the representatives of the country's cities, boroughs, and universities. The lords are now found in the House of Lords and the representatives, in the House of Commons.

In this country the parliament is made up of the Senate and the House of Representatives (a conference of representatives), which act on public and national affairs. In a college the faculty is the body specifically concerned; and, in consequence, the college parliament must be composed of all faculty members or of representatives elected by the membership of that group.

One plan or organization for this important agency is (1) a council, (2) the senate, and (3) the assembly. This may appear complicated and difficult to hold together, but I may say in passing it has worked! Although the senate may be too large

for a deliberating body, membership in that group may be regulated in the constitution itself. I say "constitution" because that is what it is and should be. Once adopted by the faculty and approved by the board of trustees, this instrument, subject to change, is on a permanent basis.

Then the council is, in fact, an executive body which concerns itself with carrying out the legislative action of the senate. Usually it meets once a week. It is composed of the president, deans of colleges, the registrar and several elected members from the senate. Sometimes there may be one or two students chosen by the student body to sit on the council. If there are ten deans, four senate members and the president, the council may number as many as fifteen. This might be regarded as too large a body for good committee work, but the actual attendance will consist of no more than ten or twelve persons.

In some colleges the senate or the legislative body is composed of all who have a professorial status, including associates and assistant professors. Where there is a staff of several hundred in these categories, the senate would become too large, and "log rolling" and caucusing might creep in. In such an academic body where high standards of conduct are supposed to prevail, resort to political tricks is hardly considered good cricket. In fact, the decisions of the senate are supposedly based upon reason and the welfare of the institution; nevertheless, the ambitions of department heads may interfere with calmer judgments. Where the colleges composing a university are autonomous and therefore have almost complete control over courses of study, admission of students, and faculty assignments, the work of the senate will be greatly simplified. The monthly meeting can be reduced to a quarterly one, but those four meetings would be highly important. The president of the institution should always preside over this senate.

Reference has been made to a representative plan for membership. Each college elects members to the senate. The basis of such representation can be determined by the proportion of students registered in each college to the total student enrollment; thus the college which had one-fifth of the students enrolled in the university would elect one-fifth of the representatives

in the senate. The term of service may be fixed at three years, with a limit on continued membership attained by restricting election to one or two terms. Once organized, the senate may create permanent committees that report their findings to that body. The registrar would make a good secretary because he knows the student body and has an office which can take care of typing records and other matters that need documenting.

The last division of the governing formula presented above is the assembly. The idea behind this part of the plan is to bring every officer, teacher, assistant, clerk, craftsman, janitor, and other worker into meetings held once or twice a year, a great democratic gathering of the institutional staff. It may be said that the assembly, definitely a part of the legislative organization, does give a feeling, a sense of belonging, to all university persons. In the assembly meetings a member may present any subject that he thinks worthy of consideration. Questions, too, should be encouraged, and frank and honest answers given to all questions put to the chair. The president of the institution presides over the meetings and may use the opportunity to talk about some of the important matters relating to the operation of the college.

The effectiveness of the assembly was demonstrated to me in the depression of the thirties when many financial questions came from the floor. It was then that reduction in salaries was necessitated by the fall in annual income. The assembly was a natural agency for the consideration of problems arising in the minds of many concerning reductions in salary. Under normal conditions, the assembly considered insurance plans and pension procedure. The work of both council and senate was satisfactory and worth while.

M.

The College and University Parliament

While McVey has chosen what at first glance seems an awkward title, I can think of nothing better which would include all I have in mind.

With the enormous growth of institutions during the past fifty years, the problem of organizing this phase of authority has grown difficult. We must manage our colleges and universities so that each person on the staff feels he is a part of the great whole and has a share in its control. The organization should be such that the least possible amount of faculty time is wasted. Long debates over inconsequential details must be avoided, while important matters should be discussed freely, the majority opinion prevailing.

The inclusion of these several ends has resulted in the type of organization Dr. McVey has described.

I agree that one or possibly two meetings of an assembly each year is desirable. During my own administration I had one such meeting prior to the opening of college in the fall. I then read a printed address which was distributed to all present. McVey followed his address by a period in which he answered questions. I am sure this is sound, and I regret that I did not follow that plan.

At Iowa State College my address preceded meetings of the six faculties, the Experiment Station staff and all the different department staffs. Each group was addressed by the executive head of that group, who set forth the past progress and the plans for current progress.

What McVey designates as the senate consisted at Miami and at Iowa State College of the entire teaching staff, including assistant professors. This was quite all right in my day at Miami where the faculty was small. At Iowa State College, with its subsequent growth, the senate was limited to professors and associate professors, a group of about 460. This group is too large for useful discussion. I am inclined to believe it should not exceed 100 and that these should be elected, as suggested by McVey, for three-year terms.

It is essential at Iowa State College for this group to meet five times a year to vote degrees. However, if the approval of the several college faculties were accepted as final, the responsibility of voting the degrees would be lifted from the senate.

It is essential that certain powers be retained by the senate.

These usually include (1) standards of admission, (2) curriculum questions, (3) standards of scholarship requirements, (4) requirements for graduation, and (5) voting on honorary degrees (all degrees, unless the approval of individual colleges is accepted as final).

Through its committees and the approval of their reports, the senate would exercise considerable control over the entire institution, faculty and students. If it relaxes this authority, it loses command. Where the senate retains and exercises its authority most wisely and energetically, the democratic spirit of the institution flourishes. While I appointed all senate committees in my day, I now believe that committees should be elected by the senate itself. I also believe one committee should be "Advisory to the President." To this committee, any member of the staff should feel free to bring any matter he desires brought to the president's attention.

The council, an executive body meeting once a week under the chairmanship of the president of the institution, seems essential. It is important that this body not encroach on the authority of the senate, but limit itself to the execution of the senate regulations, referring matters back to the senate when necessary.

While the above organization would seem to cover the needs of the institution as a whole, each college should also have its faculty organized under its dean with necessary committees.

As stated elsewhere, I regard it as sound democratic procedure for each faculty to elect its dean for a period of eight or ten years. Such elections should be held after due consideration by a committee and should be subject to veto by the president or his representative. This veto certainly should be exercised through the elimination of names on the list to be submitted to the faculty by the committee, and not after a vote is taken.

H.

The Chief Financial Officer

The "money man" was the cognomen given by Costain to Beaumarchais, who served King Louis XVI of France as finance

officer. On Beaumarchais fell all the problems of keeping the king and his extravagant consort in funds. Similarly the comptroller of today fills the place of "money man" in the college kingdom.

The university finance officer, often called comptroller, has become increasingly important with responsibilities added to those of the bookkeeper who managed the money of the small college a half century ago. The spread of higher education on immense campuses, huge student bodies, and extended activities has increased the duties of the finance officer. He sometimes has a staff of from 10 to 130 persons who use machines to expedite the accounting and purchasing records. This staff keeps up department accounts, figures obsolescence, cost of materials and insurance policies, maintains inventories of building contents and department equipment, as well as reports the income and expenditures at least each month. The comptroller has a job and an important one.

The accountant, once a bookkeeper, now sits at the head table with the administrative officers. His ideas have great weight in the business field, and his importance in educational administration has grown enormously; he can and does enter into policy making. In addition, by the setting up of accounting regulations he may affect departmental expenditures. As a matter of fact, checks and counterchecks can alter and even hinder the educational purpose. This is not a superficial conclusion reached through hearsay, but a fact well known to the college president. The comptroller is not an educational officer and should not attempt to impose his accounting methods upon the educational functions of the institution beyond the requirements of his office. The point is brought out in the comment of a campus repair man when he said, "This would be an all-right job if it weren't for the students and professors."

Financial support for, and the maintenance of, higher education in this country face a difficult future with declining income and an increasing student body. Endowments earn less than they did. With the refinancing of bonds on lower interest rates, the returns have dropped. Meantime prices, salaries and wages have

gone up in contrast to stationary or declining incomes. Obsolescence of buildings and equipment go on steadily through the weeks and years, a process of deterioration that occasions great concern for the efficiency of the plant and the investment of the college. All these are problems threatening to future education.

To meet this serious situation resting so heavily upon all thoughtful minds, several solutions have been offered. The most evident is a proposal to raise student fees, and it may be said that the raising of student fees presents several aspects. In public institutions today fees are comparatively low, although the out-of-state student is charged more for his education. In the better private colleges the fees are too high, thus largely excluding all but the well-to-do and wealthy classes. This is unfortunate, but the situation is improved by scholarship grants.

Another proposed solution regarded as having possibilities is that of securing federal aid for higher education, both public and private, by grants from the treasury of the United States. Friends of this proposal usually support a scholarship scheme to be administered through the state to individual students who may select any accredited college, public or private.

In the application of this method a good deal is being said about the relation of church and state, but the need can become so great that this principle long held sacred may be violated. And finally institutions of learning may take stock of the situation facing them and so set themselves the task of administering their affairs on a realistic basis involving economy and co-operation. Undoubtedly most colleges and universities could economize to the extent of 10 per cent of their income without serious injury to the program. The comptroller's office could furnish valuable data for a study in cost reduction.

Anyone who studies a catalog—and it's a rather dreary pursuit—will note the number of courses printed therein. Undoubtedly many of these could be eliminated, while other courses having been unduly extended might well be reduced in time requirements. Several institutions might co-operate in unifying specific fields of study, thus saving costs while strengthening the program.

Professor Hiram M. Perkins taught mathematics when I was a student at Ohio Wesleyan University. He possessed an ardent interest in astronomy and had mounted a small tripod telescope in a little tower on the top of his house. When he died he left a considerable estate to Ohio Wesleyan with which to build and endow an observatory. The university erected a good sized building and equipped it with a telescope of sixty-nine inches in diameter and with additional instruments. When the building was completed, only a small sum remained for carrying on the project. After a futile struggle to finance its operation, those in charge arranged with Ohio State University, twenty-eight miles away, to co-operate in developing a good astronomical organization. Ohio Wesleyan furnished the building and the equipment; the state university provided the funds with which to carry on the work of the observatory. In one field or another, institutions might find opportunities for a co-operation that would yield better facilities than either could provide alone. Libraries furnish another example of the need for co-operation in times when money is hard to come by. Vanderbilt University and Peabody Teachers College use a joint library with a large saving.

