

The  
College  
Presidency  
1900-1960

An Annotated Bibliography

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## Foreword

**M**EMBERS of governing boards and others responsible for the selection of college and university presidents, as well as administrators and members of the faculties, recurringly need bibliographical information on one aspect or another of the college presidency. Office of Education staff members and other students of higher education also need such a research tool for their daily work.

Dr. Harold W. Dodds, president emeritus of Princeton University, and Dr. Felix C. Robb, Dean of George Peabody College, for their *Study of the College and University Presidency*, sponsored by the Carnegie Corporation, asked Dr. Walter Crosby Eells to prepare a bibliography on the Presidency. They have made it available to this Office for publication. We acknowledge our debt to them and their sponsor.

Dr. Hollis and Dr. Eells have modified the original bibliography somewhat, and have expanded and updated it. They join me in the hope that it will prove to be a convenient aid to busy administrators and board members, as well as to students of higher educational administration.

HOMER D. BABBIDGE, JR.,  
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# The College Presidency 1900-1960

## Introduction

**T**HOUSANDS of books, monographs, proceedings, and articles have been published concerning colleges and universities in the United States. As guides to this extensive literature, many bibliographies in the field of higher education in general, or special aspects of it, have been prepared. These vary greatly in comprehensiveness, in recency, and in usefulness. Few of them include informative annotations. None of them covers satisfactorily the office of the president—the prestige office of the American college and university world.

The purpose of this bibliography is to supply this lack of information for the more than 2,000 institutions of higher education in the country, each of which has a chief administrative officer, usually designated as *president*. Information concerning almost 700 publications<sup>1</sup> in this restricted but important field, published during the 20th century, will be found in the present bibliography.

The bibliography is designed to include information on significant publications on the college president and his responsibilities—but in a restricted sense. Because the responsibility of the president covers all phases of the administration of the institution over which he presides, all these aspects of the administration of higher education should be included in a bibliography on the presidency. Such a bibliography, however, would be too extensive and unwieldy to be most useful for studies designed to cover more specifically the field of the presidency as such. This, then, is not a general bibliography on college and university administration. It is a bibliography on the *college presidency*. For a general bibliography on *Administration of Higher Education*, prepared by the authors, see entry No. 8, on page 9.

<sup>1</sup> In addition to the 696 titles consecutively numbered, and analyzed in this introduction, five others were added in proof, Nos. 55a, 102a, 112a, 207a, and 450a, all published in 1960 or 1961, making a total of 700 titles actually included.

The aim has been to include only those publications from the general area of the administration of higher education which deal specifically, in whole or in part, with the responsibility of the president for special phases of administration. The extensive literature dealing with academic freedom in specific institutions (more than 400 titles since 1950 alone) has not been included, although many if not most of the publications in this controversial field usually have involved the president.

### Organization of Material

The body of the bibliography is divided into six major fields, with 14 subdivisions of two of them, as shown in the "Contents." These major fields are as follows:

Field	Num- ber	Per- cent
I. Reference .....	19	2.7
II. General and Composite.....	54	7.8
III. Selection and Qualifications.....	165	23.7
IV. Personal Factors.....	77	11.1
V. Duties and Responsibilities.....	328	47.2
VI. Biography .....	52	7.5
TOTAL .....	695	100.0

Thus it will be seen that information on personal factors, including age, degrees, salary, tenure, and retirement, make up almost one-quarter of the total number. Information on duties and responsibilities of the president (in general and to boards of control, business officers, librarians, faculty, students, alumni, and the general public) comprise almost half of the total number. No systematic effort was made to include in the final section all available biographical material that has been published in the 20th century. This section could have been greatly extended.

Each publication is listed only once in the bibliography—under that one of the six major topics or their subdivisions judged to be most appropriate. Numerous cross references, totaling more than 500, are indicated under most of the topics, when an entry covers two or more fields. Entries are arranged alphabetically in each section under the name of the author or editor. When two or more publications are credited to the same author, the arrangement is chronological. The index will enable the user to find all publications by any one author even though they have been placed in different sections.

## Annotations

The most important feature of the bibliography, in the judgment of the compilers, and that which required the greatest amount of time and professional judgment, is the annotations which accompany almost all of the entries. A title alone often gives little or no information concerning the nature and value of the contents. Whenever possible a brief quotation has been used when it was felt that it would best present succinctly the spirit and content of the original contribution. Such quotations will be found for a majority of the entries. A few entries, less than a half dozen in all, which were not available for examination, have been included on the basis of the title only. For many of the books, references are given to signed reviews, but no systematic effort has been made to make this feature complete.

## Authorship

A feature somewhat rare in bibliographies has been the systematic effort to give supplementary information concerning the author, particularly to indicate the institutional or other connection of the author of each article or book. Often it is quite significant to know not only *what* is said, but *who* said it. A writer's official position often adds significance to the information reported or the judgments expressed by him. Such information is particularly important regarding authors who are or have been college or university presidents—with whatever of professional knowledge and experience, or of possible professional bias, may be indicated by this fact.

Usually this information, when given, refers to the author's position at the time of publication of his contribution, as shown in connection with the book or article itself, but often additional information has been supplied, particularly when it involves earlier or later occupation of the presidency on the part of the author. More than 46 percent of the entries under personal authorship were written by men who are or have been presidents of institutions of higher education in the United States.

In a bibliography covering publications of more than a half century, birth years, and death years of those no longer living, have some interest and significance. It has been possible to secure birth years for the authors of more than 80 percent of the publications of personal authorship, and death years for almost a third of them. Others are known to have died, but dates of death could not have been easily found.

Only 4 percent of the authors are women, and none of these were college presidents. Not many women are presidents of colleges, although one study made 30 years ago of 600 liberal arts colleges found 50 women presidents. (See No. 59.) None of these, however, appear to have written anything regarding the office which they held.

### Dates of Publication

The dates of publication of the 695 entries in the bibliography may be summarized as follows:

<i>Decade</i>	<i>Num- ber</i>	<i>Per- cent</i>
1900-1909.....	58	8.3
1910-1919.....	77	11.1
1920-1929.....	61	8.8
1930-1939.....	145	20.9
1940-1949.....	133	19.1
1950-1960.....	221	31.8
Total.....	695	100.0

Thus it appears that more than half of the publications listed have appeared in the past 20 years, almost a third of them during the past decade. No publications prior to 1900 have been included. This is a 20th century bibliography. It is far from complete, however, for the earlier years, only the more significant contributions being included before 1930. Thus one bibliography on the presidency (No. 13) lists 149 publications which appeared between 1900 and 1917. Only about a quarter of these are included in the present bibliography.

### Index

A comprehensive index includes the names of all individuals, institutions, organizations, and periodicals, not only those given in the citations but also in the annotations. It also includes many topics in greater detail than given in the topical organization of the volume.

## Periodicals Cited

FOLLOWING is a list of the periodicals cited in this bibliography, with abbreviations used for them, and place of publication.

- AAUP Bull.* American Association of University Professors Bulletin, Washington, D.C.
- AAUW Jour.* American Association of University Women Journal, Washington, D.C.
- Amer. Asso. Coll. Reg. Jour.* American Association of Collegiate Registrars Journal, Allentown, Pa. (College and University, after July 1947.)
- Amer. Mercury.* American Mercury, New York, N.Y.
- Amer. Quart.* American Quarterly, Philadelphia, Pa.
- Amer. Scholar.* American Scholar, Washington, D.C.
- America.* America, New York, N.Y.
- Asso. Amer. Coll. Bull.* Association of American Colleges Bulletin, Washington, D.C. (Liberal Education after 1958.)
- Atlantic.* Atlantic Monthly, Boston, Mass.
- Boston Transcript.* Boston Transcript, Boston, Mass.
- Bull. Texas Tech. Coll.* Bulletin of the Texas Technological College, Lubbock, Tex.
- Cath. Educ. Review.* Catholic Educational Review, Washington, D.C.
- Cath. Sch. Jour.* Catholic School Journal, Milwaukee, Wis.
- Cath. World.* Catholic World, New York, N.Y.
- Century.* Century Magazine, New York, N.Y.
- Christ. Cent.* Christian Century, Chicago, Ill.
- Christ. Educ.* Christian Education, New York, N.Y. (Christian Scholar with Vol. 36, 1953.)
- Christ. Educ. Mag.* Christian Education Magazine, Nashville, Tenn.
- Christ. Scholar.* Christian Scholar, New York, N.Y. (Christian Education before Vol. 36, 1953.)
- Coll. & Res. Lib.* College and Research Libraries, Chicago, Ill.
- Coll. & Univ.* College and University, Allentown, Pa. (American Association of Collegiate Registrars Bulletin before October 1947.)
- Coll. & Univ. Bus.* College and University Business, Chicago, Ill.
- Coll. Pub. Rel. Quart.* College Public Relations Quarterly, Washington, D.C.
- Commonweal.* Commonweal, New York, N.Y.
- Cornell Alumni News.* Cornell Alumni News, Ithaca, N.Y.
- Cosmopolitan.* Cosmopolitan, New York, N.Y.
- Current Lit.* Current Literature, Columbus, Ohio.



- Current Opinion.* Current Opinion, New York, N.Y.
- Detroit News.* Detroit News, Detroit, Mich.
- Dial.* The Dial, New York, N.Y.
- Diss. Abstracts.* Dissertation Abstracts, Ann Arbor, Mich. (Microfilm Abstracts before Vol. 12, 1952.)
- Educ.* Education, Boston, Mass.
- Educ. Adm. & Sup.* Educational Administration and Supervision, Baltimore, Md.
- Educ. Digest.* Education Digest, Ann Arbor, Mich.
- Educ. Forum.* Educational Forum, Tiffin, Ohio.
- Educ. Outlook.* Educational Outlook, Philadelphia, Pa.
- Educ. Record.* Educational Record, Washington, D.C.
- Educ. Review.* Educational Review, New York, N.Y.
- Forum.* The Forum, New York, N.Y.
- Golden Book.* Golden Book, New York, N.Y.
- Harpers.* Harper's Magazine, New York, N.Y.
- Harpers Bazaar.* Harper's Bazaar, New York, N.Y.
- Harpers Weekly.* Harper's Weekly, New York, N.Y.
- Harvard Educ. Review.* Harvard Educational Review, Cambridge, Mass.
- Higher Educ.* Higher Education, Washington, D.C.
- Ill. Teach.* Illinois Teacher, Springfield, Ill.
- Improv. Coll. & Univ. Teach.* Improving College and University Teaching, Corvallis, Oreg.
- Ind. & Eng. Chem. News Edn.* Industrial and Engineering Chemistry, News Edition, Washington, D.C.
- Independent.* Independent, New York, N.Y.
- Jour. Educ.* Journal of Education, Boston, Mass.
- Jour. Eng. Educ.* Journal of Engineering Education, Urbana, Ill.
- Jour. Higher Educ.* Journal of Higher Education, Columbus, Ohio.
- Jun. Coll. Jour.* Junior College Journal, Washington, D.C. and Austin, Tex.
- Lad. Home Jour.* Ladies Home Journal, Philadelphia, Pa.
- Lib. Educ.* Liberal Education, Washington, D.C. (Association of American Colleges Bulletin, before 1959.)
- Lib. Jour.* Library Journal, New York, N.Y.
- Life.* Life, New York, N.Y.
- Lit. Digest.* Literary Digest, New York, N.Y.
- McCall's.* McCall's Magazine, New York, N.Y.
- Miss. Val. Hist. Review.* Mississippi Valley Historical Review, Lincoln, Nebr.
- N.Y. Her.-Trib. Book Rev.* New York Herald-Tribune Book Review, New York, N.Y.
- N.Y. Times.* New York Times, New York, N.Y.
- N.Y. Times Book Review.* New York Times Book Review, New York, N.Y.
- N.Y. Times Mag.* New York Times Magazine, New York, N.Y.
- Nation.* The Nation, New York, N.Y.
- Nation's Schools.* The Nation's Schools, Chicago, Ill.
- NBA Jour.* National Educational Association, Journal, Washington, D.C.

- NBA Research Bull.* National Education Association Research Bulletin, Washington, D.C.
- New England Mag.* New England Magazine, Boston, Mass.
- New Republic.* The New Republic, New York, N.Y.
- New Yorker.* The New Yorker, New York, N.Y.
- Newsweek.* Newsweek, New York, N.Y.
- North Amer. Review.* North American Review, New York, N.Y.
- North Central Assoc. Quart.* North Central Association Quarterly, Chicago, Ill.
- Peabody Jour. Educ.* Peabody Journal of Education, Nashville, Tenn.
- Peabody Reflector.* Peabody Reflector, Nashville, Tenn.
- Personnel Jour.* Personnel Journal, Swarthmore, Pa.
- Phi Delta Kappan.* Phi Delta Kappan, Bloomington, Ind.
- PMLA.* PMLA, Publication of the Modern Language Association of America, New York, N.Y.
- Pop. Sci. Month.* Popular Science Monthly, New York, N.Y.
- Pride.* Pride, Washington, D.C.
- Quart. Jour. Univ. No. Dakota.* Quarterly Journal of the University of North Dakota, Grand Forks, N. Dak.
- Reader's Digest.* Reader's Digest, Pleasantville, N.Y.
- Review of Reviews.* Review of Reviews, New York, N.Y.
- S.F. Chronicle.* San Francisco Chronicle, San Francisco, Calif.
- Sat. Eve. Post.* Saturday Evening Post, Philadelphia, Pa.
- Sat. Review.* Saturday Review, New York, N.Y. (Formerly, Saturday Review of Literature.)
- Sat. Review Lit.* Saturday Review of Literature, New York, N.Y. (Later, Saturday Review.)
- Sch. & Soc.* School and Society, New York, N.Y.
- Sch. Review.* School Review, Chicago, Ill.
- Science.* Science, Washington, D.C.
- Scient. Month.* Scientific Monthly, Washington, D.C. (Merged with Science. January 1958.)
- Scribners.* Scribners Magazine, New York, N.Y.
- Springfield Republican.* Springfield Republican, Springfield, Mass.
- Teach. Coll. Record.* Teachers College Record, New York, N.Y.
- Technology Review.* Technology Review, Cambridge, Mass.
- Think.* Think, New York, N.Y.
- Time.* Time, The Weekly Newsmagazine, New York, N.Y.
- Trustee.* Trustee Magazine, Nashville, Tenn.
- Understanding the Child.* Understanding the Child, Lancaster, Pa.
- Univ. Admin. Quart.* University Administration Quarterly, New York, N.Y.
- Univ. Quart.* Universities Quarterly, London, England.
- Unpopular Review.* Unpopular Review, New York, N.Y.
- Vital Speeches.* Vital Speeches of the Day, New York, N.Y.
- Wis. Jour. Educ.* Wisconsin Journal of Education, Madison, Wis.
- Yale News.* Yale News, New Haven, Conn.

# I. Reference

1. BIGELOW, KARL WORTH, 1898- . *Selected Books for the College and University Administrator*. New York: Bureau of Publications, Teachers College, Columbia University, 1958. 26 p. (Author: Professor of Higher Education, Teachers College, Columbia University.)

An annotated bibliography of 158 titles, arranged topically in eight main divisions and numerous subdivisions. Divisional headings: Reading for General Orientation, Reading Respecting the Purposes and Contemporary Character of Higher Education, Reading Relating to Organization and Administration, Reading Relating to Faculty, Reading Relating to the Instructional Program, Reading Relating to Students, Reading Relating to Financial and Business Problems, and Reading Relating to Public Relations and Fund-Raising. Earliest title, 1908.

2. BURCKEL, CHRISTIAN E., 1898- . ed. *The College Blue Book*. Yonkers, N.Y.: Christian E. Burckel, 1969. xxxii, 1168 p. 9th ed.

Claims to be "the most comprehensive work of reference of American Higher and Secondary Education ever published." Gives names of presidents or administrative heads for 11,586 institutions of higher education and their subdivisions in the United States in June 1958, with highest degree held and year of appointment (p. 2-176); also alphabetical list of chief administrative officers of institutions of higher education (p. 1119-1183). Earlier editions, with similar data: first, 1924; second, 1928; third, 1933; fourth, 1939; fifth, 1947; sixth, 1950; seventh, 1953; eighth, 1956. Tenth edition planned for 1962, and triennially thereafter.

3. CATTELL, JAQUES, and ROSS, E. E. *Leaders in Education: A Biographical Directory*. Lancaster, Pa.: Science Press, 1948. 1208 p. 3d ed.

Consists of biographies of educational leaders, including principal university and college presidents, living in 1948. Also list of educators who died after publication of the 1941 edition. "It is to be hoped . . . that *Leaders in Education* can be published in the future at

intervals of three years."—Preface. But unfortunately, none published since third edition.

*First edition*. J. McKeen Cattell, ed., 1932. 1037 p. Contains over 11,000 names.

*Second edition*. J. McKeen Cattell, Jaques Cattell, and E. E. Ross, editors, 1941. 1134 p. Contains about 17,500 names, also list of educators who died after publication of the 1932 edition.

4. CHAMBERS, MERRITT MADISON, ed., 1899- . *Universities of the World Outside U.S.A.* 1st. ed. Washington: American Council on Education, 1960. xvii, 924 p. (Author: Staff member, American Council on Education, Washington, D.C.)

Contains the names, under a wide variety of titles, of the chief administrative officer in more than 1,200 institutions of higher education in 77 countries. No more editions will be published by the American Council on Education. Its publication, in modified form, has been undertaken by the International Association of Universities, 19 Avenue Kleber, Paris XVI, France. See No. 14.

5. COOK, ROBERT CECIL, ed., and McDUFF, MARGIE McLEAN, assoc. ed. *Trustees, Presidents, and Deans of American Colleges and Universities, 1958-59*. Nashville, Tenn.: Who's Who in American Education, Inc., 1958. 375 p.

Includes biographical sketches of about one-third of the chairmen of the boards of control and seven-eighths of the presidents of the 1,200 colleges and universities in the United States and "a share of" the 6,000 deans. Has portraits of 710 of individuals included. Published biennially. An extension of 3 previous volumes, as follows: *Presidents of American Colleges and Universities*, vol. I, 1933-34; vol. II, 1953-54; and *Trustees and Presidents of American Colleges and Universities*, 1955.

6. ————. *Who's Who in American Education: An Illustrated Biographical Directory of Eminent Living Educators of the United States and Canada*. Nashville, Tenn.: Who's Who in Ameri-

Education, Inc., 1959. 1621 p. Vol. 19, 1959-60. Issued in alternate years since 1928.

Includes biographies of many college presidents. Most of them, except for the most recently appointed ones, are found in No. 5.

7. ELLIS, WALTER CROSBY, 1886-. *Surveys of American Higher Education*. New York: Carnegie Foundation for the Advancement of Teaching, 1937. xii, 538 p. Foreword by Henry J. Savage. (Author: Professor of Education, Stanford University.)

Analysis of the content and results of several hundred published and manuscript surveys of higher education made before 1934. Gives page references to discussion of the presidency in 34 of these surveys (p. 466).

8. ———, and HOLLIS, ERNEST V. *Administration of Higher Education: An Annotated Bibliography*. Washington: Government Printing Office, 1960. (U.S. Office of Education, Bulletin 1960, No. 7.) vii, 410 p. (Authors: With U.S. Office of Education.)

Contains more than 2,700 annotated references on various phases of higher education, 99 percent of them published in 1960 or later years. Includes many references on the college president and his duties and responsibilities. All significant references are included in the present bibliography.

9. FOSTER, J. F. ed. *Commonwealth Universities Yearbook, 1958: A Directory to the Universities of the British Commonwealth and the Handbook of Their Association*. London: Association of Universities of the British Commonwealth, 1957. xxvii, 1337 p. Foreword by Andrew Stewart, President, University of Alberta, Canada.

Gives names of chief executive officers, variously titled as Chancellor, President, Vice-Chancellor, Pro-Chancellor, Principal, Rector, Warden, etc., with degrees and their sources, for 129 universities and university colleges in Australia, Canada, Ceylon, Ghana, Hong Kong, India, Malta, New Zealand, Nigeria, Pakistan, Rhodesia and Nyasaland, Singapore-Malaya, South Africa, Uganda, United Kingdom, and West Indies. Other volumes of the *Commonwealth Universities Yearbooks*, 35 editions since the first one in 1914, give similar information concerning chief administrative officers. The present (1957) volume is the first one in the new form, approximating more closely *American Universities and Colleges*. See No. 11.

10. GLEAZER, EDMUND J., 1916-. *American Junior Colleges*. Washington: American Council on Education, 1960. xi, 564 p. 5th ed. (Author: Executive Director, American Association of Junior Colleges.)

Gives name of chief administrative officer, usually president or dean, in 576 accredited junior colleges. Similar information in four earlier editions, published by American Council on Education. First edition, 1940. x, 585 p. Walter Crosby Ellis, editor. Second edition, 1948. ix, 537 p. Jesse P. Bogue, editor. Third edition, 1952. x, 604 p. Jesse P. Bogue, editor. Fourth edition, 1956. xi, 584 p. Jesse P. Bogue, editor.

11. IRWIN, MARY, ed. *American Universities and Colleges*. Washington: American Council on Education, 1960. xiii, 1212 p. 8th ed. (Author: Editor, American Council on Education, Washington, D.C.)

Gives name of chief administrative officer, usually designated as president, in 1,063 regionally accredited American colleges and universities. For similar information for earlier years, see following editions of same work, all published by the American Council on Education: First edition, 1928. David Allan Robertson, editor. Covers 399 institutions. Second edition, 1932. xiv, 1066 p. John Henry MacCracken, editor. Covers 521 institutions. Third edition, 1936. xviii, 1120 p. Clarence Stephen Marsh, editor. Fourth edition, 1940. x, 1120 p. Clarence Stephen Marsh, editor. Covers 724 institutions. Fifth edition, 1948. xiii, 1052 p. A. J. Brumbaugh, editor. Covers 820 institutions. Sixth edition, 1952. xi, 1105 p. Mary Irwin, editor. Covers 904 institutions. Seventh edition, 1956. xiii, 1210 p. Mary Irwin, editor. Covers 969 institutions.

12. KIELL, NORMAN. *Periodical Literature on the College Presidency: 1932-1957*. *Sch. & Soc.*, 86: 176-177, Apr. 12, 1957. (Author: Faculty member, Brooklyn College, New York.)

"In the 25 years since 1932, 87 articles directly related to the American college and university presidency . . . have appeared in 15 professional journals: 16 in 1932-39, 13 in 1940-44, 35 in 1945-49, and 23 in 1950-57." Classifies them as dealing with Selection and Qualifications, 19; Statistical Studies, 17; General, 35; and Administrative, 16. (Note: Mr. Kiell has furnished the present compiler a complete list of the titles summarized above. All pertinent ones are included in the present bibliography.)

13. MACCAUGHEY, VAUGHN. *The College President: A Concise Bibliography. Soc. & Soc.*, 6: 474-478, Oct. 20, 1917. (Author: Faculty member, College of Hawaii.)

"The following list of references comprises a select bibliography upon the subject of the president of the American college and university. . . . The references begin with the year 1900." Includes 149 unannotated references, some of multiple type, arranged chronologically as follows: 1900, 4; 1901, 2; 1902, 4; 1903, 2; 1904, 2; 1905, 2; 1906, 8; 1907, 5; 1908, 6; 1909, 5; 1910, 6; 1911, 8; 1912, 12; 1913, 15; 1914, 14; 1915, 15; 1916, 27; 1917, 12. (Error in reference for D. S. Jordan. *Science*, 28: 298 (1905), should be *Science*, 28: 798, 1906.) Only about one quarter of the references listed are included in the present bibliography, the more significant ones being selected.

14. KEYES, H. M. R., ed., and AITKEN, D. J., asst. ed. *International Handbook of Universities, 1959*. Paris: International Association of Universities, 1959. xi, 338 p. 1st ed.

Gives names and titles of chief administrative officers and other information concerning institutions of higher education in 71 countries, not including the United States and countries of the British Commonwealth. This volume and Nos. 9 and 11 give worldwide coverage of institutions of higher education.

15. PALMER, ARCHIE MACINNES, 1896-. *A College President's Professional Library. Assoc. Amer. Coll. Bull.*, 16: 307-312, May 1930. (Author: Associate Secretary, Association of American Colleges, New York City; President, University of Chattanooga, 1938-42.)

"The following books have been selected in cooperation with the publishers and a group of college presidents as suitable books to be included in a college executive's professional library. The books were placed on exhibit at the sixteenth annual meeting of the Association of American Colleges, where they were inspected by the presidents, deans,

and other representatives of more than four hundred member colleges of the Association and were the center of considerable interest." Gives authors, titles, publishers, pagination, and price of 107 volumes.

16. *Who's Who in America: A Biographical Directory of Notable Men and Women*. Chicago: Marquis-Who's Who, Inc., 1960. 3356 p. Vol. 31, 1960-61.

The standard American biographical work of living individuals. Contains names and sketches of most college and university presidents. Published continuously since 1899. Revised and reissued biennially.

17. *Who's Who of American Women: A Biographical Dictionary of Notable Living American Women*. Chicago: Marquis-Who's Who, Inc., 1958. Vol. I (1958-59), 1st edition. 1438 p.

Includes biographical sketches, with emphasis on professional activities, of 19,000 women, including 1,800 college educators. To be revised and reissued biennially.

18. *Who Was Who in America: Companion Volume to Who's Who in America*. Chicago: A. N. Marquis Co., Vol. I, 1943. ix, 1396 p. Vol. II, 1950. 654 p. Vol. III, 1960. 959 p.

Vol. I contains the biographies of individuals listed in earlier volumes of *Who's Who in America* who died 1897-1942, with dates of death appended. Vol. II contains similar data for those who died in 1943-1950. Vol. III contains similar data for those who died in 1951-59. Includes many college and university presidents.

19. WILKINS, Mrs. THERESA BIRCH. *Education Directory, 1959-1960. Part 3: Higher Education*. Washington: Government Printing Office, 1959. 194 p. (Author: With U.S. Office of Education.)

Gives names of presidents and other chief administrative officers of 2,011 institutions of higher education in the United States. Revised annually. Similar editions back for many years.

## II. General and Composite

20. AAUW Standards Re-Applied. *AAUW Jour.*, 48: 239-242, May 1955.

A statistical study of the status of women as trustees, presidents, deans, and faculty members. "In 1937 there were 275 colleges for women; in 1952 there were 248. Ninety-eight of these were Catholic colleges in 1937, and 120 in 1952, and these schools are traditionally headed by women. Of the 94 non-Catholic senior colleges in 1937, only 14 had women presidents; of the 85 in 1952, 12 had women in this top administrative post." Makes similar comparisons for junior college heads in 1937 and 1952. "Opportunities for women are decidedly decreasing in a field which might well be considered theirs."

21. BENJAMIN, HAROLD, ed., 1893-. *Democracy in the Administration of Higher Education. Tenth Yearbook of the John Dewey Society.* New York: Harper & Bros., 1950. x, 240 p. (Author: Dean, College of Education, University of Maryland.)

Contains 14 chapters by various authors. For those pertinent to this bibliography, see: Benjamin, Harold, No. 85; Taylor, Harold, No. 65; Wiggin, Gladys A., No. 232.

22. BOARDMAN, MARTHA T. The College President Calls It a Year: A Review of College Reports. *Jour. Higher Educ.*, 7: 287-295, June 1936. (Author: Editorial assistant, Association of American Colleges, New York City.)

"The Editorial Assistant of the 'Bulletin of the Association of American Colleges' has condensed a wealth of material gathered from the reports of many college presidents into this interesting article."—Introductory Note. "This paper attempts to set forth typical points of view relative to outstanding phases of educational procedure discussed with some frequency by college presidents in their annual reports." Based on analysis of "reports from 65 institutions, 18 for women, 17 for men, and 35 coeducational" whose names are given. Numerous brief quotations from them are presented.

23. ———. The Annual Report of the College President. *Sci. & Soc.*, 44: 183-185, Aug. 8, 1936. (Author: See No. 22.)

"At the close of the academic year it is an established custom almost everywhere for the college presidents to report on the state of the institution, formally or informally, and this report is a significant document. . . . It has been the good fortune of the writer to have had access to some 75 of the latest presidents' reports." Names of institutions given with quotations from reports of several of them. Also considers reasons why some institutions do not print such reports.

24. BRICKMAN, WILLIAM W. University Chancellors and Presidents. *Coll. & Univ.*, 27: 391-394, April 1952. (Author: Associate Professor of Education, New York University.)

