

The
College
Presidency
1900-1960

An Annotated Bibliography

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Contents

	<i>Page</i>	
FOREWORD.....		iii
INTRODUCTION.....		1
PERIODICALS CITED.....		5
I. REFERENCE.....	1	8
II. GENERAL AND COMPOSITE.....	20	11
III. SELECTION AND QUALIFICATIONS.....	74	23
IV. PERSONAL FACTORS.....	239	51
1. General.....	239	51
2. Age.....	255	53
3. Degrees.....	258	54
4. Salary.....	260	54
5. Tenure.....	280	58
6. Retirement.....	308	62
V. DUTIES AND RESPONSIBILITIES.....	316	64
1. General.....	316	64
2. To Boards of Control.....	495	95
3. To Business Officers.....	534	102
4. To Librarians.....	541	103
5. To Faculty.....	547	104
6. To Students.....	623	118
7. To Alumni.....	630	120
8. To General Public.....	632	120
VI. BIOGRAPHY.....	644	123
INDEX.....		131

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V. Duties and Responsibilities

1. General

316. ADAMS, ARTHUR STANTON, 1896-. *The University Family. In Utah Conference on Higher Education, Proceedings, 1951. (Eighth annual meeting.)* p. 51-54. (Author: President, American Council on Education; former president, University of New Hampshire.)

"The 'University Family' is a favorite theme of mine. . . . I like to regard it as a family of five members: the board of trustees or regents, the administration, the faculty, the students, and the public." Discusses each of these in turn, their obligations and their opportunities. "The burden of the problems that come to the president's desk for attention is an incredible one." Gives various illustrations.

317. ——— Relationships Between Governing Boards and Administrative Officers of Colleges and Universities. *In Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1952, p. 51-57. (Author: See No. 316.)*

"The subject which I have undertaken to discuss today is one which is full of hazards of misunderstanding and dangers of application. . . . The trustees or the regents, the administration, the faculty, the students, and the public all have an interrelationship one with the other, an interrelationship which means in the final analysis *saccomplishment*, if it is to be carried on with proper respect for the function of each particular part." Discusses the various responsibilities involved.

318. ADAMS, JESSE E., and DONOVAN, HERMAN LEE, 1887-. *The Administration and Organization in American Universities. Peabody Jour. Educ., 22: 328-343, May 1945. (Authors: (1) Professor of Education, (2) President; both of University of Kentucky.)*

Chiefly report of questionnaire returns from 62 presidents of "leading universities" on the organization and function of a university sen-

ate, university council, faculty committees, or other provisions for faculty participation in university administrative policies. Quotes statement on the duties and responsibilities of the president of the University of Kentucky as stated in a Special Report, approved by the University Board of Trustees, April 6, 1943.

319. AGNEW, WALTER DEE, 1873-. *The Administration of Professional Schools for Teachers. Baltimore: Warwick & York, Inc., 1924. 262 p.*

Doctoral dissertation at Columbia University. "The following chapters, with an historical introduction, present a study of current administrative practices in 30 of these growing institutions in 18 states, with recommendations for their improvement. In securing the data, the presidents or principals of 28 of these institutions were personally interviewed." Chapter 2, "The Chief Executive of the Professional School"; Chapter 4, "The President and His Governing Authority"; Chapter 5, "The President and His Faculty"; Chapter 6, "The Executive and His Students"; Chapter 7, "Guiding Principles—a Summary Chapter." Bibliography, 107 titles. See also No. 320.

320. ———. *The Duties of the Normal School President. Teach. Coll. Record, 27: 814-824, May 1926. (Author: President, Woman's College of Alabama.)*

Taken from the author's doctoral dissertation, No. 319. Discusses duties of the president relating to the faculty, to the student body, to the constituency, personal qualifications of the president, and some compensations for the duties of the president. "More than 10 years ago, the writer, on being called to the presidency of a small college in the Middle West, found that the tenure of the president of that institution had never, except in one instance, been longer than four years, several presidents having resigned at the end of two years and all of them having suffered rather stormy administrations. Upon investigation he discovered that the trouble had been due very largely to a misunderstanding of the relative functions and duties of the president and the board of trustees."

321. The American College President. *Nation*, 77: 244, Sept. 24, 1908.

Editorial, critical of excessive emphasis on the president as a money-raiser. "Not long ago an Eastern scholar was called, at a generous salary, to the presidency of a Western university, and, on his arrival, bidden to go out and collect his salary." Conclusion: "No college president should be expected to reinforce the qualities of the promoter with the practices of the sycophant." For comments see No. 322.

322. The American College President. *Nation*, 77: 800, Oct. 15, 1908. (Author: "Veritas.")

Comments on No. 321. "In academic circles the opinion is growing that the promoter president should go as soon as possible, not only because he presents a ludicrous spectacle, but also for more serious reasons. It is being felt more and more as an intolerable anomaly that, in the very heart of our democracy, a monarchical institution, such as the college presidency really is, should still exist." Argues vigorously for the German university system. "I am not exaggerating. Hundreds of professors would corroborate my statements if they dared to speak."

323. The American University and the College President. *Science*, 28: 798-799, Dec. 4, 1908.

Quotation of portion of article by David Starr Jordan from *The Independent*. See No. 144.

324. ANGELL, JAMES ROWLAND, 1869-1949. *American Education: Addresses and Articles*. New Haven, Conn.: Yale University Press, 1937. v, 282 p. (Author: President, Yale University.)

"The essays and addresses in this volume have been written during the 16 years of my service as President of Yale University, and have been selected by me."—Prefatory Note. Includes 23 titles, the first of which is his inaugural address in 1921 (p. 1-11). "Properly and inevitably at such a time we turn our vision forward. . . I invite your attention to certain considerations bearing upon this unknown future. No thought has been so often brought to my notice by the alumni of Yale as their desire that she should somewhat enlarge her character as a national university." Discusses various phases of this enlargement.

325. As to University Administration. *Science*, 28: 308-309, Sept. 4, 1908.

Quotation from *Springfield Republican* commenting on article in July 1908 issue of

Popular Science Monthly, "with special reference to recent events at Syracuse, Cincinnati, and in Oklahoma." Concludes that "occasionally a gross and tyrannical abuse of authority reminds the world how far America is behind Germany in the freedom of its university life."

326. BAKER, JAMES HUTCHINS, 1848-1925. University Administrative Problems Outside of Teaching. In National Education Association, *Proceedings*, 1910: 537-542. With discussion by James K. Patterson, ex-President, University of Kentucky. (Author: President, University of Colorado.)

Address at Department of Higher Education, N.E.A. "It is sometimes humorously suggested that there should be five presidents: an executive president, a literary president, a political and financial president, a religious president, and a social president. Surely a position making such demands is one to which many may feel called, but few wisely chosen." Discusses relation of president to alumni, to board of control, and especially faculty problems which "are more numerous and complicated."

327. BAUER, RONALD C., 1915- . *The Case Method in the Study of College Administration*. New York: 1952. (Author: President, Inter-American University, Puerto Rico, since 1955.)

Doctoral dissertation at Teachers College, Columbia University, 1952. See No. 328.

328. ———. *Cases in College Administration: With Suggestions for Their Preparation and Use*. New York: Teachers College, Columbia University, 1955. xi, 213 p. (Author: Visiting Lecturer, 1953-55, Institute of Education, University of London, England.)

"This book is the result of several years of sustained interest in and experience with the adaptation of the case method to the study of college administration." (See No. 327.) Comprises 18 well formulated hypothetical cases, covering administrative problems, policy development, student personnel, faculty personnel and interpersonal relations, each accompanied by list of stimulating "questions and suggestions for further study." Two of the cases "The Making of an Administrator," and "The President's Decision," deal especially with the work of a college president. Contains a final section on the collection and preparation of cases.

329. BEARD, JOHN L. *A Study of the Duties Performed by College Administrators*. Austin, Texas: 1948.

Unpublished doctoral dissertation at University of Texas, 1948.

330. BEU, FRANK ANDREW, 1898-. Speaking of Presidents: How Many Are That Way? *Coll. & Univ. Bus.*, 12: 27, June 1952. (Author: President, Western Illinois State College.)

States his concept of the presidency based upon "experience with several thousand college presidents over a period of 20 years in all types of institutions."

331. BRANDL, ALOIS. A German View of the American University President. *Review of Reviews*, 36: 110-111, July 1907. (Author: "A noted German Anglicist" from University of Strassbourg.)

Discusses the power and influence of the American college president, especially President C. W. Eliot of Harvard University, "the strongest university president in America," who "as a permanent force is more powerful than the President of the Republic himself" and "will be a controlling force in the spiritual life of the nation as long as he lives." Reports in detail on his visit to Harvard and conferences with President Eliot.

332. BRANNON, MELVIN AMOS, 1865-1950. Some Difficulties and Joys of a College President. *Quart. Jour. Univ. North Dakota*, 10: 314-319, April 1920. (Author: President, Beloit College, Wisconsin.)

"Unless we know something of the program which must be followed by a college president, we can have no appreciation of the task and cannot evaluate its difficulties and joys. For convenience the field of administration may be divided into the classical number that was applied to Ancient Gaul. The first division is fundamentally economic. The second pertains to building, maintaining, and operating the physical plant. The third deals with the output or educational product." Considers each of these, with greatest emphasis on the third. "Thus far in this brief discussion of college administration the accent has been upon the question of tasks and difficulties, rather than upon joys. The fact is that if one is seeking a sphere which is accented with joy, he should never enter the field of college administration."

333. BRITT, ALBERT, 1874-. Eleven Years a College President. *North Central Assoc. Quart.*, 11: 38-42, July 1936. (Author: President, Knox College, Illinois.)

Address before the Commission on Institutions of Higher Learning of the North Central Association, April 28, 1936. "Probably the first lesson that all of us learn in administrative work of this kind is that most of the things that we thought we knew are not true, or that if true, they are true only in part with discounts, alterations, and amendments." Considers the relations of the president to his trustees, faculty, students, and alumni.

334. BROWN, J. DOUGLASS, 1898-. Mr. Ruml's Memo: A Wrong Approach to the Right Problem. *Jour. Higher Educ.*, 30: 412-418, November 1959. Same, condensed, *Educ. Digest*, 25: 14-16, February 1960. (Author: Dean, Princeton University.)

Comments on No. 451. In general, quite unfavorable, but says: "Mr. Ruml is justifiably disturbed by the easy assumption . . . that a weak president makes a strong faculty. No premise for academic organization could be more misguided or unfortunate. It has been given support by the complementary premise, on the part of some boards of trustees, that the president is a business man riding firm but gentle herd on an interesting aggregation of seals. . . . He is, or should be, the first member of the faculty, and essentially its leader in general educational policy. He is also, or should be, the leader of the board of trustees."

335. BROWN, KENNETH IRVING, 1896-. The Burden of Creative Leadership. *Jour. Higher Educ.*, 24: 339-344, October 1953. (Author: Director, Danforth Foundation, St. Louis, Missouri; ex-president of Hiram College and Denison University, both of Ohio.)

A portion of his book published the following year, No. 336. Discusses responsibilities of presidents' wives for keeping their husbands human and sane. States that "every executive, in his absorption with budgets and supervisory boards and grandiose plans, encounters the danger of losing the feel of people, the care for faces." Stresses especially the obligation of "a religiously committed educator" for "making a concern for character and the interior life a fundamental part of the institution." Discusses also various snares to be avoided. "Perhaps a still more dangerous snare for the creative administrator is the danger of mistaking prominence and noise and shining brass for significance."

336. ———. *Not Minds Alone: Frontiers of Christian Education*. New York: Harper & Bros., 1954. xv, 206 p. (Author: See No. 335.)

Chapter 5, "Some Problems of Creative Leadership" (p. 111-139) is "intended to outline the responsibilities of . . . the Christian administrator." Discusses many phases of presidential obligation and opportunities with numerous illustrative anecdotes. For significant quotations, see No. 335. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 40: 553-556, December 1954; by P. E. Gresham, *Christ. Cent.*, 71: 494, April 21, 1954; and by M. L. Cunningham, *Christ. Scholar*, 37: 152-154, June 1954.

337. BRUMBAUGH, AARON JOHN, 1890-. *Problems in College Administration*. Nashville, Tenn.: Board of Education, Methodist Church, 1956. ix, 49 p. (Author: Director of Studies, Southern Regional Education Board, Atlanta, Georgia; former President, Shimer College, Illinois.)

"This book represents the substance of three lectures presented by Dr. A. J. Brumbaugh before the eleventh annual Institute on Higher Education, in Nashville, July 1955."—Note. Second lecture, "Some Problems Within the Scope of the College President" (p. 11-26). "How well a president succeeds will depend in a large measure on how clearly he conceives his functions and his responsibilities. . . . In performing his functions the college president is likely to encounter such perplexing situations as the following: 1. Keeping institutional purposes in focus. . . . 2. Establishing an effective administrative organization. . . . 3. Bringing about change without creating revolt. . . . 4. Protecting and defending the interests of the faculty and staff. . . . 5. Evaluating regularly the effectiveness of the college or university." Bibliography, 13 titles. Review by S. A. Nock, *Coll. & Univ.*, 32: 89-90, No. 1, 1956.

338. *Burdens of University Presidents*. *Nation*, 87: 483-484, Nov. 19, 1908.

Comments on "the impending retirement of President Elliot" of Harvard University. "Time was, of course, when the president of Harvard, like the heads of our smaller colleges, could variously raise money, manage the funds, oversee expenditures, supervise the faculty, discipline the students, and guide the scholastic policy as well. But when an institution has grown to the size of Harvard, its president really needs a cabinet like that of the President of the United States. And what we say here of Harvard applies, *mutatis mutandis*, to Yale, Columbia, Cornell, Michigan,

Chicago, and, indeed, all of our larger universities." Deplores lack of closer relations of the modern university president with both students and faculty members.

339. CANFIELD, JAMES HULME, 1847-1909. *On the Decay of Academic Courage and Such Like*. *Educ. Review*, 33: 1-10, January 1907. (Author: President, Ohio State University; formerly Chancellor, University of Nebraska.)

"The peculiar change in education which has attracted most, and perhaps most unpleasant, attention seems to be that which has come in the duties, responsibilities, and powers of the college or university president. Much has been written and spoken about the 'autocracy' of the present regime. . . . It is somewhat difficult to write frankly of these things, because of the absolute sincerity of the objectors." States that "the duties of every college executive naturally fall under three heads: (1) He is a direct messenger of the institution to the outside world. . . . (2) He is the father of a great educational family. . . . (3) He must have sufficient information and breadth of outlook to understand and appreciate the work of each department." Conclusion: "As a rule the presidents of those American colleges and universities which with any accuracy can be called representative, are well-equipped, well-chosen gentlemen, serving faithfully, intelligently, modestly, and successfully the institutions over which they preside."

340. CAPEN, SAMUEL PAUL, 1878-1956. *The Relation of the State College to the New Movements in Education*. *Educ. Record*, 11: 12-23, January 1930. Condensed in *AAUP Bull.* 16: 537-541, November 1930. (Author: Chancellor, University of Buffalo, New York.)

Address at inauguration of George A. Works as president of Connecticut State College, Nov. 8, 1929. "A president is a strange and uncertain form of life. . . . Like every other species, they exhibit enormous individual variations. The variations are not infinite because the species is so small. . . . There are those who are learned in the craft and those who . . . are quite ignorant of education. . . . I suspect the president of a former day had these dominating characteristics more commonly than those of the present." Gives historical reasons for his belief. Continues to discuss the place of the land-grant college, especially in New England, in modern education.

341. ———. *The Management of Universities*. (Edited by Oscar A. Silverman for the Council of the University of

Buffalo.) Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii, 287 p. (Author: Chancellor Emeritus, University of Buffalo; Chancellor, 1922-1950.)

A memorial volume commemorating Dr. Capen's 75th birthday. "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 40 years." Contains 28 contributions covering many phases of university administration, including two on special aspects of the presidency, "The President's Chief Preoccupation," and "Presidents Now and Then."

342. CARMAN, HARRY JAMES, 1884- . *The Challenge Ahead in College Administration.* *Assoc. Amer. Coll. Bull.* 36: 244-256, May 1950. (Author: Dean, Columbia College, Columbia University.)

Address at inauguration of Clarence C. Stoughton as president of Wittenberg College, Ohio, October 21, 1948. Discusses nine major challenges facing college presidents: 1. Definition of aims or objectives of his institution. 2. "More or less constant inventory of himself." 3. Selection and retention of staff. 4. Faculty-administration relationships. 5. Size and choice of student body. 6. Curriculum—general education versus specialization. 7. Obtaining adequate financial resources. 8. Relations with community—local, state, national, international. 9. Protection of an atmosphere of freedom.

343. CARMICHAEL, OLIVER CROMWELL, 1891- . *The Inauguration of Oliver O. Carmichael as Chancellor of Vanderbilt University, and a Symposium on Higher Education in the South.* Nashville, Tenn.: Vanderbilt University, 1938. vii, 289 p. (Author: Chancellor, Vanderbilt University, Tennessee; later, President, University of Alabama.)

Inaugural address, p. 33-40. "In the development of any great educational program on a university campus or in a region there is one absolute essential—a spirit of cooperation. It has long been regarded that faculty, students, administration, and alumni must work in harmony if success is to crown their efforts. . . . I trust that every resource of this University will be dedicated to the encouragement of the cooperative spirit. . . . I accept the challenge of the task to which you have called me and pledge every energy of mind and heart to meet it with courage and determination."

344. CHAMBERS, MERRITT MADISON, 1899- . *University Presidents in Court.* *Assoc. Amer. Coll. Bull.* 32: 280-286, May 1946. (Author: Assistant Director, Commission on Implications of Armed Forces Program, American Council on Education, Washington, D.C.)

"The period of World War II saw at least half a dozen litigated controversies concerning university presidents adjudicated in the higher courts. The facts and the judicial opinions clarify somewhat the position of the President." Summarizes the state university president in a Federal job, at University of Wisconsin; salaries in Kentucky state institutions; authority of a board of trustees regarding a president, at Rhode Island State College; privileged communication of the president, at University of Oklahoma; rights of a local property owner as against the president, at Wilberforce University, Ohio; and authority of the president as fiscal agent, at Louisiana State University.

345. ———. *The Colleges and the Courts, 1941-45: Recent Judicial Decisions Regarding Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1946. (Author: See No. 344.)

Chapter 5, "The President of the Institution" (p. 27-33) discusses a half dozen cases, already listed in No. 344. Comment: "The foregoing cases serve to put some fresh paint on the signposts along the boundaries of the status and powers of state university presidents." For first volume in this series, see No. 269.

346. CLARE, T. C. *Conditions of Work for College Faculty and Administrators.* *NEA Jour.*, 48: 59-61, October 1950. (Author: Associate Executive Secretary, Association for Higher Education, Washington, D.C.)

"For the past year an AHE [Association for Higher Education] research team has been taking an intensive look at . . . working conditions of college faculty and administrators." Based in part on questionnaires to "faculty and administrators across the nation," and on personal interviews with many presidents and other officials. "The seminar with college presidents revealed that they are overburdened with responsibilities. They live in a goldfish bowl with little privacy . . . they have little time for the educational role of the presidency . . . and the profession needs to give more attention to the development of college administrators."

347. COLWELL, ERNEST CARMAN, 1901- . Ten Commandments for College Presidents. *Soc. & Soc.*, 74: 107-108, Aug. 18, 1951. Reprinted in *Christ. Educ.*, 34: 321-322, Dec. 1951. (Author: Former President, University of Chicago.)

Included in keynote address at eighth annual Institute of Higher Education, Nashville, Tennessee, July 24-26, 1951. Samples: First, "Thou shalt not be afraid; neither of the alumni, nor of the Board, nor of anything that is in the Heavens above, or the Earth beneath, or the Waters under the Earth . . ." Second, "Thou shalt not kill the intellectual curiosity of either students or teacher by substituting empty routines for the excitement of learning." Tenth, "Thou shalt honor sound learning and attack shoddiness and pretension that thy name may be remembered in the company of learned men."

348. COWLEY, WILLIAM HAROLD, 1899- . The College President as a Leader. *Assoc. Amer. Coll. Bull.*, 25: 546-551, December 1939. (Author: President, Hamilton College, New York.)

Address delivered at induction of Harry J. Arnold as president of Hartwick College, Oneonta, New York, October 21, 1939. "Above all else a college president, it seems to me, must be a leader. He must lead his students, his faculty, and his board. . . . He and his associates must follow three democratic principles of administration: 1, the board of trustees must be democratic and not dictatorial, 2, the faculty must have freedom of speech on academic policies, and 3, the students must have practice in the democratic management of their own affairs."

349. ——— The Government and Administration of Higher Education: Whence and Whither? *Amer. Assoc. Coll. Reg. Jour.*, 22, 477-491, July 1947. (Author: Professor of Higher Education, Stanford University.)

Chiefly a historical discussion of the place of the general public, the alumni, the faculty, and the students in the government of higher education. Four pages (484-488) devoted to "the exciting status of the presidency." Beginning with President Charles W. Eliot at Harvard University in 1869, traces development of various forms of organization in large universities and in smaller colleges to relieve the president of many details of administration and to give him more time for major policy and development.

350. ———. What Does a College President Do? *Improv. Coll. & Univ. Teach.*, 4: 27-32, Spring 1956. Extracts in *Coll. Pub. Rel. Quart.*, 7: 6-10, April 1956. (Author: See No. 348.)

Address at inauguration of new president of Oregon College of Education. After a historical treatment of the presidency, especially in France, Germany, and Great Britain, considers the president's functions under headings of superintendence, facilitation, development, and leadership in policy making.

351. CRAB, ALFRED LELAND, 1884- . The School for Executives (June 15-27, 1942). *Peabody Jour. Educ.*, 20: 4-9, July 1942. (Author: Faculty member, George Peabody College for Teachers.)

Very light and informal personal account of some of the features connected with the school held at Clear Lake, Michigan, attended for 2 weeks by 82 presidents of teachers colleges. For professional report of same school, see No. 353.

352. DANA, ELLIS HUNTINGTON. Modern College Administration: For These Crucial Times Administrators Need to Make a More Thorough Study of Modern Administrative Theories and Techniques to Assure a More Effective College Administration. *Educ.*, 66: 139-151, November 1945. (Author: Special Assistant to the President, Simmons College, Massachusetts.)

Principal topics considered: Early college executives, administrative officers today, educator and executive, main job of a president, progressive yet conservative, as a group leader, in the public interest, relations with constituents, and council methods and operations. In conclusion, states briefly 12 "things that a college president should be or have."

353. DAVIS, HELEN EDNA, 1898- . *The School for Executives*. Washington: American Council on Education, 1942. v, 218 p. With foreword by Karl W. Bigelow. (Author: Staff member, Commission on Teacher Education, American Council on Education, Washington, D.C.)

General report of meetings held June 15-26, 1942, at Clear Lake, Mich., attended by 132 educational leaders, chiefly 86 administrative officers of American teachers colleges in 38 states, under auspices of the American Association of Teachers Colleges. Reports papers

and discussions with evaluation of outcomes. "There can be no doubt about the exceptional success of the school for executives." See also No. 351.

354. DAY, EDMUND ERRA, 1883-1961. Inaugural Address. *Sch. & Soc.*, 46: 486-493, Oct. 16, 1937. Also in *Proceedings and Addresses at the Inauguration of Edmund Erra Day, Fifth President of Cornell University*, Ithaca, N.Y.: 1937. (Author: President, Cornell University, N.Y.)

"It is reasonable to expect an incoming university or college president to bring into the open at the outset some of his more firmly set attitudes and ideas—not to mention attachments and prejudices." Gives an extended quotation from address by Cornell's first president, Andrew D. White, at the opening of the University 69 years earlier, and discusses the ideas therein expressed as broadened and modified by conditions which have developed in the intervening years. Points out certain defects and plans for improvements.

355. ———. The Role of Administration in Higher Education: The Obligations of the President. *Jour. Higher Educ.*, 17: 339-343, October 1946. (Author: See No. 354.)

Address at inauguration of President Morrill, University of Minnesota. Discusses major responsibilities of the university president—to add to the institution's resources, to carry on the institution's public relations, to mediate within the institution, to identify and express the general philosophy for which the institution stands. "If the analysis I have presented is accepted, it is clear enough that the qualities requisite in the academic administration are exacting indeed. . . . It is not surprising that the job of college and university president has been described from time to time as an impossible one."

356. DEIBLER, FREDERICK, 1876-. The Determination of Policy under the Present Form of Collegiate and University Government. *AAUP Bull.*, 28: 32-45, February 1942. (Author: Professor, Northwestern University, Illinois.)

Presidential address at annual meeting of the American Association of University Professors, Chicago, December 27, 1947. Considers various types of presidents and their influence on university policy (p. 33-40). Comments on frequent change in attitude when a college professor becomes a college president. Quotes approvingly Henry M. Wriston: "College administrators are human, and they hold power. Wherever humans hold

power, there is a temptation to tyranny; and where there is temptation, there is yielding."

357. DELLER, EDWIN. *Universities in the United States: Some Impressions*. London: University of London Press, Ltd., 1927. 46 p. (Author: Academic Registrar, University of London, England.)

"During the months of February, March, and April, 1926, I was the guest of the Laura Spelman Rockefeller Memorial in the United States. The object of the Memorial, in extending their invitation, was to give me the opportunity of visiting some of the principal universities in America, and to meet, for quiet informal discussions, men concerned with university education." Discusses informally and frankly many aspects of American higher education from the British viewpoint. "The outstanding figure in American University administration is, of course, the President. . . . The University President has become, with the vast growth in the size and activities of the Universities, one of the most powerful and conspicuous figures in American life. The University President is often the most prominent personage in the State—the Governor not excepted—and he may hold high political office. . . . Inside the University he occupies a position which is without a real parallel in an English University and which it is not easy for an English visitor at first to comprehend. . . . He leads, and he is expected to lead." Discusses the limitations of the president, resulting from size of the large American university, in not being able to become acquainted with his students or even with many of his faculty.

358. Despotism in College Administration. *Nation*, 70: 317-318, June 1900. (Author: "A Professor.")

Discussion of "Perplexities of a College President" (See No. 443.) "No more mischievous attempt to lower the high ideal of what a college should be which college men have been wont to cherish, have I ever seen. The article, to be sure, has its merits. . . . but the good that it contains is almost wholly nullified by the evil, by the vicious reasoning which it exhibits, and by the tone of sordid commercialism which pervades it." Discusses the essential differences between a commercial organization and an educational institution.

359. DODD, HAROLD WILLIS, 1880-. Comment from the United States. *Univ. Quart.*, 8: 140-146, February 1954. (Author: President, Princeton University.)

"I shall try to report, as accurately as I can, the composite impression of ten heads of American universities who as representatives

of the Association of American Universities had the good fortune to attend as invited guests the seventh quinquennial congress of the Association of Universities of the British Commonwealth at Durham and Cambridge last July. . . . All of us agree that the summer gave us a better understanding of the educational philosophy and objectives of our professional colleagues across the Atlantic. . . . We venture to think that some myths on both sides were dissolved. . . . British universities . . . do very well without presidents in the American sense: although some American representatives concluded that the difference between the post of an American president and that of a provincial vice-chancellor or Scottish principal was not as great in fact as in form, it must be confessed that to an average American President, Oxford and Cambridge seem to be better designed for obstruction than for action. On the other hand, to an Englishman, the government of an American university naturally appears to be an administrative dictatorship."

360. ———. Some Random Thoughts on the University Presidency. In Southern University Conference, *Proceedings*, 1958, p. 50-57. (Author: President Emeritus, Princeton University.)

Discusses informally some of the problems of the college president, factors which differentiate him from the business executive, and responsibilities for interpretation of his institution to the public. "Many presidents contrive to live and stay on to a good age and finally retire with honor and respect. From this fact all university presidents or prospective presidents may derive a considerable degree of honest comfort."

361. DONOVAN, HERMAN LEE, 1887-. A Day's Work of a College President. *Peabody Jour. Educ.*, 14: 284-286, May 1937. (Author: President, Eastern Kentucky Teachers College.)

A detailed recital of a day's activities from 7:00 a.m. to 10:15 p.m. "There is a great variation from day to day in the number and character of the interviews. . . . I sometimes feel that I am not a thinking executive, but a robot mechanically shouting No! No!! No!!! . . . There are periods of time in which I am in retirement when nobody but my wife and secretary know where I am. It is at such times that I do my most constructive work for the College."

362. ———. What Is the Essential Nature of a Teachers College Administrative Staff? In National Education Association, *Proceedings*, 1938, p. 308-320; Same, with discussion, American Associ-

ation of Teachers Colleges, *17th Yearbook*, 1938, p. 36-51. (Author: See No. 361.)

"The most important problem in the administration of a college is a clear understanding of the proper relations that should exist between the board of trustees, the president, the faculty, and the students." Presents an organization chart and discusses functions of the officers provided for in it, devoting four pages to the president. "The position of the president is essentially that of leadership. . . . His most important act probably is the selection of his faculty. . . . The president of a modern college is more of a business man than an educator. . . . The manner in which the college president disposes of the minor problems of his office determines to a large degree the morale of the college. . . . The one responsibility of a college president which demands more vision and statesmanship than any other of his duties is the charting of a program for his institution."

363. ———. Changing Conceptions of the College Presidency. *Assoc. Amer. Coll. Bull.*, 43: 40-52, March 1957. (Author: President, University of Kentucky.)

Based in part on "the study of about two hundred biographies and autobiographies of college presidents, some of whom presided over their institutions as far back as the seventeenth century." States that "I shall endeavor to lend this paper dramatic force by using for illustration two administrative eras of Yale separated by approximately a century—the period of Timothy Dwight (1795-1817), and that of Arthur Twining Hadley (1899-1921). These two presidents, it seems to me, represent the foremost ideas in college administration, each in the period of his own time." Discusses their administrations and the significance of them extensively. Also more briefly some of the contributions of Chancellor Kirkland of Vanderbilt, Jordan of Stanford, Harper of Chicago, Wilson of Princeton, Elliot of Harvard, Snyder of Wofford, McCracken of Vassar. Gives one of the modern characterizations of a college president as "A Geiger counter in search of academic uranium." Conclusion: "The presidency in Dwight's time was one man who did everything necessary to run his college. Today the presidency is many men under a leader called the president. . . . This is the changing conception of the office over a period of three centuries since it was first established."

364. ———. *Keeping the University Free and Growing*. Lexington: University of Kentucky Press, 1959. xi, 162 p. Extract, "The Vanishing University Trustee," in *Peabody Jour. Educ.*, 36: 259-

263, March 1959. *Author: President Emeritus, University of Kentucky.*

"Designed to summarize the principal activities, achievements, and problems of the University during the years of my administration from 1941 to 1956. Not all the achievements of the University during this period, nor all the problems, are discussed. The problems considered are those that offered the greatest challenge to the President and his colleagues. . . . The reader must not regard this book as an autobiography, though it necessarily contains some autobiographical material. . . . The book is primarily a report on the major problems that one college president encountered, how squarely he faced them, and how he tried to solve them." Appendix (p. 145-155), "Reading Assignment for College Presidents." Introductory to 4 lists of books, President Donovan says: "In response to many requests that I make available the titles of autobiographies and biographies of college and university presidents that I have collected over a period of three decades, I am glad to publish these lists. I am adding the histories of a few institutions of higher education, since most of such histories contain brief biographical sketches of their presidents." Lists: Autobiographical, 38 titles; biographical, 54 titles; historical, 34 titles; inspirational, 27 titles. Review, *Peabody Jour. Educ.*, 36: 218-219, Jan. 1959.

365. DOUGLASS, PAUL FRANKLIN, 1904-. *Six Upon the World: Toward an American Culture for an Industrial World.* Boston: Little, Brown & Co., 1954, 443 p. Extract, "Conant's Conception of University Administration," in *Jour. Higher Educ.*, 25: 59-64, 112-118, February 1954. (*Author: Former President, American University, D.C.; and legal counsel, Republic of Korea.*)

Sketches lives and contributions of six men, including James B. Conant, President Emeritus of Harvard University (p. 325-409). Other five men are not educators. *Jour. Higher Educ.* article states and discusses four basic administrative principles which President Conant established and six aspects of the Harvard personnel policy "as it took shape in 1942." Asserts that "the heavy duties of scientific warfare did not deter Conant from pressing his design of promoting intellectual activity at Harvard." Review by O. Tead, *Jour., Higher Educ.*, 26: 892-893, Oct. 1955.

366. DRAPER, ANDREW SLOAN, 1848-1918. *Government in American Universities.* *Educ. Review*, 28: 228-239, Oc-

tober 1904. (*Author: President, University of Illinois.*)

Presidential address at North Central Association of Colleges and Secondary Schools, Chicago, March 25, 1904. "The authority which is decisive in a university is the board of trustees. . . . The officer with the largest opportunities is the president. . . . He gets both the most commendation and the most abuse. . . . His office is encompassed with great perplexities, and he will suffer more than he can tell." Quotes *in extenso* the statutes of the University of Illinois and the regulations of the Board of Trustees of Johns Hopkins University, stating the functions and duties of the university president.

367. ———. *The University Presidency, Atlantic*, 97: 34-43, January 1906. (*Author: Commissioner of Education, New York.*)

"There are at least four features which distinguish university work in America and exercise a decisive influence upon the form of government in American universities." States and discusses them. "The responsible authorities in the management of a university are the trustees, the president, and the faculty." Discusses the responsibilities and limitations of each. "The business of the university faculties is teaching. It is not legislation and it is not administration. . . . Perhaps the president cannot deal with all directly, but that is no reason why he should not go as far as he may." Conclusion: "In a word, the president of an American university is bound to be not only one of the most profound scholars, but quite as much one of the very great, all-around men of his generation."

368. ———. *Weaknesses in American Universities.* *Educ. Review*, 43: 217-235, March 1912. (*Author: See No. 367.*)

Discusses various weaknesses, and concludes: "If these structural weaknesses are cured, it will be upon the initiative and under the leadership of their presidents. The office of president, as we know its attributes, is peculiar to American universities; like the lay board of trustees, it is unknown in other universities. It has grown out of the very necessities of our half-popular and half-professional, half-lay and half-scholastic, scheme of university government. . . . No university in America has ever developed strong colleges and departments . . . without having had at least one great president."

369. DUGGAN, STEPHEN P. *Present Tendencies in College Administration.* *Sch. & Soc.*, 4: 229-235, Aug. 12, 1916. (*Author: Professor of Education, College of the City of New York.*)

Summarises extensively W. T. Foster's reports on visits to 105 colleges and universities and judgment that two-thirds of their presidents are unsuccessful (see No. 377.). Outlines several recent changes in administrative patterns and practices. Conclusion: "It must be evident from all that has been stated that the position of the president is almost everywhere becoming less autocratic either as a result of legislation or of practice."

370. DUNIWAY, CLYDE AUGUSTUS, 1866-1944. The Functions and Limitations of the President. In National Education Association, *Proceedings*, 1913, p. 507-510. (Author: President, University of Wyoming.)

"This paper is meant to be a condensed statement of certain practical working principles which seem most useful in our present-day state universities." Views the "activities of the president on the basis of the parties with whom he must deal. He must act for and with a board of trustees, by whatever name they are called. He must work with his colleagues of the faculty. He must deal with students and the student body. He must be an institutional representative before the country." Discusses each of these aspects.

371. ELIOT, CHARLES WILLIAM, 1834-1926. The University President in the American Commonwealth. *Educ. Review*, 42: 433-449, December 1911. (Author: President Emeritus, Harvard University.)

"A lively discussion has recently taken place about the proper functions of the American university president, an educational officer unknown in other countries, who has developed in the United States during the past hundred years. . . . He is an official very different from the rector of a German university, the head of an English college, or the principal of a Scotch university." Presents and discusses answers to the question: "Have the powers and functions been developed during the past fifty years to a degree which threatens academic freedom, and the independence, public spirit, and self-respect of university teachers?" Considers the president's duties, his relations to trustees or regents; selection of faculty; promotions, resignations, retirements, and removals; and financial questions. States that "In this country some misconceptions prevail in even the educated public concerning both the university professor and the university president." States and discusses some of these. Conclusion: "The work of a good university president is selective, consultative, and cooperative."

372. EMME, EARLE EDWARD, 1891-. What Deans and College Presidents Might Do. *Jour. Higher Educ.*, 17: 265-267, May 1946. (Author: Dean, Dakota Wesleyan University, South Dakota.)

Summarizes results for a group of 21 of the 63 educators attending North Central Association Workshop on Higher Education at University of Chicago, August 1945. States 11 "administrative principles in effective college functioning" agreed to by all participants after extensive discussion. Also lists 22 duties of the dean.

373. FIDDES, EDWARD, 1864-1942. *American Universities: A Lecture Delivered at the University of Manchester on 16th November 1925*. Manchester, England: The University Press; London, New York, etc.: Longmans Green & Co., Ltd., 1925. 34 p. (Manchester University Lectures, No. 25.) (Author: Senior Pro-Vice-Chancellor, University of Manchester, England.)

Discusses powers, responsibilities, advantages, and disadvantages of the American university presidency (p. 10-11). "For practical purposes, power rests in the hands of an academic official, the University President. . . . The system has its advantages and its disadvantages. It renders prompt action possible. . . . But there is a reverse side. It is not good that the advancement of the university staff should depend on the judgment of any one man, however fair-minded and able he may be."

374. FIELDS, RALPH R. and PIKE, ARTHUR H. Community College Problems. *Teach. Coll. Record*, 51: 528-536, May 1950. (Authors: (1) Professor of Education; (2) graduate student; both of Teachers College, Columbia University.)

Report of a conference at Teachers College, March 30-April 1, 1950, attended by 85 registered participants. One of the purposes was "to define the work of community college administrators," discussion of which is summarized rather fully.

375. FITE, DANIEL HARLEY, 1902-. The College President and the Church. *Peabody Jour. Educ.*, 26: 268-271, March 1949. (Author: President, Carson-Newman College, Tennessee.)

"The relationship which should exist between the college and the church is that of two great institutions whose energies and programs are dedicated to a common cause."

The relationship which the president of a college should have to the church is that of leader of one of those great institutions. . . . If the college president and the ministers were to realize their joint responsibility for the students' religious life it would obviate many difficulties." Quotes President Hauck of University of Maine, President Lewis of Lafayette College, and President Cody of University of Toronto.

376. FITZPATRICK, EDWARD AUGUSTUS, 1884-1960. *His Magnificence: The Rector of the German University. Sch. & Soc.*, 75: 161-164, Mar. 15, 1952. (Author: President, Mount Mary College, Wisconsin.)

