

It is important for a president and a dean to know their staff members and to understand their problems, for faculty morale is of vital importance. Through informal discussions, the faculty may gain an understanding of the institution with its problems of the present and its hopes for the future.

5.

The President and the Faculty

The President Should Know His Staff

At Miami University I knew almost every staff member by sight and name. This was possible because the college was not a large one. I made a practice of visiting each building on the campus to see what was going on. These trips about the campus with Mr. Wallace P. Roudebush, the business manager, were a real pleasure to me. Certainly, as far as possible, a president should know all persons who are on the staff of his college. Where the enrollment does not exceed 1,000 to 1,200 students this can be done. At Iowa State College, the numbers were so large it was impossible to know everyone, especially for a man coming in from the outside. One advantage of appointing a man already on the staff as president is that he already knows many of his associates. During my first year at Iowa State I invited the faculty, department by department, to lunch in one of the college dining rooms, on which occasion I asked the department head to introduce each member of his staff to me. I discussed the problems of the department and asked questions. I encouraged any who cared to do so to visit me in my office. These luncheon meetings proved to be well worth while for all of us.

Although I had many duties and a large and changing staff, I tried to know all the professors and associate professors, and of course others, though not many. A man more gifted in remembering people would have done much better.

I found it pleasant and interesting to walk over the grounds and meet the men who maintained the heating plant, carpenter shop, sewage disposal plant, college greenhouses, the many barns, the storerooms, the laundry, and all the rest. These men interested me, and for many I formed a high regard.

One matter troubled me and still does, and that was how to make each member of a department feel free to come to see me if and when he desired. Theoretically the approach was through the department head and the dean. Occasionally it was desirable for members of a department to come to me, but it was difficult to use the information they brought without hurting them with the department head and the dean. In a large institution such interviews would be impossible; in a small one they offer no problem, but in a moderate-sized college where the dean and department heads fully realized their authority and were inclined to maintain the situation, it did not encourage such interviews.

On one point I am not certain whether I was right or wrong. I spent no money at all on my own office. There was a hole in the carpet in front of my desk where some wires had once come through. I cherished that hole. We had little money from '30 to '36, and I gave no one a chance to say I could find money to maintain my office in style but could not get needed equipment for his department. That may have been wise or it may have been foolish. I was indifferent to my immediate surroundings and felt that the important thing was to maintain good, friendly relations with the members of the staff.

H.

Recruiting New Faculty Members

The heart of this problem is to get the largest possible list of persons available for each position. Discarding the less desirable is comparatively easy, but if a desirable person is not on the list, he certainly will not be employed.

When I was able to give adequate time to recruiting the staff, I found it helpful to write out the qualifications which were needed for the position. I included age, sex, academic training, teaching experience, marital status, children, church relationship, and such other items as seemed pertinent.

My experience with teacher agencies was disappointing. While I often consulted them, I rarely secured a staff member through their service. My usual procedure was to get all the names I could from members of the staff and to write the deans of the most likely graduate schools.

When I had eight to ten possible candidates, I submitted the list, my specifications, and probable salary to everyone who I knew might have a candidate. I inquired whether he had anyone to recommend and asked his opinion of the ones on my list. This seemed to be the most challenging approach I could make, and it usually drew an enlightening reply.

After striking the names off the total list, so far as my information warranted, some staff member whose judgment I trusted or I myself would interview the remaining men. This activity usually reduced the prospects to two or three persons who were thereupon invited to the campus to look us over and to meet the men with whom they would work. This visit always resulted in a unanimous decision.

At one time, while Dr. S. P. Capen was director of the American Council on Education, an effort was made to prepare and maintain a card catalog of all teachers in American colleges, with considerable data, including that of salaries. I found this list of enormous value. Strange to say, it was little used and was discontinued after a few years. The men I got track of through this catalog proved excellent material. All were in good positions; none were seeking other appointments, and it is improbable that I could have secured their names by other means.

I felt that this academic list would prove valuable to those seeking good men, and would secure a recognition for alert teachers. I regret that it is not now maintained. When you consider that there are from 50 to 5,000 or more men and women

teaching in each of our 75 to 125 fields of knowledge, it is easy to see how difficult it would be to get the names of all who were interested at a particular salary, say \$4,500. Not only are the best men who might be interested usually happy and contented where they are, but most of the names submitted are of those who need a job, recent graduates or persons holding inferior posts. It certainly would be a great boon to higher education if a complete roster were maintained, open to all, of men receiving salaries above \$3,000.

One modest appointment I made long ago has interested me very much. At the time we badly needed an instructor in physics at Miami; money was scarce, and I could not provide a salary of more than \$800. Knowing that a man holding a Master's degree who would accept such a salary would be undesirable, I wrote to the head of the department at Haverford College stating my needs. I asked if he could suggest a man with an A. B. degree and a desirable personality who might be interested in gaining experience as a teacher under an exceptionally able professor. Richard Sutton, the young man who was recommended and who accepted the job, proved eminently satisfactory. He later went on for his doctorate at California Institute of Technology, and Dr. Sutton is now head of the physics department at his alma mater, Haverford.

