THE COLLEGE PRESIDENT.

About three thousand years ago there came into existence a new profession, that of the prophet. The early history of this profession had much in common with the rise of a profession coming to be recognized as such for the first time in the present generation, that of the College president. In the earliest days of prophetism the incumbent of that office was not infrequently termed "mad". The presence in its ranks of certain men occasioned great surprise, for it became a proverb, "Is Saul also among the prophets?" Not infrequently these prophets in their enthusiasm "stripped themselves of their clothing and fell down in a trance". At one time in this early period we are told there were four hundred of them.

It is somewhat so in these early days of the college president. He is not infrequently treated as "mad". Very common is the phrase, "Has Jones also become a college president?" Instead, however, of stripping themselves, they labor without ceasing to strip others. The number is the same; about four hundred. The analogy between the ancient dervish and the modern college president might be pressed even more closely; but it is unnecessary.

A superficial observer will find much to substantiate the very common accusation that the college president is professionally a prevaricator. Is it not true that members of a college faculty distinctly recall many occasions when the president has promised promotion, or increase of salary, or a special appropriation for books and equipment; promises that he has forgotten as soon as the door was closed upon the interview? Is it not true that on many occasions, students, summoned to the President's Office to meet charges made against them, have left the office wholly satisfied that these charges had been shown false, and firmly convinced that the president was on their side, only to find next day that the verdict declared them guilty rather than innocent?

How often, too, it has clearly been shown that the president in talking with one person, or group of persons, seemed to entertain a given opinion, whereas, in conversation with another person, or group, strangely enough a different opinion
on the same subject was expressed? It is reported that the president of a New
England college not long since gave up his position because his statement on the same
subject to different people varied so radically; in other words, because the truth
as he represented it was so multiform. To be entirely just to New England, it must be
added, reports of this tenor are not restricted to that section of the country.

The president of a university who succeeds at times in concealing his real
thought concerning this man or that subject is politely called a diplomat. Is it
diplomacy, or is it lying? or may a more euphemistic phrase be found to describe the
policy which must characterise his dealing with all classes of men, if he is to remain
a college president?

A closer study of the case, and the examination of specific instances will
furnish evidence that the professor who thought he had been promised promotion or an
increase of salary, made petition to this effect, was received courteously, and
mistook courtesy for a business pledge. The student, it will be found, is
forgot that the president was was his judge. A judge, silent until sentence is to be
pronounced. The student mistook that silence for acquiescence in his own statement.

It is easy enough to imagine that the person to whom one talks has in mind the thought
of the speaker. The next step is easier still, actually to believe that the listener
has approved the words of the speaker, or perhaps that he has spoken them.

Possible it is, to be sure, that the president in expressing his desire that
such and such a thing should be, sometimes makes a statement that is open to stronger
interpretation than he intended. It would be strange if he did not occasionally
consent to a proposition which, upon later consideration, might appear to be
impracticable; or which, however urgently he might present it to the powers that be,
would fail to secure their approval. Does he likewise sometimes forget? Unquestion-
ably; for he is human. Does he sometimes really undertake to do the impossible?
Surely; and he discovers this fact to his cost. In all these cases, from the point
of view of the other man, he is, in the language of the street, a liar. And yet, I
dare say, he still supposes himself worthy of the confidence of his fellow creatures.
The college presidency is a profession in which a large percentage of one's time and energy is occupied in saying "no". Real risk is taken, when for the sake of variation in a small proportion of these cases, a kindly interest is shown. To be brutal may not be so good a policy at the time, but in the long run it probably pays. One of the most distinguished university presidents now living was noted during a large portion of his career for his extreme brutality. It is altogether probable that the high success which he has achieved is due in no small measure to this fact. He is said to have become greatly softened in his later years. One can afford to practice a policy in later years which would ruin him in his early career.