"The following statement was a by-product of the author's study of 'American Studies in German Universities' in Germany, as a representative of the U.S. Department of State." Discusses the organs and purpose of the German university, the report on the university reform (with comments on the rector's office), the rectors' conference, the origin of the office, the election of the rector, reorganization under consideration, and the business management of the university. "The number of duties which the rector must necessarily handle must interfere somewhat with his regular duties, but, for the prestige and the special opportunities of influencing university policy or presenting it to the public, he is willing to make the sacrifice."

377. FOSTER, WILLIAM TRUFANT, 1879-1950. *The College Presidency. Science*, 37: 653-658, May 2, 1913. (Author: President, Reed College, Oregon.)

Based upon visits to 105 colleges and universities in 29 states. Considers that in 51 of these he became sufficiently acquainted "to form judgments concerning the success of their presidents in meeting the expectations of those whom they served." States that "Of the 51 presidents, 34 appear to be unsatisfactory. I mean that a majority of the faculty, students, and alumni of 34 institutions appear to be in favor of a new president. . . . If I were to class as failures those who had proved unequal to one or more of the obligations usually attached to the office, there would remain in the successful group scarcely a score." Lists the obligations which "we expect of the American college president." These obligations he gives as scholar, teaching, supervisor of teaching, business management, raising funds, social obligations, public speaking, leadership. "So far as I know, there is not even a course in higher education given in any college or university in America. . . . When we consider the administration of higher education of sufficient importance, we shall make provision

for trained leadership. Meanwhile, let us be charitable."

378. FOX, DIXON RYAN, 1887-1945. *University Presidency in the Nineteen Forties. Assoc. Amer. Coll. Bull.*, 28: 229-237, May 1942. (Author: President, Union College, New York.)

Address at inauguration of Robert L. Johnson as president of Temple University, Pennsylvania, December 4, 1941. "The president who merely presides and administers—who merely keeps the machinery going efficiently—will have abundant calls upon his time and energies; he will do an honest day's work. But the president who attempts to realize the expectation of leadership . . . will have to do indescribably more. . . . The first year will be pleasant for everybody. It will be a year of faith, hope, and charity. . . . The confidence, or at least the patience, of the first year will decline a bit in the second, but not dangerously. The test will come in the third year. Fruits will be expected by that time."

379. FROMAN, LEWIS A., 1906-. "Communication Skills" of College Faculties. *Educ. Record*, 35: 257-260, October 1954. (Author: President, Russell Sage College, New York.)

Criticizes the excessive use of technical terms by sociologists, economists, psychologists, and others in presenting their findings to the public. "The professional educator, of which the college president certainly is one (or should be one), has also succumbed to the pitfall of using specialized terminology in explaining his objectives and programs." Gives several striking examples.

380. GLENNY, LYMAN A. *Autonomy of Public Colleges: The Challenge of Coordination*. New York: McGraw-Hill Book Co., Inc., 1959. xix, 325 p. (Author: Professor of Government, Sacramento State College, Calif.)

Contains frequent considerations of functions of the president in various types of institutions.

381. GROSS, JOHN OWEN, 1894-. *Ten Ifs for New College Presidents. Christ. Educ.*, 27: 20-24, December 1943. (Author: Secretary, Department of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former President, Simpson College, Iowa.)

"I asked several college presidents and some former presidents who are now bishops of the Church this question: 'If you were beginning your work now as a college president, in the light of your experience in that office, what would you do?' Here are some answers; I have given them just as they were sent to me." Gives 10 stimulating quotations stressing various aspects of the work of the presidency.

382. ———. Personnel Responsibilities of the College President. *Trustee*, Vol. 4, p. 2. January 1950. (Author: See No. 381.)

Not available for examination. "Splendid article"—*Assoc. of Amer. Coll. Bull.*, 37: 266, May 1951.

383. HALL, GRANVILLE STANLEY, 1846-1924. Contemporary University Problems. *Science*, 40: 727-736, Sept. 20, 1914. (Author: President, Clark University, Massachusetts.)

Address at 25th anniversary of Clark University. Chiefly concerned with early history of the University, but also considers the presidency both of large universities and of small ones like Clark. "In the old days the college president, though he usually taught, was supreme and autocratic, and as leading institutions grew and he ceased to teach, the concentration of power in his hands became altogether excessive. The foundation of new institutions, the Hopkins, and a little later Stanford and Chicago, greatly augmented his power under our system. . . . Abundant instances of arrogance and arbitrary, if not usurped, power were collected. . . . So far I submit to you and to my colleagues that Clark University, not through any wisdom or virtue of its president, although perhaps a little through the fact that he is a teacher and does not spend all of his time in organizing, but owing to its small size, its unprecedented absence of rules, its utterly untrammelled academic freedom, is today in a position to lead and not to follow in the wake of this movement. No one here wants autocratic personal power."

384. HALL, WILLIAM W., JR., 1903- . *The Small College Talks Back: An Intimate Appraisal*. New York: Richard R. Smith, Publisher, Inc., 1951. 214 p. With Foreword by Henry Sloane Coffin. (Author: President, Westminster College, Missouri; former President, College of Idaho.)

Based on experiences at College of Idaho. "The author tells the story of his 9 years as a president with a surprising candor and in racy speech. The book reads like a novel and compels attention throughout. . . . With

penetrating insight he passes in review financial support, competitive athletics, public relations, the church connection, and, above all, the distinctive function of the liberal arts college. He is frankly autobiographical without being in the least immodest. He has a delightful humor: his analysis of trustees, for example, is a literary gem."—Foreword. Reviews by V. E. Richardson, Jr., *Christ. Cent.*, 68: 401+, March 28, 1951; and by P. S. Havens, *Assoc. Amer. Coll. Bull.*, 37: 298, May 1951.

385. HAMILTON, THOMAS HALE, 1914- . The College Administrator Revisited. *AAUP Bull.*, 35: 691-698, Winter 1949. (Author: Faculty member, Pennsylvania College for Women.)

Address at Allegheny College Chapter of the American Association of University Professors, November 15, 1948. "It seems likely that until college administrators rid themselves of irrelevant activities and return to their proper function, higher education will find it difficult to avoid being equally irrelevant and purposeless." Claims that they should abandon "busy work, which in the mind neither of God nor man can possibly be related to the institution's objectives." Gives various examples of nonessential activities and stresses the importance of educational leadership on the part of the administrator.

386. HARMON, HENRY GADD, 1901- . Effective Organization of the President's Office for University Service. In *The Administration of Higher Institutions Under Changing Conditions*. Chicago; University of Chicago Press, 1947. (Proceedings of the Institute for Administrative Officers of Higher Institutions, 1947), p. 27-39. (Author: President, Drake University, Iowa.)

Outlines the responsibilities of the president for internal administration, program development, promotion, and educational interpretation. The latter is characterized as "the most important and the most neglected aspect of the work of the president's office."

387. HARRIS, ABRAHAM WINEGARDNER, 1858-1935. The Best Manner in Which the Executive of a College Can Employ Time and Put Forth Effort: Work on the Campus. *Assoc. Amer. Coll. Bull.*, 1: 77-83. Jan. 14-16, 1915. (Author: President, Northwestern University, Illinois.)

"I will attempt very briefly to mention some but not all of the things which it seems to me a president or dean ought to do in

relation to the internal administration of a college." Covers problems of coeducation, financial responsibility, physical property, discipline, good educational conditions, scholarship, selection and development of faculty.

388. HARRIS, ARTHUR S., JR. Reflections of a Departing Instructor: Comments on the Foibles of College Officers and Students. *Jour. Higher Educ.*, 25: 65-70, 111, February 1954. (Author: One who "has reluctantly left college teaching for more lucrative employment.")

A discussion of present-day president's quandary of too much to do and too many responsibilities. "Today's typical university president, seen from a distance, appears to be less of an educator or scholar and more of a corporation manager. . . . Seeing a college president and his wife at one of their teas when faculty members F to L have been dutifully invited, one cannot but feel genuinely sorry for them. . . . Possibly it is true that a college president is a public man and not a private one. If that is so, then possibly it is time for more colleges to split responsibilities." Advocates that the president should "find the time to teach an occasional course. There will be those who argue that this is a waste of his talent, an insult to his dignity. But the president of America's oldest college taught chemistry a few summers ago."

389. HAWKINS, HUGH D. Three University Presidents Testify. *Amer. Quart.*, 11: 99-119, Summer 1959. (Author: Faculty member, Amherst College, Massachusetts.)

Three university presidents presented their views at the request of the trustees of the newly established Johns Hopkins University concerning the proper administration of a university—Charles W. Elliot, Harvard University; James B. Angell, University of Michigan; and Andrew D. White, Cornell University. A carefully documented study of certain aspects of the founding of Johns Hopkins University.

390. HAYDN, HIRAM, 1907-. Why College Presidents Wear Out. *AAUP Bull.*, 31: 455-461, Autumn 1945. Reprinted from *N.Y. Times Mag.*, Sept. 16, 1945. (Author: Secretary, United Chapters of Phi Beta Kappa.)

Outlines the manifold duties of a college president whose average term of service, he says, is only 4 years. Gives a typical daily schedule. "Before you decide to accept which-

ever of the sixty vacancies offered you, I suggest that you take stock of your fortitude—and of your wife's: your fortitude, your sense of humor, and your sheer endurance." For comment by Edith R. Mirrielees, see No. 434.

391. HOLLIS, ERNEST VICTOR, 1896-, Director, and MARTORANA, SEBASTIAN V., Associate Director. *Higher Education in North Dakota (A Report of a Survey)*. Bismarck, N. Dak.: North Dakota Legislative Research Committee and State Board of Higher Education, October 1958. 2 vols. viii, 132, and vi, 111 p. (Authors: With U.S. Office of Education.)

"Students of administrative structure and personnel administration generally recommend that the number of persons reporting directly to the president in even large and complex colleges or universities be limited to not more than 8-12." Finds 22 officials reporting directly to the president of the University of North Dakota, 19 at the North Dakota Agricultural College, and smaller numbers at other institutions.

392. HOLY, THOMAS C., 1887-; SEMANS, HUBER H.; and McCONNELL, THOMAS R., 1901-. *A Restudy of the Needs of California in Higher Education*. Sacramento: California State Department of Education, 1955. xx, 473 p. (Authors: (1) Special Consultant in Higher Education, University of California; (2) Specialist in Higher Education, State Department of Education; (3) Chief Consultant for the Study.)

One section "Organization and Staff in the Office of the President" (p. 234-243), contains diagrams of present and proposed reorganization, with recommendations. "The effectiveness of the President of the University as an educational leader depends not only on the delegation of as many operating functions as possible . . . but also on the adequacy of his major staff and the appropriateness of its organization."

393. HOPKINS, EVERETT HAROLD, 1912-. Efficiency and Democracy in University Administration. In *Companion Volume to Current Issues in Higher Education: Analyst's Reports* (Washington: Department of Higher Education, NEA, Ralph W. McDonald, Editor, December 1950), p. 112-119. Same in expanded form in No. 394. (Au-

thor: Vice-President, State College of Washington.)

Includes a group of 23 "Basic Principles, Propositions, or Tenets Essential to the Achievement of Administrative Efficiency," several of which refer directly or by implication to the work of the president. One of them, in part: "At the top administrative level, both the financial and educational administration should be under a single administrative control, namely, the president. . . . For effective administration, an organization should have one head and only one head." See also No. 394.

394. ———. Efficiency and Democracy in University Administration. *Coll. & Univ.*, 26: 364-380. April 1951. (Author: See No. 393.)

An amplification of No. 393. "I have given what I consider to be the essential earmarks of a democratic university administration. . . . In addition I have listed 23 principles which I consider to be some practical guideposts to successful administration."

395. HUGHES, RAYMOND MOLLYNEAUX, 1873-1958. The Administrator and His Time. *Educ. Record*, 18: 48-52, January 1957. (Author: President Emeritus, Iowa State College.)

"During 24 years as the administrative officer of a college, I have heard much discussion of college presidents, of their value, and of the way they use their time. . . . If an executive is to use his time to most advantage, he certainly must keep command of his time to a large degree, and keep free from too much routine. . . . From the point of view of my experience, in dealing with institutions, his main concern should center around the following interests:" Names eight such. Gives numerous practical suggestions for most efficient use of time, particularly in interviews with faculty, students, athletes, boards of trustees, and the general public.

396. HUMPHREY, GEORGE DUKE, 1897- . Securing Legislative Appropriations: An Administrative Viewpoint. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1949, p. 51-56. (Author: President, University of Wyoming.)

"A college or university president is expected to be an educator, a scholar, an administrator, a business man, a public speaker, a writer, 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 stu-

dents, faculty, and alumni. And, though he may possess all of the qualifications outlined, if he is unable to raise money for the operation of the institution, he will be as sounding brass or a tinkling cymbal. . . . In this discussion today, of course, we are concerned primarily with the securing of money by legislative apparatus. I am to give you the president's viewpoint in securing these appropriations, and I know of no better way to do so than to tell you some of the methods I use."

397. HUTCHINS, HARRY BURNS, 1847-1930. The President's Office: Center of University Organization and Activity. In *National Association of State Universities, Proceedings*, 1914, p. 116-129. (Author: President, University of Michigan.)

Quotes various earlier characterizations of the office of president: "The college presidency is a despotism untempered by assassination." "A college president is ex-officio a liar and a coward." "The trouble in the case of the university president is that he is not a leader but a boss." "Sometimes the board of trustees eats the president, sometimes the president eats the board, but both always eat the faculty." States that such statements "are gross exaggerations" but that they are "parts of articles that throughout manifest a distinct hostility to the presidential office." Claims that "the so-called presidential autocracy about which so much has been said and written is very much less in reality than in form" and that "any substantial curtailing of presidential authority would, from the point of view of effectiveness and vigorous administration, be undesirable." Discusses especially the president's relation to the business office and budget-making procedures, the relation of his office to the public, and the responsibility of the president for "the selection and recommendation to the governing board of the teaching staff."

398. HUTCHINS, ROBERT MAYNARD, 1899- . Advice to College Presidents. *Sat. Review Lit.*, 18: 6-7, July 23, 1938. (Author: President, University of Chicago.)

Review of A. Lawrence Lowell's *What a University President Has Learned* (see No. 424). "The book is a disappointment. Mr. Lowell does not reveal much of what he has learned. . . . The advice he gives university administrators is of uneven quality." Says that "Most university presidents should know, as Mr. Lowell tells them, that they ought to take time to think. . . . Mr. Lowell's administrative advice has a slightly Machiavellian flavor. . . . The most common accusation against our university presidents is that they are liars."

399. If I Were a College President. *Unpopular Review*, 5: 51-65, January-March 1916. (Author: "A College Professor.")

Occasioned in part by July article in same journal (No. 638.) "I, likewise under the shield of anonymity, am going to rush in where angels fear to tread, and tell what I would do if I were a college president." Discusses many topics, especially relations of the president to trustees, parents, and students; changes in curriculum; and criteria for faculty promotions. "These are the reforms I proposed for the mutual profit of instructors and instructed in my college. . . . The very mention of such radical measures cost me my promotion."

400. JESSUP, WALTER ALBERT, 1877-1944. Some Aspects of University Administration—Presidential Address. In National Association of State Universities, *Proceedings*, 1926, p. 13-24. (Author: President, State University of Iowa.)

Based upon replies received from 175 institutions on the approved list of the Association of American Universities and upon printed or mimeographed copies of rules and regulations affecting the internal organization and management of 58 of them. Reports and discusses regulations and practices in many of them concerning duties and responsibilities of the president.

401. JOHNSTON, JOHN BLACK, 1868-1947. University Organization. *Science*, 38: 908-918, Dec. 26, 1913. (Author: Faculty member, University of Minnesota.)

Address before a body of university men, Minneapolis, November 10, 1913. "In the American university, as in the Russian political system, the chief difficulty is not with the autocrat but with the bureaucrat. . . . Finally the presidency. Shall the president be elected to the faculty? Shall his actions be subject to review by the Senate? Shall his duties be limited to those of a gentleman, orator and representative of university culture, or to those of the business agent and manager?"

402. JONES, LEWIS WEBSTER, 1899- . Administration-Faculty Relations. In Southern University Conference, *Proceedings*, 1953, p. 45-54. (Author: president, Rutgers University, New Jersey.)

"The key man in the complex university structure is, as you all know, the president. He is responsible to the trustees, the public,

the parents, the students, and the faculty. You have doubtless heard the well-known definition of the college president as 'the ultimate recipient of the buck.' There is much truth in this wry definition; no matter how skillfully he delegates authority, he is in fact responsible for the quality, the direction, and the morale of his institution. . . . We have moved a long way from the small college in which the president was typically a teacher."

403. JONES, ROY WINFIELD, 1905- . *The Human Element in College and University Administration*. Stillwater, Okla.: Oklahoma Agricultural and Mechanical College, 1949.

404. JORDAN, DAVID STARR, 1851-1931. The Administration of the American University. In National Education Association, *Proceedings*, 1915: 522-525. (Author: President, Stanford University.)

Address before Department of Superintendence, N.E.A. Quotes a German educator: "There is no government on earth more autocratic than that of the German university. But the autocracy lies not inside, as in America, but outside, in the hands of the minister of public instruction." States that "As the universities of America are constituted, it is the part of the president to create the university atmosphere. He must set the pace, must frame the ideals, and choose the men in whom these ideals can be realized. . . . The president is not himself a king. His noblest work is that of maker of kings. . . . It is what he can discern in other men that gauges success."

405. KEENEY, BARNABY C., 1914- . Function of the President as Interpreter in the Memo. *Jour. Higher Educ.*, 30: 426-431, November 1959. (Author: President, Brown University, R.I.)

Quotes extensively Ruml and Morrison's statements on the role of the president (No. 451) disagreeing with most of them. "The role of the president in a college, currently and historically, is interesting and complicated. The presidents were formerly the most scholarly clergymen or members of the faculty; and occasionally a distinguished retired man entered academic life from outside through this channel. . . . The president today is a very different creature."

406. KEEZER, DEXTER MERRIAM, 1896- . *The Light That Flickers: A View of College Education which Contrasts Promise and Performance and Suggests Improvements*. New York: Harper & Brothers, 1947. xi, 160 p. (Author: Former president, Reed College, Oregon.)

"For almost eight years immediately prior to the second world war, I was the President of Reed College, a small coeducational college of liberal arts and sciences at Portland, Oregon. The college had a number of notable educational characteristics. . . . In the course of carrying out my duties, I learned a number of things about higher education and liberal education (in which I am particularly interested) which some of my friends thought to be of more than local significance." In informal style, discusses in 12 chapters many phases of college life and presidential responsibility and opportunity. Chapter I, "How the Shirt Is Stuffed," opening sentences: "As I started on the last lap of my journey to assume the presidency of Reed College, my dear friend the late Mary Harriman Rumsey, who was seeing me off, remarked, 'Promise that you won't become a stuffed shirt.' She had had dealings with many college presidents seeking her philanthropic interest. I promised and I tried to keep my promise. Whether or not I succeeded is for others to say. But, insofar as I did succeed, it was, I fear, at the expense of doing my full duty on the job. For it is my impression that it is almost the duty of a college president to become a stuffed shirt."

407. KELLY, FREDERICK JAMES, 1880-1959. *The University in Prospect. Sch. & Soc.*, 28: 633-642, Nov. 24, 1928. (Author: President, University of Idaho.)

Inaugural address as President of the University of Idaho. "It would be pleasant on this happy occasion to dwell upon the cherished honor which goes along with election to the office of President of the University of Idaho. I deeply appreciate this distinction. This occasion calls, however, rather for a canvass of the heavy responsibilities which likewise go with the office. There has been no time in the history of the American state university when the responsibilities of the president were greater than now."

408. KELLY, ROBERT LINCOLN, 1865-1954. *Tendencies in College Administration*. New York: 1925. (The Science Press, Lancaster, Pa.) xii, 276 p. (Author: Executive Secretary, Association of American Colleges, New York; President, Earlham College, Indiana, 1902-17.)

A series of lectures given at the Sorbonne, Paris. Aimed to "choose phases of college administration and life not emphasized in the French institutions." Includes brief consideration of "The Executive" (p. 24-25). "In the president, therefore, there is, ordinarily great concentration of power. He is a money raiser, a business manager, a promoter, a prophet. He is often called a despot.

By the very pressure of his manifold duties, he has been forced out of the ranks of teaching."

409. KEPPEL, FREDERICK PAUL, 1875-1943. *College and University Administration: The Office Side of the Question. In National Education Association, Proceedings, 1910 (Boston meeting), — 542-548. With discussion by C. A. Dunlway, President, University of Montana; and J. K. Tillum, President, University of Arkansas. Reprinted, without the discussion, in Educ. Review, 40: 293-299, Oct. 1910. (Author: Dean, Columbia College, Columbia University.)*

"The administrative officer of the American college or university has to steer his course, like the mariner of old, between two rocks, on one or the other of which has academic bark may come to grief. . . . As our institutions have developed, the position of the presiding officer has attained an importance that it wholly lacks in England or on the Continent of Europe." Considers some of the problems he faces, and methods of meeting them. "After all the president is a human being and practically sure, in this imperfect world, to make a fair share of mistakes. . . . The president can nearly always be guided but from the very nature of his position, he cannot be bulldozed."

410. KINDER, JAMES SCRENGO, 1895- . *Internal Administration in the Small College. Assoc. Amer. Coll. Bull.*, 17: 512-517, December 1931. (Author: Faculty member, Pennsylvania College for Women.)

Based on study of 105 small colleges. Gives data especially on teaching activities of college presidents and considers advantages and disadvantages of the practice.

411. ———. *The Internal Administration of the Liberal Arts College*. New York: Bureau of Publications, Teachers College, Columbia University, 1934. vii, 160 p. (Teachers College Contribution to Education, No. 597.) (Author: See No. 410.)

Doctoral dissertation at Teachers College, Columbia University. Contains 7 chapters: Introduction, Historical Background, Present Administrative Practices, Interrelations of Offices and Functions, Participation of the Faculty in the Internal Administration, Principles of Internal Administration, Recommendations and Conclusions. Contains 18 tables. "The data concerning present administrative practices were taken from a careful

analysis of 116 colleges and universities from which information was gathered. . . . all members of the Association of American Colleges." Gives detailed information regarding several features of the presidency—teaching loads, functions, responsibility of other officers to the president. Appendix gives 14 organization charts. Bibliography, 166 titles.

412. KING, STANLEY, 1883-1951. Inaugural Address of the President of Amherst College. *Sch. & Soc.*, 36: 705-711, Dec. 8, 1932.

"There is expectation in the air, for each of us knows that a new personality will determine to some substantial extent the orientation of the college for many years. . . . The trustees choose your president, but he would operate in a void without the student body, the faculty, the alumni, the friends of the college." Describes the place of each group and possible changes in emphasis in the curriculum and other aspects of the Amherst program.

413. KINLEY, DAVID, 1861-1944. The President's Office Force. In *National Association of State Universities, Proceedings*, 1914, p. 111-116, with discussion following. (Author: Dean, University of Illinois.)

"To resume, the private secretary, the general office helper, the statistical secretary or clerk, an adequate amount of clerical help and messengers, ought to be provided." Discusses the duties and importance of each of these. "I think, perhaps, if each one of you had that, you might do something that would amount to something."

414. KIRKLAND, JAMES HAMPTON, 1859-1939. What It Is To Be a College President. *Educ. Review*, 41: 412, April 1911. (Author: Chancellor, Vanderbilt University, Tennessee.)

Extract from address at inauguration of D. F. Houston as President, University of Texas, April 18, 1906. "To labor constantly for the world with no thought of self, to find indifference and opposition where you ought to have active assistance, to meet criticism with patience and the open attack of ignorance without resentment, to plead with others for their own good, to follow sleepless nights with days of incessant toil, to strive continually without ever attaining—this it is to be a college president. But this is only half the truth. . . . This, too, it is to be a college president."

415. KIRKPATRICK, JOHN ERVIN, 1860-1931. The American College President.

Sch. & Soc., 18: 245-249, Sept. 1, 1923. (Author: Faculty member, University of Michigan.)

Concerning the college president: "There have been none like him in times past, and it is doubtful if he continues in time to come. . . . The powers actually exercised by the university president are, to a very great extent, not powers legally conferred on the office by charters, but exercised by the incumbents of the office as surrogates for groups of busy men who are not educational experts, and, fortunately, in most cases know that they are not. . . . He is not a scholar or teacher, or, if he chance to be such at the time of elevation to the throne of power, he ceases to be either the one or the other. . . . The president, like the British King, may prove very useful to a democracy."

416. KNIGHT, DOUGLAS M., 1921-. The Waking Nightmare: Or How Did I Get Into This? *Assoc. Amer. Coll. Bull.*, 44: 645-652, December 1958. (Author: President, Lawrence College, Wis.)

"The college presidency has a quality that sets it apart from other positions of so-called executive responsibility. The college or university president must combine planning and execution as his counterparts in government or industry cannot. . . . The president has a major responsibility not only when his community gets off the track, but equally when it is running smoothly. . . . As I think over the difficulties and mistakes of the past five years, I feel that I was most seriously at fault whenever I could not see farther into the consequences of an action than my colleagues could. . . . An appalling job, an impossible job; and after five years I would not give it up for any other career I know."

417. KNOX, JOHN BALLENGER. The College President as Personnel Executive. *Assoc. Amer. Coll. Bull.*, 33: 376-380, May, 1947. (Author: Faculty member, University of Tennessee.)

Based upon 66 replies from the "presidents of 180 principal colleges and universities." Reports practices and responsibilities with reference to personnel procedures involving five groups—undergraduates, seniors, alumni, business and maintenance personnel, and faculty.

418. KONVITZ, MILTON R., 1908-. *Ed. Education for Freedom and Responsibility: Selected Essays by Edmund Hershey Day*. Ithaca, N.Y.: Cornell University Press, 1952. x, 208 p. With Foreword

by Deane W. Malott. (*Author*: Professor of Industrial and Labor Relations, Cornell University, New York.)

Contains 19 selected essays, one of which "A University President Talks About His Job" (p. 137-148) is an informal talk at a Cornell University symposium sponsored by the Student Association of the School of Business and Public Administration, February 10, 1949. Discusses informally his method of referring proposals for curricular changes and proposed new course on The American Way of Life to the appropriate faculty committee. States that "the problems of administration here at Cornell in defending American democracy relate to a lot of things beside curriculum revision. . . . As I contemplate the administration-faculty relationship, I am impressed with what I should call certain deficiencies in the present situation. . . . The University administration . . . has the critically important job of undertaking some sort of appraisal of those who constitute the company of scholars and scientists. . . . I would like, however, to see the professors share with administration the job of evaluation." Discusses also administration-alumni and administration-student relationships.

419. KOOS, LEONARD V., 1881-. Junior College Administrators and Their Scope of Functions. *Sch. Review*, 52: 143-150, March 1944. (*Author*: Professor of Secondary Education, University of Chicago.)

"One purpose of this little study is the limited one of ascertaining the names, or titles, of administrative officers in junior colleges. . . . A more important purpose is to inquire into the vertical scope of responsibility of these administrators." Based on questionnaire responses from 168 local public junior colleges.

420. KRETZMANN, OTTO PAUL, 1901-. Administration in the Christian College. In Von Gruening, J. P., ed., *Toward a Christian Philosophy of Higher Education* (Philadelphia: Westminster Press, 1957), p. 123-143. (*Author*: President, Valparaiso University, Indiana.)

421. LADD, GEORGE TRUMBULL, 1842-1921. The Need of Administrative Changes in the American University. *Pop. Sci. Month.*, 80: 313-325, April 1912. Reprinted in *University Control* (No. 560), p. 249-269. (*Author*: Faculty member, Yale University.)

Refers to "the first of a series of articles on the higher education in this country which

were published in *The Forum* during the years 1902 and 1903." (Not included in this bibliography.) "Within the past ten years there has been a growing dissatisfaction with the character and the workings of the system of administration still prevailing in our larger and wealthier collegiate and university institutions." Discusses several factors involved. "These may be all summed up in saying that, in many, if not in the majority of cases, it hinders rather than helps the smoothest working and most valuable results of a university education." Considers the "vices of extravagance, lawlessness, superficiality, and idleness" in university circles and presidential responsibility for them. Discusses "the several causes which are working together to bring about 'the degradation of the professional office'—the 'last and worst' of which is 'connected with the present system of administration.'"

422. LEFEVRE, ARTHUR. *The Organization and Administration of a State's Institutions of Higher Education*. Austin, Tex.: Von Boeckmann-Jones Co., 1914. 524 p. (*Author*: Secretary for Research, Organization for the Enlargement by the State of Texas of Its Institutions of Higher Education.)

Chapter IV, "The Executive Officer" (p. 196-233), deals with the conception of the presidential office, essential functions, factors of success, problem of elimination, attitude of collegialship with faculty, and secondary administration.

423. LONG, HENRY JOHNSON, 1897-. Why College Presidents? *Assoc. Amer. Coll. Bull.*, 37: 379-382, October 1951. (*Author*: President, Greenville College, Illinois.)

"Possibly the main reason for his [the president's] being connected with a college is that he may 'bring home the bacon' in the form of checks, bonds, and deeds. After a most stimulating experience in the first quarter of 1951 of spending approximately two days on each of 40 college campuses, interviewing somewhat at length 250 college administrators, the writer has come to the conclusion that the above picture is the average college's concept of its president." Discusses various judgments as a result of his visits, especially Dr. Robert M. Hutchins' statement that "no president had ever accomplished anything for his institution after his first five years." Concludes that "the books need to be rewritten as to the duties of a president."

424. LOWELL, ARBOTT LAWRENCE, 1856-1943. *What a University President Has Learned*. New York: The Macmillan

Co., 1988. vi,150 p. (*Author*: President Emeritus, Harvard University.)

Discusses the problems of college administration in six chapters: Idea, Plan, and Pattern; Universities and Colleges; Tools and the Man; Examinations and Respect for Rank; The Student Mind; Imponderables and Shams. For extended review, by R. M. Hutchins, see No. 398.

425. MCCONAUGHY, JAMES LUKENS, 1887-1948. *College Inaugural of 1831. Jour. Higher Educ.*, 2: 113-117, March 1931. (*Author*: President, Wesleyan University, Connecticut; later Governor of Connecticut.)

"In view of the large number of reforms in collegiate education that have been proposed in recent years, it is rather refreshing to turn back a century and find in an inaugural address of September 21, 1831, at the opening of Wesleyan University at Middletown, Connecticut, many proposals that have a modern ring: evidently in college circles, as elsewhere, there is little new under the sun." Discusses especially athletics, elective systems, and salaries and tenure of professors.

426. MACCRAKEN, JOHN HENRY, 1875-1948. *College and Commonwealth, and Other Educational Papers and Addresses*. New York: Century Co., 1920. 420 p. (*Author*: President, Lafayette College, Pennsylvania.)

Contains 88 titles, one of which is "The College President" (p. 265-274), an address at the inauguration of Harry Means Crooks as President of Alma College, Michigan, November 1916. "There is always danger in taking the fly wheel off the engine and placing it upon another. If there is not proper balance, it may fall to move the engine, or race so fast that it flies itself into pieces. . . . I am to talk about ignition and pressure gauge, in a word, about the president that makes the car go faster (or slower, as sometimes happens), and determines the direction." Gives three charges to the new president. "My third and last charge is not only to steer Alma, not only to steer Alma somewhere, but to select the society of Alma, and if possible steer and inspire their souls."

427. MCGINNIS, HOWARD JUSTUS, 1882-. *The State Teachers College President*. Nashville, Tenn.: George Peabody College for Teachers, 1932. xii, 187 p. (Peabody Contributions to Education, No. 104).

Doctoral dissertation at George Peabody College for Teachers. Three problems which

the study attempts to solve: "(1) To set up a list of duties the president of a state teachers college should perform and a list of those he should delegate; (2) to formulate techniques to guide in the performance of each of seven major administrative functions in a state teachers college, and (3) to establish a body of principles for the guidance of the state teachers college president." Gives historical development of the presidency, and statutes and other regulations bearing upon it. Discusses methods of performing seven major functions and takes up practices and opinions of 82 presidents on 24 other administrative functions. Ranks in order of importance eleven principles of administration. Reports a 2-weeks check on the administrative duties actually performed by eight presidents. Fifteen tables, forms used, and bibliography of 54 titles.

428. ———. *Our Teachers College Presidents. Nations Schools*, 14: 24, September 1934. (*Author*: Registrar, East Carolina Teachers College, North Carolina.)

Based on author's doctoral dissertation, No. 427. States seven problems with which "teachers college presidents are deeply concerned" and eight principles "that should guide our teachers college presidents."

429. McMASTER, WILLIAM HENRY, 1875-. Ten Commandments of a College President. *Assoc. Amer. Coll. Bull.*, 24: 315, November 1938. (*Author*: President, Mount Union College, Ohio.)

Presented to Alumni Association, June 13, 1938, upon retirement as president after 29 years of service. Samples: "Thou shalt not pass the buck to thy trustees, as saith a famous prexy (David Starr Jordan)." "Thou shalt not forget thou wast young once thyself." "Thou shalt never double-cross thy dean or do anything you can get somebody else to do."

430. MARKS, JEANETTE AUGUSTUS, 1875-. *What It Means to Be President of a Woman's College. Harpers Bazaar*, 47: 265-266, June 1913. (*Author*: Graduate of Wellesley College; writer and lecturer.)

"The usual complement of children for a president is five—the Student, the Faculty, the Trustee, the Alumna, and the Public. And sometimes these children all want attention and all want it at the same time. The profession of college president is a highly complex profession composed of many dissimilar abilities, among them scholarship and un-

remitting social tact, sympathy, financial insight, love of youth and boundless leisure, attention to details and a big outlook. It is a special function involving a degree of gift which might well be called genius." Gives extensive sketch of life and character of Mary E. Woolley, president of Mount Holyoke College. Includes two portraits of Miss Woolley.

431. MARTIN, CLYDE V. *The Administrator's Baedeker*. *AAUP Bull.*, 42: 488-489, Autumn 1950. (Author: Faculty member, Long Beach State College, California.)

"With apologies to Gilbert and Sullivan, the administrator's lot is not a happy one. . . . Used imaginatively, the following *Ready Reference Guide for Harried Administrators* may prove a valuable personal guide." Gives ten brief statements and a postscript of several more. Examples: "1. To those who would goad you with precipitate action, point out that we must not move too rapidly. . . . 4. To counter any suggestion against which you are dead set, propose a theoretical opposite, then brush off both views as being extremist. . . . 10. If all other means have been tried and found wanting, appoint a committee! . . . You are safe for an interminable period."

432. MAYER, MILTON S. Hutchins of Chicago: Part I. *The Daring Young Man*. *Harpers*, 178: 344-355, March 1939. Part II. *The Flying Trapeze*. 178: 543-552, April 1939. (Author: Newspaper man, connected with University of Chicago on part time basis.)

"A university president is supposed to go down town and get the money. He is not supposed to have ideas on public affairs; that is what the trustees are for. He is not supposed to have ideas on education, that is what the faculty are for. . . . There have been—and there are—university presidents who defied the tradition and rocked the boat. They have not been numerous. They have not been popular. . . . In the office of the President of the University of Chicago there sits—with his feet on the desk—a man who gets the money and rocks the boat and has ideas continuously. In appearance he compares favorably with a Greek God. . . . He is a natural-born, stemwinding hell-raiser. . . . As a university president, Hutchins began by raising hell first with one aspect of education, then with another, and finally with everything and everybody." The second article deals with President Hutchins' philosophy and its educational consequences. For comments on first article by the editors, see "Personal & Otherwise," two pages following p. 448.

433. MIDDLEBUSH, FREDERICK ARNOLD, 1890-. *The University Presidency—A Position and a Job*. In *National Association of State Universities, Proceedings*, 1949, p. 12-18. (Author: President, University of Missouri.)

Presidential address as president of the Association. Quotes favorably from statement by Dean George R. Harrison at inauguration of James R. Killian, Jr., as President of Massachusetts Institute of Technology, regarding the college president. "If he were to take an oath of office that set forth literally the requirements on his attention, the result must resemble a medley of a Hindu marriage service, the vows of a Monastic order, and a research contract with the Army Air Forces. . . . No bevy of mediaeval angels clustering on the point of a needle required such nicety of balance as a modern administrator following the curved razor edge of policy needed by present day events." States that "while the modern university is in truth a community of scholars, it is necessary that there exist within it a certain measure of coordinated effort if we are to have a genuine 'community' and not chaos. And at that point the University Presidency ceases to be merely a 'job,' but assumes the dignity, the responsibility, the high obligation of service consistent with its time-honored position of leadership." Discusses relation of the president to the staff and to the public. "There is one aspect of the task of the University President which rarely receives mention when we discuss the reservations and duties of the office. Like any other chief executive, one of his most important jobs is to teach and train subordinate officers in the science or art of educational administration. If he is himself a professional teacher, he will approach this task with zest, interest, and energy." Suggests ten other topics concerning the president and his relations to other individuals and groups as desirable subjects for future presidential addresses. This suggestion was followed the next year by President Weeks. (See No. 642.)

434. MIRRIELES, EDITH RONALD, 1878-. *We Are Not Amused: A Professional View of College Presidents*. *AAUP Bull.*, 32: 352-355, Summer 1946. (Author: Professor of English, Stanford University.)

Critical comments on Hiram Haydn's article (No. 390). "When Hiram Haydn's 'Why College Presidents Wear Out' made its appearance in the *New York Times Magazine*, it probably drew chuckles enough from its readers. When it reappeared in this *Bulletin* it probably did not. Its failure to draw them was not by reason of college teachers' lacking

a sense of humor; it was that what the article emphasized was a dilemma already familiar. . . . Year by year the inducing of any outstanding professor to undertake a college presidency becomes more difficult. Year by year, therefore, more outsiders—publicists, army officers, writers, industrialists, step into presidential chairs." Discusses the implications of this situation.

435. MUNDOE, JAMES PHINNEY, 1862-1929. Closer Relations between Trustees and Faculty. *Science*, 22: 849-855, Dec. 29, 1905. Reprinted in *University Control* (No. 560), p. 462-473. (Author: Managing Editor, *Technology Review*, Massachusetts Institute of Technology.)

Address at Conference of Trustees of American Colleges and Universities, University of Illinois, October 17, 1905. "The American university has become an autocracy, wholly foreign in spirit and plan to our political ideals and little short of amazing. . . . Hence has arisen the modern college president—a being as different from the awe-inspiring clergyman of the eighteenth century . . . as it is possible to imagine. The modern executives have had thrust upon them powers which give to their decrees the finality of an imperial ukase. . . . Today, the leaders of our country are not, as formerly, the great statesmen and clergymen; they are these modern Caesars—the heads of our principal colleges and universities."