The comptroller is a kind of weather bureau. He should be able to foresee the drift in expenditures and to keep administrative officers informed of the school's financial status. This discussion on the comptroller has shown certain methods of meeting the financial situation which faces educational institutions. More might be added, but would require an expert study of accounting methods. However, another important problem should be mentioned. I have reference to the strict accounting and use of funds designated for specific purposes.

It is disheartening to have to report the dispersion of funds given to an institution for a specific end and the failure, in other instances, to keep funds in separate accounts so they may be readily identified. When hard pressed for money, a board of trustees will sometimes borrow from endowment funds or actually use them for capital expenditures. This is an unfair practice. In fact, there have actually been cases where endow-

ments have been used to meet payrolls! The justification has been the issue between the life or death of the institution. Even in such a crisis, the observance of law and honesty should be followed. The end of such methods is never justified, since the collapse of the institution is not far distant. A competent, honest, and understanding finance officer with the backing of the president may prevent disaster, if both are imbued with the high purposes and integrity that should prevail in the administration of an educational institution.

M.

The Chief Financial Officer

The title of this office is quite undetermined. As McVey says, it is in some places comptroller, in others business manager, business manager and comptroller, bursar, bursar and business manager, or treasurer. It appears to me the title will tend more generally to become vice-president in charge of business.

In sound organizations, this officer should report to the president and not to the board of trustees directly. While the president cannot pretend to be acquainted with the details of business, he should see that the business of the institution serves the interest of education and research in the fullest way.

One of the important agents of the vice-president in charge of business should be the department of buildings and grounds. This department should be directly responsible to the business office, not to the president.

The treasurer should also properly report to the business office. That is to say, the officer who collects all money due the college or university should so report. If the treasurer is in charge of investments, he may report to the trustees or their finance committee.

One important duty of the business officer should be to publish a complete and easily understandable financial report each year. At Iowa State College, the former business manager, Mr. H. C. Gregg, who had made an extensive study of the reports and financial affairs of 100 or more institutions, set up our annual financial report. It has proved so satisfactory that the same

form has been continued since he left to enter upon similar duties at Syracuse University.

Briefly, the duties of the chief business officer include: receiving all money, paying all bills, accounting, purchasing, making contracts, selling products, auditing student accounts, making an annual report, supervising buildings and grounds, new building and all other business. The office is very important and calls for a superior man.

H.

A Provost, or a Vice-President of Faculty and Curriculum

Within the past ten or twelve years quite a number of our large institutions have appointed vice-presidents to relieve the presidents of academic management. Of course this academic management of a college or university is vital; in fact, it is the most important aspect of all executive work. However, as our institutions have grown larger, many other important and demanding aspects of administration have developed. As the president's time has been increasingly called upon for other matters, he has been obliged more and more to allow the academic management to rest with the deans of the colleges. In many cases, it has passed largely out of the president's hands. This would be satisfactory if all the deans were thoroughly competent and attentive to faculty matters. Unfortunately, such is not the case.

Furthermore, it is necessary to maintain harmony among the various colleges and to maintain a certain uniformity in salary policies. Someone must keep in close touch with all faculty and curriculum matters, if the best interests of an institution are to be protected.

There is another reason for appointing a vice-president in charge of faculty and curriculum. If a college president is to be responsible for all faculty and curriculum matters, he must be selected from among men familiar with these matters; he must be a faculty man with experience and training. If, on the other hand, a vice-president thoroughly competent to deal with faculty matters is a part of the executive staff, the president may be selected from among men with other backgrounds.

The appointment of General Dwight D. Eisenhower as president of Columbia University is a case in point. As an executive and as a man among men, General Eisenhower had perhaps no superior. He was eminently well prepared to deal with a great segment of Columbia's important affairs. On the other hand, he was inexperienced in all matters connected with the faculty and curricula. This was fully covered at Columbia by the appointment of Dr. Grayson Kirk as Provost in Charge of Faculty and Curricula.

It is essential that such a provost or vice-president shall have the full confidence of the faculty. Usually this will mean that he must be selected from among present or former members.

There are now many universities and colleges large enough, and with such diverse and important interests, that their best welfare would materially profit from such a vice-president.

Many years ago, an executive officer was generally appointed to handle all business matters, relieving the president of this burden, for which he was often unfit. The time has now come when this further relief is called for in many institutions.

H.

College Deans — Appointment and Contributions

The elimination of deans is an interesting factor in the organization of the Japanese Christian University near Tokyo. This action is called by the American president of the Japanese Foundation "a genuinely new approach to university administration." In the place of deans, five vice-presidents function, and these form the president's cabinet. In the different categories, the vice-presidents administer: (1) instruction and the academic program; (2) campus religious life; (3) student relations; (4) business affairs; (5) public relations.

All of these activities are taken care of in American colleges through one department or another. With the possible exception of business and religious relations, a dean or department head administers and directs the work to be done. In institutions on

private foundations, religious matters are guided by a chaplain; in public institutions, organizations such as the YMCA, YWCA, Newman Clubs, and church societies are concerned with the religious life of the students. If the Japanese university develops professional schools, there must be some overhead direction there, whatever the officer may be called. One vice-president could head all instruction activities and with the assistance of second or third vice-presidents, could carry the increasing load of administering instruction. There is, in this Japanese university plan, a possibility of uniform and co-operative development that does not often prevail under a college dean system. I have reference here to instruction which in the American system is combined by departments and colleges; but there is a growing movement to integrate departments. For example, the departments of economics, sociology, anthropology, political science, and history are grouped in a division usually called the social sciences. The student under the division system is free to make choices without too much department restriction.

Why is the elimination of deans from a university organization regarded as a genuinely new approach to university administration? Is it because the dean of a college becomes a partisan who fights for student enrollments, higher budgets, larger staffs and greater public recognition as against the needs of other colleges in the university? As institutions of higher education drift more and more into professional and vocational types of training, the divisions between colleges in a university are quite likely to build academic fences that set them off from each other. Science, however, moves steadily toward integration as seen in the increasing co-operation of such sciences as physics, chemistry, and mathematics, as well as the breakdown between the traditional courses in the engineering field.

In defense of the tightly bound college in a university system, the dean and faculty will point to the increasing requirements made by present day technology for the training of qualified men and women. More time is needed in which to give the foundation and the application of the principles taught, if the student is to have the best training; as a consequence, the special-

ized colleges tend to go their own way. In the Japanese university plan, the vice-presidents might well develop little kingdoms of their own and so pull the institution in this or that direction. After all, a scheme of organization is no better than the men and women who direct it. The emphasis in this plan, or any other, must be upon the man, his character, training, and experience.

A dean has been called many things and given various characterizations by students and faculty. Among these is the much quoted remark that a dean is a man not smart enough to be a professor and too smart to be president. The fact is that a man chosen as a dean possesses outstanding qualities, or he would not have been selected for the post. But too often he does not have a wide knowledge and understanding of the larger problems in education; and in consequence, at the meetings of administrative groups he will support the vocational trend of the college. If this point of view were followed by the majority, the university would lose unity and become a collection of educational kingdoms. The selection of a dean determines the trend and development of not only the college, but of the larger institution of which it is a part.

I am quite of the opinion that a dean should be given a limited appointment of five or ten years. In this view I am in accord with my colleague. The faculty of a college should have the opportunity to express its views on the selection of a dean. The use of a majority vote in a faculty meeting to recommend an appointment is in accord with democratic procedure, but it often produces a division that may cause friction in the college.

When President Herman Lee Donovan of the University of Kentucky entered upon his duties in 1941, he was confronted with the selection of deans for four colleges. This unusual situation was due to retirement age and death. To avoid the electioneering and the campaigning for candidates, the president sent letters to all the faculty members asking them to name their choices for the post of dean then vacant in the college. The faculty members were invited to comment, and if they wished,

to sign their nominations. There was no compulsion about the procedure, and the purpose and fairness of the president, recognized by the faculties, brought an unusual number of replies. A careful study of the returns gave the president a fund of information that proved valuable, as shown in the appointments made and the satisfaction with which they were received.

This way of meeting a difficult situation has much to commend it, but faculty members are quite sure to support some member for whom they have affection and to overlook the need for new blood in the college administration. Bringing new deans into an institution delays the development of the school or college, because it takes two or three years for a new officer to learn what the situation is and to know the faculty and the type of teaching done. However, there are instances when the future of a college depends upon new leadership, and it is then that the president must go beyond the faculty lists in search of a dean.

In looking for the head of a college, a president may very well consider the option between specialization and leadership. The latter may be the more important of the two. The decision must depend upon the situation in the college. An example of action in such a case is to be found in President Edmund Day's selection of Sarah Gibson Blanding as dean of the New York State College of Home Economics. At the time she was dean of women and associate professor of political science in the University of Kentucky. The training and experience of Miss Blanding were entirely outside the curriculum and activities of the college, but she brought to her new duties leadership, enthusiasm, and administrative ability. The faculty of the college accepted the dean from another field of education, and co-operated fully as her views and plans unfolded. Here is an example, and a very successful one, of the wider view brought in contact with the ingrown curriculum and methods that had prevailed in the college. Now and then, emphasis upon the essentials of leadership, character, vision, judgment, and a co-operative spirit yields large dividends in the field of education.

College Deans

My ideal dean of years ago was Frederic C. Ferry, of Williams College, 1902-1917, later president of Hamilton College. Dr. Ferry understood college students. He spent a great deal of time with them. When he told a student that he was suspended or expelled he did it so graciously and courteously that the student thanked him and only came to a full realization of the significance of the interview after he had left the office. Ferry knew, loved and understood students. They were his main concern.

Such deans are rare now. The pressure of administration has forced the students into the background. Human interest, while still important, receives less consideration than is either reasonable or right. Especially is this true in our larger institutions where colleges have budgets that run into the millions and faculties numbered in hundreds. It is true, also, where the personnel office, the testing bureau and the admissions office have taken over part of the dean's former work.

A dean today, especially in our larger institutions, is far busier with administrative duties, exclusive of students, than most college presidents of thirty or forty years ago. In fact, many deans of today rarely see the students. They and their problems are in the hands of assistant deans or counselors.