Discusses the varied nomenclature in use for heads of higher educational institutions—president, chancellor, vice-chancellor, provost, and chairman—and resultant confusion in the educational world. "It may be too much to ask of colleges and universities to bring about uniformity in terminology. . . . The most that can be hoped for is that institutions will think twice and act prudently whenever the question of nomenclature comes up."

25. BROWN, WILLIAM ADAMS, 1865-1943. *The Education of American Ministers.* New York: Institute of Social and Religious Research, 1934. Four vols. (Author: Faculty member, Union Theological Seminary, New York.)

An extensive study of many aspects of theological education. Vol. III, "The Institutions that Train Ministers," contains section, "The Presiding Officer" (p. 102-104), which considers his title (president used most frequently), qualifications, method of appointment, tenure, duties, and responsibilities.

26. CAMPBELL, DOAK S., 1888-. The Junior College Administrative Head. *Peabody Jour. Educ.*, 11: 53-57, September 1933. (Author: Faculty member,

George Peabody College for Teachers, Tennessee; President, Central College, Arkansas, 1920-28; President, Florida State University, 1941-1957.)

Based on replies from personal letters to 259 heads of junior colleges (public, 120; private, 139). Reports, separately for public and private institutions, official title, duties, degrees, salaries, age, and tenure. Conclusion: "With respect to the factors here presented, there are apparently no significant differences between administrators of public and private junior colleges."

27. CHASE, HARRY WOODBURN, 1883-1955. *The State University and the New South: Being the Proceedings of the Inauguration of Harry Woodburn Chase as President of the University of North Carolina*. Chapel Hill, N.C.: 1920. 104 p. (Author: President, University of North Carolina, 1919-30; President, University of Illinois, 1930-33; Chancellor, New York University, 1933-51.)

Contains addresses by Pres. Abbott L. Lowell of Harvard University, "The Higher Education and Its Present Task" (p. 26-35); Pres. John Grier Hibben of Princeton University, "Idealism in Education" (p. 36-39); Dr. Charles Riborg Mann, "Professional Training and Service," (p. 40-50); and inaugural address by Pres. Chase (p. 52-68), who says: "There is in all the world of education today no greater responsibility than that which rests on the state universities of the South."

28. COFFMAN, LOTUS DELTA, 1875-1938. *The State University: Its Work and Its Problems. A Selection from Addresses Delivered between 1921 and 1933*. Minneapolis: University of Minnesota, 1934. x, 277 p. (Author: President, University of Minnesota.)

"The papers included in this volume were selected as being among the most representative of President Coffman's public addresses, and as embodying his democratic philosophy of American higher education."—Preface. Contains 16 addresses, including his inaugural address, Minneapolis, May 12, 1921 (p. 1-25). "It is obvious that the head of a university like Minnesota can no longer know personally all or nearly all of his students. Something has been lost because these warm, intimate, and almost confidential relations which he once enjoyed with his students are no longer possible. But . . . every loss has its compensating gain. The president, with his small faculty, has been supplemented by a large faculty; the influence of a few by the influence of many; a few points of contact by many points of contact."

29. "College Presidents of the Same Name." *Association of American College Bulletin*, 31: 323-325, May 1945.

"Of the 604 present college presidents of the Association of American Colleges, the name of Smith, as would be expected, leads the list with seven names. . . . The number of college presidents with duplicate names is 87, more than one-seventh of the total membership." Names and institutions given.

30. CONSON, LOUIS DAMARIN, 1915-. *University Problems as Described in the Personal Correspondence Among D. C. Gilman, A. D. White, and C. W. Eliot*. Stanford, Calif.: Stanford University, 1951. Abstract in *Stanford University Abstracts of Dissertations . . . 1950-51*, p. 372-373.

Unpublished doctoral dissertation (Ed.D.). "The analysis of the ideas of these three great 19th century leaders of American higher education has been made under seven topics: (1) the functions of higher education, (2) the institutional structuring of these functions, (3) academic government, (4) academic administration, (5) the curriculum, (6) staff personnel, and (7) student affairs."

31. DEFERRARI, ROY J., ed., 1890-. *College Organization and Administration*. Washington: Catholic University of America Press, 1947. 408 p. (Author: Secretary General; Director of Summer Workshops; Catholic University of America.)

Contains address, "The Office of the President," (p. 94-108), by James A. Reeves, President, Seton Hall College, Pennsylvania. For summary, see No. 480.

32. ———, ed. *The Problems of Administration in the American College*. Washington: Catholic University of America Press, 1956. vii, 191 p. (Author: See No. 31.)

Proceedings of the Workshop on Problems of Administration in the American College, conducted at Catholic University of America. Contains address "The President and His Office" (p. 91-109), by Alfred F. Horrigan, President, Bellarmine College, Kentucky, summarized in No. 41. Volume also contains report "On the President's Office" (p. 175-179), summarizing results of seminar discussion on various topics: whether the president should teach, faculty meetings, publications, cooperation with other colleges, faculty recruitment, salaries, welfare, advisory board, and fund raising.

83. ———, ed. *Functions of the Dean of Studies in Higher Education*. Washington: Catholic University of America Press, 1957. vi,143 p. (Author: See No. 81.)

Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, Catholic University of America, June 15-26, 1956. Contains address "The Dean and the President" (p. 102-117), by Sister Angela Elizabeth Keenan, Dean, Emmanuel College, Massachusetts. "There are certain fundamental considerations unknown to secular colleges that complicate the problems of administration for Catholic colleges." Discusses them in some detail. Then considers "the larger responsibilities of the deans and presidents of our Catholic colleges to the cause of liberal education and the Church." Bibliography, 40 titles.

84. ———, ed. *Self-Evaluation and Accreditation in Higher Education*. Washington: Catholic University of America Press, 1959. xi,362 p. (Author: See No. 81.)

Proceedings of summer Workshop on Administration in Higher Education in Relation to Self-Evaluation and Accreditation, 1958. Contains address "The Appointment of the President, Dean, and Registrar" (p. 38-55), by Alfred F. Horrigan, President, Bellarmine College, Kentucky. Also other addresses on relation of the administration to faculty, alumni, academic affairs, registrar, student body, and finance. Also summaries of seminars "On the President's Office in Colleges for Women," directed by Sister M. Angela Canavan, President, Rosary Hill College, New York; and "On the President's Office in Colleges for Men," directed by George F. Donovan, Professor of Higher Education, Catholic University of America.

85. DODDS, HAROLD W., 1889- , Director; ROHR, FELIX O., Chief of Staff; and TAYLOR, R. ROHR, Assistant. *The College President at Work*. Publishers undetermined, 1961. (Authors: (1) President Emeritus, Princeton University; (2) Dean, George Peabody College for Teachers, Tennessee; (3) Assistant to President, University of Wisconsin.)

Final report of "The Study of the College Presidency," an investigation sponsored by the Carnegie Corporation of New York, and carried on from 1958 to 1961. For further details, consult President Dodds, College Road West, Princeton, N.J. It was for this study that the present bibliography was originally prepared in 1958. It has been revised to include publications appearing since its original preparation.

86. ELLIS, WALTER CROSBY, 1886- . *The Junior College*. Boston: Houghton, Mifflin Co., 1931. xviii,833 p. (Author: Professor of Education, Stanford University.)

Chapter 14, "The Administrative Staff" (p. 368-387), deals with title, training, professional advancement, educational experience, tenure, salaries, and duties of chief administrative officers of junior colleges, particularly of publicly controlled institutions.

87. ELLIOT, CHARLES WILLIAM, 1834-1926. *University Administration*. Boston: 1908. 206 p. (Author: President, Harvard University.)

The N. W. Harris Lectures for 1908 at Northwestern University. Includes six lectures: University Trustees, Alumni Influence, The University Faculty, The Elective System, Methods of Inspection, and The President and General Administration. "The president of a university is in the first place its chief executive officer. . . . There are American universities in which the president is not by right a full member of the board of trustees, but this is an unfortunate arrangement which diminishes to a serious degree the president's authority and influence." Discusses the powers and responsibilities of presidents in state universities, in privately endowed institutions, and in denominational colleges. "Presiding at all faculty meetings is an important part of the duty of the president of a well governed university, whether tax-supported or endowed. . . . The president of a university should never exercise an autocratic or one-man power." Reviews in *Nation*, 87: 551-552, December 1908; and in *Forum*, 41: 380-384, April 1909.

88. HILL, DAVID SPENCE, 1873-1951. *Control of Tax-Supported Higher Education in the United States*. New York: Carnegie Foundation for the Advancement of Teaching, 1934. 385 p. With preface by Howard J. Savage, Secretary of the Foundation. (Author: Staff Associate of the Foundation, New York, N.Y.)

Consists primarily of a section for each of the 48 States, with two introductory chapters. Contains section "The Place of the President" (p. 48-49). "The position of the president . . . remains important but anomalous, autocratic but often legally impotent, vaguely defined, yet conspicuous." Summarizes legal provisions with reference to the presidency—appointment, duties, relation to board of control, and other features in each State. Final chapter "The Outlook for Control of Tax-Supported Higher Education" includes brief section on the President (p. 365).



"Although the rightful place of the President will probably remain a controversial issue in higher education, his office, with modifications, is also likely to remain."

39. HOCKEMEYER, ETHEL ANNE. *College Presidents: On Higher Education for Women*. Unpublished master's thesis at the University of North Carolina, 1959. Abstract in *University of North Carolina Record*, No. 347, p. 61-62.

Attempts to show some of the main arguments for and against higher education for women presented since 1817 in 180 statements of 60 college presidents of 40 institutions located in 21 states.

40. HOGE, DOROTHY OTLEY. *The Rise of Women in Administrative Positions in the United States in the Nineteenth Century*. Unpublished master's thesis at George Washington University, 1939. 96 p. ms.

Discusses women in education before 1800; women pioneers in administrative educational work, 1800-1850; and the progress of women as administrators, 1850-1900.

41. HERRIGAN, Rt. Rev. ALFRED FREDERICK, 1914-. *The President and His Office: On the President's Office. In Problems of Administration in the American College* (Washington: Catholic University of America Press, 1956. Roy J. Deferrari, editor) p. 91-109, 175-179. See No. 32. (Author: President, Bellarmine College, Kentucky.)

States that his paper is a presentation particularly from the viewpoint of the Catholic college. Topics considered: Appointment of the President, Term of Office, Primary Duty of the President, The President and the Community, Other Duties, Interpretation, Internal Administration, Fund Raising. "The duties of the average American college president have become complex and even a little harrowing. . . . The average president survives in office for only about five or six years. This mortality rate may be sufficiently high to prompt the labor statisticians to look thoughtful and to ask some pointed questions. . . . Since all Catholic colleges in the United States are conducted either by a diocese or by a religious order, the appointment is a relatively simple matter. . . . Innumerable suggestions can be made as to the most important qualifications for a happy discharge of the duties of the president's office. The most most basic ones, deriving directly from our Catholic philosophy of education, hardly need comment here. . . . One enterprising selection committee . . . came to the conclusion that 38

to 45 years was the most desirable inaugural point. . . . In practice, 'absentee presidentism' frequently leads to the capital sin against good administration—the division of responsibility and authority . . . and the college is trapped in a morass of administrative indecisiveness. . . . One hears with sympathy of colleges burdened with a chief administrator who has not grasped the difference between having 30 years' experience and having one year's experience thirty times. . . . If the president and the catalog are not in enthusiastic agreement, one or the other should be changed. . . . American colleges and their president, it seems to me, have a most special obligation and opportunity." Bibliography, 21 books and 40 periodical articles.

42. HOUGHTON, Mrs. DOROTHY DEEMER, 1890-. *Women in Higher Education. In Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1949, p. 106-119.* (Author: Member for 11 years of Iowa State Board of Education.)

Includes consideration of Mary Lyon at Mt. Holyoke College, Alice Freeman Palmer at Wellesley College, and other pioneer woman educators. "There are 108 women college presidents of women's colleges in America today; there are 23 women presidents of co-educational colleges; two women presidents of teachers colleges, and 73 women presidents of professional schools."

43. HUGHES, RAYMOND MOLLYNEAUX, 1873-1958. *A Manual for Trustees of Colleges and Universities*. Ames, Iowa: Iowa State College Press, The Collegiate Press, 1944. ix, 166 p. (Author: President Emeritus, Iowa State College.)

Chiefly concerned with duties of trustees, but includes "The Duties and Responsibilities of the President" (p. 13-15); "Trustees and President" (p. 17-18); and "The President and the Faculty" (p. 18-21). One entire chapter devoted to "Appointment of the President" (p. 33-38): "The selection and appointment of a president is certainly one of the most important and usually the most difficult task that confronts the trustees. Fortunately, on the average, it has to be faced only once in six to ten years." Many specific suggestions given. "It is a good general rule that the president should be paid twice the salary of the highest paid professorial rank." Discusses especially tenure of the president. For extensive discussion of the volume by the author and others, See No. 44.

44. ———. *A Manual for Trustees of Colleges and Universities. In Association of Governing Boards of State Universi-*

ties and Allied Institutions, *Proceedings*, 1944, p. 93-113. Includes extensive discussion. (Author: See No. 43.)

"I want to express my appreciation of being permitted to be present here when you are discussing this little book." Refers to No. 43. "I have three things I want to say. I want to tell you why I wrote it, what I tried to do, and what I hope somebody else will do later along the same line." Dr. Hughes' presentation occupies 8 pages, followed by a 17-page report of discussion on many phases of the content of the volume, including relations of the president to the Board, functions of the president, relation of president to faculty, selection of president (including advantages and disadvantages of a faculty committee to assist), relations to Legislature, appointment of deans and department heads, and desirability of the president being a voting member of the Board.

45. KNIGHT, EDGAR WALLACE, 1886-1953. *What College Presidents Say*. Chapel Hill, N.C.: University of North Carolina Press, 1940. xvi, 377 p. (Author: Professor of Education, University of North Carolina.)

Contains hundreds of statements by American college presidents taken from inaugural addresses, reports to trustees, occasional addresses, and articles published during the past 75 years. "The presidents are potentially the most influential persons connected with these institutions. Their statements on educational and other questions are considered significant even though it has been said that public interest in the choice of a college or university president today is far less than that exhibited in a football coach."—Preface. Contains seven chapters: 1. The College Presidency. 2. The Purposes of Higher Education. 3. The Weaknesses of Higher Education. 4. Organization and Administration. 5. Faculty Relations. 6. Obligations to Society. 7. What Do They Say—a Summary. First chapter, "The College Presidency," is in two parts. The first part quotes 25 general statements, varying in length from a few lines to several pages, regarding different phases of the presidency; the second part gives extracts from 38 inaugural addresses, classified as (1) General Characteristics, (2) Faith of Our Fathers, and (3) Money! Money!! Money!!! Other chapters contain hundreds of quotations of greatly varying length. In each chapter or section arrangement is chronological.

46. LEONARD, ROBERT JOSSELYN, 1885-1929; EVELDEN, EDWARD SAMUEL, 1884-1957; and O'REAR, FLOYD BARRETT, 1896-. *Survey of Higher Education for the United Lutheran Church in America*.

New York: Bureau of Publications, Teachers College, Columbia University, 1929. 3 vols. xxxiii, 623 p.; xvii, 612 p.; xii, 389 p. (Authors: (1) Director of School of Education; (2) Professor of Education; (3) Assistant Professor of Education; all of Teachers College, Columbia University.)

Vol. I, Chapter 4, "Government of the Colleges" (p. 81-173), deals with the employment of a president, contract, and tenure (p. 85-86), and presents in tabular form the president's status on the board of trustees (p. 156-157).

Vol. II, Chapter 1, "Present Incumbents of the Office of President" (p. 13-17), gives data on age, place of birth, nationality, degree, educational preparation, educational experience, ministerial experience, salaries and compensation, church affiliation, dependents, insurance, years in the presidency, and general qualifications of the presidents of the 15 colleges included in the Survey. Also discusses "The Responsibilities of the President," (p. 17-33), including his relation to the board of trustees, to Lutheran organizations, to the public, to intellectual and cultural life through award of honorary degrees, to administrative officers, to faculty, and to students. Makes numerous related recommendations adapted to the individual institutions studied.

47. LINDSAY, ERNEST EARL, and HOLLAND, ERNEST OTTO, 1874-1950. *College and University Administration*. New York: The Macmillan Co., 1930. xv, 606 p. (Authors: (1) Head, Department of Educational Administration, University of Pittsburgh; (2) President, Washington State College.)

Considers the office of president (p. 23-25), his salary (p. 413), and 60 other references to various phases of the presidency given in index. Contains a bibliography on the presidency, 21 titles, (p. 32-33). "Today there is an earnest attempt by a number of the leading schools of education to offer instruction to actual and prospective college and university deans and presidents of institutions of higher learning. Such courses are undoubtedly helpful." Discusses various qualifications of the president. "Finally the college or university executive must be able to say frankly when he has made a mistake. It is necessary for him to say this frequently."

48. McHENRY, DEAN E., 1910-. *The University of Nevada: An Appraisal. Report of the University Survey*. Carson City: State Printing Office, 1957. (Nevada Legislative Council Bureau,

Bulletin No. 28.) xvi, 291 p. (Author: Director of the Survey.)

In 17 chapters, covers all major phases of the work of the University. Section on "The University Presidency" (p. 61-68) discusses the nature of the office, summary of accomplishments and failures, the choosing of a president, and some presidential problems.

49. MOVEY, FRANK LEROND, 1869-1953. *The Office of University President. Quart. Jour. Univ. North Dakota*, 10: 303-313, April 1920. (Author: President, University of Kentucky.)

"This paper is written, according to the instructions of the editor, from the viewpoint of the present rather than from the guesses about the future. It is confined to a present-day consideration of the office and will endeavor to discuss . . . some of the more conspicuous elements of the problem"—counselors, evolution of the office, the selection of presidents, tenure of office, the elements in administrative problems, the board of trustees, the teaching staff, recruiting of staffs, the faculty as an essential element, academic freedom, appointments and salaries, the university plant, the president and the students, the alumni, and the office and the public.

50. ——— and HUGHES, RAYMOND MOLLYNEAUX, 1873-1958. *Problems of College and University Administration*. Ames, Iowa: Iowa State College Press, 1952. xiv, 326 p. (Authors: (1) Former President, University of North Dakota and University of Kentucky; (2) Former President, Miami University and Iowa State College.)

"The two authors of this book . . . were college teachers with more than 25 years of experience and they have served a period of 56 years as presidents of four institutions of higher education. After retirement from active service, they agreed at the close of one pleasant visit to join in writing a book based on their experience and observations of the various problems which arise in college administration. . . . The two colleagues present in this book more than a hundred aspects of college administration as they have met them in office or as they have reached conclusions about these problems in recent years. In planning the book it was agreed that each author would write on any topic suggested which interested him, whether he agreed or disagreed with his colleague. Each topic has been initialed to identify the writer. . . . It attempts to deal with many of the problems met by college presidents and other administrators."—Preface. Chapter I, "The New President" (p. 3-46), covers many topics in-

cluding What is Expected of the President, The President's Time, The President's Wife, Entertainment Problems, and How Long Should the President Serve. Chapter II, "The President and the Trustees" (p. 47-82). Chapter V, "The President and the Faculty" (p. 151-178). Chapter VII, "The President and the Alumni" (p. 223-246). Reviews by O. Tead, *Educ. Forum*, 17: 372-373, March 1953; by J. D. Russell, *Jour. Higher Educ.*, 24: 52-53, January 1953; by R. Basler, *Jun. Coll. Jour.*, 23: 229-242, December 1952; and by K. W. Bigelow, *Teach. Coll. Record*, 54: 224-226, January 1953.

51. MONTGOMERY, ROBERT NATHANIEL, ed., 1900-. *The William Rainey Harper Memorial Conference: Held in Connection with the Centennial of Muskingum College, New Concord, Ohio, October 21-23, 1937*. Chicago: University of Chicago Press, 1938. xi, 167 p. (Author: President, Muskingum College, Ohio.)

"The College, wishing to honor the memory of its illustrious graduate, William Rainey Harper, who rendered such significant service to higher education in America, planned this memorial conference. . . . Through the work of President Harper at the University of Chicago new impetus and inspiration were given to many of the colleges and universities of the country. It was our hope that those attending this Conference might catch something of the progressive spirit of President Harper."—Foreword. Contains 15 addresses, and reports of five Round Table discussions. For those pertinent to this bibliography, see Vincent, George B. (2), Nos. 480 and 693; Harper, William R., No. 131; Harford, Charles N., No. 130; Rockefeller, John D. Jr., No. 682; Rightmire, George W., No. 681; and Montgomery, Robert N., No. 671.

52. NIMKOFF, MEYER FRANCIS, 1904-, and WOOD, ARTHUR L. *Women's Place Academically: The Share of Administration and Academic Leadership Assigned to Women in Women's Colleges. Jour. Higher Educ.*, 20: 28-36, January 1949. (Authors: Members of Seminar in Social Research, Bucknell University, Pennsylvania.)

Reports number of women as administrators in women's colleges for four different types at different periods. Conclusion: "The women's colleges furnish women with the fullest opportunities for educational leadership. However, the women's colleges do not furnish women with as many attractive positions of leadership as the men's college provides for men. The higher women climb up the educational ladder, the more difficult they find the going in competition with men."

53. OXNAM, ROBERT F. *The Presidents of the Liberal Arts College in California: A Study of Some Elements in College Administration*. Los Angeles, Calif.: 1948. Abstract in University of Southern California, *Abstracts of Dissertations* . . . 1948, p. 160-164.

Unpublished doctoral dissertation (Ph.D.) at University of Southern California. "The purposes of this study . . . were to ascertain the responsibility and authority of the president, to determine the relationship of the president to the board of control or other higher agency, to determine the relationships of the president to internal organization, to study the activities of the president in promoting the interests of the college, and to discover the operation of some general administrative principles in the area of higher education. . . . Bibliographical and interview methods were used."

54. PECK, HARRY THURSTON. *President Elliot and His Book*. *Forum*, 41: 380-384, April 1909.

Extended review of Charles W. Elliot's *University Administration* (See No. 37), and considerable characterization of its author.

55. *Presidents of American Colleges and Universities Who Are Yale University Graduates*. *Sch. & Soc.*, 43: 800-810, June 13, 1936.

"Fifty Yale University graduates are presidents of American colleges and universities. . . . Of the 184 colleges and universities which rank highest among America's institutions of higher learning, more than one-third, at one time or another, have been presided over by men who had received Yale training." Names many of them, beginning with Jonathan Dickinson in 1747, first president of the College of New Jersey, now Princeton University.

55a. RAINEY, HOMER P., 1896- . *How Shall We Control Our Universities? Why College Presidents Leave Their Jobs*. *Jour. Higher Educ.*, 31: 376-383. October 1960. (Author: Professor of Higher Education, University of Colorado; formerly President, University of Texas.)

A penetrating discussion of the question: "What are the conditions and factors that surround the presidency of America's higher institutions of learning that make it less desirable and attractive than it once was?" States that "It is the belief of this writer that the fundamental difficulty with the office of university president arises out of the current

system of controlling modern universities. . . . He has vast responsibilities for all phases of the life and welfare of the university, but he has no power." Conclusion: "Under the present system of university control and administration, a university presidency is a hazardous and often frustrating experience. It offers little or no security, very little of opportunity for educational statesmanship, and, perhaps most important of all, little opportunity for self-realization."

56. REEVES, FLOYD WESLEY, 1890- , and RUSSELL, JOHN DALE, 1895- . *College Organisation and Administration: A Report Based upon a Series of Surveys of Church Colleges*. Indianapolis, Ind.: Board of Education, Disciples of Christ, 1929. 324 p. (Authors: (1) Dean, School of Education; (2) Professor of Education; both of University of Kentucky.)

"The data used in this volume are drawn chiefly from surveys made of sixteen colleges and universities affiliated with the Board of Education of the Disciples of Christ. Five additional sources are used to some degree." A comprehensive study of all major phases of college organization and administration. Specific consideration of "The President" (p. 64-66), and incidental references elsewhere covering especially his selection, training, functions, and relations to faculties.

57. REEVES, FLOYD WESLEY, 1890- ; KELLY, FREDERICK JAMES, 1880-1959; RUSSELL, JOHN DALE, 1895- ; and WORKS, GEORGE ALAN, 1877-1937. *The Organisation and Administration of the University*. Chicago: University of Chicago Press, 1933. xv, 151 p. (The University of Chicago Survey, Vol. 2.) Authors: (1) Professor of Education, University of Chicago; (2) With U.S. Office of Education; (3) Professor of Education, University of Chicago; (4) Professor of Education, University of Chicago.

Chapter 4, "Operating the University: The Office of the President" (p. 42-59), and incidental references to the president elsewhere (see index). Chapter 4 deals with Responsibilities of the President, Organization of the President's Office, Distinctive Functions of the President's Office, Policies in Dealing with the Budget, Proximity of Central Administrative Offices to Each Other, Vice-President and Dean of Faculties, Summary and Recommendations. "At the heart of the educational organization is the President's Office." Quotes By-Laws stating the official duties of the president. "But the real responsi-

bilities of the President extend beyond this official picture. In the eyes of the public, the President is the personification of the University. He represents it before the people. He defends its policies. He provides the vision to inspire its major developments and the statesmanship to lead it through the changes which these developments involve. To hold such an office is a severe test of any man's strength and ability."

58. REMMERS, HERMAN HENRY, 1892- , and HOBSON, ROBERT L. *The Purdue Rating Scale for Administrators*. Lafayette, Ind.: Purdue University, Division of Educational Reference, 1947 (Bulletin No. 2 of College and University Staff Evaluation).

59. ROBINSON, FRANK BERTRAND, 1883-1941. *Women as Prospective College Presidents*. *Sch. & Soc.*, 30: 245-252, Aug. 24, 1929. Also in National Association of Deans of Women, *Proceedings*, Cleveland, 1929. (Author: President, College of the City of New York.)

Address at meeting of the National Association of Deans of Women, Cleveland, February 1929. Based in part on answers from outstanding executives to four questions: (1) Who was or is the ablest woman president of a woman's college? Why? (2) Who was or is the ablest man president of a woman's college? Why? (3) Is it better to have a man or a woman at the head of a woman's college? Why? (4) Why do able women rise to the rank of deans and then have little or no prospect of appointment as president? Reports studies of some 600 liberal arts colleges. Finds no women as presidents of any men's or coeducational colleges; a total of 123 women's colleges had 50 women as presidents: 10 publicly controlled ones had no women as presidents; 38 Catholic ones had all women as presidents; 43 Protestant ones had 2 women as presidents; and 10 nonsectarian ones had 10 women as presidents. Considers the major duties of a college president and the capacities of women to meet them—continuation of activities of the college, broad understanding of society, selection of faculty, technical and business ability, relation to students, relation to members of governing board, and representative of the college externally. States that "just now one has a better chance to get a successful president from men in the educational market than from available women." Considers several reasons for this situation, including marriage and recency of women as educators on the college level. Conclusion: "In small, separate colleges for women I favor the woman president, but I am frank to say at this particular

time, with the present supply clearly in mind, I estimate that there are many more men who qualify as scholars, coordinators, and leaders than women."

60. SAMMARTINO, PETER, 1904- . *The President of a Small Collège*. (Illustrated by Abbi Damerow.) Rutherford, N.J.: Fairleigh Dickinson College Press, 1954. 163 p. (Author: President, Fairleigh Dickinson College, N.J.)

Dedicated to "Sally, who, like the wives of all college presidents, takes care of the loose ends after the 'major' decisions are made." Preface states: "This little book is meant for the administrator or the prospective administrator of a small college. . . . There are many fine books on college administration, but they are concerned primarily with large institutions." Based largely on personal experience and judgment and written in somewhat informal style. Chapters: The President's Life, The College Beehive, Departmental Organization, Public Relations, Evaluation of Instructors, Guidance of Students, Fund Raising, Alumni, Parents, Food Service, Office Management and Sundry Matters, Custodial Service and Construction, Library, New Campus.

61. SCHMIDT, GEORGE PAUL, 1894- . *The Old Time College President*. New York: Columbia University Press; London: P. S. King & Son, Ltd., 1930. 251 p. (Columbia University Studies in History, Economics, and Public Law, No. 317.) (Author: Faculty member, Concordia College, Fort Wayne, Ind.)