It is contended, with some show of plausibility, that the modern college president is, first and last, a "boss". Does he not have almost unlimited power? May he not exercise this power at his own pleasure? Does he not set up and pull down? Can he not brow-beat and threaten? Is not the life of every professor in his hands? Does he not make and break careers? Is not the administration of a college or university in these times an example of one man power? It is so maintained to, and we must confess there are some facts which seem to favor this contention.

If the existence of one case of this kind, or even of several, would warrant us in supposing that it was generally true, the question would be settled. Perhaps there has not been known in recent years a more typical instance of despotism than that which is said to have existed in a certain State University. The writer is fully aware of the fact that this same word "despot" has been applied both good-
naturally and ill-naturally to his own administrative policy. But it is interesting to observe that within a few months there has been appointed the first president of the University of Virginia,—a significant fact in the history of university education, showing that the extreme democratic policy initiated by Thomas Jefferson is regarded as a failure. It is probable that Mr. Jefferson, if living, would himself recognize the failure of his cherished idea. In these last years, has Harvard outstripped Yale? If so, is it not partly because at Harvard the president is given larger power?

To what extent is the college or university of modern times a business enterprise, requiring the adoption of business methods in the management of its affairs? If this point of view is assumed provisionally, light may be shed upon the question from the study of the tendency in modern business concerns. As institutions grow larger and more complex, is there not inevitably a tendency towards specialism in administration, and a necessity for organization which will definitely locate responsibility? The departmental professor in a college or university is ordinarily wholly occupied with the affairs of his own subject. The responsibility rests upon him to develop that subject as best he can. He is, to be sure, an agent responsible for the institution as a whole, and any policy that would injure the institution would be felt by his department. At the same time, the departmental interest is uppermost in his mind, and his judgment in decisions of questions of general policy is necessarily biased. Decisions made even by many persons of judgment more or less biased, and without a personal knowledge of the questions at issue, are not likely to be wise decisions.

Should not the president of an institution of learning be restricted in his power? Shall the highest educational interests of a great Republic be placed in the hands of men who may be called czars?

A close study of the situation will show that when all has been said, the limitations of the college president, even when he has the greatest freedom of action, are very great. In all business matters he is the servant of the trustees or corporation; and his views will prevail in that body only in so far as they approve
themselves to their good judgment. In educational policy he must be in accord with his colleagues. If he cannot persuade them to adopt his views, he must go with them. It is absurd to suppose that any president, however strong or willful he may be, can force a faculty, made up of great leaders of thought, to do his will. The president, if he has the power of veto, may stand in the way of progress, but he cannot secure forward movement except with the co-operation of those with whom he is associated. If there is one institution in which the president has too much power, there are ten in which he has too little.

The office of the college president is an office of service. Everything good or bad which connects itself with service is associated with this office. True service everywhere involves suffering for others. In no other profession, not even in that of the minister of the Gospel, is vicarious suffering more common. But one cannot be suffering for another unless he suffer also with that other. A fundamental characteristic of the president must be a sympathetic nature. He is doomed to failure unless he is able to place himself in the position of others with whom and for whom he has been called to work. In the truest sense the position is a representative one. He does many things, not of his own choice, but because he represents his colleagues. He may not do this or that thing according to his own pleasure, or his own sense of what is proper. The decision to do or not to do must rest largely upon the possible effect, helpful or harmful, to the institution of which he is head.

In short, he is the slave of his environment, and must submit to the drudgery and, as well, the misery of that slavery.

And, besides, another feeling which gradually grows upon the occupant of the presidential chair is that of great loneliness; the feeling of separation from all his fellows. At certain times he realizes that in all truth he is alone; for those who ordinarily are close to him, seem to be, and in fact are far away. On occasions of this kind courage is needed; strength of a peculiar character. An ordinary man, and after all the college president is an ordinary man, cannot thus be cut off from his associates and fail to experience the sorrow of such separation. The college
presidency means the giving up of many things, and, not least among these, one's most intimate friendships. Moreover, this feeling of separation, of isolation, increases with each recurring year, and in spite of the most vigorous effort, it comes to be a thing of permanence. This is inevitable, and it is as sad as it is inevitable.

