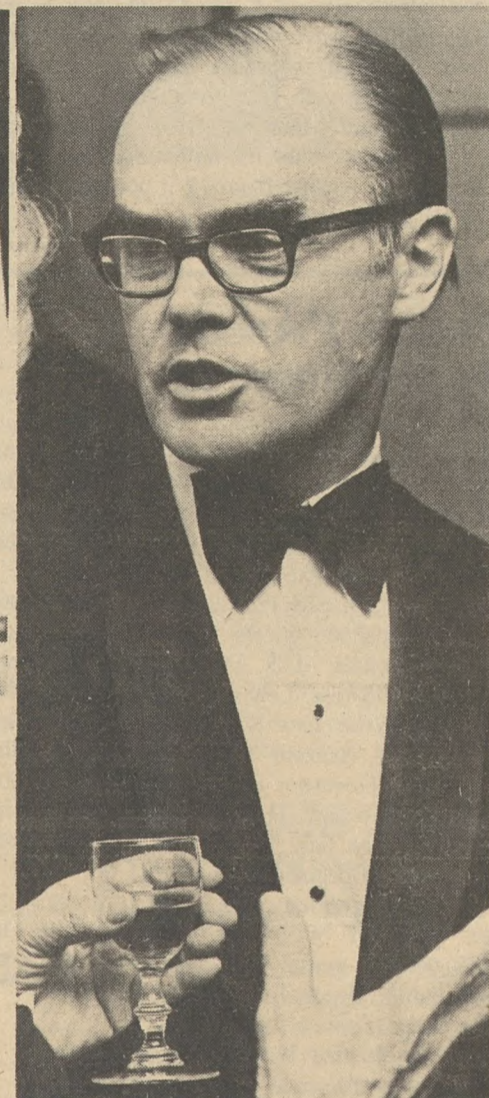
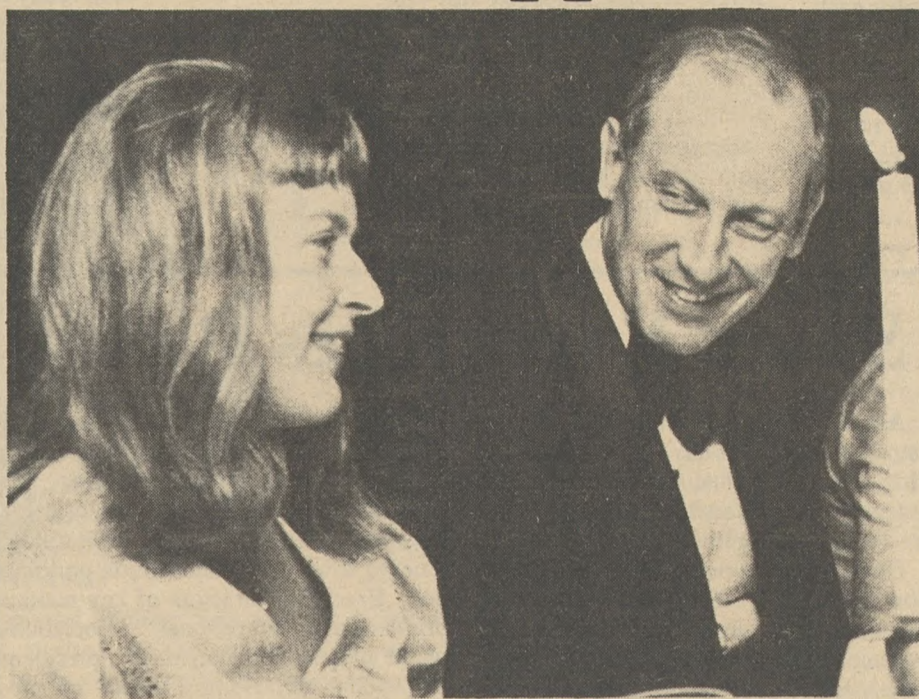


ALUMNI GAZETTE

of the College of William and Mary

Phi Beta Kappa at 199



The Alpha of Virginia Chapter of Phi Beta Kappa at William and Mary, where it all began 199 years ago, is alive and thriving as the Society looks forward to its 200th birthday this year. Black tie was the appropriate attire for the three phases of the annual meeting in December -- a sherry party at the Alumni House, a banquet at the Hospitality House, and the initiation ceremony itself. Speaker for the occasion was distinguished anthropologist and author Loren Eiseley (left). One of those from the faculty honored by the Society was Dr. Richard B. Sherman (right) of the Department of History. He was inducted as an honorary member, and Dr. John B. Delos, assistant professor of physics, received the Faculty Award for the Advancement of Scholarship. Mrs. Delos (above) represented her husband at the black tie dinner where she sat next to President Graves.

'49 Alumnus Makes \$150,000 Gift

Lonas Gives College Sculpture

Joseph Henry Lonas '49, a major American artist who has made his home in Germany for the past twenty years, and his wife have made a gift of sculpture to the College valued at over \$150,000.

The collection of work by Lonas is comprised of 17 sculptures including several working models in bronze of large outdoor pieces, drawings and photographs. It will be on display for the first time on campus in Andrews Hall, Jan. 26-Feb. 16.

After receiving a bachelor of arts degree from William and Mary, Lonas completed work for an M.F.A. degree from the State University of Iowa and won a Fulbright scholarship to study in Germany. His grant was renewed for a second year and at the end of this extension, the German government offered him a five-year grant. Since 1963 Lonas has been a member of the teaching staff of the Institute of Fine Arts in Berlin.

In a publication entitled "Twenty Years in Berlin" prepared for an exhibit of his work in 1973, Lonas reflected on his education at William and Mary.

"In 1946 I enrolled in the College of William and Mary in Virginia where I had planned to devote myself to painting, but under the influence of C. Roseberg I soon changed over to sculpture."

Roseberg remembers Joseph Lonas as one of his outstanding students in nearly 29 years of teaching sculpture at William and Mary. Lonas credits Roseberg with changing his direction as an artist.

Roseberg first met Lonas when he enrolled in

Roseberg's three-dimensional design course. With an eye for talent, Roseberg encouraged Lonas in the direction of sculpture.

"He had a natural talent and inclination," remembers Roseberg, "and once he got into sculpture, he really took hold. He approached his work with such a vigor--it was almost like a fever to him." Roseberg adds that Lonas was not only one of his most talented students but also one of the hardest working students he has ever taught.

Interested in art at an early age, Lonas, a native of Manassas, Va., enrolled in painting classes at the Corcoran School of Art in Washington when he was thirteen. He was drafted into service after high school and saw action in Europe as a member of a tank destroyer unit with General George Patton's Third Army. Service interrupted his career again after he left William and Mary and he served during the Korean War.

Major reconstruction in Europe following World War II and the inclusion of aesthetics in the rebuilding of German cities provided a striking stage for Lonas' work. In the city of Berlin, there are seven outdoor sculptures by Lonas, the largest representation by any one artist; an eighth one is in process and will be installed soon.

Lonas has said that he is interested in designing sculptures in connection with architecture because it enables him to show his work to the public. "Although this concedes certain limitations, there is still enough acceptable freedom. Fulfilling the



Joseph Lonas '49

conditions of building plans, specific sites, and team-work can be of great stimulation."

Lonas' style developed from the figurative as evidenced in a large bronze nude he sculpted in 1955 through the abstract and into the highly exacting "engineering" designs in a multiplicity of materials that characterize his later works.

One critic describes Lonas' work as "conceived with a sense of harmony--not just a formal yes or no--a harmony between contrasting forms."

Study Shows Tough W&M Standards

William and Mary is one of the toughest colleges in the nation in its grading standards, according to a new study.

The survey was conducted among what were considered peer institutions -- prestigious liberal arts universities of modest size. In addition to William and Mary, the group includes such schools as Amherst, Bates, Bryn Mawr, Bowdoin, Brown, Bucknell, Dartmouth, Davidson, Haverford, Tufts, Vassar, Wesleyan, and Williams.

The study, undertaken by Bates College, reported the percentage of A, B, C, D, and F grades each institution gave during particular years. The percentage of A grades given ranged from 17 per cent in a given year to a high of 41.1 per cent. William and Mary ranked at the lower part of the scale; in the years its percentages were entered into the study, it gave from 17.3 percent to 22.3 percent of its grades in A's.

Surprisingly, the two Ivy league schools participating in the study gave among the highest percentage of A's. Brown gave from a low of 34.5 to a high of 35.1 of its grades in A's and Dartmouth, in a given year, gave 41.1 per cent of its grades in A's.

Besides William and Mary, among the toughest schools in terms of grades were Bates, Davidson, and Hamilton.

The grading policies of the schools participating in the study contrast sharply with results reported in an article in *Time Magazine* last year.

Entitled "Too Many A's," the article showed how easy it is becoming to get a high grade point average at many colleges. As an example, the article pointed to Yale where 42 per cent of the undergraduates received A's in the spring of 1974. Stanford, the article noted, has abolished both the D and F grades.

William and Mary's cumulative grade point average of all freshmen, sophomores, and juniors in 1974-75 was 1.72, slightly below a B (2.0 on 3.0 scale). Women averaged 1.81 while men averaged 1.63.

In a recent article, the *Flat Hat*, William and Mary's campus newspaper, pointed up the dilemma of the numbers game in grading. On the one hand, columnist Carl Shapiro quoted a Stanford student from the *Time* article: "I've worked hard to get good grades here, and I thought they would help when I was ready for grad school. Now I find out everybody has good grades."