Doctoral dissertation (Ph. D.) at Columbia University. "An examination of conditions in American colleges before 1860 reveals the fact that in nearly all of them the most important person of the establishment was the president. . . . The college president, then, is the subject of this study. No attempt has been made to give complete detailed biographies of any of the men, not even the greatest. Naturally there are outstanding leaders who come in for a larger share of attention than the rest, but the purpose throughout has been to include many representative figures so that a composite picture might emerge that would be trustworthy and accurate." Chapter titles: The Scene of Action, The Office, The Educator, The Bearer of the Old Tradition, Some Prophecy of New Ideals, The Patriot, The Religious Leader, The Passing of the Old Time College President. "The old time college president has had his day, but he has not ceased to be." Bibliography, 369 titles. See also No. 200.

62. SILVERMAN, OSCAR ANSELL, 1903- , and CAPEN, SAMUEL PAUL, 1878-1956. *The Management of Universities*. Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii, 287 p. With foreword by Chancellor T. Raymond McConnell. (Authors: (1) Faculty member; (2) Chancellor; both of University of Buffalo.)

Contains a brief sketch of life of Chancellor Capen and selections from his major addresses. "The materials which make up this volume have been selected—chiefly by Mr. Capen—from a considerable body of papers and speeches on education written or delivered in the past forty years." Three of the addresses concern especially the college presidency.

"Who Should Manage Universities, and How?" (p. 1-21) was a paper given before the Thursday Club, of Buffalo, January 13, 1949. Answer: "Boards and presidents and faculties jointly. And how? By both formal and informal cooperation and in a spirit of mutual confidence and respect." Good historical review. "Sometimes, when diplomacy was not thought necessary and when a board's ire was thoroughly aroused, a fine new energetic president would be brought in to clean house. The resulting sanitary operation generally made the job done on the Augean stables look distinctly primitive."

Second article, "The Grand Plan—The President's Chief Preoccupation" (p. 66-73), was address at inauguration of Albert N. Jorgensen as president of Connecticut State Teachers College, June 12, 1936. "Is the presidency itself a profession? A profession has three characteristics which taken together distinguish it from other kinds of occupations. . . . The college presidency is not a profession. What is it then? It is an opportunist's job. . . . Like other opportunist's jobs, one learns it by trying it. And some very promising neophytes fail."

Third article, "Presidents New and Then" (p. 74-82), was address at inauguration of Leonard Carmichael as president of Tufts College, November 4, 1938. "Once a college president, always a college president probably goes beyond the truth, but not much beyond. A conservative estimate of the number of college presidents now extant in the United States and identifiable as such by the general public might be 2,500, enough to populate a city of the minimum size recognized by the census. The imagination balks at the conception of life in a city so populated. . . . But college presidents are and always have been objects of much more general interest than their scarcity would suggest." Discusses two significant reasons for such interest. "If the president can no longer

be what he once was, what is now his role? I offer you this brief formula which is admittedly incomplete."

63. STANFORD, EDWARD VALENTINE, 1897- . *Administrative Problems of the Catholic College*. *Cath. Educ. Review*, 46: 555-567, November 1948. (Author: Rector, Augustinian College, Catholic University of America.)

On the basis of 12 years of experience as president of Villanova College, Pennsylvania, discusses incisively qualifications of the college president, selection of a college president, duties of a college president, and external obligations of a college president. Comments unfavorably on the practice in some Catholic colleges in withholding the title of "president" from the actual administrative head of the institution. Bibliography, 17 titles, annotated.

64. STOKER, HAROLD WALTER, 1903- . *The American College Presidency*. New York: Harper & Bros., 1959. ix, 180 p. One chapter, "The College President as an Educational Philosopher," preprinted in *Sch. & Soc.*, 87: 25-30, Jan. 17, 1959. (Author: President, Queens College, New York.)

"This book is not a guide to the would-be college president, nor a handbook on how to administer the office. It is meant, rather, as an interpretation of an important part of higher education, a report on some of the problems of the president, and an indication of some of the pleasures and pains of his position." Ten chapters: I. The Vested Authority. II. Personal Problems. III. The Administrator. IV. Everything Takes Money. V. Boards of Trustees. VI. Public Relations. VII. Among the Scholars. VIII. The Students. IX. The Uneasy Campus. X. The Uses of a Philosophy of Education. Bibliography, 36 titles. Review by T. R. McConnell, *AAUP Bull.*, 45: 291-294, June 1959.

65. TAYLOR, HAROLD, 1914- . *The Task of College Administration*. In *Democracy in the Administration of Higher Education* (No. 21.), p. 25-47. (Author: President, Sarah Lawrence College, N.Y.)

"During the past five years, the college president in America has had the honor of being described, discussed, analyzed, and pitted in the journals and in the press on an average of half a dozen times a month. His responsibilities as a thinker, manager, speaker, leader, social critic, and fund-raiser have been noted and appraised. Advice to him has come from business men, politicians, faculty members, students, parents, alumni, trustees, and people whom he meets on buses.

Naturally enough, Mr. Hutchins has written about him. . . . None of the advice from any of these sources has been of any use at all to the college president himself." Discusses following topics: What Kind of Administration Is Needed, The President's Job in Making Appointments, The President's Job in Policy Making, The People Make Policy in Action, Academic Rank by Function, The President's Job as Executive, The President as Chairman of Teachers, Strong and Weak Presidents, Strong and Weak College Communities, Some Conditions of Democratic Administration. Conclusion: The president's "chances of success are greatest when he conceives of himself as the executive officer of a community of scholars, and as one determining factor in the organic process of change which occurs in social institutions."

66. THWING, CHARLES FRANKLIN, 1853-1937. *College Administration*. New York: The Century Co., 1900. 321 p. (Author: President, Western Reserve University and Adelbert College, Ohio.)

"This is, I think, the first book published on the administration of the American College."—Prefatory Note. Chapter 3, "The College President" (p. 49-61), discusses, with examples, three types of American college presidents—"The earliest was the clerical, the second the scholastic, and third was, and is, the executive type." States that "The college president of today is an administrator. In his work as administrator are found many elements." Discusses financial ability, ability to get on with men, ability to see things in proportion, possession of common sense, cooperation and devotion, leadership, power of inspiration, openness to suggestion, good judgment of men, appreciation of scholarship, commanding confidence of the people, believer in essential Christianity. "I should not close this chapter without recording even briefly a sense of the satisfaction which belongs to the President of an American College. This satisfaction is manifold. . . . These seven opportunities represent the mighty satisfactions which the College President enjoys. They help to constitute his work as one of the most interesting and happiest works which it is given to any man to do." This chapter is somewhat amplified in his later volume, *The College President*, No. 68.

67. ———. *The American College*. New York: Platt & Peck Co., 1914. 294 p. (Author: see No. 66.)

Contains section, "The President" (p. 38-49), discussing difficulties, perils, misunderstandings, satisfactions, and joys of a college president. Amplified in his later volume *The College President* (No. 68).

68. ———. *The College President*. New York: The Macmillan Co., 1926. x, 345 p. (Author: President Emeritus, Western Reserve University and Adelbert College, Ohio. President, 1890-1921.)

"In no small part, the volume comes out of a direct experience as president, covering many years. . . . Yet the book has a look toward the future, as well as toward the past. . . . I wish I could make the presidents of the next decade feel how deep and how real is my wish for the best things for them." Contains six chapters: The Office and Title, Relations, As an Officer and as a Personality, Perils, Rewards, The Future of the Office.

Chapter 2: "The relations which the American college president holds are more numerous, diverse, and complex than those of any other educational officer." Discusses his relations to the trustees, the faculty, the students, the graduates, the churches, the high school, the graduate school, other presidents, and the general community. Also contains discussion of best entering age, with many examples. "I have seen 95 percent of all administrative reforms advocated and accomplished by men under 35. . . . I could point to a period of 20 years in the history of Bowdoin College when it was exclusively in the control of old men. . . . Not a method was changed, not a single improvement made. Chapter summary: "The preceding sections of this chapter intimate the number and diversity of the relationships which the American college president holds. They show, at once, his rights and duties, his authorities and limitations, his forces, personal and official, his methods, the greatness of the office, and its possibilities of lasting and deep influence. It is indeed an office of lasting and deep influence in educational history."

Chapter 3: "The elements which go together to make him what he is, as an officer and as a man, and even the simple qualities characteristic of him, are still more significant and revealing." Considers, in turn, health, scholarship, judicialness, foresight, leadership, energy, optimism, patience, adaptability, conciliatoriness, institutional accommodation, sense of proportion, constructive conservatism, respect and love, religion, organizing power, autocracy, salary ("In general, this salary should be, I believe, about double the typical salary of the regular teacher of permanent tenure"), writing and speaking, and reports.

Chapter 4: "I should say that about 15 percent of college presidencies are successful to a very high degree, and about 10 percent are failures." Analyzes the other 75 percent. Considers four environmental perils, the peril historic, the peril administrative, the peril

political, and the peril ecclesiastical. "The subjective peril, however, which beset the presidency are far more serious and complex than those arising from his environment." Considers many of them, including smallness, intellectual blindness, lack of synthesis, inefficiency, interference with classroom teaching, autocracy, substituting machinery for personality, impulsiveness, truckling to wealth, yielding to pressure of athletic interests, relations to founders and to great benefactors, and finally of not knowing when his work is done.

Chapter 5: "The rewards that are given to the president may easily be divided into two classes . . . One class is made up of elements peculiarly personal, and the other class of elements that relate largely to the associations formed, to the appreciations given, to the environment made, and to the public results won by his students in their subsequent life." Considers several in each group.

Chapter 6: "If the president of the future can limit his service to this quartette of duties, thinking, conferring with his associates, with students, and public relations, he will be set free from other conditions and claims to which, under present circumstances, he is constrained to give an exhausting heed." Closes with an analysis of "the perfect president of the future."

The entire volume is replete with historical examples of notable college presidents. Includes many bibliographical references, some of them to publications before 1900.

69. WEAVER, DAVID ANDREW, 1902-. Inaugural Addresses of College Presidents. *Jour. Higher Educ.*, 12: 63-66, February 1941. (Author: Instructor in Education, College of the City of New York.)

"Inaugural addresses of college and university presidents represent a valuable field of literature. In selected inaugural addresses one is introduced to much of the finest that has been thought and said." Gives brief characterizations of inaugural addresses of presidents Hopkins at Williams College in 1836, Elliot at Harvard College in 1839, White at Cornell University in 1868, Gilman at Johns Hopkins University in 1876, Hall at Clark University in 1889, Jordan at Stanford University in 1891, Wilson at Princeton University in 1902, and Butler at Columbia University in 1902. "Even though the periods and the institutions represented in these inaugural addresses may vary widely, there are certain currents of thought which bind all of them closely together." Lists various problems common to them.

70. ———. *Builders of American Universities: Inaugural Addresses*. Alton,

Illinois: Shurtieff College Press, 1952. 2 vols. Vol. I, *Privately Controlled Institutions*, 381 p. Vol. II, *State Universities*, 426 p. Foreword by Guy E. Snavely. (Author: President, Shurtieff College, Illinois.)

Volume I contains brief biographies and inaugural addresses from 1836 to 1921 by 19 presidents—C. W. Elliot, A. T. Hadley, W. Wilson, N. M. Butler, W. Pepper, E. M. Hopkins, M. Hopkins, J. H. Seelye, H. M. MacCracken, S. P. Brooks, E. Rhea, G. E. Snavely, J. M. Taylor, A. D. White, W. A. Neilson, D. C. Gilman, J. H. Kirkland, D. S. Jordan, and G. S. Hall. Volume II similarly by 20 presidents from 1829 to 1947—R. C. Clothier, H. W. Chase, J. B. Angell, E. A. Alderman, A. Wybe, R. H. Jesse, V. M. Hancher, C. R. Van Hise, L. D. Coffman, H. Suzzallo, E. H. Lindley, H. L. Donovan, R. G. Sproul, A. S. Draper, E. B. Andrews, L. W. Jones, A. B. Hall, F. L. McVey, E. S. Moses, and S. D. Brooks.

71. WOODBURN, LLOYD STUART, 1906-. *Principles of College and University Administration*. Stanford, Calif.: Stanford University Press, 1958. ix, 198 p. (Author: Dean, University of Washington.)

A comprehensive treatment of all major phases of college and university administration. Contains numerous references to the work of the president and his relation to other administrative officers. Bibliography, 25 titles. Review by O. Tead, *Jour. Higher Educ.*, 30: 465-466, November 1959.

72. WRISTON, HENRY MERRITT, 1880-. *Wriston Speaking*. Providence, R.I.: Brown University Press, 1957. viii, 263 p. (Author: President Emeritus, Brown University, R.I.)

"In the course of my tenure at Brown University, there are on record something over a thousand speeches. . . . From this mass of material a committee . . . has selected the addresses, reports, and articles here presented. Many of them have been severely cut." Includes 28 speeches and addresses. No. 1 is "The College Presidency in Retrospect" (p. 3-22). See No. 493. No. 4 is his inaugural address (p. 61-64). "One does not enter upon this post of potential leadership with any feeling of pride. The sense of responsibility is sufficiently daunting to make any such temper not only in appropriate but impossible. Rather one comes into such a succession with a sense of deep humility." Review by F. E. Lund, *Jour. Higher Educ.*, 30: 118, February 1959.



73. WHISTON, HENRY MERRITT, 1889- .  
*Academic Procession: Reflections of a  
College President.* New York: Columbia  
University Press, 1959. 222 p. (*Author:*  
See No. 72.)

Autobiography, covering his presidencies of

Lawrence College and Brown University.  
Chapters devoted to the president in his rela-  
tion to the trustees, to the faculty, to the  
administration, to the students, to the  
alumni, and to the public. Review by  
Mildred M. Horton, *N.Y. Times Book Review*,  
64; 6, Aug. 23, 1959.

### III. Selection and Qualifications

74. ADAMS, ARTHUR STANTON, 1896-. A Board's Highest Responsibility. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1958, p. 67-73. Discussion, p. 126-130, 132-133. (Author: President, American Council on Education, Washington, D.C.; President, University of New Hampshire, 1948-50.)

"I venture to assert that the highest responsibility of a board of trustees is that of selecting and electing the president of the university of which the board has the ultimate control and responsibility." Discusses desirable characteristics of the president and best methods for selecting him.

75. ALEY, ROBERT JUDSON, 1863-1935. A University President to the Faculty. *Educ. Review*, 51: 92-97, January 1916. (Author: President, University of Maine.)

Portion of address to his faculty. "I hold no brief for the college presidents of this country. . . . I believe that they are a high-minded, conscientious body of men. I believe that in general if they fail it is because of lack of wisdom and not because of any intention to do wrong. They are intensely interested in the institutions they represent."

76. ALLAN, R. S. *Liberty and Learning: Essays in Honour of Sir James Hight*. Christchurch, New Zealand: Whitcombe & Tombs, 1950. 328 p. (Author: Professor of Geology, Canterbury University College, New Zealand.)

Sir James Hight was Pro-Chancellor of the University of New Zealand from 1935 to 1948. Volume includes six personal tributes, 18 contributions on academic topics by colleagues and four students, and a bibliography of his writings of 80 titles. Personal tributes speak of many aspects of Sir James' success as a university administrator and teacher as well as his personal characteristics.

77. The American College President. *Harper's Weekly*, 46: 490, Apr. 19, 1902.

Reprinted in *Current Lit.*, 32: 724-725, June 1902.

"There are always more college presidencies vacant than there are men competent to fill them." Suggests but dismisses as impractical proposal to establish chairs in universities to train them. Considers powers and responsibilities of the presidency. "This concentration of power in the hands of a single man has, of course, its advantages and its defects, but the most conspicuous merit is this: that under such a system things are actually done." Contrasts with the European system. "No other system, indeed, could in practice be made to work without a radical change of theory and a violent break in the traditions of our educational past." In view of increasing burdens and complexities of the presidential office, discusses the proposal to divide the functions of the university presidency with two administrators, one in charge of financial affairs, one of academic affairs. "This project has commended itself to very many able students of university development in this country. At first sight, it seems not only reasonable and wise, but practical as well. Nevertheless, there exists in it the possibility of danger." Concludes that our universities "are trusting that whenever the necessity arises of a new appointment there will be found the well-equipped, efficient, energetic executive like President Butler, who today officially becomes the head of Columbia University."

78. ANDREWS, ELISHA BENJAMIN, 1894-1917. University Administration. *Educ. Review*, 31: 217-225, March 1906. (Author: Chancellor, University of Nebraska.)

"The most imperative service required of a university board is therefore the selection of a good executive. The choice is delicate also. Few offices in existence are harder to fill." States the qualifications of a successful president and says that "He needs a Titan's power for toil, yet must always work *con amore*, like an artist." Also discusses his relations with trustees, faculty, and students. "It lies mainly with the president to shape a university's task, ideals, standards, policies, to determine what it shall be or try to be."

79. ANGELL, JAMES ROWLAND, 1869-1949. *College Presidents. Sch. & Soc.*, 26: 293-294, Sept. 3, 1927. (Author: President, Yale University.)

Copy of a letter to the *New York Times* in reply to an editorial claiming that university presidents are not "selected from the company of scholars." Says: "I beg to call to your attention a few striking instances of distinguished scholars who have risked happiness, peace, and a reputation for veracity by accepting presidential posts." Names a dozen such, with their institutions and fields of scholarship.

80. BAGLEY, WILLIAM CHANDLER, 1874-1946. *Education Boomerang: Reply to H. G. James. Amer. Mercury*, 43: 501-502, April 1938.

Questions President James' statement (No. 142): "The notion that by taking his graduate degree in the field called 'education,' he becomes specially qualified for administrative posts is not in accordance with the facts." States facts to show that "a young man whose ambition points toward the administration of higher education and who 'takes his graduate degree in the field called 'Education'' has, other things things being equal, nearly double the chances of appointment to the presidency of a State university of one similarly ambitious who elects to work in history and political science, and more than double the chances of one who elects to work in any other subject."

81. BAILEY, RICHARD PAUL, 1922-. *Wisconsin Picks a College President. Sch. & Soc.*, 86: 377-378, Oct. 25, 1958. (Author: Assistant to the Director, Board of Regents of Wisconsin State Colleges.)

Reports procedure followed in selecting a new president for Wisconsin State College, Platteville, which was so satisfactory that board plans to follow same method in selection of other presidents as vacancies occur.

82. ———. *The Answer Was a Presidency. Wis. Jour. Educ.*, 92: 20-21, 29, November 1959. (Author: President, Yakima Valley Junior College, Wash.)

Yakima Valley Junior College, in searching for a new president, considered 50 candidates, narrowing the choice to four men. These men were given nine questions regarding educational theory and practice in a junior college. The nine questions and the answers are given as written by the successful candidate, the author.

83. BAKER, CARLOS HEARD, 1909-. *A Friend in Power*. New York: Charles Scribners Sons, 1958. 312 p. Condensed

in *Readers' Digest Condensed Books*, vol. 3, 1958, p. 343-462. (Author: Chairman, English Department, Princeton University.)

"At a great university the search is on for a successor to the aging president. The search touches many lives, and this novel by a distinguished professor presents an authentic picture of the forces at work under the deceptively quiet surface of faculty life."—Publisher's statement.

84. BARR, STRINGFELLOW, 1897-. *Purely Academic*. New York: Simon and Schuster, Inc., 1958. 304 p. (Author: President, Foundation for World Government; Former President, St. John's College, Md.)

Fictional account of the activities of President Pomton, in a midwestern university, in his efforts to secure a research grant from a national foundation. "President Pomton was a remarkable man. . . . He was the sort of man who would be essentially too big for any job. Neither did he ornament scholarship; scholarship ornamented him." Deals extensively with campus politics and intrigues in selection and inauguration of his successor in the presidency. Presents a thoroughly cynical picture of university life and influence. Reviews by R. Hughes, *Conf. World*, 137: 315, July 1958; by E. Horschler, *Commonweal*, 53: 134, May 2, 1958; by S. S. Smith, *Lit. Jour.*, 53: 72, Jan. 1, 1958; by W. Bittner, *Nation*, 186: 104, Feb. 1, 1958; by C. Tunstall, *N.Y. Her. Trib. Book Rev.*, p. 3, Jan. 5, 1958; by E. Fuller, *N.Y. Times*, p. 4, Jan. 5, 1958; by J. K. Galbraith, *Reporter*, 18: 48, Feb. 6, 1958; by W. Hogan, *S.F. Chronicle*, p. 18, Jan. 18, 1958; by M. Crane, *Sat. Review*, 41: 14, Jan. 4, 1958; and in *Time*, 71: 78, Jan. 6, 1958.

85. BENJAMIN, HAROLD, 1893-. *The Role of Higher Education in American Democracy. In Democracy in the Administration of Higher Education* (No. 21), p. 3-14. (Author: Dean, College of Education, University of Maryland.)

Discusses "Is Professional Experience a Handicap in College Administration?" States: "This is one of the most dangerous weaknesses in American higher education today. It causes some universities to descend to the level of believing that a trained administrator, a man who has run banks, oil companies, armies, or political parties is a wonderful 'find' for a university presidency . . . that they are lucky to have someone uncontaminated by educational experience."

86. BIDDLE, J. CRAIG. *Announcing the Appointment of a New President. Pride,*

3: 12-13, January 1959. (Author: Director of Public Relations, Springfield College, Massachusetts.)

Reports unfortunate and fortunate methods of announcing appointment of new presidents at Springfield College and at University of Pittsburgh.

87. BRANDT, JOSEPH AUGUST, 1899- . *Poison in the Academic Ivy: A College President Must Know How to Manage a Business Enterprise. Sat. Review Lit.*, 28: 5-7, Jan. 13, 1945. (Author: Director, University of Chicago Press; formerly President, University of Oklahoma.)

"The general concept of the duties of the presidents of our colleges and universities is usually Early American or, at the least, Early Victorian. . . . There is increasing evidence, however, that trustees in choosing presidents today are looking beyond the Christian veneer. . . . The fact remains that thus far the three greatest educational innovators of our modern times have been educators, Nicholas Murray Butler, Woodrow Wilson, and Robert Maynard Hutchins. The careers of these three men might be studied with profit by anyone contemplating a presidency. . . . Perhaps the greatest anomaly of democratic America is the continuance of the monarchical system which fetters our colleges and our universities."

88. BRETZ, JULIAN P. *Selecting a President at Cornell. AAUP Bull.* 25: 150-157, April 1939. (Author: Faculty member, Cornell University.)

"The recent selection of a President for Cornell University has attracted favorable notice because of the somewhat unusual procedure of the Board of Trustees in inviting faculty participation. I have been asked to give you an account of the search for a new president with special emphasis on the method employed." Describes the joint committee of nine members, five from the trustees, four from the faculty, its philosophy and its methods.

89. BRUMBAUGH, AARON JOHN, 1890- . *Why Be a College President? North Central Assoc. Quart.*, 20: 282-290, April 1946. (Author: Vice-President, American Council on Education, Washington, D.C.; Formerly President, Shimer College, Ill.)

"I should like to aid those who aspire to the position to approach it with a knowledge of its demands and its rewards." Discusses appraising the presidency, the responsibilities

of a college president, some hazards of the position, and desirable qualifications for it. Quotes one statement of qualifications drafted by a committee for choice of a new president. "This formidable list of values leaves one with the impression that if there is such a man, he ought to be canonized instead of saddling him with the duties of a university president."

90. *The Burden of the College Presidency. Nation*, 81: 335, Oct. 26, 1905.

"The duties and qualifications of the president of a modern university were discussed by the educators who gathered last week at the inauguration of Dr. Edmund J. James as president of the University of Illinois. The ideal president must evidently be a scholar, teacher, disciplinarian, organizer, administrator, financier, diplomatist, and accomplished writer and speaker. Such, at least, is the impression from an interesting address on the subject by Dr. Andrew Sloan Draper." See No. 867. Gives varied comments on that address and its implications. "The average man does not realize how much we demand of our college presidents. . . . The wonder is that more colleges do not, as Senator Dooliver put it, 'smell of Oil.'"

91. CARLSON, WILLIAM SAMUEL, 1905- . *The Roughest Profession: The College Presidency. Amer. Scholar*, 21: 69-80, Winter 1951-52. (Author: President, University of Vermont.)

States that there are "about 200 presidential vacancies to be filled on our campuses this year—and every year. For every really worthwhile presidency, there are likely to be a hundred or more candidates. Here is the worst competitive employment field in the country and in it one can find many a job-hunting lesson." Illustrates by a lively account of the qualifications, letters of recommendation, and methods employed by a large group of candidates for the presidency of a moderately small college designated as "Seaboard State." Reports that "I had the opportunity of reading the candidates' dossiers—nearly a hundred of them." Gives illuminating quotations from many of them.

92. GARMICHAEL, OLIVER CHOMWELL, 1891- . *What Makes a Good College President? N.Y. Times Mag.*, p. 10+, Sept. 7, 1947. Reprinted in *AAUP Bulletin*, 33: 681-687, Winter 1947. (Author: President, Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Later, President, University of Alabama.)

"The fact is the background of college presidents today in the aggregate is probably more varied than that of any other occupa-

tion." Gives numerous examples, both academic and nonacademic. "The first essential of an effective college or university president is a sound philosophy of education . . . and some knowledge of institutional structure and organization." Discusses importance of other characteristics including financial ability, business ability, and aptness in human relations.

93. CARNEGIE CORPORATION OF NEW YORK. *Annual Report, 1951*. New York: The Corporation, 1951. 90 p.

Section "White Blackbirds" (p. 23-26) contains a discussion of the widely varied characteristics of a successful college administrator, and the informal "modest program which the Corporation has been carrying on intermittently for almost ten years," to discover and give preliminary training to "young college and university officers of unusual promise." About 25 such have been sent by the Corporation to visit other institutions for periods of 2 to 4 months each. "A high proportion of them have gone on to positions of increased administrative responsibility."

94. CARROLL, RAMON LEONARD. *A Study of Top Executive Selection in Industry With Implications for the Selection of College Presidents*. Knoxville: 1959. 219 p. Abstract in *Diss. Abstracts*, 19: 2821, May 1959.

Unpublished doctoral dissertation (Ed. D.) at University of Tennessee. Examines the pertinent literature since 1930 and four programs of selection currently used in industry and attempts to identify and appraise factors in them which have significance for selection of college presidents.

95. CATTELL, JAMES MCKEEN, 1860-1944. *University Presidents Who Have Been Psychologists*. *Scient. Month.*, 45: 473-477, November 1937. (Author: Editor, *Scientific Monthly*.)

"In the old days the college president was nearly always a clergyman. . . . Elliot was the first lay president of Harvard, Hadley at Yale, Wilson at Princeton. . . . Psychology and education, which should be an applied science based primarily on psychology, seemed the most logical fields from which to draw the president of a university if he were to be an educational leader, rather than orator and collector of money." Names several such. "A number of psychologists were elected to be president . . . three of whom have just retired: President Bryan at Indiana, President Farrand at Cornell, and President Angell at Yale." Gives large portrait of each and sketch of his professional career.

96. COFFEY, WALTER CASTELLA, 1876-1956. *Criteria Helpful in Selecting a President for a Church-Related College*. *Assoc. Amer. Coll. Bull.*, 39: 353-356, May 1953. Reprinted from *Trustees*, January 1953, a quarterly letter to trustees of church-related institutions of higher education, issued by Division of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. (Author: President Emeritus, University of Minnesota.)

Report by committee of the trustees seeking a new president for Hamline University. "It will not be possible to find a man who measures up to all of the qualifications listed here. Nevertheless our Committee can do a better job if these qualifications are kept closely in mind." Lists them under seven heads: 1. Age, health, family; 2. educational training, academic degrees, honors; 3. experience (a) as a speaker, (b) as a teacher or minister, (c) as an administrator; 4. church affiliation; 5. ability in making contacts; 6. success in raising funds; 7. from another point of view.

97. *College Presidents*. *Sat. Eve. Post*, 205: 20, June 24, 1933.

Editorial, commenting on sudden death in auto accident of President Hibben of Princeton University. Discusses previous positions held by college presidents, and their duties, especially in influencing public opinion. "The president of a large university or notable college is almost sure to be listened to when he speaks. His very position gives him a certain authority. But that very fact should make him careful. He does not necessarily perform a public service by emitting a loud blast on every current topic or by seeking to startle, or by imitating the easy omniscience of some of the newspaper columnists. . . . But their greatest effect upon public opinion, in the long run, is in molding and building the young men and women who attend their institutions."