436. NEILSON, WILLIAM ALLAN, 1860-1946. *The Inauguration of William Allan Neilson, Ph.D., LL.D., as President of Smith College*. Northampton, Mass.: 1918. 56 p.

Contains a biographical sketch of President Neilson; induction of the President by Hon. Charles N. Clark, Secretary of the Board of Trustees; address by Charles W. Elliot, President Emeritus of Harvard University; addresses of greeting by Governor S. W. McColl of Massachusetts, by John T. Stoddard on behalf of the faculty, by Elizabeth C. Morrow, on behalf of the Alumnae Association, by Allison L. Cook, on behalf of the students; and the inaugural address of President Neilson. "An occasion such as the present calls for some statement of purpose and policy. However modestly the president of an educational institution may regard his function, however profoundly he may be convinced that it is the teachers and the taught who make the college, and not the administrative officers, he cannot shirk the responsibility of forming definite ideas as to the general aim, and of framing methods by which this aim may best be accomplished."

437. NEWBURN, HARRY KENNETH, 1906-. *The Organization and Administration of Universities in France, Italy, and Great Britain*. *Educ. Record*, 34: 245-274, July 1953. (Author: President, University of Oregon.)

"This report grows out of an investigation covering the first five months of 1953 made possible by a grant from the Carnegie Corporation of New York. During this period 29 institutions were visited, including 6 in France, 7 in Italy, and 9 in Great Britain." Covers Organization, Students, The Professor, and Administration. Latter topic includes consideration of administrative officials. "The contribution of the chief administrative officials to policy-making, long-range planning, and even top-level management varies considerably from that of such dignitaries in the United States. . . . There is little interest in permanent executive officers. . . . There appears to be a fundamental objection to the development of 'professional administrators' and a definite belief that such arrangements would operate to the disadvantage of the universities."

438. NISSLEY, HAROLD R. If I Were a University President. *Assoc. Amer. Coll. Bull.*, 31: 487-493, December 1945. (Author: Industrial Engineering Counselor, General Electric Company.)

"It may be presumptuous for an efficiency engineer in an electric manufacturing company to tell a group of university administrators how to perform their jobs better. But 16 of my 28 working years have been spent in three state universities, working under five presidents. So I believe I speak with something more than a naive layman's voice." Recommendations, with reasons for each given: Keep salaries secret, get objective efficiency scales for professors, encourage annual progress reports, control artificial professor popularity by controlling grades, abandon automatic increases in salary, abandon permanent tenure, set up adequate retirement plans, get an outside audit at least once every 3 years, and abandon summer school contracts to regular staff members.

439. PARKER, JAMES REID, 1900-. *Academic Procession*. New York: Harcourt Brace & Co., 1937. x, 281 p. (Author: Author and columnist.)

A series of 28 lightly written sketches in sectional form dealing with various aspects of faculty life in a small Eastern college. "The characters in this book are imaginary and are not intended to represent or suggest actual persons. The author is indebted to the Editors of *The New Yorker* for permission to reprint a number of chapters." One chap-

ter, "Finger in the Pie" (p. 33-43) concerns the relations of the college President and a dominating Chairman of the Board of Trustees. Several other chapters describe the relation of the President to the faculty and certain phases of college life and problems.

440. PARKER, WALTER WINFIELD, 1889-1967. A Teachers College President Looks at His Job. *Peabody Jour. Educ.*, 11: 241-245, May 1934. (Author: President, Southeast Missouri State Teachers College.)

"When one considers the functions more nearly inherent in the job of the teachers college president, he, quite naturally, thinks of his relations to a board of control, to faculty, and to students." Considers each of these in turn. Also discusses his relations to the public, particularly in speech-making activities. "Whether it is entirely to his liking or not, your Mr. President usually becomes a maker of an interminable number of speeches. Properly, I suppose, he is public property."

441. PATON, STEWART, 1865-1942. University Administration and University Ideals. *Science*, 34: 693-700, Nov. 24, 1911. Reprinted in *University Control* (No. 560), p. 439-452. (Author: Lecturer, Princeton University.)

"The development of our American universities is seriously handicapped by the present system of administration. . . . At present, trustees see things through a glass, very darkly. . . . There is a pretty general agreement that the autocratic powers of presidents and of all executive officers should be limited. . . . An excellent plan has been suggested of limiting the tenure of the office of president and deans to a single period of four or five years. The salaries paid to executives should not greatly exceed that of the professors."

442. PERKINS, JOHN ALANSON, 1914-. Public Administration and the College Administrator. *Harvard Educ. Review*, 25: 214-224, No. 4, 1955. (Author: President, University of Delaware.)

"It is comparatively rare to find the successful practitioner in the art of administration able to formulate so clearly and explicitly the theories underlying his actual activities and practices."—Introductory Editorial Note. "It is high time that administration in higher education was recognized for what it is: a vitally necessary function, one of the most difficult of all areas of administrative activity, and an undertaking to be consciously prepared for." Discusses "some of the more common tools of administration"—planning,

organization, staffing, directing, coordinating, reporting, and budgeting.

443. The Perplexities of a College President. *Atlas*, No. 85: 483-498, April 1900. (Author: "One of the Guild.")

Describes in considerable detail the old Concord stage "that stood before the door of the country tavern, surrounded by more than the usual crowd of village idlers. A new driver was to take the box that morning, and there was no little interest in the man and in the occasion." Compares this situation with that of the college president about to take over as driver in a college. Also compares his work and methods with those of the business world. "The past quarter of a century has been a period of ferment in education, as in all things else. . . . The educational executive or manager, however, has no such right of way but is fast bound at the very start by a precedent." Considers especially the relations of the new president to his faculty. For discussion, see Nos. 435 and 470.

444. POLLOCK, THOMAS CLARK, 1902-. Leadership and Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 277-284, May 1958. (Author: Dean, College of Arts and Sciences, New York University.)

Address at 25th anniversary of Robert N. Montgomery as president of Muskingum College, Ohio. "Let me suggest a few of the varied problems which a college president must face day by day and year by year." Discusses in turn relation of the president to the community, to the church, to secondary schools, to graduate schools, to alumni, to trustees, to faculty, and to students. "So far, I have been suggesting some of the practical, day by day problems which make the position of college president so demanding and long tenure in a presidency so rare. But leadership in liberal education demands more than the successful meeting of current problems. It requires that, while the college president keeps his institution going, he also charts its course in the right direction but at the same time studies the stars."

445. POTRAT, WILLIAM LOUIS, 1856-1938. *Youth and Culture*. Wake Forest, N.C.: Wake Forest College Press, 1938. (Author: President, Wake Forest College, North Carolina, 1905-1937.)

Includes Vita, inaugural address, "The Christian College in the Modern World," (Dec. 7, 1905, p. 11-23), and 20 other addresses, all except two of them, baccalaureate addresses to graduating classes from 1908 to 1927. Inaugural address: "The responsibility which I now formally accept I have not sought. I have loved my teaching, my microscope, and

the invitation to be present at Nature's marvels under the open sky and in the deep woods hereabouts. For these obscure delights, I see no compensation in the publicity of strenuous days of administration."

446. Prexy. *Harpers*, 176: 189-197, January 1938. (Author: "By a College President.")

Discusses in lively fashion, with numerous anecdotes, some of the duties and problems of the college president. "It is a mystery to most of us college presidents why the public is so interested in us. . . . It is never a monotonous job—and I would not swap it for any other. . . . Most of us are married. . . . Mrs. Prexy has a job as diverse and interesting as her husband's. . . . She can help to keep the faculty serene by her thoughtfulness. . . . A president's success is measured by his ability to deal with his trustees, his faculty, his students, and his alumni. Truly he has a host of bosses. The male president of a woman's college has a peculiarly difficult position. Surrounded by women, a man may easily become czar like—with unfortunate results—or feminised." Discusses the problems and achievements in several women's colleges. Conclusion: "Two tests of presidential effectiveness are: Can he say 'no' graciously without offending? . . . Can he wait patiently, quietly, to accomplish his plans?"

447. RABE, WILLIAM FREDERICK, 1917- . *The Evaluation of the Government and Administration of Higher Education*. Stanford University, Calif.: 1947. Abstract in Stanford University, *Abstracts of Dissertations*, . . . 1946-47, vol. 22, p. 203-207.

Unpublished doctoral dissertation at Stanford University. For partial summary see Nos. 448, 449.

448. ———. The Administrator's Function in the University. *Coll. & Univ.*, 23: 532-542, July 1948. (Author: Chairman, Division of Curriculum and Instruction, Menlo Junior College, California.)

Based on author's doctoral dissertation, No. 447. Concerned with the attitude of the university administration to the university scholar. Reviews conditions in the medieval Italian university, University of Paris, University of Oxford, and the German university. "Out of this historical analysis it appears that the president of a university, or the chief administrator, by tradition has performed two functions. First, the supporters and patrons of the university channel power through him. . . . Second, the administrator is charged with the execution of tasks necessary to maintaining the institution, a particular part

of which he may delegate to others. . . . The function of the administration, whether president, chancellor, or rector, is to act on the authority given him by the governing body of the institution. The office has no power other than that granted by this body, whether students, faculty, church, or state."

449. ———. The Administrator's Source of Power in the American University. *Coll. & Univ.*, 24: 12-21, October 1948. (Author: See No. 448.)

A continuation of the general subject of No. 448. Based on author's doctoral dissertation, No. 447. "The fundamental question is whether the scholar, who condemns administration and desires to control administration to his own ends, is justified in his position." Discusses administration in the colonial colleges, in state universities, and in private universities. "Perhaps if the scholar feels out of place among such urbane objects of distaste in the contemporary university, he actually belongs in an institution which he can govern and administer under his own direction," such as the Institute for Advanced Study, at Princeton, New Jersey.

450. REEVES, Very Rev. JAMES ALOYSIUS WALLACE, 1892-1947. The Office of the President. In *College Organization and Administration* (Proceedings of the Workshop on College Organization and Administration), Catholic University of America, 1946. Roy J. Deferrari, ed. Washington: Catholic University of America Press, 1947). p. 94-108. (See No. 31.) (Author: President, Seton Hill College, Pennsylvania.)

"The office of the president in an undergraduate college presents constants and variables." Discusses historical development of the office, variations in title, qualifications, relation to governing board, relation to faculty, acquaintance with graduate and professional schools, and relation to the community. Bibliography, 50 titles, practically all of them included in the present bibliography.

450a. ROBB, FELIX C. An Open Letter to a New College President. *Peabody Reflector*, 33: 110-113, September-October 1960. (Author: Dean, George Peabody College for Teachers, Tennessee; Chief of Staff, Carnegie Corporation's "Study of the College and University Presidency" (see No. 35).)

An address before the annual Institute on Higher Education of the Methodist Board of Education, July 27, 1960. Under the pseudonym of Professor I. M. Balding, who writes a

"Dear Jim" letter to the new president of "Stoney Broke College," gives discriminating advice on the most desirable relations of the new president to trustees, students, faculty, and the general public.

451. RUMI, BEARDSLEY, 1894-1960, and MORRISON, DONALD H. *Memo to a College Trustee: A Report on Financial and Structural Problems of the Liberal College*. New York: McGraw-Hill Book Company, Inc., 1959. ix, 94 p. Summary as "Open Letter to a Trustee," in *Think*, 25: 16-18, September 1959. (Authors: (1) Former Dean, Social Science Division, University of Chicago; former Treasurer, R. H. Macy & Co., Inc.; former Chairman, Federal Reserve Bank, New York; Trustee Dartmouth College, New Hampshire; (2) Former Provost, Dartmouth College.)

Prepared for the Fund for the Advancement of Education. "This Report is concerned with a cluster of crucial questions: How can the American liberal arts colleges meet their responsibilities with respect to the fostering of liberal education? How can they serve their important purpose in helping to prepare the next generation of adults to deal wisely and humanely with the problems and opportunities of an increasingly complex world? How can they make the contribution to teaching and to scholarship that is required? "The President of a liberal college is its chief executive officer, and at the same time is the highest personal symbol of the college. . . . But the true locus of the President's authority and responsibility lies elsewhere: it lies in his duty to organize the agenda for meetings of the Trustees and in taking the initiative in bringing necessary information to their individual and collective attention." For symposium by eight educators, and editorial comment, discussing this volume which, according to the editor, "is generally recognized as a major contribution to current thinking about the problems of higher education," see *Jour. Higher Educ.*, 30: 411-452, 459. November 1959. Two of the eight, by J. Douglas Brown (No. 334) and Barnaby C. Keeney, (No. 405) consider especially the relation of the president to the proposed reorganization of the university. Review by P. Pickrel, *Harpers*, 219: 87-88, August 1959. Editorial Comments, *Coll. & Univ. Bus.*, 26: 22, June 1959.

452. RUSSELL, JOHN DALE, 1895- . *Changing Patterns of Administrative Organization in Higher Education*. *Annals*, Vol. 301, 22-31, September 1955.

(Author: Chancellor and Executive Secretary, Board of Educational Finance, New Mexico.)

Includes section on "Staff of the President's Office." "The office of chief executive itself has grown into something more than a president with a stenographer or secretary. . . . These staff officers may bear such titles as assistant to the president, secretary of the university, provost, director of institutional studies, consultant, or others in wide variety. Such additions are necessary to relieve the president himself of what becomes an intolerable burden of detail. . . . There is a great tendency to begin to assign small but expanding administrative functions to these persons in staff positions in the chief executive's office. When this is done, confusion is likely to result."

453. ——— and REEVES, FLOYD WESLEY, 1890- . *The Evaluation of Higher Institutions. A Series of Monographs Based on the Investigation Conducted for the Committee on Revision of Standards, Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools. Volume VI, Administration*. Chicago: University of Chicago Press, 1936. xx, 285 p. (Authors: (1) Associate Professor of Education; (2) Professor of Education; both of University of Chicago.)

Based upon intensive study and analysis of 57 colleges and universities in the North Central Association. Procedures for deriving and scoring various aspects of administration for a composite score card for evaluation and possible accreditation of higher educational institutions. Contains numerous references to the duties of the president and number of points to be allocated for degree of responsibility for and execution of those duties (p. 23, 30-31, 49-51, 58-69, 79-80, 95-98, 115, 134-137, 250-251, 258, 260, 265.)

454. RUTLEDGE, SAMUEL ALBERT, 1888-1941. *The Development of Guiding Principles for the Administration of Teachers Colleges and Normal Schools, and the Development of Administrative Practices Consistent with These Principles*. New York: Teachers College, Columbia University, 1930. ix, 107 p. (Teachers College Contribution to Education, No. 449.)

Doctoral dissertation at Teachers College, Columbia University. Based chiefly on a checklist of 167 duties of presidents of teachers colleges and normal schools as evaluated by presidents of 64 such institutions in 26 states.

Final chapter of summary and 16 problems suggested for further study. Bibliography, 88 titles.

455. SANGREN, PAUL VIVIAN, 1898-. What a President Learns: A Section from an Anniversary Address. *Jour. Higher Educ.*, 19: 287-288, June 1948. (Author: President, Western Michigan College of Education.)

Portion of address at 10th anniversary as president of the college. The college president "must share in the responsibility required to stimulate his teachers, to orient his students, and to ingratiate himself with his patrons, and at the same time he must keep his own balance. . . . I have found that a college president must find himself a happy medium between realism and idealism. . . . He must be practical in his plans, yet daring in his dreams."

456. SCHAFF, SAMUEL D. *Administrative Communication to Faculty and Students in an American College*. New York, 1964.

Unpublished doctoral dissertation at Teachers College, Columbia University. Includes section of about 30 pages on the president's communication with the board of trustees, the administration, the faculty, the students, the nonteaching staff, the alumni, and the community public. The "American College" is Denison University, Ohio.

457. SCHROEDER, HENRY JOHN. *Spans of Responsibility: An Evaluation of the Organization of Selected Institutions of Higher Education*. College Park: University of Maryland, 1951. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1953, p. 34-35.

Unpublished doctoral dissertation (Ph. D.). Spans of administrative control of three to nine individuals are studied with conclusion that about five are best. Analyzes the organizational patterns of seven widely different types of college and university control and compares their patterns of control with the previously developed ideal of a five-man span.

458. SCOTT, DR. Professors Administrator. *AAUP Bull.*, 28: 247-256, April 1942. (Author: Faculty member, University of Missouri.)

Comments on address by President Wilkins of same title (No. 487.) "Dr. Wilkins' address is a special plea for presidents. No one begrudges them his defense, but to permit his high praise of presidents to pass without question might encourage the easy inference

that the presidential administration of higher education has been correspondingly excellent. Such an inference is by no means justified." Quotes numerous statements from President Wilkins' address and takes issue with them and with their implications. (NOTE.—*AAUP Bulletin* and University of Missouri catalog give "DR Scott." Harvard Alumni Directory and *Who's Who in America* give "D. R. Scott." Father's name was David Roland Scott.)

459. SOBOGGS, SCHILLER, 1892-. Administration and Organization. Chapter 15 (pp. 433-471) in Percy Friars Valentine, *The American College*, New York: Philosophical Library, 1949. p. 433-471. (Author: Dean, Oklahoma Agricultural and Mechanical College.)

"The administration of an institution of higher learning consists essentially in the making of decisions. . . . The purpose of administration is to consummate the institution's objectives. . . . The parties concerned in college and university administration may be considered in four groups: (1) The Board of Control. . . . (2) the president and his administrative associates; (3) the faculty. . . . (4) the student body. Each of these groups has an essential interest in the aims, objectives, procedures, and activities of the college. To attempt to say who has the major interest would indeed be sophomoric and useless." Discusses each of the four in turn. "Theoretically, perhaps, he [the president] exists to coordinate the opinions and will of the faculty and to communicate and interpret them to the board, and transmit their opinion and action back to the faculty and make them operative. Rarely, however, is a college president so neutral a person. He has his own ideas. . . . More and more the primary qualifications of a college or university president are coming to be political acumen and shrewd, aggressive promotional talent in public relations and fund raising."

460. SEATON, JOHN LAWRENCE, 1873-. Advice to Prospective College Presidents. *Christ. Educ.*, 25: 213-220, June 1942. (Author: President, Albion College, Michigan.)

Address at inauguration of Vernon F. Schwalm as president of Manchester College, November 8, 1941. Discusses three major tasks of the college president. "In the first place he must make sure that the college is a good college. . . . In the second place, the president has the major and sometimes the entire responsibility of financing. . . . It should not be so, but it is so. . . . In the third place, the president must see that a sufficient number of students come to share in the privileges afforded by the college and that a reasonable proportion of them remain

to graduation." Refers to characterization of a successful college president as "a pillar of brass by day and a cloud of gas by night." Considers also moments of disappointment and special opportunities of the president.

461. ———. Joys and Sorrows of a College President. *Assoc. Amer. Coll. Bull.*, 28: 620-625, December 1942. (Author: See No. 460.)

"The request to write a brief article on this subject came to me as a surprise. . . . Perhaps testimony from a long and varied experience will not be amiss, even though it will make this article somewhat too personal." Considers first sorrows. "As I look back through the softening haze of the years, the sorrows seem to be few and relatively unimportant." Mentions "unjustified criticism of an ugly nature," disillusionments, sense of isolation, and sense of unfulfillment. "The picture of a president's life has sombre hues, but after all the bright hues predominate." Considers among them the companionship of youth, infinite potentialities, participation in the "great venture of universal education, joy of building something to last."

462. SFYMOUR, CHARLES, 1885-. Inaugural Address. *Sch. & Soc.*, 46: 481-485, Oct. 16, 1937. Same in *Vital Speeches*, 4: 29-32, Oct. 15, 1937. (Author: President, Yale University.)

Given at New Haven, October 8, 1937. "We are bound to devote ourselves to the enrichment of learning and the enlightenment for the guidance of the mind and the spirit of the nation. From this obligation, nothing can absolve us. . . . I do not believe that we shall achieve this purpose through revolutionary steps, whether of educational philosophy or of administrative reorganization. We are at a point in Yale history where violent defections from the chartered course are not desirable. The opportunity calls for consolidation rather than expansion." Outlines several desirable aspects of such consolidation including strengthening of libraries and laboratories, increasing fellowship and scholarship funds, increase and improvement of faculty, better attention to student needs, meeting needs of the community for university service, and guaranteeing absolute intellectual freedom.

463. SEELYE, LAURENCE CLARK, 1837-1924. Limitations of the Power of the College President. *Educ. Review*, 20: 444-449, December 1900. (Author: President, Smith College, Massachusetts.)

Address delivered at inauguration of Rush Rhees as president of University of Rochester,

October 11, 1900. "I shall treat the subject merely in its relation to the bodies which it chiefly concerns—the trustees, the faculty, and the students."

464. SLOSSON, EDWARD EMERY, 1865-1929. Universities, American Endowed. In Paul Monroe, *Cyclopedia of Education*, Vol. 5, p. 663-673. New York: The Macmillan Co., 1918. (Author: Editor, *The Independent*, New York City.)

Includes "Position of the President" (p. 666-667). Compares position of president in American institutions with those of Vice-Chancellor in British and Rector in German universities. Discusses duties and responsibilities of the president and his relations to board, to faculty, and to public. Comments especially on pioneer work of Elliot at Harvard and Harper at Chicago. Even though written almost a half century ago, comments: "The duties imposed upon the modern university president are so multifarious that it is becoming exceedingly difficult to find a man capable of filling the position in the larger institutions."

465. STILLMAN, JOHN MAXSON, 1852-1923. The Organization of University Government. *Science*, 23: 536-540, Apr. 6, 1906. (Author: Professor of Chemistry, Stanford University.)

Reviews recent opinions on place of the president in university government, especially those of ex-President Draper (See No. 366) and President Fritchett (See No. 190). States that "certain facts may be considered as fairly established by the consensus of opinion of experts," one of which is: "It seems to be quite generally admitted that a strong, wise, and experienced president with authority centered in his control is the most powerful agent for the effective growth and development of the university. . . . The most successful university administrations in this country are those in which a strong president has been legally vested with large powers of administrative control, or, because of his personal force, has been tacitly given and has used such control." Describes in detail the administrative organization at Stanford University, with powers and responsibilities of trustees, president, faculty, academic council, advisory board, executive committee, and departmental faculties. "The president, in whom by the deed of trust is lodged the authority to prescribe the duties of instructors, to remove instructors at will, and such other powers as are necessary that he may be held justly responsible for the efficiency of teaching and the competency of teachers."

466. STODDARD, GEORGE DINGMOR, 1897-. Illinois! Illinois! *Sch. & Soc.*, 79: 97-101, April 1954. (Author: Former president, University of Illinois.)

A frank personal account of the action of the board of trustees in demanding his immediate resignation as president of the university after seven years service. Conclusion: "In education, at least, it is important to resist both the inherent badness of power-hungry politicians and the suffocating goodness of men without ideas."

467. STRATTON, GEORGE MALCOLM, 1865-1957. Externalism in American Universities. *Atlantic*, 100: 512-518, October 1907. Reprinted in *University Control*, (No. 560), p. 425-438. (Author: Faculty member, University of California.)

"The American university president holds a place unique in the history of higher education. He is a ruler responsible to no one whom he governs, and he holds for an indefinite term the powers of academic life and death. . . . Several of our universities began their life without long tenure and high power in the office of the president, but one by one their courage fails and they follow the custom of the land." Discusses various examples. "There can be little question that the president's prominence and the general system of external government add one more to the many motives toward academic inflation."

468. TAYLOR, HAROLD, 1914-. *On Education and Freedom*. New York: Abelard-Schuman, 1954. 320 p. (Author: President, Sarah Lawrence College, New York.)

Chapter 2, "The College President" (p. 57-98): "There are few men and women who receive as much advice as the president of an American college. The advice comes from politicians, journalists, radio commentators, congressional committees, businessmen, alumni, trustees, students, parents, deans, faculty members, and people he meets on buses. . . . The first necessity for the university and its president is therefore a clearly seen and strongly held conviction about its aims. . . . Most American colleges and universities are over-organized. Too much is arranged by administrators, too little by the teachers and students themselves. . . . The administrator in the ideal university would be one who kept out of the way and made it as simple as possible for students and teachers to spend time together profitably, and to conduct their intellectual transactions in their own ways. . . . The major flaw in the organization of most of the large educational institutions is the impersonality of the academic

program. . . . Here again, I believe that the college president has considerable responsibility. . . . For a president, the actual administration of a college makes serious and heavy demands on his physical and emotional energy. . . . The larger the university becomes, the greater the isolation of the president from his students and faculty. The isolation can be remedied only by the president's own initiative."

469. The Temptation of a College President. *Educ. Review*, 40: 113-120, September 1910. (Author: Anonymous.)

"The President was seated in his office, fatigued after a day devoted to the internal affairs of the college. . . . After it was all over, he had relaxed himself upon his chair and asked whether it was all worth while. He had started a few years before full of hope and zeal." Discusses various plans and difficulties encountered with them. "The President felt a certain glow as these projects past in review thru his mind. . . . Full of the new policy the President closed his reverie and his desk and went out on the campus. He met a group of students who greeted him with a cheery air of comradeship but with perfect respect. . . . After all, he said, in the mental revolution which followed in his clearer moments, does not the American nation need a group of institutions where numbers shall not be a bar to close acquaintanceship, where each student shall have the peculiar training he needs."

470. Theory and Practice. *Dial*, 28: 425-427, June 1, 1900.

Comments on "The Perplexities of a College President" in *Atlantic Monthly*. (See No. 448). "Its easy and picturesque style served as the vehicle for a theory of educational administration that we are bound to characterize as both perverse and pernicious, and that deserves to be disentangled from the plausible rhetoric in which it is set forth."

471. THOMPSON, WILLIAM OXLEY, 1855-1933. Report of the Committee on University Control. In National Association of State Universities, *Proceedings*, 1931, p. 122-144, including discussion following. (Author: President Emeritus, Ohio State University.)

Contains a section on "The President" (p. 133-134) defining his duties and responsibilities. "No Board of Regents or Faculty can ever rise in popular esteem above the popular esteem of the President. . . . There is a sense, therefore, in which the high character, the administrative ability, the executive efficiency, and the leadership of a President constitute the greatest asset the university has. The consciousness of this responsibility may well burden the heart of any President with a

conscience and a sense of honor." Comment on entire report by President G. H. Denny, University of Alabama: "I am sure all of us will agree that this paper is the most able, far-reaching, important, and intelligent paper we have ever heard." Thirty-five hundred copies distributed.

472. THWING, CHARLES FRANKLIN, 1853-1937. The Satisfactions of Being a College President. *In National Education Association, Proceedings, 1900*: 455-456. (Author: President, Western Reserve University, and Adelbert College, Ohio.)

Abstract of address before Department of Higher Education, N.E.A. Discusses some opportunities and satisfactions which college presidents enjoy—opportunity of being with youth; opportunity of being with scholars and gentlemen; opportunity of meeting the best people on their best side; opportunity of doing a work that unites the executive and the scholastic; opportunity of transmuted wealth into character; opportunity of associating with a lasting institution, the American college; and satisfaction of giving inspiration, training, and equipment to American youth.

473. ———. The Sorrows and Joys of a College President. *Independent*, 54: 1890-1894, August 1902. (Author: See No. 472.)

"There are difficulties and trials—I find they are seven in number—which do belong to the work of the college president." Lists and discusses inability to pay proper salaries, presence of unworthy teachers whose tenure is unlimited, conservatism of communities and Boards of Trustees, unfair reports in newspapers, people who fail to appreciate the great differences between colleges, interruption of scholarly habits and work, saying goodbye to students who are not coming back after four years. But "to me the joys of a college presidency are far greater than its trials." Lists and discusses transmutation of values, the institution-building sense, associates and associations, the subsequent careers of his students ("perhaps the keenest satisfaction approaching most closely a sense of triumph") and the feeling of "doing somewhat to make this world a better world."

474. TUNIS, JOHN ROBERTS, 1889-. The College President. *Harpers*, 174: 259-267, February 1937.

Reports in conversational style the methods and mistakes of President Browne of "Mammoth State University" in dealing with faculty members, athletic conditions, and educational reforms. Concerning the president: "Seventy percent of his success depends on having a good secretary." Concerning

educational reform: "Faculty members and their wives were telephoning faculty members and their wives, and don't imagine the wives weren't interested or able to form an opinion on anything so radical as transforming Mammoth into an educational institution." Generalization: "Every good administrator compromises. . . . First of all he must keep the machine running."

475. TURBEVILLE, GUS, 1923-. The College President. *Assoc. Amer. Coll. Bull.*, 39: 464, October 1953. (Author: President, Northland College, Wisconsin.)

Brief extract from inaugural address as president of Northland College, May 16, 1953. "There will be a fundamental day of reckoning for all of us. A judgment will be made on college presidents, and when the roll is called for those presidents who lived up to the responsibilities of their positions. . . . I hope with all my heart that I can stand up and be counted." Names 18 of the responsibilities involved.

476. UHRBOCK, RICHARD STEPHEN, 1894-. Is College Leadership Bankrupt? College Executive's Preoccupation with Material Things Has Resulted in a Neglect of Intellectual Standards. *Jour. Higher Educ.*, 6: 1-11, January 1935. (Author: "A former college professor who now holds a research position in a leading manufacturing organization.")

"The typical college administrator of today must devote his time to the financial and material aspects of the situation. . . . I have come to the opinion that college administrators do not have the right to strive too vigorously for recognition and honor beyond the colleges that they are paid to administer. . . . If a college administrator tried to put into effect some of the ideas I have just put down on paper, he would find himself in the exact center of a merry little hell of his own making."

477. University Administration. *Independent*, 58: 2425-2427, Oct. 10, 1901.

Editorial comment on resignation of Seth Low as president of Columbia University. "Nowhere, possibly, is one man's power more unquestionably accepted than in boards of trustees of American colleges and universities. There are good reasons for concentrating the administrative power of a college in the hands of a president. . . . With the growth of colleges into universities, however, we have in a measure begun to comprehend the great functional difference between college and university work. The duty of the university is not primarily to teach." Compares condi-

tions and leadership needs of the newly developing American university with "the great German universities." Predicts that in the future "the educational policy will necessarily be left more and more to the wisdom of faculties, and to the administrative direction, from year to year, of some officer chosen by the professional body, and essentially resembling the German rector."

478. VAN HISE, CHARLES RICHARD, 1857-1918. *The Appointment and Tenure of University Professors. In Association of American Universities, Proceedings*, November 1910, p. 50-61. (Author: President, University of Wisconsin.)

Contains a section, "The Powers of the President" (p. 55-58). "The president of the university for the great majority of institutions in this Association occupies a very important place in the building-up of the staff. The question therefore arises as to whether his authority should be curtailed. During the past half dozen years a number of papers have appeared which have strongly urged this, not only with reference to appointment and removal, but in other directions. The writers of some of these have gone so far as to state that the office of president should be abolished." Gives references to four such articles (1905-1908) not included in the present bibliography. Shows why proposed curtailment would be undesirable and harmful to universities.

479. VEBLÉN, THORSTEIN B., -1929. *The Higher Learning in America: A Memorandum on the Conduct of Universities by Business Men*. New York: Sagamore Press, Inc., 1957. (American Century Series.) With Introduction by Louis M. Hacker, Dean, Columbia University. 1st ed., 1918. (Author: Lecturer in Economics, University of Missouri.)

"*The Higher Learning in America* was, at the time of its publication, acknowledged the profoundest analysis ever made of the American university system. . . . His strictures are as applicable today as they were four decades ago; his elaborate and even grotesque style just as wryly amusing; his insights just as startling."—Publisher's announcement. Relatively little treatment of the university presidency, except by implication, but some consideration in Chapter 8, "The Academic Administration" (p. 62-67). "Now, in accepting office as head of a university, the incumbent necessarily accepts all the conditions that attach to the administration of his office, whether by usage and commonsense expectation, by express arrangement, or by patent understanding with the Board to which he owes his elevation to this post of dignity and

command. By usage and precedent it is incumbent on him to govern the academic personnel and equipment with an eye single to the pursuit of knowledge, and so to conduct its affairs as will most effectually compass that end. . . . It should be kept in mind also that the incumbent of executive office is presumably a man of businesslike qualifications, rather than of scholarly insight—the method of selecting the executive heads under the present regime makes that nearly a matter of course."

480. VINCENT, GEORGE EDGAR, 1864-1941. "The Relationship of Mr. Rockefeller and President Harper." In *The William Rainey Harper Memorial Conference*, (No. 51), p. 129-131. (Author: Former President, The Rockefeller Fund, New York, 1917-1929; Former President, University of Minnesota, 1911-17.)

"Dr. Harper, toward the end of his life, told me that Mr. Rockefeller had never expressed an opinion or exerted the slightest influence with respect to university policies or personnel. . . . From the outset, then, the University of Chicago, sometimes called a Standard Oil institution, a capitalistic university, was in reality singularly free and untrammelled."

481. VONK, H. J. *University Problems in Holland after the War. AAUP Bull.* 33: 464-473, Autumn 1947. (Author: Faculty member, University of Utrecht, The Netherlands.)

Discusses four problems, one of which is administrative organization. "A central figure for the direction of the university—the President in American universities—is lacking. . . . It is against this mode of organization that much criticism is directed. The critics desire a central figure who is the responsible and stimulating manager of the university."

482. WEIGLE, RICHARD DANIEL, 1912- , chairman. *Commission on Liberal Education. Assoc. Amer. Coll. Bull.*, 42: 183-186, March 1956. (Author: President, St. Johns College, Maryland.)

Report of the Commission at annual meeting of the Association, St. Louis, January 1956. "As a first principle the Commission holds that the college president himself must be a liberal educator. He must bear the personal responsibility for leadership in providing the liberal arts in his own institution. . . . In acknowledging this fundamental responsibility, the members of the Commission were acutely and unanimously aware of a serious exhaustion of their own mental resources.

... This means then that the individual members of the Commission sense their need as presidents for a regeneration of spirit, a building of new understandings, and a replenishment of intellectual reservoirs. . . . As for the Commission, it has committed itself to a rigorous experimental period of reading, study and discussion of philosophic and psychological bases of liberal arts education. It suggests for this purpose a full week during the early summer in some relatively inaccessible place." For report of this suggested meeting, see "The Pugwash Experiment" (No. 492), also No. 483.

483. ———, *chairman*. Commission on Liberal Education. *Assoc. Amer. Coll. Bull.*, 43: 165-169, March 1957. (*Author*: See No. 482.)

Report of the Commission at annual meeting of the Association, Philadelphia, January 1957. Reports results of "an experimental conference designed to provide new intellectual stimulus to mentally weary college presidents" as recommended in report the previous year (No. 482). "This project was conceived out of a conviction that the president himself must lead the way in any revitalization of the liberal arts in his own institution; also out of an admission of serious depletion of presidential intellectual reservoirs through constant distraction and busyness." Reports briefly conference of 12 members of the Commission and their wives at Pugwash, Nova Scotia, in July 1956. For fuller report see No. 492. Recommends "that the Pugwash Experiment be expanded in the summer of 1957 to provide for four conferences." For report of these four conferences, see also No. 492.

484. ———, *chairman*. Commission on Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 150-154, March 1958. (*Author*: See No. 482.)

Report of the Commission at annual meeting of the Association, Miami Beach, Florida, January 1958. "The Commission can report progress in another knotty problem, that of the college president himself. Four intellectual life conferences were held at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagen Gap, Colorado, during the summer of 1957" as recommended in the previous report (see No. 483), three for presidents, one for deans. Brief report of the conferences with references to fuller report being prepared by F. L. Wermald. (See No. 492.) "Without exception, the participants found the experience a fruitful and revitalizing one." Recommends "a further extension and expansion of the Pugwash Experiment for the year 1958" to include eight conferences, six of them for college

presidents. "This program depends upon the availability of financing."

485. What Does a University President Do? A Day's Story by One Who Does It. *Jour. Higher Educ.*, 12: 291-295, June 1941. (*Author*: "President of a large university.")

Reports wide variety of activities involving relations with board, dean, faculty, students, and business men, on many and varied topics.

486. WHITE, GOODRICH COOK, 1889-. Do We Believe in Education? *Assoc. Amer. Coll. Bull.*, 42: 22-34, March 1956. (*Author*: President, Emory University, Georgia.)

Discussion of many aspects of college education and the responsibility of the president for leadership in them. "If I were facing the prospect of another decade or so as a college president, I would set myself with resolute determination to guard some time for thinking about my job: not in terms of budgets and buildings and burgeoning student bodies, of promotion and propaganda and public relations, but in terms of what education really is or ought to be—what we are trying to do, what we ought to be trying to do, how well we are doing it, and how we might do it better. I should want to dip beneath the surface." For comments see No. 554.

487. WILKINS, ERNEST HATCH, 1880-. Professor Administrant. *AAUP Bull.*, 27: 18-28, Feb. 1941. Reprinted in *Assoc. Amer. Coll. Bull.*, 27: 419-428, October 1941. (*Author*: President, Oberlin College, Ohio.)

"I submit that when a man becomes a dean or president, the reaction on many of his colleagues is from the start, and continues to be, adverse and suspicious. . . . Broadly speaking, the president's task falls into two parts: the first is the direct support of teaching, learning, and research; the second is everything else—and that emans very much else. . . . The complex nature of the president's job may be suggested by a list of the groups of people with reference to which he has constantly to think and act. There are ten such groups: (1) members of the faculty, (2) the rest of the staff, (3) students, (4) trustees, (5) alumni, (6) parents of students, (7) townspeople, (8) donors—actual and potential, (9) members of various committees, conferences, or other organizations exterior to the college, and (10) the general public. . . . Some of you will be asked to become professors administrant. Perhaps this present analysis may help—one way or the other—in the making of your decision." For comment, see No. 458.

488. WILLIAMS, LLOYD P. Some Heretical Reflections on Educational Administration. *Jour. Higher Educ.*, 27: 182-188, April 1956. (Author: Dean, Muskingum College, Ohio.)

"It is the thesis of this paper . . . that administration in general and educational administration in particular are a much overrated commodity—perhaps the most overrated commodity on the market today. . . . The specific function of an educational administrator is to facilitate the accomplishment of the scholarly enterprise of research, writing, and teaching. Regretably, much that now passes for administration in education performs precisely the reverse function."

489. WILSON, LOGAN, 1907-. *The Academic Man: A Study in the Sociology of a Profession*. London, New York, Toronto: Oxford University Press, 1942, viii, 248 p. (Author: Professor of Sociology, Tulane University, Louisiana; later, President, University of Texas.)