I cite this example to illustrate the fact that no college can hope to secure a good man for less than a fair salary for the level of education and experience desired. An excellent man with a master's degree is better than an inferior man with a doctor's degree. The former may obtain his doctor's degree and real distinction later; the latter will never shine in an academic way.

From one-half to two-thirds of the higher posts in a faculty will usually be filled through promotions. The more ably the minor staff positions are filled, the more promotions there will be. However, it inevitably happens that men must be found outside the staff for some important posts.

There is one area from which excellent teachers could be recruited which has largely been overlooked. I refer to able young high school teachers. Perhaps there are not a great many suitable for college positions, but there are some, and many a college and

university would be strengthened by the addition of able teachers with an experience in high school teaching. Such men are most likely to be found in large city high schools.

H.

Interviewing Prospective Staff Members

Everyone will agree that it is desirable to see and talk with prospective staff members; the only objection is the cost this involves. If a man is asked to come to the college, his expenses must be paid. Where a number of men and women are brought in, this expense will probably average sixty dollars at least.

Usually the president, a dean or a department head will visit a number of institutions and interview a number of candidates. From among those seen, only two or three will prove worthy of serious consideration. These should be brought to the campus, especially if they are being considered for full or associate professorships. It can be safely estimated that from 5 to 10 per cent of all full and associate professorships will have to be filled each year either by promotion or from the outside. Perhaps from a quarter to one-half will come from outside. The abler the men are who fill the junior positions, the fewer appointments from outside will have to be made.

If one regards the relatively high salary paid these men, their length of service, usually twenty years, and the extreme difficulty of getting rid of them after appointment, it is certainly worth \$200 or \$300 to bring the best available men to the campus before reaching a decision.

When we drop to the grade of assistant professor and instructor, the salary is not so high, nor is the length of service necessarily so long. From this viewpoint the expense of a campus interview may not be warranted. But these men will spend most of their time in teaching. They should therefore be persons acceptable to the students. Since their academic history would be brief, it is difficult to get a true picture through correspondence. Can money spent on a personal meeting with the man be better used in any other way?

The number of vacancies on a faculty of 100 or more, including graduate assistants and fellows, will run in the neighborhood of 20 per cent. Perhaps one-fourth to three-fourths will be filled by promotion. To interview the men to be appointed yearly to a faculty of 100, including the men seen but not appointed, would probably cost \$1,000 or more. By having a faculty representative visit a number of institutions, this cost might be cut down somewhat. The expense in any case would be well worth incurring.

The number of additions to a staff each year are greater than one realizes—about 20 per cent a year. At Iowa State College, in 1948-49, with a staff of 1,045 ranking from professor through instructor, 199 men and women were added for replacements and 78 to fill new positions. This is 19 per cent replacement, which is about normal. At Miami, when I was there in the 1920's, with a very much smaller faculty, the turnover was about 20 per cent. To look up all such people is an expensive procedure. However, when one considers that a professor at \$7,500 for twenty years will cost \$150,000, an associate professor at \$4,500 for twenty years will cost \$90,000, an assistant professor at \$3,000 for three years will cost \$9,000, an instructor at \$2,500 for two years will cost \$5,000, a graduate assistant or fellow at \$600 to \$1,000 for one year will cost \$800, it is certainly important to be sure that each man is worthy of his hire.

One appointment may raise or lower the service and standing of a college. Nothing is more important than the individual men on the staff. While poor appointments are easy to make and extremely hard to unmake, a good appointment will remain good and will elevate the standing of the college.

H.

Judging the Value of Faculty Members

No college can be stronger than its faculty. The scholarship, enthusiasm for learning and research, interest in student progress and welfare, and loyal support of the college by the faculty are the qualities that make a college strong.

Faculty members are recruited one by one, largely through bringing in men from other institutions. Every president has a limit on the salaries it is possible to offer. His problem is to recruit new men fully as good or better than those already on the faculty.

Of course, the ideal professor improves with time. As he becomes acquainted with the college and the town, he builds himself into the fabric of the institution, and becomes irreplaceable. Such a man may be developed over the years, but he cannot be brought in from another institution. Unfortunately, there are not many such professors.

One of the most important problems confronting a president is the formulation of trustworthy rating standards for the faculty. I attempted at Miami and at Iowa State College to make such a classification by dividing all teaching members into the following groups:

Irreplaceable	Cannot be replaced at any salary
Very good	Cannot be replaced at present salary
Satisfactory	Can be replaced but only at present salary
Poor	Can be replaced for less salary
Impossible	Must be removed

It is illuminating for a president to make such a classification each year. He will find many, if the faculty is large, whom he cannot evaluate accurately. Such a list, however, prepared with the aid of a dean and considered by several deans separately, can be of value in determining promotions, salary increases, and dismissals.