98. COLVEST, CLYDE C., 1899-. *Significant Characteristics of Successful Administration Frequently Overlooked*. *Jun. Coll. Jour.*, 21: 145-147, November 1950. (Author: Professor of Junior College Education, University of Texas.)

Lists 17 features necessary for a junior college administrator if he wishes to be successful and retain his position.

99. *A Complex of College Presidents*. *Independent*, 105: 193, Feb. 19, 1921.

Reproduces composite portrait of "the typical college president" from *Educational Review* (See No. 390) stating that it is "a

combination of the photographs of eighteen recently appointed executives of American colleges and universities," whose names and institutions are given.

100. COWLEY, ELIZABETH B. Choosing a New President: Some Notes on the Process of Selection. *AAUW Jour.*, 28: 221-222, June 1935.

The selection of a new president "takes on an added significance in the case of small colleges for women, for these institutions are passing through one of the most critical periods in their history." Discusses briefly importance of various qualifications significant for the presidency of such an institution.

101. COWLEY, WILLIAM HAROLD, 1899-. What Should a College President Be? *Bulletin of the Texas Technological College*, 4: 9-23, August 1949. Also in *Representative American Speeches: 1949-1950* (Albert Craig Baird, Editor) New York: H. W. Wilson Co., 1950. (The Reference Shelf, Vol. 22, No. 3), p. 230-244, 250. Brief summary in *Assoc. Amer. Coll. Bull.*, 37: 266, May 1951. (Author: Professor of Higher Education, Stanford University; President, Hamilton College, N.Y., 1933-44.)

Address at inauguration of Dossie Marion Wiggins as fifth president of Texas Technological College, May 10, 1949. "A college president . . . is one of the most burdened, one of the most harassed, one of the most put-upon people in American life. He is a hewer of wood and a drawer of water, a dray horse, a galley slave, a bellhop, a hack, and a nursemaid all wrapped in one. He may seem to be the top brass of an educational institution, but actually he spends most of his time polishing other people's brass—and breaking his back in the process. He is expected to be an educator, a businessman, a public speaker, a writer, a money-raiser, a politician, a giver of dinners, a charmer at receptions, a moral force in the community, a commentator on national and international affairs, and popular with students, alumni, faculty, and readers of newspapers. . . . What today can a college president reasonably be expected to be? I suggest that he should be three things—three and no more—and that he can be these things only if he is not expected to spread himself in other directions. These three things are: first, an organizer; second, a coordinator; and third, an educational philosopher." Discusses each of these at considerable length. "One of the best definitions of a college president that I know is this: He is a man who makes compromises—for a living."

102. The Crime of Being a College President. *Nation*, 78: 164-165, Mar. 3, 1904.

Considers three recent criticisms of college presidents. "The first count against them is cowardice. . . . But ignoring the extenuating circumstances, we find that college presidents still compare favorably with the damned who suffer in the next circle above them in the inferno—United States Senators. For unhesitating courage President Hyde of Bowdoin ranks with Senator Hale or Senator Frye"—and eight other named presidents with named senators. "The second count is bootlicking for the sake of endowments. But the amount of actual begging which college presidents do is much exaggerated. Some chronic and shameless mendicants there may be, but there are a number of presidents who are neither highwaymen nor toadies. On the last count, most of our college presidents can plead not guilty. . . . Our college presidents have, on the whole, offered the sanest and most caustic criticisms of athletic excesses."

103. CUMINGS, EDGAR CROWTHER, 1909-. Leadership in Higher Education. *Sch. & Soc.*, 85: 259-261, Sept. 28, 1957. (Author: Staff member, American Social Hygiene Association, New York, N.Y.; formerly Vice-President and Dean, Hiram College, Ohio.)

"The decline in leadership in higher education may be attributed, in part, to the methods employed by boards of trustees in selecting their new leaders and to the changes in the kinds of people chosen." Gives reasons for general unsuitability and lack of success of presidents with previous experience as business men, as military men, as "schoolman or professional educationist," or as a minister. Conclusion: "It is difficult, therefore, for an executive from an unrelated field to enter an educational institution and come to any very satisfactory relationship with his faculty."

103a. DAVIS, PAUL H. The Measure of a College President. *Lib. Educ.*, 46: 395-404, October 1960. (Author: Consultant in Institutional Finance and Public Relations, Los Angeles, Calif.)

"To encourage more objective judgment, I have prepared ten questions which, if you are a president, you may find useful. If you are a trustee, you may assess the attributes of the president selected. If you are of the staff, or faculty, or alumni, you may judge the fairness of your past comments and criticisms." Presents a score card and discusses characteristics in terms of 19 features: character and integrity, knowledge and scholarship, leadership, planning, democracy, authority and

responsibility, facts, recruitment of faculty, recruitment of staff, and volunteers.

104. DAVIDSON, CAETER. 1905-. The Making of a College President. *Amer. Mercury*, 22: 454-460, April 1931. (Author: Professor of English, University of Chicago; Later, President, Union College, N.Y.)

Presumed verbatim report of very lively conversation between three college trustees, one of a large state university, one of an endowed university, and one of a small denominational college, who are considering ideal qualities of a college president—"scholarship, tact, progressive idealism, organizing ability, speaking effectiveness, good health, and unimpeachable morals." Also discuss the qualities of a president's wife. "He must have a wife almost as well educated and twice as tactful as himself. . . . We believe that the choice of a university's first lady is quite as important as that of its president. . . . We turned down one first-class man entirely because of his wife." Final paragraph: "And are you perfectly satisfied that your present chief executives fulfill all these requirements? My only answers were a bolsterous laugh of derision from Sayre, a cynical, pitying smile from Koetz, and a look of despair from Dunstan."

105. ———. Is College Administration a Profession? *Assoc. Amer. Coll. Bull.*, 35: 105-111, March 1949. (Author: President Union College, New York.)

Considers seven major qualifications for a successful president: 1. Must be physically above par; 2. must understand and appreciate scholarly endeavor and research; 3. should have experience as a classroom teacher; 4. successful in personal relations; 5. appearance on the public platform as public orator extraordinary; 6. service to community boards and committees; 7. ability to write letters, articles, reports, and books. Conclusion: "The person whom I have now described to you may appear to some as monstrous, a hydra-headed creature impossible to endure."

106. The Decline of College Presidents. *New Republic*, 4: 203-205, Sept. 25, 1915.

Contrasts the old-time college president with "the trim, dapper gentleman of the pince-nez and business suit, young and alert in spite of his 50 years, who now occupies the presidential chair of our colleges. . . . Primarily he is a business man with a big proposition to put over." Claims that he is not typically a scholar, although "by almost superhuman effort a college president sometimes succeeds in making a real contribution to science or literature." Conclusion: "Only by decisive measures can college presidents avert a

further serious decline in character and influence that will reduce them ultimately from the highest of professional eminences to the inferior rank of corporate managers."

107. DEMIASHKEVICH, MICHAEL JOHN, 1891-1933. Organization and Administration of Universities in Germany. *Peabody Jour. Educ.*, 10: 342-357, May 1933. (Author: Faculty member, George Peabody College for Teachers, Tennessee.)

Quotes *in extenso* (13 pp.) the new Charter of the University of Berlin, including a section on the Rector, his selection, duties, and responsibilities. "The Rector stands at the head of the academic self-government. He represents the university in the internal and external affairs of the university as a whole, and also represents it in all the solemnities in which it takes part. The Rector is elected for one year."

108. DEUTSCH, MONROE EMANUEL, 1879-1955. Choosing College Presidents. *Soc. & Soc.*, 66: 306-309, Oct. 25, 1947. Reprinted in *AAUP Bull.*, 33: 520-524, Autumn 1947. (Author: Vice-President and Provost Emeritus, University of California.)

Comments on advantages and disadvantages of selection of a military man or other non-academic individual as a university president, occasioned by choice of General Eisenhower as president of Columbia University. "Personally I should place educational leadership ahead of mere administrative ability; the latter can be secured; it can be bought by a wise president content to supplement his own qualities. The former is far rarer. The issue involved in the Columbia appointment is not that of one man or one institution; it endangers the future of American higher education." Considers whether "the present trend in our universities toward the choice of presidents on the basis of administrative ability may not be responsible for the fact that we can today count our outstanding presidents on the fingers of one hand, whereas three or four decades ago two or more hands would have been required."

109. ———. *The College From Within*. Berkeley and Los Angeles: University of California Press, 1962. xiv, 232 p. (Author: See No. 108.)

The 26 chapters contain personal comments on many subjects including one "The President: He Is Expected to Be Superhuman" (p. 6-27). "I am firmly convinced that the choice of presidents should be made from among those whose lives and thoughts have

been devoted to work in colleges or universities. The business man, the physician, the public official, and the general, have none of them spent their lives in dealing with such questions. . . . If one lists the greatest of all our past university presidents, he will find that they were scholars—and indeed scholars of distinction. . . . The college presidency is in danger of becoming the normal refuge of persons of prominence who are out of a job. . . . The trend toward the appointment of noneducators seems to be growing greater." Gives many examples of unfortunate and undesirable choices in various institutions. Advocates early retirement of presidents, preferably before age 65 and limitation of normal service to 10 or 15 years. "Men in new executive posts are often most fertile of new ideas and 'shoot their bolt' during their first ten years of office, and then not infrequently move 'on flat tires' (to change the figure)." Review by W. P. Sears, *Educ.*, 72: 704, June 1952.

110. DODDS, HAROLD WILLIS, 1889—  
An Induction Address Delivered at the Inauguration of William Alfred Eddy as President of Hobart and William Smith Colleges. *Jour. Higher Educ.*, 7: 461-464, 507-508, December 1936. (Author: President, Princeton University.)

Considers the job of a president of a college or university. "As the duties of the position have developed in the United States, the post is almost too realistic and romantic to be filled by one single specimen of human clay. I once saw a complete job specification drawn up by the trustees of a university in search of a president. Talk about dual personalities! The gifts of a financier, business man, scholar, preacher, salesman, diplomat, politician, administrator, and Y.M.C.A. secretary were some of the qualifications enumerated, in addition to high moral character and a happy marriage to a charming wife." Discusses presidential relations and responsibilities to the public, to the faculty, to the alumni, and to the students.

111. DOE, JOHN. The Selection of College Presidents. *Sch. & Soc.*, 23: 461, Apr. 10, 1926.

Satirical description of the process of selection. "The routine by which a college governing board selects a college president is universal and well-established. The representative committee canvasses the field with noble gestures, broad publicity, and secret overtures." States four qualifications, including scholarship—"Greek or astronomy preferred." "Though, theoretically, all and each of these qualifications must be present in ample measure, it is not to contemplate the scientific fact that the human mechanism reacts to a

very definite stimulus, and too often the determining stimulus is just an advertised reputation. . . . And yet the colleges continue to grow—in size and popular appeal, at least—and one is confronted with the question: Is the president of a college what the manner of his selection would indicate—essentially an ornament?"

112. DRAPER, LYNN H. and MOSTOLA, EDWARD J. Human Relations Pitfalls for the Novice Administrator. *Coll. & Univ.*, 28: 397-409, April 1953. (Authors: (1) Provost, Pace College, New York; (2) Director of Administration, Park Avenue Christian Church, New York.)

Discusses human relations pitfalls relating to the administrator in the supervision of subordinates, in working with colleagues, and in dealing with superiors. Bibliography, 11 titles.

113. DYCHE, WILLIAM A., 1861-1936, and ASCHAM, ROGER, 1515-1568. Prexies, Past and Present: Two Ideals—Centuries Apart, Yet Strikingly Similar. *Golden Book*, 20: 242-244, September 1934. (Authors: (1) "Godfather to Northwestern University"; (2) "Schoolmaster to Queen Elizabeth.")

(1) "Years ago university presidents were scholars and educators. Today many of them are salesmen and promoters. . . . Our college presidents are great men, but the day has come for a change in their work. They have a tremendous opportunity, which most of them are now losing." A strong plea for closer relationships with faculty and especially with students. "The president should give a large part of his time to his students."

(2) Appreciative sketch of life and educational influence of Dr. Nicholas Medcalfe, Master of St. Johns College, University of Cambridge. "This man's goodness, and fatherly discretion, shall never out of my remembrance all the days of my life." (Sic)

113a. NELLA, WALTER CROSBY, 1896—  
The College President's Wife. *Liberal Education*, March 1961.

Reports the judgments of various educators regarding the peculiar responsibilities and difficulties faced by the wife of a college president. Suggested by No. 103a.

114. ELBIN, PAUL NOWELL, 1905—  
College President on a Tight Rope. *Coll. & Univ. Bus.*, 25: 19-22, October 1958. (Author: President, West Liberty State College, West Virginia.)



Comments on the newly announced study of the college presidency under auspices of Carnegie Foundation for the Advancement of Teaching, "one of the most important ever sponsored by the Foundation." Discusses characteristics and desirable qualifications of a college president. "The commonly accepted prerequisites for the job are low blood pressure, ulcer-proof stomach, rhinoceros hide, a wife able to love an absentee husband, and the ability to see trees without losing sight of the forest." States 13 dilemmas facing a president. Examples: "If he's under 45, he's considered impulsive and autocratic. If he's over 45, he's smug and lazy. . . . If he takes a stand on a controversial matter, he is tactless. If he does not take a stand on a controversial matter, he is a coward." (See No. 85.)

115. Eligible List for Presidents. *AAUP Bull.*, 20: 333, May 1934. (Author: "The President of a Leading State College.")

Recommends that the American Association of University Professors compile a list of "professors, deans, and other minor administrative officials who show indications that they might be available for college presidencies." Recommends five steps to be followed in securing and using such a list. "I believe such a list would be enormously valuable, and that it would do two things. First, it would improve the quality of college administration throughout the country; second, it would give many men interested and capable in administrative work a chance of securing a position, which at the present time they are entirely barred from securing."

116. EMERSON, R. W., SECUNDUS (*Pseudonym*). In Memoriam—the College President. *Amer. Scholar*, 18: 265-270, Summer 1949. (Author: "With this number the *American Scholar* undertakes a new venture—the printing, from time to time, of longer expressions of editorial opinion upon some subject of current importance. In this case (as in the future) the editorial is drafted by one member and circulated among the remainder of the Board before publication. All such editorials will be signed R. W. Emerson, Secundus, in deference to the originator of the phrase 'The American Scholar'.")

"Then came the Empire Builders—Elliot of Harvard, Butler of Columbia, Gilman of Johns Hopkins, Wilson of Princeton, Hadley and Angell of Yale. They made the American college into a university by right and pressure

of Manifest Destiny. They colonized the wastelands of intellect. . . . Now after half a century of expansion, the era of educational imperialism is over; the great leaders are dead. . . . These ultimate facts define the conditions that dictate the choice of a modern college president. His first task is to raise money. . . . It is to fulfil this primary duty that he must be young, energetic, a good speaker, and a bland reception-lines man. . . . In short the whole executive intelligence of the modern seat of learning goes into advertising, selling, and hoarding. . . . Meanwhile his [the president's] connection with his college or university decreases from minimal to nominal."

117. EPSTEIN, RALPH OECIL, 1890-. The Technique of Making University Appointments. *AAUP Bull.*, 35: 349-356, Summer 1949. (Author: Faculty member, University of Buffalo, New York.)

Chiefly concerned with three basic principles for selection of university professors—sufficiently careful canvass of the field, possession of a high degree of suspicion, and thoroughness—the willingness to expend time and money to check completely into the candidates past history. But also states that "All that has been said relates to the appointment of professors; but it applies with even greater force to the appointment of presidents. Yet the high turnover of college presidents indicates that committees and trustees frequently investigate prospective incumbents most inadequately." Quotes with approval from Professor Brets' description of procedure used at Cornell University. (See No. 88.)

118. FITZPATRICK, EDWARD AUGUSTUS, 1884-1960. Administrative Officers of Catholic Educational Institutions: No. 2. The President of a Catholic University. *Cath. School Jour.*, 53: 244, October 1953. (Author: Editor, *Catholic School Journal*; Dean, Graduate School, Marquette University, Wisconsin.)

Editorial discussion of (1) the desirable qualifications of a president—personal, scholarship, and knowledge of university administration; (2) experience; and (3) relation to public educational system. Emphasizes responsibility for the graduate school and for professional schools. "Unfortunately, in American education generally, there has been emphasis on financial 'wizardry' or expertness in public relations. . . . In these recommendations we would like to insist that the president of a university should be an educator rather than a 'go-getter'." See also No. 119.

119. ———. Administrative Officers of Catholic Educational Institutions: No. 3. The Catholic College President. *Cath. School Jour.*, 53: 274, November 1953. (Author: See No. 118.)

Editorial discussion. Lists nine qualifications needed by the president of a college as distinguished from a university. Ninth one: "The primary qualification ought not to be his capacity to raise money—useful as money is." See also No. 118.

120. FLENER, ABRAHAM, 1866-1959. *I Remember—The Autobiography of Abraham Fleener*. New York: Simon & Schuster, 1940. xii, 414 p. (Author: Staff, Carnegie Foundation, New York City, 1908-1928; Staff, General Education Board, N.Y. City, 1930-1939. Retired, 1939.)

Discusses the college presidency (p. 335-339). States that he and Dr. Wallace Buttrick of the General Education Board "agreed that despite outstanding exceptions, the difficult problem in the American university is the discovery of a president." There are scholars and scientists who believe that the remedy lies in "faculty government"—which would only result in confusion worse confounded." Discusses whether the president should be an educator, an administrator, or both. "The president must guard the integrity of the faculty against dangers from without and from within, and he cannot do it if he is a stranger to learning." Asks whether we can "train men to be competent and broadly informed college or university presidents." Reports his discouragements and failures in trying to find young men for such training under the auspices of the General Education Board.

121. ———. The College President. *Assoc. Amer. Coll. Bull.*, 26: 587-590, December 1940. (Author: See No. 120.)

Excerpts from the author's autobiography, *I Remember* (No. 121), p. 335-339. "Too few university presidents make it their practice to visit quietly and unostentatiously other universities in this country and in Europe to keep in touch with learned men in America and abroad. . . . Can we take time by the forelock and train men to be competent and broadly informed college presidents?" Reports discouraging experience of General Education Board in endeavoring to finance such preparation for carefully selected young men.

122. The General Takes Command. *Time*, 52: 43-44, Oct. 25, 1948.

A Time-esque account of the inauguration of Dwight D. Eisenhower as President of Columbia University. "Last week's inauguration . . . was as solemn as a funeral, as impressive as a coronation, and as carefully mapped as an invasion."

123. GRAVES, FRANK PIERREPONT, 1860-1956. The Need of Training for the College Presidency. *Forum*, 32: 680-685, February 1902. (Author: President, University of Washington; Former President, University of Wyoming.)

"My only regret is that I entered upon the work of administration so poorly prepared, and that it has taken so long to learn comparatively little. . . . When one thinks of all the difficulties of a college executive, it is a matter of surprise that no training or advice for so important a work has yet been offered." Discusses two reasons—"Conventional modesty . . . to deter a young man from publicly enrolling himself for the necessary training to become a college president," and "the opinion of many that college administration cannot be taught, because it is so far from being an exact science."

124. ———. Address at the Inauguration of the President of the American University of Beirut. *Sch. & Soc.*, 18: 301-314, Sept. 15, 1923. (Author: President of the University of the State of New York and State Commissioner of Education for New York.)

Address at inauguration of Bayard Dodge as third president, Beirut, Lebanon, June 28, 1923. Includes tributes to work of first two presidents, Daniel Bliss and Howard S. Bliss. "President Dodge, you are bringing to this great work a most unusual equipment. You have all the vigor of youth, combined with the poise and judgment of age."

125. GREENLEAF, WALTER J. "New College Presidents." *Sch. & Soc.*, 43: 61-62, Jan. 11, 1936. (Author: With U.S. Office of Education.)

In an analysis of 133 new college presidents, tabulates number of institutions of nine types and percentage of each with new presidents, varying from 10.8 percent of Roman Catholic colleges to 5.0 percent of normal schools. For total of 1,662 colleges, finds 8.0 percent had new presidents.

126. GROSS, JOHN OWEN, 1894-. Order of Worship for Installation of a College President. *Chris. Educ.*, 27: 263-268, June 1944. (Author: Secretary, Depart-

ment of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former President, Simpson College, Iowa.)

"The inauguration of a president in a church-related college frequently follows the general pattern found in all educational institutions." Suggests in detail an appropriate ritual for distinctly Christian service "prepared by the writer with the help of Dr. Walter M. Scheuerman, pastor of the First Methodist Church, Indianola, Iowa."

127. GROSS, JOHN OWEN, 1894-. Choosing a College President for a Church-Related College. *Christ. Educ.*, 31: 68-72, March 1948. (Author: See No. 126.)

States and enlarges upon 15 "standards essential for the measuring of the qualifications of prospective presidents." Considers significance of selection of General Dwight Eisenhower as president of Columbia University, quoting from H. N. Snyder (See No. 984) and M. E. Deutsch (See No. 108) concerning it.

128. ———. College Administration—An Art and a Test. *Peabody Jour. Educ.*, 36: 329-337, May 1959. (Author: See No. 126.)

"In my work I have had the chance to know personally about 400 college and university presidents. . . . For our special consideration I have selected five presidents who personify some of the essential qualifications for the high office." Gives personality sketches of each, followed by briefer descriptions of five foolish presidents. "They were unpractical and lacked a sense of realism and understanding. None of them are presidents now."

129. HAMOR, WILLIAM ALLEN, 1887-. Living Chemists Now or Formerly in College Presidencies. *Ind. & Eng. Chem., News Edn.*, 13: 437, Nov. 20, 1935. Correction, p. 481. (Author: Mellon Institute of Industrial Research, Pittsburgh, Pa.)

Names 32 chemists who have been acting presidents or presidents, with names of institutions and dates of service. Twelve of the 32 held presidencies at the date of compilation. Correction lists nine additional names.

130. HARFORD, CHARLES N. President Harper as a College Student. In *William Rainey Harper Memorial Conference* (No. 51), p. 129-126. (Author: "Dr. Harford is Muskingum's oldest living alumnus, now in his one hundredth

year. He took part in the commencement exercises at Muskingum in when President Harper received degree.")

"That boy was a remarkable boy. things I want to speak of. I think I do so in about ten minutes." Discusses President Harper's wonderful mind, his understanding, his faculty of concentration, faculty of love, and his lack of fear of

131. HARPER, WILLIAM RAINY, 1906. The College President. *A Record*, 19: 178-186, April 1938. *Al No. 51*, p. 24-34. (Author: First President, University of Chicago.)

Introductory note by Samuel N. Harp: "In the examination of the family file material which might appropriately be in the log cabin where Dr. Harper was this unpublished manuscript was found seems proper that this article, prepared 1964, be read at the Muskingum College biennial Dinner, where former presidents alumni were being memorialized."

"A superficial observer will find much substantiate the very common accusation the college president is professionally a varicator. . . . Is it diplomacy, or is it by Or may a more euphemistic phrase be to describe the policy which must characterize his dealing with all classes of men, if he remain a college president? . . . The presidency is a profession in which a percentage of one's time and energy is occupied in saying 'no.' . . . One of the distinguished university presidents now it was noted during a large portion of his career for his extreme brutality. . . . It is tended, with some show of plausibility, the modern college president is first and a 'boss.' . . . In these last years has Harvard outstripped Yale? If so, is it not partly because at Harvard the president is given more power? . . . Another feeling which gradually grows upon the occupant of presidential chair is that of great loneliness, the feeling of separation from all his fellows. . . . Besides all this, there is found in moments of greatest encouragement a feeling of utter dissatisfaction with one's work. . . . Further the president should never do to what by any possible means he can postpone until tomorrow. Premature action is the source of many more mistakes than procrastination."

132. HART, JOSEPH K. The Democratic Organization of a State University. *F Sci. Month.*, 84: 91-99, January 1961 (Author: Faculty member, University Washington.)

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"There should be, as president of the university, a man of broadly democratic and social intelligence, interested in all aspects of education, and capable of understanding the meaning of democratic service for the State. . . . In no sense should the executive feel a personal ownership in the university; but he should have a sense of personal responsibility. . . . Such a president will, however, scarcely ever be chosen by a board of control acting independently. As a matter of fact a democratic organization of the university would demand that the people of the state, represented by the board of control; the faculty, represented by a committee elected by themselves; and the student body, represented by a committee chosen the same way, should all have a share in the selection of the president."

183. HART, LAVINIA. *Women as College Presidents. Cosmopolitan, 33: 72-79, May 1902. With five portraits.*

"In discussing the fitness of women for the college presidency, it is necessary to take under consideration two problems: First, what does the university require of its president? and second, is woman as well equipped with these qualifications as man?" Discusses three types of college presidents—the clerical, the scholastic, and the executive. Concludes that "the qualifications necessary for the successful college president of today are virtually boundless." Discusses many of them. Affirms that women have many of the qualifications needed for a successful president as shown especially by the career of Miss M. Carey Thomas of Bryn Mawr College. "Miss Thomas is, of course, an extraordinary woman. So is President an extraordinary man. He is not the only extraordinary man of his age, however. Neither is Miss Thomas the only extraordinary woman of her type. The world is full of extraordinary women." Considers possible objections to women in the presidency, especially maternity. Gives portraits of Miss Thomas, also of Mrs. Agassiz of Radcliffe College, Miss Woolley of Mt. Holyoke College, Miss Laura D. Gill of Wellesley College, and briefly characterizes their work and qualifications.

184. HILLWAY, TYRUS, 1912-. *What Professors Want in a President. Sch. & Soc., 87: 306-308, June 20, 1959. (Author: Professor of Education, Colorado State College; President, Mitchell College, Conn., 1946-51.)*

Based on questionnaire responses from 403 professors in some 80 accredited colleges and universities. Ranks in order of importance 10 characteristics of a college president judged most desirable and 6 judged most undesirable. "On the lists of traits considered most highly desirable, the most popular

by all odds was integrity. Twenty-four percent of all the respondents put this quality in first place and it ranked high on almost every list." Second was intellectual integrity and third was ability to organize and lead. "Of all the undesirable characteristics, there was almost overwhelming agreement upon dictatorial or undemocratic attitude."

185. HOBSON, ROBERT L. *Some Psychological Dimensions of Academic Administrators. Lafayette, Indiana: Purdue University, Division of Educational Reference, 1949. (Studies in Higher Education, No. 73.) 99 p. (Author: Member, Research Staff, Purdue University.)*

"The lack of specialized devices for measuring the effectiveness of the administration presented a genuine challenge." A technical, statistical study of the development of *The Purdue Rating Scale for Administrators* (No. 58). Consists of 36 items dealing with intellectual balance, emotional balance, administrative leadership, administrative planning, use of funds, capacity for work, accomplishment, relations with subordinates, public relations, and social responsibility. Developed in cooperation with nine colleges in Indiana in which the scale was used. Percentile norms given for each of the 36 items, and reliability and validity of the items reported in statistical terms. Three major factors were isolated by the method of factor analysis—fairness to subordinates, administrative achievement, and democratic orientation. Numerous interrelationships given and discussed. Bibliography, 76 titles.

186. HOLMES, ROGER WELLINGTON, 1905-. *Faculty Participation in Selecting a College President. AAUP Bull., 43: 598-604, December 1957. (Author: Professor, Mount Holyoke College, Massachusetts.)*

"In appointing its new president, Mount Holyoke College completed a venture in trustee-faculty cooperation worth the attention of other educational institutions." Describes the composition (4 trustees, 8 faculty members) of the Committee to Choose New President and its methods of work. "The most obvious advantage of faculty participation in this situation was that trustees and faculty, working together, accomplished ends which neither could have achieved alone."

187. HOUT, HORACE THOMAS, 1889-. *Wanted: A New President. AAUP Bull., 30: 227-232, Summer 1944. (Author: Faculty member, Ohio University.)*

Discusses the function of the presidency in "a medium-sized state-supported university

with several thousand students and a few hundred instructors." States that "The president is selected and empowered by the trustees to undertake two main things: to see that the students are well served by the University, and to promote the interests of society through the institution. . . . This means that the president must deal effectively with at least three groups directly—with the trustees who represent the public, with the deans and directors who administer, and with the teaching faculty." Considers the desirable qualifications of a president and "certain pitfalls the president should scrupulously avoid."