While it happens that the words as well as the actions of the president are misunderstood by those about him; even by those of his colleagues who stand nearest to him, he is indeed fortunate, if a worse thing does not come,—the wilful effort to misrepresent him. He cannot exercise the functions of his office honestly without disturbing at times some even of those whom he believes to be his friends. And when this happens, these friends, perhaps unconsciously, will cease to find back of his actions the motives which he himself entertains. It is sometimes pitiful to see how easily men will misunderstand each other, and how complacently the misrepresentations of another's thought are spread from mouth to mouth. The reader will say that such things do not happen. Let me assure him that experience demonstrates not only the possibility, but the frequency of their occurrence. Three cases of persecution through misrepresentation which was actually malicious have occurred within a year. The names of these institutions are well known.

There come likewise times of great depression when one contemplates in all its details the bigness of the task which lies before him. In many instances this bigness becomes overwhelming, because of the exacting nature of the demands made, together with the number and magnitude of the difficulties involved. So numerous are the affairs of a great university; so heavy are they, in the responsibility which they impose; so delicate and difficult, in the diplomacy which their conduct requires; so arduous, in the actual time required for their management; so heart engrossing and mind disturbing, that there is demanded for their adequate supervision a man possessing the physical strength of a giant, and with this, an intellectual capacity and a moral courage of the most determined character. One, indeed, possessed of strength, feels himself weak, when he is brought face to face with all that is demanded; and one becomes sick at heart when he contemplates how much additional strength is needed.
to enable him to fulfill his duties as his conscience tells him they should be fulfilled.

Besides all this, there is found in moments of greatest encouragement a feeling of utter dissatisfaction with one's own work. To what definite thing can the president point, and say—this is my work? / Does he not find his highest function
in helping others to do the things which he himself would like to do? Yet he must stand aside and see others take up the various details of work which in his heart he would desire to handle. The head of an institution is not himself permitted to finish a piece of work. It is his business to find ways and means by which others may be helped to do their work, and even his. Some presidents never learn this difficult art, the art of letting others do things which one wishes himself to do. And for this reason not a few men fail to fill satisfactorily the office of president. There are two common maxims which if quoted in a form exactly opposite from that in which they are in vogue, must regulate the work of the chief officer of a university if that work is to be successful. The first of these is this: One should never do himself what he can in any way find someone else to do. It is fair to presume that, with a single exception, there is no function of the presidential office that cannot better be performed by one or another member of the staff, than by the president himself. I mean by this that for each particular function there would be found a man who has the peculiar ability to do that service better than the president can do it. The one function which may not be included in this statement is the selection and nomination of new members of the staff. Further, the president should never do to-day what by any possible means he can postpone until to-morrow. Premature action is the source of many more mistakes than procrastination. No decision should ever be reached, or at all events announced, until the latest possible moment has arrived; for how many are the instances in which new evidence has been introduced when, alas, it has been found too late to make use of it.