President Wilson Compton, of Washington State College, developed a more elaborate and valuable method of rating faculty members. It is based on a detailed and intelligently prepared rating scale to be filled out by each of six colleagues who know the individual well. There is also a second rating scale to be filled out by students who have studied under the professor who is being rated. These several reports are collected and filed in the personnel record folder of the individual. On these, in part, are based promotions and salary increases. If such scales are in use over the next twenty years at Washington State College, I predict that the insti-

tution will become one of the strongest separate land-grant colleges in the country.

When I was a student at Miami University, 1889-93, Presidents E. D. Warfield and W. O. Thompson had a faculty of about twelve men. Of course they knew them well and saw them almost daily. Today, with a staff of 300 to 400 members, the only way such a faculty can be dealt with effectively is through a vice-president who can devote his time to their work and proper promotion and replacement. While there is certainly a shortage of able college teachers, any college may recruit a strong faculty if sufficient effort is put forth.

Members of college faculties usually resent class visitations. Yet how anyone can really estimate a professor's work without observing his teaching methods, I don't understand. I am convinced some arrangement should be made for each newly employed teacher to be so observed. The best plan is to have each department head request the new staff member to select, after a few weeks, some member of his department with whom he can consult on the practices in vogue at the college. The new instructor and his mentor will then arrange to visit each other's classes and discuss teaching methods. Thus the department head will get a line on the new man's qualifications and attitudes through someone who really knows of his work.

H.

Pensions

In the past decade the people of the United States have become pension-minded. Security for old age is no longer a phrase heard now and then, but a demand rising from nearly every phase of life today.

The insurance companies print elaborate advertising on how to retire on two hundred dollars a month; the trade unions insist on pensions for workers over sixty-five years of age, and the government has established a plan for social security. Such is now the pattern. The colleges and universities have long been familiar with the problem, but as yet many of them have no definite plan

of retirement for staff members. Many colleges continue the older members of the faculty on the payroll as long as they can, but the feeling of anxiety is there.

Some colleges have contracted with the Teachers Insurance and Annuity Association, sponsored by the Carnegie Foundation for the Advancement of Teaching. Under this plan the institution agrees to pay 5 per cent of the total of its annual payroll and the teacher agrees to contribute 5 per cent of his salary. Over a period of twenty years there is thus accumulated a considerable capital fund which is used to buy an annuity upon the policy holder's retirement. As interest rates are low, the annual payment to the retired member is not large. It is usually inadequate, and he should supplement it by saving to meet the cost of living.

Other colleges have contracted with insurance companies on much the same basis. The workings of such a retirement plan require a college to pay out annually 5 per cent of its teaching payroll. If this sum were \$750,000, the institution would have in its budget a fixed charge of \$37,500 which might be difficult to meet in days of tight budgets and small surpluses over expenditures.

Here was a serious situation which faced the University of Kentucky in the early nineteen twenties. The budget could not stand an annual cost of \$50,000 a year for pension funds. Members of the staff who had reached the age of seventy were carried on part pay or on full pay. The whole situation was one of uncertainty, and it was necessary to face it.

A committee of five had studied for two years the pension problem as it concerned the university. The elements involved were the cost to the institution, the cost to the individual and the security and practical working features of a pension plan. From the first the cost to the university seemed prohibitive, and the cost to the individual member of the staff might better be used to pay premiums on personal insurance. With these arguments in mind the committee reported a plan that has been in effect twenty-five years without a breakdown.

The plan was called "A Change of Work Program." At the age of seventy, a member of the staff was placed on a retired basis with certain work assigned to him by an agreement between him, his

department and the president. As a basis of payment, he was given 20 per cent of his salary and 1 per cent additional for each year of service. Thus a professor who had served thirty years would receive one-half of the average salary he had received during the last five years of his tenure.

This is a good pension as shown in comparison with the retirement provisions used in other places. The amount of work the recipient was expected to do was reasonable and usually in the field in which he was interested. During the time that the plan has been in effect some good research has been done; considerable editorial supervision by retired persons has been helpful to the institution. The list of accomplishments is quite impressive.

In addition, it should be remembered that most men are glad to have an agreeable task to perform after their retirement. The payment ceases upon the death of the recipient, and no provision is made under this plan for the widow or children. The institution provided for a retirement plan for the staff members and expected them in turn to secure insurance for the protection of their families. However, a group life insurance plan was set up for the whole staff, giving the heirs of those who died a specific amount of insurance, to be paid on the death of the staff member. This insurance was supplemented by a group health insurance plan. The provisions for retirement and protection in case of sickness or death now consist of the following:

1. The Change of Work Program.
2. Insurance against death up to \$3,000.
3. Health and hospital insurance under a group plan.

The group insurance costs are paid by the staff members. The combined plan thus includes monthly payments to retired persons from the age of seventy until death; insurance paid at death (this sum could provide for funeral expenses and other expenses resulting from sickness); and, finally, hospital and health insurance for staff members.