Chapter 5, "Professor Administrator" (p. 71-93), contains brief consideration of the president (p. 84-90). "The king-pin in the social organization of the university is the president. No other employee occupies a status involving duties so diverse, complex, and far-flung. . . . Strictly speaking, the university president is not an academic man in any sense of the word, and the treatment of his roles will therefore be cursory. In the vast majority of instances, however, he has been a professor at some time during his career. . . . One well-known commentator has stated that not more than a third of the group is derived from the ranks of professors. An investigation of the occupational experience of presidents of 80 leading graduate institutions in this country reveals that only two of the major executives have had no professorial experience. . . . Although the professor may have begun as a scholar or scientist, the chances of his continuing as such are almost all, so manifold are pressures upon his time."

490. ———. Academic Administration: Its Abuses and Uses. *AAUP Bull.*, 41: 684-692, Winter 1955. (Author: President, University of Texas.)

Address before Chapter of American Association of University Professors at the Agricultural and Mechanical College of Texas, November 4, 1954. Abuses discussed: Wrong Kind of Men as Administrators, Misconceptions of What Should Be Done, Structural Inadequacies and Weaknesses, Bottlenecks at the Top, Lack of Time for Thinking and Planning. Uses: Getting and Keeping a Strong Faculty, Allocation of Resources Equitably,

Keeping Proper Balance in the Over-all Educational Program, and "perhaps the most basic to catalyze a diversity of elements into an effective whole."

491. WORMALD, FREDERICK LEIGHTON, 1911-. School for Presidents. *Assoc. Amer. Coll. Bull.*, 41: 496-503, 1955. Summary in *Higher Educ.*, 12: 60, December 1955. (Author: Assistant to the Director, Association of American Colleges, Washington, D.C.)

Describes the purposes, methods, and results of the Institute for College and University Administrators conducted by the Harvard Business School and sponsored by the Association of American Colleges in the summer of 1955, attended by 39 college presidents with less than 3 years of service, selected from 120 who met this qualification. See also No. 493.

492. ———. *The Pugwash Experiment: An Essay in Liberal Education*. Washington: Association of American Colleges, 1958. 72 p. With Foreword by Richard D. Weigle, Chairman of Commission on Liberal Education. (Author: See No. 491.)

An extensive report of conferences of college presidents held in summers of 1956 and 1957 at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado, as recommended by the Commission on Liberal Education of the Association of American Colleges. (See Nos. 452, 453, 454.) Presented in four major sections: Genesis and Exodus 1956, The Second Year, Organization and Method, Results and Prospects. Appendixes include names and institutional connections of all participants, books suggested by participants, and financial statement for 1957 conferences, totaling \$25,878. "Serious and sympathetic observers of American higher education in recent years have noted with concern that it is becoming steadily harder for the college or university president to fulfill his traditional role as leader of a community of scholars. . . . Intellectual interests, however, like social acquaintance, wither for lack of cultivation, and this is just what many college presidents, by their own confession, find little or no time for. Reading and reflection are far easier to sacrifice than the insistent claims of practical affairs." Method: "Discussion sessions were to be held each morning from ten o'clock to twelve noon. . . . Any discussion of administrative or financial problems, whether in or out of sessions, was absolutely forbidden for the duration of the conference." Evaluation: "The unanimous judgment of the participants, after they had gone back home and had had time to reflect on their experience, confirmed the evidence of their immediate re-

actions that the tonic effect was all that had been hoped for. Several of them described the conference as the greatest intellectual experience of a lifetime; one said that the whole world looked different. . . . The Pugwash experiment was founded on the assumption that the 'conversion' needed to restore the college administrator to a position of scholarly leadership entails the revival of his capacity and taste for study and reflection. The test of its success is the extent to which such revival was achieved. . . . The initial evidence is encouraging." States that "half of the total of 54 presidents and deans who attended the 1957 conferences reported that action of one kind or another inspired or materially influenced by the Pugwash experience had been taken or was definitely planned on their own campuses."

493. WRISTON, HENRY MERRITT, 1889-. Looking at the College Presidency in Retrospect. *Assoc. Amer. Coll. Bull.*, 41: 504-518, December 1955. Same, condensed, in *Coll. & Univ. Bus.*, 20: 23-26, April 1956. (Author: President Emeritus, Brown University, Rhode Island.)

Address before the Institute of College and University Administrators, Harvard University, June 24, 1955. (See No. 491.) Discusses, at times somewhat lightly, experiences of the president with reference to answering mail, meeting appointments, reading and writing, speaking, building and architecture, choice of faculty, "care and feeding of professors," and relations to the governing body. Conclusion: "There is room in higher education, however, for a professional administrator. . . . In this career he can find profound satisfactions, his own share of good, clean fun, and a rich, deep-down joy, as well as some frustration, many disappointments, and occasional heart-break." Included in No. 72.

494. ZUNZER, ROBERT FERDINAND. *Robert Maynard Hutchins' Conceptions of the Functions and Structures of Higher Education*. Stanford, Calif.: 1951. Abstract in Stanford University, *Abstracts of Dissertations* . . . 1951-52, p. 728-731.

Unpublished doctoral dissertation (Ed.D.) at Stanford University. Discusses President Hutchins' conception of four focal or intellectual functions and six extraintellectual or contextual functions of a university.

See also Nos. 25, 26, 36, 37, 38, 41, 43, 44, 53, 57, 59, 62, 63, 66, 67, 68, 72, 77, 90, 163, 209, 212, 229, 238, 276, 282, 287, 504, 508, 520, 557, 575, 592.

2. To Boards of Control

495. AVERY, SAMUEL 1885-1936. Report of the Committee on College Organization and Policy. In *Association of American Agricultural Colleges and Experiment Stations (Now American Association of Land-Grant Colleges and State Universities)*, *Proceedings*, 1915 (20th Annual Meeting), p. 104-123. (Author: Chancellor, University of Nebraska.)

Presents detailed tentative outlines of a plan for a national study of college organization and policy, including the functions of the president and his relations to the boards of trustees. Includes a bibliography of 33 books and 99 magazine articles on college organization and administration, some of them annotated.

496. BECK, HUBERT PARK, 1907-. *New Who Control Our Universities: The Economic and Social Composition of Governing Boards of Thirty Leading American Universities*. New York: King's Crown Press, 1947. 229 p. With Foreword by George S. Counts.

Doctoral dissertation at Teachers College, Columbia University, 1945. Chiefly concerned with boards of trustees, but frequent references to presidents, especially their appointment, dismissal, powers, and membership of boards.

497. BOUCHER, CHAUNCEY SAMUEL, 1886-1955. The Relation of a College President to His Governing Board. In *Association of Governing Boards of State Universities and Allied Institutions*, *Proceedings*, 1941, p. 43-54. With discussion by R. W. Devoe of Nebraska, and others. (Author: Chancellor, University of Nebraska.)

"I once heard a president, speaking confidentially, refer to his board as 'a bunch of ignorant, meddling, peanut politicians and busybodies.' A president with such an attitude cannot hope for a successful administration of his institution. . . . On the contrary, a president should regard his board as his best guide, counselor, and friend; as his greatest source of strength in the development of a constructive educational program; as his best and safest bulwark in time of storm and stress." Topics discussed: Complete Intellectual Honesty Necessary, Board Should Be Fully Informed, President Must Be Patient, Administrative Council Helpful, Good Public Relations Essential.

498. BRUBACHER, JOHN SEILER, 1898- and RUDY, WILLIS. *Higher Education in Transition: An American History, 1636-1956*. New York: Harper & Bros., 1958. viii, 494 p. (Authors: (1) Professor of History and Philosophy of Education, Yale University; (2) Associate Professor of History, State Teachers College, Worcester, Massachusetts.)

One section, "The President and Board of Control" (p. 26-30), traces three aspects of the presidency in first three American colleges, Harvard, William and Mary, and Yale, reasons for their their adoption, and subsequent development of the office. "Till the end of the Revolutionary War, college presidents were almost without exception gentlemen of the cloth. . . . On the whole, men chosen to be presidents were a capable lot, some of them actually achieving distinction beyond the walls of their colleges." Evaluation of the presidency traced throughout the volume (p. 72, 308, 351-352, 358, 384). "An Elliot or a Gilman could make his university world famous; a poor president could set his school back for many years."

499. BURGESS, KENNETH F., 1887-. *The Trustee Function in Today's Universities and Colleges*. *Assoc. Amer. Coll. Bull.*, 44:399-407, October 1958. (Author: President, Board of Trustees, Northwestern University, Illinois.)

"The basic duties of trustees of colleges and universities are, it seems to me, three in number. The first is to select the president of the university and also . . . to have a hand in selecting the officer or officers who in the normal course of promotion may succeed . . . to the presidency."

500. BUTLER, NICHOLAS MURRAY, 1862-1947. *University Administration in the United States*. *Educ. Review*, 41: 325-344, April 1911. (Author: President, Columbia University.)

A verbatim transcript of testimony "taken, by permission, from the official Minutes of Evidence before the Royal Commission on University Education, in London, Thursday, July 4, 1910, and just published in London." President Butler answered a wide variety of questions by the eight members of the Commission concerning numerous aspects of American higher education, including major phases of government of a university by a president and board of trustees rather than by faculty, and membership of the president on the Board (p. 329-332).

501. CHAMBERS, MERRITT MADISON, 1899-. *State Universities and the Courts in 1939-40*. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1940, p. 107-118. (Author: Staff Member, American Youth Commission of American Council on Education, Washington, D.C.)

Discusses case of Clifford B. Jones, elected president of Texas Technological College in 1938. Injunction to restrain the Board was reversed by higher court. Reasons for both actions stated and their significance considered.

502. CRAIGHEAD, EDWIN BOOTH, 1861-1920. *Functions and Limitations of the Governing Board*. In *National Education Association, Proceedings*, 1913: 502-507. Reprinted in *Science*, 28: 319-326, Sept. 5, 1913. (Author: President, University of Montana.)

Address at meeting of the N.E.A., Salt Lake City, July 9, 1913. Chiefly concerned with boards of trustees but also considers uses and abuses of the presidential office, and difficulties of presidents with boards of trustees. "My own experience as a college executive confirms the opinion that the university career is becoming more and more repulsive to men of real ability. . . . What, then, is the matter with the university? Scores of able men, whom I much admire, would lay foul hands upon the university president as though he were the cause of our academic slavery. They denounce him as an autocrat and a tyrant who, having seized every prerogative that he did not find nailed down, 'holds a Damascus blade over other men's lives, careers, reputations.' . . . There are in our universities able men and otherwise lovely souls to whom the very sight of a university president seems to be, if one may judge them by their words, like the waving of a red flag to an enraged beast. . . . It is doubtless true that some men, possibly many, have become college presidents not because of their merit, but because they are skillful politicians or successful wire-pullers, and it is also true that such men, when once they get into office usually employ the methods of politicians and bosses. . . . Such presidents soon drive from the universities all the independent and high-spirited professors who can find places in other institutions."

503. DAVENPORT, EUGENE, 1856-1941. *The Administrative Relations between the Board of Trustees, the College President, and the Dean or Director*. In

Association of American Agricultural Colleges and Experiment Stations (now American Association of Land-Grant Colleges and State Universities), *Proceedings*, 1910, (24th annual meeting), p. 148-151. (Author: Dean, Agricultural College, University of Illinois.)

Contrasts "two fundamentally different doctrines of university organization and administration." States that "a good many people believe that American universities are affected by a disease which might be known as 'presidentitis.'" Expresses his belief, however, that "the president is . . . the one and only man who can represent it [his institution] as a whole, either before the board of trustees or the public." Distinguishes between administration and work.

504. ELLIOTT, EDWARD CHARLES, 1874-1960, and CHAMBERS, MERRITT MADISON, 1899-. *Charters and Basic Laws of Selected American Universities and Colleges*. New York: Carnegie Foundation for the Advancement of Teaching, 1934. 640 p. (Authors: (1) President, Purdue University, Indiana; (2) Honorary Fellow, Ohio State University.)

Quotes extensively from enactments with reference to 51 institutions, both publicly and privately controlled, whose names are given. Concerned most extensively with powers and duties of governing boards, but index shows that it deals also with various legal provisions regarding the president in some institutions—his annual reports, membership on governing boards, method of choice, powers, and duties.

505. ———; ———; and ASHBROOK, WILLIAM ALFRED, 1874-. *The Government of Higher Education: Designed for the Use of University and College Trustees*. New York: 1935. 289 p. (Authors: (1) See No. 504; (2) see No. 504; (3) Assistant Professor, Kent State College, Ohio.)

"This book is the outcome of personal convictions developed through a number of years of varied experience, in different parts of the country, with the membership and activities of governing boards of American institutions of higher education."—Preface. Consists of 554 questions and answers. Contains one chapter "The Board and the President of the Institution" (p. 186-192), consisting of questions No. 411 to No. 425 inclusive, dealing inclusively with various practical questions.

506. FESLER, JAMES W. The Functions of Boards of Trustees. In National Association of State Universities, *Proceedings*, 1924, p. 61-67. Discussion of this and of later paper by R. M. Hughes (No. 512), pp. 74-86. (Author: President, Association of Governing Boards of State Universities and Allied Institutions; President, Board of Trustees, Indiana University.)

Discusses the legal and the practical functions of the Board, and especially its relationship to the presidency. "It is not an easy matter to say where the functions of the Board end and the responsibility of the President begins. . . . I venture to suggest the method of operation of the Board of Trustees with which I am most familiar. There the relationship with the President of the University has been that of a partnership in all matters affecting the university, with the President sitting as the senior partner. While he has no vote, his opinion has been sought upon every matter of university interest and his voice has been the most influential one with the Board of Trustees. Within the range of very personal observation, covering a period of some 22 years, we have invariably attained the results best calculated to promote the higher welfare at our institutions by giving to our President the deciding vote in college questions pertaining to academic and administrative control, and reserving to the decision of our Board the multitudinous problems of business administration." Discussion of this paper and that of President Hughes (No. 512) by Regent J. E. Beall, President A. Ross Hill, President Thompson, President Little, Dean Sellery, and Regent Burton (p. 74-86).

507. FUTRALL, JOHN CLINTON, 1873-1939. The Rules and Regulations for Administration of a University. In National Association of State Universities, *Proceedings*, 1927, p. 78-83. (Author: President, University of Arkansas.)

States that a university faculty had "spent several months in working out a rather complete code," but that "immediately it developed that there was serious opposition on the part of several members of the Board." Discusses nature of these objections. "Copies of the proposed rules for the University of Arkansas were sent to a considerable number of presidents of universities which are members of this Association. Many of these devoted considerable time to the study of the document and to writing out their opinions. Almost all of these opinions were unfavorable." Quotes significant extracts from 10 replies.

"It seems quite probable that the University of Arkansas trustees will not adopt the code . . . without changes which will render the rules more flexible."

508. GOETSCH, WALTER R. *Organization of the University for Administration and Development*. In *Current Trends in Higher Education, 1948* (Ralph W. McDonald, editor), Washington: Department of Higher Education, National Education Association, 1958, p. 160-166. (Author: Associate Professor of Higher Education, State University of Iowa.)

Considers the functions of the Board of Control and the President, and numerous other topics. "When more than one executive officer is appointed by the Board of Control then dual or multiple control of administration results. The available evidence points clearly to the conclusion that single control is much to be preferred over dual or multiple control. In small institutions the president can handle directly many of the problems which come up for decision. However, as the institution grows, this becomes increasingly more difficult."

509. HARDIN, CLIFFORD M. *The Life of a New President*. In *Association of Governing Boards of State Universities and Allied Institutions Proceedings*, 1958, p. 75-81. (Author: Chancellor, University of Nebraska.)

Discusses various ways in which members of boards of trustees may aid a new president in getting adjusted to his new duties and in working for the good of the institution.

510. HEALD, HENRY TOWNLEY, 1904-. *A Trustee's Responsibility*. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1954, p. 62-67. (Author: Chancellor, New York University.)

"May I suggest four points to keep in mind when any of you find yourselves involved in the selection of a new president: First, very few educators ever expect or desire to be college presidents. The one you want will not apply for the post. . . . Second, the procedure you follow should not embarrass either you or the candidates. . . . Third, you should try to avoid a provincial point of view. . . . Fourth, don't flaunt your differences in public."

511. HOLLIS, ERNEST VICTOR, 1895-. *Director. State-Controlled Higher Education in Arizona*. Tucson, Ariz.: Board of Regents of the University and State

Colleges, 1954, xii, 288 pp. (Author: With U.S. Office of Education.)

Chapter VI, "Administrative Organization of the Colleges" (p. 113-145), discusses the function of the president in the administrative process. "The peculiar genius of a president lies in his ability to harmonize the practical proposals of his operating staff with the broader considerations of public policy held by the Board."

512. HUGHES, RAYMOND MOLLYNEAUX, 1873-1958. *The Functions of Boards of Trustees*. In *National Association of State Universities, Proceedings*, 1924, p. 67-74. Discussion of this and an earlier paper by J.W. Fesler (No. 506), p. 74-86. (Author: President, Miami University, Ohio.)

Traces change in degree of responsibility of the president with increase in size of institutions. Chiefly concerned with relations of the board of trustees and faculty. "The faculty also feel that they should have a part in the selection of president, deans, and professors. On this point there are now all varieties of practice and opinion." Discusses some of them. Concerning tenure, says: "In growing, changing institutions, as most of our state universities are today, a man is less likely to be able to serve in a highly satisfactory way as president for a very long period." Lists 16 duties and functions of trustees, 7 of presidents, and 5 of the faculty. In his discussion of President Fesler's paper, President Hughes tells of his practice of visiting college classrooms to observe instructors and their teaching methods (p. 85-86).

513. JAMES, HERMAN GERLACH, 1887-. *First Aid for University Trustees*. *Sch. & Soc.*, 47: 681-686, May 28, 1938. Reprinted in *Assoc. Amer. Coll. Bull.*, 24: 304-313, November, 1938. (Author: President, Ohio University.)

"The most important single function performed by the trustees is the selection of a president. If they succeed in this, their troubles for the time being are over. If they fail, their troubles are continuous until the incumbent dies, resigns, retires, or is removed and a successful choice is made." Considers major requirements for a successful choice, including educational experience and personal characteristics. "University presidents should be chosen from within university ranks." Strongly advocates limitation to a 10-year normal term of service. Suggests establishment of "a central clearing house of personnel information in connection with some central body such as the American Council on Education in which current information concerning men in university ad-

ministrative positions will be available." (For comments on this suggestion by A. C. Wilgus, see No. 236.) Closes with brief series of "don't's." "Don't expect your choice to be a 'business man.' . . . Don't look for an 'expert in education.' There is no such animal. . . . Don't look for a 'money raiser.' . . . Don't demand a 'public speaker.' . . . Don't insist on knowing a man's political or religious beliefs. . . . Finally don't expect a paragon of virtues such as you have never known. If you found him, he would be so far above not merely the faculty, but the trustees themselves, that he would be impossible to live with. There are plenty of A-1 men who will do a 'bang-up' job while still falling short of the glory of God."

514. KNIGHT, EDGAR WALLACE 1885-1853, *Chairman. Higher Education in the South: A Report on Cooperative Studies under the Auspices of the Committee on Work Conferences of the Southern Association of Colleges and Secondary Schools.* Chapel Hill, N.C.: University of North Carolina Press, 1947. ix, 171 p. With preface by O. C. Carmichael. (Author: Professor of Education, University of North Carolina.)

Contains 12 chapters, of which one dealing with "Organization and Administration of Higher Education" (p. 103-118), considers the functions of the presidency. "Above all, the Board relies upon the President, as the chief administrator and executive of the institution, to keep it informed. . . . The president also represents the institution to the public."

515. LUBBERS, IRWIN JACOB, 1895-. *College Organization and Administration: Current Practices in Independent Liberal Arts Colleges.* Evanston, Ill.: Northwestern University, School of Education, 1932. xi, 155 p. 78 tables. 2 charts. (Author: Associate Professor of Education, Carroll College, Wisconsin.)

Doctoral dissertation at Northwestern University. Based upon a study of 193 non-Catholic liberal arts colleges, with personal visits to 20 of them. Chapters devoted to Controls in Administration, General Administration, Business Administration, Instructional Administration, Student Personnel Administration. Only brief specific consideration of "The College President" (p. 33) giving his status with reference to the board of trustees, but incidental reference to him, directly or by implication, elsewhere. Bibliography, 22 titles.

516. McALLISTER, CHARLES ELDRIDGE, 1893-. *Inside the Campus. Mr. Otisson Looks at His Universities.* New York:

Fleming H. Revell Co., 1948. 247 p. and unpagged section of tables of 102 pages. (Author: President, Association of Governing Boards of State Universities and Allied Institutions; Regent, State College of Washington.)

Based on personal visits to 89 institutions whose names are given. "This survey is unique in that it is one of the few educational studies based on personal interviews and not largely assembled by correspondence. . . . The study is also unique in that never before in the history of American education have so many institutions been visited within a span of one year. . . . Again the study is unique in that it is the first of its kind attempted from the point of view of the governing boards. . . . While this study is primarily concerned with the governing boards of the great state colleges and universities, visits were made to some privately controlled institutions for purposes of comparison." Names of 10 such private institutions given. Contains one chapter, "Relations between Boards of Regents and Presidents, Faculty, Non-Faculty Personnel, and Alumni" (p. 211-218). "Two principles should govern the relations between higher educational administrators and the boards of control. The first is that the board clearly understands the powers conferred upon it and sees that those powers are exercised intelligently and to the fullest extent. . . . The second is that the president should be held responsible for all details of administration, and boards should confine themselves to the powers reposed in them and not interfere with administrative details, unless a situation develops in which the administration shows itself incapable of conducting the institution. . . . There is considerable variation throughout the country in the extent of power that may be exercised by presidents, irrespective of their boards." Gives numerous examples and bibliography of 29 manuals of institutions, defining powers and duties of boards and of presidents. Also, in table 11, following p. 248, lists 18 institutions in which responsibility of presidents vary from the general practice followed in most institutions.

517. ———. *Mr. Citizen Looks at His Universities. In Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1947.* p. 53-71. (Author: See No. 516.)

An informal but extensive presentation of the substance of his study of 86 institutions reported more fully in his volume, *Inside the Campus* (No. 516). Includes consideration of functions of the president and his relation to boards of regents, faculty, and other groups. "Presidents of colleges and universities constitute a class by themselves. After inter-

viewing 85 of them, I came to the conclusion that there should be a special place for them in Heaven, although some people were so unkind as to suggest that I must not be too sure of their ultimate destination. As a group they reveal a high sense of dedication to their task. Few men are subjected to as great pressures, anxieties, unending concerns, faculty rivalries, financial concerns and responsibilities."

518. MCCONN, CHARLES MAXWELL (MAX), 1881-1953. *Praxy's Perilous Job: There Must Be Something Wrong with the System when Fifty-Five of our Colleges Change Their Presidents in a Nine Months' Period.* *North Amer. Review*, 229: 475-482, April 1930. (Author: Dean, Lehigh University, Pennsylvania.)

Comments on article by Archie M. Palmer (No. 180). "These changes represent a turnover of 7.3 percent in 9 months. Surely this is an alarming rate of academic mortality. . . . It may be worth while, therefore, to inquire how the college or university presidency has come to be the dangerous trade it is, and what, if anything, can be done about it." Considers conditions in European countries and the unique trustee-president system in the United States. Recommends abolition of present boards of trustees and substitution of boards "drawn from those three thoroughly informed and keenly interested groups. To be concrete, let me propose a board of twelve: six members of the faculty, elected by the faculty; three honor seniors, elected by the class; three alumni, elected by the alumni association. . . . I am almost sure that the results would be very fine—in which case the new plan would certainly be widely imitated and the American College Presidency might cease to be a dangerous trade."

519. McVEY, FRANK LEROND, 1869-1953. *Administrative Relations in Colleges: Faculty, President, and Trustees.* *AAUP Bull.*, 15: 226-229, March 1929. (Author: President, University of Kentucky.)

Address delivered at inauguration of H. L. Donovan as president of Eastern Kentucky Teachers College, October 26, 1928. "The contention which is upheld in these pages is very brief. . . . The theme can be stated in the following form: Boards of trustees and faculties are cooperating factors in American education and administrative officers are their executive agents. . . . In this triple relationship none assumes arbitrary powers but all work together, each in his respective field. . . . With this shift in view, the president becomes an advisory officer with executive functions. He is particularly charged with

the development of mutual esteem and respect between the board of trustees and the faculty group."

520. McVEY, FRANCES JEWELL. *A University is a Place . . . A Spirit: Addresses and Articles by Frank LeRond McVey, President, University of Kentucky, 1917-1940.* Collected and Arranged by Frances Jewell McVey. Lexington, Kentucky: University of Kentucky Press, 1944. xix, 458 p. (Author: Widow of President McVey.)

Contains 85 articles and addresses, or excerpts from them. Four deal particularly with the presidency.

(1) "To the New President from Past Administrators" (p. 62-64). Address to President Herman Lee Donovan, his successor as president of the University of Kentucky, May 6, 1942. "It is a place of responsibility, this position of a president, as every man knows who has actually borne the burdens through the heat and cold of the days and years. But it is an interesting office with its obligations and duties. The holder of it has many joys along with many difficulties; he has more opportunity, some influence, and even at times a little power."

(2) "The University and the President" (p. 64-65). Address at inauguration of President Frank P. Graham, University of North Carolina, Nov. 11, 1931. "It is assumed that a university president will be many things, such as teacher, administrator, speaker, wise counselor, advocate of good causes, and go-getter, exciting the admiration of all. Manifestly it is impossible to be all of these. He must of necessity make a choice. In my opinion, the university president of these days must be a thinker and a student of educational problems."

(3) "The Office of University President" (p. 67-80). Address at University of North Dakota. For summary, see No. 49.

(4) "Administrative Relations in Colleges" (p. 80-87). Address at inauguration of President Herman Lee Donovan, Eastern State Teachers College, Kentucky. (Published also in *Sch. & Soc.*, Dec. 8, 1928.) "Three phases of one problem of administration adjustments are to be discussed here. The first has to do with the place of a board of trustees in an American college; the second in contrast concerns itself with the functions of a college faculty; and the third deals with the relationship of administrative officers to board and faculties."

521. MELL, PATRICK HUES, 1850-1918. *Administrative Methods in American Colleges. In Association of American Agricultural Colleges and Experiment Stations (now American Association of*

Land-Grant Colleges and State Universities), *Proceedings*, 1908, p. 68-76. Includes discussion by W. E. Stone, M. H. Buckham, W. E. Garrison, and W. H. S. Demarest. (Author: Chairman, College Section, from South Carolina.)

Discusses The College Community, The Trustees' Government, The Faculty Government, and The College Presidential Government. Reports one institution in which the chairman of the board of trustees requires weekly reports from the president and sanction by the chairman before any action is taken, and several examples of unprofessional interference with academic responsibilities of president and faculty. States nine characteristics of an "ideal" college president. "Is such a man possible? Men probably closely approaching this type are certainly available." Conclusion: "The college is best served when it is directed by one wise, conservative man, whose mind and heart are united in one great purpose to benefit mankind in the sacrifice of himself."

522. On the Care and Feeding of College Presidents. *Assoc. Amer. Coll. Bull.*, 29: 525-530, December 1943. (Author: "Member of a Board of Trustees.")

Quotes numerous members of boards of trustees on lack of proper treatment of them by presidents of higher educational institutions and failure to utilize their abilities effectively.

523. PALMER, ARCHIE MACINNES, 1896-. *The College President and His Board of Trustees*. *Assoc. Amer. Coll. Bull.*, 17: 506-511, December 1931. (Author: Associate Secretary, Association of American Colleges, New York City; President, University of Chattanooga, 1938-42.)

Considers organizational and functional relationships especially in a group of more than one hundred small colleges, intensively studied. In them "two-thirds of the presidents are ex-officio members of their college boards of trustees, and in all but nine instances they enjoy the full voting privilege." Discusses obligations, advantages, and disadvantages of various relationships.

524. RAUER, MORRIS A. *College and University Trusteeship*. Yellow Springs, Ohio: The Antioch Press, 1950. 112 p. (Author: Business manager, Antioch College, Ohio.)

Primarily a practical handbook for college trustees, an outgrowth of meeting of Institute for College and University Administrators held at Harvard University in 1949. Based on per-

sonal conferences with many presidents and trustees. Longest chapter, "Trustees and the President" (p. 23-33), deals with qualifications and selection of the president and subsequent working relations with him. Includes four illuminating case studies.

525. SAVAGE, HOWARD JAMES, 1886-. *A Handbook for College Trustees*. In Carnegie Foundation for the Advancement of Teaching, *30th Annual Report*, 1935, p. 85-92. (Author: Secretary, Carnegie Foundation, New York City.)

Consists chiefly of comments on *The Government of Higher Education* (No. 505) but also includes quotations from President Henry S. Pritchett in *State Annual Report* regarding methods of choosing college presidents, and other quotations. States that "the relation between the governing board of an American institution of higher education and its president has long interested the Carnegie Foundation." Conclusion: "This book emphasizes a new truism that educational statutes are not a satisfactory substitute for administrative wisdom."

526. SCHAEFFER, JOHN ANLUM, 1886-1941. Inaugural Address of the President of Franklin and Marshall College. *Soc. & Soc.*, 42: 845-850, Dec. 21, 1935.

Given at Lancaster, Pennsylvania, December 6, 1935. Reviews history and purposes of the College. "So, with the background of the great men who have preceded us in the educational life of Franklin and Marshall College, we dare assume that we can continue with increasing force and good. . . . We will try to use our heritage in the hope that our efforts may keep pace with the changing times, always cherishing and trying to live up to these ideals which have been inculcated in us by our masters."

527. STEVENSON, JOHN JAMES, 1841-1924. *The Status of the American College Professor*. *Pop. Sci. Month.*, 65: 748-753, December 1905. Reprinted in *University Control*, (No. 500), p. 370-392. (Author: Faculty member, New York University.)

Chiefly concerned with professorial conditions but also considers the responsibilities of the board of control and the president for them. "The president is practically the only source whence the trustees may obtain information respecting internal affairs of the institution as, with rare exceptions, the faculties have no representatives on or before the corporate board. He is the responsible head, the only element known to the trustees."

528. STEVENSON, JOHN JAMES, 1841-1924. Academic Unrest and College Control. *Scient. Month.*, 10: 457-465, May 1920. (Author: See No. 527.)

Chiefly concerned with academic freedom and increased responsibility of faculty for policy making, but treats also briefly the presidency. "The president is supposed to be a bond [between trustees and faculty] as he is usually a trustee; but, unfortunately, instead of bridging the gap, he is apt to convert it into a wide chasm, over which he may fly in a private aeroplane. . . . In far too many instances, the president was not selected because of fitness to have oversight of the educational work. . . . Everything tends to make him autocratic, as though the college were his personal property."

529. SUZZALLO, HENRY, 1875-1933. University Organization: What Is Best for Educational and Administrative Efficiency? *In National Association of State Universities, Proceedings, 1924*, p. 87-95, with extended discussion, p. 95-106. (Author: President, University of Washington.)

Concerned chiefly with various aspects of the governing board, but also discusses The President of the University, His Place with the Board, and The Chief Executive.

530. The Unhappy College President. *Educ. Review*, 48: 320-322, October 1914.

Reports the case of a president of an institution of more than a thousand students who was summarily dismissed by an illegal vote of the board of trustees, presumably because he refused to discharge two professors not approved by the Board. Conclusion: "The treatment often accorded to the college president is far more outrageous than anything which has ever been done, or even alleged to have been done, in the case of a college professor."

531. WYATTS, RALPH J. Satisfying and Effective Relations Between President and Board. *Coll. & Univ. Bus.*, 12: 25-26, April 1952. (Author: Vice President, Lawrence College, Wisconsin.)

"Success in maintaining proper relationship between the chief administrator and the board of trustees depends upon the degree to which there exists mutual respect and confidence, a meeting of minds on the basic task of the institution, and a recognition of the functions of the components of the administrative organization."

532. WEEKS, ILA DELBERT, 1901-. Five Tips for Presidents on Getting Along

With the Board. *Coll. & Univ. Bus.*, 20: 33, April 1956. (Author: President, University of South Dakota.)

"The effectiveness of administration in colleges and universities is determined in a large measure by how well governing boards adhere to their accepted functions and how well the presidents of these institutions administer the policies set forth by the boards. It is obvious that there must be a feeling of confidence and respect between the college administrator and members of the board."

533. WICKE, MYRON F. *Handbook for Trustees of Church-Related Colleges*. Nashville, Tenn.: Board of Education, Methodist Church, 1957. 57 p. (Studies in Christian Higher Education, No. 5.)

Contains one chapter, "Areas of Board Responsibilities" (p. 13-18), stating that the major responsibility of the Board is the election of a president, and giving a checklist of 16 items to be considered in making the choice. Also a chapter, "The President and the Board of Trustees" (p. 19-25). "What should the trustees expect of the President? While there may be no complete consensus, here are three points upon which most could agree: (1) The trustees have a right to expect of the president a clear and complete view of the state of the institution. . . . (2) The trustees have a right to expect leadership from the president in facing the continuing problems of the institution. . . . (3) The trustees should accept the fact that having called the president to his task, they must themselves become active laborers with him in building a greater institution." Each of these is amplified and discussed. Review by S. A. Nock, *Coll. & Univ.*, 33: 364, Spring, 1958.

See also Nos. 32, 37, 38, 43, 44, 46, 49, 50, 53, 59, 62, 64, 68, 73, 88, 132, 136, 137, 148, 157, 159, 177, 183, 206, 213, 286, 306, 307, 316, 317, 320, 326, 333, 344, 348, 349, 362, 367, 368, 370, 371, 397, 399, 430, 439, 440, 441, 444, 446, 448, 456, 459, 463, 464, 465, 473, 479, 485, 487, 572, 581, 601, 605, 609, 627.

3. To Business Officers

534. BOARDMAN, HAROLD S. The Responsibility of the President for Legislative Appropriations. *In Association of Governing Boards of State Universities and Allied Institutions, Proceedings*,

1929, p. 53. (Author: President, University of Maine.)

"It seems to me that . . . the college president should not be handicapped by making him responsible for the gathering of funds to support his institution. It seems to me that a college president should spend his time in developing the educational interests of the institution. . . . We have a board of nine trustees. The board has given the educational interests to the president, and the financial interests to the treasurer. The treasurer is not in any sense of the word under the president."

535. BRETSCHE, STANLEY F. The Relationship of the Business Officer to the Academic Areas of the College and University. In *Southern Association of College and University Business Officers, Proceedings*, 1950, p. 65-68. Same as "Keeping on Friendly Terms With the Faculty," *Coll. & Univ. Bus.*, 11: 48-49, August 1951. (Author: Vice President and Controller, University of Chattanooga, Tennessee.)

"A president with an understanding of business problems is a source of inspiration to the business manager especially as that president helps bridge the gap between academic areas and the business office."

536. CALDWELL, JOHN T. The Business Officer and the Faculty. In *Southern Association of College and University Business Officers, Proceedings*, 1953, p. 71-78. (Author: President, University of Arkansas.)

Discusses various aspects of the relations of the president, the business officer, and the faculty.

537. MOREY, LLOYD, 1886-. Leaves from a President's Notebook. *Sch. & Soc.*, 82: 195-198, Dec. 24, 1955. (Author: President Emeritus and former Comptroller, University of Illinois.)

From an address at National Federation of College and University Business Officers Association, Estes Park, Colorado, June 27, 1955. Considers four questions: "What evidences are there of progress toward better business administration? How does the business office look from across the hall? What are the basic principles of educational executive management? What are the fundamentals of good relations in educational administration?"

538. ———. What the President Should Know About Business Management. *Educ. Record*, 39: 348-356, October 1958. (Author: See No. 537.)

"As executive head, a college or university president must assume responsibility for and exercise general direction over finance and business operations. While he does not need to be an expert in the various fields of business activity, he should be generally informed as to their requirements and their relations to academic progress." Says most important thing is to secure competent business officer and leave details of operation to him. Indicates general knowledge president should have of a dozen specialized fields of business administration.

539. TROUP, CORNELIUS V. The College President Takes a Critical Look at the Business Manager. In *American Association of College Business Officers, Proceedings*, 1953, p. 58-61. Also in *Coll. & Univ. Bus.*, 15: 25-26, November 1953. (Author: President, Fort Valley State College, Georgia.)

Discusses the responsibility of the college business manager for budget, purchases, maintenance, and public relations. "It is highly imperative, therefore, that the college president and the business manager work together as a team, each seeking to understand and appreciate the functions of the other."

540. YOUNG, HARDING B. The Budget Doesn't Belong to the Business Manager: Rather, It's the Instrument of the President. *Coll. & Univ. Bus.*, 22: 46-48, March 1957; 22: 51-54, April 1957. (Author: Assistant to the President, Agricultural, Mechanical, and Normal College, Arkansas.)

Based on research studies at Harvard University. "The weight of evidence shows that responsibility for preparation of estimates should rest with those individuals responsible for performance." Gives case studies of two business managers with an overzealous approach to budget control. Five other cases presented and discussed in detail.

See also Nos. 1, 57, 332, 335, 344, 371, 376, 387, 398, 397, 401, 417, 456, 607.

4. To Librarians

541. BENJAMIN, PHILIP M. The Relation Between the Librarian and the College Administrator. *Coll. & Res. Lib.*,

16: 350-352, 359, October 1955. (Author: Librarian, Allegheny College, Pennsylvania.)

"The president of a college may well be judged by the librarian he appoints, for the selection may reveal a basic educational policy of his administration." Discusses three phases of relation of the librarian to the president.

542. BRANSCOMB, (BENNETT) HARVIE, 1894-. *Teaching With Books: A Study of College Libraries*. Chicago: Association of American Colleges and American Library Association, 1940. xvii, 239 p. With foreword by Guy E. Snavelly. (Author: Professor of New Testament and Director of Libraries, Duke University, North Carolina. Later, Chancellor, Vanderbilt University, Tennessee.)

A study sponsored by the Association of American Colleges under a grant from Carnegie Corporation of New York. Chapter 5. "Some Responsibilities of the College President" (p. 81-101): "The college president is ultimately responsible for the conduct and character of the library. If he would secure the fullest educational returns from his college library, there are three specific services which he must render it besides providing adequate financial support." Discusses each of them. For 12 reviews, see *Library Literature*, 1946-1948, p. 161-162.

543. CAIN, STITH MALONE, 1911-. *The College Library: An Opportunity for the College President*. *Assoc. Amer. Coll. Bull.*, 37: 266-277, May 1951. (Author: Librarian, Central College, Missouri.)

"Every college library needs the kind of presidential leadership which will stimulate and inspire librarians to be creative, scholarly, resourceful, and inspirational. . . . More and more college presidents now are vitally concerned with every aspect of their colleges, especially their libraries." Discusses the role of the library in the college, government of the library, library staff, library building, and library function, each with special reference to the responsibility of the president for it. States eight miscellaneous ways in which the president can aid the library staff. Closes with a checklist of 10 questions for college presidents. "The college presidents who can answer in the affirmative all ten of the above questions are excellent administrators so far as the college library is concerned. . . . Those answering less than four in the affirmative are poor administrators."