But there is a bright side to this picture. How can one fail to find great satisfaction in a work which brings him into close association with a life confessedly higher and more ideal than ordinary life? If in any environment idealism reigns supreme, it is that of the University. For there one is working for and with young manhood and womanhood; and nothing in all the world is more inspiring than work in such association. It is the period in life of greatest
inspiration, of most intense enjoyment and of loftiest aspiration. The sadness of life is for the most part a thing of the future. Ambition is the key note; and affection is in its best and healthiest mood. The life of a university officer is in many respects the most ideal that exists. The minister meets sorrow and sickness and death. The lawyer struggles with luxury, dissipation and fraud. The physician is wholly occupied with misery and suffering. With the college professor and the college president it is essentially different. They have to deal with all that is uplifting in life, with the constructive and not the destructive forces of life. The satisfaction which this brings no man can describe. How does the president of a university spend his time? Largely in seeking ways and means to enable this or that professor to carry out some plan which he has deeply at heart,—a plan, it may be, for research and investigation, or for improving the work of instruction. If it is not service for an officer of instruction, it is service for this or that student whose needs, to him at all events, seem very great. If one is selfish, he grows weary of it all; but if in his heart there is an earnest desire to do for humanity the several services which in his position it is possible for him to render, he learns to sooner or later that no man in any position is there given greater opportunity for service. In a few cases those with whom one comes into contact appreciate keenly and cordially the unselfish service which has been rendered. A few, I say; I did not say only a few, because if even a few feel such an appreciation, and in proper form express it, the gratitude of these few will more than repay one for the loneliness and misrepresentation and despondency which have been his lot. The kind words spoken from the heart of even a small number will prove to be good pay for one's devotion to the interests of an institution. A single utterance of sincere gratitude uttered by one who has been helped will continue through many days and weeks, and even months, to serve as recompense for words of criticism and reproach and ridicule. In no realm of life does a man feel more quickly response to effort which may be made than in the realm of student life. Nowhere else it is true is criticism more sharp; nowhere else is real conflict more easy. At the same time, nowhere else is friendship closer, or words of
The college president deserves the support of the intelligent man of modern times. His position is a trying one; his burden is heavy, and the reward is, at the best, meagre. His effort is always intended to serve the interests that make for truth and the higher life. He is not usually a "liar, or a "boss". He may sometimes seem to be too self-satisfied; one could name a few such. But, for the most part, he does his work, conscious that he has the shortcomings which mark his kind; realizing keenly that his tenure of office, unlike that of his colleagues, is quite uncertain; yet fully resolved to perform his duty without fear or favor and to allow time to determine the question of his success or failure.

[Signature]

[Comment: probably not autograph; middle name should be Rainey]
The final administration of any College or University is in the hands of an official board usually known as a Board of Trustees, or Board of Regents. For convenience hereafter we will speak of this Board as the Official Board. This Board (1) administers the funds of the University, (2) is responsible for the general educational policy of the institution, and (3) is responsible for the appointment of the personnel of members of the faculty and employees.

It is not to be presumed that Trustees or Regents are educational experts. They represent, however, the body of citizens who in the last resort provide the funds for the institution, and for whose benefit the institution is maintained. They should be entirely capable of deciding fundamental qualities of educational policy as intelligent men. The faculty may desire to establish a new school or a new department. These are questions, not merely of finance, but also of fundamental policy, and an intelligent and impartial Board, such as that of Trustees or Regents, is entirely capable of deciding such questions. The present organization of our American institutions is vested with this power or duty. Questions relating to appointment, promotion, or removal in the faculty must be decided by some final authority. All these questions come (off the President in his relation to the official Board. The President is the educational officer of the trustees and through him should come recommendations on all these heads. In such rare cases as recommendation for removal of a member of the faculty the grounds are always practically such that the trustees are entirely competent to act on them. In other
The President in an Educational Institution

The term "administration of the college or university in its relationship to the Board of Regents." The Board of Regents is the body of the University and is responsible for the general policy of the institution and for the appointment of the secretary of the Board of Regents and employees of the institution who are under the direct supervision of the Board.

It is not to be presumed that the Board of Regents or of the Chancellor of the Board.

Chancellor's Office. They represent, moreover, the body of the Board in their capacity as members of the Board. The Board makes decisions for the Board of Regents and for the Board of Trustees, and for the Chancellor's Office, on matters of general importance and on matters of special importance, as the Board, in its capacity as the Board of Regents, makes decisions for the Board of Trustees and for the Chancellor's Office, on matters of general importance.
cases, unless in so far as there are financial considerations, the Board will usually accept the recommendation of the President. At the same time the Board forms an unprejudiced body of intelligent men who can see act and act finally on such matters.