There is one criticism of the system used by the University of Kentucky. It is this: The plan has no financial basis; it rests upon the promises of the board of trustees. That such promises may be

violated is true, but pension plans based upon elaborate financial support have broken down in the past and left in their wake a group of disappointed and embarrassed persons.

While twenty-five years is a short time, it is still a long enough period to test the value and results of any one plan.

M.

Pensions

I believe thoroughly in the plan outlined by McVey for the care of the faculty in old age. However, my observation leads me to think that it would be stronger if a pension without work could be provided at the age of seventy-five. Not many men can work usefully beyond that period, and they often become a real burden to the department if work must be assigned to them.

Inasmuch as the number who reach seventy-five would not be large, and as the average number of years they would live beyond that would not be many, this contributory system should not be costly. It also appears desirable that only associate and full professors contribute to it.

I fully agree with Dr. McVey that most professors would prefer a part-time appointment from seventy to seventy-five years of age rather than a straight pension.

H.

Sabbatical Leave

There is no question but that a sabbatical leave is a great privilege and that it is highly prized by those who enjoy it. It is also of real benefit to a college or university if carefully administered. Furthermore, it can be set up in an economical way so that, while valuable to the faculty, it will be inexpensive for the college.

Sabbatical leave at Miami was instituted around 1905 on the basis of one semester's absence at full salary or a year's leave on half salary. Usually a substitute teacher could be employed for

half salary. At that, only one person might be absent at a time. While the faculty was small, leaves did not occur every seven years but every eight or ten years. However, they proved to be a valuable experience to those so privileged. I enjoyed only one sabbatical leave, in 1910-11, during my thirty-one years at Miami. I visited over eighty schools, colleges, and universities in the eastern half of the United States and throughout England and Scotland during that period. I formed many useful and stimulating acquaintances and learned many things new to me about colleges and universities, and thereafter could cite a precedent for any change that might be contemplated at Miami.

I heard of one abuse of the sabbatical leave on this trip: A professor simply dropped his classes, remained at home, played golf, and jeered at his fellow professors, who were hard at work. As a result of this unhappy example, I instituted the custom at Miami of requiring the professor who was eligible for leave to file an application setting forth his plans for study or observation, which information I presented to the trustees.

At the time sabbatical leave was established at Miami, with a student body of 500, there were about thirty-five members of the faculty eligible for the privilege. When I left Miami, with an enrollment of 1,500 students, there were about seventy faculty members qualified for leave. Two members were granted their sabbatical at one time. Since then a larger number has been on leave each year.

Some type of sabbatical leave, even if it were available to only a small portion of the faculty, would be better than none. For example, even if leave were afforded only to full professors who had held that rank for ten years, it would have a stimulating effect.

In a great university with 15,000 students and a teaching staff of 1,500, any type of sabbatical leave might prove so expensive as to be prohibitive. The sabbatical or seven year idea might well be eliminated. A man who reached the rank of associate professor at thirty-five or forty years of age and continued in the institution until he was sixty-five or seventy should certainly deserve one, and, if possible, two years of leave on pay sometime during the last

thirty years of his service. Possibly one year might be arranged as an exchange with a professor from another institution and one could be straight leave on full pay.

It would be wise to place this matter in charge of some person who had the time and wisdom for the job. He could consider all requests of eligible professors and work out the best possible arrangement of leaves within the appropriation allowed for that purpose.

Any arrangement other than an automatic rule applied in rotation would result in charges of unfairness and injustice. The members of college faculties are prone to make such charges. It will hardly be possible for the majority of colleges and universities to operate an automatic system in rotation, but any charge of unfairness should not be allowed to stop leaves of absence on pay.

H.

Teaching and Research

As we have endeavored to improve the training of college teachers, it has become more and more necessary for them to hold the doctor of philosophy degree in order to be eligible for a desirable college position. Today it is the exception for a man without the doctorate to be appointed to a full professorship.

The increasing emphasis on the doctorate has so stressed research that most faculty members now firmly believe that only in research lies the path to advancement.

Among the men and women who hold the doctorate, not many really have great talent for research; but under the compulsion of a popular idea, they devote a considerable amount of their time and attention to such work regardless of their ability in this field. Young persons, instead of doing their utmost to become able, inspiring teachers, often look down on teaching as being second in importance to research.

A study I made a few years ago at Iowa State College showed that the ten ablest research men were receiving on the average

about \$200 more salary than the ten ablest teachers whose research was inconsiderable. This seems to indicate that research is not paid for at a much higher rate than able teaching.

While the demand for good research persons is steadily increasing, both in our universities and in industry, the number of really capable persons fitted to direct research in our universities is not large. Industry, with large research staffs, can use numerous men of secondary ability, trained in the technique of research, working under able directors. Universities require research persons who are fertile in ideas, productive scholars who can direct research work at the doctorate level. Persons of mediocre research ability have small value in research in a university.

Those with the doctor's degree cannot look forward to any considerable preferment in a university on the basis of research unless their research ability and productiveness are noteworthy.