On the other hand, Shapiro noted:

"Put yourself in a grad school's admission office. With a choice of a student graduating with honors from Yale, a 3.5 'academic whiz' from Stanford, and the B-, C+ student from William and Mary, which would you pick? All three are average at their respective institutions."

Justice I'Anson To Be Honored

Virginia State Supreme Court Chief Justice Lawrence W. I'Anson, class of 1928, will be honored by the Norfolk-Virginia Beach Alumni Association at a reception and dinner Saturday night, February 7, according to Jack Bruce, Chapter President.

Distinguished guests who plan to attend include U.S. Supreme Court Associate Justice Lewis F. Powell, Jr., Marshall-Wythe Law School's new dean former U.S. Senator William B. Spong, Jr., former Governor Colgate Darden and President Graves. The reception and dinner will be held in Virginia Beach at the Cavalier Oceanfront Hotel.

Chapter president Bruce will lead off the program with introductions of distinguished guests and alumni at the head table. Bruce will introduce former Governor Darden who will in turn introduce Justice Powell. Justice Powell will deliver the main address concerning Justice I'Anson's career accomplishments.

"Justice I'Anson's distinguished career as a jurist deserves a fitting tribute" said Bruce. "Supreme Court Justice Powell was quick to accept the opportunity to honor him, as well as the College, on its Charter Day," he continued.

Tickets for the event are priced at \$15 each. Ticket committee chairman Carolyn Redmond indicated that requests have already been numerous, even though the event has not yet been publicly announced. Alumni requests will be given preference. About 400 people can be accommodated.

Requests for tickets should be sent to

Study Encourages Better Management

An information systems study coordinated by an alumnus at William and Mary may be just what the doctor ordered for universities suffering from costly bad management practices.

Undertaken by the College in cooperation with the IBM Company and coordinated by Jerry Van Voorhis '63, assistant to the President at William and Mary, the study has now been printed and circulated nationally as a model of how colleges and universities may become administratively more effective in support of their educational objectives.

IBM is so high on the study that the company considers it the finest of its kind and the "darling" of the data processing industry.

A Special Report

Included in this issue of the Alumni Gazette is a special report on the changing role of the college presidency. It is one of a series, prepared once each year, in which the Alumni Gazette has participated several times. The series is the work of Editorial Projects for Education, Inc. under the direction of a group of distinguished alumni editors.

Jack Bruce at L.T. Canoles and Company, Suite 616, 5 Main Plaza East, Norfolk, Virginia, 23510. Checks must accompany the requests, made out to "William and Mary Alumni Association - Norfolk - Virginia Beach."

Designed to point to ways in which computers can become more successful agents in educational planning, the printed report is expected to be of use to the heads of corporations and schools seeking to control bureaucratic proliferation. Executive directors of key national professional educational associations, select corporation presidents, presidents of leading universities, heads of most Virginia colleges, state government officials, foundation leaders, and others have received the report.

Internally, the College intends to use the study in developing an information network based on systems concepts that make it possible to improve the "supply, aggregation, and accuracy of data."

"We saw the study as an opportunity

to examine the quality of the information audits flow which at William and Mary define how and how well decisions are reached," according to President Graves. "If we can learn and benefit from this study, we can be more effective in our support of the College's educational objectives."

"The report will do some good in the educational community," Van Voorhis said, "if it clears the air and creates a climate for good dialogue. For too long, universities have downplayed the need for good management. There has been a tendency to sweep it under the rug. I do not believe this can continue. Good management supports, not detracts, from good education. Fortunately, this is a growing realization everywhere."

Conference Reviews Rare

"Tonic -- impressive, innovative and exciting!"

"The excellence of the academic atmosphere at William and Mary was a shot in the arm for me."

"Thank you for a worthwhile opportunity!"

These euphoric comments were generated by what often is one of America's most deadly dull events -- the "professional conference," a one or two day program which relies upon a schedule of social activities to draw participants.

Last fall, some 75 high school social studies teachers from throughout Virginia attended a one-day conference-workshop in the Wren Building on "Revolution in American History." It was organized jointly by Dr. William E. Garland of the School of Education and Dr. Edward P. Crapol of the Department of History. The program was partially funded by a corporation's gift to the College Bicentennial Committee.

The organizers also received help from the Hampton Association for the Arts and Humanities, Colonial Williamsburg Foundation, Williamsburg-James City Public Schools, Hampton Institute and Old Dominion University. The wide-spread cooperative planning was a "first," they believe.

What made the conference especially noteworthy, however, was the type of response to a questionnaire which participants were asked to complete. The questionnaire was designed to evaluate whether the program met its objective of increasing each participant's knowledge of revolution in American history and providing practical suggestions for translating that knowledge into useful

secondary school classroom materials and strategies.

The responses were almost universally complimentary and often excitedly so. They indicate how non-students react to a William and Mary educational experience.

"This was by far a more beneficial workshop than most I have attended," wrote one. "Perhaps a shorter coffee break," wrote another who wanted the sessions to last longer.

"This conference put the Bicentennial on a serious, scholarly perspective." "I found some new approaches I would like to try in my class."

"New ideas put forth by people who were enthusiastic rather than bored." "The college 'intelligentsia' didn't sound 'all knowing,' rather they were cooperative -- a much appreciated feeling."

"Less coffee hour and include a time slot for another session." "It's too bad the sessions were only an hour. . ."

Obviously, comments from an interested audience.

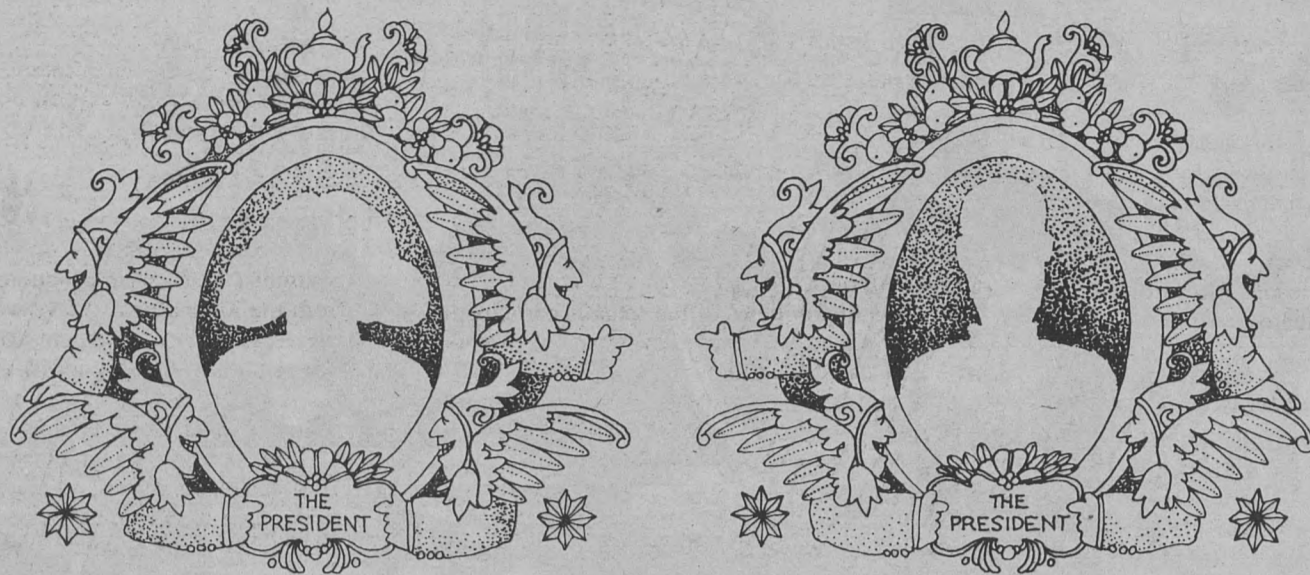
ALUMNI GAZETTE of the College of William and Mary

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The Impossible Job?

A Special Report on What It Takes to Run a College These Days

"WANTED," the advertisement might say: "President, to direct an enterprise manufacturing societal products. Diversified interests range from agronomy to zoology. Duration of manufacturing process: 3.7 years. Profit potential: none. Loss: \$5,500 on every unit produced.

"President must represent company to vast constituency: 63,000 shareholders, state legislators, government bureaucrats, and the community at large.

"Salary: not commensurate with responsibilities."

Uncommonly candid? Perhaps, as far as the ad goes. Yet it does not tell all. Nowhere does it mention:

- ▶ That the company's diversity is held together only by a shaky commonality—and supported by even more tenuous financing.

- ▶ That the volatility of the product and the experi-

mentalism of its labor force have made legislators and citizens, on whose support the manufacturer depends, increasingly wary of the enterprise.

- ▶ That the corporation is a proving ground for social legislation, a bellwether of social change.

- ▶ That the institution's former products—many of them gone from the scene for decades—are, in effect, its majority shareholders.

- ▶ That it is their contributions that in large part must finance today's manufacturing deficits.

Nor does the advertisement prepare its reader for the unusual nature of the products themselves:

- ▶ That they must be treated not as mere products, but as elements demanding a place in the councils of their producers.

- ▶ That the products are being marketed with ever-greater difficulty in the job-scarce society for which they are produced.