The official board is responsible, for a public institution, to the State; for an institution under religious control, to the particular denomination or body which exercises that control; or if independent, it is responsible to those who provide the funds, and for the purposes contained in the charter.

In the case of a state institution the Board of Regents are the representatives of the entire body of citizens in the State. It is their duty to administer the institution in a way responsive to the desires of the great body of citizens—in such a way as to secure the greatest possible results in education for the state and in a way consistent with the greatest economy of public funds. The institution, which by its legal basis is subject to the control of some religious body will have an official board responsible to that body. They will administer the institution as a trust to carry out the purposes for which the institution is established, and for which it is conducted. In the case of an independent board the guide is always the charter or articles of incorporation. It is the duty of the official board to administer the institution in strict accord with such charter, and see to it that the funds are used as the charter provides, and that the general policy and purposes which the charter indicates are maintained. Of
The official board is responsible for a public institution to the degree it is an institution under educational control, and its functions are similar to those of the public board of education in the case of an educational institution of the entire body of officials in the board of education. It is chief clerk to administer the institution in a way responsible to the general of the public board of officials in such a way as to secure the greatest possible results in the greatest economy of public funds. The personnel with the personnel is subject to the control of some officials, and the personnel with an official board responsible to such body. The board will name an official board responsible to such body. The board will administer the institution as a part of the public and perform it as a part of it as necessary. In the case of an independent board, the board of education is similar to the board of education for the public, and the board of education is similar to the board of education for the public.
course it is entirely right for the board under proper conditions to secure a change in the charter. Such change, however, becomes part and parcel of the charter itself.

The responsibility of the official board as a representative body is very definite. At the same time, and under all conditions this board is a board of trust. They hold the funds of the institution, determine its policy, and its personnel in order to secure the purposes for which it was established. These purposes may be summed up perhaps in these two heads, the students on the one hand and the extension of knowledge on the other hand. Teaching and investigation are the two fundamental lines of educational activity. The final purpose, of course, in carrying out these two aims is the entire benefit of the community by diffusing education and by increasing knowledge.

1. Insert

(2) The President in his relation to the Faculty as a whole.

It is the duty of the President to preside at all Faculty meetings, to represent the Faculty to the Board of Trustees or Regents, and on the other hand, to represent the Board to the Faculty. He will transmit to the Board any formal requests made by the Faculty, and should the Faculty desire to have one of its committees have a hearing before the Board the President will arrange for the hearing and present the committee to the Board. All official communication from the Board to the Faculty and from the Faculty to the Board should go through the hands of the President.

It is also the duty of the President to recommend to the Board of Trustees all appointments and promotions in the Faculty and any dismissals from the same.
The president in his relation to the faculty and student organizations.

It is the duty of the president to be present at all faculty meetings to represent the faculty to the board of trustees and to represent the board to the faculty. He will encourage the faculty and student organizations.

The president has a critical role in the board's decision-making process and must be prepared to recommend to the board at the request of the president.

It is also the duty of the president to recommend to the board the tenure and promotions in the faculty and any finances from the same.
It is by no means the duty of the President to make such recommendations solely from his own knowledge. It is not to be presumed that he knows the entire educational field and is competent to select any member of the faculty from any place in the country. The correct policy in regard to any appointment is for the President to confer first with the Head of the Department or branch of the university in question. Such head conferring with his colleagues should be informed to lay before the President one or more recommendations. The President will usually desire to meet the proposed nominee and form an estimate of him. It is only when the department in question and the President concur that a nomination should be made. In other words, such recommendations should never come to the Board unless with the President's approval. And on the other hand, the President should not make such recommendations without departmental concurrence. It can only be under extremely exceptional circumstances, thoroughly known and approved by the Board, that there should be any departure from such a procedure.

(3) The President's Relation to the Budget.

It should be the duty of the President to lay before the Board or its Budget Committee the proposed budget of expenditures for a given academic year, at least with regard to the educational work of the institution.