All of this is written, not to minimize the importance of the dean, but rather to emphasize the change in his position. He once was a kindly but shrewd man who knew all his students, who held the wayward in line and at work or sent them home. Today, he is an administrator of college affairs, only slightly less important than the president, also of vital importance to the president and to the success and effectiveness of the institution.

The last year I served as dean at Miami, about three hundred students were under my care. I had no other duties as dean but continued to teach. I knew all the students fairly well, and those who were for any reason prominent or who needed my supervision I knew well. It occurs to me that the old title of dean is now a misnomer in all but our really small colleges.

A dean in any one of fifty or one hundred institutions is really a vice-president and might be so called. Under each vice-president, a dean of students might supervise the students in each large department or two or three smaller departments. Department heads are almost entirely administrative officers and are so occupied with matters other than students that it is impossible for them to give much time to students. In the electrical engineering department of an engineering college, a dean of students who dealt only with students, besides having to do some teaching, could know his students and mean something to them.

We now try to do this through counselors, young men and women who for a few years give part of their time to groups of students more or less effectively. I am increasingly convinced that a dean should really be a very human person who cares little for administrative work but who knows and works intimately with students.

Today, deans of colleges, as has been said, are of concern to all professors and instructors in their colleges. They play a vital part in selecting new staff members. When you consider that the turnover in most institutions is 20 per cent a year, the task of filling twenty vacancies a year in a college with one hundred staff members, even with the able help of department heads, is a big and vital undertaking if well done. *

The initiation of these twenty new teachers into effective work in his college is a serious matter, and the dean should so consider it. His follow-up on the work of these twenty new teachers, along with that of the other eighty, could occupy a great deal of time.

The direction and review of research work, the checking up on the needs for repairs and alterations in the equipment and supplies of all departments are very much worth while. The making of a college budget and all that its preparation implies in securing the best value for the money and in doing justice to each staff member is a laborious job. Also, the dean will be

* See "The Technique of Making University Appointments," by Dean Ralph C. Epstein, Bulletin American Association of University Professors, Vol. 35, p. 349.

obliged to attend national and state meetings of various sorts. He will have speeches to make and committees on which he must serve. He is vitally important.

As I see it, he should be first a man of unquestioned integrity, and that is a very difficult status to maintain. Everyone who questions him will listen attentively to what he says. If he makes any promise, it is never forgotten by the one to whom it is made. He must remember that promise and make it good if he is to retain the confidence of his staff. Furthermore, he must use his language carefully and with unmistakable exactness lest any halfway promise be accepted as a definite pledge.

He should be a shrewd judge of men and have a considerate, sympathetic method in dealing with them. It is his job, among many, to keep his staff happy and contented. He must have the confidence of the members of his staff.

The election of its dean by each faculty, as practiced at Ohio State University, is a sound, democratic procedure. Of course, the dean must be satisfactory to the president, but it is quite as important, or more important, that he be satisfactory to the members of his faculty.

In American colleges and universities over the past fifty years, there has been an almost complete change in the function of all officers. The institution is no longer a cloistered retreat. All the people of the state come to the campus for help and advice. The president has almost more duties off the campus than on. The business manager deals with millions instead of thousands of dollars. The dean now is absorbed in problems which used to belong to the president.

H.

Dean of Women

Many presidents object to the use of the title *dean* when applied to supervisors of students and their activities. The reason for this opposition is based on the idea that a dean is a director of course instruction. In fact, the title of dean when given to the advisers of men and women students raises

the office into the upper brackets of the administration hierarchy. Here you have a division on what constitutes education. In these days of large student bodies, it is highly necessary to have an officer who can advise, help and co-operate with students. This is distinctly important, for good deans of men and women can save a president many headaches. What these officers are called is an academic question, but the term *dean* is used in most institutions today.

Why not one dean as a general adviser and instructor to all students? There is much to be said for this proposal, but if the one dean is a man, he would be forced by the circumstances existing to have a woman as an assistant dean. In such a case, objection would then be made that the girls' problems were subordinated to those of the men students. That would undoubtedly be the case where the combined plan was used. Hence we have deans of women in the colleges today.

In an earlier period, a kindly woman with little academic training but who had been a wife and mother was regarded as fitted to fill the post. A good deal more is demanded of a dean of women today. The requirements for that office are now exacting. Excellent health is a first consideration. Then there follow such matters as a good appearance, intelligence, courtesy, tact, patience, and firmness. The ability to make a good speech is a helpful accomplishment for a dean of women. That is by no means all that comes within the scope of this office. Her training is important, so one of the requirements is a bachelor's degree gained by good work in college; and better still, an additional year of graduate work in the field of administration and psychology. Her age at the time of appointment may be from thirty to thirty-five. During her college course it would be well if she had served an apprenticeship in the registrar's or dean's office and then had taught for a time in a college or good secondary school. Added together, these requirements are considerable.

What are the duties of the office of dean of women? It is necessary for her to know as many of the young women as possible and to gain their confidence. In this relationship cases of discipline will occur from time to time. A student court,

if well organized and carefully selected, can be of assistance. A vacillating dean can confuse the issue. Firmness and justice, tempered by understanding, are necessary. The housing of women students is an important responsibility. The dean, therefore, should control the placing of the girls in their quarters and also should have an advisory and control authority over the dining halls. Thus she will appoint house directors, sorority house mothers, and dietitians with, of course, the approval of the president. She will make out the budget for her office as well as for the dormitories and so enters into many business matters involving considerable sums of money.

The social activities of a college, especially in coeducational institutions, are important. These affairs must be organized and placed in the date book, and rules must be made for their conduct. With the help of a student social committee, the dean has a controlling hand over such extracurricular activities. And I may add that as a final duty she plays the part of buffer between parent and student, between parent and college, and between student groups. It is then an interesting post to fill, important and helpful, but difficult. The dean of women should have and is entitled to have the sympathetic co-operation of the president. If he knows his job there will be no barriers between the two.

M.

Dean of Women

Formerly the dean of women held a definite part in every college attended by women. She still holds her old place in most smaller colleges. However, she is more or less handicapped in rendering her most valuable services by her reputation for being the disciplinary officer of women. Discipline is less of a problem in many ways than it was formerly. When a girl becomes liable to discipline in a serious way, I believe her case should be dealt with by the discipline committee. So it is conceivable that the dean of women might be relieved of all disciplinary responsibilities.

As enrollment has increased, and the various duties usually carried by the dean of women have increased, certain responsibilities have been taken from the dean and assigned to an assistant or to a separate officer in many cases.

Some of the dean's advisory duties are now taken over by the testing bureau. Room assignments, supervision of dormitories and appointment of hall directors are often in the hands of the director of dormitories and boarding. The control of social affairs is frequently in the hands of a social director. The peculiar subdivision of the dean's work best adapted to the institution will depend on the local problems.

At Miami University our dean of women, Miss Elizabeth Hamilton, was an irreplaceable person, comparable to Miss Sarah Gibson Blanding, who served as dean of women under Dr. McVey. When such women can be found, they are wonderful. They certainly should be provided with the assistance they ask for, and given full authority.

When I went to Iowa State College, the dean of women was an elderly woman who carried her burdens well. On her death, shortly after my arrival, it seemed wise to divide the work somewhat as outlined above.

One of our most successful appointments as social director was Mrs. Iza Merchant. There is great advantage in employing as social director an attractive person whom the students will like to consult. All of their social enterprises involve problems on which they want advice. If they enjoy consulting the social director as a person, they will go to her to talk over their plans and make it easily possible for her to eliminate undesirable features. The girls will quickly realize that she only wants their parties to be pleasant and successful. Her interest and theirs are identical. Her wider experience and knowledge make it possible for her to help them. Her duties are almost entirely advisory and hardly at all disciplinary.

I should like to relate one experience of our social director which gave me much satisfaction.

At Iowa State College we had (and have) a definite rule against drinking alcoholic liquor, and it was difficult to deal

with this problem in the fraternity houses until we developed the following technique:

Where the social director was satisfied there was drinking going on, a representative of the fraternity was called in after the party and told that there had been evidence of drinking at their party, that the college could not allow girls to attend parties where there was drinking, and that therefore they could have no more parties.

Since the chapter had just had a party, they did not want another one then and perhaps nothing further was said at the time. However, in a few months they did want a party, and an officer of the fraternity called on the social director to inquire about it. He was told that they could not have another party where drinking was permitted. The chapter then asked what they should do about it. The social director said that was not her business and turned the whole responsibility over to the fraternity.

Usually after the chapter had discussed the matter thoroughly for a few months and had returned repeatedly to the social director for counsel, they would finally work out some plan that would insure a dry party for students and alumni. This policy worked surprisingly well.

H.

Dean of Men

Just when the office of dean of men first appeared in college administration, I do not know. However, there was no considerable demand for qualified men to fill the office before 1915. The post of dean of women was recognized in coeducational institutions long before that date, but under a less dignified name, such as matron, principal, adviser of women and director of student houses. The growth in numbers plus increasing campus activities had laid burdens upon the president which he was unable to meet. At first the head of the college would follow the usual method of naming a committee on student affairs and designating a professor who had some qualifications as chairman. In time the problems, activities and social affairs, in addition

to such important matters as student government, loans, and assistance, proved too much for the committee. Often enough, discipline alone took a good deal of the committee's time from teaching. As a result, the office of dean of men came into existence.

This new officer at first had to find his way around. He had to work out new techniques of approach to student problems before his office would justify the expense of maintaining it. This man still continued to give part of his time to teaching, but not for long, since he became more and more occupied with a great variety of problems and demands. The president's office dumped on the new incumbent student matters that had been regarded for years as distinctly presidential functions as far back as the establishment of the institution.

In the early stages of development, the dean of men may have been a YMCA secretary, a successful high school principal or a young minister who had come into notice as the spark plug of boys' organizations in some church. These men did very well with group activities, but they were not especially trained to handle matters of discipline, to advise students and to anticipate the questions and difficulties that might arise, or to meet problems before they reached the acute or breaking stage. It was found to be necessary that the occupant of this new office should have a good college training with possibly a master's degree in education. This was a highly important standard. The incumbent should understand the purpose and meaning of education, because he came in contact with students where he saw the educational process at work. He was sure to notice the effects, results and failures of education in his college. Since it was not his function to act as a critic, but as a friend of students, he must have faith in and an understanding of the purpose of education.