138 HUBBELL, GEORGE ALLEN, 1862-1943. Self Survey for Tennessee Colleges. In *Tennessee College Association, Proceedings*, 1920, p. 7-11. (Author: President, Lincoln Memorial University, Tennessee.)

Contains statement of desirable qualifications for a college president and list of 16 questions to be answered in making an evaluation of him and his services.

139. HURT, HUBER WILLIAM, 1883- . Men of Affairs for College Executives. *Sch. & Soc.*, 13: 21-23, Jan. 1, 1921. (Author: Editor, *College Blue Book*, New York City.)

Comments on proposal of John Hays Hammond in *Yale News* and *New York Times* advocating "men of affairs" for college executives. "The experiment is worthy of notice, but must be frankly recognized as an experiment in spite of the technical weight of Mr. Hammond's study of the field. . . . Before accepting the job, the proposed executive might well confer with the fathers and mothers of say half a dozen boys of ages 15 or 16 to 21 and sagely pondering their advice."

140. HUTCHINS, ROBERT MAYNARD, 1890- . The Administrator: A Lecture on the University of Chicago Series, "The Works of the Mind". *Jour. Higher Educ.*, 17: 395-407, November 1946. (Author: Chancellor, University of Chicago.)

Discusses the extraordinary significance of the problems of university administration. Names qualifications needed by the president and cautions him against the dangers of his responsible post. "The minimum qualifications of an administrator . . . are four. They are courage, fortitude, justice, and prudence or practical wisdom. I do not include patience. . . . I regard patience as a delusion and a snare and think that administrators

have far too much of it rather than too little. . . . Administration is unpleasant, as anything which requires the exercise of the virtues I have named must be."

141. ———. The Administrator Reconsidered. *Coll. & Univ. Bus.*, 19: 23-26, November 1955. (Author: President, Fund for the Republic.)

Confesses that he was wrong in some of his administrative methods when President of University of Chicago, particularly in pushing for immediate action by close faculty votes. "But I have learned at last, or I think I have, that the university president who wants durable action, not just action, must have patience."

142. JAMES, HERMAN GERLAOH, 1887- . How to Be a University President. *Amer. Mercury*, 43: 46-50, January 1938. (Author: President, Ohio University.)

"Let us assume that a young man of 21 in his senior year in college is asking the question of how to become a university president." States that he must plan to become a broadly educated man and a scholar in some chosen field with a Ph.D. degree or equivalent. He must have "excellence as a teacher, productiveness as a scholar, and usefulness as a member of the university community. . . . In 10 or 15 years, a superior man should have made his mark as teacher, scholar, and leader." He is ready then for the presidency of a small college, or better for a university deanship. "Only very rare individuals will be mature and experienced enough before the age of 45 to assume the responsibilities of a university presidency. Fewer still will be elastic enough after 55. Ten years would seem to be the term of constructive usefulness in any one position. With exceptions so rare as to be startling, no university president has made any really important contribution after passing a decade in one position." For reply, by W. C. Bagley, see No. 80.

143. JONES, THOMAS JESSE, 1873- . Qualifications of the President of Tuskegee Institute. *Assoc. Amer. Coll. Bull.*, 21: 375-378, May 1935. (Author: Secretary, Phelps-Stokes Fund, New York.)

"The basic qualification of the President of Tuskegee Institute is some appreciation of the Tuskegee heritage." States three elements in this heritage and quotes Booker T. Washington concerning it. Summarizes nine desirable qualities for a new president of Tuskegee. Editorial Note: "The suggestions for the qualifications of the President of Tuskegee are respectfully referred by the Editor to any committee looking for a new President."

144. JORDAN, DAVID STARR, 1851-1931. The American University and the College President. *Independent*, 65: 1035-1037, Nov. 5, 1908. Extract in *Science*, 28: 298-299, Dec. 4, 1908. (Author: President, Stanford University.)

"Just now, in academic circles, there is a strong disposition to question the necessity and the usefulness of the president in American colleges and universities. It is claimed that this official is an anomaly in academic development. He is a monarch in what should be a democracy. . . . In this statement there is considerable truth. The university president is an anomaly." Draws a distinction between a university president and a college president. "The existing necessity for the college president in America rests on three main facts." States and discusses them. Considers the salary of a college president and its justification. "The American universities are not yet universities. They are destined to become such." When they do, "no one will look forward more eagerly than they [the presidents] to the time when they and their kind will be found unnecessary in the higher education of America."

145. KANDEL, ISAAC LEON, 1881- . University Administration and New-Type Presidents. *Sch. & Soc.*, 68: 118, Aug. 21, 1948. (Author: Editor, *School and Society*.)

Editorial comment: "The appointment to university presidencies of men who have achieved eminence in other than academic fields, while not entirely novel, directs attention to the aspects of the administration of higher education which deserve some consideration. . . . As long as the major purpose of administration is borne in mind, which is to provide those conditions under which the work to which an institution is dedicated can best be carried on, the appointment of non-academic presidents need not be viewed with alarm."

146. KEEZER, DEXTER MERRIAM, 1896- . The Human Element in College and University Administration. *Coll. & Univ.*, 25: 213-232, January 1950. (Author: Director, Department of Economics, McGraw-Hill Pub. Co., New York; formerly President, Reed College, Oregon.)

Regarding plays: "I recall that at one time last winter, two, and I am not sure it was not three plays, running in New York, were devoted to demonstrating the proposition that college administrators constitute an extremely low form of human life." Regarding novels: "I suspect that the novel throws more light on the human element in college and univer-

sity administration than the available range of scholarly literature." Includes list of 22 novels about college life, in many cases about faculty members and presidents and their problems, published between 1940 and 1948, with brief characterizations of each of them. Appendix gives several searching questions for consideration.

147. KELLY, ROBERT LINCOLN, 1865-1954. The College Presidency. *Sch. & Soc.*, 27: 21, Jan. 7, 1928. (Author: Executive Secretary, Association of American Colleges, New York; President, Earlham College, Indiana, 1902-17.)

A reply to Dr. A. M. Winship, editor of *Journal of Education*, stating that of 21 new college presidents not one was promoted from the faculty. "Twenty-one straws like this can hardly be held accountable for so portentous a movement of history as the brilliant editor suggests. . . . If the editor would look about him he would find a number of college presidents who have been appointed during the past few years from faculties. . . . The evidence is on the whole rather encouraging."

148. ———. Choosing a President in the American College. *AAUW Jour.*, 30: 149-151, Apr. 1937. Reprinted in *Assoc. Amer. Coll. Bull.*, 23: 182-186, May 1937. Condensed in *AAUP Bull.*, 23: 398-400, May 1937. (Author: See No. 147.)

"It is not the function of this paper to submit a perfect plan for this or any other phase of college organization." Considers the responsibilities and interests of the board of trustees, faculty, and alumni. "Some boards still stand absolutely on their legal rights. This is a serious intellectual trouble. It may be that this partially accounts for the striking mortality of college presidents. . . . In 1929, of 168 institutions answering the question of a thesis written in Ohio State University, only 65 said they had considered the sentiment of the faculty in selection of president."

149. KENYON, DOROTHY, 1888- . The Presidency of Mount Holyoke College: Some Issues Involved in Choosing the Head of a Great Women's College. *AAUW Jour.*, 30: 16-17, October 1936. (Author: Member of New York firm of attorneys, Straus and Kenyon; Chairman of AAUW Subcommittee on the Legal Status of Women.)

Comments on the choice of a man as president of "the oldest of our women's colleges." Asks: "Has anyone ever seriously suggested a woman for the Presidency of Harvard?"

Does anyone in his (or her) senses seriously contend that a woman (any woman), no matter how brilliant, would ever have a chance at it? The idea is funny, it is hard to say why, because the idea of a man president of Mt. Holyoke is not funny at all. . . . What is sauce for the goose is decidedly not sauce for the gander. . . . The field of opportunity is narrowed for women and there is no compensatory gain."

150. KEPPEL, FREDERICK PAUL, 1875-1943. Installation of the President of Muhlenberg College. *Sch. & Soc.*, 46: 521-524, Oct. 23, 1937. Same, condensed, *Assoc. Amer. Coll. Bull.*, 23: 372-375, November 1937. (Author: President, Carnegie Corporation of New York.)

Address at installation of Levering Tyson as president. "The selection of a new president for a good college is an event of far more than local significance. There is always the sporting chance that he may help to steer it into one of those rare and priceless great periods in the history of American colleges. In my judgment, what counts most heavily in a president is not prestige nor eloquence nor power of persuasion, not the art of staging dramatic academic spectacles; it is the unpretentious job of really knowing his college, and even a small college takes a lot of knowing. . . . Let me just make two observations which I believe to be pertinent and to venture two prophecies. Like any other calling, the college presidency has its own particular hazards, its own occupational diseases. The chief among them are illusions of omnipotence and illusions of omniscience. My prophecy is that your new president will contract neither disease. In fact, I am prepared to guarantee his immunity. My second observation is that there is a Mrs. Tyson, and my second prophecy is that, as the years go by, any imperfections which the husband may reveal—and I warn you he is a very human person—will be gladly overlooked by the community, in view of what his wife will contribute to the life of the college."

151. KNOBE, JAY CARROLL, 1885-. Presidents of State Universities. *Scient. Month.*, 58: 218-220, March 1944. (Author: Dean of College of Arts and Sciences, University of New Mexico. Sketch and portrait of the author, p. v.)

Compares 47 presidents of state universities in 1916 and 1941 with reference to previous positions held, degrees held (Ph.D. 23 in 1916; 21 in 1941); and academic field of interest. "Here, perhaps, is the most striking evidence of this change in the complexion of state university administrators. . . . The simplest generalization that can be made seems to be

that state supported universities in 1941 were being headed by men whose backgrounds contained more practical administrative and business experience and training than the backgrounds of presidents in 1916."

152. KNOWLTON, EDGAR C. The Office of College President. *Jour. Higher Educ.*, 12: 218-219, April 1941. (Author: Faculty member, La Crosse State Teachers College, Wisconsin.)

"Recently at the death of the president of a state teachers college, the faculty" formulated a statement of qualifications desirable for his successor. This statement covers character, scholarship, administrative capacity, interest in the arts and in physical education, purpose to balance professional and subject-matter courses, and capacity to cooperate with the community.

153. KNOWLES, ASA SMALLIDGE, 1909-. Orientation of a College President. *Educ. Record*, 41: 37-39, January 1960. (Author: President, Northeastern University, Massachusetts.)

Describes the favorable situation at Northeastern University when the president-elect spent 7 months on the campus, prior to assuming office, in getting acquainted with the faculty and problems of the institution.

154. KOLBE, PARKE REXFORD, 1881-1942. Plea for Presidents. *Educ. Record*, 18: 68-74, January 1937. (Author: President, Drexel Institute of Technology, Pennsylvania.)

"The American college president of today is unique as the only laborer in the land who has not organized himself and his fellows into some sort of mutual protective association." Reviews earlier and later association of college presidents with the American Council on Education and recommends half dozen types of research and service activities of the Council which would be helpful to college presidents. One of them: "Set up, or cause to be set up, an information service for trustees in selecting presidents, deans, and other administrative officers. It is a matter of common knowledge that many boards of trustees are unfamiliar with administrative personnel in the field of higher education outside their own institutions. They have but little idea as to how to choose administrative officers, and often make bad mistakes."

155. LANGMAN, ANNE W., 1914-. Why Are College Presidents Resigning? *McCalls*, 86: 64-65, 134-139, May 1959.

"Ten percent of all our college heads quit every year. Here are five of them." Given

portraits of Harold Taylor, Sarah Lawrence College, New York; William E. Stevenson, Oberlin College, Ohio; Lynn White, Jr., Mills College, California; Benjamin F. Wright, Smith College, Massachusetts; and Wilbur K. Jordan, Radcliffe College, Massachusetts. "The abrupt departure of this presidential quatum—all in one year—from leading American colleges has caused surprise, consternation, and speculation. All have been in office for a decade or more; all are only at middle age; they did not retire to go to better jobs. From top positions in the educational hierarchy these five men say they have had enough." Discusses varying factors involved, principally frustration and financial responsibilities. Considers career of each man in turn, and reasons for his resigning. Conclusion: "In the eyes of many men the tradition that a college president should be a scholar is near to breaking."

156. LASKI, HAROLD JOSEPH, 1893-1950. *The American College President*. *Harpers*, 164: 311-320, February 1932. (Author: Professor of Political Science, University of London, England.)

Incorporated in his later volume, *The American Democracy*. For summary see No. 157. For comments by President Sills, see No. 203.

157. ———. *The American Democracy: A Commentary and an Interpretation*. New York. Viking Press, 1948. x, 785 p. (Author: See No. 156.)

Contains one chapter "American Education" (p. 323-392), giving a penetrating often critical analysis of American education from the British viewpoint. One section (p. 348-360) deals with the college president. "The American college president is a unique institution. No country in Europe has his exact analogue. . . . The man with a policy, and with a character compounded of strong will and energy can stamp himself upon an institution with a force that is unknown in the universities of the older world." Gives various examples. "The average president can hardly be expected to be, at one and the same time, a skillful executive, a good judge of academic reputation, sufficiently aware of developments in science and learning as to know what requires financial emphasis, an effective beggar among rich men, and also a person of such standing in the general community as to win respect for the university by his public pronouncements. Yet all these things, at least, a university president is expected to be. The conception is that of a superman." Considers the relation of the president to his board of trustees and to his faculty. Discusses "three great deficiencies" of the presidential system. States that "a president is the inevitable prisoner of the special uni-

versity environment created by American social and economic conditions. . . . No one, I think, who is at all seriously informed of the present position can doubt that a high level of academic freedom is not easily compatible with the presidential system." For comments by W. H. Cowley, see No. 566.

158. ———. Self-Determination for Faculties. *New Republic*, 75: 149-150, June 21, 1933. (Author: See No. 156.)

Comments on methods of selecting a university president, occasioned by recent selection of new ones at Harvard, Princeton, and Illinois. Makes vigorous plea for greater faculty participation in the choice. "The present method is an external despotism which, even if it is on occasion benevolent, neglects essential sources of knowledge and opinion and ideas." States that "this method obtains nowhere else in the world." Expresses hope that "the next decade will see a revision of the whole scheme of university government in America."

159. LAWTON, WILLIAM CRANSTON, 1853-1941. *The Decay of Academic Courage*. *Educ. Review*, 32: 395-404, November 1906. (Author: President, Adelphi College, New York.)

"The president, and he alone, comes into personal relations with the trustees. . . . One test of efficiency the trustees apply to the president . . . he must develop proper skill and tact in securing large legacies, gifts, or legislative appropriations." With reference to selection, says: "The president of the college faculty should be at least first nominated by its members, and will in most cases be chosen from among its members."

160. LAMERTON, JOSEPH A. "The Functions of the Faculty in the Administration of a University." In *Educational Problems in College and University: Addresses Delivered at the Educational Conference Held at the University of Michigan, October 14, 15, 16, 1920, on the Occasion of the Inauguration of President Norton Leroy Burton, Ph.D., LL.D.* (John Lewis Brumm, editor.) Ann Arbor, Mich.: University of Michigan, 1921, p. 62-79. (Author: Professor of Philosophy, Ohio State University.)

"The main contention of this address is that the actual usages and tendencies of the best institutions should be more explicitly legalized in the constitutions and by-laws of universities. . . . Deans, presidents, and other administrative officers in the educational division of the institution should be elected by the governing board, upon the joint nomina-



tion of faculty and board. . . . As to presidents, I am not prepared to say that they should be abolished. It is true that, sometimes, we do not get along very well with them, but I do not see how we can get along without them. The president stands in a unique position at present. . . . The duties of the office should be in some way divided. . . . I do not believe that, at present at least, American universities could be successfully administered if the principal executive officer were elected every year or so by the faculty. I think the European rectorial system would not work here."

162. MCCONNELL, ROBERT ERVIE, 1896. . . . Qualities of Leadership Essential to the Presidency of a Teachers College. *Educ. Adm. & Sup.*, 20: 599-605, November 1934. (Author: President, Washington State Normal School, Ellensburg.)

"With the increase in size and complexity of teachers colleges in the matters of enrollments, faculties, budgets, curricula, and physical plants, boards of trustees have been faced with the obligation of selecting an administrative head of proven administrative ability and recognized professional insight." Discusses qualifications, major administrative duties, and institutional and public relations. Quotes especially from studies by H. J. McGlanis (No. 427) and W. D. Agnew (No. 319).

161. MCCONAUGHY, JAMES LUKENA, 1887-1948. The College President. *Educ. Forum*, 2: 367-377, May 1938. Reprinted in *Assoc. Amer. Coll. Bull.*, 24: 290-303, November 1938. (Author: President, Wesleyan University, Connecticut.)

Discusses preparation, selection, and characteristics of college presidents, naming scores of individuals and their institutions as examples of most of his points, including college presidents who were ministers, professors of education, men prominent in public life, deans, professors; men with two or three successive college presidencies; holders of Ph.D. degrees and members of Phi Beta Kappa; presidential salaries ("probably not over 20 percent the country over get more than \$15,000 plus free house rent"); youngest college presidents (Finley of Knox at 29); age at retirement; long presidencies; occupations after retirement; pensions; able leaders among presidents (names 35 "of the most outstanding"), most picturesque college presidents; and most colorful college presidents. Asks a fundamental question: "Are there as many able college executives today as in the past decades? Probably not." Names 12 recent ones. Conclusion: "Truly there were giants in those days."

163. MARSH, DANIEL LASH, 1880. . . . College Administration—A Science and an Art. *Assoc. Amer. Coll. Bull.*, 31: 95-105, March 1945. (Author: President, Boston University.)

Address at inauguration of Russell David Cole as President of Cornell College, Iowa, April 25, 1944. "Presidents of colleges and universities are generally held in high public esteem. . . . Let me mention two reasons why presidents are so favorably regarded. In the first place, the modern president is the heir of a tradition of eminence. . . . The second reason for the prestige of the presidency is the American faith in education as a means of advancing the democratic way of life." Gives examples of various outstanding college presidents. Considers that, all other things being equal, "the best possible preliminary training for a college or university presidency is experience in the ministry. . . . Of the 288 pre-Civil War presidents, 262—more than nine-tenths of the whole—were ordained ministers of the Gospel." Considers many aspects of the president's duties, opportunities, and responsibilities.

164. ———. Some Things Learned by a President during Twenty Years in an Urban University. In *Association of Urban Universities, Proceedings*, 1946, p. 36-48. (Author: See No. 163.)

Quotes Presidents Eliot and Lowell of Harvard, Thwing of Western Reserve, and others on various aspects of the university presidency. Considers various important factors in his years as a university president, including patience, fiscal responsibilities, faculty appointments, sense of humor, and courage. "It has not all been a bed of roses. There have been occasions when it seemed to be a bed made of the thorns of roses, but even that has contributed to the total enthusiasm that I have had for the job. . . . If you cannot realize your ideal, then idealize your real."

165. ———. Imperative in a College President. *Assoc. Amer. Coll. Bull.*, 37: 7-12, March 1951. Same in *Christ. Educ.*, 34: 81-86, March 1951. (Author: See No. 163.)

Upon retiring after 25 years of service as President of Boston University, Dr. Marsh states fundamental qualities for a successful university executive. "A college or university president must possess an unblemished reputation, a sound character, the magic of personality, and the fundamental qualities of an executive, fourteen points of which may be stated as follows." States and discusses powers of physical endurance, patience,

honesty, loyalty, singleness of purpose, intellectual flexibility, fairness, sympathy, common sense, sense of humor, courage, ability to speak effectively, resourcefulness, and a philosophy of life that gives him poise.

166. MARTIN, HAROLD H. Bright Young Boss of Princeton. *Sat. Eve. Post*, 231: 19-21, 79-83, Apr. 18, 1959.

"Bob Goheen rose overnight from an assistant professorship to one of America's most coveted academic posts. Now he faces education problems that would vex Aristotle himself."

167. MATHER, JEAN PAUL, 1914-. Public Trusteeship—Pegasus or Dead Horse? In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1956, p. 38-48. (Author: President, University of Massachusetts.)

Discusses the Dartmouth College Case and quotes power given the trustees to appoint the President of the College. States: "I feel that probably the nature and qualifications certainly of state university presidents, and probably of private university presidents, is changing. As I see most of them, they are not expected to be 'itinerant scholasticists,' men with 'an irrational passion for dispassionate rationality.' . . . They are younger. Most of them have less varied experience, and probably most of them have less scholarship and more business and legal experience. At a recent Harvard Institute for College Presidents, I was interested to see that of seven state university presidents, five of the seven were under 45 years of age, and all in their third year of service. None of them were great scholars."

168. MEANY, EDMUND STEPHEN, 1862-1935. Electing a College President. *Harper's Weekly*, 58: 13, Apr. 25, 1914. (Author: Professor of History, University of Washington.)

Reports unfortunate circumstances surrounding "drastic action" in removing a university president "in the middle of a successful academic year," and plans for selecting his successor. "In this way the faculty will be given a full share in the selection of its chief executive and in at least one American university the monarchical form of government will be demolished."

169. MECKLIN, JOHN MOFFATT, 1871-1956. *My Quest for Freedom*. New York: Charles Scribners Sons, 1945. viii, 293 p. (Author: Not identified. Has

had a half century of teaching experience.)

Contains section "The Psychology of a College President" (p. 135-139). States that "The highest type of college president is found in old and well-endowed Eastern colleges with fine traditions behind them or in more recent institutions made completely independent by great endowments. College presidents of the type of Elliot of Harvard, Hopkins of Dartmouth, Day of Cornell, or Hutchins of Chicago are among the finest products of our American culture. At a somewhat lower level stands the president of the state and municipal university. . . . The greatest strain is placed upon the unfortunate president of Janus bifrons, the denominational college." Comments on the characteristics of President Warfield of Lafayette College (p. 136 ff), and on Presidents Hopkins and Tucker of Dartmouth College (p. 214, 220).

170. ———. As Others See Us. *Phi Delta Kappan*, 30: 366, May 1949. (Author: See No. 169.)

Brief quotation on characteristics of a college president from his book *My Quest for Freedom*, (No. 169). "The college president is an interesting and largely unique species within the genus homo sapiens. . . . Even the standard of ethics of the college president may differ from that of the average man."

171. Meeting of Presidents of Catholic Colleges and Universities on Administrative Organization of the Catholic College or University. In National Catholic Education Association, *Proceedings*, 1950, p. 200-202.

Chief question discussed: "Is there an adequate solution to the problem of the president who is not religious superior of his community?"

172. MILLER, DICKINSON S. Mr. Roosevelt's Opportunity as President of a University. *Pop. Sci. Month.*, 74: 62-69, January 1909. (Author: Professor, Columbia University.)

"The name of Mr. [Theodore] Roosevelt has come into mention in connection with the leadership of four American universities. There is no evidence whatever, so far as I am aware, that Mr. Roosevelt himself would seriously entertain such a project. . . . In any case it happens that this particular public character serves as no other illustration could to give point to certain suggestions about university life." Discusses the college as contrasted with the university and immaturity of students in the former. "Of course there may be those who feel that Mr. Roosevelt would come

whooping into the still air of study and, being used to mightier affairs, would disarrange nice customs, disbevel old proprieties, and step absentmindedly over college halls. . . . If Mr. Roosevelt could lend such signal aid in education he would hardly dispute that such a task would have its education for himself. And if students delight in his sturdy manhood, it would be a pity that the race of teachers should shudder at his somewhat carnivorous quality and taste for the jungle."

172. **Monarchy and Democracy.** *Unpopular Review*, 2: 356-371, October-December 1914. (Author: "A Mere College Professor.")

"It is equally anomalous that in Europe, with its tendency to monarchy in the State, there is found absolute democracy in the government of educational institutions, while America, democratic in state, furnishes the most extreme illustration of absolute monarchy in the government of its educational institutions. . . . Here is an interesting place in which to test democracy before abandoning it as hopeless. . . . The situation may be confused by the custom of choosing the college president from the ranks of the clergy; the clergyman-president naturally believes that since his relation to his congregation has been that of an expert in theology to those who are ignorant of it, his relations to a college faculty must be similar. He forgets that he has to deal with those who are themselves experts, each in his own field, and that they are presumably interested in the general field of education, and acquainted with it. . . . The professor realizes that the president is not always to be blamed for present conditions—often he himself is the victim of a system he has had no part in creating, and forces that he cannot control apparently compel him to perpetuate it. Yet blame must be attached to him for defending it and for refusing to discuss with his colleagues the possibility of modifying it."

174. **MONTARDON, CARLOS MORRISON.** *Selection of Chief School Administrators in California Public Junior Colleges.* Greeley: Colorado State College of Education, 1954. 156 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 16, 1954, p. 64-67.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 110 board members of 54 public junior colleges in the State. Gives a descriptive analysis of personal characteristics, behavior patterns, experience, practices, and philosophy of education.

175. **MOORE, ROBERT FOSTER, 1902-** For Top Administrative Personnel—Can Our Colleges Compete With Industry? *Coll. & Univ. Bus.*, 15: 26-28, September 1953. (Author: General Manager, Bellows, Henry & Co., Inc., New York City.)

"Colleges and universities have an inside track when competing for top administrative personnel but, more often than not, they are not taking full advantage of their position."

176. **New College Presidents.** *Assoc. Amer. Coll. Bull.*

Almost every quarterly issue of the *Bulletin* and of its successor, *Liberal Education*, contains a list of newly elected college presidents, with names of institutions. Such lists extend back at least to volume 20, 1934.

177. "The Next College President." *Pop. Sci. Monthly*, 83: 265-285, September 1913. (Author: "By a Near-Professor.")

Primarily a strongly stated plea for a greater voice by the faculty in selection of a president and for sharing in his administrative policies. Discusses eight factors "directly and indirectly concerned" in the organization of institutions of higher education. "The college president has added to his primary qualification of religious head that of educational head, financial head, social head, and administrative head. . . . It has been a veritable piling of Ossa on Pelion." Quotes statements of four boards of trustees on qualities needed for the presidency. Offers numerous examples to show that in practice "the college presidency is a despotism untempered by assassination." Says that "a recent inquiry instituted among 300 professors of science in this country seems to indicate that in the opinions of 85 percent of these, the present conditions are intolerable." (Refers to No. 560.)

178. **No More Generals, Please.** *Time*, 50: 94, Oct. 27, 1947.

"When General Dwight D. Eisenhower was named president of Columbia University, there were muttered misgivings among many U.S. educators. How does success as a soldier qualify a man as a college president? . . . Mild-mannered Monroe Deutsch . . . thinks that appointments like Eisenhower's endanger the future of American higher educators." Consists chiefly of quotations from article by Dean Deutsch, No. 108.

179. **PALMER, ARCHIE MACINNIS, 1896-** Newly Elected College Presidents. *Soc. & Soc.*, 30: 852-856, Dec. 21, 1929. (Author: Associate Secretary, Association of American Colleges, New

York City; President, University of Chattanooga, 1938-1942.)

An analysis of 45 newly elected or inaugurated college presidents in 1929, considering their professional backgrounds, personal qualifications, and considerations which led them to enter on their new work. All had had previous educational experience, 81 as professors, 33 in college administrative positions. Fourteen had previous pastoral experience. Fifteen had attained an earned doctorate, 18 were Phi Beta Kappa. Average age at election was 48 years, half of them between 40 and 45 years. Eleven of them were alumni of their institutions. Summarizes their motives and hopes, based upon correspondence with each of the 45 men.

180. ———. Fifty-five New College Presidents. *Assoc. Amer. Coll. Bull.*, 15: 390-391, November 1929. (Author: See No. 179.)

Report of same investigation as No. 179, with some changes in phraseology, and with addition of names of all of the presidents considered. For comments, see No. 518.

181. ———. New College Presidents: Class of 1929. *Personnel Jour.*, 8: 393-397, April 1930. (Author: See No. 179.)

Essentially the same as No. 179. ("Manuscript received November 5, 1929.")

182. ———. Recent Administrative Changes. *Assoc. Amer. Coll. Bull.*, 16: 419-424, November 1930. (Author: See No. 179.)

Gives names of 39 new college presidents and a variety of personal notes concerning them. Data concerning them to be included in a later study in December issue. See No. 295.

183. PARK, CAROL (*Pseudonym*). President Vergilius Alden Cook of Harmonia College: A Study in Still Life. *Scribners*, 78: 249-252, September 1925. (Author: "I was born and—mirabile dictu!—still live in Brooklyn. Since graduating from college I have done publicity and newspaper work. I... have been an assistant in my own college.")