Nor does the help-wanted ad hint at the unique qualities of the enterprise's labor force:

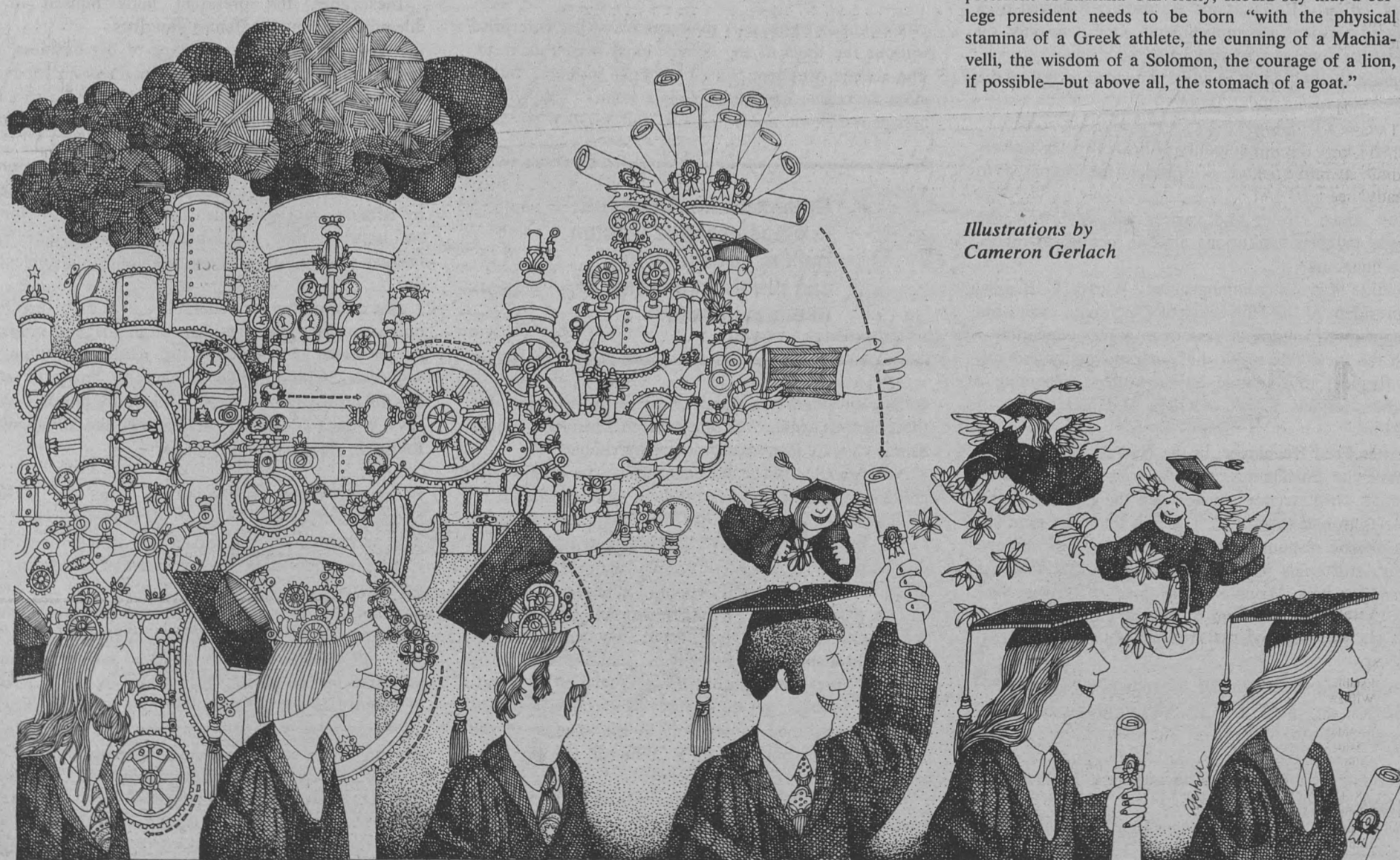
- ▶ That the workers expect—and demand—to be treated not merely as workers, but as part of the company's governance.

- ▶ That, at the same time, they are unionizing in ever-greater numbers.

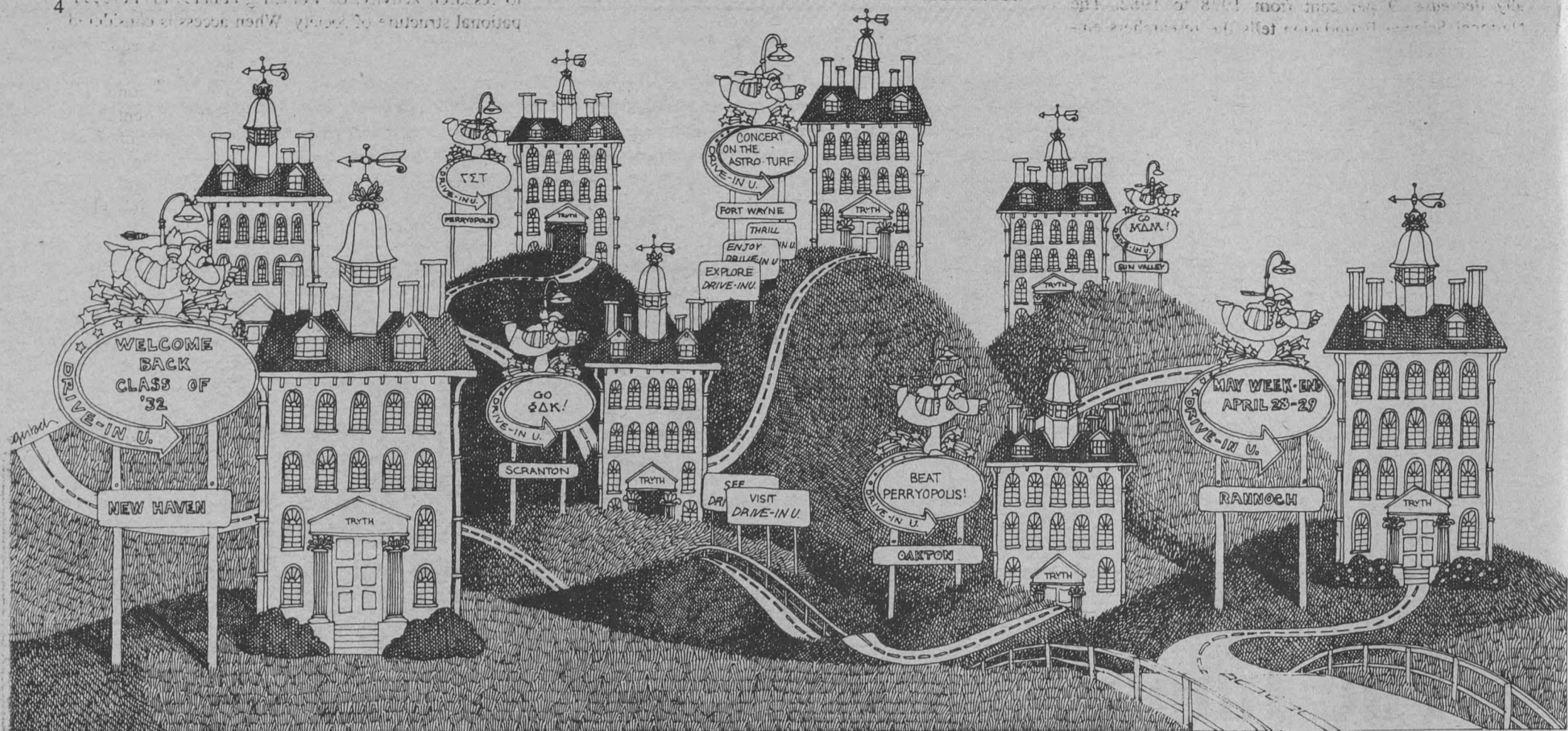
And the ad omits entirely the most telling point of all:

- ▶ That the exigencies of the job are likely to drive the president from his office in five years.

LITTLE WONDER that Herman B Wells, for 24 years president of Indiana University, should say that a college president needs to be born "with the physical stamina of a Greek athlete, the cunning of a Machiavelli, the wisdom of a Solomon, the courage of a lion, if possible—but above all, the stomach of a goat."



Illustrations by
Cameron Gerlach



THE COLLEGES AND UNIVERSITIES that modern presidents are called upon to govern are rarely in good health.

An ever-growing number of America's institutions of higher learning—and not merely the newer and inevitably hustling ones—sway at the edge of a financial abyss. Institutions whose names are synonymous with academic excellence and financial invulnerability—the widows-and-orphans stocks of higher education—are in financial trouble. One Ivy League university, after eating into the principal of its endowment by over \$25-million in seven years, has embarked on a three-year austerity program to eliminate the university's deficit spending.

A Carnegie Commission report estimated in 1973 that fully two-thirds of the nation's colleges and universities were in serious financial difficulty or headed that way. Two more years of inflation have not diminished that count.

Richard P. Bailey, former president of Hamline University, wrote: "Resignations are usually followed by a listing of personal accomplishments. One item only, on my list: for seven years I survived."

Should the help-wanted ad be amended to reflect the perilousness of the undertaking?

HOW MUCH of the individuality of his college or university, for example, must a president be prepared to sacrifice?

How much rivalry and variety will be lost in the struggle to keep institutions alive in a time of inadequate financing?