As a friend of boys, a dean of men exerts great influence as he meets them in his official position and as a man. His attitude is very important. This job is no place for a cynic, but calls rather for a gentleman of courage, resourcefulness, tact, understanding, friendliness and courtesy. If I were trying to find someone to fill this post, I should look for a young man in his middle thirties, of good health and married to a fine and tactful

woman. In addition to his educational qualifications, I should want to know about the jobs he had had. If he had been a coach of athletics or a good football player, I think it would be to his advantage. A man who has been a coach over a long period of years, however, is likely to overstress the importance of athletics and underestimate the real purpose of a college. So coaching experience is to be regarded as a help in dealing with boys and not to be regarded as a *sine qua non*. I might add that intellectual honesty, frankness and a sense of humor are necessary to this post, also administrative ability and a canny knowledge of the college male.

One might say only the angel Gabriel could meet such requirements, for such a person is a *rara avis*. However, I am sure that there are men who can meet these standards. The fundamental requirements are character and an agreeable personality. Moreover, under proper guidance the new incumbent can learn. He will succeed if given support and if the authorities believe the dean of men is an important officer, not merely a policeman. He must not be a spy, but an honest inquirer into all matters, especially cases of discipline.

I see the dean of men as an adviser, as liaison officer, administrator, and a friend of students in the meetings of the college hierarchy. In the first of these important functions he is called upon to advise individual students about finances, jobs, housing, and personal matters. The present day college usually develops some form of student government, and in his advisory capacity the dean of men must keep this on a useful basis. The same is true of social affairs. One of his important responsibilities is to develop good relations between student groups and the college administration. In addition, he has charge of dormitories and men's fraternity houses and serves as chairman of student loans when these are administered by a committee. He is the disciplinary officer of the college and must temper justice with wisdom. Even violations of parking rules are left to him to enforce. This dean is an important officer whose good work keeps an institution on an even keel.

M.

Department Heads

The chairman of a department may be regarded as the presiding officer at department meetings who is held responsible for routine business. On the other hand, the head of a department is usually regarded as the leader of the department, the man who sets the pace and maintains the standards. When department chairmen are elected, occasionally an associate and sometimes an assistant professor is chosen. Where department heads are appointed or elected, it is exceptional for any other than a full professor to be chosen.

In some institutions, old in years, where each department has several full professors and the prestige of the institution is fully established, the chairmanship plan works well. Where the situation is less stable and fixed, where progress and leadership is definitely desired, the policy of having department heads is better.

The work involved varies greatly, depending on the size of the department staff. Where that is small, few new appointments are made; the division of the work of the department is simple; few changes occur in the catalog, and the teaching load may be light. Where the department is large, employing from fifteen to fifty individuals or more, the responsibility of the department head is much greater, naturally. Often ten to fifteen new appointments are made each year. The scheduling of classes and sections, arranging teacher programs, getting grades in to the registrar and filling out requisitions all involve considerable labor.

In such cases, the question arises whether to appoint as head of the department its most distinguished member, or someone of less distinction who will do the routine work. If a distinguished scholar is selected as head, it is almost certain that he will cease to be highly valuable in teaching or research. Too much of his time will be taken up by his new duties. However, he may give the department as a whole a stimulus which will make up for the loss of his personal contribution as a scholar. On the other hand, if a man of less ability is made the head, he may do the routine work well, but he cannot be expected to give the department the vision and inspiration it needs.

I have found this to be a difficult problem. Without doubt, when a brilliant teacher or research man is appointed, an exceptionally able secretary should be provided to carry the routine work. Where the position carries an increase in salary, it seems unjust to withhold the appointment from the ablest and most distinguished man on the staff. If this recognition is not given to him, he may become deeply offended and discouraged. It has happened.

Not infrequently a man who has been a productive scholar from his thirtieth to his fiftieth year will tire of this work and become much less inspiring as a teacher and much less productive in research. Certainly, no harm would come from making such a man head of the department, if he is still vital enough to keep the department on its toes.

At Iowa State College, there are more than fifty departments, about one-third of which are large. It is striking how the tempo of a department can change with the head. I would estimate that a first-class department head can increase the efficiency of a department from ten to twenty per cent or even more. Where the department elects its own head for a four or five year period, fewer mistakes will be made than where the head is appointed by the dean or president to serve until he is sixty-five years of age.

H.

The Registrar and His Functions

The registrar stands as a kind of outguard between secondary and higher education. He has had an extensive development in the last fifteen years: he has moved from a bookkeeper and a guardian of records and grades to an officer who is really interested in educational procedure. He has more material in his possession for study of academic processes than has any other agency or group in that field.

What shall be done with this material? How can it be put to use?

The tendency must be more and more, I believe, toward

applying these records and documents to the purposes of research. The office of registrar should have among its personnel a research man, associated possibly with the college of education, who can make a helpful and constructive study of the material too often locked away. The record books contain the story of what is actually happening in the field of higher education; therefore, intensive attention must be given continually to the data in the registrar's office, if we are to know what to do, where we are going, and when we may hope to arrive.

Problems are apparent in the field of secondary education itself, and problems are present in the relations between the secondary schools and the colleges and universities in the matter of certification and admission of students. An enormous expansion of subject matter has developed in the high schools. In some degree the schools have copied the college courses, often making it embarrassing for the colleges to build or to modify their procedure in the fields in which secondary education has already given superficial previews.

There must be a restatement of these courses, not on the basis of college needs or necessities, but rather on the basis of the problem which faces the secondary school. The reselling of the secondary school to the public becomes a necessity because of loss of confidence in it. You have seen the attacks upon the high school, emphasizing the fads that have been developed. After all, a presentation of the content of secondary education will have to be made from the point of view of the group with which it deals and of the part which it plays in the social order.

Pedagogues are noted for being able to tell the world that it ought to be reformed, but less known for explaining how this may be done. Secondary education as it stands today occupies an important position in the whole field of education; it must rest upon the idea of doing a particular thing for the youth at that particular time, in a new environment, and under new conditions. The expansion which is taking place, it seems to me, must be checked, and emphasis must be placed upon the fundamental courses.

The handling of students in the secondary field who are enter-

ing colleges brings additional problems. The registrars of our country have set up a system of admitting students and of recording their grades in the college archives. It is a very neat system, there is no question about that, and it works well from the viewpoint of accounting. But a registrar who is alive to his opportunities will not abide by any procedure just because it is convenient. He must adapt himself to the current trends. One pattern stresses the admission of students into college on the basis of ability to do the work. Such a basis of admission means that a lot of the things which have been required in the way of English and mathematics, social science and other courses are put aside; instead, students are accepted on the basis of their abilities and interests.

I think a new criterion for college admission will soon come into favor. Under the old plan, applicants are admitted with fifteen units, the old Carnegie Units. We are finding, however, that these unit requirements do not really bring out the abilities that we want in college students. The tendency must be more and more toward asking the high schools to co-operate in selecting the best students in their graduating classes for college, not on the theory that these students have completed a certain number of units, but rather on the ground of their ability and interest in college work.

There is very little use in sending a boy to college simply because he wants to go—if he has no literary or scientific interests of any kind and if he is not concerned with books or learning. The lengthening of adolescence by four years is a delightful thing; but from the point of view of the college and of the student himself, the question of ability and interest should come first.

Under the procedure proposed as an alternative, the high school would send the student's record to the college. This record would indicate not only the kind of work which he had done, but also his scholarship, his attitude and his activities.

His scholarship would include, then, his interests and abilities. His activities would show his relationship to his fellow students and his co-operation, his integrity and good sportsmanship, and his

honesty of mind and of purpose. The student, therefore, instead of coming to college with a record showing that he has done *this, that and the other thing* in special topics, would come to college with a record that would show his abilities, his interests, his activities, and his relationships to his fellow students. When he is admitted to college on such a basis, the interest that would be aroused in that student would have a very beneficial effect upon him.

Now what is the relationship of the registrar to all of this? I would say that he can stand in the way of such a procedure by insisting upon the old type of record and admission, and that he can hamper the movement very considerably by his attitude. When the members of a faculty determine on a mode of conduct, necessarily the registrar will have to comply with it; on the other hand, you will always find in a faculty certain conservatives who, strengthened by the office of records, can make impossible any such reform.

The registrar's office, then, must necessarily move in the direction of a more exacting study of the records with which it is dealing. It must formulate from the study of those records new policies, since the administrative officer of an institution, because of the multiplicity of his duties, must rely upon the work which is done by his colleagues in the study of educational problems. If the registrar's office has a trained research man or woman in its organization studying the problem from the point of view of the institution and of the high school, it can make a great contribution.

In this epoch education must adjust itself to the changing forms of government, of political organization, and of social life. To arrive at even a fair solution of these problems, constant study is necessary. Nobody knows the drift, and nobody can see the shore toward which we are going. The only way we can keep up with present day tendencies is through constant study; the agency through which that study can best be done is the registrar's office.

The registrar who is equal to this opportunity and who has sufficient knowledge of statistics and educational policy to make

the needed contribution will occupy a much larger place in the future than he has in the past. The marked change and increased scholarship in the registrar's field will bring added importance to that office.

In commenting on the above discussion of the registrar's functions, my colleague has written, "It seems to me one of the handicaps of the registrar is that he has no authority except to collect, record and report grades. Also, any authority conferred on him is likely to conflict with the authority of the deans, and so make trouble. What authority could he be given? It must be authority derived from the president and not from the deans. As I conceive it, many presidents confer their authority for appointments, promotions, and dismissals of faculty members upon a vice-president in charge of such matters, who could confer such authority as he has over the field, upon the registrar.