Somewhat satirical study of the president of a woman's college. "He was 'our leading citizen' at home and he began to make shy faltering trips abroad. He attended educational conferences and noted how big educators spoke and acted. He attended State Republican conventions and noted how big politicians conducted themselves. And he patterned his behavior on a combination of the two." De-

scribes his relations to students, faculty, trustees, and alumni. "So Doctor Cook is a Great College President. Even now nobody knows what his educational program is! But of his greatness as a college president, there is no doubt."

184. PARK, CLYDE WILLIAM, 1880- . Personality and Educational Leadership. *Soc. & Soc.*, 68: 129-131, Aug. 28, 1948. (Author: Professor of English Emeritus, University of Cincinnati, Ohio.)

Discusses advantages and disadvantages of a military man as a university president accompanied by approval of selection of General Eisenhower as president of Columbia University. Mentions other military men as presidents, including Robert M. Lee of Washington and Lee University, Coppee of Lehigh University, and Garfield of Hiram College. Chiefly devoted, however, to favorable report of presidency of Livingston C. Lord at Eastern Illinois State Normal College. Conclusion: "With regard to Columbia University, the outlook seemed reassuring. Education can use such elements of leadership as vision to discern objectives, skill in organizing men and resources, and adaptability in meeting unforeseen conditions."

185. PERKINS, JOHN ALANSON, and PERKINS, Mrs. MARGARET HISCOCK (Mrs. JOHN A.) From These Leadership Must Come. *Soc. & Soc.*, 70: 161-164, Sept. 10, 1948. Excerpts in *Times*, 54: 81, Sept. 26, 1949. (Authors: Faculty members, University of Michigan.)

"What is attempted is a presentation and analysis of the educational background and the working experience of the men who now head this group of publicly supported institutions of higher learning." Based on study of presidents of 54 State institutions who were in office March 1, 1948. Reports fields of academic specialization, geographical location of institutions in which they studied, academic inbreeding, previous experience both academic and nonacademic, years of teaching experience, age range (from 29 to 61 years at time of appointment). "It is as impossible to find the average college president as it is to find the average man. . . . Making a sketch of the Mr. College President should not distort the true picture. The lack of homogeneity in the group is surprising."

186. PIERCE, ALFRED C. *The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges*. Austin: University of Texas, 1950. Partial summary in *Jun. Coll. Jour.*, 21: 364-366, February 1951; and 21: 393-394, March 1951.

Unpublished doctoral dissertation (Ph. D.) Based on questionnaire returns from 288 public junior colleges. "The names given to administrative officers of public junior colleges have sometimes resulted in confusion. 'Dean' is one of such titles which has been applied to the first assistant to the chief, and to various other officials. . . . It appears, then, that junior colleges are coming more and more to have two general administrative officers, a chief administrator, most often called 'president,' and second in command, called 'dean.'" The dissertation and the articles deal chiefly with the second administrative officer.

187. POWERS, DAVID GUY. *The Selection of University Presidents in America: Comparative Analysis of the Expressed Judgments of the Chairmen of the Boards, the Presidents, and the Professors in American Universities during 1946-47*. New York: 1950. 304 p. ms. Abstract in *Micro. Abstracts*, 10: No. 4, p. 121-123, 1950.

Unpublished doctoral dissertation at New York University. Twenty different factors involved in selection of presidents were evaluated by 78 Board chairmen, 75 university presidents, and 57 professors representing more than 100 universities. Most important factors were found to be personal integrity, administrative ability, health, and religious affiliation, the latter for Protestant universities only.

188. President Eisenhower: With Solemn Pageantry Columbia University Installs a Great Public Figure as Its Head. *Life*, 25: 42-45, Oct. 25, 1948.

"Last week, with more pomp and ceremony than ever was accorded him as General of the Army, Dwight David Eisenhower, 58, was installed as thirteenth president of Columbia University in New York. It was no ordinary inauguration. . . . In the procession walked 200 presidents of United States Colleges and Universities." Twelve illustrations, including keyed group picture of 64 college and university presidents in attendance.

189. The Presidency of the Massachusetts Institute of Technology. *Science*, 28: 729, Nov. 20, 1908.

Quotation from *Boston Transcript* regarding election of Professor Richard C. Moulton as president of Massachusetts Institute of Technology. "Of course, mere scholarship, even of the highest order, is not enough to meet all the requirements of this new responsibility. His executive ability and his adaptability can be proved only by actual service. But Scotch scholars are thorough; their stand-

ards are high, and shrewdness and personal tact are among their national characteristics."

190. PRITCHETT, HENRY SMITH, 1857-1939. Shall the University Become a Business Corporation? *Atlantic*, 96: 289-299, October 1905. (Author: President, Massachusetts Institute of Technology.)

An address at the University of Michigan. Compares administration of state universities, private universities, and foreign universities, tabulating basic information concerning six selected institutions of each of the three types. Contrasts the German and American systems of choosing a president. Concerning the American method, says: "It is no longer considered necessary that the president should be a scholar. . . . The powers of the president are enormously increased. . . . He possesses an autocratic power which would not for a moment be tolerated in an European institution." States that the essential difference is that the European system is democratic, the American autocratic. Points out, also "the faults of administration in foreign institutions." Asks whether it would be "a step forward, for example, to entrust to the faculty the election of president?" Conclusion: "It has been my purpose rather to state questions than to argue them; not to propose a substitute for our present administration of the university, but rather to point out certain tendencies in it."

191. The Professor and the President. *Nation*, 93: 332-333, Oct. 12, 1911.

Comments on inaugural address of President Guy P. Benton at University of Vermont. "The new head of the institution comes out of the West, and there is in the utterances with which he inaugurates his career in the staid little old State of Vermont a certain *severe* and also a certain exuberance to which the people of that longitude are not altogether accustomed." Discusses implications of Pres. Benton's statement: "I should rather have an institution with five big men in it as leaders of instruction than to have an institution with fifty little men on its staff."

192. Qualifications of a University President. *Christ. Cent.*, 53: 1486, Nov. 11, 1936.

Editorial comments on advice attributed to Newton D. Baker to trustees of University of Alabama: "If your board could find in Birmingham, or elsewhere in Alabama, a lawyer of about 40, of known scholarship, who was willing to begin a new career"—he would be the man to take.

193. REYNOLDS, QUENTIN, 1902-. Mr. President Eisenhower: As the Head of a Great University, Ike Has Learned How

To Address Deans as Well as How To Put Ideas to Work. *Life*, 28: 144-160, Apr. 17, 1950. With 12 illustrations. (Author: Newspaper correspondent.)

For summary, see No. 194.

194. ———. Mr. President Eisenhower. *Reader's Digest*, 57: 17-21, July 1950. (Author: See No. 193.)

Condensed from article in *Life*. (See No. 193.) Sympathetic personality sketch of General Eisenhower and his methods of administration as president of Columbia University. "Under President Butler, Columbia had been a one-man show—with the venerable president crisply dictating academic policy. It is far from arbitrary in strictly academic matters and as an administrator he has brought from his experience at SHAEF a firm faith in the wisdom of decentralization." Gives numerous examples.

195. Robbing the Cradle for a University "Proxy." *LA. Digest*, 101: 44, May 18, 1929.

Portrait and personality sketch of Robert Maynard Hutchins. "Now that he is thirty, he has been made President of the University of Chicago, the world's youngest head of a major educational institution."

196. ROLAND, LEO J. Professional Preparation of Junior College Administrators. *Jun. Coll. Jour.*, 24: 72-80, October 1953. (Author: Professor of Education, Villa Maria College, Pennsylvania.)

Based on questionnaire responses from 136 junior college administrators in 14 States in effort to secure answers to two questions: "What are the backgrounds of the present two-year executives, and what are their opinions on the preparation of future junior college administrators?"

197. ———. A Doctoral Program for Tertiary School Executives. *Jun. Coll. Jour.*, 28: 389-397, May 1958. (Author: See No. 196.)

States reasons that "make it justifiable for junior college administrators to be specifically educated for their work on a professional basis and to obtain advanced professional degrees. The highest of these should be the Doctor of Education in tertiary school administration." Gives details of a desirable plan for such preparation.

198. BUCKMISH, CHRISTIAN A. Psychologists as Administrators. *Science*, 37: 972-974, June 27, 1913. (Author:

Professor of Psychology, Cornell University.)

Paper before meeting of Experimental Psychologists, Wesleyan University, April 12, 1913. "Casual statements have frequently been made to the effect that many psychologists leave their professional careers to become administrators of one sort or another. . . . with the appended implication that psychology, as a science, suffers a proportionately greater loss of effective workers on this account than do the other sciences. Reports a statistical study of 177 college and university presidents in 1910-1911 of "institutions which are neither denominational nor technically specialized." Compares proportion of presidents with previous experience in certain science fields, finding those from biology (27 percent), chemistry (22 percent), physics (21 percent), geology (14 percent), mathematics (10 percent), psychology (6 percent).

199. RUSSELL, JOHN DALE, 1895- . Some Reflections Concerning University Administration. *AAUP Bull.*, 35: 476-489, Autumn 1949. (Author: With U.S. Office of Education, Washington, D.C.)

Address at Faculty Trustee dinner at Pennsylvania State College, May 13, 1949. Discusses major principles of successful university administration and administrative leadership. Characterizes various types of university leaders—wait-and-see, autocratic, educational approach, research, and group dynamics types.

200. SCHMIDT, GEORGE PAUL, 1894- . *The Liberal Arts College: A Chapter in American Cultural History*. New Brunswick, N.J.: Rutgers College Press, 1957. ix, 310 p. (Author: Chairman, Department of History and Political Science, Douglass College, Rutgers University.)

Considers extent to which college presidents have been recruited from the clergy (p. 35). "Nine out of ten college and university presidents before the Civil War were theologians." Also discusses the president's responsibility for interpretation of the institution to the public (p. 164). One chapter, "The Old Time College President" (p. 103-123), with bibliography of 18 items, is based upon the author's earlier Ph.D. dissertation of the same title, No. 61.

201. SHANNON, JOHN RAYMOND. Educational Appointments and Political Applications. *Sch. & Soc.*, 34: 301-302, Aug. 29, 1931. (Author: Faculty member, Indiana State Teachers College.)

Endeavors to measure "the extent to which partisan politics affects the selection of presidents of State institutions of higher education." Based on an analysis of 37 presidents of State universities and colleges and 89 presidents of State teachers colleges or normal schools. Finds that for four-fifths of the group, the political party affiliation of the governor of the State and the college president in the State, at the time of his selection, were the same. Names nine States in which all are Democrats, eight States in which all are Republicans.

202. SHARPLESS, ISAAC, 1848-1920. *The American College*, Garden City, N.Y.: Doubleday Page & Co., 1915. xi, 221 p. (Author: President, Haverford College, Pennsylvania, 1887-1917.)

Chapter 2, "College Administration" (p. 44-98), contains a section: "The President" (p. 61-76). "The ideal president will be to the student a paternal adviser and a strict disciplinarian. . . . His final attitude will be more of sorrow than of anger or triumph, and there will be no bravado or public announcements of future penalties, for college students cannot be frightened into good morality. . . . The ideal President in his relations to his Faculty will be a leader rather than an employer. . . . To the patrons our President will be frankly cooperative in all that affects the welfare of their children. . . . It may be admitted that such men as we have described our ideal President to be are rare in America, indeed non-existent. . . . But there are some that approach it in some points, if not in all."

203. SILLS, KENNETH CHARLES MORTON, 1879-1954. Why the College President. *Amer. Scholar*, 1: 219-222, March 1932. (Author: President, Bowdoin College, Maine.)

Discussion of Harold Laski's article (No. 156). Tends to agree with Laski on ideals but differs as to "the proper road toward those ideals." Says: "I doubt that in some respects the most autocratic American college president has as much power as the Master of an English college. . . . As a matter of fact the college president in most cases is . . . not a ruler but a leader. . . . Finally, it should, I think, be kept in mind that the American college and the American university have evolved in their own way and that they are American institutions."

204. SMITH, ROBERT FRANKLIN. *A Study of the Organization and Objectives of a Selected Group of Pennsylvania Colleges and Universities*. University Park: Pennsylvania State University, 1956. 115

D. Abstract in *Disc. Abstracts*, 16: 1377-1378, August 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 33 institutions. Studies composition of boards of trustees, preparation of presidents and deans, and stated purposes of the institutions.

205. SPEEK, Mrs. FRANCES VALIANT. Two More College Presidencies Go to Men. *AAUW Jour.*, 37: 31-34, Fall 1943. (Author: Member headquarters staff, American Association of University Women, Washington, D.C.)

"Three noted women presidents are retiring from the administration of three outstanding woman's colleges—Dr. Blunt from Connecticut College, Dr. Reinhardt from Mills, and Dr. Comstock from Radcliffe. Are three promising women replacing them? In one instance, yes. In two instances, no; men have been named as successors. . . . The AAUW cannot fail to view with concern the recent transfer from women's hands of three major college presidencies." Compares number of women presidencies in 1923 and 1942-43. Gives sketches of the lives of the new presidents and tributes to those retiring from their positions.

206. SPRINGER, DURAND WILLIAM, 1866-1943. How To Select a University President. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1929, p. 46-52, with short discussion following. (Author: Secretary, American Society of Certified Public Accountants, Washington, D.C.)

"The most important duty which can ever confront a member of a governing board, no matter how many years he may serve in that capacity, is that of helping to *Select*, as distinguished from *Elect*, a president. It is the one important decision which if well made simplifies all other board functions. . . . A description of the man that is needed for a particular job is no more important, if as important, as a description of the thing he is to do." Considers various methods of securing names of possible candidates for the presidency, stating that "sometimes a serious mistake has been made at this point by attempting to get suggestions from groups. The Alumni Association has been requested to furnish nominations or to appoint a committee to assist. The faculty has been similarly approached. Group assistance of this sort is dangerous." Reproduces verbatim a list of 31 activities of a college president classified in seven major groups, as formulated by the American Council on Education, with the advice and cooperation of some fifty college

presidents. Outlines nine points on which a probable candidate should be asked to submit information and professional opinions and judgments.

207. **SPOUL, ROBERT GORDON, 1891-** .  
The Educational System of California.  
*Sch. & Soc.*, 32: 615-626, Nov. 8, 1930.  
(Author: President, University of California.)

Inaugural address as President of the University of California, October 22, 1930. "I approach this test as a freshman does his first examination, having prepared for it by a comprehensive review of the authorities; in this case by careful reading of the words of the great and the near-great in some twenty institutions throughout the country as expressed in their inaugural addresses. I found that these might be divided into three general classes: 1. The encyclopedic type. . . . 2. The technical type. . . . 3. The omniscient type. . . . The impress of all these types will no doubt appear as I continue, but also, I trust, some evidence of discriminatory judgment and deliberate restraint."

207a. **STANFORD, EDWARD V., 1897-** .  
College President and Religious Superior.  
*Cath. Educ. Review*, 58: 609-613, December 1930. (Author: Administrative Consultant, American Council on Education, Washington, D.C.; formerly President, Villanova College, Pennsylvania; and Augustinian College, Washington, D.C.)

"Qualifications that would admirably fit one to be a good religious superior are not necessarily the qualifications that would fit one to be a good college president, and vice versa." Discusses characteristics of the two offices, historical development of their positions, value of separating their functions, and their respective responsibilities.

208. **STERNS, WALLACE N.** The University President. *Forum*, 33: 250-254, October-December 1903.

"The modern university president is a recent figure. . . . For the university presidency there can be no apprenticeship; and if there could be, how many would be selected this way?" Discusses various desirable characteristics. He should be a financier, have organizing power, be aggressive, alert, sane, of scholarly tastes, of poise, a prophet, have personality. "Such men as Adams, Pepper, Gregory, McCosh, Finney, and others stamped themselves on the institutions they served—not as despots, but as mighty men born to preside over the destinies of their fellows."

209. **STRAYER, GEORGE DRAYTON, 1876-** .  
*A Report of a Survey of the Univer-*

*sity System of Georgia.* Atlanta, Ga.: Regents of the University System of Georgia, 1949. viii, 343 p. (Author: Professor Emeritus and formerly Director, Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University.)

The work of eight staff members. Concerned for the most part with broad problems of organization and administration, but one section discusses qualifications, selection, powers, and responsibilities of the Chancellor of the University System, and of the 16 heads of the higher educational institutions in the State (p. 262-286).

210. **T. P. B.** Electing College Presidents. *New Republic*, 75: 237, July 12, 1933. (Author: From New Haven, Conn.)

Comments on Harold Laski's suggestions on faculty voice in election of president. (See No. 153.) "There is, however, a simple way out. It is the neat expedient of identifying the oldest living alumnus with the presidency. . . . The oldest living alumnus as president would perform the primary function of raising money by begging from the alumni with great effectiveness. . . . If it be objected that nonagenarians are unfit for the strenuous career of college president, it may be rejoined that only last year Mr. Laski was himself complaining that American university presidents were too powerful."

211. **Teachers Colleges in Illinois: A Statement of Principles, Practices, and Qualifications that Should Pertain to the Teacher Training Institutions of the State of Illinois.** *Ill. Teach.*, 28: 185-188, February 1940.

Considered by the Illinois Education Association at its 86th annual meeting, December 1939. Includes statement of seven qualifications for success as an administrator.

212. **TRAD, ORDWAY, 1891-** . *The Art of Leadership.* New York: McGraw-Hill Book Co., Inc., 1935. xi, 308 p. (Author: Lecturer in Personnel Administration, Columbia University.)

Deals with leadership in general, not with the college presidency as such, but many of the 16 chapters have relevancy to educational leadership in higher education, for example, What is Leadership? The Qualities Necessary in Leadership, The Leader as Executive, Methods and Manners of Leading, The Hazards of Leadership, Problems of Women Leaders, and How to Train Leaders.



213. TEAD, ORDWAY, 1891-. *Trustees, Teachers, Students: Their Role in Higher Education*. Salt Lake City, Utah: University of Utah Press, 1951. 120 p. (Author: Chairman, Board of Higher Education, New York City.)

Contains five addresses delivered at seventh annual meeting of Utah Conference on Higher Education, September 1950. First lecture, "College Trustees: Their Opportunities and Duties" (p. 1-24) contains section on choosing a president. Compares head of a college with head of a prison and head of an orphan asylum. "There stands as the first and ultimate mandate the selection of the administrative head of the institution. . . . This is a task I can discuss out of an exceptional wealth of experience. . . . I have for my own use in such a situation prepared a brief and simple checklist which is adaptable to the needs of a particular institution." Gives the list of eight items and discusses their use.

214. TRABUE, MARION REX, 1890-. *Characteristics of College Instructors Desired by Liberal Arts College Presidents*. *Assoc. Amer. Coll. Bull.*, 36: 374-379, Oct. 1950. (Author: Dean, School of Education, Pennsylvania State College.)

A report with regard to the traits considered highly important for teachers of freshmen and sophomores by presidents of liberal arts colleges. Questionnaires were sent to presidents of 653 colleges from whom 419 fully completed and usable returns were received. Questions included 52 items regarding qualifications of instructors. Each item was rated by the president as highly important, important, unimportant, or undesirable. This report is based on analysis only of the items rated as "highly important."

215. ———. *Characteristics Desirable in College Teachers: Do Graduate Schools Supply Adequate Information About These Traits?* *Jour. Higher Educ.*, 25: 201-204, April 1954. (Author: See No. 214.)

Supplementary to No. 214. Discusses the surprising lack of congruence between the characteristics reported by graduate schools in credentials of applicants and characteristics desired in applicants by employing college executives as reported in No. 214.

216. TYSON, LEVERING, 1889-. *Inaugural Address of the President of Muhlen-*

berg College. *Sch. & Soc.*, 46: 513-521, Oct. 23, 1937.

Given at Allentown, Pennsylvania, October 2, 1937. "We are met here today solely in the interests of this college. . . . This occasion has significance because it prompts everyone connected with or interested in the institution to review past accomplishments, to inventory the present, and once more to peer into the future with curious and anxious eyes. As the individual chosen to perform this tripartite function, I must assume the combined prerogatives of historian, diagnostician, and prophet. . . . In the whole library of academic documents, none is more dangerous than the inaugural address. Conceivably it can revive old conflicts, once settled happily. By omission or by over-emphasis, it can offer affront to sensibilities that, in academic circles, are always acute. It can confound well-established policy. . . . It can sow the seeds of future embarrassment." See also No. 150.

217. *A University Inaugural*. *Dial*, 51: 515-516, Dec. 16, 1911.

"The installation of a new president in one of our universities is getting to be an imposing function. It is attended by much pomp and circumstance." Contrasts with "the legendary story of Jefferson's inauguration" at University of Virginia. "If we were to compare a dozen American inaugural addresses of the modern type with the same number selected from those of fifty years ago, we should not fail to notice many striking differences in spirit and declared purposes. . . . The change is not all for the better. . . . A study of recent university inaugurals would reveal a considerable variety of styles." Characterizes and discusses several such—breezy style, heart-to-heart style, optimistic style, magilloquent style, statistical style, and style of ill-concealed arrogance.

218. *The Vacant Presidencies*. *Educ. Review*, 60: 80-83, June 1920.

Editorial comments on various vacant presidencies and characteristics of some of the retiring presidents. "Probably no less than twenty-five important colleges and universities have been seeking presidents during the current year, and fully half as many more will be confronted with the similar task in the near future. . . . Where are the men fitted to come forward to accept these great positions and to fill them with usefulness and distinction?" Reports that the University of Michigan has been for sometime without a president, and, in her desperate strait, has recently undertaken to 'rob Peter to pay Paul'. By offering twice the salary now received by the leading university heads, she has lured from Minnesota the president pos-

rest by that institution for only three years, and forced her, in turn, to look for a new man."

219. VALENTINE, ALAN CHESTER, 1901-. Inaugural Address of the President of the University of Rochester. *Sch. & Soc.*, 42: 841-845, Dec. 21, 1935.

Given at Rochester, New York, November 15, 1936. "In the work I now begin, I cannot promise success, but I can pledge without reserve whatever energy and wisdom I can muster. This University has an honorable past and moves toward a distinguished future. . . . Sixty years ago, university inaugurations were long, erudite, and scholarly. A president was then a remote but admirable figure, generally respected but seldom understood. He felt his authority in the intellectual world and made the most of it. . . . Since that time the learned world has become less restricted, and its members more critical. . . . That change is a healthy one. No man is wise enough to direct alone the policies or details of a university."

220. WARD, PAUL WILLIAM, 1893-. Reflections on University Administration. *Educ. Record*, 19: 117-124, April 1938. Reprinted in *AAUP Bull.*, 24: 638-644, December 1938. (Author: Professor of Philosophy, Syracuse University; Chairman of Committee of the American Association of University Professors on Place and Function of Faculties in University and College Government.)

"University administration, consequently, cannot be patterned too closely after other types of administration. . . . In all administrative set-ups, however, performance is a function of characters and universities are no exception. . . . The preface to excellent administration lies in the selection of administrators." Considers principal factors and methods to be followed in selection of a president. Advocates "faculty participation or consultation in the selection of presidents."

221. ———. Chairman. Place and Function of Faculties in College and University Government. *AAUP Bull.*, 25: 145-168, April 1939. (Author: See No. 220.)

Includes report of Committee T (p. 145-160), and symposium on same subject at 25th annual meeting of the Association, led by Julian P. Brets of Cornell University (See No. 86), Ordway Tead of New York, and Carl Wittke, Oberlin College. Latter two not di-

rectly concerned with the work of the president. Committee T report summarizes earlier reports of the Committee. Reports results of a questionnaire to Association chapters asking for their wishes as to future activities of the Committee. More than two-thirds of the chapters wanted it to do consultative work and to "make a comprehensive survey of governmental set-ups in as many as possible of the institutions at which the Association has chapters with a view to publishing the results." For other reports by this Committee, see Nos. 222, 223, 224, 225.

222. ———. Chairman. Place and Function of Faculties in College and University Administration: Committee Report and Symposium. *AAUP Bull.*, 26: 171-190, April 1940. (Author: See No. 220.)

A report on various aspects of faculty participation based upon information furnished by 177 institutions. In reply to the question, "Is faculty consulted in choice of a new president?" answers were "No", 118; "Yes", 44. Replies to this and other questions are analyzed in a set of eight charts for all institutions and separately for 29 State universities, 26 women's colleges, 14 engineering colleges, 28 teachers colleges, 6 endowed graduate schools, 6 most democratic state universities, and 6 least democratic universities.

223. ———. Chairman. Place and Function of Faculties in College and University Administration. *AAUP Bull.*, 27: 155-177, April 1941. (Author: See No. 220.)

Report at 27th annual meeting of the Association. "This report of Committee T . . . falls into four divisions: I. Further researches of the Committee; II. Suggestions of the Committee; III. Continuing recommendations of the Committee; IV. Conclusions." Gives revised summaries of reports made the previous year (No. 222) but based on returns from 228 institutions instead of 177. Reports that faculty is not consulted in choice of a new president in 148 institutions, consulted in 60, others not reported. Develops a Faculty Self-Government Index and a 28-Point Rating Scale based on it.

224. ———. Chairman. Place and Function of Faculties in College and University Government. *AAUP Bull.*, 39: 300-318, Summer 1953. (Author: See No. 220.)

Report at 39th annual meeting of the Association. Reports progress on new study inaugurated in January 1953, based on replies

from 156 of the Association's 400 chapters. Quotes extensively from 1920 report (see No. 618), and summarizes preceding reports of the Committee. Shows progress made in 51 identical institutions between 1939 and 1953. States that 25 institutions had made improvement in faculty participation in choice of new presidents. Includes bibliography of 11 titles.

225. WARD, PAUL WILLIAM, 1898- . *Chairman. The Place and Functions of Faculties in College and University Administration. AAUP Bull.*, 41: 62-81, Spring 1955. (Author: See No. 220.)

Final report on the 1953 study of the Committee. Based on replies from 228 institutions and comparisons with reports from 228 institutions in 1939 report. Presented in a series of 14 graphs, most of them based upon faculty self-government indexes, derived in earlier report (No. 223.) Reports answers to question, "Is the faculty consulted in the choice of a new president?" In 1939, answers were "Yes", 60; "No", 148. In 1953 answers were "Yes", 112; "No", 111.

226. WEBSTER, ARTHUR GORDON, 1863-1923. *Science and Inaugurations. Nation*: 89: 376-377, Oct. 21, 1909. (Author: Professor of Physics, Clark University, Massachusetts.)

Comments on editorial in earlier issue stating that "our humanists need not shudder over Dartmouth choosing a physicist for president." Says that "I felt moved at the time to remark that in other countries this tendency to shudder is not experienced." Names seven physicists "who are, or have recently been, at the head of British Universities." Comments on three recent inaugurations which he has attended, and their emphasis on the importance of science in the modern university.

227. WOOTER, DIXON, 1906- . *Prowling for Campus Presidents. Sat. Review Lit.*, 31: 9-11+, Sept. 11, 1948. Reprinted, *AAUP Bull.*, 34: 498-504, Autumn 1948. Excerpts, *Newsweek*, 32: 92, Sept. 20, 1948. (Author: Chairman, Research Group, Huntington Library, California.)

Vigorous, often frank, comments on various types of university presidents, especially four-star generals, scholars, and business men. Many such named and characterized. Conclusion: "If a university president accepts this prime obligation [defender of free thought], cultivates broad understanding if not scholarship, and keeps himself within the limits of serenity and justice, it matters not too gravely whether he knows all about cost-accounting, has a winsome microphone manner, or started

his professional career as instructor, bank messenger, or shave tail."

228. WETZLER, WILSON F., 1914- . *A Look at the President of the Small College. Jour. Higher Educ.*, 25: 439-441, 456, November 1954. (Author: Assistant Director of Student Teaching, Madison College, Virginia.)

Based on a questionnaire answered by 24 presidents of liberal arts colleges, privately controlled and church-related, with enrollments of less than 500 students. Summarizes data on ages, experience, training, and needed characteristics for success. Considers also special problems facing the presidents of these institutions. "Most of the administrators believe that financial problems are the most pressing and urgent." Also discusses why the presidents dislike certain functions and duties. "One president complains that 'playing God' is indeed a tiresome task."