A "tide of growing homogeneity," Warren G. Bennis, the president of the University of Cincinnati, calls what is happening to much of American higher education—"with the inevitable result that each university and college [begins] to resemble all the others, becoming a franchise service, a sort of chain of Holiday Inns of the Mind."

Writes Fred Hechinger, in the *New York Times*:

"Will the universities, like the railroads, pursue a defeatist, obsolescence course until the government at last tries to bail them out? The risk that they may opt for a passive response to their current crisis of identity, money, and goals is heightened by the fact that the universities have become accustomed to having their goals spelled out for them by the off-campus world—such are the demands of defense and other external mandates."

Does the ad need a further addendum?

"Should disregard the thinking of predecessors," it might say. "Must look within for answers."

THE PRESIDENT of Reed College, Paul E. Bragdon, suggests a middle course:

"Viewing society and higher education within it, no one today seems likely to adopt the Panglossian stance that all is, or soon will be, for the best in this best of all possible worlds. No ideology, doctrine, or faith in a

pragmatic, problem-solving approach is likely to create a sense of confidence in the future. Growing anxiety, numbing uncertainty, and a paralysis of the will are likely companions in an age of complexity, contradictions, and confusion.

"Maybe, however, a variation of the classic response to Panglossism—cultivate your own garden—is the most constructive course to follow. Callously turning aside from the torment and problems of men and women everywhere, abdicating responsibilities thrust upon us, subsiding into hedonism or into activities designed exclusively for personal self-fulfillment—none would form part of the suggested variation.

"The appropriate variation asks that we recognize that there are many things within our control which can be done; that general despair should not keep us from doing them; and that, in fact, we should proceed to do them. The doing of them may give us the faith and foundation of confidence to attack the additional problems to which there are no instant or easy solutions."

THE COLLEGE PRESIDENT must run his or her enterprise without the tools of the conventional corporate head. The college president cannot stockpile products until a more favorable economic climate comes. The college president cannot apply for tax and tariff relief. The

"Colleges have to be run in a businesslike fashion, but I'm not sure you can run them exactly like businesses."

college president cannot decrease profit margins, for there is no profit. Yet the college president cannot calmly tolerate loss, though loss is inevitable.

Nor can the college president lower the quality and content of his institution's product; to do so would be to defeat the very purpose for which his enterprise exists. But maintaining, let alone improving the product's quality and content entails financial strains so grave as to threaten every college's existence.

The paradoxes are serious. Alumnae, alumni, and the general taxpayers—and the trustees and legislators who hold their proxies—demand that the college or university president improve the efficiency of his manufacturing process; yet the savings effected by increased efficiency might be gained only at the expense of the product's value. Says Clifton R. Wharton, Jr., the president of Michigan State University:

"The most disturbing element in the latest fiscal crisis is the presumption that the universities can continue to realize significant savings through continued increases in productivity and efficiency, without a corresponding reduction in quality of services. . . .

"The search for ever-greater increases in productivity can best be put into proper perspective by contrasting pictures of two extremes. Take first the image of a teacher on one end of a log with a student on the other end, then contrast it with the image of our freshman class of 7,000 sitting in our football stadium while one lonely professor stands at the 50-yard line in front of a microphone. The former represents the ancient notion of teaching; the latter would be a demonstration of extremely high productivity—assuming that it were efficient.

"The choice between these two educational models, as well as among the many idealized models, depends upon a delicate and subjective balancing of educational philosophy and economic efficiency. I often wonder whether as a matter of public policy the ever-growing pressure for greater productivity is not leading us to the football-stadium classroom. Is this what the students, their parents, or the taxpaying citizens really want? From the criticism I hear, I doubt it."

Inexorably, the president finds himself in the dilemma Cincinnati's Bennis describes:

"We have the size and scope of big business, with few if any of its opportunities to increase our productivity. People would like us to run like the Metropolitan Life Insurance Company. In fact, a university is more like the Metropolitan Opera Company. . . .

"In 1860, at the forerunner of our conservatory of music, it took a quintet 58 minutes to play a concerto by Brahms; in 1975 it also takes 58 minutes. Nor can we improve that performance by using one violin instead of two, or a moog synthesizer to replace all five."

But even unlike the venerable and equally threatened opera company, the president of a college or university cannot take his show on the road when times get desperate, hoping to play to s.r.o. in Tokyo to relieve the financial strain at home. "The only power I have," says Willard L. Boyd, president of the University of Iowa, "is the power to persuade."

EQUIPPED, THEN, with only his voice, the president finds himself at the helm of an organization offering both a product and a service for which the demand is leveling off—even as the costs of producing and performing continue to rise. The price of the fuel to heat the dormitories and classrooms and laboratories quintuples. The annual salary increments for faculty and staff members drop farther and farther behind the advances in living costs. Projections by the U.S. Office of Education tell him that full-time enrollment, which increased over 100 per cent from 1960 to 1970, will rise only 17 per cent in the present decade. (It will, says the government, actually decrease 1.3 per cent in the first two years of the next decade.)

The same projections tell his faculty members that, while the number of doctorates granted by America's institutions of higher education tripled in the 1960-70 decade, the employment of full-time teachers will actu-

ally decrease .9 per cent from 1978 to 1982. The National Science Foundation tells the researchers employed by colleges and universities (who account for about 61 per cent of the nation's basic scientific work) that real spending on basic research is expected to decline by 8 per cent from last year to this.

Does the college presidency, then, call for a defeatist? Must the new president be versed, as Kenneth E. Boulding suggests, in "the management of decline"?

"One of education's first priorities," says Mr. Boulding, who is program director at the University of Colorado's Institute of Behavioral Sciences, "[is to] develop a new generation of academic administrators who are skilled in the process of adjusting to decline."

On the basis of all that, should the help-wanted ad be amended again?

"Must be able to deal with decline," perhaps it should say. "Must accept diminished circumstances."

THE TYPICAL CAPTAIN of the corporo-educational enterprise has been trained as an academic, not as a professional manager; as a pedagogue, not as a public-relations expert. But he is called upon to be the latter, while he serves the former. He must do battle against the hesitancy of his institution to view itself as a business, and he must do equal battle against the confusion of his own roles.

R. Miller Upton, for 21 years (until last summer) the president of Beloit College, calls the failure to make a clear distinction between economic and academic realities the major weakness of leadership in higher education:

"So many of my colleagues, saying they know nothing about business, will delegate the business aspects almost totally to their financial vice-presidents. In terms of good management, you can never take that position.

"If you don't have a sense of the importance of the economic base to the academic purpose, the institution is going to suffer. A president must never be ember-

"People would like us to run like the Metropolitan Life Insurance Company. In fact, a university is more like the Metropolitan Opera Company."

passed by the word 'selling,' or by any of the other sound business terms."

If the college or university is serving a predominantly black constituency, suggests James E. Cheek, president of Howard University, the president must do further battle. The enemy in this case, Mr. Cheek says, is the temptation to sacrifice identity for short-term survival:

"Leaders of black colleges and universities must show a greater willingness to demonstrate the importance of their institutions.

"They cannot allow them to be taken for granted, nor can they conform to the easy perception that integration will, in and of itself, improve the quality of higher education for black people or increase the quantity of access to higher education for black people. They must hold to the belief that an institution can have a traditional black mission and a predominantly black enrollment and still be integrated."

Similar challenges confront the presidents of women's colleges. They—with their trustees and institutions—must choose whether to embrace the rush toward coeducation, or to resist it. As Jill K. Conway, the president of Smith College, notes, the choice is riddled with complexities:

"Up to the present, . . . attention has been focused on the access of women to institutions of higher education, with little or no thought given to the relationship of women students to the curriculum, women scholars

to research activity, or women graduates to the occupational structure of society. When access is considered in isolation, the logic of coeducation as an equitable social policy appears to be overwhelming.

"The logic for educating women in male-controlled institutions is by no means so strikingly apparent, however, when one views the question of equity of treatment of the sexes from the perspective of the content of the curriculum, the opportunity to participate in the creation of new knowledge, and the potential for subsequent career development."