"But what authority along this line does he have? It occurs to me that you might wish to pursue this matter through another chapter." The following is my reply to Hughes' suggestion:

The granting of authority to a registrar that his ideas, reports and recommendations may have some standing appears a logical procedure, but in the final analysis that officer must have the knowledge, understanding, and capacity to make his work authoritative. Just how far he can go in placing his stamp upon the educational process depends upon the registrar's understanding of the problems involved. In most colleges, the registrar is a young man or woman who has gained some knowledge of administrative matters while serving as a principal in a secondary school or even as a superintendent of schools. Sometimes the registrar is a former member of the faculty who has shown an interest in the problems of college entrance. This will explain in part why the registrar does not count for more in the academic organization. Then, too, if a president does not see the office of the registrar as an important part of the educational setup, he is not likely to enlarge the staff and increase the budget.

Authority is granted to extend activities when there is a clear idea of what can be done. The history of college education is filled

with examples where departments have been extended because someone in the department had vision. The results of one man's work have been brought to the attention of an administration by arguments based on facts, and requests have been made for funds to carry on an enlarged department. The fact is that registrars have not regarded the material in their offices as a valuable source of information about education and have had little interest in doing anything with it. What is needed in the registrar's office is leadership based on training, experience and vision. Such a man would win a hearing that would result in authority.

Under the American system of college administration, the faculty passes upon rules and regulations. In building the courses of study a good deal of log rolling may take place, and committees will bring in a report for the consideration of the legislative body which, if accepted, becomes the law of the college. In many faculties the registrar has no membership in such a body, but he should have, and upon the same basis as a department head. If such were his position, an able registrar would be a potent and helpful influence in forming college educational policy. He could secure a hearing and become a strong influence in the building of better courses of study. It would be necessary for this registrar to have a small staff to work up the material which will form the basis for the recommendations he must make. He will become then a university policy maker depended upon by the deans of colleges to help solve the curricular and student problems confronting them.

M.

Importance of an Able Admissions Officer

Many of our American colleges and universities are too careless about admissions; and after students are admitted, small effort is made to become really acquainted with their abilities, aims and ambitions.

This is due in part to an attitude of Americans that all people should be treated alike, that no discrimination should be made. It is also due in many places to the overwhelming number of

students. Furthermore, in small colleges students are often a financial asset and so accepted without special regard to their fitness.

Institutions which have a definite limit on their enrollment fixed by trustee action, or by housing shortage have a great advantage. Under these conditions the best applicants are selected, and the minimum level of admission steadily rises.

The value and cost of a student can be estimated on various bases. Many who enter college are of relatively small value as students. Their ability, interest, ambition and determination to work are on a low level. On the other hand, a few students are outstanding in ability, hard work and personality. These go on after leaving college to lives of invaluable service. They are worth to the nation from \$500,000 to \$10,000,000 or more. How can we select these choice students? I contend that we should, by repeated resurveys of a class, be able to uncover the leading 3 to 5 per cent that will make up the 90 per cent of the ablest men. This 3 or 5 per cent should receive the finest service the college or university can give, the best in teachers, in inspiration, in counsel and advice. If any in this group are short of money, the college should provide necessary funds.

What does the instruction of one student cost each year? I should say between \$300 and \$1,000, depending on the institution. In some cases, the cost may be less than \$300, and in others, it may exceed \$1,000. However, in no case do the student fees pay the full cost. Should we spend the excess of cost over fees on students whom we know will not profit from it? Education is a privilege, not a right. A student should prove by the quality of his work in the secondary school that he is worthy of a college education.

It is the prime business of the admissions officer to cull out the weak applicants, and deny them the privilege of admission so far as the rules of the trustees will permit.

There is another responsibility of the college which is more often ignored than discharged. Each student has a record of past achievement; he has ambitions and an objective. These should be inquired into and evaluated. If the student is able and has done

first-class work, nothing could be more stultifying to him than requiring him to repeat the work in a similar course, just because it is a required freshman subject. For his best development, he must face a real challenge.

Is his objective sound? Conversation with him may throw doubt on this. Much can be learned from vocational aptitude tests, and they should be given. It is most important that the student of unusual promise be challenged by his work, that his teachers be able and inspiring and that he be given every assistance in selecting the best field in which to work.

The mediocre or average student faces the same problems, but the loss is not so great if he does not get the very best the institution can offer. Many such students need vocational aptitude tests and careful advice about their objectives and their courses.

From my own observations, I conclude that over half of our ablest students fail to do their best work and so drop to the ranks of the mediocre. Most of this deterioration occurs in the high school years, and the colleges can rarely correct it. However, the high schools and homes are not wholly to blame. Where these students are not challenged intellectually by able and inspiring teachers whom they respect, they usually turn to student activities and neglect their studies. Often they continue to make good grades, but their intellectual effort is not first class.

Surely American colleges and universities have a heavy responsibility to do their best for these few highly gifted students.

Much of the above is a reflection on the admissions officer. If he does a routine job, he simply admits all who meet the entrance requirements and have fifteen acceptable units. If he is an able, conscientious officer, he forms a surprisingly accurate estimate of each student and follows each one through to see that he is given the necessary tests and meets the person with whom he should confer. Later, college records should be checked to determine whether or not such a student is fulfilling his promise.

An able, conscientious admissions officer is an invaluable member of the registrar's staff.

H.

The Maintenance of the Plant

The professionalizing of college staffs goes on apace. Not so long ago a clever young woman looked after student records, a professor gave part of his time to the library, laboratories were just exhibit places, the college doctor and nurses were unknown, and the business office received fees and endowment income and spent the money by order from the president. Now purchasing is a difficult and special task, and accounting has become a guiding agency for the administration of the college. Along with these developments, which indicate the progress made in educational facilities, the superintendent of buildings and grounds has come into his own and is rapidly reaching a professional status.

The office of superintendent of buildings and grounds has grown in the last twenty years from janitor, gardener, and man of all work to a position of major importance. The old college plant needed little attention, comparatively speaking, aside from the cleaning and maintenance of buildings and campus lawn. The remarkable advance in college architecture, the improvements in sanitary arrangements, the enlargement of heating and lighting facilities, with their possible breakdowns and constant repairs, demand a trained and experienced man to look after the institution's physical equipment.

In my college days, the student body was allowed to shift for itself both on and off the campus. There may have been advantages in such a regime; however, illness, cold recitation rooms, draughts, and the closing of the college in periods of heavy weather were of frequent occurrence. Moreover, the modern requirements for the comfort and the equipment of libraries, offices, rest rooms, dispensaries, living rooms, swimming pools and laboratories with many kinds of machines and motors have complicated the maintenance of a college plant and have made that operation a business in itself. This fact is gradually being recognized by college boards and executive officers, along with other officers of health and administration. The result is that the superintendent of buildings and grounds is being given his rightful place on the university staff.

What does the superintendent of buildings and grounds do? The answer to this question will throw some light on the duties of this department in the college organization and will also give a basis for the discussion. The list cannot be complete, nor is it given in the order of importance. A list of active verbs will afford an idea of the responsibilities of this officer and his organization: employs, cleans, gardens, repairs, paints, mends, builds, estimates, selects, plans, draws, disciplines, watches, observes, listens, transports, confers, records, orders, collects, catalogs, inventories, analyzes, experiments. The list might go on indefinitely, but the main activities are there.

What has the institution in the way of grounds, buildings, and equipment? Where are the roads, telephone wires, sewers, water connections, and heat lines? Even today few institutions have data covering these matters. The superintendent of buildings and grounds starts his office with a campus map showing topography, location of buildings, roads and all service connections. Such a map cannot be made overnight, for it requires accurate data on all the locations.

Campus planning is superficial indeed unless the data on these matters can be supplied by the institution when the plan is made. Quite often the board of managers forgets the cost of service line connections and the money for building is exceeded because the service connections have been overlooked. In this respect the superintendent of buildings and grounds supplements the work of the architect and is a potent factor in making the building a going and habitable structure.

Following the mapping of campus and grounds, the superintendent has the problem of inventory. In some institutions this falls upon the business officer, but it might well be one of the duties of the superintendent because he is in close contact with buildings and their contents. At any rate, he must keep an inventory of supplies for janitors, building materials, lamps, towels, and the like. He must watch the market for these materials so that purchases may be made advantageously.

As a purchasing agent, the superintendent must keep on hand catalogs of all the manufacturing and jobbing concerns that deal

in the materials required. Such a catalog collection to be of any use must be systemized and kept up to date. His office is visited constantly by agents and representatives of business concerns far and wide, who take much of his time and an infinite amount of patience. His real problem is the conservation of his time; otherwise he is harassed and hindered in his daily duties. The study of catalogs is a matter of importance to the institution since a careful and keen superintendent can save money for his university or college by watching the changes not only in prices, but in the type and character of materials.

The buying of coal is an example of this. To most people coal is merely coal. As a matter of fact, coal varies greatly, and the buying of it scientifically by tests not only saves wear on furnaces, but lowers costs of transportation, reduces ash handling, and produces more heat units. The superintendent of buildings and grounds, therefore, should have the help of the chemistry department in analyzing the coal. His records, moreover, should show what every furnace is doing and who are the most efficient firemen. Of course, he knows how many square feet of radiation he has to heat, and he learns where the careless professors are who open windows and leave lights on. His records must show the costs of operation and be comparable from year to year so that he may know the expense of heating each building.

Staffs come and go, though some that should go stay on and become college characters! The success of a department of buildings and grounds depends upon the reliability, honesty, intelligence, and industry of its staff. Besides the superintendent, the staff for an institution of average size would consist of an assistant, a clerk, a night watchman, a plumber, a boss carpenter, an electrician, a gardener, janitors, and laborers. These men and women should be selected with great care, and emphasis should be placed upon intelligence, honesty, and physical fitness. The institution should provide liability insurance, grant a vacation of at least two week's each year, make provision for illness, pay a living wage, and retire the worker at the age of sixty-five on a small pension. In the office of the superintendent should be kept a record card for every employee on which are listed name, age,

nationality, color, job, residence, wage, and length and effectiveness of service.