On the other hand, there is a very real demand for inspiring teachers. Of our 1,850 colleges and universities, only about 100 confer the doctorate. Among these 100 universities, candidates for the doctorate compose only a small percentage of the students. Even here strong teachers are badly needed for nine-tenths of the work.

Unfortunately, the present stress on research is becoming a menace to good teaching. How can this situation be remedied? It appears to me that the only effective remedy lies in limiting the teaching of persons recognized for research to graduate courses and junior and senior courses, excluding them rigorously from freshmen and sophomore teaching and from all beginning studies offered in the junior year.*

Steady pressure should be exerted to secure efficient teachers by offering them good salaries and good professional standing. Undoubtedly such a policy would increase the expenses of the university. Some of this expense might be met by limiting the doctoral training to departments employing only distinguished research professors. How else to place teaching in a position

* Professor J. H. Hildebrand, of the University of California, has an able article on the other side of this question in the *Journal of Chemical Education*, Vol. 26, p. 450.

comparable with its importance, I do not know. All colleges that ignore research and stress good teaching are free from the research handicap, but often the salaries offered are too low to be attractive. Therein lies the main trouble.

There is a large group of institutions — on the borderline between the avowed colleges and the universities conferring the doctorate — which offers training and the universities conferring the influence of research is felt and may be injurious. These institutions include many of our strongest colleges, paying good salaries. If the leading positions are filled by research persons catering to the small group seeking the master's degree, the impression is likely to spread that only through research can promotion be won.

There is one field in which research and experiment are always appropriate—the field of good teaching. No one who has taught has been satisfied with his own work. Always it seems as if sounder procedures would have brought greater results. The striving for better methods is worth while and wholly commendable, for such striving improves teaching. Research in this field does not impede good instruction.

In spite of enormous enrollments and much sophistry attempting to prove that large classes are as good as small classes, the simple truth is that a keen teacher leading and directing a lively discussion with a group of fifteen to thirty eager students remains the ideal situation for developing young minds.

The handicaps to good teaching are innumerable: big classes with a mixture of able with dull students, much formal imparting of facts, lectures containing no new or especially interesting material, students who have no desire to learn outnumbering the ambitious—all result in an instructor who finds his enthusiasm smothered and his teaching sterile. Research and experimentation on how to avoid such conditions will always be welcome.

In talking with students one occasionally hears praise for the inspiration certain professors have given them. It is not a common experience. One wonders why more professors are not inspiring. Perhaps we too often select them for their degrees, for research

ability, and for distinction among their colleagues. Certainly every student should confidently expect to enjoy some inspiring teachers during his college course.

H.

Guilds Control Higher Education

Danger ahead is the warning signal to be seen by observant men on the college level of education. The budget, the staff, and the courses of study are being threatened by the demands upon them made through various educational groups. In the not-too-distant future, education on the higher levels will be controlled by guilds and the rules they set up. This trend is apparent to many administrators in the college field. To a considerable degree these men are helpless, for faculty members will join the supervising agencies without taking under consideration the results that are sure to follow.

The aim is to better instruction, but the requirements set up by these agencies go much farther than that. Colleges of a certain enrollment must pay designated salaries, employ persons with given degrees, impose standards of equipment and living facilities; they must offer required courses of study and limit the number of students in these courses. All this sounds reasonable enough, but the procedures and rules are made by committees and employed without the knowledge of those responsible for the maintenance of the institutions. In the long run, applying a yardstick to universities and colleges will result in a prescribed type of institution and a mediocre form of education. The deans of colleges will say we cannot do this and we must do that because the association has said so, all of which has the effect of binding the institution in fetters.

What is so disturbing about this important matter is the blindness of faculty members to a dangerous trend. The institution's policies are not determined by those responsible, but by a dozen agencies which do not work together. Thus, engineering societies will declare that if the institutions want recognition, they must meet their particular standards. Students in schools outside the

avored group cannot be accredited and so are left to struggle along under a handicap. Employers come to recognize these arbitrary standards and in turn choose their employees from certain prescribed institutions. The choice is no longer determined by ability and personality, but by the college the student comes from. When a faculty member is to be selected, the standards set up by an association limit the choice to those who belong. So a fixed salary, a given number of books and periodicals, laboratories that provide so many square feet per student, equipment of this and that, courses of a certain type, and buildings of a given design are all in the code.

What can the harassed president do? He can instruct deans and professors to remember that they cannot commit the institution to rules and standards without the consent of governing boards. But these standards are set up without the knowledge of administrators, and their first contact may be on the day that the committee of the associations comes to the campus to inspect the college. In the long run, the heads of institutions must demand recognition and have a part in the formation of such codes. Would it not be better to permit education to work out its own destiny without the domination of these new guilds?

M.

Democracy in College Administration

Oberlin College, the University of Wisconsin, and Yale have been spoken of as notably democratic in their administration. Ohio State University also has claims to this distinction. As colleges and universities have grown enormously, it has become increasingly difficult for them to operate in a democratic manner. Probably the only sound criterion of democracy in a college is the amount of control on policies that is exercised by the faculty.