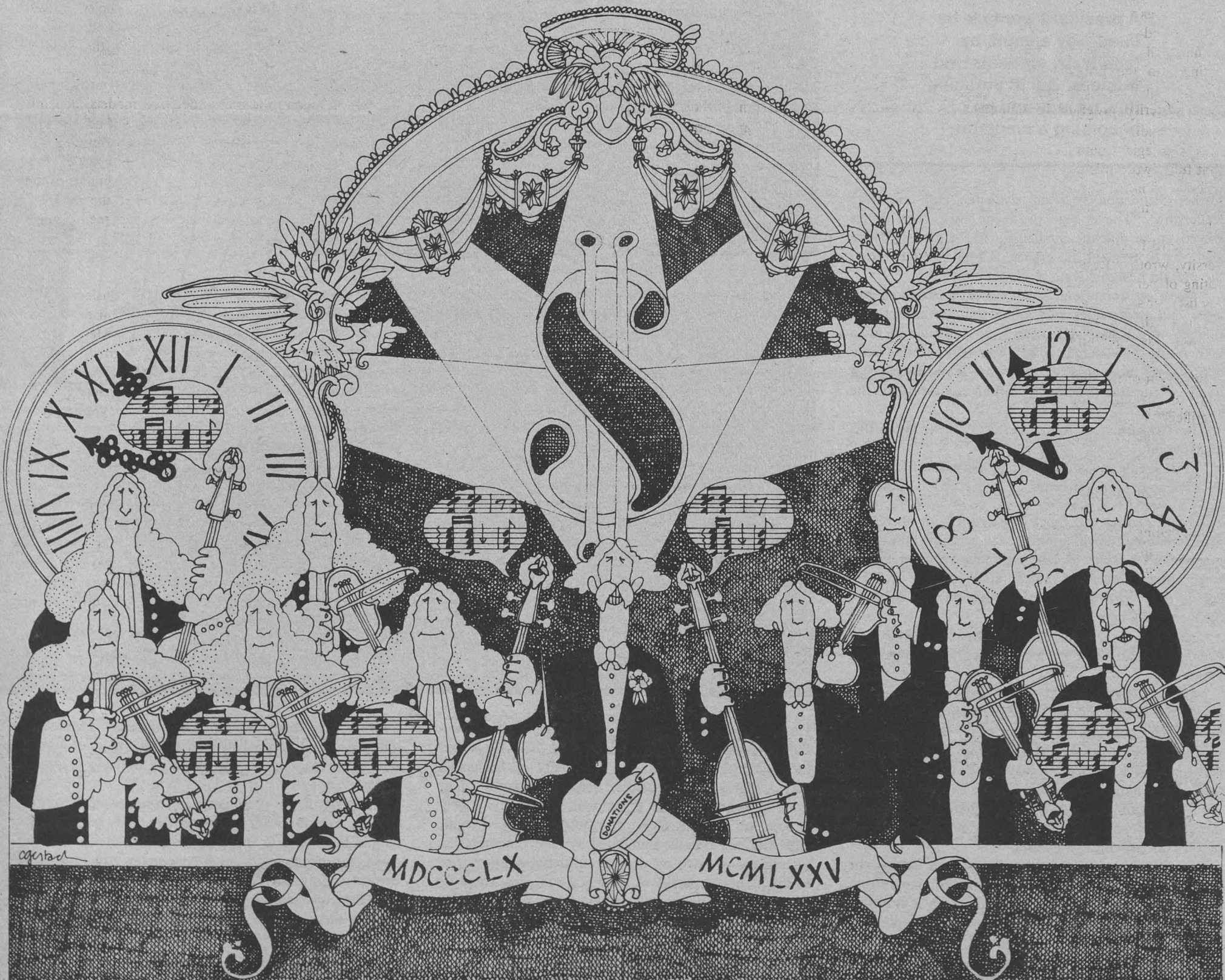
TO GAIN his or her job, a prospective college president must win the acceptance of competing interest groups, which occasionally are as concerned with establishing their positions vis-à-vis one another as with ferreting out the best candidate. To perform successfully, says Glenn A. Olds, president of Kent State University, the president "has to be academically competent so that he will enjoy the support of the faculty, administratively competent so he can perform feats of fiscal dexterity, able to deal with students, of impeccable integrity, and fearlessly open."

Yet, suggests Ernest L. Boyer, chancellor of the State University of New York, to avoid dismissal the president cannot become identified with any of the groups he represents. "If a president starts giving student answers, faculty answers, or trustee answers, he's lost."

No wonder, then, that the job is so perilous and the list of casualties ever-lengthening—or that, at one point in the past year, at least 78 four-year institutions of higher learning were without chief executives. Consider:

► At the University of Texas at Austin and at Southern Methodist University, presidents were dismissed or pressured into resigning by their boards after becoming identified with faculty concerns.

► At the University of New Hampshire, Thomas N. Bonner resigned as president after prolonged warfare with the state's political leadership and incessant edi-



torial salvos from William Loeb's *Manchester Union Leader*.

► The University of Colorado dismissed its president after the faculty voted no confidence in him.

► At Missouri's Stephens College, students and faculty members—disturbed that a woman had not been picked to head the female institution—asked the man whom the board had selected to reconsider his acceptance of the presidency.

The college president, in short, must balance the ideal and the real—and he cannot, as Jacques Barzun noted in *The American University*, “forget the difference between the golden and the leaden functions he is supposed to perform.”

NOR CAN THE PRESIDENT FORGET that his products are not cars or switch-dimmers or sky hooks, but people. If the company fails to tool them properly, the losses will be very human ones.

At this point more than at any other, the corporate analogy falters. The products are men and women, and the process is the often-meandering one of learning.

“Colleges have to be run in a businesslike fashion,” says the president of Bowdoin College, Roger Howell, Jr., “but I’m not sure you can run them exactly like businesses. The absence of a bureaucracy would be very quickly remarked upon by the faculty if their checks didn’t turn up on payday; but a lot of academicians would argue that efficiency, while a good thing, is not the highest of all possible virtues.

“In the educational process there is occasionally a good deal to be gained from a certain amount of inefficiency. If you get so that everything is in exactly the right place, it eliminates serendipity, and one of the exciting and useful things about an educational process is discovery. You want to be careful to preserve the capacity for this in the midst of all your efficiency.”

The University of Iowa's Willard Boyd makes a

“A president wants to be liked—by alumni, by faculty, by students and trustees. But in pursuing this, he may end up becoming a mediator.”

further distinction between academic and corporate leadership: “The college president must keep things stirred up so that the intellectual life will grow.” The necessity of ferment, he argues, is even greater during the present besieged state of higher education:

“These are conditions which either can frighten colleges and universities into blind ‘intellectual protectionism’ of the past and present, or challenge them to take future ‘intellectual risks.’ The latter is the more difficult, yet more creative, course. It is not antithetical to the intellectual process. Quite the contrary, it is the essence of it.”

The advertisement for a president, then, needs this explanation:

“Must create an adventuresome corporate structure, to serve a noncorporate end.”

THUS THE PROBLEM facing today's college or university president boils down to this: how to apply the technology and lessons of corporate management to the very human process of education. With that problem comes this more difficult quandary: how to measure the worth of a human product.

The Rev. J. Donald Monan, president of Boston College, would begin by looking at the alumnae and alumni:

“I have sometimes said—and I believe it—that colleges exist for alumni and not for students. If everyone fell off the earth after commencement, there would be a genuine worth in what you're doing; but in the long run—in service to society—institutions have their effect through the long-term careers of their alumni.

“If you can touch their whole character and their professional expertise, you are doing something important for society through alumni.”

Yet there is no easy way for today's college or university president, grown increasingly remote from the ebb and flow of campus life, to touch a student's character. The college president of yore, who spent his Saturdays pacing the sidelines and his Mondays parsing Latin, is as rare as the college of yore. Although one notable group of modern presidents has gone public—



Duke's Terry Sanford announces for the White House, the University of Chicago's Edward H. Levi takes over the Justice Department, the University of Alabama's David Mathews is called to head up H.E.W.—many more have gone private. Faced with multitudinous obligations to a many-faceted institution, they delegate authority and become inundated by their functionaries; or, eschewing extensive delegation, they become buried in the manifold details of their position. Few stand up in the middle, talking in public about the problems, challenges, and duties of higher education; and the few who do are too often quoted to engage the public's attention for long.

A recent poll by *Change* magazine asked 4,000

college presidents, government officials, foundation executives, and journalists to pick the leaders of higher education. Among the top 44 were only seven presidents.

Yet even if the president does come home from his travels, even if he does emerge from his office, even should he choose to speak out, is it possible for him to touch the character of such a complex structure as a college or university?

If the president can bear the burden, he might reach some students in the classroom, others at dinner and sports. He can have students living in his home. He can, as does Iowa's Boyd, advise a handful of students. He can put his office in the middle of the quad and



open the door to all who drop by. But can he identify their character? And, even if he accomplishes that, can he affect it?

Legal sanctions and social change have foreclosed on the day when colleges could act *in loco parentis*, with the president as reigning patriarch or matriarch.

Says Bowdoin's Howell:

"Our kids are all legally adults; it's incumbent on us to treat them as adults in all kinds of ways besides just legally admitting that it is the case. The institution cannot have a simple set of values which it says is the only moral code to live by. I don't believe that this cuts down on the sense of being concerned about values, particularly in a liberal-arts institution."

Says Boston College's Father Monan:

"At least for many institutions, concern with values is something very new. In the '50's you had some very prestigious presidents saying that the whole value dimension was to be left to other agencies and the school was to be concerned with truth.

"I don't think you have to make facile distinctions like that. For everyone there is a recognition today that there is a clearer obligation. However, to communicate values is not like communicating calculus."

Some beginnings, suggests Father Monan, lie at the very core of the job. The president must show the faculty and students that he understands the value of the academic life and that he wholeheartedly supports

"Presidents are generally prized for their efficiency as fiscal agents."

it in all its manifestations. He must, if his constituency is to take him seriously, show that he views them with equal earnestness.

But the data for measuring the touching of character are squishy. Frequency-of-repair records and percentages of the marketplace tell hard facts about light switches and their manufacturers, but no charts can measure the relative worth of a technician and a lawyer, a contemplative person and one of action. Indeed it may well be—as J. Douglas Brown, the emeritus provost and dean of the faculty at Princeton University, suggests—that the very obscurity of the data, the immeasurability of the product, increases the president's centrality within a college or university:

"An industrial organization may seek to merge the functions of leadership into a combination of senior specialists in production, finance, and public relations—not always successfully. A church, in order to safeguard its traditions, may place leadership in a collective body.