The wise superintendent will bring his staff together several times a year to talk with them not only about their work but also about possible accidents, about methods of cleaning, about guarding the property of the institution, about the reports they should make, and even about the purposes of the college. Problems of discipline will arise now and then. These vary from carelessness to drunkenness and theft. The atmosphere of the institution will permeate the staff in time; and, as the staff gathers morale, such lapses will become less frequent. Patience and understanding accompanied by firmness and clear, definite instructions create loyalty and good will. Many a superintendent has failed because he is hazy and indefinite in his orders. Written orders posted on bulletin boards meet this difficulty in part. A booklet containing general instructions and stating the obligations of employees would stop a good deal of friction because the employee would then know what his duties were and what he could rely upon.

In the early days very few institutions had night watchmen, and none of them had a police system. The automobile, together with the increasing size of student bodies, larger campuses, and buildings has turned what was once a minor problem into a very difficult situation. Watchmen must be chosen after much thought, given clocks, and required to cover certain stations and to make a daily report on temperatures, on open windows, on unlocked doors, and on other matters seemingly unimportant but nevertheless indicative of what is going on during the dark hours.

In the daytime, the grounds police have to deal with traffic and parking. There are strangers to be directed with courteous comment. Meantime the superintendent must study his road and walk scheme, hoping that he can make improvements that will reduce the noise or traffic and keep motor cars concentrated at two or three points. The faculty may rule that students are not to have automobiles, but this law seldom solves the traffic problem. The superintendent has the traffic question before him all of the time. One campus differs from another so that the solution in an

individual case does not help much in solving the problem elsewhere. To expect a seventy-five dollar a month man to be a good night watchman and the ordinary laborer to become a day policeman is to expect the impossible. Modern living conditions have loaded a police problem on the college; and the wise superintendent recognizes it as such, trusting that his president may understand and make suitable provision in the budget.

Fire protection has advanced considerably under the pressure of insurance companies and the advantages of co-insurance. Not only must the buildings have water connections in case of fire, but apparatus must be able to approach buildings on hard roads. The superintendent who would be *persona grata* with the local fire department must furnish the chief with a map of grounds and plans of buildings.

Like all other campus dwellers, the superintendent of buildings and grounds is beset by the temptation to organize a staff that will do everything, that can be housed compactly, and that will enable him to cover the obligations he hopes to take on. What shops ought his department to have and how far should they be expanded in making furniture, setting up boilers, steam fitting and plumbing, painting, grading, carrying on construction and architectural planning? I do not know that anyone can say offhand just how far these activities should be engaged in by the superintendent of buildings and grounds and his staff. A warning should be given that a drifting policy regarding these things may prove to be very expensive to the college. The reason is to be found in several facts: first, an organization may be too large for the college and may maintain a staff that cannot be profitably employed; second, the supervision of many activities may be more than the superintendent and his office can take care of; third, the cost of production may be larger than careful buying and effective contracting can meet. The result depends upon local conditions and the size of the institution.

It is doubtful that the buildings and grounds organization should attempt to do architectural work in the planning of buildings. The training of the superintendent hardly fits him to undertake such work, and the high grade professional architect can

produce better looking and more convenient buildings than can any department of buildings and grounds. The employment of a permanent architect who shares an office with the superintendent is seldom satisfactory. However, the superintendent of buildings and grounds, especially if he is a good engineer, should be in constant communication with the architect, keeping him in line with the problems of the institution as a whole.

It is quite desirable that the superintendent's office should supervise construction, taking over this function from the architect. The average building supervisor employed by the architect is apt to let construction proceed and then report on the defects after the mischief has been done. The superintendent of buildings and grounds, as the direct representative of the owner, has a greater responsibility and far more pride in the excellence of the construction. His relations with the contractor are on a solid basis since he is the owner's representative.

When students are housed in residence halls, the college will undertake the responsibility of earning an income on endowment, or more often, to provide better housing facilities than can be had in the town. Whatever the purpose, the erection and management of student halls add to the burden of the institutional administration. Sometimes the men's residence halls are placed under the military department, if there is one connected with the institution. More often they are managed by a separate staff under the dean of men, supposedly independent of, but always falling back on, the superintendent of buildings and grounds, who in any event must look after the heating, lighting, and care of lawns.

The cleaning of the buildings is placed in some colleges upon the superintendent's organization, and he may be called upon to hold down the lid when the populace that inhabits them gets out of hand. Should the matrons of halls be under his organization since they are primarily engaged in keeping the buildings clean and well directed? Or should the whole matter of discipline and care of buildings be located with the deans of men and women? If the purpose of a buildings and grounds organization is taken into account as it must be, then discipline and everyday management should be left to the deans' offices, and the superintendent

of buildings and grounds should be given the responsibility of keeping up heat, light, lawns and repairs. In any case, the line must be clearly drawn to avoid constant confusion and to prevent much going back and forth to settle problems over which no one seems to have any authority.

Colleges as a general rule pride themselves on the appearance of their campuses. The lawns and ivy covered buildings inspire many a poem dedicated to alma mater. Chance does not make beautiful campuses. It is true that some campuses have more natural beauty than others, but all of them must be planned, thought about, worked over and loved, if the grounds are to continue attractive. A first-class landscape architect can lay out the grading and planting scheme and can do the initial work; the institution itself must go on with the ideas in connection with its own general plan. On the staff of the superintendent should be a gardener, and the superintendent himself ought to know that round flower beds or star-shaped embellishments have no place in campus landscape plans. Adherence to the planting design is fundamental, and diversion from it by occupants of some of the buildings who have planting ideas or by the superintendent himself brings confusion and ugliness. If the campus is large enough, the college may undertake the maintenance of a small nursery where may be grown the larger portion of the shrubbery for building and walk landscaping. The laying out of walks and roads is a problem that may well test the wisdom of Solomon in these days of traffic. There is no rule except to hold the number down and to make them as broad and as convenient as possible.

Among the important things that the superintendent of buildings and grounds must analyze and must show in his records as the result of experimentation are the cost and reliability of various kinds of coal, paints, plasters, roofing and material of all types as well as methods of cleaning. The cost of cleaning is an increasingly expensive item in budgets. To hold this sum down and yet obtain efficiency requires great vigilance and the careful selection of the staff, with the use of the best soaps, cleaners and scrubbing machines.

The records must show the cost per square foot of floor space and the various uses to which buildings are put. Comparisons from year to year will yield valuable information as a guide for the best results. Although creditable manufacturers are usually careful about the claims they make for their products, still the use of them under different circumstances shows a variety of performance that requires close inspection and study, if the institution is to get the most for its money. Paint must be weather-tested. Radiator valves, steam pipe coverings, gaskets, and all the long list of technical materials should be under constant observation. The results must be tabulated and the records kept, if accuracy is to be obtained.

The budget question looms large in the problem of the office. It requires much bookkeeping to make it clear to the buildings and grounds department as well as to every other department in the institution. General repairs on buildings are chargeable to the budget of the building. This appears to be understood by all concerned, but the various changes and repairs for departments may be charged to the budget of the superintendent or may be chalked up against the department. In addition, unexpected expenditures, often small but necessary, leave the businessman of the institution wondering what to do about them. Bickerings over matters of this kind can consume the time of highly paid officers. The main thing is to know what the plan is. The budgets of departments may carry repairs within the habitation of the department, or the changes may be charged to the building. Perhaps it is fairer to charge such costs to the departments because comparison of expenses from year to year will then include all the items of departmental costs. The budget of the superintendent of buildings and grounds, therefore, should include the main items of repairs but not the small expenses of the departments. If such is the plan, the office of the superintendent must have a copy of the budgets for all departments in which such allowances have been made.

The patience of Job has been regarded as the acme of human endurance. The superintendent of buildings and grounds has need of this attribute. He is called on to do almost everything from the

trivial to the important. His telephone rings constantly carrying requests and complaints from every part of the campus. These matters must be attended to promptly and good-naturedly if the campus is to be a happy place. So equanimity of mind and heart is an essential quality. Honesty is a fundamental requirement. The office is subject to many temptations and is in a position to secure commissions and gratuities from salesmen and contractors, if it is in the mind of the superintendent to take them. Such a course is disastrous to any officer who allows himself to go in that direction and will sooner or later bring disgrace upon him and break his professional career. Seldom does this happen, and it is an honor to the professional standing of the superintendents of buildings and grounds that such is the case.

Many are the burdens and long are the hours that the superintendent carries in his daily routine. A weak man, physically, is not equal to the calls made upon the holder of the office. Good health is essential.

Sympathy for his staff and his colleagues, comprehension of the goals of the university, understanding of men and a sense of humor are all necessary for the person who would fill adequately this important position.

Professional training is essential. The old-fashioned superintendent of buildings and grounds could hardly cope with eccentricities of motors, machines, valves, meters, contours, balances, and mathematical calculations of stresses and pressures. This new calling requires the trained engineer who has had experience in the practice of his profession. Modern plants of colleges and universities are complicated and intricate. The demands of the students, the professors and the public grow every day. The sanitation of buildings, the heating and lighting of rooms, offices and laboratories, the protection of property, the maintenance of structures against wear and decay, the care and beautifying of grounds—all rest upon this officer, who should be accorded an honorable place in the staff of an institution of higher education.

M.

Clerical Services — A Stenographic Bureau

The cost of clerical and stenographic service for a large college or university is surprisingly large. Whether it is worth what it costs is a question. In 1937, I visited the Agricultural Department of Cambridge University, England. It occupied one large building in which, I would judge, fifty professors and research workers might be accommodated. I was obliged to wait some time before I could see the director. While waiting, I observed the lack of telephones and clerical staff. In my conversation with the director, I inquired about the number of telephones in the building. He said there were only two, one in his office and one at the information desk. In reply to a question about the clerical staff, he said they employed two or three clerks and stenographers and an errand boy. It was his opinion that telephones and clerks took the minds of workers off their work and were a source of unnecessary interruption. Also it required some effort to keep a secretary busy. I am sure he was right, and yet in this country we are committed to a large staff of clerks and stenographers and many telephones. In fact, a professor generally feels embarrassed if he does not have a telephone and at least one stenographer. At one institution, a clerical staff of 362 was employed to serve 566 teaching and research professors. Their salaries totaled close to half a million dollars, roughly 10 per cent of the total salary item. Did they increase the value of the professors' output 10 per cent?