In the old days, the small faculty met weekly; the president presiding, they enacted all rules and regulations. As the faculty grew, it was divided into colleges, each college faculty largely controlling its own affairs, and the general faculty dealing with over-all matters. Coincident with this change, many young assist-

ant professors and instructors were added. The general faculty now numbers 1,500 or more in some institutions. It is difficult to enact a regulation subject to faculty debate where the faculty exceeds one hundred members. What is the answer, if democracy in control is desired?

One thing is certain, the general faculty should supervise the appointment of all committees. Probably a committee on nominations would have to be elected, and the nominations of this committee submitted to the general faculty for approval. The same procedure should be followed by each college of the university.

The selection of department heads and deans should also be controlled through the faculty, subject only to veto by the president. Each institution would have certain policies of its own relative to tenure of deans and department heads. In my judgment, all such terms should be limited.

At Ohio State University, the department heads are elected for four year terms. At the end of this period, the head may withdraw, he may be re-elected for another four years, or he may be replaced. There can be little argument in favor of a department head holding a permanent appointment terminated only by the incumbent's having reached sixty-five or seventy years of age.

The head of a department has a great influence upon the character, effectiveness and happiness of the members of his department. So long as the department flourishes under his leadership, it will want to continue him. At Wisconsin, where the term of a department head is one year, some men have been re-elected for twenty years. It is difficult for a man to keep on his toes as head of a department for many years. To maintain all appointments in a large staff at the highest levels, to see that the teaching of each new staff member is well done, to give adequate assistance to the less capable, to keep in close touch with all staff members, and to afford inspiration and encouragement to each is a heavy responsibility. I favor a four or five year term, with re-election possible.

In an institution striving for democracy in administration, it is my opinion that the dean of the college should be elected by the

departments of that college for a term of six to ten years. The selection of the dean should be made by the college committee, or by a committee of the department heads, under the chairmanship and subject to the approval of the president or the vice-president in control of the faculty.

If the deans, department heads and committees are selected by the faculty, the control certainly lies with the faculty. It is impossible in large faculties for the whole body to debate and vote on all matters of policy and make all decisions. If these problems were solved by men of their selection, the faculty would be allowed fair expression.

It is certainly true that increased democracy in administration makes decisions slower. However, it is hard to see how we can develop a democracy, if colleges and universities are to be operated autocratically.

These ideas did not appeal to me while I was serving as president. I did consult freely and widely with the faculty, but I must admit I made most of the decisions myself. I sincerely believed my decisions were supported by the best faculty opinion and were both wise and just; nevertheless, they were in reality largely mine. I now see that this was wrong and that the control should rest with the faculty.

It also appears desirable that a faculty committee should be consulted by the trustees in the appointment of a president. One method which has proved satisfactory is to have the trustees collect the names of all men available for the post and submit this list to the faculty committee for their consideration and advice. From this list, the trustees would select a small group of five or six preferred men. The new list would, in turn, be presented again to the faculty committee for their opinion. The trustees would finally select for president a man approved by the faculty committee and endorsed by the trustees.

One cannot leave a discussion of committees without expressing regret at the amount of valuable time they consume in proportion to the importance of the work they do. Some method should be devised to reduce this waste. One great time-consumer is the catalog committee, which has charge of all changes in the

catalog. I arbitrarily ruled that all changes in the catalog be made every second year, thus cutting the work in half. No one expressed dissatisfaction. It even seems possible that catalog changes might be made only once in three years.

Where committees are appointed to conduct examinations of candidates for the master's and doctor's degrees, much of the time of the ablest men on the staff is consumed. I see no way to avoid this.

Most of the work in a committee is done by the chairman. Often, through a sense of delicacy, he insists upon a full discussion of every point by the full committee. I suggest that the committee discuss the whole matter, whereupon the chairman would write up the consensus of the meeting and submit the written report to each member for alterations and suggestions. The report should then be rewritten with the suggestions embodied within it. A final meeting should be sufficient to approve the report or settle the disputed points. Usually the chairman does 90 per cent of the work anyway.

Another embarrassment in committee work is that too large a share of it falls upon a small proportion of the ablest senior men. More younger men should carry this burden than is usually the case.

H.

Two Faculty Committees

The committee system is a part of the democratic procedure by which a meeting of minds results, and thus wisdom is attained. This is the theory; but in point of fact, a committee decision does not always attain the height of wisdom. The committee method, whatever its merits, consumes the time of a considerable number of persons throughout the course of an academic year. The tendency in making up committee membership is to keep able members of the faculty as chairmen over long periods of time, until they become tired and bored with the assignments. In cases where the president appoints the committees, he turns to men or women who have demonstrated their ability along certain lines;

in consequence, the committees are continued with much the same membership from year to year. This method has the advantage of a smooth procedure but the disadvantage of creating a *status quo* in the operation of the institution. The junior members of the staff, on the other hand, feel that they will never have a chance to try their wings but will remain grounded in an academic hangar.