544. ———. *The Library Committee: Asset or Liability?* *Assoc. Amer. Coll.*

Bull., 37: 266-277, May 1951. (Author: See No. 543.)

"The amount and kind of contribution a library can make to the educational program of a college depends chiefly upon the kind of administration a library has, the financial and moral support from the president, and the cooperation from the faculty, students, and other users of the library." Discusses especially the role of the president and of the library committee.

545. DANTON, JOSEPH PERIAM, 1908-. *The College Librarian Looks at the College President*. *Assoc. Amer. Coll. Bull.*, 28: 348-356, November 1937. (Author: Librarian, Temple University, Pennsylvania.)

Considers "(1) practices of college presidents which enable the library—and the librarian—to make their maximum contributions to the educational program of the college; (2) practices of the college president which make it impossible or difficult for the librarian to make his maximum contribution to the educational program of the institution; (3) unreasonable demands made by the college president."

546. JONES, ROBERT C. *Administrative Relationships of the Library and the Junior College*. *Jun. Coll. Jour.*, 29: 324-328, February 1959. (Author: Librarian, American River Junior College, California.)

Based on author's doctoral dissertation, institution not stated. Involves study of the literature and interviews at six public junior colleges in Colorado. Considers (1) the college and the library, (2) the president and the librarian, (3) the librarian and the president, (4) the dean and the librarian, (5) faculty and students, (6) faculty-library committee, and (7) the library and the community.

See also Nos. 60, *462.

5. To Faculty

547. ABBOTT, FRANK C., ed. *Faculty-Administrative Relationships*. Washington: American Council on Education, 1958. x, 88 p. (Author: Staff member, American Council on Education.)

Report of a work conference sponsored by Council's Committee on Instruction and Evaluation. Initial address, "A President's Perspective" (p. 8-12), by Logan Wilson, President, University of Texas, lists and discusses five "of the most familiar issues which fre-

quently precipitate divisive alignments" between president and faculty, and three types of faculty deviants with whom the president must deal: fundamentally disordered personalities, the frustrated and disgruntled, and the misfits. "A Faculty View" was presented by Lorán C. Petry, Professor of Botany Emeritus, Cornell University, followed by comments by four educators. Reviews by W. G. Fletcher, *Coll. & Univ.*, 84: 215-217, Winter 1959; and by S. A. Atwood, *Jour. Higher Educ.*, 30: 294, May 1959.

548. Academic Autocracy, *Nation*, 96: 471-473, May 8, 1913.

Review of J. M. Cattell's *University Control* (No. 560). Gives summary of Cattell's position and a comparison statement of "just what the existing form of university government is in America"—in theory and in practice, in privately controlled institutions. "The mere fact that some thousands of self-respecting gentlemen are teaching in American universities is evidence that presidents are not usually petty tyrants nor boards of trustees ignorant and arbitrary. . . . A university president will rule best and longest who cheerfully delegates a large part of his powers to his faculty and adjusts himself willingly to the hazards of democratic control."

549. The Administrative Peril in Education. *Educ. Review*, 45: 184-186, February 1913. (Author: "Another University Professor.")

Comments on article in *Popular Science Monthly*, November 1912 (No. 585). "There accordingly arises, and has even now arisen, the dismal combination of what has been described as the high-priced, imperious management of low-priced docile labor. What follows . . . is to make a faculty a 'nursery of abject cowardice' where the professor loses all self-assertiveness, initiative, and self-respect, and the president, with ill-concealed arrogance, and occasionally with a gross and tyrannical abuse of authority, rides rough-shod over him." But questions whether such conditions are typical. Asks, "Where are the down-trodden faculties?" Concludes that "this is a dreadful picture that the present writer (in the November issue) paints, if it were only true."

550. ANDREWS, ELISHA BENJAMIN, 1844-1917. The Organization of the University and the Distribution of Authority and Function Therein. In *National Association of State Universities, Proceedings, 1907*, p. 114-122. (Author: Chancellor, University of Nebraska.)

"No institution of learning has tried the plan of assigning its main executive function

to a faculty or to a faculty committee . . . without complete or relative failure. On the other hand—a significant fact—American higher education dates its present era of triumph exactly from the time when colleges began centralizing executive power and, so to speak, 'mobilizing' their presidents. . . . It lies mainly with the president to shape a university's task, ideals, standards, policies, ambitions, to determine what it shall be or try to be."

551. BENTON, GUY POTTER, 1865-1927. The University President and His Professors. *Science*, 34: 488-491, Oct. 13, 1911. (Author: President, University of Vermont.)

Extracts from address of the newly inaugurated president to the University Senate. Discusses responsibility of the president for selection and for possible termination of services of staff by requested resignation or by outright dismissal. "A successful college or university president cannot afford, for the sake of his own success, to make his administration in any sense a personal one. . . . If here and there he finds a colleague whose work is not satisfactory and cannot be made so, he will meet the situation fearlessly in the interests of the young people committed to his care, but he will also meet it with a thoughtful regard for the feelings of the colleague concerned. A resignation is always less painful than a dismissal. . . . The wide-awake president may know of the competency or incompetency of his colleagues by ways more accurate than personal inspection can guarantee."

552. BLACKWELL, THOMAS E. Faculty Resignations: Does the President Have the Authority to Accept Them? *Coll. & Univ. Bus.*, 19: 48, November 1955. (Author: Vice President and Treasurer, Washington University, Missouri.)

The answer was "yes" in a case decided by the Supreme Court of New York involving an instructor at Brooklyn College. General policy in American institutions discussed.

553. BOWMAN, CLAUDE CHARLETON, 1908- . Administration and the Professor. *AAUP Bull.*, 32: 678-686, Winter 1946. (Author: Professor of Sociology, Temple University, Pennsylvania.)

"Some of my material has been gathered from recent experience as an administrator-professor hybrid. . . . In the following exposition a few aspects of the relationships existing between administrative officers and faculty members will be analyzed. . . . It seems to me that the administrative officer

(president, dean) and professor are likely to experience some restraint in their relations because the former wields authority over the latter. . . . Both administrators and faculty may be involved in various schemes aimed at maintaining a balance of power. . . . Administrators and professors become involved in numerous misunderstandings, great and small."

554. BRICKMAN, WILLIAM W. The College President's Basic Function. *Sch. & Soc.*, 83: 65, Feb. 18, 1956. (Author: Professor of Education, New York University; Editor, *School and Society*.)

Editorial comments on address of President G. C. White (No. 486). "The desirable administrator is one who, competent in educational questions, recognizes expertness in his faculty and assistants and makes maximum and optimum use of their abilities toward the advancement of his educational program."

555. BROWNELL, SAMUEL MILLER, 1900-. Current Concerns in College Administration. *Coll. & Univ.*, 25: 26-36, October 1949. (Author: President, New Haven State Teachers College, Connecticut; Professor of Educational Administration, Yale University; Later, U.S. Commissioner of Education.)

Keynote address to Section IV of the Conference on Higher Education, Association for Higher Education, NEA, Chicago, April, 1949. Discusses several phases of college administration, considering first "the unique and strategic position of the educational administrator." Considers the question: "Which is the greater college administrator, the one who by his activities makes it possible for five or ten or fifty men on the college staff to make great contributions to society, or the one who is the great individual but fails to make available the talents of those on the staff?"

556. BUCHANAN, ROBERT EARLE, 1888-. "What University Professors and Administrators Owe to Each Other." *AAUP Bull.*, 28: 395-403, June 1942. Reprinted from *The Alumnus of Iowa State College*, Vol. 37, No. 3, November 1941. (Author: Faculty member, Iowa State College.)

Address at faculty luncheon sponsored by American Association of University Professors Chapter at Iowa State College, Ames, Iowa, October 28, 1941. Describes the general organization of Iowa State College and responsibilities of administration and staff in its successful operation. "Every member of the teaching and research staffs shares more

or less in administrative responsibility. . . . Both administration and professors should recognize the principle of complete accountability. . . . Each group owes it to the other to reduce friction between administrators and professors. . . . Most important of all, professors and administrators should plan together."

557. CAPPON, ALEXANDER PATTERSON, 1900-. The Democratically Administered University. *Jour. Higher Educa.*, 18: 351-356, October 1947. (Author: Professor of English, University of Kansas City, Missouri.)

Considers the functions of the administration, the faculty, and the students in a democratically administered university. "The question of the prerogatives of a university president has probably been more heatedly debated on the Chicago campus than anywhere else." Discusses opinions of Chancellor Hutchins. Endeavors to answer the question, "What are the prerogatives of the president?" Considers the similarities and the differences between administration of a university and administration of a business enterprise and desirable relationships of the president to the faculty.

558. CATTELL, JAMES McKEEN, 1860-1944. Concerning the American University. *Pop. Sci. Month.*, 61: 170-182, June 1902. Reprinted as "University Control" with slight changes in *Science*, 35: 797-808, 842-860, May 24, May 31, 1912, with footnote indicating it was a Phi Beta Kappa address at Johns Hopkins University, May 2, 1902. Reprinted in *University Control* (No. 560), p. 405-424. (Author: Professor of Psychology, Columbia University.)

"My main concern with the medieval university is that it was extraordinarily unhierarchial, democratic, anarchic, in its organization. The university was then, as it now should be, the professors and the students. . . . The main ends of the university are the same in all lands, but our American presidents and boards of trustees are indigenous products which can scarcely be regarded as essential. . . . In politics, in business, and in education this form of despotism has prevailed, and has on the whole justified itself by the results. But it appears to be only a passing phase in educational development. The college president has enjoyed a rapid evolution in the course of a single generation. . . . It seems probable that the office of the president should be divided and filled by two men of different type: one an educational expert in charge of the internal administration; the other a

man of prominence and weight in the community in charge of external affairs."

559. ———. *University Control*. *Science*, 23: 475-477, March 23, 1906. For two reprints, with modifications, see annotation, below. *Author*: See No. 558.)

"We appear at present to be between the Scylla of presidential autocracy and the Charybdis of faculty and trustee incompetence. The more incompetent the faculties become, the greater is the need for executive autocracy, and the greater the autocracy of the president, the more incompetent do the faculties become. . . . The present writer ventures to propose tentatively the following form of organization for our larger universities, to be reached as a result of a gradual evolution: (1) There should be a corporation consisting of the professors and other officers of the university, the alumni . . . and members of the community. (2) The professors or officers, or their representatives, should elect a president. . . . (3) The unit of organization within the university should be the school, division, or department. . . . (4) Each school, division, or department should elect its dean or chairman. . . . (5) The departments or divisions should elect representatives for such committees as are needed . . . and to a senate. . . ." Contains bibliographical references to articles on the general subject by Ex-President Draper (No. 367), President Andrews (No. 78), President Pritchett (No. 190), Professor Stevenson (No. 610), Mr. Munroe (No. 435), and by himself in the *Independent*. Also references to editorial discussion in four other journals. The article is reprinted, without the bibliographical references, but with the addition of 12 extended footnotes, in *Science*, 35: 804-806, May 24, 1912, and in Cattell's *University Control* (No. 560), p. 17-21. For reactions of about 300 university professors of science in leading universities in all parts of the country to these proposals, see same volume, p. 18-21. For comments see No. 617.

560. ———. *University Control*. New York: The Science Press, 1913. viii, 484 p. (Science and Education: A Series of Volumes for the Promotion of Scientific Research and Educational Progress, Vol. III.) For reviews, see *Nation*, 96: 471-473, May 8, 1913; and *Educ. Review*, 48: 202-207, September 1914. (*Author*: See No. 558.)

"The substance of the essay on University Control and the collection of letters from university professors were prepared for the faculties of the University of Illinois and for discussion before their committee charged with drawing up a constitution for the University. . . . The articles on university con-

trol, forming the third part of the volume are reprinted with the consent of the authors and of the editors and publishers of the journals in which they originally appeared. The unsigned letters from university and college professors exhibit the actual diversity of opinion which exists; all the articles advocate reforms in somewhat the same direction. Consideration was given to the inclusion of articles lauding or defending the autocratic system of administration which has developed in our universities. No such article, however, appears to have been written by a professor, though a number of articles and two books of that kind have been published by university presidents."—Preface.

Consists of three parts. Part I, "University Control" (p. 3-62), by J. McKeen Cattell, was first published in *Science* (See No. 558), May 24 and May 31, 1912. Part II, "Letters on University Control" (p. 63-311), consists of about 300 letters, "printed practically in full," from professors of sciences in Harvard, Yale, Columbia, Pennsylvania, Johns Hopkins, Chicago, Cornell, Massachusetts Institute of Technology, Wisconsin, Michigan, Minnesota, Illinois, Missouri, California, and many other unnamed institutions in all parts of the country. These letters were also published, in part, in *Science*, 35: 893-903, June 7, 1912 (24 letters from professors at Harvard); 35: 964-967, June 21, 1912 (11 letters from professors at Yale); 36: 19-28, July 5, 1912 (12 letters from professors at Pennsylvania and 16 from Johns Hopkins); 36: 174-186, August 9, 1912 (12 letters from professors at Cornell and 16 from Chicago). All letters were written in response to a copy of a reprint of Cattell's article with the dozen added footnotes (see No. 559), addressed to "our leading men of science, who hold or have held academic positions, with the following note: 'Would you be willing to give your opinion of the plan of university control here proposed? I shall understand that I may quote anonymously your reply.'" The author states: "About 300 replies were received and are printed practically in full in this book." He tabulates the replies in three groups, and summarizes: "Of the 299 replies, 46 are taken as favoring the system usual in this country which is designated as a limited autocracy, 68 as favoring a system in which the faculties have greater share in control . . . 185 as favoring a plan of representative democracy, more or less similar to the one proposed. Five-sixths of those holding the most important scientific chairs at our universities believe that there should be a change in administrative methods in the direction of limiting the powers of the president." Comment: "This is surely a condition which foretells reform or bankruptcy."

Extracts from a few of the letters: "I am inclined to think that the best form of government is beneficent tyranny, but of course

such a person as Marcus Aurelius should always be chosen as tyrant." (Harvard.) "I am in accord with the general principles. At the present time, the president of most American universities is neither fish nor flesh nor good red herring." (Yale.) "Your report is a very moderate statement of the evils arising from the present system of college and university control." (Yale.) "The present system of governing universities is wrong, utterly and completely." (Columbia.) "Your plan seems to safeguard very well the interests both of the organization and the individual." (Pennsylvania.) "The democratic features of your plan must certainly appeal to all who are intimate with the present unsatisfactory state." (Johns Hopkins.) "The plan suggested seems to me to be admirable." (Chicago.) "The small college in which I teach is governed by a benevolent autocrat." "Here I see enough of the evils of autocracy." "The central idea, representative basis, is correct." "To me the presidency of an American university seems both an anomaly and a contradiction." (Institutions not named.)

Part III, "Articles on University Control" (p. 318-482), consists of ten articles reprinted from journals. For those pertinent to this bibliography, see: Jastrow, Joseph (No. 585); Ladd, George T. (No. 421); Stevenson, John J. (No. 527); Crighton, J. E. (No. 548); Stratton, George M. (No. 467); Paton, Stewart (No. 441); Munroe, James P. (No. 435); and Schurman, Jacob G. (No. 606).

The second review, referred to above, in the *Educational Review*, unsigned, is very unfavorable. Its conclusion: "If it were possible, we should like to see just one university organized and conducted as the theories contained in this volume would have it. We should not be greatly surprised to find the remains of such a university safely enshrined in the freak department of a natural history museum before a full generation had passed." An unsigned comment on this review in a later issue (*Educational Review*, 48: 320-322, Oct. 1914) reports the case of an unjustified dismissal of a college president through the influence of a dictatorial chairman of the board of trustees. "The treatment often accorded to the college president is far more outrageous than anything that has ever been done . . . in the case of a college professor."

561. CATTELL, JAMES MCKEEN, 1860-1944. Democracy in University Administration. *Science*, 39: 491-496, Apr. 8, 1914. (Author: See No. 558.)

Address at Conference of Religious Education Association, Yale University, March 5, 1914. "There is no democracy in university administration. But we can consider the conditions and the remedies. . . . The undemocratic aspects of our academic life are almost wantonly enhanced by the position attained by the president with the ensuing hierarchy of deans, heads of departments, and other

officials. . . . The difficulty is that if an autocrat obtains unlimited powers, whether in the nation, the city, the family, or the university, he does not always prove to be wise and benevolent." Conclusion: "The university is the noblest monument which we have inherited from the past and at the same time the most powerful engine driving forward our civilization. . . . It is our part to make it a democracy of scholars serving the larger democracy to which it belongs."

562. CRUSS, EDWIN WATTS, 1865- . . . The Professor Looks at Praxy: A Composite Picture Formed from Opinions. *Jour. Higher Educ.*, 10: 8-13, January 1939. (Author: Retired; formerly Professor of English, Ohio University; Acting President, Ohio University, 1934-35.)

"In order to ascertain what professors think are the qualities that make for success or failure in college or university administration, I wrote to leading men in scores of institutions for an expression of opinion, promising, of course, that the anonymity of the author would be kept." Quotes from a dozen replies received and draws certain generalizations regarding the traits mentioned. Conclusion: "In view of the complexity of the problem, the surprising fact is not that there are many failures among college presidents, but that there are not more."

563. College Autocracy and Democracy. *Lat. Digest*, 53: 670-671, Sept. 16, 1916.

"Northwestern University has lately become conspicuous by deciding that it can do better without a president than with one. The trustees concluded to elect no president to succeed Dr. A. W. Harris, and vested the direction of the university in a committee of deans." Quotes extensively from article in *New York Evening Post*: "A cooperative administration is thought more likely to succeed than one in which the executive powers are concentrated in a single man." Contrasts usual American plan with those of England and Germany. Conclusion: "However that may be, the example of the Northwestern University will not soon be followed by others. The University of Virginia pursued exactly the opposite course."

564. The College President and His Job. *Independent*, 110: 414, July 7, 1923.

Comments on resignation of Dr. Alexander Meiklejohn as president of Amherst College. "Dr. Meiklejohn could have got away with murder . . . if he had been able to handle his faculty. The majority was against him, as it usually is against the innovator. . . . In particular we commend to college presidents and faculties the discrimination upon which Dr. Stewart Paton has been insisting between 'inspired thinking' and 'realistic thinking'."

565. CORNETTE, JAMES PERCIVAL. The President and His Faculty. *Peabody Jour. Educ.*, 28: 264-267, March 1949. (Author: President, West Texas State College.)

Answers two questions: "What are the basic human qualities, abilities, and attitudes which a president must have if his relations with his faculty are to be desirable? Or, conversely stated, what minimum essentials do faculty members demand of their president if they are to have toward him attitudes which result in good relations?" Conclusion: "One last word—the last and most important. If a college president has a wife . . . that wife's qualities and attitudes are just as influential as his own." Describes one type of wife who "can do more damage at an afternoon tea than a perfectly good president and a well-intentioned faculty can repair in six months."

566. COWLEY, WILLIAM HAROLD, 1899- . Academic Government. *Educ. Forum*, 15: 217-229, January 1951. (Author: Professor of Higher Education, Stanford University; President, Hamilton College, New York, 1938-44.)

Chiefly devoted to place of board of trustees in American higher education but contains section "The Place of the President in Academic Government" (p. 221-222). Criticizes Laski's proposals regarding the president in his *The American Democracy* (No. 187). "Europe has no officers comparable to American college and university presidents, and *ipso facto*, argued Laski, the United States needs none either. . . . Laski has not been alone in holding this position, but in the recent past few others have written in support of it." Also discusses place of the president as a member of the board of trustees. "Most privately controlled institutions give the president ex-officio membership on the board. Some—like Antioch, Harvard, and Dartmouth—even make him chairman. The pros and cons on these three plans are numerous and complex."

567. COWLING, DONALD JOHN, 1890- . and DAVIDSON, CARTER, 1905- . *Colleges for Freedom: A Study of Purposes, Practices, and Needs*. New York: Harper & Bros., 1947. ix, 180 p. (Authors: (1) President, Carleton College, 1909-1945; (2) President, Knox College, 1936-1946, and Union College, since 1946.)

"This book is a discussion of the problems relating to the four-year college of liberal arts."—Preface. One chapter, "Teachers and Administrator" (p. 92-108), contains discus-

sion of the presidency. "What kind of president does a college need? The answer will depend upon the stage of development the college has reached and will vary with the problems it faces." Considers various types.

568. CREIGHTON, JAMES EDWIN, 1861-1924. The Government of American Universities. *Science*, 32: 183-199, Aug. 12, 1910. Reprinted in *University Control* (No. 560), p. 393-404. (Author: Faculty member, Cornell University, N.Y.)

Refers to earlier discussion by Joseph Jastrow (No. 585). "In spite of the fact that the office of university president has been filled during this generation with gentlemen who have as a class attempted to discharge its duties, not only with fairness and integrity, but in a spirit of patience and consideration for the rights of others, no one can doubt that the system has had its day, and that a change is at hand. It is an anachronism in this modern age, and an anomaly in a democratic country. The arbitrary power of the president has always been a subject of wonder to European scholars."

569. CROSS, GEORGE LYNN, 1905- . Democracy in the Administration of Higher Education. *Coll. & Univ.*, 28: 472-486, July 1953. (Author: President, University of Oklahoma.)

"My discussion of democratic administration of higher institutions of learning will be in reference to the University of Oklahoma. . . . Many college presidents become impatient with the democratic method because progress is made so slowly. Sometimes it seems that the faculty will not solve some of the basic problems of higher education." Gives various illustrations from Oklahoma experience. Conclusion: "These ideas involve acceptance of responsibility, faith in ones fellow beings, and the belief that if one does his best each day, somehow with God's help things will turn out all right. If they can find acceptance in the minds of faculty and administrative personnel, democratic education can become a reality in any institution of higher learning."

570. DAVIS, HARVEY H. The Selection of College Deans. *Jour. Higher Educ.*, 21: 147-148, March 1950. (Author: Dean, Graduate School, State University of Iowa.)

"Some method is necessary in the selection of deans which will assure the president of his prerogative in nominating his lieutenants to the governing board, and will give the faculty of the college concerned an effective voice in the selection of the person whom the president nominates. One method which seems to be effective is presented here."

571. DAY, EDMUND EZRA, 1883-1951. *Administrative Organization of Institutions of Higher Learning. In National Association of State Universities, Proceedings, 1948, p. 47-60, 153-155. Includes extended discussion. (Author: President, Cornell University, N.Y.)*

"At bottom, the primary responsibility of colleges and universities has to do with instruction and research. It follows that, in a very real sense, the function of administration is ancillary, subordinate, or secondary. It is the essential job of the administrator to facilitate the work of the professoriate in teaching and research. Any other conception of the place of administration in academic organization is distorted. But that does not mean that administration does not have very important responsibilities." Presents detailed outline of administrative organization under a president with seven vice-presidents for specific functions, academic organization, and organization of boards of trustees. Discussion following the address concerns especially independence of the chief business officer in reporting directly to the board of trustees, or as a subordinate to the president.

572. DUGGAN, STEPHEN P. "Present Tendencies in College Administration." *National Education Association, Proceedings, 1916; 312-318. (Author: Professor of Education, College of the City of New York.)*

Paper before Department of Higher Education, National Education Association. Reviews earlier conditions in American colleges and universities. "The board usually turned over the whole matter of educational policy to the president, and trusted him to work out the details. Since he was held responsible, he was given great powers. . . . He dictated the policy of the institution, as few of the faculty cared to oppose his wishes unless he were personally very democratic. . . . In few great American corporations was there an individual who had such autocratic power as the American college president." But states that marked improvements have recently taken place. Names numerous institutions where faculty has been given greater voice in determination of university policies. "It must be evident from all that has been stated that the position of the president is nearly everywhere becoming less autocratic, as a result either of legislation or practice."

573. ESSLINGER, ARTHUR ALBERT, 1905-. *Administrator and Curriculum Development. In College Physical Education Association, Proceedings, 1955,*

p. 51-53. (Author: Faculty member, University of Oregon.)

"The key to sound curriculum planning in a college or university is the administrator. In the last analysis everything which transpires in the total physical education program is his responsibility. . . . The relationship of the administrator to curriculum construction may best be clarified by considering it from the standpoint of each of the basic processes of administration." Considers six such bases: planning, organizing, assembling resources, directing, coordinating, and controlling.

574. EUWEMA, BEN, 1904-. *Some Principles of University Administration. Educ. Record., 32: 70-80, January 1951. (Author: Dean, School of Liberal Arts, Pennsylvania State College.)*

"I shall begin this analysis of university administration by enunciating ten axioms. If these first principles can achieve acceptance, the detailed principles of administration can be deduced from them rather easily." Samples: "(2) The university administrator should be a member of the faculty and sympathetic to the faculty point of view; (7) the best thing an administrator can do is to appoint good people and then leave them alone; (10) The administrator possesses his great power for only one purpose: to weld the faculty and students together into an integrated group with a common purpose and a common sense of direction."

575. FAULKNER, DONALD. *Principles of College Executive Action: The Responsibilities of the College President. Jour. Higher Educ., 30: 266-275, May 1959. (Author: Vice President for Administration, Western Reserve University, Ohio.)*

"The president's job in the American college and university is one of the most complex and most difficult to perform of all the positions of trust in the active life of the nation." States and discusses 23 principles. "These 23 statements of principle dealing with the responsibilities of the college president present a consistent picture of the executive branch of administration. Taken together, they represent a point of view which is consistent with the democratic philosophy of education acceptable to a broad cross section of American educational leadership."

576. FELLOWS, GEORGE EMORY, 1858-1942. *College Methods and Administration. I. Some Details of College and University Administration. Educ., 27: 1-9, September 1906. (Author: President, University of Maine.)*

Distinguishes sharply between a university and a college, and different types of each, with resultant variations in duties and responsibilities of their presidents. "By no means the least important task of the administration (we might as well say president) of a university is the search for, and selection of, suitable men for the widely differing lines of work." Discusses the different problems in different departments, such as Latin or Mathematics in comparison with Engineering or Agriculture. "The university president can afford fewer personal prejudices than can the head of a college. . . . In a way his forced exemption from the smaller details of his institution holds him aloof from faculty and student body. The personal element is thereby lessened." Discusses also the unpleasant duty of occasional dismissals. "One strong reason for the existence of an individual executive officer is that there must be someone to assume the responsibility of necessary dismissals."

577. FOSTER, WILLIAM TRUFANT, 1879-1950. Faculty Participation in University Government. *Sch. & Soc.*, 3: 594-599, Apr. 22, 1916. (Author: President, Reed College, Oregon.)

Quotes the Constitution of Reed College, adopted by unanimous vote of the Board of Trustees, providing for faculty participation, followed by discussion of the advantages of the new plan for the president. "The plan is all that a president should desire. It provides unhampered opportunity for leadership, and clearly defines his obligations. If he fails, year in and year out, to carry the faculty with him, he knows it; the trustees know it; everybody knows it; the question of leadership is not confused; it is clearly his duty to resign. . . . Most important of all, he knows that the results of his labor are more durable than those of a dictator because they are the outcome of group activity."

578. FOX, DIXON RYAN, 1887-1945. The Small College and Liberal Learning. *Sch. & Soc.*, 40: 505-512, Oct. 20, 1934. (Author: President, Union College, New York.)

Inaugural address as 12th president of Union College. "There is probably no form of self-expression more treacherous than the inaugural address. The inherent premise, the one article which requires no proof, is that nothing which the speaker says has yet been measured in his practice. His testimony rests on vague impressions gained from a distant view, and he speculates upon the future without the rectifying glass whose lenses time and trial alone can grind for him."

579. HILL, ALBERT ROSS, 1869-1943. Democracy in the University: Shall Full Power Go into the Hands of the Faculty, and the President Be Selected by the Faculty? In National Association of State Universities, *Proceedings*, 1916, p. 177-195. Includes extended discussion. (Author: President, University of Missouri.)

"Election by the faculty would doubtless result everywhere in the virtual abandonment of the office of president as we know it in this country, and the substitution of the position of Chairman of the Faculty, a system long tried at the University of Virginia, and tried or several years at the University of Missouri. In both instances it resulted in such departmental and professorial individualism that the faculty as a body lost influence and power, and constructive and progressive educational policies on the part of the entire institution became all but impossible of achievement." Discusses various possible ways of making the administration more nearly democratic. Quotes extensively and approvingly a three-fold statement on the essential functions of a university president by Arthur Lefevre, sometime Secretary for Research of the Organization for the Enlargement by the State of Texas of Its Institutions of Higher Education. President Hill's paper occupies 9 pages, while 10 pages are given to discussion of it by Presidents Farrand of Colorado, Campbell of Oregon, Thompson of Ohio State, Benton of Vermont, and McVey of North Dakota, and by Deans Birge of Wisconsin, and Miller of Missouri.

580. HILL, CLYDE M. The College President and the Improvement of College Teaching. *Educ. Adm. & Sup.*, 15: 212-222, March 1929. (Author: Professor of Secondary Education, Yale University.)

"Perhaps the best way to discover just how seriously colleges are at work on the problem of improving instruction is to find to what extent college presidents and deans recognize the value of professional training for college teaching and just how they are attacking the specific problems of teaching." Summarizes in 16 tables replies from 99 liberal arts colleges and universities. "With only three exceptions, the presidents and deans reporting expressed their desire to increase the amount of professional training required of college teachers."

581. HOTCHKISS, WILLIAM OTIS, 1878-1954, Administering the Faculty. *Jour. Eng. Educa.*, 28: 96-100, October 1937.

(*Author*: President, Rensselaer Polytechnic Institute, New York.)

"Administering a faculty is not essentially different from managing a large business in which there are many men of exceptional ability. . . . The cultivating and stimulating of this spirit of teamwork in the faculty, the student body, the alumni, and the trustees, I consider to be the chief job of one who is to administer most successfully an educational institution."

582. HYDE, WILLIAM DEWITT, 1858-1917. *The College Administrator and the College Instructor. Nation*, 103: 434-435, April 1920. (*Author*: President, Bowdoin College, Maine.)

Discusses especially the responsibility of the president for choice of faculty members. "An experienced college president consigns all applications to the wastebasket, and declines with thanks the offered aid of agencies. He does not leave departments or heads of departments to make their own selections. . . . Selecting a professor is almost as solemn an act as taking a wife, and in these days of increasing divorce often involves more permanency."

583. JASTROW, JOSEPH, 1863-1944. *The Academic Career as Affected by Administration. Science*, 23: 561-574, Apr. 13, 1906. (*Author*: Faculty member, University of Wisconsin.)

"It needs no discernment to discover that the actual and authoritative government of our colleges and universities does not rest with the faculties thereof; it rests with the president and board of trustees. . . . It seems difficult for our civilization to foster the type of man who has authority, but finds the highest use of this possession in the restraint thereof, holding it in check for an emergency. Why have authority, if not to exercise it freely and conspicuously!" In considering the relation of the board of trustees to the president, says: "The board in framing its edicts looks to the president as the source of initiative; sets great store by the president's approval; follows his lead in determining academic sentiment or university needs; awards medals of gold or silver or bronze, or dismisses with honorable mention or without it, in accordance with his verdicts; decides what shall be done first and what last and what not at all, largely according to his judgment or preference. In all this it depends, as a rule, wholly upon the temperament of the president, whether he consults or does not consult faculty opinion." Discusses extensively the "types of questions and interests that require consideration in university af-

airs," and responsibility of various individuals or groups of individuals for dealing with them most effectively.

584. ———. *Academic Aspects of Administration. Pop. Sci. Month.*, 73: 326-339, October 1908. (*Author*: See No. 583.)

"We, the American people, have developed or accepted a type of university administration, to which there is no close, hardly a distant, parallel elsewhere. On a former occasion, having in mind the somewhat harsher aspects of the system, I called it government by imposition. . . . the more acceptable term, externalism. . . . Such externalism of government more than any other single influence has brought about the growth of another peculiarly American institution—the university president. I need not enlarge upon the heroic proportion which this majestic figure has assumed among us. It has led a professor, sympathetic with the present plan, to say that the American university has a Brobdignagian president and a Lilliputian faculty. . . . European universities have a constitution that might have come from some American political theorist: American universities are as though founded and fostered in the bourne of aristocracy. The American university president . . . is a ruler responsible to no one whom he governs, and he holds for an indefinite term the powers of academic life and death." Regarding salaries: "A President would not be injured though he might be pained by having his salary reduced to that of a professor." Quotes numerous other individuals to support his generally critical appraisal of the university presidency.

585. ———. *The Administrative Peril in Education. Pop. Sci. Month.*, 81: 485-515, November 1912. Reprinted in *University Control* (No. 560), p. 315-348. (*Author*: See No. 583.)

"The data and arguments of this presentation in part overlap the scope of two addresses to educational assemblies. The first was delivered to the Trustees Conference held in connection with the inauguration of President James at the University of Illinois (October 1906), and was published in the proceedings reporting the exercises of that occasion, and also in *Science*, April 13, 1908. The second was delivered at the Collegiate Conference in Commemoration of the 75th anniversary of Oberlin College, June 24, 1908, and was published in *Popular Science Monthly*, October 1908."—Introductory footnote. (These two earlier addresses are not included in this bibliography). "The one paramount danger, the most comprehensively unfavorable factor affecting ominously the prospects of the higher education . . . is the undue dominance of administration; in policy, in measures, in per-

sonal relations, in all the distinctive interests of education, and the welfare of ideas and ideals. What is imperiled most directly is the academic career: its worth, its services, its security, its satisfactions, its attractiveness to the higher types of man." For comment, see No. 600.

586. JESSE, RICHARD HENRY, 1853-1921. Presidents and Faculties in State Universities. *Educ. Review*, 44: 1-12, June 1912. (Author: Former President, University of Missouri.)

Refers to a half dozen earlier articles since 1906 concerning functions and relations of presidents and faculties of universities. "A president that does not crave constant guidance from his colleagues is not qualified for his place: one that does not have frequent faculty meetings, with freedom of speech, makes a blunder." Recommends that university presidents should "not be of the pastor type" but "constructive leaders. . . Such men are specially fitted to lead state universities. Educational chess-players, the detractors may call them; but, in truth, they represent education shot thru with statesmanship."

587. KENT, WILLIAM. The Ideal University Administrator. *Science*, 28: 8-10, July 3, 1908. (Author: Faculty member, Syracuse University, New York.)

Occasioned by "the recent controversy in Syracuse University." States that "it is a symptom of a disease which to some extent is common in many universities, that is, the government of a university by a single autocrat, supported in power by a body of absentee trustees who are not educational experts." Concludes that "the best system for a university is neither the boss nor the czar system, but the democratic system; not mob rule, but a carefully planned system of representative government." Lists 10 major responsibilities in the operation of a successful university and outlines a "form of organization which will best secure the desired result."

588. KIMBALL, DEXTER SIMPSON, 1865-1952. Faculty Aspects of University Administration. *Jour. Eng. Educ.*, 24: 129-134, October 1933. Extracts in *AAUP Bull.*, 20: 300-312, May 1934. (Author: Dean, College of Engineering, Cornell University, New York.)

Describes the success of faculty cooperation in management of Cornell University. "When the present president, Dr. Livingston Farrand, was selected, the three faculty representatives

were members of the committee charged with recommending men for the position. . . . The position of president in a great university is one of the most difficult and trying tasks. Whatever other relations may be established between the board and the faculty, he necessarily must remain the most important intermediary between the two groups. To be successful, he must enjoy the confidence of both groups."

589. KIRKPATRICK, JOHN ERVIN, 1860-1931. *The American College and Its Rulers*. New York: New Republic, Inc., 1926. viii, 309 p. (Author: Faculty member, University of Michigan.)

Contains three chapters: "The Pertinent Question—Why the College President?" (p. 240-247); "An Office for the Superman—Defeating the Executive" (p. 248-266); and "Beyond the President—Home Rule for the College" (p. 299-304); all directly bearing on the presidency. Generally critical of the presidency which is considered evolutionary and transitional, with a better plan in prospect. "Why a president? Why a dictatorship? Why an autocracy in the college? Why a one-man government? Why should the president be the college? Why should one learned man be set to govern his peers? . . . Why a deadening dictatorship instead of a fertile fraternity? . . . Some day, early or late, the responsibility for its own affairs will be placed where in reason and justice it belongs, and where in experience it must rest if our educational institutions are to educate."

590. LANGDON, HERSCHEL G., 1905-. What I Would Do If I Were a College President. *Sci. & Soc.*, 34: 249-252, Aug. 22, 1931. Same, condensed, in National Education Association, *Proceedings*, 1931, p. 65-67. (Author: Member of senior class, State University of Iowa.)

Address before National Education Association, General Session, Los Angeles, 1931. "If I were a college executive, I should consider the selection of a faculty my most important duty. . . . Once having selected a faculty, I should consider it my duty to let the professors alone. . . . There should be less emphasis on administration and more on teaching. . . . In my college I should expect to have professors who would be more than scholars—to their students they would be intimate friends rather than cold intellectual gods. . . . In my college I should expect the emphasis to be placed on culture rather than upon skills and vocations."

591. A Letter a College President Might Write. *AAUP Bull.*, 31: 628-631,

Winter 1945. (*Author*: "An American professor in an Eastern university.")

Discussion of the desirability of nondiscrimination against a well-qualified candidate for a professorship on account of membership in a "racial or religious minority."

592. McCORMICK, EDGAR L. Telling the Dream: A Letter to the New College President. *Assoc. Amer. Coll. Bull.*, 39: 640-644, December 1953. (*Author*: Head, Department of English, Bethany College, West Virginia.)

Attempts to present viewpoint of college faculties toward new presidents, emphasizing their responsibility for maintenance of religious activities and true religious spirit on the campus. Conclusion: "His greatest responsibility is to lead a team of scholars and administrators that is truly Christian. Only in this way can the dream be told."

593. McLEAN, MALCOLM SHAW, 1893-. The Role of the Administrator. In French, Sidney J.: *Accent on Teaching: Experiments in General Education* (New York: Harper & Bros., 1954), p. 287-296. (*Author*: Professor of Education, University of California, Los Angeles Campus.)

"The role of the administrator in helping his teachers to find and make use of effective techniques for General Education is vital. . . . In what follows I shall summarize in composite form what appear to me to be the best administrative practices." Discusses provision of intercommunication, physical facilities, diagnostic testing and counseling, research and evaluation, and recognition for accomplishment.

594. MAYHEW, LEWIS B. Shared Responsibility of the President and the Dean. *North Central Assoc. Quart.*, 32: 186-192, October 1957. (*Author*: Dean, Michigan State University.)