In preparing the budget the members of the various departments should submit to the President a preliminary statement which should include the present situation and the recommendations for the coming year. All these can be assembled in the President's Office, after such conference as may seem advisable, with the representatives of the various departments. The President should lay the results before the Board in the form of recommendations from him. It would be advisable
that these recommendations take the following form.

There should be a column containing the recommendation of the department. There should be, in the next place, two columns for the recommendations of the President. The first of these two columns might contain what he regards as desirable, and the second what he regards as necessary.

It is obvious that the total recommendations which the Board may include in the budget must be limited by the probable income of the institution. If such income can care for all the necessary items covering both the educational side of the institution and its business administrative side, also, well and good. If the probable income would cover more than that a selection may be made from the desirable items. On the other hand, if the proposed income will not cover all the items, then obviously a selection may be made from such items in reduction. In every case a vital necessity is that the proposed expenditures should fall within the limits of the proposed income. If the President follows these fundamental principles of budget making and includes with them the further rule of never recommending to the Board an expenditure unless he is able at the same time to indicate an adequate fund for meeting it there will be little difficulty with deficits.

(s) The President's relations to students.

The directness of the relation of the President to the student body will depend very largely on the size of the institution. In a large college or university, the immediate care of students is in the hands usually of deans, and to the President will come only special cases. He may be able to preside at general meetings which include a substantial body of students. He may be able to meet students personally or in various social groups. These matters
The President's Letter to the Faculty

The importance of the position of the President to the student body and the faculty cannot be overstated. The President has a vital role in the operation of the university and is responsible for the overall administration of the institution. In this capacity, the President is responsible for the maintenance of academic standards and for the promotion of the university's goals and objectives. The President is also responsible for the development and implementation of policies and procedures that support the academic mission of the university.

The President's role in the academic community is multifaceted. They are responsible for the oversight of the faculty and for the allocation of resources to support academic programs. The President is also responsible for the development of partnerships with other institutions and for the representation of the university in the larger community. In addition, the President is responsible for the development of a comprehensive plan for the future of the university, including the identification of new opportunities for growth and development.

The President's role in the academic community is critical to the success of the university. They are responsible for ensuring that the university remains committed to its core values and for leading the institution towards a bright and prosperous future.

The President's role in the academic community is vital to the success of the university. They are responsible for ensuring that the university remains committed to its core values and for leading the institution towards a bright and prosperous future.
are highly desirable. In a large institution they become less and less practicable, however. The removal of a student from an institution by disciplinary process should not be made without the President's approval. All general policies affecting the interests of the students as a whole will also be adopted on the President’s approval if not on his initiative.

(5) The President’s relationship to the community.

As the President represents the institution in a very direct way he will doubtless be called on frequently, as indeed is the case with many members of the faculty, to share in public invitations and in public functions. As far as practicable this is desirable from the point of view of the institution. The institution owes a duty to the public on these and all matters of moment connected with the public interest, and the President will share in these matters as far as he can actually render a service. On the other hand it is undesirable for the President to share in controversial questions, political and otherwise, in which the community is divided. Of course this would not relate to what the President and the official board regard as great moral issues, questions vital to the national safety or essential to the public welfare. In such cases, if the President takes a public position, it should be with the knowledge and approval of the official board.
The President's relationship to the community.

The President represents the institution in a very special way. The President will not only address the faculty, but also be the focal point for public relations and media. The President is often the first point of contact for the public. It is incumbent upon the President to have an open and frank relationship with the public.

The President's role is to be a leader and a role model. In this capacity, the President must be visible and accessible to the community. It is important for the President to be approachable and approachable, to the community and the institution.

The President must also be an active participant in the community. The President must be willing to engage with community groups and organizations.

The President must also be willing to engage with the community and the institution. It is important for the President to be visible and accessible to the community. It is important for the President to be approachable and approachable, to the community and the institution.

The President must also be an active participant in the community. The President must be willing to engage with community groups and organizations.