Of course, the employment of a large percentage of this clerical force is essential. But is it not excessive? Fifteen years ago, I employed a Chicago firm to study our clerical staff at Iowa State and to suggest means of saving money. The study cost \$5,000, and I believe it enabled us to save \$5,000 a year; but while it recommended much larger economies, I was not able to carry out all the recommendations. Aside from numerous details, the report stated that many men on the staff had heavy peak loads at certain times in the year and undoubtedly needed considerable clerical help at that peak. However, the professors

were strongly inclined to insist on a regular clerical staff adequate to provide for the peak load, even though there was not work to keep them busy throughout the year. To take care of this situation, the report advised setting up a number of stenographic bureaus or pools to serve certain groups, allowing for a minimum of individual secretaries and stenographers. The report was sound and would have saved quite a sum if followed in full, but the anguish of removing secretaries and stenographers from our older staff members was too much for me. We did cut department staffs as low as I thought practical and set up stenographic pools to serve the staffs of three divisions and to meet peak loads. The survey paid for itself.

I am inclined to think that in a large institution no personal secretaries or stenographers should be employed unless the need warrants a college graduate at a salary that will secure and hold her. Such a person could materially increase the value of a dean or professor. A cheap clerk or stenographer with only high school training usually only obeys orders, relieving the staffmen of certain routine duties, but does not materially increase his value. It is rare to find a college professor who works at top speed eight hours a day. Some routine work would serve as a time filler; lower salaried girls could well be employed as members of stenographic pools. I personally had a perfect secretary for sixteen years who greatly increased my efficiency. The others, and there were several, did merely routine work.

At Iowa State College we have maintained a service known as the Printing Department, although the name describes only part of its work. This department does all types of duplicating and has the latest equipment. It also does typing, folding, has addressograph equipment, prepares material for mailing, does blueprinting work and binds mimeographed material. Since its services are used by all departments of the college, it handles much work and employs 25 to 30 full-time people.

While a small college would not need as large or expensive a department, I am much impressed by the great service such a centralized department could render any college.

H.

Making Use of the Inventory Clerk's Records

Shortly after coming to Iowa State College I met the inventory clerk, Mr. A. A. Smith. From him I learned that the college had a complete inventory of all furniture and equipment, which was kept up-to-date. Some time later, he suggested to me that his salary was low. I inquired what work he did, and after hearing his explanation I told him that I could not see that his work was of any special value to the college. However, I said, if he would use his inventory as a basis for collecting unused equipment and furniture and supplying the needs of other departments from his store of surplus, he might expect a raise.

His contribution to the economy of the college since then has been considerable, as he has saved, by moving equipment, from \$5,000 to \$10,000 a year. Every requisition for new equipment or furniture passes through his hands, and if he can supply the needed item he does so.

Today we could not get along without an inventory clerk.

H.

The Budget

The preparation of the annual budget seems to me to be the most important single administrative job of the year. In it must appear every salary paid and every appropriation made, for whatever purpose. If these are fair and just, if every reasonable demand is met as far as the funds permit, it will go far toward securing a successful and profitable year. It is also the time one can practice wise economy.

I think now that I took an unnecessarily heavy burden upon myself in this budget making. Our procedure was as follows: The business manager and I worked over every possible source of income and arrived at a close estimate of the total income for the coming year. I then advised each dean how much he might expand or must contract his budget. The deans asked each department head to submit his proposed budget for the coming

year and then endeavored to bring the totals as close as possible to the figure I had named. When all the deans' budgets and the business manager's budget were in my hands I totaled them to see how much must be cut out. Then came many conferences and discussions until we had worked out the best budget we could within the income. I was always thankful the state laws forbade spending beyond the income in a state institution.

The detailed form of the budget was a great help. The total income was detailed on one page; the total expenditures were detailed by chief objectives on one page. Then the total expenditures of each college were listed on one page by departments, followed by each department in detail.

The president of one of our greatest universities told me that he had entered on his copy of the budget the age of every faculty member opposite his salary. This would prove valuable.

Many other procedures are followed in preparing a college or university budget. At Oberlin College under President Henry C. King, the budget was prepared by a faculty committee under the chairmanship of the librarian, Dr. A. S. Root. President King, of course, had a part in the work.

In some institutions, the business manager prepares the budget. I do not believe this to be wise. A college is an educational institution, not a business. I feel that many important educational values will not be properly conserved by a business manager. While buildings and grounds must be kept up, salaries, books, equipment and supplies are very important to the faculty and students and must have first consideration. In my day, I felt that these values should have full consideration; so I made up the budget myself with the assistance indicated above. I am now inclined to think that an elected faculty committee with a strong chairman could do as well and might satisfy the faculty better.

I had an interesting experience twice. Both at Miami and at Iowa State the first budget I submitted to the trustees was given their closest attention. All income and outgo figures were minutely questioned. After that first budget was approved, all

other budgets were passed quickly with but few questions. A president certainly ought to prepare his first budget wisely.

One budgetary practice I copied from Mr. Carl E. Steebe, then the business manager of Ohio State University. He had a book in which all budget changes, decreases and increases were entered. At Iowa State College, our coal bill was large and difficult to estimate. I always tried to include enough under the item "Coal" to be fully prepared for the coldest winter. Then as each month passed, at our monthly budget conference, the business manager stated how we came out on the cost of coal consumed compared with our quota for that month. Any balance—and there nearly always was a balance—was credited to surplus. Also, as the year progressed, income from fees, sales, and other sources were checked against estimates and our actual status fixed. Any vacancies that occurred had the unexpended salaries credited to surplus, as were all other savings. At the same time, any expenditures not included in the budget were charged to "New Expenditures," as were salaries of all new employees, whether substitutes for men who resigned or new positions. Of course, all these changes were reported to the board. Each month I knew exactly where we stood financially, and I never incurred a deficit.

H.

Surveys of Colleges and Universities

Iowa State College, in common with the other two institutions under the state board of education, has been surveyed three times. The first was in 1915, by a commission under Dr. S. P. Capen, then Specialist in Higher Education in the United States Bureau of Education. The second survey was a follow-up of the first, by Dr. Capen alone. The third, in 1950, was made by a commission under Dr. George B. Strayer of Columbia University. Each of these surveys presented valuable criticisms and constructive recommendations.

I have served on three survey commissions—on the three

Iowa institutions under Dr. Capen, on Western Reserve University, and on the several public institutions of higher learning in Oklahoma. I found these experiences both interesting and stimulating.

The first reaction of a faculty to a survey is usually opposition with an attempt to discredit it. A survey suggests that something is wrong with the institution and such an idea is hardly popular with the faculty. As time passes, various items in a survey report are considered and usually adopted by the trustees.

I am satisfied that a survey made by a wisely selected group of men and women from outside the institution and usually from outside the state itself is fully worth its cost. Especially is this true where several institutions are under one board and all are included in the survey. Probably a survey repeated at ten year intervals would be rewarding. The difficulty in most surveys is that the time is limited both by the amount of money available and by hardship of securing an able commission to serve. This makes it almost impossible to carry on a thorough investigation.

Surveys are almost always brought about by the action of the trustees, and the report is made to the trustees. It would be very enlightening to them if they were to make it a matter of serious study and discussion over a sufficient period. So far as I have been able to observe, trustees rarely give such reports adequate consideration.

Where several different institutions share a field of work among themselves, as do the public institutions in Iowa and Oklahoma, a survey of all the institutions involved by the same commission can have much value. Such a survey brings out duplication of work where it exists and tends to discourage and reduce that condition.

The Iowa survey of 1915 developed the idea of major and service lines of work. They urged that no identical major lines be developed at any two institutions, at least not in identical fields. Bacteriology, for example, had to be emphasized at the postgraduate level at both the State University of Iowa and at Iowa State College; at the university, along lines to serve the

medical school; at the college, to serve dairy industry, agronomy, sanitary engineering, and veterinary medicine. While major lines should not be duplicated, the commission recognized the necessity of duplication in the lower classes of minor lines such as English and mathematics. This distinction of major and service lines was accepted by the trustees and thus objectionable duplication has been avoided since the survey in 1915.

Members of the Strayer Commission were on the grounds in 1950 for four months. Their report covered quite fully the four subjects in which the board of education indicated chief interest. These fields were:

- I. The state board of education, its organization and operation.
- II. Coordination of the educational programs.
- III. The internal organization and administration of the institutions of higher education.
- IV. Financing the future programs of higher education in the state of Iowa.

A survey of some particular phase of the work of an institution can also be of real value, provided one of the ablest men in the field is called in. The library, the registrar's office, the business office and the heating plant might each profit greatly through an external survey conducted by able men.

H.

Surveys of Colleges and Universities

My colleague's experience with surveys is similar to my own. Over a period of years I have served on five state-wide educational surveys and four institutional ones. From these I learned much about the techniques and the effects of surveys upon the state and institutional administration of education. The states were awakened, for a time, and enacted new school laws and often increased appropriations for support. Some real progress was made. The institutional surveys were involved in such matters as faculty ratings, teaching efficiency, adequate financing, condition of plant, future plans, and administration. The im-

pression that I have is that the state surveys were taken more seriously by the school interests and the people than by the trustees and faculties.

When I came to the University of Kentucky in the fall of 1917, a survey by Dean K. C. Babcock and Registrar C. M. McConn, of the University of Illinois, and President T. F. Kane, of Olivet College, had just been completed and placed in the hands of the board of trustees. The commission offered eighty-five recommendations that, in their judgment, should be earnestly considered. In the course of the next five years, all but two of the recommendations were carried out. This was a helpful piece of work that gave the University of Kentucky a clear picture of what it should do. I expect this survey ranks near the top in accomplishment. The situation was on the desperate side; and since the board of trustees instituted the survey, the members were committed to do something about the findings.

One of the reasons faculties are opposed to surveys is that they are seldom consulted about the survey until it is actually under way. The board of trustees accepts a president's request for a survey and passes a resolution authorizing the study of the institution; then only does the staff learn about the proposal. The members of the commission arrive and questionnaires are distributed; reports are collected. The commission visits, talks with the staff, studies the questionnaires, and returns to some pleasant hotel nearby to discuss the material they have collected. It formulates a report and makes recommendations for the benefit of the institution.