Paper presented at Presidents' Workshop at meeting of North Central Association, Chicago 1957. Lists many duties and responsibilities of the president, particularly with reference to the board of control and the public, and 13 specific duties of the dean. "On the face of these two specifications . . . there would seem to be no major difficulties in effecting a division of labor—a sharing of responsibilities between the chief administrative officer and his chief assistant. However, the emergence of both officers is not yet completed and frequently major dislocations occur. It is my purpose to analyze some of the sources of difficulty and then to suggest some ways that they might be overcome." Considers four ma-

ior types of difficulties, the collegiate organization structure, personnel problems, ignorance, and personal differences.

595. MORRIS, ROBERT T. A University President. *Jour. Educ.*, 82: 511-512, Nov. 25, 1915. (*Author*: A physician, retiring as a trustee of Cornell University.)

"The value of a teaching institution depends largely upon the number of men who are disagreed with each other, each one of whom is confident that things are as they are from his point of view. . . . The stronger the institution and the larger the number of men who are disagreed with each other, the more diplomatic must be the man at the helm who guides the destiny of the institution as a whole." Discusses the various qualifications and characteristics of a successful president, including the "possession of a gracious, wise, and diplomatic helpmeet, who disputes the theorems of those geometricians who assume that one half cannot be larger than another half."

596. NEILSON, WILLIAM ALLAN, 1869-1946. From the Point of View of a Professor Turned President. *PMLA*, 40: Appendix, p. xlii-liv, March 1925. (*Author*: President, Smith College, Massachusetts.)

Presidential address at annual meeting of the Modern Language Association of America, New York, December 29, 1924. "The supreme task of the executive in the American college and university is that of selection of staff. The thousand and one other concerns in which he must engage . . . are negligible in comparison with the choice of the men and women on whom finally depends the success of his institution in the accomplishment of the main task of education." Discusses relative desirability of the teacher and the scholar as a faculty member. Quotes a university professor: "This is a university, not a normal school." Also discusses the relations of the faculty to the administration and to the trustees.

597. PENROSE, STEPHEN BEASLEY LINNARD, 1864-1947. The Organization of a Standard College. *Educ. Review*, 44: 119-127, September 1912. (*Author*: President, Whitman College, Washington.)

Paper before Conference of Colleges of the Interior, Springfield, Missouri, April 25, 1912. Quotes advice of President David Starr Jordan to him as a young college president-elect: "I have one piece of advice to give you: never hold a faculty meeting." Discusses three major criticisms of American colleges

and his methods for developing an effective educational organization, with minimum dependence on faculty meetings.

598. Peril in Academe: A Tale for Heads. *AAUP Bull.*, 26: 461-470, October 1940. (Author: Anonymous. "A College President.")

Tells of being shot and wounded by a disgruntled professor just dismissed by the Board of Trustees. Quotes letters from four other educators commenting on his experience. Conclusion regarding responsibility of the president for maintaining a competent staff: "To discourage those from continuing in this work who, during a period of trial, are proved not fitted for it is the great responsibility of our profession."

599. PRICE, HUGH G. Role of the Administration in Excellent Teaching. *Jun. Coll. Jour.*, 24: 37-42, September 1953. (Author: Director, Ventura College, California.)

"The administrator and the teacher have interdependent roles to play in the learning process which takes place in our American junior colleges. As a result, they must work together in harmony." Discusses responsibility of the administrator for developing a "climate" for teaching, developing a sense of financial security, providing facilities and supporting services, developing inservice training, and selection of staff.

600. The Professor and the Machine. *Nation*, 95: 476-477, Nov. 21, 1912.

Editorial comment on article by Joseph Jastrow (No. 585). "Professor Jastrow . . . gives . . . a somewhat rambling but on the whole decidedly impressive survey of the question. The article has a striking collocation of opinions from many sources, which serves to reveal how far the evil of excessive systematization, undue control, and unnecessary concentration of power has been felt by serious observers of our universities. . . . But after all, as we have said, this undue exaltation of the presidency is not the essential matter. It is but the outward and visible sign of something that lies far deeper."

601. QUIGLEY, HAROLD SCOTT, 1889- . Faculty-Administration Relations in a College of Liberal Arts. *Sch. & Soc.*, 36: 264-268, Aug. 27, 1932. (Author: Professor of Political Science, University of Minnesota.)

Includes a section, "Position of the President," outlining his relations to faculty and to board of trustees. "The faculty should be coequal with the administrative officers in the determination of educational policy; in

this field the president should not control, but be first among equals. . . . It is incumbent upon a president to maintain standards of scholarship and discipline without exception."

602. ROBERTSON, DAVID ALLAN, 1880- . The College President's Responsibility for Good Teaching. *Assoc. Amer. Coll. Bull.*, 22: 538-540, December 1936. (Author: President, Goucher College, Maryland.)

"Owing to the courtesy of Goucher College teachers, I have visited the classes of several instructors. I have been unable to accept all the invitations which I have received. My experience here makes me feel it is possible for a college president to visit the classes of his colleagues."

603. ROWLAND, LLOYD W., 1902- . The College President as Teacher. *Assoc. Amer. Coll. Bull.*, 32: 566-568, December 1946. (Author: Director, Louisiana Society for Mental Healing.)

A good brief statement of the advantages and disadvantages of the college president teaching one or more courses. "By and large, it seems that whether or not the college president teaches should be determined experimentally."

604. SABINE, G. H., *Chairman*. The Place and Function of Faculties in University and College Government. *AAUP Bull.*, 24: 141-150, February 1938. (Author: Professor of Philosophy, Cornell University, New York.)

"The present Committee T is convinced that the experience of the last twenty years has reinforced the wisdom of those principles of university government." (See earlier report by J. A. Leighton, No. 618.) "In the present report, Committee T will indicate briefly the type of solution most commonly tried for each of the major problems created in its earlier reports." Includes consideration of "Faculties in Relation to Presidents and Deans" (p. 144-146). For other reports by this Committee, see Nos. 220-225.

605. SCHURMAN, JACOB GOULD, 1854-1942. Faculty Participation in University Government. *Science*, 36: 703-707, Nov. 22, 1912. Reprinted in *University Control* (No. 560), p. 474-482. (Author: President, Cornell University, New York.)

Extract from annual report of president to trustees of Cornell University. "The present

government of American universities and colleges is altogether anomalous. The president and trustees hold the reins and power and exercise supreme control, while the professors are legally in the position of employees of the Corporation." Outlines a plan for faculty representation on the Board. "The President recommends that the foregoing scheme for taking the professoriate into partnership with the trustees in the government and administration of the University . . . be adopted by the board of trustees at the earliest practicable date."

606. SHANNON, GEORGE POPE, 1892- . . . Administrative Policies and Faculty Effectiveness. In American Conference of Academic Deans, *Proceedings*, 1951, p. 23-34. (Author: Associate Secretary, American Association of University Professors.)

Analyzes difficulties, aside from academic freedom, in some 50 cases referred to the Association by professors claiming mistreatment by administration. Discusses administrative actions "which can only be described as outrageous or contemptible" and faculty actions "incredibly stupid, or ignorant, or cowardly, or unprincipled, or just cantankerous."

607. SHEFFIELD, EDWARD FLETCHER, 1912- . . . The Allocation of Administrative Responsibilities in the Liberal Arts College. *Coll. & Univ.*, 26: 236-246, January 1951. (Author: Registrar and Director of Student Personnel Services, Carleton College, Ottawa, Canada.)

Describes principles involved, areas of activity, administrative officers chiefly involved, and groups concerned. Gives a diagram showing a proposed allocation of major and minor responsibilities among the president, dean, registrar, and bursar.

608. The Small College and Its President. *Pop. Sci. Month.*, 84: 449-456, May 1914. (Author: "By One of Its Professors.")

"The trouble that affects our college and other colleges of its class is one that cannot be cured by the excision of this or that diseased part. . . . Only by a rebirth can it be saved. . . . Between the faculty, with its ideal of scholarship, and the trustees with their ideal of commercialism, stands the president of the college. . . . The college president is in fact an autocrat and the college polity is largely the reflection of his individual will. . . . The fact that the president is not himself a teacher tends to widen this breach between his faculty and himself." Discusses various reasons under the existing system for

failures of the president. "When one college shall have adopted the plan here suggested of transferring to the faculty the functions that are rightfully and naturally theirs, and limiting both trustees and president to their natural functions, a new and brighter era will have begun in the history of American education."

609. SNYDER, FRANKLYN BLISS, 1884-1958. The Faculty and University Administration. *AAUP Bull.*, 25: 295-308, June 1939. (Author: Vice-President and President-Elect, Northwestern University.)

Address at annual meeting of American Association of University Professors, Chicago, December 27, 1938. A thoughtful discussion of the interrelationship of faculty, president, and trustees. "The traditional link between the two groups, the accepted Watson officer is, of course, the president who sits with both trustees and faculty, interprets each to the other, and must see to it that the current of ideas does actually flow in both directions. The power and responsibility resting on the president by virtue of this unique position are so great that when an institution attains unusual distinction the president properly receives the major share of the praise." Gives several examples. Suggests desirability of occasional joint meetings of faculty and trustees.

610. STEVENSON, JOHN JAMES, 1841-1924. University Control. *Pop. Sci. Month.*, 61: 396-406, September 1902. (Author: Faculty member, New York University. "The author has been a college professor for 33 years.")

Chiefly devoted to consideration of greater freedom for faculty members and responsibility for share in university control in matters of policy. Some consideration of the place of the president. "Unfortunately, very few of our college presidents have taken a preliminary course to qualify them for the position. Indeed, it must be confessed that ability to superintend educational work has not been regarded in all cases as the essential prerequisite. . . . The educational head of the university should be one who has studied the educational problem from all sides; not necessarily a great scholar in any one department, but a broad scholar, possessing tact and executive force." Conclusion: "American colleges and universities have outgrown their swaddling clothes; no amount of patching can make them fit; the new garments must be of different cut and of different material."

611. STONE, DONALD CRAWFORD, 1903- . . . Perspectives of a President on the Rights, Responsibilities, and Relation-

ships of a College Faculty. *Educ. Record*, 37: 285-291, October 1956. (Author: President, Springfield College, Massachusetts.)

Discusses three aspects of faculty responsibility: "(1) A belief that the prerogatives of faculties must be rigidly protected against encroachments by the 'college administration' and trustees; (2) an assumption that the delegation of final authority for decisions on general administrative matters to faculty organs is democratic; and (3) a notion that every faculty member should share in all decisions, or should have representation in the making of such decisions."

612. SULLIVAN, RICHARD H. *Administrative-Faculty Relationships in Colleges and Universities. Jour. Higher Educ.*, 27: 309-326, 340, June 1956. (Author: President, Reed College, Oregon.)

Report of a 3-month study, under a grant from Carnegie Corporation of New York, based on visits to 18 colleges and universities. "I tried to learn something about the patterns of administrative-faculty relationships. What has determined them? To what extent are they historical and evolutionary? In what ways is change possible or indeed necessary because of current personalities or philosophies? Is each set of such patterns peculiar to an institution or are there common elements in all or many colleges?" Reports impressions and judgments on these questions. States at some length five factors involved in "the peculiar nature of the college administrator's position and duties."

613. SUPER, CHARLES WILLIAM, 1842-1939. *College Tyranny. Netton*, 84: 540, June 13, 1907. (Author: President, Ohio University.)

"I refer to the tyranny of college presidents. I have reason to believe that the heads of quite too many institutions not only determine its general policy, but also interfere in the work of the departments." Cites several examples of arbitrary dismissal of professors by presidents. "It is a curious anomaly that while the tendency of the times is in the direction of a broader democracy, it has not made itself felt to any appreciable extent in our higher education."

614. SWARTHMORE COLLEGE FACULTY. *An Adventure in Education: Swarthmore College under Frank Aydelotte*. New York: The Macmillan Co., 1941. xii, 236 p.

"This book is the record of an experiment in higher education. The experiment has proved a notable one" for 19 years, under the

leadership of Dr. Aydelotte. Thirteen chapters describe different phases of the program. Chapter 14, "The Role of Administration" (p. 204-221), includes discussion of the relationship of the board of trustees, the administration proper, and the faculty. The president "must keep an eye on every aspect of its multifarious activities. . . . He cannot escape the task of supervision and coordination. . . . When one considers the heavy demands upon college presidents. . . one realizes why good college presidents are so rare." States that "the relation between President Aydelotte and his faculty has been one of steady and sympathetic cooperation, combined with a practical, if not always clearly defined, division of functions."

615. THOMAS, FRANK WATERS, 1878-. *What Is Democracy in Administration? In American Association of Teachers Colleges, 21st Yearbook*, 1942, p. 5-13. (Author: President, Fresno State College, California.)

"The most important and most acute problem in administration is the determination as to what responsibilities may be most appropriately and effectively shared with the staff. At one extreme stands the administrator who is afflicted with delusions of omniscience and who feels that he must have his finger directly on every detail. . . . At the other extreme is the situation, sometimes found in large universities, in which there has been such decentralization of responsibility that the institution no longer has unity of character or program." Discusses community relations, leadership, faculty morale, student morale, and states four criteria for judging good administration.

616. TRIPPET, BYRON KIGHTLY, 1908-. *The Role of the Faculty in College Administration. AAUP Bull.*, 43: 484-491, September 1957. (Author: President, Wabash College, Indiana.)

"The line between administration and faculty at Wabash is a thin and wobbly line. . . . While we have lamentable examples of presidents and boards of trustees who regard the professor as a hired hand. . . we have even more examples of faculty attitudes toward administrative officers and trustees which are just as lamentable and no more easily justified." For corrections of certain factual data used, see W. C. Bella, *AAUP Bull.*, 43: 652-653, Dec. 1957.

617. *University Control. Dial*, 52: 451-453, June 16, 1912.

Editorial comments on J. M. Cattell's article (No. 559). "It is our belief that such a university is possible, and that, when once brought into being, it would do away with

many evils, while its efficiency in the higher sense would be made so manifest that many others would hasten to copy its example."

618. University Government. *Educ. Review*, 60: 83-85, June 1920.

"The purely business man finds it extremely difficult to catch the point of view or feel the atmosphere of the university. He is, too, essentially militaristic in his modes of control, and this attitude has in the past been responsible for much controversy and unrest in university circles. We are now gradually passing beyond such autocratic days, and the academic world—trustees, presidents, deans, and departmental heads—is rapidly becoming democratized." Summarizes and comments very favorably on five major recommendations of the "Committee on University Government" (J. A. Leighton, Chairman), of the American Association of University Professors, including a recommendation for "an official voice on the part of the faculty in the selection of the president." For comments, see No. 604.

619. WEEKS, IRA DELBERT. The Plus in Developing Faculty Morale. *Coll. & Univ. Bus.*, 22: 17, June 1957. (Author: President, University of South Dakota.)

"Much can be accomplished to make college teaching more attractive if a friendly atmosphere prevails on the campus. The president is a tremendous influence toward creating such an atmosphere if he so wishes."

620. WEST, ANDREW FLEMING, 1853-1943. The Changing Conception of the Faculty in American Universities. In *Association of American Universities, Proceedings*, March 1906, p. 65-75. Includes brief discussion. (Author: Dean, Princeton University.)

"The profound change, then, in progress in our faculties is the relation of the faculty to the president." Considers three possible plans—"that the president, as the responsible head, should initiate all important measures of educational policy . . . dual control by the president and faculty . . . the idea of faculty ascendancy."

621. WILDMAN, CLYDE EVERETT, 1889-1955. A President's View of Faculty-Administration Relations. *AAUP Bull.*, 26: 350-357, June 1940. (Author: President, DePauw University, Indiana.)

Address at regional meeting of American Association of University Professors, Chicago, December 2, 1939. Quotes U.S. Commissioner of Education Studebaker on the successful administrator: "If you want to succeed, never attempt the impossible and always cooperate

with the inevitable." Presents and discusses four principles: "Faculty, trustees, and administration must jointly create an atmosphere of good will and cooperation in which the execution of the hardest task becomes a joy. . . . A second aim of the administration should be to help fight the battle for academic freedom and tenure. . . . The third thing that I should like to suggest is that the administration should lead the way in the actual practice of the democratic ideal. . . . In conclusion, I should like to suggest cooperation between the faculty and the administration in projecting a constant study of the problems of higher education."

622. WOODBRIDGE, HOMER EDWARDS, 1882-. A Portrait of an American University. *Educ. Review*, 70: 11-16, June 1925.

"I propose to draw a picture, truthful and impartial so far as I can make it, of an American university. . . . I wish to describe the institution which I shall call the University of Acrosta . . . in the town of Lagado." A Utopian description of many aspects of this idealized university. "The government of the university is a sort of oligarchy tempered by monarchy; it is something like the government of Japan. The powers of the president are very great, but no one seems to know what are their exact limits. There is a group of 'Elder Statesmen' who exercise enormous influence. They, with the president, determine university policy; they control the important committees. Faculty meetings are comparatively infrequent and there is seldom any real debate."

See also Nos. 1, 30, 32, 34, 37, 43, 44, 45, 46, 49, 50, 53, 56, 57, 59, 60, 62, 65, 68, 73, 75, 110, 112, 132, 136, 137, 141, 148, 157, 158, 160, 168, 173, 177, 183, 191, 202, 206, 220, 221, 222, 223, 224, 225, 281, 286, 303, 316, 317, 318, 319, 320, 322, 325, 326, 328, 333, 334, 337, 338, 339, 342, 348, 357, 362, 367, 370, 371, 385, 387, 397, 399, 401, 411, 412, 417, 418, 422, 430, 433, 438, 439, 440, 444, 446, 455, 456, 459, 462, 463, 464, 465, 468, 473, 474, 485, 487, 488, 511, 512, 519, 520, 528, 536, 627, 629.

6. To Students

623. BAER, JOHN WILLIS, 1861-1931. Shall the Executive Teach? *Assoc. Amer. Coll. Bull.*, 1: 92-97, 1915. Report of First Annual Meeting of the Association, January 14-16, 1915. With discussion following by Pres. Donald J. Cow-

ling and President C. N. Steffens (p. 98-104). (Author: President, Occidental College, California.)

"I still believe that the president of a college should teach some. . . . We are not overworked, but we are over-occupied. There is a big difference. . . . Some of us must revise our methods, enough to find time for some teaching. . . . The college is more than an institution, it is an influence." Discussion following considers desirable and necessary qualifications of a president and possible methods of preparation for the presidency.

624. "Burdens of College Presidents." *Science*: 28: 729-730, Nov. 20, 1908.

Quotation from *New York Evening Post* on President Eliot's impending retirement from the presidency of Harvard University. States that "Mr. Eliot towers above all other college presidents and is the foremost American citizen. The magnitude of his office is such that it would be a most difficult task to fill it, had it been held by a man of far smaller intellectual calibre." Deplores necessary lack of closer contact with student body. "Close relations with it have been humanly impossible; all one could ask was the necessary intercourse with the leaders of the teaching staff of only 566 persons."

625. RICHMOND, JAMES HOWELL, 1884-1945. The Place and Function of Administration in Education. In Kentucky. University. *Proceedings of the Fifteenth Annual Education Conference* (Bulletin of the Bureau of School Service, Vol. 11, No. 2, December 1938), p. 41-48. (Author: President, Murray State Teachers College, Kentucky.)

"The president must first have a full understanding of the aims and objectives of his institution. . . . Too frequently he is unable to see the forest for the trees. No man is a good administrator who cannot, with confidence, allot a certain measure of authority to his subordinates." Discusses relation of the president to his board of control, to faculty, to students. "One of the most important and delightful administrative responsibilities of a college president is that of making personal contact with the student body. . . . I like my job as 'father confessor' to 900 college students, scores of whom come to me every week to talk with me as confidentially and as sincerely as they would with their own fathers."

626. STARBUCK, EDWIN D. Centralized Authority and Democracy in Our Higher Institutions. *Pop. Sci. Month.*, 77: 264-273, September 1910. (Author: Professor, State University of Iowa.)

"There can be no question that American universities and college are highly centralized in respect to their organization and control. . . . Practically the power centers in a president and faculty. . . . Our chief consideration at this time, however, is that students have almost no voice in the control of the institution they attend, little feeling of responsibility for its destiny. . . . There are four or five causes that have brought about too great a centralization of authority in the hands of president and faculty, and along with it a cleavage of interest of faculty and student body until they stand off from one another in a relationship that is not wholesome for either." States and discusses these reasons at some length. Discusses various methods for developing closer relations between students and faculty and administration. "Do I dare say aught in this place about college presidents? If so, it would be in the 'spirit of sweet charity.' They have had their temptations and trials; they are subject to weakness of the flesh; they have been battered and buffeted, and whatever is said about them must be spoken in kindly sympathy. They are not vicious, they are not 'exploiters of genius,' they are not worshippers at the shrine of mammon, nor devotees of the God Thor with his symbol of the arm and hammer; they are just human."

627. STEARNS, SAMUEL NOWELL, 1900-. Creative Administration. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1942, p. 84-90. (Author: President, Grinnell College, Iowa.)

"There are a great many people in Washington today who believe that College and University Presidents are far more concerned with preserving their institutions than they are in trying to find ways and means of being useful in war. We know that this is not the case. . . . College and university administrators face a most difficult situation. They deserve the intelligent cooperation of trustees and faculties. . . . The educational administrator has to deal today, as always, with three very demanding groups—his student body, his faculty, and his board of regents. "How may creative administration be achieved?" Gives three answers: By serving our day without yielding to it, by using the current crisis to reevaluate his entire institutional operation, and by making his institution socially effective.

628. THWING, CHARLES FRANKLIN, 1858-1937. The College President and the Undergraduate. *Harper's Weekly*, 53: 81, Feb. 6, 1909. (Author: President,

Western Reserve University and Adelbert College, Ohio.)

"The offices of not a few college presidents are harder to reach than the office of the President of the United States." Gives several examples. States that "It requires no argument to prove that the college exists . . . for the sake of the students themselves. . . . The nature of the relation of the college president to the undergraduates is, I think, summed up in the great word 'friend.'" Gives several examples of outstanding friendly college presidents. "To the elements of courtesy, simplicity, and sympathy should be added in this college friendship a third, the element of inspiration."

629. WHISTON, HENRY M., 1889-
The Future of the College Presidency: Some Serio-Comic Observations on the Head Man and His Maneuvers. *Coll. & Univ. Bus.*, 17: 30-31, November 1954. (Author: President, Brown University, Rhode Island.)

Abstract of Founders Day address at Union College, New York, February 1954. "The range of activity that may properly be called the function of a president has become so vast that no one man can discharge all the duties that could reasonably be assigned to the office." Discusses hazards of the presidency, its scholarship requirements, and relations to students and faculty. "The president of the future will not be close to the students."

See also Nos. 1, 28, 30, 46, 49, 59, 60, 64, 68, 73, 110, 182, 183, 316, 317, 319, 320, 328, 333, 338, 342, 348, 349, 357, 362, 370, 383, 388, 399, 408, 410, 412, 417, 418, 430, 440, 444, 446, 455, 456, 459, 460, 462, 463, 468, 469, 472, 485, 487, 557, 561, 608, 667.

7. To Alumni

630. MORRIS, ROBERT TUTTLE, 1857-1945. Problems of University Administration. *Educ. Review*, 50: 458-470, December 1915. Reprinted from *Cornell Alumni News*, date not stated. (Author: Retiring alumni trustee, Cornell University.)

"During the past ten years I have observed with interest your President's ready adaptability to such complicated adjustments as those which belong to a great institution with the double responsibilities of state support and of endowed foundation. . . . The alumni may appreciate our own president more fully, perhaps, if I take up, for the

purposes of review, some of the requirements and responsibilities belonging to a university president." States and discusses several, including scholarship, diplomacy, and speaking ability. "On at least two occasions that came to my knowledge, when the presidency of an institution hung in the balance, the Board of Trustees discuss very gravely the fine characteristics of two prospective president wives. Unending social functions . . . leave us in no doubt about the nature of a symphony in which two voices lead."

631. STOVER, WEBSTER SCHULTZ, 1902-
Alumni Stimulation by the American College President. New York: Bureau of Publications, Teachers College, Columbia University, 1930. 127 p. (Teachers College Contribution to Education, No. 432.)

Doctoral dissertation at Teachers College, Columbia University. "The purpose of this study is to trace the trend of alumni stimulation by the American college president from 1636, the date of the founding of Harvard University, to 1928. The study is confined specifically to the 236 colleges and universities on the 1928 approved list of the Association of American Universities." Organized in three periods: 1636-1821, 1821-1898, 1898-1928. "Published annual reports of the presidents constitute the main source of data." Bibliography, 177 President's Reports and 182 other references.

See also Nos. 84, 87, 49, 50, 60, 68, 73, 110, 148, 183, 206, 286, 326, 353, 349, 413, 417, 418, 430, 444, 446, 456, 487, 581.

8. To General Public

632. BOATWRIGHT, FREDERICK WILLIAM, 1868-1951. A Plea for College Presidents. *Assoc. Amer. Coll. Bull.*, 31: 587-591, December 1945. (Author: President, University of Richmond, Virginia.)

Address upon 50th anniversary of his presidency. "The freedom that the trustees and other official bodies have granted me has been at times so great as to be perplexing. . . . But the general public has not always been so considerate, and this situation which is by no means peculiar to the University of Richmond leads me to use this occasion in order to make a plea for college presidents in general." Discusses public pressures, misunderstandings, and possible alienation of friends and support if the president speaks out freely.

633. BOER, SIRUS ORESTES, 1877-1959. Millions of Men? *Educ.*, 52: 350-353,

February 1932. (*Author*: President, Salem College, West Virginia.)

"Which is better, to specialize in making millions or in making men? Today I visited a millionaire's office . . . Early in life he began to specialize in making money; I, in making men." Compares methods, conditions, results, and satisfactions of the two men. Reports his difficulties in securing access to the millionaire to ask for funds to assist in his work of making men.

634. DONOVAN, HERMAN LEE, 1887- and WILD, R. W. The President and the Public. *Peabody Jour. Educ.*, 26: 258-263, March 1949. (*Authors*: (1) President; (2) Director of Public Relations; both of University of Kentucky.)

Gives numerous answers to the question: "What are the best means of getting information about the college or university to the people?" Discusses newspapers, radio, magazines, and college publications. Considers the claims of the public and of the alumni for reliable information. "Personal contact is, of course, the best and most effective means of gaining friends for an institution. . . . The college president cannot be a hermit. When a man accepts the presidency of an institution of higher education he belongs to the public." Conclusion: "What we have been trying to say is that a college or university president deals with publics, not a public. . . . Any public relations program that ignores this fact is not a good public relations program."

635. ELLIOTT, FRANK R. College Presidents Believe in Publicity. In *American College Publicity Association, Proceedings*, 1940, New York City, p. 15-25. (*Author*: Director of Publicity, Indiana University.)

Based on answers received from 287 presidents of American and Canadian colleges. Shows that they are almost unanimously in favor of educational publicity. Summarizes replies to each of 12 questions, and gives brief quotations from many of the replies. "Two facts stand out from the combined views of the presidents: (1) They believe in publicity; (2) They want us to do a good job of it."

636. HAWTHORNE, EDWARD L. *Fund-Raising for the Small College*. New York: Bureau of Publications, Teachers College, Columbia University, 1950. x, 251 p.

Doctoral dissertation (Ed. D.) at Columbia University. Based chiefly on study of available published data for 50 colleges usually of 500 to 1,500 students each. One section,

"The President as Fund-Raiser" (p. 125-181).

637. HOLDEN, LOUIS EDWARD, 1863-1943. The Best Manner in Which the Executive of a College Can Employ Time and Put Forth Effort: In Field Work. *Assoc. Amer. Coll. Bull.*, 1: 83-92, 1915. (*Author*: President, College of Wooster, Ohio.)

"I will, if I may, suggest, out of my own experience, some methods that I have used, more or less successfully, in keeping the college before its constituents or the denomination to which it belongs." Lists titles of 14 leaflets sent out by his office "that have to do with prospective students," and 18 "that go to prospective givers." Expresses his judgment that any man that is fit for his office is not likely to go very far astray in his field work for his college."

638. LAUGHLIN, E. V. At the Helm of the Small College. *Unpopular Review*, 4: 166-171, July-September 1915. (*Author*: "President of a college in a middle Western State.")

Personal experiences of methods used in raising money for endowment and operation of a small college which appeared to be hopelessly in debt and about to close its doors. "My salary, which has never exceeded \$2,000, has always proved ample for the family needs. Of discouragement and opposition there has been a full measure. . . . Notwithstanding all this, I love my work, and have an abiding faith in the mission of the small college, believing that when properly administered, it is an important cog in our educational system." For comments, see No. 399.

639. MCCOLL, JAY ROBERT, 1867-1936. The Responsibility of the President for Legislative Appropriations. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1929, p. 54-56. With discussion following. (*Author*: Member, Michigan State Board of Agriculture.)

"There are three things I should stress in considering the responsibility of the president of a college toward the question of legislative appropriations—to sell his college to the campus and to the state; to keep a firm hand on the budget; and lastly, to inspire his alumni to work for the good of the college, in season and out of season." Discusses each of these in turn.

640. RECK, W. EMERSON, 1903-. *Public Relations: A Program for Colleges and Universities*. New York: Harper &

Bros., 1946. xiv, 286 p. (Author: Director of Public Relations, Colgate University, New York.)

Contains one chapter, "The President and the Public Relations Job" (p. 80-78), and numerous references elsewhere to his influence on public relations. "Success of the public relations program in any college or university will depend to a large extent upon the relationships that exist between the president and the director." Discusses various factors involved, and quotes five principles for successful president-director relationship as formulated by Raymond A. Kent, late president of University of Louisville, Kentucky.

641. TURREVILLE, Gus, 1923-. The President as Fund Raiser. *Coll. & Univ. Bus.*, 24: 21-23, June 1958. (Author: President, Northland College, Wisconsin.)

States that the ideal college president is a scholar, politician, writer, orator, humorist, salesman, and beggar in behalf of others.

642. WEEKS, ILA DELBERT, 1901-. University Presidents and the Public. In National Association of State Universities, *Proceedings*, 1950: p. 12-25. Excerpts in *Soc. & Soc.*, 72: 321-324, Nov. 18, 1950. (Author: President, University of South Dakota.)

"What are the practices of university presidents in relation to their several publics? . . . If we could know something rather definite about the relation of university presidents with their faculties, students, govern-

ing boards, alumni, legislators and the general public, it would be of inestimable value newcomers in the much coveted position university president." Based on questionnaire returns from 46 presidents of institutions in the National Association of State Universities. Responses analyzed in terms of size in three groups, universities with less than 6,000 students; 6,000 to 10,000; and over 10,000. Summarizes briefly 28 types of activity and their frequencies, 14 "common problems," 12 conclusions, and 6 "studies that should be made." See also No. 433.

643. ———. Principles Governing Requests for Educational Institution. *Soc. & Soc.*, 77: 193-194, Mar. 28, 1955. (Author: See No. 642.)

States and discusses three principles: "It is imperative that the chief executive of state-supported institution accept the principle that the college over which he presides is of, for, and by the people and that it is their wishes which must determine the amount and nature of support which the institution will receive. . . . In the second place, an administrator should be honest in presenting the needs for his institution. . . . The third principle governing a college administrator's relations with the law-making body is that he should not lobby for his appropriations."

See also Nos. 1, 32, 41, 44, 45, 46, 53, 57, 59, 60, 63, 64, 68, 73, 97, 105, 110, 118, 152, 200, 202, 282, 316, 317, 320, 321, 339, 342, 349, 352, 355, 360, 370, 388, 396, 397, 412, 423, 430, 432, 440, 444, 455, 456, 460, 462, 464, 485, 487, 508, 514, 615.

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VI. Biography

"Twenty-seven years ago I was appointed president of a teachers college. With a view of better preparing myself for this new position, I ordered ten or twelve biographies and autobiographies of former distinguished college and university presidents. I read the lives of these great educators with profit and gained inspiration and vicarious experience that have proven a great help to me as a college administrator. So intriguing did I find these volumes, that I ordered others; eventually I became a collector. I have in my library practically all of the biographies and autobiographies of college and university presidents in print today. I have been surprised by the small number of volumes that have been written about these educators; the number of titles I have been able to collect is slightly over two hundred. There must be others, and I am still searching for them."—Herman Lee Donovan, President, University of Kentucky; in National Association of State Universities, *Proceedings*, 1955, p. 15. (See also No. 240.)

644. ANGELL, JAMES BURRELL, 1829-1916. *The Reminiscences of James Burrill Angell*. New York: Longman's, Green & Co., Inc., 1912. vii, 258 p. (Author: President, University of Vermont, 1866-1871; University of Michigan, 1871-1900.)

645. ANGELL, JAMES ROWLAND, 1869-1949. Abbott Lawrence Lowell: A Discursive Review of Mr. Yeoman's Recent Biography of President Lowell. *Jour. Higher Educ.*, 20: 59-64, February 1949. (Author: President, Yale University.)

"No one can read Mr. Yeoman's pages . . . without recognizing with fresh clarity a remarkable personality enjoying one of the great opportunities of modern life and measuring up to it with superb courage and tireless energy." See No. 695.

646. Angell and His Fellows. *Nation*, 102: 377, Apr. 6, 1916.

Comments on the significance of work between 1865 and 1885 of four university presi-

dents whose "names stood out so distinctly above those of all other university presidents as to form an unmistakable group of leaders"—President Gilman, of Johns Hopkins University; President Angell, of University of Michigan; President White, of Cornell University; and President Eliot, of Harvard University.

647. The Average College President Is Wise, Industrious, and 59. *Life*, 2: 44-47, June 7, 1937.

"The typical U.S. college president is primarily neither a financier nor a scholar nor a socialite but a man combining the qualities of all three." Chiefly devoted to portraits and brief personality sketches of James Hampton Kirkland, of Vanderbilt University; Ernest Hatch Wilkins, of Oberlin College; Harold White Dodds, of Princeton University; Donald John Cowling, of Carleton College; Rufus Bernhard von KleinSmid, of University of Southern California; Rev. Robert Ignatius Gannon, of Fordham University; Edgar Albert Burnett, of University of Nebraska; Charles Seymour, of Yale University; and James Bryant Conant, of Harvard University.

648. BARDEEN, CHARLES WILLIAM, 1847-1924. *A Dictionary of Educational Biography, Giving More than Four Hundred Portraits and Sketches of Persons Prominent in Educational Work.* Syracuse, N.Y.: C. W. Bardeen, Publisher, 1901. iv, 287 p. (Author: Editor, *The School Bulletin.*)

Includes portraits and brief sketches of lives of 35 presidents of 19 colleges and universities in the United States.

649. Big Man on Eight Campuses. *Time*, 50: 68-76, Oct. 6, 1947. With 7 illustrations.

Cover picture and sketch of life and responsibilities of Robert Gordon Sproul, president of the University of California, with its eight campuses.

650. BUTLER, NICHOLAS MURRAY, 1862-1947. *Across the Busy Years: Recollections and Reflections.* New York: Charles Scribner's Sons, 1939. 2 vols. vii, 451 p.; x, 474 p. With several portraits.

Autobiography of President of Columbia University, 1901-1945.

651. CORDASCO, FRANCESCO MADORNA, The Role of Daniel Colt Gilman in American Graduate Education. New York: 1959. Abstract in *Diss. Abstracts*, 20: 1254, October 1959.

Unpublished doctoral dissertation (Ed.D.) at New York University. Discusses the educational work of President Gilman (1831-1908) in inaugurating first Ph.D. programs at Yale University, his presidency of the University of California, 1872-1875, his presidency of Johns Hopkins University, 1876-1902, and his presidency of the newly founded Carnegie Institution. "Gilman has been widely acknowledged as a major influence on the development of graduate education in America. His importance has been acclaimed by leaders of both old and new academic institutions."

652. DECKER, CLARENCE RAYMOND, 1904-, and DECKER, MARY BELL. *A Place of Light: The Story of a University Presidency.* New York: Hermitage House, 1954. 288 p. (Authors: (1) Former President, University of Kansas City, Missouri; (2) his wife.)

"This is a personal history—the story of almost twenty years in the lives of two people who were fortunate in having shared in the adventure of building a new univer-

sity. . . . It makes no pretension to being a definitive history of the University of Kansas City. . . . It is a story of joy and pain, success and stalemate, triumph and trial, work and play—in short, a story of human beings engaged in a dynamic venture."—Foreword. Reviews by F. J. Donahue, *America*, 91: 111, Apr. 24, 1954; and by G. E. Snively, *Assoc. Amer. Coll. Bull.*, 40: 423-424, October 1954.

653. DENISON, JOHN HOPKINS, 1870-1936. *Mark Hopkins: A Biography.* New York: Charles Scribner's Sons, 1935. xii, 327 p. With portrait as frontispiece.

Biography of president of Williams College, 1836-1872.

654. EASTMAN, Mrs. REBECCA LANE HOOPER, 1897-1937. *Seven Presidents at Home: Little Journeys to Our Women's Colleges.* *Lad. Home Jour.*, 46; 35, 60, December 1929.

Gives portraits, personality sketches, and educational opinions of Virginia C. Gildersleeve, Barnard College; Marion Edwards Park, Bryn Mawr College; Mary E. Woolley, Mount Holyoke College; Ada L. Comstock, Radcliffe College; William Allan Neilson, Smith College; Henry Noble McCracken, Vassar College; and Ellen Fitz Pendleton, Wellesley College.

655. FRANKLIN, FABIAN, 1853-1939. *The Life of Daniel Colt Gilman.* New York: Dodd, Mead & Co., 1910. 446 p. With three portraits.

Biography of first president of Johns Hopkins University (1875-1901), and President, University of California (1872-1875.) Three chapters written by William C. Gilman (brother), Emily H. Whitney, Margaret D. Whitney, and William Carey Jones. Final chapter by Dr. Gilman's widow, Mrs. E. D. W. Gilman.

656. FREEMAN, DOUGLAS SOUTHALL, 1886-1953. *R. E. Lee: A Biography.* New York: Charles Scribner's Sons, 1935. 4 vols. (Author: Editor, Richmond, Virginia, *News-Leader.*)

In Vol. 4, much of Chapters 13 to 27 (p. 215-492) deals with General Lee's presidency of Washington College, Lexington, Virginia, now Washington and Lee University, where he was president, 1865-1870.

657. GEGENHEIMER, ALBERT FRANK, 1910-. *William Smith: Educator and Statesman, 1727-1803.* Philadelphia: University of Pennsylvania Press, 1943.

ix, 233 p. With foreword by Laurence Henry Gipson.

Biography of first Provost of University of Pennsylvania, 1755-1789.

658. GILMAN, DANIEL COIT, 1831-1908. *The Launching of a University and Other Papers: A Sheaf of Remembrances*. New York: Dodd, Mead & Co., 1906. 386 p. Portrait as frontispiece.