229. WHITE, GOODRICH COOK, 1884- . *The Education of the Administrator. Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 3.)* viii, 62 p. (Author: President, Emory University, Georgia.)

Based on address at 12th Institute of Higher Education, Nashville, 1956. Contains 4 chapters: I. On Keeping Intellectually Alive. II. Patience and Its Limits. III. The Letter and the Spirit. IV. The Real Job.

230. *Why College Presidents Are Mentally Second-Rate. Current Opinion*, 67: 242, October 1919.

"The steady deterioration in the character and capacity of college presidents remains one of the unheeded warnings of the time in the United States. The college president is responsible for the decay of the intellectual life of the nation. . . . Our college presidents who are in a conspiracy against knowledge, . . . facile in retailing sophistry, . . . a smiling humbug." Quotes extensively from an article by an unnamed "Western college professor" in *School and Society*, but gives no reference to volume or date.

231. WIGGEN, HOWARD DEFOREST, 1887- . *What Should Be the Qualifications for the President of Utopia Teachers College? AAUP Bull.*, 33: 525-534, autumn 1947. (Author: Head, Department of English, Eastern Illinois State College.)

Considers the significance of age, appearance, education, experience, character, temperament, and attitudes. "This paper has not

attempted to make a complete catalog of all the qualifications which should be required of Utopia's president. It is neither a bill of particulars nor a blue print. It will have accomplished its purpose if it serves to call the attention of the inquiring College Board to some of the tangible and intangible qualities of head and heart about which they must do some plain thinking before they commit themselves to a decision on the presidency."

232. WIGGIN, GLADYS ANNA, 1907-. *Selecting and Appraising Personnel. In Democracy in the Administration of Higher Education* (No. 21), p. 129-148. (Author: Professor of Education, University of Maryland.)

Studies the statements and achievements of certain famous university leaders, such as Elliot, White, and Harper in attempt to discover the characteristics of great administrators and the reasons for their success. States that "putting in charge of a university a commander of troops whose only connection with a university had been as an undergraduate student is disastrous to the development of our social institutions. It is a trend which should be fought against vigorously by those who are working for the expanding social usefulness of the university. The master craftsmen of the great universities have been educational statesmen. . . . Most of these educational leaders have exhibited their flair for organizing university work long before they have been called to presidencies." Discusses also *How the Great Presidents Secured Great Professors, Factors in Institutional Distinction, and Measures of Institutional Distinction*—all features for which the university president has more or less direct responsibility. General conclusion: "The essence of their greatness is in the sweep of their educational philosophies and the strength of their educational courage."

233. WILBUR, RAY LYMAN, 1875-1949. *Inaugural Address of the President of Leland Stanford Jr. University. Sch. & Soc.*, 3: 181-186, Feb. 5, 1916.

Reviews his earlier connections with the University and reasons for them. "The desire to learn new things must be in the air. Merely to set up baubles to encourage scholarship and research may be expedient, but we cannot expect a man who considers these as worth much, or at least as goals to be attained, to go far along the plodding road of new thought or new discovery. There can be no place for the mentally stagnant." Conclusion: "Let us here at Stanford, trustees, faculty, alumni and students, together do our best as unselfish citizens to develop a university of service, of citizenship in its broadest sense of character—a place where truth is

paramount. In a word a university of quality and of usefulness."

234. ———. *The University President: Essential Characteristics for Success. Assoc. Amer. Coll. Bull.*, 30: 330-334, May 1944. (Author: Chancellor, Stanford University.)

"The fundamental requirement for a university president is durability of mind and body. . . . The principal function of a university president is to select or steer the selection of a faculty of quality and to back up its members, young and old, in their ambitions, researches, scholarship, and teaching programs. . . . Success in the presidency comes largely from the ability to make prompt decisions and to have a clearcut policy and to have written records of all important decisions. . . . Something must be said, too, for the wife of a university president. She is called upon to play silent partner, without remuneration, but with plenty of hard work, in social and other lines. She can do much to make or break her husband."

235. WILGUS, ALVA CURTIS, 1897-. *Presidential Prerequisites. Sch. & Soc.*, 46: 275-276, Aug. 28, 1937. Reprinted in *AAUP Bull.*, 24: 180-183, February 1938. (Author: Professor, George Washington University, Washington, D.C.)

"In higher education today the average yearly turnover in college and university presidencies in the United States is between 150 and 200. . . . Many reasons can be assigned for this astonishingly rapid change, but one of the usual contributing causes is to be found in the presidential personality. It may, therefore, be not inappropriate to say a word about so important a subject." Considers various needed characteristics, including humility, honesty, optimism, open-mindedness, originality, patience, and accessibility to both faculty and students. "A president should be equally at home with a top hat or a tennis racquet, a riding habit or a walking stick."

236. ———. *A Placement Bureau for College and University Administrators. Sch. & Soc.*, 48: 115, July 23, 1938. (Author: See No. 235.)

Comments on suggestion by H. G. James (No. 518). "In February and March 1937, the undersigned discussed with nearly two dozen leading educators in this country the need for and feasibility of establishing such a bureau. . . . In the course of the discussion it became evident" that no one of five named national organizations could establish the needed service. Considers other possibilities, but reaches no satisfactory conclusion.

237. WILLIAMS, CHARLES WHITING. His All-Round Excellency, the College President: What Is Required of the Executive of an American Institution of Higher Education? *Independent*, 74: 499-508, Mar. 6, 1913. (Author: Assistant to President, Oberlin College.)

Occasioned by election of Woodrow Wilson to the presidency of the United States. "No wonder a great party staked its chances of a diploma from the electoral college . . . on an ex-college president—and won! The number, size, quality and variety—in more academic language, the multitude, magnitude, essential characteristics, and heterogeneity—of the duties loaded on the modern college executive are enough to fit him to handle with ease practically any job of 'presidenting' the country can furnish." Gives numerous examples, some serious, some amusing. Contrasts presidential difficulties in handling a cabinet and in handling a faculty. "No political party ever contained in proportion to its size anything like so many different kinds of people as a university teaching force." States that "a college president will hear, during the course of a year, from half the country's wise men and all its lunatics." Gives several examples of latter group. Mentions also Presi-

dent James A. Garfield, former president of Hiram College, and President Thomas Jefferson, founder and first president of University of Virginia.

238. WILLIAMS, LLOYD P. Quiescence, Tradition, and Disorder—Cross-Section of a Small College. *AAUP Bull.*, 43: 615-625, December 1957. (Author: Assistant Professor of Education, University of Oklahoma.)

"Cherokee College is the subject of this paper. Whereas the name is fictitious, the college is not. . . . Cherokee is collegiate, private, church-related, and co-educational." Describes characteristics and faults of administrative officers, especially president and dean. "The president is preoccupied with administrative trivia, and his interference in various offices throughout the college is frequent, unpredictable, and apparently compulsive."

See also Nos. 12, 25, 38, 41, 43, 44, 46, 47, 48, 49, 50, 56, 62, 63, 66, 68, 239-254, 258, 280, 303, 306, 320, 339, 340, 346, 377, 390, 401, 406, 433, 434, 489, 504, 510, 513, 520, 521, 524, 528, 588, 618, 630.

## IV. Personal Factors

### 1. General

239. CHAMBERS, MERRITT MADISON, 1890- . Presidents of State Teachers Colleges. *Sch. & Soc.*, 35: 234-236, Feb. 13, 1932. (Author: Faculty member, Teachers College of Kansas City, Missouri.)

A statistical study of 61 presidents of state teachers colleges, "which have been rated as reputable degree-granting colleges for at least six years." Information summarized in five tables. Ages varied from 36 to 80 years, with median of 58 years. Median tenure was 12 years. Forty-six had previous experience as professors in college or normal school. Fourteen had earned doctor's degrees. Twenty-four of them have written at least one book each. Conclusion: "The academic histories of teachers college presidents should not escape observation. These men are in very important key positions, where sound scholarship and intellectual independence can do much toward the advancement of our civilization."

240. DONOVAN, HERMAN LEE, 1887- . The State University Presidency, 1955. In *National Association of State Universities, Proceedings*, 1955, p. 15-30. (Author: President, University of Kentucky.)

On basis of *Who's Who in America* and other similar reference works and a special questionnaire, finds that "the typical state university president today is a married man, 56 years of age, and he is the father of two children. The range of ages is from 33, the youngest, to 70, the eldest. He is a college graduate, the possessor of three earned degrees, including the Ph.D. degree, and he has received one or more honorary degrees. . . . [His] major field of study is most often education. . . . He lives in a home on the campus provided for him and his family, rent free. . . . The median salary . . . is \$16,375 per year, but the range is from \$10,000 to \$30,000." Many other details given. Quotes definitions of college presidency by Harold Ickes, Walter Jessup, and W. H. Cowley. Makes detailed comparisons between James K. Paterson, President of University of Kentucky

1869-1910, and present conditions. On the basis of 27 years experience, considers the question: "What are the most important activities of the college president today?" Lists seven "things I would do differently if I had to live over my career as a college President." For further quotation from this address see paragraph preceding No. 644.

241. GORDON, JOSEPH ELWELL. *The University Presidents: A Study of Their Background and Educational Concern in 1900 and 1950*. Chicago, 1951.

Unpublished doctoral dissertation at University of Chicago. For summary, see No. 242.

242. ———. The President: Has the Pattern of College and University Leadership Changed? *Jour. Higher Educ.*, 24: 135-140, March 1953. (Author: Program Analyst, Air University, Alabama.)

Based upon author's dissertation at University of Chicago (No. 241). Compares presidents of 29 universities which in 1949 were members of the Association of American Universities with the presidents of the same institutions in 1900. Following factors were studied: educational preparation, experience, age, former relationship to the institution, and honorary degrees received. Also considers "the extent to which the higher educational views and concerns of the present-day executive differ from the views and concerns of the officers at the beginning of the century."

243. GROSS, JOHN OWEN, 1894- . The Methodist College President. *Assoc. Amer. Coll. Bull.*, 32: 527-528, Dec. 1946. (Author: Secretary, Department of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former president, Simpson College, Iowa.)

Reports a study "of the presidents of 102 Methodist educational institutions." Average age was 58 years; when first chosen, 45 years. Ages tabulated, varying from 34 to 76 years. In last 10 years, 80 institutions have elected new presidents. Sixty-two of the presidents

were ministers. Largest number had undergraduate work at Northwestern, Emory, and Wesleyan Universities. "It cannot be reiterated too strongly that trustees should think in terms of asking prospective presidents to give their lives, not a few years, to the institutions they are called to serve."

244. HAWK, RAY. A Profile of Junior College Presidents. *Jun. Coll. Jour.*, 30: 340-346, Feb. 1960. (Author: Dean of Men, University of Oregon.)

Based on questionnaire returns from 162 heads of junior colleges, two-thirds of them public institutions. Finds titles used as follows: President, 65 percent; dean, 22 percent; director, 9 percent; other, 4 percent. Tabulates and discusses answers to seven basic questions: (1) Age upon assuming present position, (2) number of years in the position, (3) previous position held, (4) highest degree earned, (5) principal field of academic specialization, (6) type of position predecessor took upon leaving, (7) length of time he served as head of the college."

245. HUGHES, RAYMOND MOLLYNEAUX, 1873-1858. A Study of College and University Presidents. *Sch. & Soc.*, 51: 317-320, Mar. 9, 1940. (Author: President, Iowa State College.)

A statistical study, with six tables, on various characteristics of the presidents of 800 "of the more important universities and colleges" of the United States. Summarizes birth and location of presidents geographically, by states and regions; age at appointment, varying from 30 to 69 years; length of service, ranging from 1 to 48 years; the 180 institutions from which they received degrees, Harvard leading with 9; names of 20 institutions presided over by their alumni; institutions having conferred 129 Ph.D. degrees on them, Columbia leading with 32; and previous positions held.

246. HUNT, CHARLES WESLEY, 1880-. Politics in the Teachers Colleges. *Understanding the Child*, 10: 14-19, January 1942. With portrait of the author. (Author: President, New York State Normal School, Oneonta.)

Reports some of the studies and other activities of the American Association of Teachers Colleges, with 185 members. Reports terms of office of 784 presidents of 150 colleges covering entire history of the institutions, varying from 1 to 42 years, with median of 9 years. Gives data on earned degrees, and refers to further studies in 16th and 18th Yearbooks of the Association (See Nos. 306, 307.) Also lists 11 "dangerous practices" and 18 "safeguards."

247. KOHLBRENNER, BERNARD JOHN, 1904-. Some Elements of Background Among University Presidents. *Sch. & Soc.*, 68: 283-285, Oct. 23, 1948. (Author: Associate Professor of Education, University of Notre Dame, Indiana.)

Based upon an analysis of the training, experience, and other factors concerning the presidents of 32 universities which were members of the Association of American Universities, as reported in *Who's Who in America and Leaders in Education*. Reports previous educational experience or lack of it, degrees held, age, and tenure.

248. KRUSE, SAMUEL ANDREW, and BECK, EARL CLIFTON, 1891-. A Study of the Presidents of State Teachers Colleges and State Universities. *Peabody Jour. Educ.*, 5: 358-361, May 1928. (Authors: Faculty members; (1) State Teachers College, Cape Girardeau, Missouri; (2) State Teachers College, Peru, Nebraska.)

Based on study of presidents of 86 teachers colleges and 25 state universities. In six tables, answers the questions: "Where do our state college presidents come from? What did they do before they became presidents? How long do they remain presidents? How old are they? What academic preparation have they had?"

249. KUNKEL, BEVERLY WAUGH, 1881-. The College President as He Is Today. *AAUP Bull.*, 34: 344-349, Summer 1948. (Author: Professor of Biology, Lafayette College, Pennsylvania.)

An analysis and summary of age, birthplace, alma mater, degrees, and educational positions held by 505 college presidents listed in current issue of *Who's Who in America*. Ages vary from 37 to 82 years. They were graduated from 267 different colleges and universities, Harvard leading with 11. Conclusion: "There is no indication that up to the time of this study there was any notable change in the scholarly preparation of presidents as evidenced by their earned degrees or that there has been any marked tendency for recent business executives to administer the affairs of the colleges. To this generalization there are of course some notable and in some cases regrettable exceptions."

250. LEWIS, WILLIAM PAUL. *Backgrounds of College Presidents in the United States, 1952-53*. Nashville, Tenn.: 1954.

Unpublished doctoral dissertation at George Peabody College for Teachers.

251. McGRATH, EARL JAMES, 1902-. *The Evolution of Administrative Offices in Institutions of Higher Education in the United States from 1860-1933*. Chicago: 1938. 85 p. (Part of doctoral dissertation, 1936).

Doctoral dissertation (Ph.D.) at University of Chicago. "It is the purpose of this study to trace the development since 1860 of the administrative offices now in existence in the larger colleges and universities in this country." Covers 11 offices, including the presidency. Answers seven basic questions regarding each office. Based upon intensive study of 32 institutions, publicly and privately controlled, eastern and western, large and small, whose names and founding dates are given. Body of dissertation consists of 11 chapters, one for each office studied. Four tables summarize for the 11 offices, date and order of establishment of each office, percent of officers teaching from 1860 to 1933 (presidents decreased from 90 percent to 6 percent), highest degrees held, and length of tenure (presidents range from 1 to 40 years, median 9 years).

252. RAINEY, HOMER PRIOR, 1896-. *Some Facts about College Presidents*. *Sch. & Soc.*, 30: 580-584, Oct. 26, 1929. (Author: President, Franklin College, Indiana; later of Bucknell University, Pennsylvania; University of Texas; and Stephens College, Missouri.)

Based on detailed analysis, presented in 10 tables, of data concerning 192 college presidents, all of whom were at the head of institutions accredited by the Association of American Universities, the North Central Association, or the Southern Association. Finds that 65 percent were primarily teachers, 23 percent ministers, and 9 percent both. States needed qualifications for a successful college president and discusses advantages and disadvantages of men with experience as teachers or as ministers for meeting them. Finds largest group of previous teachers had 16 to 20 years' experience, some as much as 35 years, but with median of 15 years. Latin and Greek were the subjects most frequently taught by them. Ministers had median of 13 years experience in the ministry. Total of 69 had Ph.D. degrees, many more had honorary degrees. Median age at time of study was 57 years; at time of becoming president, 43 years. About half the group had served 10 years or longer in their present positions. More than a quarter of the group had already served in previous presidencies, most frequently from 6 to 15 years each. In almost half the cases, the president was a member of Phi Beta Kappa.

253. REALS, WILLIS HOWARD, 1892-. *Professional Status of Administrators of Evening Colleges*. *Sch. & Soc.*, 72: 425-426, Dec. 23, 1950. (Author: Dean, University College, Washington University, Missouri.)

Based on 66 replies to questionnaire sent to 81 heads of members of Association of University Evening Colleges. Results presented in 9 tables showing official titles of administrators, salaries, faculty rank, years in present position, degrees held, academic departments represented, other duties, age, and number of students enrolled.

254. WARREN, LUTHER E. *A Study of the Presidents of Four-Year Colleges in the United States*. *Educ.*, 58: 427-428, March 1938. (Author: Professor of Education, Mount Union College, Ohio.)

Summary of a statistical study of about 500 college presidents in 1936 based on *Leaders in Education* and *Who's Who in America*. Finds that average president is between 50 and 55 years of age and has held office about 14 years. Gives extensive information on earned and honorary degrees. Reports highest earned degrees secured at different institutions: Columbia leading with 97; Harvard, 40; Chicago, 35; Pennsylvania, 21; and 18 others named with less than 20 but more than 5 each. Reports also previous experiences and discusses trends.

## 2. Age

255. *The Age of College Presidents*. *Sch. & Soc.*, 22: 108, July 25, 1925.

Reprints from *Detroit News* a "table which gives the ages at which well-known presidents have become heads of colleges and universities." Gives names and institutions of 46 men varying in age from 29 to 46 years at beginning of their services.

256. CHARTERS, WERRITT WALLACE, 1875-1952. *The Ages of University Presidents*. *Jour. Higher Educ.*, 4: 387-388, October 1933. (Author: Editor, *Journal of Higher Education*.)

Editorial comments on youthfulness of two new university presidents, James B. Conant at Harvard University and Harold W. Dodds at Princeton University. Names many other presidents appointed when comparatively young at different institutions. Also some illustrious ones who took office at age 50 or over. Quotes approvingly President Hyde of Bowdoin College: "I have seen 95 percent of



all administrative reforms advocated and accomplished by men under thirty-five."

257. WALCOTT, GREGORY D., 1869-. Faculty or President? *Science*, 33: 31-32, Jan. 6, 1911. (Author: Professor of Philosophy and Psychology, Hamline University, Minnesota.)

Compares fairly constant average age of 20 years for students and 40 to 45 years for faculty, with variable ages of presidents. "When, however, we consider the matter from the side of the one-man power, whether that man be president, or some other official with the bit in his teeth, the conditions do not seem to be so favorable for desirable results. If the president be young—we will say thirty years of age, as sometimes happens—the center of gravity is too much on the radical side; when the same man gets to be sixty-five or seventy, provided he stays that long, or has an elderly successor, the balance shifts too much in the other direction. . . . In the case of the elderly man being in supreme control, the relation of parent to child [characteristic of the usual faculty and student body] will be superseded by that of grandparent to grandchild, with consequent ready indulgence or excessive rigor."

See also Nos. 26, 46, 68, 114, 142, 161, 167, 179, 185, 192, 195, 210, 231, 239, 240, 242, 243, 244, 245, 247, 248, 249, 252, 253, 254, 292.

### 3. Degrees

258. BROWN, ARLO AYRES, 1883-. The Training of a College President. *Christ. Educ. Mag.*, 40: 12-14, 23, March-April 1950. (Author: President Emeritus, Drew University, New Jersey; former president, University of Chattanooga, Tennessee.)

Discusses various factors which should be considered. "Ofhand, one might say that an earned Ph.D. degree will denote proper academic training. . . . In the future even more stress may be laid on the Ph.D. degree or another earned doctorate. . . . It is not probable that any particular degree will ever become a *sine qua non* for the president of an American college." Discusses also value of training in the Christian ministry and ability as a money raiser. "If one may risk raising a laugh, seeking a college presidency is like seeking happiness. It will be gained by indirection as a by-product rather than by direct quest. . . . Happiness is not synonymous with a presidency."

259. MCGINNIS, HOWARD JUSTUS, 1882-. Degrees Held by the Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 5: 301-302, March 1928. (Author: Faculty member, East Carolina Teachers College.)

Finds that 18 different degrees are held by 80 presidents of State teachers colleges. Frequencies of various degrees are tabulated. Ph.D. degree held by 12 men. "In most cases the presidents possessing the Ph.D. degree are among the younger men."

See also Nos. 26, 46, 151, 161, 179, 197, 239, 240, 242, 244, 245, 246, 247, 249, 251, 252, 253, 254, 292.

### 4. Salary

260. Academic Salaries. *Sci. & Soc.*, 35: 150, Jan. 30, 1932.

Reports wide variation in salaries of presidents of State universities and colleges from maximum of \$20,400 at University of Wisconsin to \$4,000 at Arkansas State College. Gives salaries in numerous other institutions. Thirty pay from \$10,000 to \$15,000 each.

261. BADGER, HENRY GLENN, 1892-. *The Economic Outlook in Higher Education for 1934-35*. Washington: U.S. Office of Education, Pamphlet No. 58, 1934. 49 p. (Author: With U.S. Office of Education.)

Table E reports "Most common salaries, 1934-35, and percentage of change from 1933-34" for presidents, deans, professors, associate professors, assistant professors, and instructors for over 300 institutions in various groups, institutions being individually named. Major facts on salaries of 310 college presidents summarized by W. C. Bells in No. 268.

262. ——— and ELLS, WALTER CROSSBY. Junior College Salaries in 1941-1942. *Jun. Coll. Jour.*, 15: 346-348, April 1945. (Authors: (1) With U.S. Office of Education; (2) Executive Secretary, American Association of Junior Colleges, Washington, D.C.)

Includes section "Junior College Presidents," tabulating salaries of presidents of 86 publicly controlled and 103 privately controlled junior colleges, ranging from \$10,000 to \$830.

263. BAUGHMAN, GEORGE F., 1915-. Academic Salaries. *In Association of Governing Boards of State Universities*

and Allied Institutions, *Proceedings*, 1955, p. 65-70. (Author: Business Manager, New York University.)

Extensive quotations from and comments on Ruml and Tickton's study (No. 277) including salaries of college and university presidents. "The President over this 50-year period has lost 3 percent of his absolute salary. How has he fared with others?" Compares conditions with salaries of faculty and with men in other occupations. "Let's take the President in California who in 1908 got \$10,000. The equivalent today would be \$50,400. I hesitate to ask Mr. Kettler what the President in California now gets. Illinois and Chicago, the same thing."

264. BOKELMAN, W. ROBERT. *Higher Education Planning and Management Data, 1957-58: Salaries, Fringe Benefits, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 517.) vi, 102 p. Summary of salary portion, by same author, in *Higher Educ.*, 14: 105-109, March 1958. (Author: With U.S. Office of Education.)

Based on information furnished by 1,149 institutions. Gives maximum, median, quartile, mean, and minimum salaries of presidents in five types of public and five types of private colleges and universities, varying from \$45,000 to \$1,200. Means varied from \$28,920 in private universities to \$8,070 in private junior colleges.

265. ———. *Higher Education Planning and Management Data, 1958-59: Salaries, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 549.) vii, 126 p. (Author: See No. 264.)

Second in annual series of which No. 264 was the first, but based on returns from 1,015 colleges and universities. Gives maximum, median, quartile, mean, and minimum salaries of presidents in six types of public and seven types of private colleges and universities, varying from \$45,050 to \$4,200. Means varied from \$25,930 in private universities to \$9,080 in private theological schools.

266. ———. *Higher Education Planning and Management Data, 1959-60: Salaries, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1960. (U.S. Office of Education Circular No. 614.) vii, 104 p. (Author: See No. 264.)

Third in annual series of which No. 264 was the first, but based on returns from 1,483 colleges and universities. Gives maximum, median, quartile, mean, and minimum salaries of presidents in six types of public and seven types of private colleges and universities, varying from \$45,000 to \$8,000. Means varied from \$25,740 in private universities to \$9,250 in private theological schools. "The findings will be reported in two publications this year. The present volume, which is the first of these publications, consists primarily of the tabular presentation. An analysis report will follow, which . . . will include comparisons of the changes that have occurred during the past three years."

267. COLVERT, CLYDE C., 1899- . *Salaries of Junior College Teachers and Administrators in the United States for 1956-57*. *Jun. Coll. Jour.*, 28: 35-43, September 1957. (Author: Professor of Junior College Education, University of Texas.)

Based on reports from 270 public and 190 private junior colleges. Reports mean or median and range of salaries of presidents, in each of six geographical divisions. For public junior colleges: Mean, \$9,633; range, \$5,100 to \$18,100. For private junior colleges: Median, \$7,233; range, \$4,100 to \$14,900. Makes comparisons for three earlier periods, 1941-42, 1952-53, and 1954-55.

268. ELLS, WALTER CROSBY, 1886- . "Salaries of College and University Presidents." *Sch. & Soc.*, 42: 203-208, Aug. 10, 1935. (Author: Professor of Education, Stanford University.)

A detailed summary and analysis, with seven tables and one graph, of data on presidential salaries derived from H. G. Badger's study (No. 261). Gives distribution of maximum, minimum, median, and quartile salaries for 310 presidents in four groups of institutions—publicly controlled colleges and universities, privately controlled colleges and universities, teachers colleges and normal schools, and Negro institutions. Maximum, \$31,500; minimum, \$1,200. Analyzes salaries in relation to number of faculty members in institution, to various types of control, and on geographical basis. Compares salaries of presidents with those of 746 city superintendents of schools. Conclusion: "It is evident that, with certain outstanding exceptions, the typical American college president, with his varied duties—educational, financial, and administrative—with his many heavy responsibilities, and with his relatively short tenure, receives very inadequate financial compensation for his services."

269. ELLIOTT, EDWARD CHARLES, 1874-1900, and CHAMBERS, MERRITT MADISON, 1899-. *The Colleges and the Courts: Judicial Decisions Regarding Institutions of Higher Education in the United States*. New York: Carnegie Foundation for the Advancement of Teaching, 1936. x, 563 p. (Authors: (1) President, Purdue University, Ind.; (2) Staff member, American Youth Commission of American Council on Education, Washington, D.C.)

Chapter 6, "The President; Faculty Members; Other Employees" (p. 68-91). Discusses legal status of the president, including attempted dismissal and nonpayment of salary, illustrated by court cases in Kansas, South Dakota, and New York. Other cases involve unauthorized purchase by the president, in New York (p. 214-215), and questions involving use of house in several institutions in Massachusetts, New York, Pennsylvania, and Kansas (p. 214-215). For second volume in this series, see No. 245.

270. FLEISCH, URBAN H., 1906-. *Salaries of Administrators in Colleges and Universities during 1947-48*. *Soc. & Sec.*, 67: 193-196, Mar. 13, 1948. Correction, 67: 358, May 8, 1948. (Author: Director, Marquette Guidance Clinic and Coordinator of Veterans Affairs, Marquette University, Wisconsin.)

Tabulates salaries of presidents and other administrative officers in 164 colleges and universities, classified in seven groups, according to size. Gives maximum, minimum, and average salary of presidents in each group, varying from \$3,900 to \$25,000. Also information on extra allowance for house, travel, and entertainment. Based on reports received from 25 State universities, 80 other State institutions, 9 municipal universities, and 50 privately controlled colleges and universities.

271. HUMPHREY, GEORGE DUKE, 1897-. *Statutory Control of College and University Salaries*. *Soc. & Sec.*, 85: 185-186, May 25, 1957. (Author: President, University of Wyoming.)

Based on replies to questionnaire from 70 heads of 74 land-grant colleges and State universities. "According to the survey, 67 schools have no limitations on salaries of presidents. . . . In 42 colleges and universities, the president's salary is higher than that of the governor. In eight institutions the salaries are the same."

272. MAUL, RAY CHARLES, 1895-. *Salaries in Higher Education*. *Higher Educ.*, 10: 102-104, February 1954. (Author: Assistant Director, Research Division, National Education Association, Washington, D.C.)

Reports median salaries for presidents of 417 degree-granting colleges and universities. Summary of much more detailed report in No. 278.

273. ———. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957-58*. Washington: Research Division, National Education Association, May 1958. (Higher Education Series, Research Report, 1958-R1). 55 p. (Author: See No. 272.)