"But the university not only deals in a host of intangibles rather than profit, but also must move forward with vigor and sensitivity. Therefore, only a person, a president, can effectively combine tradition and vigor to gain understanding response from a complex of cooperating constituencies."

Yet, however central to the institution the president becomes, he must lead if he is to be followed. Says Beloit's Miller Upton:

"A president must be willing to be out front, in areas where he knows he's going to get shot at. This is difficult. There's a great temptation to play it easy. A president wants to be liked—by alumni, by faculty, by students and trustees. But in pursuing this, he may end up becoming a mediator.

"Leadership in education is difficult because of the collegial nature of the community; it's tougher than in business, where lines of authority are so tightly drawn and easily availed of. But it is possible to be a leader and not just a mediator."

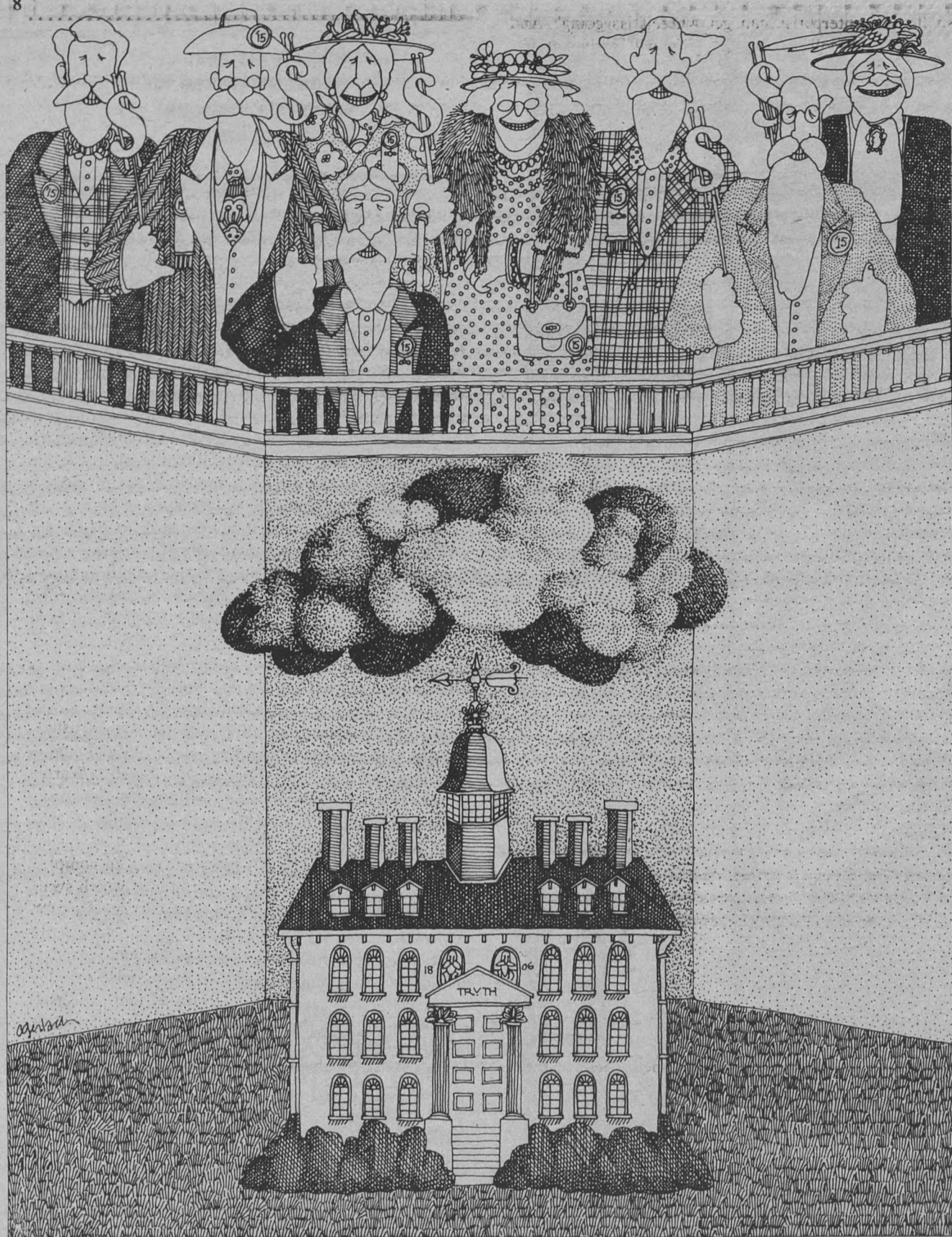
ASSUME FOR THE MOMENT that the president can hunker down to the job at hand; that he can lead; that in ways mysterious or practical he can see to the touching of the institution's complex character. Can he then turn successfully to the very corporate business of building a better mousetrap—of tooling a product that society wants, a product society needs?

In the difference between wants and needs lies another dilemma—and yet another distinction between the leadership of business and education. To create a product the public wants is a relatively easy and often lucrative matter, once the want has been identified and the technology refined. To create a product to fill a projected and abstract need, the want of which might never be articulated, would be business folly, yet how much such an approach makes education sense—how much it is higher education's duty—may well be a measure of the limits of the corporate approach to education.

If, as many who practice the art believe, a president's primary responsibility is to plan for the future, then it may be his equal or greater obligation not to settle for survival in a mean world, but to strive for utility in a grander one.

MANY OBSERVERS of the present educational scene, like *Dædalus* editor Stephen R. Graubard, see presidents and their institutions enmeshed in a survival strategy:

"Today, when higher education has receded from the front pages of all newspapers, when television has few student demonstrations to film and no non-negotiable demands to report, when the federal government seems generally bereft of ideas on higher education, and when state legislatures wrangle usually over the size of budgets and university presidents dash about searching for new monies to offset inflationary costs for which increased student tuition and fees are quite insufficient, there is an almost instinctive concern within every institution to look out for itself, to create those conditions that will guarantee its own 'survival' and possibly increase its competitive advantage. There is not much talk of reform: the problem is to get through a difficult time, a time of 'no growth' and of persistently rising



costs. Colleges and universities seem frightened and confused."

As survival in whatever form becomes the goal, presidents increasingly are measured by the criteria of survival. Again, Stephen Graubard:

"To an extent that was not true previously, presidents and deans are judged for their ability to manage and husband funds. Even where they have been selected as 'crisis managers,' they are generally prized for their efficiency as fiscal agents."

Tooling a product to meet present ends and future needs poses temptations and hard choices—particularly in periods of high unemployment, when the demand for specific occupational training increases. Boom times provide the means for intellectual activity; hard times heighten the demand for vocational skilling. Beloit's Miller Upton and others suggest that the measure of an institution's—and its leaders'—commitment to liberal education might well be the tenacity with which it clings to its historic educational mission in depressed times.

Says Reed's Paul Bragdon:

"Let us acknowledge straight-away that there is a need and a place for vocational education, and that most students are going to enter the work force upon completing their formal training, *i.e.*, they're going to have to find jobs. We should not fail, however, to note a number of ironies.

"First of all, most institutions, public and private, throughout the world are today seeking as leaders broadly educated men and women who have mastered the methods of understanding and attacking problems, not the narrowly trained specialist. Secondly, the seemingly unyielding problems of our times will not be solved by vocational certificates any more than by good intentions alone, but will require the attention of educated and trained men and women with high moral

purpose. Thirdly, in a society in which more leisure time is likely to be available, we have to ask what the results will be—enriched lives or lives marked by boredom, booze, and the boob tube?"

"The welcome addition of increased opportunities for vocational education should not obscure the significance of a liberal education in the lives of men and women and for the fate of society."

Says Martin Meyerson, president of the University of Pennsylvania:

"Those of us in colleges and universities ought to help unite the profession or the calling with liberal learning. If we do not, we shall have failed the rightful

"The student unrest of the '60's taught presidents that we could not dictate any longer, that we had to share power and seek counsel."

aspirations of many of the young who seek a life of service. Moreover, unless we imbue vocation with a sense of liberal learning, we shall have failed to improve life as well."

But to unite the need for specific skills with a broad exposure to thought and culture is more complex than overseeing the merging of the acetates and alloys that produce switch-dimmers. Ironically, the direction may be easiest for presidents whose institutions serve the underprivileged, if only because, for them, need supersedes theory. Says Howard University's James Cheek: "Because blacks have the greatest trouble finding jobs,

we must be acutely aware of where shortages are and will be in the labor market, particularly in the professions; and we must tailor our programs to those shortages."

FOR ALL THE LEADEN REALITIES of the president's job, the golden possibilities beckon. "I think," mused the American historian Henry Steele Commager, "we should support, or if necessary create, a group of men and women whose business is to think far ahead of their contemporaries, whose business is not to represent their own country, their own class, their own times, men and women who should be excused from many of the pressures and passions of their own day and permitted to imagine a different kind of world, to anticipate problems and propose solutions to them. . . . Needless to say, we have at least an embryo, just such a class. I refer to the university."

But the leaden realities lie in wait. Contemplative creatures require the foundation support that has grown scarce of late. While X-ray technicians work, English doctors of philosophy type *curricula vitae*.

The balance of the tangibles and intangibles in educational planning and the articulation of purposes are, says Harvard University president Derek L. Bok, critical functions for presidents and their deans:

"As spokesmen for their institutions, they cannot expect to win the understanding and support of a wider community unless they can explain with conviction what their colleges are supposed to accomplish. In deciding how to allocate new resources—or indeed how to distribute their own time and energy—they can hardly establish coherent priorities without some sense of the ultimate purposes which they hope their colleges will achieve.