Material, much of it autobiographical in nature, of the first president of Johns Hopkins University, 1875-1902. See also No. 655.

659. GOODSPEED, THOMAS WAKEFIELD, 1842-1927. *William Rainey Harper: First President of the University of Chicago*. Chicago: University of Chicago Press, 1928. xi, 242 p. With portrait as frontispiece. Preface by Charles T. B. Goodspeed and Edgar J. Goodspeed. (Author: Died before the work was finished. His two sons completed the fifth chapter and wrote the sixth chapter.)

Biography of first president of the University of Chicago, 1891-1906.

660. HAIGHT, ELIZABETH HAZELTON, 1872-. *The Life and Letters of James Monroe Taylor: The Biography of an Educator*. New York: E. P. Dutton & Co., 1919. xi, 391 p. (Author: Professor of Latin, Vassar College, New York.)

Biography of president of Vassar College, 1886-1914.

661. HALL, GRANVILLE STANLEY, 1846-1924. *Life and Confessions of a Psychologist*. New York: D. Appleton & Co., 1923. ix, 622 p. With portrait as frontispiece.

Autobiography of first president of Clark University, 1889-1920.

662. HANUS, PAUL HENRY, 1855-1942. Charles W. Elliot: 1834-1926. *Sch. & Soc.*, 25: 645-654, June 4, 1927. (Author: Professor of Education Emeritus, Harvard University.)

Prepared at the request of the editors of *School and Society* as a memorial to President Elliot. With minor changes, delivered also at the annual meeting of the Progressive Education Association, April 28, 1927. "It is impossible, of course, to present an adequate brief account of President Elliot's personality and remarkable achievements;

but this paper is intended, so far as it goes, to be a tribute to President Elliot—a recognition of his half century of leadership, both in education and in public opinion on other matters of general interest—the latter especially after his retirement from the presidency of Harvard University in 1909."

663. HERRING, HUBERT CLINTON, 1889-. Neilson of Smith. *Harpers*, 177: 50-61, June 1938. Same in book form, Brattleboro, Vt.: Stephen Daye Press, 1939. Excerpts, *Reader's Digest*, 33: 59-70, September 1938. (Author: Director, Social Action Activities, National Congregational Churches.)

Sympathetic sketch of the life and methods of President Neilson, written near the time of his retirement as President of Smith College.

664. HOBNER, HARLAN HOYT, 1878-. *The Life and Work of Andrew Sloan Draper*. Urbana, Ill.: University of Illinois Press, 1934. ix, 291 p. With Illinois Introduction by David Kinley, President Emeritus, University of Illinois. (Author: Assistant Commissioner for Higher Education, University of the State of New York.)

One chapter (p. 97-172) covers President Draper's work while president of University of Illinois, 1894-1904.

665. JAMES, HENRY, 1879-1947. *Charles W. Elliot: President of Harvard University, 1869-1909*. Boston: Houghton, Mifflin Co., 1930. 2 vols. xvii, 382 p.; vii, 393 p. With two portraits as frontispieces, and other portraits. (Author: Overseer and Fellow, Harvard University.)

Pulitzer Prize biography of President of Harvard University, 1869-1909.

666. JOHNSON, ALLEN, 1870-1931. ed. *Dictionary of American Biography*. New York: Charles Scribner's Sons, 1928-1937. 21 vols.

Contains biographies of 138 college presidents. For names see index volume, p. 383-384.

667. JORDAN, DAVID STARR, 1851-1931. *The Days of a Man: Being Memoirs of a Naturalist, Teacher, and Minor Prophet of Democracy*. Yonkers-on-Hudson, N.Y.: World Book Co., 1922. 2 vols. xviii, 710 p.; xviii, 906 p.

Autobiography of first president of Stanford University, 1891-1918; also President, Indiana University, 1885-1891. Vol. 1 (p. 688-690) contains inaugural address, October 1, 1891. "We come together today for the first time as teachers and students. With this relation the life of the Leland Stanford Junior University begins. It is such personal contact of young men and young women with scholars and investigators which constitutes the life of the university."

668. LEE, ROBERT EDMUND (Son), 1848-1914. *Recollections and Letters of Robert E. Lee, by His Son, Captain Robert E. Lee*. Garden City, N.Y.: Doubleday, Page & Co., 1924. xix, 471 p. With Introduction by Gamaliel Bradford.

Biography of General Lee, President of Washington College, Virginia, 1865-1870, now Washington and Lee University.

669. MELLEN, GEORGE FREDERICK. *New England College Presidents in the South*. *New England Mag.*, 36: 468-480, June 1907. (Author: Professor of Journalism, Mississippi State College.)

Gives sketches of lives and educational services of several dozen presidents, classified by Southern States in which they served, who came from New England. Includes portraits of eleven of them.

670. *Molders of the American Ideal*. *Current Lit.*, 43: 271-278, September 1907.

Personality sketches and characteristics and full-page portraits of nine outstanding American university presidents: Charles William Eliot, of Harvard; Arthur Twining Hadley, of Yale; Nicholas Murray Butler, of Columbia; Benjamin Ide Wheeler, of California; Harry Pratt Judson, of Chicago; Woodrow Wilson, of Princeton; David Starr Jordan, of Stanford; and Jacob Gould Schurman, of Cornell. "As the institutions have been changing, the character of the men who manage them has been changing. The old ideal of a college president is seldom realized now except in some small and backward institutions. He was rather aged and always venerable. His aspect was spiritual. . . . A surprising thing is that not one of these nine presidents of leading universities is a doctor of divinity. . . . The first prizes in the university presidencies are now held by other than clergymen."

671. MONTGOMERY, ROBERT NATHANIEL, 1900-. *Some Presidents of Muskingum*. In *The William Rainey Harper Memorial Conference* (No. 51), p. 141-144. (Au-

thor: President, Muskingum College, Ohio.)

"The immediate purpose of our gathering here tonight is to do honor to two of Muskingum's most distinguished sons who rendered outstanding service as presidents of two of our leading American universities. I refer to President William Rainey Harper of the University of Chicago, and President William Oxley Thompson of Ohio State University. It seems fitting that while we are honoring these sons of Muskingum, who became university presidents, mention should be made of some of Muskingum's presidents who have made possible our college." Considers Benjamin Waddle, first president, 1837-1838; David Paul, 1865-1879; F. M. Spencer, 1879-1886; Jesse Johnson, 1892-1902, father of Mrs. William Rainey Harper; and John Knox Montgomery, 1904-1931.

672. MORISON, SAMUEL ELIOT, 1887-. *Three Centuries of Harvard, 1636-1936*. Cambridge, Mass.: Harvard University Press. First edition, 1936, viii, 512 p. Second edition, 1942, 325 p.

Covers the presidents of Harvard during these three centuries. For much other material regarding most of these presidents see also same author's *The Founding of Harvard College* (1935), *Harvard College in the Seventeenth Century* (1936), and *The Development of Harvard University Since the Inauguration of President Eliot, 1869-1929* (1930).

673. MONROE, JAMES PHINNEY, 1862-1929. *A Life of Frances Amasa Walker*. New York: Henry Holt & Co., 1923. vii, 449 p.

Life of president of Massachusetts Institute of Technology, 1881-1897.

674. OUELLETTE, VERNON AUSTIN, 1917-. *Daniel Colt Gilman's Administration of the University of California*. Stanford University, Calif., 1951. Abstract in Stanford University, *Abstracts of Dissertations . . . 1951-52* (vol. 27), p. 652-655.

Unpublished doctoral dissertation (Ed.D.) at Stanford University. "The writer believes that Gilman succeeded so spectacularly at Johns Hopkins University because, in part, at least, he had tested some of his ideas at Berkeley, and also because he had been tried in the administrative field and found sound." Discusses California years (1872-1875) in terms of functions, structure, government, administration, aims, curriculum, staff personnel, and student personnel.

675. PALMER, GEORGE HERBERT, 1842-1933. *The Life of Alice Freeman Palmer*. Boston: Houghton Mifflin Co., 1908. 354 p. Portrait as frontispiece. New edition, with appendix, 1924. 363 p. Portrait as frontispiece. (Author: Husband of Alice Freeman Palmer.)
Biography of president of Wellesley College, 1882-1887.
676. PERRY, CHARLES MILTON, 1876-1942. *Henry Philip Tappan, Philosopher and University President*. Ann Arbor, Mich.: University of Michigan Press, 1933. With portrait as frontispiece. (Author: Professor of Philosophy, University of Oklahoma.)
In two parts. Part I (p. 1-54) is life of first president of the University of Michigan, from 1852 to 1863. Part II, "The Philosopher" (p. 55-165), "was originally submitted in partial fulfillment for the degree of doctor of philosophy at the University of Michigan."
677. *Perspectives in American Education*: Dwight Bryant Waldo, President, Western State Teachers College, Kalamazoo, Michigan. *Sch. Exec.*, 48: 459-460, June 1929.
Portrait and personal sketch of life and significant educational contributions of President Waldo on occasion of celebration of 25th anniversary of founding of the college.
678. PETERSON, KARL GEORGE, 1907-. *Andrew Dickson White's Educational Principles: Their Sources, Development, Consequences*. Stanford University: 1949. Abstract in *Stanford University, Abstracts of Dissertations . . . 1940-50* (vol. 25), p. 467-471.
Unpublished doctoral dissertation (Ed.D.) at Stanford University. "The sources, the developments, and the consequences by which Andrew Dickson White arrived at his bright and progressive ideas, as Daniel Coit Gilman once called them, are the subjects of this dissertation."
679. *The President of Yale*: Arthur T. Hadley. *Century*, 62: 868-871, October 1901. With full-page portrait.
"I have proposed to myself the attempt to describe Mr. Hadley's characteristics, to show what manner of man he is, to judge of his qualifications as president."
680. *President's Week*. *Time*, 33: 56-58, June 12, 1939.
Ten portraits and brief *Time*-esque personality sketches of "ten typical and atypical college presidents"—California's Sproul, Minnesota's Ford, Wisconsin's Dystra, North Carolina's Graham, Fordham's Gannon, Harvard's Conant, Chicago's Hutchins, Smith's Neilson, Wellesley's McAfee, and Swarthmore's Aydelotte.
681. RIGHTMIRE, GEORGE WASHINGTON, 1868-1952. William Oxley Thompson. In *William Rainey Harper Memorial Conference* (No. 51) p. 132-140. (Author: President, Ohio State University.)
Sketch of life of president of Longmont College (Academy), Colorado, 1885-1891; of Miami University, Ohio, 1891-1899; and of Ohio State University, 1899-1925.
682. ROCKEFELLER, JOHN DAVISON, JR., 1874-1960. Appreciation of William Rainey Harper. In *William Rainey Harper Memorial Conference* (No. 51), p. 127-128.
"Dr. Harper was one of the foremost educators this country has ever produced. In his field he was far in advance of the rank and file, as was my father in his field. They were both building for the future, with a farsightedness, a courage, and a soundness of judgment, that has become only the more apparent as time has passed."
683. RUDOLPH, FREDERICK. *Mark Hopkins and the Log: Williams College, 1836-1872*. New Haven: Yale University Press, 1956. ix, 267 p. (Yale Historical Publications, Miscellany 63.) With portrait as frontispiece.
Based upon doctoral dissertation at Yale University. Biography of president of Williams College, 1836-1872.
684. SNYDER, HENRY NELSON, 1865-1949. *An Educational Odyssey*. New York, and Nashville, Tenn.: Abingdon-Cokesbury Press, 1947, 272 p. (Author: President Wofford College, South Carolina, 1902-1942.)
Autobiography. Chapter 5, "On Making a College President," (98-107) deals with his selection and inauguration. Discusses the relative importance of the president as educator and as administrator. Chapter 18, "Obstacle Course for College Presidents" (245-268). "If anyone thinks the first ten years of a new college president's service rich in the romance of adventure . . . he fails to consider many things that keep new presidents humble in this walk before God and man."

685. Stanford University's New President. *Univ. Admin. Quart.*, 2: 54-59, Winter 1943.

Sketch of life and professional activities of President Donald Bertrand Tresidder, with statement by Judge M. C. Sloss, vice-president of Board of Trustees, and by Chancellor Ray Lyman Wilbur.

686. SWING, ALBERT TEMPLE, 1849-1925. *James Harris Fairchild: or Sixty-Eight Years with a Christian College*. New York: F. H. Revell Co., 1907. 396 p. With portrait as frontispiece.

Biography of president of Oberlin College, Ohio, 1866-1889.

687. THORP, Mrs. MARGARET FARRAND, 1891-. *Neilson of Smith*. New York: Oxford University Press, 1956. vii, 363 p. plus unpagged section of 16 pages containing 29 illustrations. Portrait as frontispiece.

Biography of William Allan Neilson, president of Smith College, Massachusetts, 1917-1939. Reviews by T. E. McMullin, *Educ. Outlook*, 31: 41, November 1956; by O. Tead, *Jour. Higher Educ.*, 27: 400-461, November 1956; by M. Clapp, *Miss. Val. Hist. Review*, 43: 513-514, December 1956; and by E. W. Bigelow, *Teach. Coll. Record*, 58: 236-238, January 1957.

688. THORPE, FRANCIS NEWTON, 1857-1926. *William Pepper, M.D., LL.D., (1843-1898): Provost of the University of Pennsylvania*. Philadelphia and London: J. B. Lippincott Co., 1904. 555 p. With portrait.

Biography of provost (president) of University of Pennsylvania, 1881-1894.

689. THWING, CHARLES FRANKLIN, 1853-1937. *Some Notable College Presidents*. *Review of Reviews*, 62: 409-411, October 1920. *Author*: President Emeritus, Western Reserve University and Adelbert College, Ohio.)

"My manuscript collection of academic history contains a list of all the college presidents of most American institutions, together with a statement of the length of their term of service. The list shows that the average term is brief, not exceeding five years. An examination of the list calls out reflections at once sad and glad. For, with certain marked exceptions, a brief college presidency is an ineffective college presidency. . . . If time be not given to a college presidency, growth becomes uncertain, maturity doubtful, and fruitage impossible. Recent years,

however, in academic history, are peculiarly rich in college presidents of long duration as well as of great renown and of rich achievement." Names and briefly characterises almost a score of them. Then says: "In addition are found at least four college presidents whose concluding official duty was fulfilled at the commencement last June. Their careers in their length of service, or richness of achievement, or uniqueness in method and contribution, are notably outstanding. They are Schurman of Cornell, Smith of the University of Pennsylvania, Hall of Clark, and Dabney of Cincinnati." Portraits and sketches of the lives and educational contributions of these four are given.

690. ———. *Guides, Philosophers, and Friends: Sketches of College Men*. New York: The Macmillan Co., 1927. 476 p. (*Author*: See No. 689.)

Refers to his earlier volume *The College President* (No. 68). "It was a rather theoretical discussion of the chief executive of the American college and university. Possibly, the present volume might be regarded as a sort of application, or personal illustration, of some of the principles, methods, aims, rewards, and perils outlined in the earlier book." Contains 22 chapters, each concerning an educational leader and giving a brief biography, followed by interpretative discussion. Includes the following 18 college or university presidents: Charles William Elliot, Pioneer, Interpreter, Administrator, Citizen; James Burrill Angell, Leader, Friend, Man of Conciliation; Daniel Coit Gilman, President of Vision and Sympathy; Andrew Dickson White, Founder, Diplomat, Author, Gentleman; Cyrus Northrup, President, Of the Big Heart and Creative Spirit; Mark Hopkins, The American College Socrates, an Apostle to Youth; William Rainey Harper, Student, Teacher, President Who Laid Foundation; James Harris Fairchild, Theologian and Preacher Who Enriched Great Traditions; Frank Wakely Gunsaulus, Preacher and Administrator, Loving and Loved; Andrew Sloan Draper, Engineer in Education; William DeWitt Hyde, President Who Taught Philosophy, Philosopher Who Was a College Executive; James Monroe Taylor, President of Strength and of Good Fellowship; William Jewett Tucker, Beloved, A Leader of Students.

691. ———. *College Presidents: Whence They Come, Whither Do They Go? What Do They Do?* *Sch. & Soc.*, 35: 1-8, Jan. 2, 1932. (*Author*: See No. 689.)

"Not far from one hundred college presidents go out of office each year, and an equal number come in. The average length of the term is about five years. . . . College presidents have come, and still continue to come, from no less than four large groups"—the

ministry, the professorship, the deanship, and a previous college presidency. "What is to be said of college presidents respecting their life and work subsequent to their retirement from the great office? . . . There are several fields of service. I wish to comment on three or four to which a president out of office may fittingly devote himself"—service for the people, the ministry, teaching, and diplomacy. The entire article includes the names of approximately one hundred college presidents and their institutional connections, often with brief characterizations, as illustrative of the various groups considered in the article.

692. TUCKER, LOUIS LEONARD. *Thomas Clap, First President of Yale College: A Biography*. Seattle, Wash.: 1957. 464 p. Abstract in *Diss. Abstracts*, 18: 1223-1224, April 1958.

Unpublished doctoral dissertation (Ph. D.) at University of Washington. "Clap virtually reconstructed Yale College in the period of his rectorship and presidency (1740-1766). . . . In this quarter of a century, Yale College, under Clap's dynamic, forceful, oftentimes despotic leadership rose from relative obscurity to challenge Harvard's position as the leading institution of higher education in colonial America." (Note: *Yale Catalogue of Officers and Graduates, 1701-1916*, names four presidents (one pro tempore) between 1701 and 1740 when Clap became president.)

693. VINCENT, GEORGE EDGAR, 1864-1941. William Rainey Harper. In *The William Rainey Harper Memorial Conference* (No. 51), p. 3-23. (Author: Former President, The Rockefeller Foundation, New York City. 1917-1929;

former President, University of Minnesota, 1911-1917.)

"The man we remember today touched the lives of many thousands. His influence is still a living force. . . . This address will deal with three things: first, William Rainey Harper's preparation for his life work; second, his ideal of a university which was approached by the University of Chicago; and, third, the qualities of mind and character which gave power and direction to his career."

694. WHITE, ANDREW DICKSON, 1832-1918. *Autobiography of Andrew Dickson White*. New York: Century Co., 1905. 2 vols. xx, 601 p.; xix, 606 p. With five portraits. (Author: First president, Cornell University.)

Only Volume I deals with his educational career, as university professor at University of Michigan, 1857-1867; and as first president of Cornell University, 1867-1885.

695. YEOMANS, HENRY AARON. *Abbott Lawrence Lowell: 1856-1943. Based on Mr. Lowell's Papers and the Harvard Archives*. Cambridge, Mass.: Harvard University Press, 1948. 541 p.

Biography of President of Harvard University. Review by James R. Angell, *Jour. Higher Educ.*, February 1949. See No. 645.

See also Nos. 3, 5, 6, 16, 17, 18, 51, 61, 62, 68, 69, 70, 76, 87, 95, 113, 116, 120, 130, 133, 161, 169, 184, 232, 237, 240, 306, 341, 354, 363, 364, 365, 383, 384, 430, 436, 526.

Index

All references are to numbered entries, not to pages.

Includes names of individuals, institutions, periodicals, and organizations, and principal topics covered in the bibliography. Locations, by States, are shown for all institutions unless the name of the institution already includes the name of the State. Locations of the headquarters of national and regional organizations are given as far as it was possible to secure them from *Education Directory 1959-1960, Part 4—Education Associations* and certain other sources. If an organization does not maintain national headquarters, address of secretary is given instead.

A

- Abbott, F. C., 547
Adams, A. E., 74, 816, 817
Adams, J. E., 818
Adelbert College, Ohio, 66, 67, 68, 472, 473, 628, 689, 690, 691
Adephi College, N.Y., 139
Agnostis, Mrs., 183
Age of Presidents, 255-257, and cross references following
Agnew, W. D., 319, 326
Agricultural and Mechanical College of Texas, 490
Agricultural, Mechanical, and Normal College, Ark., 540
Air University, Ala., 242
Aitken, D. J., 14
Albion College, Mich., 376, 466, 461
Alderman, E. A., 70
Aley, R. J., 75
Allan, R. S., 76
Alleghany College, Pa., 385, 541
Alma College, Mich., 426
Alumni, Duties and Responsibilities of President to, 630-661, and cross references following
Alumnus of Iowa State College, 556
America, 652
American Association of College Business Officers, 539
American Association of Collegiate Registrars Journal, 349, 363
American Association of Junior Colleges, Washington, D.C., 10, 282
American Association of Land-Grant Colleges and State Universities, 495, 503, 521
American Association of Teachers Colleges (later American Association of Colleges for Teachers Education), Washington, D.C., 246, 284, 306, 307, 351, 353, 362, 615
American Association of University Professors, Washington, D.C., 115, 220, 221, 222, 223, 224, 225, 385, 356, 490, 556, 604, 606, 609, 621
American Association of University Professors Bulletin, 64, 83, 92, 106, 115, 117, 136, 137, 148, 199, 220, 221, 222, 223, 224, 225, 227, 231, 235, 238, 249, 340, 356, 355, 390, 431, 434, 458, 487, 490, 553, 556, 588, 591, 598, 604, 609, 616, 621
American Association of University Women, Washington, D.C., 149, 205
American Association of University Women Journal, 20, 100, 148, 149, 205
American College Publicity Association, Washington, D.C., 635
American Conference of Academic Deans, Washington, D.C., 606
American Council on Education, Washington, D.C., 4, 10, 11, 74, 89, 154, 206, 207a, 269, 316, 317, 344, 345, 353, 501, 513, 547
American Library Association, 543
American Mercury, 80, 104, 142
American Quarterly, 359
American River Junior College, Calif., 546
American Scholar, 91, 116, 303
American Social Hygiene Association, New York, N.Y., 108
American Society of Certified Public Accountants, Washington, D.C., 206
American University, Washington, D.C., 365
American University of Beirut, Lebanon, 124

- American Youth Commission, Washington, D.C., 289, 501
 Amherst College, Mass., 389, 412, 564
 Andrews, E. B., 70, 78, 550, 559
 Angell, J. B., 70, 389, 644, 646, 690
 Angell, J. R., 79, 95, 116, 324, 645, 695
 Antioch College, Ohio, 524, 566
 Apple, J. H., 300
 Aristotle, 166
 Arizona State Colleges, 511
 Arkansas State College, 260
 Arnold, H. J., 348
 Ascham, R., 118
 Ashbrook, W. A., 505
 Association for Higher Education, Washington, D.C., 346, 393, 508, 555
 Association of American Agricultural Colleges and Experiment Stations, 495, 503, 531
 Association of American Colleges, New York, later Washington, D.C., 15, 22, 23, 29, 147, 148, 179, 180, 181, 182, 275, 294, 295, 296, 297, 298, 299, 300, 302, 408, 482, 483, 484, 491, 523, 542
Association of American Colleges Bulletin, 15, 29, 98, 101, 143, 148, 150, 161, 163, 165, 176, 180, 182, 214, 234, 243, 275, 287, 289, 294, 296, 296, 300, 302, 336, 342, 344, 248, 378, 382, 384, 387, 410, 416, 417, 423, 429, 434, 444, 461, 475, 482, 483, 484, 486, 487, 491, 493, 499, 512, 523, 523, 543, 544, 545, 592, 602, 608, 623, 632, 637, 652
 Association of American Universities, Palo Alto, Calif., 242, 247, 252, 296, 359, 400, 478, 620, 631
 Association of Governing Boards of State Universities and Allied Institutions, Burlington, Iowa, 42, 44, 74, 167, 203, 263, 303, 317, 396, 497, 501, 506, 509, 510, 516, 517, 534, 627, 639
 Association of Universities of the British Commonwealth, 359
 Association of University Evening Colleges, Brooklyn, N.Y., 253
 Association of Urban Universities, Akron, Ohio, 164
Atlantic Monthly, 190, 313, 314, 367, 443, 467, 470
 Atwood, S. A., 547
 Augustinian College, Washington, D.C., 63, 207a
 Australia, 9
 Avery, S., 495
 Aydelette, F., 614, 680
- B
- Badger, H. G., 261, 262, 268
 Baer, J. W., 623
 Bagley, W. C., 80
 Bailey, R. P., 81, 82
 Baird, A. C., 101
 Baker, C. H., 83
 Baker, J. H., 326
 Baker, N. D., 192
 Balding, I. M., 450a
 Baptist colleges and universities, 288
 Bardeen, C. W., 648
 Barnard College, N.Y., 654
 Barr, S., 84
 Bartlett, W. W., 289
 Basler, R., 50
 Bauer, R. C., 327, 328
 Baughman, G. F., 265
 Beall, J. B., 506
 Beard, J. L., 329
 Beck, R. C., 248
 Beck, H. P., 496
 Ballermise College, Ky., 32, 34, 41
 Beloit College, Wisc., 322
 Benjamin, H., 21, 86
 Benjamin, P. M., 541
 Benton, G. P., 191, 551, 579
 Bethany College, W. Va., 592
 Beu, F. A., 230
 Biddle, J. C., 86
 Bigelow, K. W., 1, 50, 253, 687
 Biography of Presidents, 644-695, and cross references following
 Birge, E. A., 579
 Birmingham-Southern College, Ala., 302
 Bittner, W., 84
 Blackwell, T. E., 552
 Blanch, L. E., 276
 Bliss, D., 124
 Bliss, H. S., 124
 Blunt, K., 205
 Board of Education, Methodist Church, Nashville, Tenn., 96, 126, 127, 128, 229, 243, 337, 381, 382, 450a, 523
 Board of Educational Finance, New Mexico, 452
 Board of Higher Education, New York City, 213
 Boardman, H. S., 534
 Boardman, M. T., 22, 23
 Boards of Control, Duties and Responsibilities of President to, 495-533, and cross references following
 Boards of trustees. *See* Boards of Control
 Boatwright, F. W., 632
 Boe, L. W., 289
 Bogue, J. P., 10
 Bokelman, W. E., 264, 265, 266
 Bond, S. O., 633
 Boone, W. J., 300
 Bossing, N. L., 289
Boston Transcript, 187
 Boston University, Mass., 163, 164, 165
 Boucher, C. S., 497
 Bowdoin College, Maine, 102, 303, 256, 582
 Bowman, C. C., 553
 Bradford, G., 668
 Brandl, A., 331
 Brandt, J. A., 87
 Brannon, M. A., 332
 Branscomb, B. H., 542
 Brenau College, Ga., 289
 Bretzke, S. F., 535
 Bretz, J. P., 83, 117, 221
 Brickman, W. W., 24, 554
 Bright, J. W., 315

- British Commonwealth, 14
 British university presidents, 208, 226, 282, 359, 408, 464, 563
 Britt, A., 323
 Brooklyn College, N. Y., 12, 552
 Brooks, S. D., 70
 Brooks, S. P., 70
 Brown, A. A., 258
 Brown, J. D., 284, 451
 Brown, K. L., 338, 336
 Brown, W. A., 25
 Brown University, R. I., 72, 78, 405, 498, 629
 Browne, Proa., 474
 Brownell, S. M., 555
 Brubacher, J. S., 498
 Brumbaugh, A. J., 11, 89, 276, 337
 Brumm, J. L., 160
 Bryan, W. L., 95, 281, 304
 Bryn Mawr College, Pa., 182, 654
 Buchanan, R. H., 556
 Buckham, M. H., 521
 Bucknell University, Pa., 52, 252
Bulletin of the Texas Technological College, 101
 Burchel, C. H., 2
 Burgess, K. F., 499
 Burnett, E. A., 647
 Burton, M. L., 160
 Burton, Regent, 506
 Business men as college presidents, 85, 108, 109, 108, 109, 227
 Business Officers, Duties and Responsibilities of President to, 524-540, and cross references following
 Butler, N. M., 69, 70, 77, 87, 116, 194, 282, 500, 650, 670
 Buttrick, W., 120
- C
- Cain, S. M., 543, 544
 Caldwell, J. T., 536
 California, 53, 174, 292
 California State Department of Education, 392
 Cambridge University, England, *See* University of Cambridge
 Campbell, D. S., 36
 Campbell, P. L., 579
 Canadian colleges, 635
 Canavan, A., 34
 Canfield, J. H., 339
 Canterbury University College, New Zealand, 76
 Capen, S. P., 62, 340, 341
 Cappon, A. P., 567
 Carleton College, Minn., 567, 647
 Carleton College, Ottawa, Canada, 607
 Carlson, W. S., 91
 Carman, H. J., 342
 Carmichael, L., 62
 Carmichael, O. C., 92, 283, 343, 514
 Carnegie Corporation of New York, 93, 150, 437, 450a, 542, 612
 Carnegie Foundation for the Advancement of Teaching, New York, N.Y., 7, 38, 92, 114, 120, 121, 299, 293, 345, 504, 525
 Carnegie Institution, Washington, D.C., 651
 Carroll, R. L., 94
 Carroll College, Wisc., 515
 Carson-Newman College, Tenn., 375
 Catholic colleges and universities, 20, 31, 33, 33, 34, 41, 59, 63, 118, 119, 125, 171, 207a, 283, 450
Catholic Educational Review, 63, 207a
Catholic School Journal, 118, 119
 Catholic University of America, Washington, D.C., 31, 32, 33, 34, 62, 450
Catholic World, New York, N.Y., 84
 Cattell, J., 3
 Cattell, J. McK., 3, 95, 548, 558, 559, 560, 561
 Central College, Ark., 26
 Central College, Mo., 543, 544
Century Magazine, 679
 Ceylon, 9
 Chambers, M. M., 4, 239, 269, 344, 345, 501, 504, 505
 Charteris, W. W., 256
 Chase, H. W., 27, 70
 Chemists as college presidents, 129
 Cherokee College (fictional), 238
Christian Century, 192, 236, 284
Christian Education, 126, 127, 165, 347, 381, 460
Christian Education Magazine, 258
Christian Scholar, 336
 Chubba, E. W., 562
 City College, N.Y. *See* College of the City of New York
 Clap, T., 692
 Clapp, M., 687
 Clark, C. N., 436
 Clark, T. C., 346
 Clark University, Mass., 69, 226, 383, 661, 689
 Clergymen as college presidents, *See* Ministers as college presidents
 Clothier, R. C., 70
 Cody, H. J., 375
 Coffey, W. C., 96
 Coffin, H. S., 294
 Coffman, L. D., 28, 70
 Cole, R. D., 163
 Colgate University, N.Y., 640
College and Research Libraries, 541
College and University, 24, 112, 146, 337, 394, 445, 533, 547, 555, 569, 607
College and University Business, 114, 141, 175, 309, 330, 451, 493, 531, 532, 535, 589, 540, 582, 619, 629, 641
 College of Hawaii, 13
 College of Idaho, 300, 384
 College of New Jersey, *See* Princeton University
 College of the City of New York, 59, 69, 369, 573
 College of William and Mary, Va., 498
 College of Wooster, Ohio, 637
 College Physical Education Association, 573
College Public Relations Quarterly, 350
 College Retirement Equities Fund, New York, N.Y., 311
 Colorado, 546
 Colorado State College (formerly Colorado State College of Education), 134, 174

- Columbia University, N.Y., 1, 46, 61, 69, 77, 108, 116, 122, 127, 172, 184, 188, 194, 209, 212, 245, 254, 282, 319, 327, 328, 338, 342, 409, 411, 454, 456, 479, 496, 500, 558, 559, 560, 561, 631, 636, 650, 670
- Colvert, C. C., 93, 267
- Colwell, E. C., 47
- Commonweal, 84
- Community college presidents. *See* Junior college presidents
- Comstock, A. L., 206, 654
- Comant, J. B., 256, 265, 647, 680
- Concordia College, Ind., 61
- Conference of Colleges of the Interior, Springfield, Mo., 597
- Conference of Trustees of American Colleges and Universities, 425
- Connecticut College, 205
- Connecticut State College, 240
- Connecticut State Teachers College, 62
- Cook, A. L., 426
- Cook, R. C., 5, 6
- Cook, V. A., 183
- Coppee, H. S., 184
- Cordasco, F. M., 651
- Cornell Alumni News*, 630
- Cornell College, Iowa, 163
- Cornell University, N.Y., 88, 95, 117, 169, 198, 221, 328, 354, 355, 359, 418, 547, 560, 568, 571, 588, 595, 604, 605, 630, 648, 670, 689, 694
- Cornetta, J. P., 565
- Corson, L. D., 30
- Cosmopolitan*, 123
- Counts, G. S., 496
- Cowley, E. B., 100
- Cowley, W. H., 101, 157, 240, 248, 249, 350, 566
- Cowling, D. J., 567, 623, 647
- Crabb, A. L., 284, 285, 351
- Craighead, E. B., 502
- Crane, M., 84
- Craighton, J. E., 560, 568
- Crooks, H. M., 426
- Cross, G. L., 569
- Cummings, E. C., 103, 286
- Cunningham, M. L., 336
- Current Literature*, 77, 670
- Current Opinion*, 230
- D
- Dabney, C. W., 659
- Dakota Wesleyan University, S.D., 373
- Damerow, A., 90
- Dana, E. H., 352
- Danforth Foundation, St. Louis, Mo., 335, 336
- Danton, J. P., 545
- Dartmouth College, N.H., 167, 169, 226, 312, 313, 451, 566
- Davenport, E., 503
- Davidson, C., 104, 105, 567
- Davis, H. E., 353
- Davis, H. H., 570
- Davis, P. H., 103a, 309
- Davis, S. E., 310
- Day, E. E., 169, 354, 355, 418, 571
- Decker, C. E., 653
- Decker, M. B., 633
- Deferrari, S., 22, 23, 24, 41, 450
- Degrees Held by Presidents, 258-259, and cross references following
- Dahlmer, F., 266
- Dellar, E., 257
- Demarest, W. H. S., 521
- Demashkevich, M. J., 107
- Democrats as university presidents, 201
- Demison, J. H., 653
- Denison University, Ohio, 225, 226, 456
- Denary, G. H., 471
- DePauw University, Ind., 621
- Detroit News*, 255
- Deutsch, M. E., 108, 109, 127, 178
- Devos, R. W., 497
- Dial*, 217, 470, 617
- Dickinson, J., 55
- Disciples of Christ colleges, 56
- Disraeli, B., 261
- Dissertation Abstracts, 94, 187, 204, 651, 693
- Doctoral dissertations, 53, 61, 94, 174, 186, 187, 204, 241, 250, 251, 319, 320, 327, 328, 329, 411, 427, 428, 447, 448, 449, 454, 455, 457, 494, 495, 515, 546, 631, 636, 651, 674, 676, 678, 682, 692
- Dodds, H. W., 35, 110, 256, 259, 360, 647
- Dodge, B., 124
- Dolliver, Senator, 90
- Donahue, F. J., 652
- Doney, C. G., 287
- Donovan, G. F., 34
- Donovan, H. L., 79, 240, 312, 361, 362, 363, 364, 512, 520, 624, preceding 644
- Douglase, P. F., 365
- Douglas College, N.J., 200
- Drake University, Iowa, 326
- Draper, A. S., 76, 90, 366, 367, 368, 465, 539, 564, 690
- Draper, L. H., 112
- Draw University, N.J., 258
- Drexel Institute of Technology, Pa., 154
- Duggan, S. P., 369, 572
- Duke University, N.C., 542
- Dunlway, C. A., 270, 409
- Duties and Responsibilities of Presidents, 316-643, and cross references following subdivisions
- Dwight, T., 263
- Dyche, W. A., 113
- Dystra, C. A., 680
- E
- Earham College, Ind., 408
- East Carolina Teachers College, 259
- Eastern Illinois State College (formerly Eastern Illinois State Normal College) 184, 231
- Eastern Kentucky Teachers College, 285, 361, 362, 519, 520
- Eastman, R. L. H., 654
- Eddy, W. A., 119
- Edmiston, E. W., 266
- Education*, 199, 254, 290, 352, 576, 633
- Education Digest*, 324

- Educational Administration and Supervision*, 162, 580
Educational Forum, 161, 566
Educational Outlook, 657
Educational Record, 181, 182, 154, 220, 240, 295, 437, 538, 574, 611
Educational Review, 75, 78, 99, 159, 218, 252, 290, 315, 339, 366, 368, 371, 409, 414, 463, 469, 500, 520, 549, 560, 586, 597, 618, 622, 630
 Bella, W. C., 7, 8, 10, 26, 112a, 261, 262, 268, 616
 Eisenhower, D. D., 108, 122, 127, 178, 184, 188, 192, 194
 Elbin, P. N., 114
 Elliot, C. W., 30, 37, 54, 62, 70, 95, 116, 123, 184, 189, 232, 233, 249, 263, 371, 389, 426, 464, 493, 624, 646, 662, 665, 670, 672, 690
 Elizabeth, Queen, 113
 Elliott, H. C., 262, 504, 506
 Elliott, F. R., 635
 Emerson, R. W., *Secundus*, 116
 Emmanuel College, Mass., 23
 Emma, E. K., 372
 Emory University, Georgia, 229, 242, 496
 Epstein, R. C., 117
 Esslinger, A. A., 573
 European universities, 187, 190, 178, 190, 409, 566
 Ewema, B., 574
 Evenden, H. S., 42
 Evening college presidents, 253
- F**
- Faculty, Duties and Responsibilities of President to, 547-622, and cross references following
 Fairchild, J. H., 686, 690
 Fairleigh Dickinson College, N.Y., 60
 Farrand, L., 95, 579, 588
 Faulkner, D., 578
 Fellows, G. E., 576
 Fesler, J. W., 506, 512
 Fidden, E., 373
 Fields, R. R., 574
 Fialay, J. H., 161
 Fite, D. H., 375
 Fitzpatrick, E. A., 118, 119, 336, 376
 Fleege, U. H., 270
 Fletcher, W. G., 547
 Flexner, A., 120, 121
 Florida State University, 26
 Fordham University, N.Y., 647, 680
 Fort Valley State College, Ga., 529
 Forum, 37, 69, 54, 123, 203, 421
 Foster, J. F., 9
 Foster, W. T., 369, 377, 577
 Foundation for World Government, 84
 Fox, D. B., 378, 578
 Franklin, F., 655
 Franklin and Marshall College, Pa., 526
 Franklin College, Ind., 252
 Freeman, D. S., 656
 French universities, 437
 Fresno State College, Calif., 615
 Froman, L. A., 379
 Frye, Senator, 103
 Fuller, E., 84
 Fund for the Advancement of Education, New York, N.Y., 277, 451
 Fund for the Republic, 141
 Futrell, J. C., 507
- G**
- Gaga, H. M., 289
 Gaines, F. P., 289
 Galbraith, J. K., 84
 Gannon, E. I., 647, 680
 Garfield, J. A., 184, 227
 Garrison, W. E., 521
 Gegenheimer, A. F., 657
 General Education Board, New York, N.Y., 120, 121
 General Electric Co., 428
 General Public, Duties and Responsibilities of President to, 622-642, and cross references following
 Generals as college presidents, *See* Military men as college presidents
 George Peabody College for Teachers, Tenn., 28, 25, 290, 282, 285, 291, 427, 450a
 George Washington University, Washington, D. C., 40, 228, 236
 Georgia, 209
 German university presidents, 107, 190, 282, 325, 331, 371, 376, 404, 427, 448, 464, 477, 563
 Ghana, 9
 Gilbert and Sullivan, 421
 Gildersleeve, B. L., 315
 Gildersleeve, V. C., 654
 Gill, L. D., 183
 Gilman, D. C., 30, 69, 70, 116, 492, 546, 651, 655, 658, 674, 678, 690
 Gilman, E. D. W., 655
 Gilman, W. C., 656
 Gipson, L. H., 657
 Gladstone, W. E., 281
 Gleason, E. J., 10
 Glenn, L. A., 380
 Gobbel, L. L., 289
 Goetsch, W. R., 506
 Goheen, R. F., 166
Golden Book, 113
 Goodspeed, C. T. B., 659
 Goodspeed, E. J., 659
 Goodspeed, T. W., 659
 Gordon, J. E., 241, 242
 Goucher College, Md., 602
 Graduates, *See* Alumni
 Graham, E. P., 526, 660
 Graves, F. P., 123, 124, 290
 Greenleaf, W. J., 125
 Greenough, W. C., 311
 Greenville College, Ill., 423
 Gregg, H. C., 276
 Gresham, P. E., 336
 Griffin, E. N., 315
 Grinnell College, Iowa, 627
 Gross, J. O., 126, 127, 128, 242, 351, 382
 Gussaulus, F. W., 690