Based on questionnaire returns from 787 degree-granting institutions and 287 junior colleges, 72 percent of the 1,464 institutions invited to participate in the study. Salaries of presidents, however, reported for only 650 of the 4-year and 250 of the junior colleges. Salaries reported for group as a whole and for nine subgroups arranged in each case by intervals of \$200 for salaries below \$11,000 and by intervals of \$1,000 for salaries above \$11,000. Maximum salary reported for degree-granting institutions, \$45,200; median, \$12,407; minimum, \$4,200. Ten percent of the 4-year college presidents received less than \$7,500. Ten percent received more than \$20,000, and 5 percent received more than \$24,000. For junior colleges, maximum, \$18,500; minimum, \$3,400. Reports also given in detail for institutions grouped by nine types, and by eight geographic areas.

274. ———. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1959-60*. Washington: Research Division, National Education Association, March 1960. (Higher Education Series, Research Report, 1960-R2.) 55 p. (Author: See No. 272.)

Based on questionnaire returns from 926 degree-granting institutions, and 286 junior colleges, or 84 percent of the 1,559 institutions invited to participate in the study. Salaries of presidents, however, reported for only 787 of the 4-year and 344 of the junior colleges. Salaries reported on same basis as in No. 273. Maximum salary reported, for degree-granting institutions, \$42,500; median, \$12,327; minimum, \$4,000. For junior colleges, maximum, \$20,500; minimum, \$4,000. Data are given in many footnotes regarding additional income in way of houses, cars, travel funds, enter-

tainment and other perquisites. This is the latest and most comprehensive study of salaries of presidents and other administrative officials, also of faculty members. The National Education Association plans to make similar studies, on a comparable basis, at 2-year intervals.

275. PALMER, ARCHIE MACINNIS, 1896-. Presidential Salaries. *Assoc. Amer. Coll. Bull.*, 18: 222-228, May 1932. (Author: Associate Secretary, Association of American Colleges, New York City; President University of Chattanooga, 1938-42.)

Gives data on salaries of presidents of 107 smaller liberal arts colleges (each with less than 700 students) for 1930-31, in three tables with text discussion. Amounts varied from \$2,500 to \$12,500, with houses provided in more than half the institutions. Makes various comparisons with salaries 150 years earlier as reported by G. P. Schmidt (see No. 61), and with salaries for 1930-31 in 24 state institutions.

276. REEVES, FLOYD WESLEY, 1890- ; RUSSELL, JOHN DALE, 1896- ; GREGG, H. C. ; BRUMBAUGH, AARON JOHN, 1890- ; and BLAUGK, LLOYD E., 1899-. *The Liberal Arts College: Based upon Surveys of Thirty-Five Colleges Related to the Methodist Episcopal Church*. Chicago: University of Chicago Press, 1932. xxiv, 715 p. (Authors: (1) Professor of Education, University of Chicago; (2) Associate Professor of Education, University of Kentucky; (3) Business Manager, Albion College; (4) Assistant Professor of Education, University of Chicago; (5) Professor of Education, North Carolina College for Women.)

Covers many phases of the organization and administration of higher education as illustrated by the 35 institutions studied. Chapter 10, "Internal Administrative Organization," gives list of 11 duties of the president and presents seven organization charts which show various positions which he occupies in different institutions. Contains an extensive report on salaries of presidents, which vary from \$2,500 to over \$10,000, with median of \$6,000, and compares them with salaries of presidents of 34 non-Methodist institutions. Tabulates the ratios of salaries of presidents to those of professors (median about 2.25 times as great), and compares this ratio with those in 34 non-Methodist institutions. Numerous references to other aspects of presidential responsibilities.

277. RUMI, BEARDSLEY, 1894-1960, and TICKTON, SIDNEY G. *Teaching Salaries Then and Now: A 50-Year Comparison with Other Occupations and Industries*. New York: Fund for the Advancement of Education, 1955. 93 p. (Authors: (1) Formerly Treasurer, R. H. Macy & Co., New York; (2) Not identified.)

"The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations." Includes data on presidents of land-grant colleges (p. 53).

278. "Salary Schedule Provisions and Salaries Paid in Degree-Granting Institutions, 1952-53." *NEA Research Bull.*, 31: 185-167, December 1953. (Author: Not stated, but see No. 272.)

Based upon questionnaire returns from 417 institutions. Reports salaries in 1952-53 for presidents of 16 privately controlled universities, varying from \$10,500 to \$20,000, with median of \$15,000; in 11 municipal universities, varying from \$10,000 to \$20,628, median, \$18,000; in 31 land-grant colleges, varying from \$7,500 to \$23,628, median, \$15,000; in 50 State colleges, varying from \$6,336 to \$16,000, median, \$9,800; in 73 teachers colleges, varying from \$5,800 to \$14,779, median, \$9,410; in 24 large private colleges, varying from \$7,500 to \$24,000, median, \$12,250; in 58 medium-sized private colleges, varying from \$4,200 to \$20,000, median, \$8,000; and in 71 small private colleges, varying from \$4,500 to \$12,000, median, \$7,500. The first of a planned series of such comprehensive salary studies to be made by the National Education Association. See Nos. 273, 274, 279.

279. Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56. *NEA Research Bull.*, 34: 112-161, October 1956. (Author: Not stated, but see No. 272.)

Similar to No. 278, but based on questionnaire returns from 989 institutions, or 64 percent of all invited to participate, including junior colleges. Presents detailed data on presidential salaries similar to No. 278. Median salary of all reporting presidents, \$11,314. For latest similar data, see No. 274.

See also Nos. 26, 32, 36, 43, 46, 47, 68, 218, 240, 253, 344, 425, 435, 441.

## 5. Tenure

280. BOSSING, NELSON LOUIS, 1893-. . . Some Suggested Criteria for the Selection of College Presidents. *Educ.*, 61: 399-402, March 1941. (Author: Professor of Secondary Education, University of Minnesota.)

"A recent study of one hundred and fifty changes in the personnel of college and university presidents revealed the average tenure involved in these changes to have been approximately three years. This situation is startling." To improve it, suggests and discusses six criteria for selection of new presidents, involving unquestioned scholarship, potential leadership, institutional familiarity, democratic philosophy, judicious mind, and relative youth.

281. BRYAN, WILLIAM LOWE, 1860-1955. The Share of Faculty in Administration and Government. In *National Association of State Universities, Proceedings*, 1914, p. 92-96. (Author: President, Indiana University.)

In spite of the title, content deals chiefly with the functions and tenure of the college presidency. "I have the view that the office of university president is in one important respect like the office of Prime Minister in Great Britain. . . . A university president in rare cases may hold his office when he no longer has the support of his constituency. As a rule, however, a university president must have something approaching unanimous support from the trustees, faculty, alumni, and other interested persons. Lacking such support, he ought to retire, just as Gladstone and Disraeli would. . . . The history of the presidency in American colleges and universities shows that the tenure of men in that office is in fact very like the tenure of the British Premier as regards uncertainty and also as regards brevity." Gives somewhat detailed statistics on tenure of 415 representative college presidents—past and present. Average term for the 350 past presidents was 11 years. Average age at death, 68 years. Twenty-five percent were in office at age 65. "These facts show that the college or university presidency is an extra-hazardous occupation."

282. BUTLER, NICHOLAS MURRAY, 1862-1947. Concerning Some Matters Academic. *Educ. Review*, 49: 391-399, April 1915. (Author: President, Columbia University.)

Address at Johns Hopkins University on Commemoration Day, February 22, 1915. Discusses the office of President, both in the

United States and abroad, particularly in Germany. "Judged by the length and the security of tenure of its various incumbents at different institutions, the office is what would be called in the business world an extra-hazardous risk. Disturbance relating to it is not infrequent, and eviction from it is not unknown. Nevertheless, ambition to hold it is well-nigh universal among academic persons." Reviews outstanding early university presidents and their influence. "The duties and responsibilities of the office of university president may be summed up in very few words. They are the jealous care and close oversight of the work and interests of the university taken as a whole, and the guidance of its relations toward the public."

283. CARMICHAEL, OLIVER CROMWELL, 1891-. . . Faculty Versus Administration in Determining Educational Policy. In *Carnegie Foundation for the Advancement of Teaching, 46th Annual Report, 1950-51*, p. 19-20. (Author: President, Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Later, President, University of Alabama.)

"The early universities were communities of scholars with few administrative officers or trustees. . . . In the oldest of the British universities . . . a president with indefinite tenure and a board of trustees, or regents, are unknown. The American plan has many advantages over the British."

284. CRABB, ALFRED LELAND, 1884-. . . An Exhibit in Tenure. *Peabody Jour. Educ.*, 17: 284-298, March 1940. (Author: Faculty member, George Peabody College for Teachers, Tennessee.)

Lists names of presidents, past and present, and terms of office of 161 teachers colleges and normal schools in 43 states. "The data presented below are taken from a larger study which carries this material, together with biographical sketches of most of the presidents indicated, representing the administration of state normal schools and teachers colleges for a century. One of the original studies is in the archives of the American Association of Teachers Colleges at Oneonta, New York, the other in the vault of the library of George Peabody College for Teachers."

285. ——— and JONES, WILLIAM CLARENCE. Tenure of Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 9: 46-50, July 1931. (Authors: (1) See No. 284. (2) Faculty member, Eastern Kentucky Teachers College.)

Based on questionnaire giving "complete information concerning the number of years

of service of presidents and former presidents of 102 state teachers colleges." Principal information presented in five tables. "The above facts indicate that the position of president is more secure and permanent today than formerly. The median term of present presidents is practically twice as long as the median term of former presidents." One table gives information, by states, on maximum, minimum, and average terms of former and present presidents. Two others give names and other information on 23 former presidents who held their positions over 20 years (maximum, 46 years), and 18 present presidents who have held their positions over 20 years (maximum 32 years).

286. CUMINGS, EDGAR CROWTHER, 1909-. When Is a College President Successful? *Sch. & Soc.*, 81: 65-67, Mar. 5, 1955. (Author: Vice-President and Dean, Hiram College, Ohio.)

"A President who lasts ten years or more is regarded as something of a latter-day miracle. . . . Let us explore the reasons for this curious consideration." Considers the relations of the president to the trustees, to the faculty, and to the alumni. "Is there a solution? No, not as long as graduates become alumni, trustees are appointed for their prestige and wealth, and faculty members worship tenure."

287. DONEY, CARL GREGG, 1867-1955. Consider the College President. *Assoc. Amer. Coll. Bull.*, 20: 522-524, December 1934. (Author: President, Willamette University, Oregon.)

Paper presented by the president at commencement 1934 at the conclusion of 19 years of service, giving his reflections on the significance of the office. "Though there are only four or five college presidents for each million of population, they have a relatively large place in public thought. . . . Like the wild turkey and Indian corn, the college president is indigenous to the Western hemisphere. . . . No wonder the average duration of a college administration is three years and a fraction, evidence perhaps that men rush in where angels fear to tread. . . . [The college president] is not condemned to spend his life in dropping buckets into empty wells and drawing nothing up."

288. EDMISTON, R. W., 1894-. The Tenures of Publicly Controlled and Privately Controlled Colleges and Universities. *Sch. & Soc.*, 49: 254-256, Feb. 25, 1939. (Author: Faculty member, Miami University, Ohio.)

Tabulates from 1898 to 1937 the year of beginning service of 120 presidents of publicly controlled institutions and 120 presidents of privately controlled institutions. Finds average for each group is 9.52 years. Then tabulates presidents of various subgroups: (1) public—teachers colleges, state universities, technical and agricultural, municipal, and others; (2) private—non-sectarian, Roman Catholic, Methodist, Presbyterian, Baptist, Lutheran, others; (3) size, by five sizes of student body; (4) coeducational, men, women. Finds longest average tenure in non-sectarian private institutions (18.00 years), shortest in public municipal institutions (5.48 years).

289. Felicitations and an Accolade. *Assoc. Amer. Coll. Bull.*, 23: 415-421, December 1937.

"Felicitations and an accolade to each of that heroic group of our membership who have served as president of a member of our Association for 25 years or more. We are glad to list them on a roll of honor." Lists 28 such, earliest being Haywood J. Pearce of Brenau College, Georgia. Also lists 12 presidents in 1937 who were charter members of the Association at its organization in 1915. Prints brief tributes to each of them by J. N. Hillman, Francis P. Gaines, Rees Edgar Tulloss, W. W. Bartlett, L. W. Boe, Irving Maurer, Luther L. Gobbel, H. M. Gage, L. H. Hubbard, William P. Tolley, D. M. Kay, James R. McCain, and Winfred George Leutner.

290. GRAVES, FRANK PIERREPONT, 1869-1956. Our New College Presidents: With Fifty Pictures of New Presidents and Presidential Possibilities Together with an Interesting Composite Portrait of the New Type of Modern College Executive. *Educ. Review*, Supplement to Vol. 60, No. 4, November 1920, p. 1-16. (Author: Dean, School of Education, University of Pennsylvania; Newly chosen Editor, *Educational Review*.)

Discusses tenure and other characteristics of college presidents. "A fair average for the best known institutions would probably not be much beyond a decade. And the college administrations that have stretched over a full generation . . . could probably be counted on the fingers of one hand. This rapid change in personnel and policy is not surprising, for it is well known that the office of university or college president is one of the most exacting in the world." Comments on conditions in many specific institutions and presidential needs in them. "In view of this unprecedented change in the presidencies of our colleges and universities, the *Educational Review* has broken its invariable rule of nearly a generation, and has resorted to pictures." Gives portraits of

86 new presidents, and (a very unusual feature) portraits of 14 men "who are constantly being mentioned as likely to be chosen in the near future." Only two or three of them, however, ever became college presidents. Also gives a full-page composite shadowy portrait of "the typical modern college president." (For elements of this portrait, see No. 99.)

291. JONES, WILLIAM CLARENCE, 1899- . Tenure of Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 26: 149-151, November 1948. (Author: Faculty member, George Peabody College for Teachers, Tennessee.)

"The investigation was completed in 1948 and includes a record of the years of service of presidents and former presidents of 146 state supported institutions located in 40 states." Median term of service for incumbent presidents was 7.6 years; for their predecessors, 12.1 years. Longest term of service was 49 years. Gives names of all with 30 or more years of service. Also summarizes reasons why presidents relinquished their positions. Reasons given most frequently for 328 men: death, 147; requested to resign, 43; accepted another presidency, 35; accepted position in business or industry, 29; reached retirement age, 26.

292. KLEIN, ARTHUR JAY, 1884- . Director. *Survey of Land-Grant Colleges and Universities*. Washington: Government Printing Office, 1930. 2 vols. (United States Office of Education Bulletin 1930, No. 9). (Author: With U.S. Office of Education.)

Contains one chapter on "Chief Executive Officer" (Vol. 1, p. 63-67). "Certain information has been collected covering age, marital status, place of birth, degrees, teaching experience, and authorship of 48 of the 52 incumbents of the office [of president] for the year 1928." Includes special consideration of tenure. "The length of service of the presidents is a question of vital significance. . . . A total of 308 presidents has served in 44 of the Land-Grant colleges since their establishment. . . . That there is considerable turnover is disclosed by the fact that 167 presidents served less than five years."

293. NYQUIST, EWALD B. Report of the Commission on Institutions of Higher Education. In *Middle States Association of Colleges and Secondary Schools, Proceedings*, 1958, p. 28-31. (Author: Chairman, Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools.)

Contains important revised statement, "The Meaning and Use of Accreditation." Reports that 35 percent of the presidents of institutions in the Association have held office 10 years or more.

294. PALMER, ARCHIE MACINNIS, 1896- . The Long-Term College President. *Assoc. Amer. Coll. Bull.*, 16: 243-244, May 1930. (Author: Associate Secretary, Association of American Colleges, New York, N.Y.; President, University of Chattanooga, 1938-42.)

Names 7 individuals who had become college presidents before 1896 and others of earlier years with exceptionally long terms of office. Conclusion: "The college presidency is truly 'a dangerous trade', but there are some 'supermen' who have been able to meet its demands for as many as ten college generations." Duplicates in part material in No. 297.

295. ———. Presidential Mortality. *Assoc. Amer. Coll. Bull.*, 16: 515-526, December 1930. (Author: See No. 294.)

"There have been over one hundred and fifty changes among college and university presidents during the past two years. . . . We can well ask for reasons why such an extensive replacement, involving nearly one-fourth of our colleges, is necessary. Is the position of college president becoming untenable? Are its duties and responsibilities excessive? . . . Is the designation of the job as 'prexy's perilous task' more than a mere verbal figure?" Discusses reasons for the changes, including deaths, retirements, conflicts with boards of trustees, and calls to other positions. For new presidents, discusses their professional backgrounds, personal qualifications, and considerations which led them to enter upon their new work. Superseded to considerable extent by author's more extensive study, No. 297.

296. ———. College Presidents, Old and New. *Assoc. Amer. Coll. Bull.*, 17: 522-527, December 1931. (Author: See No. 294.)

Comments on retirement of President John Grier Hibben of Princeton University, after 20 years of service. Finds that only three of 27 universities with membership in the Association of American Universities had longer terms of service for their presidents. Names various men in earlier history with long terms as president. Summarizes material from Thwing's *The College President* (No. 68). Compares with the author's earlier studies in the same field (Nos. 180, 295). A partial duplication of No. 297.

297. ———. The College Presidency Under Scrutiny. *Sch. & Soc.*, 36: 230-235, Aug. 20, 1932. (Author: See No. 294.)

"More than 250 changes have occurred in the presidencies of American colleges and universities during the past three years and the number of such changes has been steadily increasing each year. . . . Such a turnover in administrative ranks . . . challenges serious attention." Considers in nonstatistical form four reasons for termination of services—death, ill health, conflicts with trustees, and attractions of business—and also discusses professional experience of new presidents—professional, administrative, theological, business, etc. Reports also various examples of extended tenure, longest being Eliphalet Nott, president of Union College for 62 years from 1802. See also Nos. 294 and 298.

298. ———. Displacement and Replacement: Recent Changes Among College Presidents—Some Observations on the Turnover. *Jour. Higher Educ.*, 3: 83-90, February 1932. (Author: See No. 294.)

Covers essentially the same ground as No. 297, but with omission of several paragraphs of that study.

299. ———. Long Term College Presidents. *Assoc. Amer. Coll. Bull.*, 19: 102-103, March 1933. (Author: See No. 294.)

"A careful examination of the tenure of office of college presidents reveals that there are no less than 50 college presidents in the country today who are at the present time serving in their second quarter century in the college presidency. Names them, but without giving their institutional connections, except in a few cases. For better list, with more information concerning them, see No. 300.

300. ———. Long Term College Presidents. *Sch. & Soc.*, 37: 755-757, June 10, 1933. (Author: See No. 294.)

A fuller report of the information given in No. 299. Gives names of the 50 individuals, with institutional connections, and dates of service as presidents. Comments especially on W. J. Boone, College of Idaho; J. H. Apple, Hood College, Maryland; S. B. L. Penrose, Whitman College, Washington; and E. D. Warfield, Wilson College, Pennsylvania.

301. SELDEN, WILLIAM KIRKPATRICK, 1911-. How Long Is a College President? *Lib. Educ.*, 46: 5-15, March 1930. (Author: Executive Secretary, National

Commission on Accrediting, Washington, D.C.; formerly President, Illinois College.)

Based upon questionnaire returns from more than 1,000 presidents of degree-granting colleges and universities. The most comprehensive study made of average tenure of college presidents, disproving the frequently repeated "myth" that average is only 4 years. "Probably the most interesting statistic derived from this study shows that the average length of service of the *current* presidents in office at all types of colleges and universities is 8.1 years—twice the assumed or mythical four-year average for completed terms of office. . . . For the colleges and universities founded before 1900 the average . . . is 10.1 years." Gives detailed tabulations for institutions according to type, control, size, type of student body, and geographical region. Also lists more than 50 presidents with terms of more than 25 years each. Longest was Eliphalet Nott, president of Union College, New York, for 62 years, until his death in 1866 at age of 93. Also makes comparisons of tenure of college presidents with that of 1700 corporation officials, finding "there is relatively little difference in average length of service between these two groups of current executives."

302. SNAVELY, GUY EVERETT, 1881-. The Continuing College President. *Sch. & Soc.*, 61: 154, Mar. 10, 1945. Same in *Assoc. Amer. Coll. Bull.*, 31: 122-123, March 1945. (Author: Executive Director, Association of American Colleges, New York City; President, Birmingham-Southern College, Alabama, 1921-38.)

"Three hundred and forty of our 600 member colleges have changed presidents during the seven and one half years that I have been Executive Director. . . . The average term of office is 12¼ years. This average is about twice as large as the findings of a similar report made some 20 years ago." (See Palmer studies, Nos. 294-300.) Names 18 who have served from 30 to 47 years each. "The records would indicate that those who came into the presidency from other professions than from college faculties are most likely to have the shorter term of office."

303. STEARNS, ROBERT LAWRENCE, 1892-. Academic Tenure: From the Viewpoint of Administrators. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1952, p. 97-103. (Author: President, University of Colorado.)

Quotes "Harry Risdon's [perhaps a stenographer's phonographic error for Henry Wris-



ton] classic statement of the qualifications of a successful university president: one who is an educator, has been a scholar, has judgment about finance, speaks continuously in phrases that charm and never offend, takes positions with which no one will disagree, consults everyone and follows all proffered advice, does everything through committees, but with great speed and without error." Comments, "All this reminds us that the average tenure of an American college or university president is approximately four years. So what you have before you is a person talking on the subject of academic tenure who has no tenure. I am one of the few employees of the institution that has less tenure than the football coach." Discusses presidential responsibility for protection of the faculty, but obligations for termination of services when the good of the institution requires it. Conclusion: "In my judgment there has been a little more heat than light on this subject in the past few years."

304. UPHAM, ALFRED HORATIO, 1877-1945. State University Presidents. *Sch. & Soc.*, 37: 686, May 27, 1933. (Author: President, Miami University, Ohio.)

Brief summary of terms of service of 150 presidents of state universities in 40-year period, with average tenure of 9.4 years. Names eight who had served more than 25 years each, longest being President Patterson, University of Kentucky, with record of 45 years. The 50 state university presidents in active service in 1932-33 had served an average of 7.7 years, four of them more than 15 years each, longest being President W. L. Bryan, Indiana University, with 30 years. Names five others with long terms of service.

305. WATT, W. W. The College President: Conscience of the Campus. *Nation*, 188: 512-515, June 6, 1959. (Author: Head, Department of English, Lafayette College, Pennsylvania.)

Discussion of the alarming rate of turnover in the office of the college president and what this means for the university of the future.

306. WEST, ROSCOE L., 1892-. *Chairman*. An Investigation of Factors Affecting the Stability of Tenure of Presidents and Faculties of State Teachers Colleges. In *American Association of Teachers Colleges, State Yearbook*, 1937, p. 124-129. (Author: President, State Teachers College, Trenton, New Jersey.)

Report of study made by Association's Committee on Standards. A letter describing the method of appointment of president and faculty of teachers colleges in New Jersey was

sent to teachers colleges and to commissioners of education in 36 states with request to report differences in their procedures. Replies were received from 34 states. Summary presented shows how presidents are appointed; terms of office specified, if any; and constitution of boards of control. Lists 12 typical practices regarding appointments, 11 practices dangerous to stability, and 18 practices making for stability.

307. ———, *Chairman*. Factors Affecting the Stability of Tenure of Presidents and Faculties of Teachers Colleges. In *American Association of Teachers Colleges, Eighteenth Yearbook*, 1939, p. 117-126. (Author: See No. 306.)

Lists 9 "Practices Dangerous to Stability" and 11 "Practices Making for Stability" derived from earlier report (No. 306). Reports results from a questionnaire covering 362 presidents of 127 institutions in 39 states who had terminated their services since 1900. Average length of service, 12 years. Six tables show number of years of service, number of presidents dropped for political reasons, other reasons for termination of services, relation of resignations to size of board of control, and relation of stability to method of selection of president. Conclusions: Presidents of colleges are more insecure than faculty members. Twenty percent were asked to resign. Most of the instability of presidencies are found in a few states.

See also Nos. 25, 26, 36, 41, 43, 46, 49, 50, 91, 109, 142, 161, 235, 239, 244, 245, 246, 247, 248, 251, 252, 253, 254, 320, 390, 423, 425, 438, 441, 467, 518, 691.

## 6. Retirement

308. COMMITTEE ON NECROLOGY. National Association of State Universities. Annual volumes of *Transactions and Proceedings* contain brief biographical sketches of member presidents who died during the preceding year. In some years given by the Committee on Resolutions.

309. DAVIS, PAUL H., 1897-. It May Be Sooner Than You Think: The Right Time to Retire. *Coll. & Univ. Bus.*, 22: 19-20, June 1957. (Author: Consultant in Institutional Finance and Public Relations, Los Angeles, California.)

Discusses various retirement ages for college presidents varying from 60 to 70 years,

but favoring 65 or earlier. States that in most colleges "most of the progress is made while the president is under 60." Knows of only three presidents who have willingly retired before reaching 65. Advocates some flexibility if retained beyond 65.

310. DAVIS, SHELDON EMMOR, 1876-. Why I Quit. *Peabody Jour. Educ.*, 24: 78-81, September 1946. (Author: President, State Teachers College, Dillon, Montana, until just before writing the article.)

"Though not of consequence, my quitting is meaningful to me, and it merits a few remarks." Discusses seven reasons why he did not quit the presidency. "If no one nor all of the foregoing impel me to quit, pray what does? The inescapable fact is that I have had too many birthdays. Every healthy septuagenarian thinks of himself as an exception. . . . The law is the law, and I would not change it, but in closing I advise my readers against birthdays."

311. GREENOUGH, WILLIAM C. and KING, FRANCIS P. *Retirement and Insurance Plans in American Colleges*. New York: Columbia University Press, 1959. xiv, 480 p. (Authors: (1) President; (2) research officer; both of Teachers Insurance and Annuity Association of America and of College Retirement Equities Fund, New York, N.Y.)

A recent, comprehensive, and authoritative treatment of college planning for retirement benefits, life insurance, health insurance, and disability insurance for college instructional and administrative personnel, including college presidents.

312. Our Ex-Presidents of Universities. *Nation*, 104: 55-56, Jan. 11, 1917.

Comments on volume by President Emeritus W. J. Tucker of Dartmouth College. (See No. 450.) States that retired university presidents "have, to be sure, escaped from local into national politics; but in general they must look upon resignation as a step toward ignominious subsidence into dressing gown and slippers." Discusses various other possibilities, including "larger and freer opportunities" for service to society. "Dr. Tucker is . . . perhaps the first to recognize his work

as the fruit of a new and possibly important elderly leisure class."

313. TUCKER, WILLIAM JEWETT, 1839-1926. The New Reservation of Time. *Atlantic*, 106: 190-197, August 1910. (Author: President Emeritus, Dartmouth College, New Hampshire.)

"So far as I have observed, no attempt has been made to forecast the social effect of the various systems which are being put into operation for the retirement of the individual worker upon the approach of age." Considers the matter, from the personal standpoint, upon his retirement from the presidency at age 70. "Assuming that the intellectual worker remains, upon retirement, in possession of his mental powers, there are at least three inciting moods which may lead him to undertake new work—the reminiscent, the reflective, the creative." Discusses each of these. See No. 314.

314. ———. *The New Reservation of Time, and Other Articles Contributed to the Atlantic Monthly During the Occupancy of the Period Described*. Boston: Houghton, Mifflin Co., 1916. xii, 213 p. (Author: See No. 313.)

Includes six articles, reprinted from the *Atlantic Monthly* where they originally appeared from 1910 to 1916. The first one gives the title to the volume. For summary of it, see No. 313. For comments on the volume, see No. 312.

315. The Wretched University President. *Educ. Review*, 45: 210-214, February 1913. (Author: Anonymous, under "Notes and News.")

"The Johns Hopkins University has just now published a statement of the action of the Board of Trustees and the Faculty of the University on the occasion of the resignation of President Remsen." Quotes eulogistic statements by Basil L. Gildersleeve, Edward N. Griffin, Harmon N. Morse, James W. Bright, Kirby F. Smith, and J. H. Hollander, all faculty members. Asks: "Is it not time that those who are slandering American academic life should summon sufficient courage to be equally specific in their statements?"

See also Nos. 109, 155, 161, 291, 360, 429, 438.