"For these reasons, presidents and deans must formulate their own sense of the institution's goals even if their faculties are unable or unwilling to undertake the task."

It has been a neglected function, he adds:

"Our colleges seem to exist without making much of an effort to define their aims. In the thick reports on undergraduate education that many colleges have produced in recent years, there is little discussion of what it is that a liberal-arts education should provide for the student."

The articulation of purposes, however, can rarely be accomplished solely in the light of today or tomorrow. The college or university president is not allowed to forget that the majority shareholders in his corporation are themselves its past products, with an attachment to that past.

If the traditions of the past are to be violated, if old ways are to be altered to meet a new world, the alumni and alumnae want an explanation from the president. And they vote their approval or disapproval in a most tangible and meaningful way—with dollars and cents that aggregate into the annual-giving totals upon which the daily functioning of the institution's manufacturing process so heavily depends.

Perhaps, then, any ad for a college president should contain a warning:

"Caution: past products may dictate direction of present process."

ASSUME—again for the moment—that the president can divine a course on which to set his enterprise. Can he steer it to his objective, through the welter of organizational detail?

Here, again, lie the challenge and necessity of balance. Says Princeton's ex-provost, J. Douglas Brown:

"Apart from the central role of leadership in terms of the goals, values, and standards of his institution, the president must have a sense of organization and of the administrative arts of working through organization to attain institutional goals. It is this aspect of his role which makes a shift from professor to president most difficult for many.

"The professor can express ideas and purposes with fluency, but the president must implement them through the complex processes of gaining willing and effective action in scores of areas and at all levels. It is in the balanced interplay of leadership in ideas and leadership of an operating, dynamic organization that the quality of a president is tested. Too much emphasis on either aspect at the expense of the other may lead to high purposes without accomplishment or a well-run educational factory."

Yet even the art of balancing is not what it once was. To reconcile research facilities and faculty development with classroom space and teaching loads, football aspirations with faculty salaries called for a fine bit of

juggling. But the task has been immensely complicated by new legal realities in the academic world.

Consider the case of a university in the Southwest, which, as of July, 1975, had eighteen lawsuits pending against it or its officers in which the university was accused of violating constitutional or civil rights. Several of the suits claimed that the university's admissions procedures were arbitrary and capricious. Others, filed by students and faculty members, charged improper and unlawful dismissals. A research assistant was seeking \$500,000 in damages for the university's failure to renew his contract; a faculty member not recommended for renewal was seeking a million. Several women professors charged they had been discriminated against because of sex; a male nurse contended that he would not have been dismissed from his position with the university had he been female. A plaintiff had sued because, she said, the university had failed to provide her with an abortion. Two Mexican-Americans, former employees, alleged a broad discriminatory policy on the part of the university.

Finally, the president of the university was being sued for \$5-million by a former professor in the medical school, who contended that the president had illegally requested both the doctor's resignation and the restitution of funds allegedly received from the university by the doctor without authorization.

(Legal routes are, of course, mutually available. When Frank I. Keegan was ousted as president of Salem State College in Massachusetts, following a no-confidence vote by his faculty and administration, he filed suit against the trustees, seeking \$200,000 damages and reinstatement as president.)

The proliferation of suits against the institutions raises still another grim specter for the president. Insurance companies are increasingly reluctant to provide liability coverage in the civil-rights area; and without that sort of basic protection—seemingly so far removed from the world of academe—the academic support systems cannot begin to function. What kind of legerdemain is needed to balance such a complex?

And, of course, where will the presidents and their institutions find the money to finance the support systems they devise, however perfectly? Indeed, more and more where will they find the funds to underwrite those systems that already exist? How to look to the future while keeping the present afloat? How much to scuttle

so that the enterprise can get where it is going? And what kind of college or university will arrive at its destination?

How even to find the money to meet the rapidly rising costs of complying with federal social programs—with the financial demands of equal employment opportunity, of equal pay, of affirmative action, of non-discrimination by age, of occupation safety and health, of minimum-wage and fair-labor standards, of unemployment insurance, of social security, of health-maintenance organizations, of pension-security-act provisions, of wage and salary controls, and of environmental protection? At one large, public university such costs have tripled in a decade. At a large, private university they rose from \$110,000 in 1964-65 to \$3,600,000 last year. At a medium-sized private institution, they grew 150-fold in the same period—from \$2,000 to \$300,000.

Must the president reach out blindly for funds—any funds? Or must he somehow weigh the future effects of present relief from financial strain? "Why Richard," Sir Thomas More was made to say in *A Man for All Seasons*, "it profits a man nothing to sell his soul for the whole world . . . but for Wales!" How can a college or university president identify what and where the institution's soul is, and when it is being bartered?

WHO IS A MAN (AND WHO IS A WOMAN) for this season?

Boston College's Monan suggests that Aristotle might serve well as a college president.

"If a president needs one thing, I think he needs judgment—practical judgment that is able to understand the complexities of problems and foresee the types of consequences that will flow from the alternatives that are open. He must be able to make good decisions, and that's what Aristotle stressed in his *Ethics*."

Father Monan, however, issues one caveat: "Many philosophers' theories about life don't always coincide with their own abilities to live life and make judgments themselves."

Bowdoin's Howell nominates Elizabeth I: "She's certainly used to balancing tight resources and still keeping things going. And she's a marvelous public speaker."

Perhaps our help-wanted advertisement needs further

"Whenever I watch the university's man riding the power lawnmower, cutting figure-eights, in complete control of his machine and total arbiter of which swath to cut where and when, I envy his superior autonomy. I don't have his power."

modification, to reflect the full range of requisite skills and attitudes:

"Must be resourceful and practical. Should have a grasp of today and a clear vision of tomorrow."

ONE FINAL QUESTION needs to be asked. It may negate the need to answer any of the others.

Does the modern president have the *power* to lead?

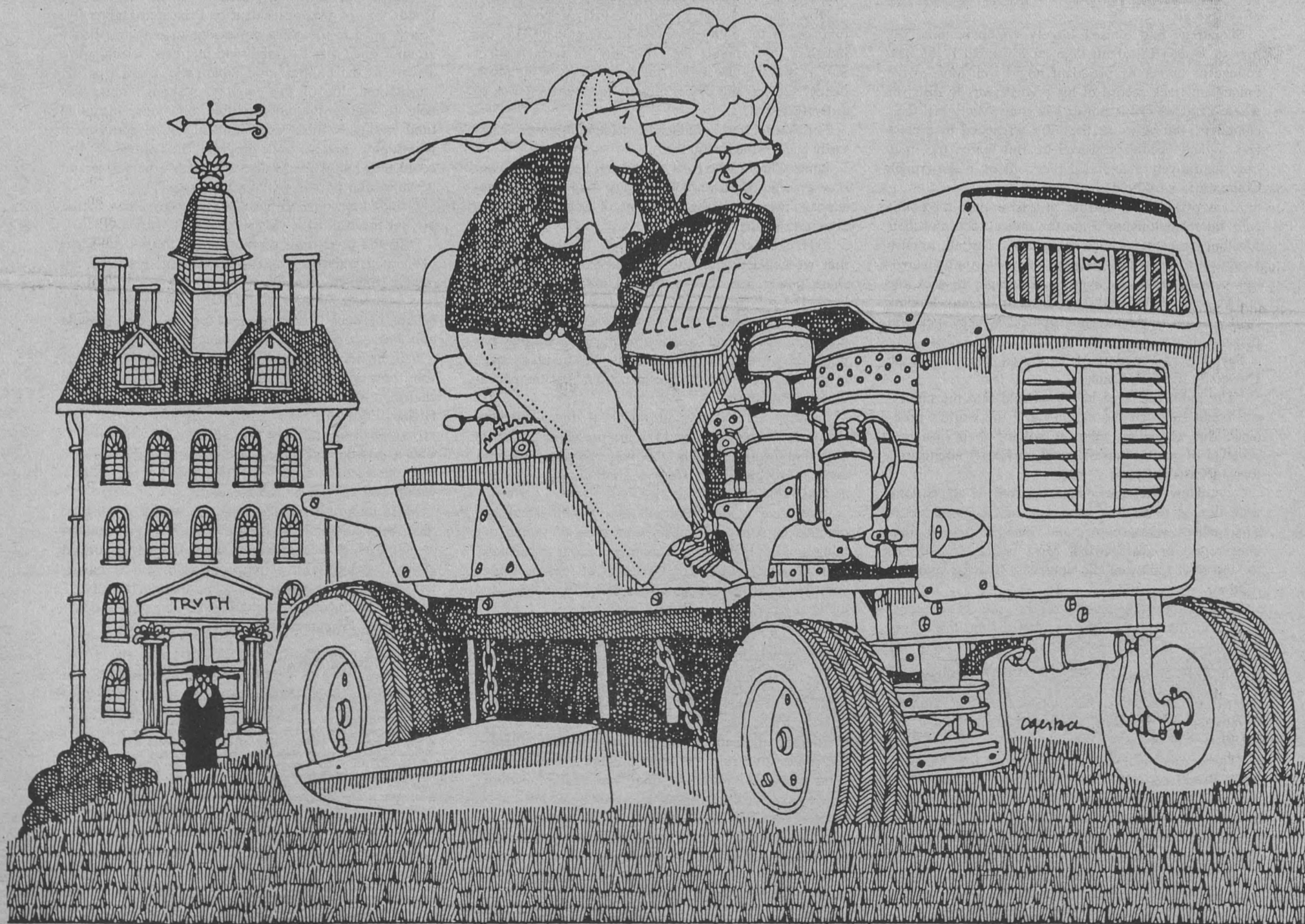
A veteran watcher of the office, who has served under five presidents, notes that in the modern institution "power is so diffuse. Everyone has negative powers, not positive ones. They can veto, but they can not effect."