From several standpoints this is an unfortunate situation which, in the long run, may develop into a kind of dull routine. One way to break it up is to ask the faculty to appoint a nominating body to prepare a list of possible nominees for the various standing committees. From the lists so made up, the president would appoint the members of the standing committees. In this way the faculty will come to feel that it has a real part in the government of the institution. It is doubtful that the work of these committees will be any better than those selected by the president, but this nominating committee plan certainly would help the general morale.

The budget-making procedure in most institutions runs along in a rather set pattern as follows:

- (1) Call for departmental statements on appointments, salaries, equipment purchases, and incidental expenses.
- (2) Discussion among departmental staff members of the needs of the department, and new appointments. In most instances the head of a department regards this information as a private matter, though he may discuss the salary question with individuals.
- (3) The material, information, and estimates now go to the deans of the colleges who may make up the budgets to fit the general income situation. The deans will, undoubtedly, talk with many persons about expenditures, but in time they must present college budgets to the president's office.
- (4) Conferences with deans, librarians, and other department heads in the president's office. To the best of his knowledge and ability the president will tentatively approve the budgets, but the matching of expenditures with income is yet to be made.

- (5) In the business office, a detailed statement of income is compiled from carefully considered estimates. The guide to this procedure is found in the maxim: "Underestimate income; overestimate expenditures." This wisdom is appropriate in days of high prices. The businessman of the institution then brings his study of income to the president; after several conferences, it is modified and set up as a tentative sum.
- (6) The expenditures prepared by the college deans and the various agencies are placed side by side with the estimated income. Seldom is the estimated income greater than the proposed expenditures, so a cutting down process must be followed. Shall the expenditures be reduced by a flat percentage across the board, or shall the reduction be made by a re-study of the expense of operation and instruction? Repairs and maintenance can be reduced in most institutions, and some cutting of instruction cost may be made, but usually not much. Even salaries may be reduced by a flat percentage, but this is a dangerous procedure and should be resorted to only under extreme circumstances.
- (7) With the two sides of the budget now in balance, the margin between income and expenditures should be carefully reviewed. In my own experience, I regarded 5 per cent as the minimum buffer between the income and costs of operation. The next step in this long and arduous task is to type the whole budget with all the details, so the board may have a clear picture of the situation.
- (8) Adoption by the board of trustees is the final step. This may require a long session which is determined, in the main, by the care with which the budget has been made. If the financial guide for the next year is vague and uncertain, the president may find himself in hot water.

In this process of budget making, should a faculty committee have a part? Certainly the members of the staff are personally interested, but too often do not have an opportunity to express themselves. In many institutions, deans see only their own college budget; also, heads of departments know only their

particular department expenditures. In consequence there is talk, some of it charging that favoritism has been shown in the budget as adopted by the board of trustees.

I am of the opinion that well selected committees, appointed by staff action, would be of assistance in budget making. I doubt that it is wise for such a committee to take over the whole supervision of the budget as it passes through the different stages of its formation. At the fourth stage, the faculty committee might well come in as a reviewing body. Then the committee would be aware of the problems from an institutional point of view. The process of changing the budget would be by way of recommendation; the final decision should rest with the president. Again at stage seven, the committee is given a full statement of the tentative budget and the opportunity to make changes is presented.

Objections to the committee's supervision or advice will center around delay and the development of controversy. While there may be annoyances, in the long run there will come into the process of budget making a greater understanding, an institutional way of looking at finances, and a co-operative spirit.

Such a change in institutional budget making is quite at the opposite end of the methods now pursued; consequently, it should be adopted gradually and only after frequent discussion. As this goes on, the college or the university can open the way to fuller co-operation. I am sure the institution will be the richer by the uncovering of new talent valuable to the life of the college. This procedure is well worth trying.

M.

The Salary of the Football Coach

This is a subject that troubles almost every college president. In America, where the coach largely plays the game from the side line, directing the players, his skill is very important. The alumni are vociferous in urging the employment of an able coach regardless of the salary cost.

I could never justify the idea of paying a coach more than

our ablest full professor. Yet in several well known colleges, the coach has been paid more than the president. In such a case the president is an unnecessary expense. If football is the main concern of the college, it is logical to make the coach its president and so organize the college that it may revolve around football and allied interests.

With a coach receiving an absurdly high salary, it becomes obligatory on the part of the college to hire the ablest players available, so that he can maintain his reputation. Even a highly priced coach cannot win his games with inferior players.

The problem of honest amateur football is a very difficult one to solve with gate receipts ranging from \$35,000 to \$500,000 or more. Since the University of Chicago has dropped out of the Big Ten and operates its football on a truly amateur level, I have observed no loss of standing in that institution.

Football serves as a great pageant for a college. The crowds, the band, the organized cheering all make a football game a gay and notable occasion on the campus. It is an excellent diversion and an outlet for the spirits and energy of the students. Up to that point, it serves a useful purpose. Football should be played on an amateur basis. The coach should not be permitted to direct the plays; the game should be played by the team. How to accomplish these ideals today I am unable to explain. I did my best to promote intramural athletics; I opposed in every way I could professional football. I believed ours was always an amateur team, and it seemed to be defeated often enough to prove my point.