The report and the recommendations are both valuable and worth-while, but the commission has not reached the real heart of the institution, which, after all, is a vital matter. Lack of time, insufficient money and an inadequate typing and analyzing staff are obstacles in the way of a better report. The commission has done its best under the circumstances, but the implementing of the report now rests on the trustees, the president of the college, and the faculty. Here tact, understanding, patience, and time are required to produce results. I am quite sure that the final effect, let us say after three years' time, is not remarkable. The staff grows weary of the numerous meetings

and the failure to get agreement, yet some good things are accomplished through the survey.

It is certain that the study of an institution is a matter of great importance to its future welfare. Since that is true, what is termed a self-survey should be set up by the institution with the approval of the board of trustees and the active participation of the faculty. These surveys would undoubtedly fall into groups such as the study of graduate work, the examination of departments, their co-operation, and the part that they play in the growth of the institution. In addition, there are problems of student housing, the future plant, activities of student organizations, public relations, and many other important phases of the institution's purpose. An example of the procedures followed in such studies is to be found in two that were made in the University of Kentucky.

One of these two is a study of graduate work; the other, an examination of the purposes and activities of the university press. The management of a press is a complicated task requiring wide knowledge of editing, manufacture, and sale of books. For this a general committee consisting of eight members was appointed and that committee set up several categories for study and selected committees from the faculty members to study them. In all, there were six subcommittees with chairmen from the over-all committee, so no great burden was laid upon the shoulders of any one committee member. A schedule of reporting was agreed upon. I was surprised by the amount of material and the adequacy of the reports that were brought in to the general committee. The compilation of information and the committee recommendations stated the press problems and opened a clear way for future action and growth. What was accomplished by this committee can be done in the study of other institutional problems.

The self-survey has merit, and when used with judgment and purpose it can be a real substitute for the commission type of survey. In the long run, an institution gains by the knowledge which comes to its faculty through a survey made by the campus dwellers.

College Catalogs

College catalogs appear to be a necessary evil. Almost no one can understand them. Each differs largely in form and content from all the others. Much faculty time is spent in revising them from year to year. Yet we must have catalogs.

Some things can be done to make them less objectionable, however. If catalog changes in courses were permitted only once in two or three years, instead of every year, considerable faculty time would be saved without any loss in efficiency.

Again, far too many advanced courses are advertised that are never given. Dean Carl Seashore of the State University of Iowa insisted that this could be avoided by offering one catalog number under each department which could be used to designate any one of a variety of possible advanced courses. The number could be printed in the catalog with a brief explanation. Then the department, upon learning what unadvertised advanced course would appeal to the largest number of upper class or graduate students, would arrange for such a course to be given. This plan seems entirely sound to me.

When more advanced courses are offered than it is possible for the department with its listed staff to give, doubt is thrown upon the integrity of the department. Such advanced courses creep into the catalog and, once in, they are hard to get out, no matter how dead they are.

One year at Miami we sent our catalog to be read and criticized by a competent expert. One of his suggestions was that the list of the staff, which usually appeared in the front pages, was of small interest to prospective students. He suggested that we move this list to the end of the catalog and open with material of special concern to students. So we began with admission requirements, expenses and like information. I believe this was a decided improvement.

One thing which I introduced in the Miami catalog was a statement of the income of the college. This, with the enrollment, gave a basis for appraising the ability of the college to

offer good educational facilities. While I have no idea how many read this page intelligently, I still think it worth the space it occupied.

The clarity of the catalog is important. This publication should certainly be edited carefully each year with a view to (1) making it as understandable as possible, (2) cutting out all material that can be spared, (3) placing the essential contents of interest to prospective students where it can be found easily, and (4) stating clearly the courses offered by each department.

The catalog is an essential publication of a college. It certainly should be prepared with the utmost care.

H.

College and University Advertising

True scholarship and the rewards of learning are difficult to advertise. The prowess of the football team, the pleasant activities outside of classes may be so presented as to attract inferior students, but will seldom draw the able, hard-working type. Increased numbers of students quite certainly may be secured by skillful advertising, but the scholarly standards of the institution usually suffer, directly or indirectly.

I have always felt that a college can count on an adequate growth if it has skillful, inspiring teachers, and if it trains its undergraduates effectively for the work they prepare to do, sending them out with respect and affection for their alma mater.

I believe the same is true of the graduate school, perhaps even more so. A great teacher attracts graduate students from all over the world. A mediocre man cannot be made to appear attractive through any kind of advertising.

Our educational institutions are becoming too deeply inoculated with the methods of business. Advertising is usually in the hands of a publicity man or public relations man. One wonders why any such men are needed by a college or a university. "By their fruits ye shall know them."

H.

A Twenty Year Plan

After I had been at Iowa State College a few years, I proposed to the faculty that we prepare a twenty year plan for the college. While my idea did not meet with enthusiasm it was accepted and we went to work.

Department heads held conferences with their staffs and finally turned in their ideas for the development of their departments over the next twenty years. These reports covered an estimate of students and graduates, staff, curriculum, research in general, graduate work, supplies, equipment and buildings. Some of the departmental plans were excellent, very suggestive and informing; some were absurdly grandiose; some, very timid. On the whole, they were quite worth the effort spent.

The deans and directors made plans based in part on those from the departments already submitted to them and partly from an administrative viewpoint. The personnel director, dormitory director, social director, librarian, superintendent of buildings and grounds, and many others prepared plans. The business manager and the president did likewise.

Since I had taken the idea from the Russian five-year plan, queries came in as to whether or not I had communistic leanings; but no embarrassment resulted.

Finally, copies of all the plans were bound in typewritten form and deposited in the library. In a sense that was the end of the matter.

However, everyone had been compelled to look ahead and think. The whole effort tended to correct the usual hand-to-mouth attitude. The deans, directors, and the president got an over-all view of the thinking on the campus which certainly influenced them and the appropriations they made.

A few years later, this plan was revised and strengthened at its weak spots. How profitable the preparation of successive plans would be over the years is uncertain. It is true that college instructors work very much in the present and allow current changes in circumstances to control their plans too much. In any institution there are gradual shifts in emphasis which are proper and well warranted. Perhaps a recurrent look into the future

would draw attention to their changes and bring them more forcibly to the notice of the administration officers.

H.

Attendance at Professional Meetings

It is stimulating for young staff members to attend the meetings of their professional societies. While the senior members of the staff are usually able to finance such trips, many of the junior members are not able to meet this expense. It would be valuable to any institution if it had some funds available to assist some of the young professors to attend these meetings. For example, an institution might cover transportation costs for men and women on salaries below \$4,000 who were on the program of their national society. This would seem to me to be a minimum approach.

It is desirable for each department in a college to be represented at national meetings of professional societies at least once every two or three years. Of course every department of a university would be represented regularly.

I found it well worth while to pay the expenses of department heads occasionally to visit a few of the strongest departments in their field in other institutions. They always gained valuable ideas from the trip, and these usually led to the strengthening of their own departments.

I believe it is desirable and stimulating to have an approximate idea of where an educational unit ranks among its peers. This is true of colleges and universities. At the time I left Miami University, I estimated that the educational impact of eighty to ninety institutions in the country was greater than that of Miami, which ranked perhaps eightieth. While I was president of Iowa State College, I felt that not more than twenty or twenty-two institutions outranked Iowa State in educational importance.

In the same way, I attempted to estimate the rank of our several divisions or colleges, Agriculture, Engineering, Home Economics, Science, and Veterinary Medicine, and of our stronger departments.

It is certainly stimulating to deans and department heads to

visit those institutions which are stronger than theirs and to size up their strong points. On return from such a trip, the competent men will see that certain advances can be made, and are made, in their own colleges and departments.

It was my practice at Iowa State College to attend as few meetings as possible but to send others to represent the institution. I may have gone too far in this matter. However, certainly, many of the men I sent accomplished more and learned more than I could have. The idea that the president should represent the institution is overstressed. Deans and department heads are more permanent members of the staff than the president and over the years can build up many useful acquaintances in the bureaus at Washington and elsewhere. Also, there is such a thing as a president's being away too much.

H.

Public Relations

During my years as a college president I regarded public relations as a matter of doing a good job at the college. I maintained that if the teaching was carefully done and the students were satisfied the news would spread. Of course this is true.

However, with the increase in the accent on higher education, the growth of our institutions, the rising importance of research to the nation and the great increase in the expenses of operating a college, more attention must be given to what is generally known as public relations.

With changes in the administrative organization, different institutions handle this problem in different ways. Where the president has been selected because of his skill and experience in public relations he will probably direct this work himself. In other places a vice-president has been appointed to have charge of public relations. In any institution the most suitable person available should give all or part-time attention to this matter. It is still true that the quality of the college itself and the character of the staff are fundamental to sound public relations.

This is borne out by the excellent article by Professor Scott

M. Curtlip in the *Bulletin of American Association of University Professors*, Volume 36, page 646. In answer to the question, "What is Public Relations?" he says, "In simple terms public relations is any situation, act, word which influences people favorably or unfavorably. The public relations of a college, then, is the sum total of all the impressions it makes, good or bad. These impressions are made by an institution's policies, its performance, its people, and its publicity. The last is least important. The nub of sound public relations is good performance that is understood and appreciated."

Today much college teaching is wide open to criticism of students and parents. Many students are allowed to remain in college after they have fully demonstrated their lack of interest, inability or unfitness for college training. Publicity, no matter how good, cannot alter these facts if they exist in the college, nor can publicity maintain the college's good name.

I am inclined to think that the innumerable relations of institutions with the public have gone beyond the development of the administrative staff to meet them. Men as presidents or deans or department heads are expected to do what men in their positions formerly did satisfactorily. But the jobs have changed. Many department heads have more complex demands on them than the deans had a few decades ago. Many deans have many more duties than presidents formerly had. Many presidents are wholly swamped with demands on their time. In these circumstances inadequate attention is often given to individual students. Unsuitable teachers are employed. Many matters deserving careful attention are overlooked, due to stressing more or less outside matters.

Costs of college operation have gone up quite as much as other costs. Expenditures have greatly increased in recent years, but not in proportion to reasonable demands. To increase the income for higher education as it must be increased, public relations should be looked after more carefully. This is a matter which must receive the closest attention of the president and the trustees.