H

- Hacker, L. M., 479
 Hadley, A. T., 70, 95, 116, 363, 670, 679
 Haight, E. H., 660
 Hale, Senator, 102
 Hall, A. B., 70
 Hall, G. S., 69, 70, 383, 661, 689
 Hall, W. W., Jr., 384
 Hamilton, T. H., 385
 Hamilton College, N.Y., 101, 348, 349, 350, 566
 Hamline University, Minn., 96
 Hammond, J. H., 139
 Hamor, W. A., 129
 Hancher, V. M., 70
 Hanus, P. H., 662
 Hardin, C. M., 509
 Harford, C. N., 51, 130
 Harmon, H. G., 386
 Harmonia College (fictional), 183
 Harper, S. N., 131
 Harper, W. R., 51, 130, 131, 232, 363, 464, 480, 671, 682, 690, 693
 Harper, Mrs. W. R., 671
Harpers Bazaar, 430
Harpers Magazine, 156, 432, 446, 451, 474, 663
Harpers Weekly, 77, 168, 628
 Harris, A. S., Jr., 388
 Harris, A. W., 387, 563
 Harrison, O. R., 533
 Hart, J. K., 132
 Hart, L., 133
 Hartwick College, N.Y., 348
Harvard Educational Review, 442
 Harvard Institute for College Presidents, 167
 Harvard University, Mass., 27, 37, 69, 95, 116, 131, 149, 156, 164, 167, 169, 245, 254, 256, 331, 338, 349, 363, 365, 371, 389, 424, 436, 464, 491, 493, 498, 524, 540, 560, 566, 624, 631, 646, 647, 662, 665, 670, 672, 680, 695
 Hauck, A. A., 375
 Havens, P. S., 384
 Haverford College, Pa., 202
 Hawk, E., 244
 Hawkins, H. D., 389
 Hawthorne, E. L., 636
 Haydn, H., 390, 434
 Heald, H. T., 510
 Herman, H. G., 80, 142
 Herring, H. C., 663
 Hibben, J. G., 27, 97, 296
Higher Education, 264, 272, 491
 Hight, Sir J., 76
 Hill, A. E., 506, 579
 Hill, C. M., 580
 Hill, D. S., 38
 Hillman, J. N., 289
 Hillway, T., 134
 Hiram College, Ohio, 103, 184, 237, 286, 335, 336
 Hobart and William Smith Colleges, N.Y., 110
 Hobson, R. L., 53, 135
 Hockemeyer, E. A., 39
 Hogan, W., 84
 Hoge, D. O., 40
 Holden, L. E., 637
 Holland, E. O., 47
 Holland universities, 481
 Hollander, J. H., 315
 Hollis, R. V., 8, 391, 511
 Holmes, R. W., 136
 Holy, T. C., 392
 Hong Kong, 9
 Hood College, Md., 300
 Hopkins, E. H., 393, 394
 Hopkins, E. M., 70, 169
 Hopkins, M., 69, 70, 653, 653, 690
 Horschler, R., 84
 Horner, H. H., 664
 Horrigan, A. F., 32, 34, 41
 Horton, M. M., 73
 Hotchkiss, W. O., 581
 Houf, H. T., 137
 Houghton, D. D., 42
 Houston, D. F., 414
 Hubbard, L. H., 289
 Hubbell, G. A., 138
 Hughes, R., 84
 Hughes, R. M., 43, 44, 245, 395, 406, 513
 Humphrey, G. D., 271, 396
 Hunt, C. W., 246
 Huntington Library, Calif., 277
 Hurt, H. W., 139
 Hutchins, H. B., 397
 Hutchins, R. M., 65, 87, 140, 141, 169, 195, 398, 423, 424, 432, 494, 557, 680
 Hyde, W. D., 102, 256, 352, 690

I

- Ickes, H., 240
 Illinois Education Association, 211
 Illinois College, 301
Illinois Teacher, 211
Improving College and University Teaching, 350
 Inaugural addresses, 27, 28, 62, 69, 70, 72, 101, 110, 124, 150, 160, 163, 191, 207, 216, 217, 218, 233, 324, 340, 342, 343, 348, 350, 354, 355, 378, 407, 412, 414, 423, 426, 433, 436, 445, 460, 463, 475, 520, 526, 551, 578, 667
Independent, 99, 144, 237, 323, 464, 473, 477, 559, 564
 India, 9
 Indiana State Teachers College, 201
 Indiana University, 95, 281, 304, 506, 635, 667
Industrial and Engineering Chemistry, News Edition, 129
 Installation of college president, order of exercises for, 126
 Institute for Administrative Officers of Higher Institutions, Chicago, Ill., 386
 Institute for College and University Administrators, Cambridge, Mass., 491, 493, 524
 Institute of Advanced Study, N.J., 449
 Institute of Higher Education, Nashville, Tenn., 220, 347
 Inter-American University, Puerto Rico, 327

- International Association of Universities,
Paris, France, 14
Iowa State Board of Education, 42
Iowa State College, 43, 44, 50, 245, 295, 556
Irwin, M., 11
Italian universities, 437, 448
- J
- James, H. J., 90, 585
James H., 665
James, H. G., 80, 142, 236, 313
Jastrow, J., 560, 563, 582, 584, 585, 600
Jefferson, T., 217, 237
Jesse, R. H., 70, 586
Jessup, W. A., 340, 400
John Dewey Society, Columbus, Ohio, 71
Johns Hopkins University, Md., 69, 116, 282,
318, 366, 383, 389, 558, 560, 646, 651, 656,
658, 674
Johnson, A., 666
Johnson, J., 671
Johnson, R. L., 378
Johnston, J. B., 401
Jones, C. B., 501
Jones, L. W., 70, 402
Jones, R. C., 546
Jones, R. W., 403
Jones, T. J., 145
Jones, William Carey, 655
Jones, William Clarence, 285, 291
Jordan, D. S., 15, 69, 70, 144, 323, 363, 404,
422, 497, 667, 670
Jordan, W. K., 155
Jorgensen, A. N., 62
Journal of Education, 147, 595
Journal of Engineering Education, 581, 588
Journal of Higher Education, 22, 50, 52, 69,
71, 72, 110, 140, 152, 216, 228, 242, 256,
298, 324, 335, 355, 365, 372, 382, 405, 425,
451, 455, 476, 485, 488, 547, 557, 562, 570,
575, 612, 645, 657, 695, 55a
Judson, H. P., 670
Junior College Journal, 50, 98, 186, 196, 197,
244, 267, 346, 599
Junior college presidents, 10, 20, 26, 36, 82,
98, 174, 186, 196, 197, 244, 262, 264, 265,
266, 267, 273, 274, 278, 279, 337, 374, 419,
546, 599
- K
- Kandel, I. L., 145
Kansas, 206
Kansas City, (Mo.) Teachers College of, 289
Kay, D. M., 289
Keenan, A. E., 82
Keeney, B. C., 405, 451
Keener, D. M., 148, 408
Kelly, F. J., 87, 407
Kelly, R. L., 147, 148, 408
Kent, R. A., 640
Kent, W., 587
Kent State College, Ohio, 505
Kentucky, 344
Kenyon, D., 149
Keppel, F. P., 190, 409
Kettler, R. W., 263
Keyes, H. M. R., 14
Kiell, N., 12
Kimball, D. S., 588
Kinder, J. S., 410, 411
King, F. P., 511
King, S., 412
Kinley, D., 413, 664
Kirkland, J. H., 70, 363, 414, 647
Kirkpatrick, J. E., 413, 589
Klein, A. J., 292
KleinSmid, R. B., 647
Knight, D. M., 416
Knight, E. W., 45, 514
Knobe, J. C., 151
Knowles, A. S., 152
Knowlton, E. C., 152
Knox, J. B., 417
Knox College, Ill., 161, 333, 567
Kohlbrenner, B. J., 347
Koiba, P. R., 154
Konvita, M. R., 418
Koo, L. V., 419
Korea, Republic of, 365
Kretsmann, O. P., 420
Krusa, S. A., 248
Kunkel, B. W., 349
- L
- La Crosse State Teachers College, Wisc., 152
Ladd, G. T., 421, 560
Ladies Home Journal, 664
Lafayette College, Pa., 169, 249, 305, 426
Land-grant colleges and universities, 271,
277, 292, 340, 495
Langdon, H. G., 590
Langman, A. W., 155
Laski, H. J., 156, 157, 158, 203, 210, 566
Laughlin, E. V., 628
Laura Spelman Rockefeller Memorial Fund,
New York, N.Y., 357
Lawrence College, Wisc., 73, 416, 531
Lawton, W. C., 159
Leaders in Education, 3, 247, 254
Lee, Robert Edmund, 668
Lee, Robert Edward, 184, 656, 668
Lefevre, A., 422, 579
Lehigh University, Pa., 184, 518
Leighton, J. A., 160, 618
Leland Stanford Jr. University. See Stanford
University
Leonard, R. J., 46
Leutner, W. G., 289
Lewis, W. P., 250, 375
Liberal Education, 103a, 113a, 301
Librarians, Duties and Responsibilities of
Presidents to, 541-546, and cross refer-
ences following
Library Journal, 84
Life, 183, 193, 194, 647
Lincoln Memorial University, Tenn., 188
Lindley, E. H., 70
Lindsay, E. E., 47
Literary Digest, 195, 563
Little, C. C., 506
Long, H. J., 423
Long Beach State College, Calif., 431
Longmont College (Academy), Colo., 681

- Lord, L. C., 184
Louisiana Society for Mental Healing, 608
Louisiana State University, 844
Low, S., 477
Lowell, A. L., 27, 164, 398, 424, 645, 695
Lubbers, I. J., 515
Lund, F. E., 72
Lutheran colleges and universities, 46, 288
Lyon, Mary, 42
- Mc, Mac**
- McAfee, M. H., 680
McAllister, C. E., 516, 517
McCain, J. R., 289
McCall's Magazine, 155
MacCaughy, V., 13
McColl, J. R., 639
McColl, S. W., 436
McConaughy, J. L., 161, 425
McConn, C. M., 518
McConnell, R. E., 162
McConnell, T. R., 62, 64, 392
McCormick, E. L., 592
MacCracken, H. M., 70
MacCracken, H. N., 363, 654
MacCracken, J. H., 11, 426
McDonald, R. W., 393, 508
McDuff, M. McL., 5, 6
McGinnis, H. J., 162, 259, 427, 428
McGrath, E. J., 251
McGraw-Hill Publishing Co., New York, N.Y., 146
McHenry, D. E., 48
MacLaurin, R. C., 189
McLean, M. S., 593
McMaster, W. H., 429
McMullin, T. E., 687
McVey, F. J., 520
McVey, F. L., 49, 50, 70, 519, 520, 579
- M**
- Madison College, Va., 228
Malaya, 9
Malott, D. W., 418
Malta, 9
"Mammoth State University," 474
Manchester College, Ind., 460
Mann, C. R., 27
Marks, J. A., 430
Marquette University, Wisc., 118, 119, 270
Marsh, C. S., 11
Marsh, D. L., 163, 164, 165
Martin, C. V., 431
Martin, H. D., 166
Martorana, S. V., 391
Massachusetts, 269
Massachusetts Institute of Technology, 189, 190, 433, 560, 673
Massachusetts State Teachers College, Worcester, 498
Master's theses, 39, 40
Mather, J. P., 167
Maul, R. C., 272, 273, 274
Maurer, I., 289
Mayer, M. S., 432
- Mayhew, L. B., 594
Meany, E. S., 168
Mechlin, J. F., 169, 170
Medcalfe, N., 113
Melkiejohn, A., 564
Mell, P. H., 521
Mellen, G. F., 669
Mellon Institute of Industrial Research, Pittsburgh, Pa., 129
Menlo Junior College, Calif., 448, 449
Methodist Board of Education. *See* Board of Education of the Methodist Church
Methodist colleges and universities, 96, 126, 127, 128, 243, 276, 288, 381, 382
Mesa, E. S., 70
Miami University, Ohio, 50, 288, 304, 512, 681
Michigan State Board of Agriculture, 639
Michigan State University, 594
Middle States Association of Colleges and Secondary Schools, Philadelphia, Pa., 293
Middlebush, F. A., 433
Military men as college presidents, 103, 108, 109, 122, 178, 184, 188, 194, 227. *See also* Eisenhower, D. D.
Miller, D. S., 172
Miller, W., 579
Mills College, Calif., 155, 205
Ministers as college presidents, 95, 103, 161, 163, 173, 200, 243, 252, 258, 670, 691
Mirrialees, E. R., 390, 434
Mississippi State College, 669
Mississippi Valley Historical Review, 687
Missouri State Teachers College, Cape Girardeau, 243
Mitchell College, Conn., 134
Modern Language Association of America, New York, N.Y., 596
Monroe, P., 464
Montana State Teachers College, Dillon, 310
Montandon, C. M., 174
Montgomery, J. K., 671
Montgomery, R. N., 51, 446, 671
Moore, R. F., 175
Morey, L., 537, 538
Morison, S. E., 672
Morrill, J. L., 355
Morris, R. T., 595, 630
Morrison, D. H., 405, 451
Morrow, E. D., 436
Morse, H. M., 315
Mortola, E. J., 112
Mount Holyoke College, Mass., 42, 133, 136, 149, 430, 654
Mount Mary College, Wisc., 376
Mount Union College, Ohio, 254, 429
Muhlenberg College, Pa., 150, 216
Munroe, J. P., 435, 559, 560, 673
Murray State Teachers College, Ky., 625
Muskingum College, Ohio, 51, 130, 131, 444, 483, 671
- N**
- N. W. Harris Lectures, 37
Nation, 37, 84, 90, 102, 191, 226, 305, 312, 321, 322, 338, 358, 548, 560, 582, 600, 613, 646
National Association of Deans of Women, 59

- National Association of State Universities, Washington, D.C., 240, 281, 308, 397, 400, 413, 433, 471, 506, 507, 512, 529, 550, 571, 579, 642
- National Catholic Education Association, Washington, D.C., 171
- National Commission on Accrediting, Washington, D.C., 301
- National Education Association, Washington, 272, 273, 274, 278, 279, 326, 362, 370, 404, 409, 472, 502, 508, 572, 590
- National Education Association Journal*, 346
- National Education Association Research Bulletin*, 278, 279
- National Federation of College and University Business Officers Associations, 537
- Nation's Schools*, 428
- Nebraska State Teachers College, Peru, 248
- Nelson, W. A., 70, 436, 596, 654, 663, 680, 687
- Netherlands universities, 481
- New England Magazine*, 669
- New Haven State Teachers College, Conn., 555
- New Jersey State Teachers College, Trenton, 306, 307
- New Mexico Board of Educational Finance, 452
- New Republic*, 106, 158, 210
- New York, 269
- New York Evening Post*, 563, 624
- New York Herald Tribune Book Review*, 84
- New York State Normal School, Oneonta, 246
- New York Times*, 79, 84, 139, 390
- New York Times Book Review*, 73
- New York Times Magazine*, 92, 434
- New York University, 24, 27, 187, 263, 444, 510, 527, 528, 554, 610
- New Yorker*, 439
- New Zealand, 9, 76
- Newburn, H. K., 437
- Newsweek*, 227
- Nigeria, 9
- Nimkoff, M. F., 52
- Nissley, H. R., 438
- Nock, S. A., 337, 533
- Nomenclature for president, 24, 25, 26, 63, 107, 186, 244
- Non-educators as college presidents, 109, 145, 161, 172, 175. *See also*, Business men as college presidents, Military men as college presidents
- North American Review*, 518
- North Carolina College for Women, 276
- North Central Association of Colleges and Secondary Schools, Chicago, Ill., 252, 333, 366, 372, 453, 594
- North Central Association Quarterly*, 89, 333
- North Dakota, 391
- North Dakota Agricultural College, 391
- North Dakota State Board of Education, 391
- Northeastern University, Mass., 153
- Northland College, Wis., 475, 641
- Northrup, C., 690
- Northwestern University, Ill., 113, 243, 356, 387, 499, 515, 563, 609
- Nott, E., 297, 301
- Nyasaland, 9
- Nyquist, E. B., 293
- O
- Oberlin College, Ohio, 155, 221, 237, 487, 585, 647, 686
- Occidental College, Calif., 623
- Ohio State University, 148, 160, 339, 471, 504, 505, 579, 671, 689
- Ohio University, 137, 142, 513, 562, 613
- Oklahoma Agricultural & Mechanical College, 403, 459
- O'Rear, F. B., 46
- Oregon College of Education, 350
- Organization for the Enlargement by the State of Texas of Its Institutions of Higher Education, 422, 579
- Ouellette, V. A., 674
- Oxford University. *See* University of Oxford
- Oxnam, R. F., 53
- P
- Pace College, N.Y., 112
- Pakistan, 9
- Palmer, A. F., 675
- Palmer, A. MacL., 15, 179, 180, 181, 182, 275, 294, 295, 296, 297, 298, 299, 300, 302, 513, 523
- Palmer, A. P., 42
- Palmer, G. H., 675
- Park, C., 183
- Park, C. W., 184
- Park, M. E., 654
- Park Avenue Christian Church, N.Y., 112
- Parker, J. E., 439
- Parker, W. W., 440
- Paterson, J. K., 240, 304, 326
- Paton, B., 441, 560, 564
- Paul, D., 671
- Peabody College. *See* George Peabody College for Teachers
- Peabody Journal of Education*, 26, 107, 128, 243, 259, 284, 285, 291, 310, 318, 351, 361, 364, 375, 440, 565, 634
- Peabody Reflector*, 450a
- Pearce, H. J., 289
- Peck, H. T., 54
- Pendleton, E. F., 654
- Pennsylvania, 204, 269
- Pennsylvania College for Women, 385, 416, 411
- Pennsylvania State University (formerly Pennsylvania State College), 199, 204, 214, 215, 574
- Penrose, S. B. L., 300, 597
- Pepper, W., 70, 688
- Perkins, J. A., 185, 442
- Perkins, M. H., 185
- Perry, C. M., 676
- Personal Factors Regarding Presidents, 239-315, and cross references following subdivisions
- Personnel Journal*, 181
- Peterson, K. G., 678
- Petry, L. C., 547
- Phelps-Stokes Fund, New York, N.Y., 143
- Phi Beta Kappa, 161, 179, 252, 390, 558

- Phi Delta Kappan*, 170
 Physicists as college presidents, 226
 Pickrel, P., 451
 Pierce, A. C., 186
PMLA, Publication of the Modern Language Association of America, 596
 Pollock, T. C., 444
 Pomton, Pres., 84
Popular Science Monthly, 182, 172, 177, 325, 421, 527, 549, 568, 585, 608, 626
 Potent, W. L., 445
 Powers, D. G., 187
 Presbyterian colleges and universities, 288
 President's wife. *See* Wife of president
 Presidents' Workshop, North Central Association, 594
 Price, H. G., 599
Pride, 86
 Princeton University, N.J., 27, 35, 55, 69, 83, 95, 97, 110, 116, 158, 166, 256, 296, 359, 360, 363, 441, 620, 647, 670
 Pritchett, H. S., 190, 465, 559
 Progressive Education Association, 662
 Psychologists as college presidents, 95, 198
 Pugwash Experiment, 482, 483, 484, 492
 Purdue Rating Scale for Administrators, 58, 135
 Purdue University, 58, 135, 269, 504, 505
- Q
- Qualifications and Selection of Presidents, 74-238, and cross references following
Quarterly Journal of the University of North Dakota, 49, 332
 Queen Elizabeth, 113
 Queens College, N.Y., 64
 Quigley, H. S., 601
- R
- R. H. Macy & Co., 277, 451
 Rabe, W. F., 447, 448, 449
 Radcliffe College, Mass., 133, 155, 205, 654
 Rainey, H. P., 55a, 252
 Rauh, M. A., 524
Reader's Digest, 194, 663
 Reader's Digest Condensed Books, 83
 Reals, W. H., 253
 Reck, W. E., 640
 Rector, 107, 160, 371, 376, 464, 477. *See also* German university presidents
 Reed College, Oreg., 146, 377, 406, 577, 612
 Reeves, F. W., 56, 57, 276, 453
 Reeves, J. A. W., 31, 450
 Reference Works, 1-19
 Regents. *See* Boards of Control
 Reinhardt, A., 205
 Religious Education Association, New York, N.Y., 561
 Religious superior, 207a
 Remmers, H. H., 58
 Remsen, I., 315
 Rensselaer Polytechnic Institute, N.Y., 581
 Republic of Korea, 365
 Republicans as university presidents, 201
 Responsibilities and Duties of Presidents, 316-643, and cross references following subdivisions
 Retirement of Presidents, 308-315, and cross references following
Review of Reviews, 331, 689
 Reynolds, Q., 193, 194
 Rhees, R., 70, 463
 Rhode Island State College, 344
 Rhodesia, 9
 Richardson, V. E., 384
 Richmond, J. H., 625
Richmond News-Leader, 555
 Rightmire, G. W., 51, 681
 Risdon, H., 308
 Robb, F. C., 35, 450a
 Robertson, D. A., 11, 602
 Robinson, F. B., 59
 Rockefeller, J. D., 480
 Rockefeller, J. D., Jr., 51, 682
 Rockefeller Fund, New York, N.Y., 480, 693
 Roland, L. J., 196, 197
 Roman Catholic colleges and universities. *See* Catholic colleges and universities
 Roosevelt, T., 172
 Rosary Hill College, N.Y., 34
 Ross, E. E., 3
 Rowland, R. W., 603
 Royal Commission on University Education, London, 500
 Ruckmish, C. A., 198
 Rudolph, F., 683
 Rudy, W., 498
 Ruml, B., 263, 277, 334, 405, 451
 Rumsey, M. H., 406
 Russell, J. D., 50, 56, 57, 199, 276, 452, 453
 Russell Sage College, N.Y., 379
 Rutgers University, N.J., 200, 402
 Rutledge, S. A., 454
- S
- Sabine, G. H., 604
 Sacramento State College, Calif., 380
 St. Johns College, Md., 84, 482, 483, 484
 St. Johns College, University of Cambridge, England, 118
 Salary of Presidents, 260-279, and cross references following
 Salem College, W. Va., 633
 Sammartino, P., 60
San Francisco Chronicle, 84
 Sangren, P. V., 455
Saturday Evening Post, 97, 166
Saturday Review of Literature, 87, 227, 398
 Savage, H. J., 38, 525
 Schaeffer, J. A., 526
 Schaff, S. D., 456
 Scheuerman, W. M., 126
 Schmidt, G. P., 61, 200, 275
School and Society, 23, 55, 59, 64, 79, 81, 103, 108, 111, 124, 125, 134, 139, 145, 147, 150, 179, 184, 185, 201, 207, 216, 219, 230, 233, 235, 236, 239, 245, 247, 252, 253, 255, 260, 270, 271, 286, 288, 297, 300, 302, 304, 347, 354, 369, 376, 407, 412, 415, 462, 466, 513, 520, 526, 537, 554, 577, 578, 590, 601, 642, 643, 662, 691

- School Bulletin*, N.Y., 648
School Review, 419
 Schroeder, H. J., 457
 Schurman, J. G., 560, 605, 670, 689
 Schwalm, V. F., 460
Science, 144, 189, 198, 257, 323, 325, 377, 383,
 401, 435, 441, 466, 502, 551, 553, 559, 560,
 561, 568, 583, 585, 587, 605, 624
Scientific Monthly, 95, 151, 523
 Scott, D. R., 458
 Scott, DR, 458
Scribner's Magazine, 183
 Scroggs, S., 459
 Sears, W. P., 109
 Seaton, J. L., 460, 461
 Seelye, J. H., 70
 Seelye, L. C., 463
 Selden, W. K., 301
 Selection and Qualifications of Presidents,
 74-238, and cross references following
 Sellery, G. C., 506
 Semans, H. H., 392
 Seton Hall College, Pa., 31, 450
 Sewanee, Tenn., 484, 492
 Seymour, C., 462, 647
 Shanna, G. P., 606
 Shannon, J. R., 201
 Sharpless, L., 203
 Sheffield, E. F., 607
 Shimer College, Ill., 89, 337
 Shurtleff College, Ill., 79
 Sills, K. C. M., 156, 208
 Silverman, O. A., 62, 341
 Simmons College, Mass., 352
 Simpson College, Iowa, 243, 381, 382
 Singapore, 9
 Sloss, M. C., 685
 Slosson, E. E., 464
 Smith, as name of college president, 29
 Smith, K. F., 315
 Smith, R. F., 204
 Smith, S. S., 84
 Smith, W., 657, 669
 Smith College, Mass., 155, 463, 596, 654, 663,
 680, 687
 Snively, G. E., 70, 302, 542, 652
 Snyder, F. B., 690
 Snyder, H. N., 127, 363, 684
 Sorbonne, Paris, France, 408
 South Africa, 9
 South Dakota, 269
 Southeast Missouri State Teachers College,
 440
 Southern Association of College and Uni-
 versity Business Officers, Emory University,
 Ga., 535
 Southern Association of Colleges and Second-
 ary Schools, Atlanta, Ga., 252, 514
 Southern Regional Education Board, Atlanta,
 Ga., 337
 Southern University Conference, Montevallo,
 Ala., 360, 402
 Speck, F. V., 205
 Spencer, F. M., 671
 Springer, D. W., 206
 Springfield College, Mass., 86, 611
Springfield Republican, 325
 Sproul, R. G., 70, 207, 649, 680
 Stanford, E. V., 63, 207a
 Stanford University, 7, 30, 36, 69, 101, 144,
 233, 234, 268, 349, 350, 363, 383, 404, 434,
 447, 465, 494, 566, 667, 670, 674, 678, 685
 Starbuck, E. D., 626
 State College of Washington, 47, 393, 394, 516
 State University of Iowa, 400, 508, 570, 590,
 606
 State university presidents, 151, 169, 185, 190,
 201, 240, 248, 271, 304, 344, 345, 474, 495,
 501. See also National Association of
 State Universities
 Stearns, R. L., 303
 Stearns, S. N., 627
 Stearns, W. N., 208
 Steffens, C. N., 623
 Stephens College, Mo., 252
 Stevenson, J. J., 527, 528, 559, 560, 610
 Stevenson, W. E., 155
 Stewart, A., 9
 Stillman, J. M., 465
 Stoddard, G. D., 466
 Stoddard, J. T., 436
 Stoke, H. W., 64
 Stone, D. C., 611
 Stone, W. E., 521
 "Stoney Broke College," 450a
 Stoughton, C. C., 342
 Stover, W. S., 631
 Stratton, G. M., 467, 560
 Strayer, G. D., 209
 Studebaker, J. W., 621
 Students, Duties and Responsibilities of Presi-
 dent to, 623-629, and references following
 Sullivan, R. H., 612
 Super, C. W., 613
 Suzallo, H., 70, 529
 Swarthmore College, Pa., 614, 680
 Swing, A. T., 686
 Syracuse University, N.Y., 220, 221, 222, 223,
 224, 225, 325, 587
- T
- Tappan, H. P., 676
 Taylor, H., 21, 65, 155, 468
 Taylor, J. M., 70, 690
 Taylor, R. R., 35
 Teachers College of Kansas City, Mo., 239
 Teachers College presidents, 152, 162, 184,
 201, 211, 231, 239, 246, 248, 259, 284, 285,
 291, 306, 310, 351, 353, 361, 362, 427, 428,
 440, 454, 615, 677
Teachers College Record, 50, 320, 374, 687
 Teachers Insurance and Annuity Association
 of America, New York, N.Y., 311
 Tead, O., 50, 71, 212, 213, 221, 365, 687
Technology Review, 435
 Temple University, Pa., 378, 545, 553
 Tennessee, 138
 Tennessee College Association, 138
 Tenure of Presidents, 280-307, and cross ref-
 erences following
 Texas, 422
 Texas Technological College, 101, 501
 Theological seminaries, presidents of, 25
Think, 451

- Thomas, F. W., 615
 Thomas, M. C., 133
 Thompson, W. O., 471, 506, 579, 671, 689
 Thorp, M. F., 687
 Thorpe, F. N., 688
 Thwing, C. F., 66, 67, 68, 164, 296, 472, 473, 628, 689, 690, 691
 Tickton, S. G., 263, 277
 Tillum, J. K., 409
Time, The Weekly Newsmagazine, 84, 122, 178, 185, 649, 680
 Tolley, W. P., 289
 Trabue, M. R., 214, 215
 Tresidder, D. B., 685
 Trippet, B. K., 616
 Troup, C. V., 539
Trustees Magazine, 96, 382
 Trustees. See Boards of Control
 Tucker, L. L., 692
 Tucker, W. J., 169, 312, 313, 314, 690
 Tufts College, Mass., 62
 Tulane University, La., 489
 Tulosa, R. E., 289
 Tunis, J. R., 474
 Tunstall, C., 84
 Turberville, G., 475, 641
 Tuskegee Institute, Ala., 143
 Tyson, L., 150, 216
 Tyson, Mrs., 150
- U
- U.S. Office of Education, Washington, D.C., 8, 19, 57, 125, 199, 261, 262, 264, 265, 266, 292, 391, 511, 555
 Uganda, 9
 Uhrbrock, R. S., 476
Understanding the Child, 246
 Union College, N.Y., 104, 105, 297, 301, 378, 567, 578, 629
 Union Theological Seminary, N.Y., 25
 United Chapters of Phi Beta Kappa, 390
 United Kingdom, 9
Universities Quarterly, 359
University Administration Quarterly, 685
 University of Acroasia (fictional), 622
 University of Alabama, 92, 192, 288, 343, 471
 University of Alberta, Canada, 9
 University of Arizona, 511
 University of Arkansas, 409, 507, 536
 University of Berlin, Germany, 107
 University of Buffalo, 62, 117, 341
 University of California, 108, 109, 207, 263, 392, 467, 560, 593, 651, 655, 670, 674, 680
 University of Cambridge, England, 113, 359
 University of Chattanooga, Tenn., 15, 179, 180, 181, 182, 258, 275, 294, 295, 296, 297, 298, 299, 300, 523, 535
 University of Chicago, Ill., 51, 57, 87, 104, 181, 140, 141, 169, 195, 241, 242, 251, 254, 263, 276, 338, 347, 363, 383, 398, 419, 432, 451, 458, 464, 557, 560, 659, 670, 690, 693
 University of Cincinnati, Ohio, 184, 325
 University of Colorado, 55a, 303, 326, 579
 University of Delaware, 442
 University of Idaho, 407
 University of Illinois, 27, 90, 158, 263, 366, 413, 466, 503, 537, 538, 590, 585, 664
 University of Kansas City, Mo., 557, 652
 University of Kentucky, 49, 50, 56, 240, 276, 304, 313, 326, 344, 363, 364, 519, 520, 625, 634, preceding 644
 University of London, England, 156, 157, 158, 323, 357
 University of Louisville, Ky., 640
 University of Maine, 75, 375, 534, 567
 University of Manchester, England, 373
 University of Maryland, 21, 85, 232, 467
 University of Massachusetts, 167
 University of Michigan, 160, 185, 190, 213, 333, 339, 397, 415, 560, 589, 644, 646, 676, 694
 University of Minnesota, 28, 213, 257, 280, 355, 401, 480, 561, 601, 693
 University of Missouri, 433, 453, 479, 560, 579, 586
 University of Montana, 409, 502
 University of Nebraska, 78, 495, 497, 509, 550, 647
 University of Nevada, 48
 University of New Hampshire, 74, 316, 317
 University of New Mexico, 151, 340
 University of North Carolina, 27, 45, 514, 520, 680
 University of North Dakota, 50, 332, 391, 520, 579
 University of Notre Dame, Ind., 247
 University of Oklahoma, 87, 233, 325, 344, 569, 676
 University of Oregon, 244, 487, 573, 579
 University of Oxford, England, 359, 448
 University of Paris, France, 409, 448
 University of Pennsylvania, 254, 290, 560, 657, 688, 689
 University of Pittsburgh, Pa., 36, 339
 University of Richmond, Va., 632
 University of Rochester, N.Y., 219, 463
 University of South Dakota, 532, 619, 642, 643
 University of Southern California, 53, 647
 University of Tennessee, 94, 417
 University of Texas, 55a, 98, 186, 252, 267, 329, 414, 490, 547
 University of the State of New York (State Education Department), 124, 664
 University of Utrecht, The Netherlands, 481
 University of Vermont, 91, 191, 551, 579, 644
 University of Virginia, 217, 237, 563, 579
 University of Washington, 71, 123, 132, 168, 529, 692
 University of Wisconsin, 35, 260, 344, 478, 560, 579, 583, 584, 585, 680
 University of Wyoming, 123, 271, 370, 396
 University System of Georgia, 209
Unpopular Review, 173, 399, 633
 Upham, A. H., 304
 Utah Conference on Higher Education, 213, 316
 Utopia Teachers College, 231
- V
- Valentine, A. C., 219
 Valentine, P. F., 459
 Valparaiso University, Ind., 420

- Van Hise, C. R., 70, 478
 Vanderbilt University, Tenn., 343, 363, 414, 542, 647
 Vassar College, N.Y., 363, 654, 660
 Veblen, T. B., 479
 Ventura College, Calif., 599
 Villa Maria College, Pa., 196, 197
 Villanova College, Pa., 63, 207a
 Vincent, G. B., 51, 480, 693
Vital Speeches of the Day, 462
 Von Gruening, J. P., 420
 Vonk, H. J., 481
- W
- Wabash College, Ind., 616
 Waddle, B., 671
 Wagon Gap, Colo., 484, 492
 Wake Forest College, N.C., 445
 Walcott, G. D., 257
 Waldo, D. B., 677
 Walker, F. A., 673
 Ward, P. W., 220, 221, 222, 223, 224, 225
 Warfield, E. D., 169, 300
 Warren, L. E., 254
 Washington, B. T., 143
 Washington and Lee University, Va. (formerly Washington College), 184, 656, 668
 Washington State College, *See* State College of Washington
 Washington State Normal School, Ellensburg, 162
 Washington University, Mo., 253, 552
 Watt, W. W., 305
 Watts, R. J., 531
 Weaver, D. A., 69, 70
 Webster, A. G., 226
 Weeter, D., 227
 Weeks, I. D., 532, 619, 642, 643
 Weigle, 482, 483, 484, 492
 Wellesley College, Mass., 42, 133, 430, 654, 675, 680
 Wesleyan University, Conn., 161, 198, 243, 425
 West, A. F., 620
 West, R. L., 306, 307
 West Indies, 9
 West Liberty State College, W. Va., 114
 West Texas State College, 565
 Western Illinois State College, 330
 Western Michigan College of Education, 455
 Western Reserve University, Ohio, 66, 67, 68, 164, 472, 473, 575, 628, 689, 690, 691
 Western State Teachers College, Mich., 677
 Westminster College, Mo., 384
 Wetzler, W. F., 228
 Wheeler, B. I., 670
 White, A. D., 30, 70, 232, 354, 389, 646, 678, 690, 694
 White, G. C., 229, 486, 554
 White, L. Jr., 155
 Whitman, College, Wash., 300, 597
 Whitney, E. H., 655
 Whitney, M. D., 655
Who's Who in America, 18, 240, 247, 249, 254, 458
 Wicke, M. F., 533
 Widger, H. DeF., 231
 Wife of president, 50, 60, 104, 110, 180, 388, 446, 565
 Wiggin, G. A., 21, 232
 Wiggins, D. M., 101
 Wilberforce University, Ohio, 344
 Wilbur, R. L., 233, 234, 685
 Wild, R. W., 634
 Wildman, C. E., 621
 Wilgus, A. C., 235, 236, 513
 Wilkins, T. B., 19
 Willamette University, Ore., 287
 William and Mary, College of, 498
 Williams, C. H., 237
 Williams, L. P., 238, 488
 Williams College, Mass., 69, 653, 683
 Wilson, L., 489, 490
 Wilson, W., 69, 70, 87, 95, 116, 237, 363, 547, 670
 Wilson College, Pa., 300
 Winship, A. E., 147
 Wisconsin, 81
Wisconsin Journal of Education, 82
 Wisconsin State College, Platteville, 81
 Wittenberg College, Ohio, 342
 Wittke, C., 221
 Wofford College, S.C., 363, 684
 Woman's College of Alabama, 320
 Women as college presidents, 17, 20, 34, 39, 40, 42, 52, 59, 100, 133, 149, 155, 205, 212, 430, 654
 Wood, A. L., 52
 Woodbridge, H. E., 622
 Woodburne, L. S., 71
 Woodley, M. E., 133, 430, 654
 Works, G. A., 57, 340
 Wormald, F. L., 484, 491, 492
 Wright, B. F., 155
 Wriston, H. M., 72, 73, 303, 356, 493, 629
 Wylie, A., 70
- Y
- Yakima Valley Junior College, Wash., 82
Yale News, 139
 Yale University, 55, 79, 95, 116, 131, 324, 333, 363, 421, 462, 493, 555, 560, 561, 580, 645, 647, 651, 670, 679, 683, 692
 Yeomans, H. A., 645, 695
 Young, H. B., 540
- Z
- Zunser, R. F., 494