H.

The College Teacher Has a Good Life

A great many young people do not believe that a college teacher has a good life. One main objection is that the dweller in an ivory tower has to get along on meager rations, in the opinion of the young men who are satisfied with an undergraduate degree and who look to business as an outlet for their ambitions. Another view is that a professor leads a narrow life and travels

with his head in the clouds. The young men say they want action, success, money; the professorial job appears to them to lack excitement. These young men expect to reach a good executive position in business; and in their rosy dreams, they overlook the millions who never get above routine and treadmill conditions.

To manufacture things, especially useful and needed products, is a good service, but too often the business is one that brings little return to those who buy, and a lifetime employment in such a field yields but small satisfaction in the days of retirement. The pace in business is very fast; the toll is heavy. As recorded in the daily press, men at middle age drop by the wayside or come to their end through the strain of competition in the modern business world.

Of course, education as an employment has its limitations, but it is a highly necessary and important function. Man does not live by bread alone, nor do pleasure and recreation constitute the true aims of life. Many successful businessmen know that, and the little man in his everyday fight for a living is sure of it. He dreams of success, but he ends in trying to keep going as the main purpose of his life. It seems to me, after a half century of work in higher education, that it is a good life productive of many satisfactions.

My own experience may be divided into three periods: First, that of a student; the second, that of a teacher; and the third, that of an administrative officer. I propose to write briefly about the types of men and women under whom and with whom I worked as a student, teacher, and president. My college days were spent in a denominational college and later in the graduate department of a famous university. The college faculty numbered about twenty; of this number, ten had been preachers in their earlier days. A missionary spirit prevailed in the group, for the members believed wholeheartedly in what they were doing. At least seven of the twenty were outstanding teachers; another half dozen were good; and the remainder, mediocre or poor. The men probably received a top salary of \$1,500 to \$1,800. They had their own homes and reared children who

did well, judging by the standards of those times. These men were looked up to in the community. They possessed wisdom as I remember them and attempt to rate them as citizens and teachers.

In the university graduate school, the men were more aggressive; all were excellent teachers, co-operating with the graduate students. They, too, lived well and dwelt in good houses. Often they were called upon, even in those days, to advise in public and private business. Some of their affluence came through inheritance or marriage.

The scene changed when I spent a year in New York City and later became a teacher in a Midwestern state university. The staff was younger, highly ambitious. It contained men who reached considerable reputation, three of whom were later appointed as presidents of large universities. The salaries extended from \$1,200 for instructors to the top payment of \$4,000 for full professors. Morale was good, salaries, fair. The community was a pleasant place in which to live. I got on comfortably; but when children came, the going was difficult, and debts hard to pay. That situation is a general one for a man of thirty-five with a wife and two children. It isn't peculiar to teaching alone. The family learns to meet its difficulties, and the children have the advantage of educational facilities close at hand.

A president of a college has opportunities of viewing the forest as well as the trees. As he becomes acquainted with the college staff, he can classify the teachers as excellent, good, fair, and mediocre. Here again, the classification seems to be parallel with the business and professional fields. If he is a man of sympathy and understanding, a president can see the differences in men and women, can come to appreciate the obstacles they face, and can measure the problems that confront many of them. If he is a wise man, he does all he can to make the way easier for them.

It is not to be gainsaid that the work of a teacher is easy, but it is rewarding to those who have purpose, industry, good minds, and a love for young people. If the president looks at the staff of the college over which he presides as employees, as hired

hands instead of colleagues co-operating in a great cause, the men and women of the faculty are likely to be unhappy; but a situation of that kind does not exist in the majority of colleges and needs not be counted as an occupational hazard. Good relations are always desirable, and the whole trend in college administration is in that direction. Certainly the professor has a freedom to work and help in the formation of policies to a greater degree than in any other calling where large numbers are employed.

When the advantages of teaching as a calling are summed up and set against the disadvantages, they are, in my opinion, on the plus side. In brief, the teacher has a fairly secure tenure at moderate pay. He is not subject to layoffs and stoppages, and in most cases receives a modest pension after retirement. More important, he has interesting work as a teacher and student. Almost at hand there are laboratory facilities and libraries open to him whenever he wishes to use them. His leisure time is greater than in other callings; recreation and travel, if he has the money, can be indulged in without interference. In the community he has a social position, and many opportunities come to him to lead in local organizations. On the campus he finds congenial, intelligent men and women who add to his happiness as a social being. There is also the possibility of achieving high standing in his field; even fame may come to him as a consequence of his scholarship. Such things offer the opportunity for a successful and pleasant life.

If this be so, then the duty of presidents, deans and professors is plain before them, to encourage able students of good personality to enter the teaching profession. There is great need for them in the faculty of every college. The argument that such students should follow the teacher's calling is fully justified.

M.