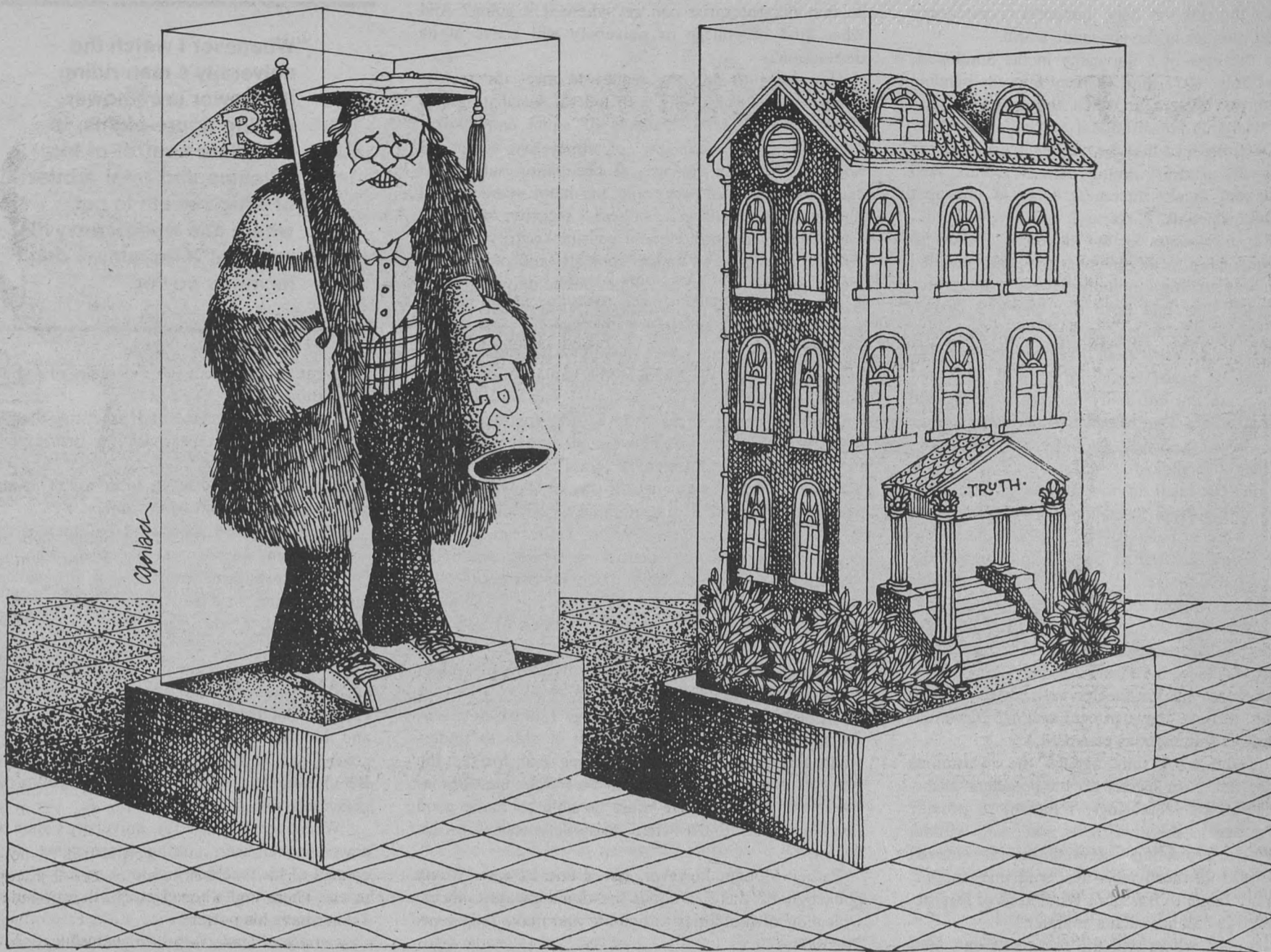
Faced with government regulations; the moral and legal pressures of organized parents, consumers, and environmentalists; the scrutiny of alumni and trustees; and the often-competing wants of some 500 on-campus governance and interest groups, Cincinnati's Warren Bennis expresses a longing and frustration that many presidents share:

"Whenever I watch the university's man riding the power lawnmower, cutting figure-eights, in complete control of his machine and total arbiter of which swath to cut where and when, I envy his superior autonomy. I don't have his power."

A study of leadership in higher education, published in 1974 by the Carnegie Commission, concludes:

"The presidency is an illusion. Important aspects of the role seem to disappear on close examination. In particular, decision-making in the university seems to result extensively from a process that decouples prob-





lems and choices and makes the president's role more commonly sporadic and symbolic than significant. Compared to the heroic expectations he and others might have, the president has modest control over the events of college life."

Should he find himself largely symbolic, more the present Queen Elizabeth than an Elizabeth I, the new college or university president might well look to the immediate track record of his predecessors to discover where (and why) his power has gone. Many lost their chambers—literally—as the '60's wrenched to a close and student occupiers moved in. But many, too, may have figuratively abandoned their offices in the crunch of the warfares at home and abroad.

Many presidents—sharing, at least in part, the politically liberal sentiments if not the radical tactics of their rebellious students—acted reluctantly, if at all, to curb campus disorders. Civil persons, they confronted incivility; persons prone to explore, to weigh, to seek the middle road, they found many of their students holding rigidly to political and philosophical stances; peaceful persons, they were expelled by force.

Says Father Theodore M. Hesburgh, president of the University of Notre Dame:

"The public at large had been told that the university could solve all the nation's and the world's problems. But when they came to solving their own new problem of student unrest, most university administrators appeared helpless.

"... University presidents, the font of all wisdom, were treated to student contempt, insult, intimidation. Their offices were occupied and ruined; their authority, unexercised or disregarded. Most became scapegoats for the total failure of the university to cope with disruption.

"The exodus of distinguished presidents was unprecedented in the history of American universities. From Berkeley to Harvard, from Chicago to Stanford, the presidential offices were emptied, and all efforts were made to find new men versed in crisis management. Often they stayed less than two years, as at Indiana, Columbia, and Stanford; those that lasted kept a low profile.

"There was no conventional wisdom for the traditional presidents to fall back on. One week one president was fired for calling the police and another was fired for not calling the police."

However dire the events, says Father Hesburgh, the aftermath was more profound:

"The worst results of the happenings of the '60's were the crisis of confidence and loss of nerve they

produced in the universities, coupled with a growing disdain and even contempt for universities on the part of those who had loved them most: parents, alumni, benefactors, legislators, students, too."

How much of the presidents' loss of power is a function of their unwillingness to exercise it? Has the judiciary, by bringing the arbitration of social conflict into its grinding processes, dulled the fangs of the presidency? Or was the power already lost before it was so ardently tested?

For that matter, is reduced presidential power necessarily bad for the institution?

James Cheek, who freely owns that he has less power now as head of Howard University than he did a decade ago when he was president of Shaw University, does not rue the loss:

"The student unrest of the '60's taught presidents that we could not dictate any longer, that we had to share power and seek counsel. Unlike the corporate head, the college president must be willing to exist as a first among equals. In the narrow sense of executing my own duties and responsibilities, this sharing has made the job more difficult; but in the broadest sense, it has been good for the presidency and for the educational community."

Barnaby C. Keeney, president of the Claremont Graduate School and for 11 years president of Brown University, suggests that the final years of the last decade brought to the fore a continuing presidential and institutional deception.

"We have a long tradition and a well-established practice in American higher education of saying one thing and doing another. This practice was particularly virulent in the 1960's for a number of reasons, and it contributed to the loss of credibility of college and university presidents and their institutions.

"We stated our lofty aims and described our virtuous practices, and then sometimes acted sordidly. The most obvious example of such action is in the usual description of the purity of amateur athletics, of which the practices of recruiting with little restraint and unscrupulously giving scholarships to athletes who cannot graduate are part. We inherited and made strict rules for student conduct and enforced them unevenly, more so than was made necessary by the need for flexibility. We described our institutions as open to all qualified students, and then made only token attempts to recruit from outside the middle class."

Should the help-wanted advertisement contain a final qualification: "The president must say what is meant, and must mean what is said"?

WILL THE NEW PRESIDENT be the image of the giants of the academic past, men and women whose presence echoed through the entire education community?

"They had scholarly tastes," writes Harold W. Dodds, for 24 years president of Princeton University. "Each came to the office possessing an academic background. Each was . . . of broad interests; several were leaders in the political and diplomatic, as well as the educational, life of the country. Although none was able to ignore the undergirding functions, including fund raising, without exception they gave educational philosophy, policy, and program top priority." But could they live with the discord that is a pervasive and perhaps vital part of *modern* campus life?

Could they, indeed, have achieved greatness in the present constrained, regulated academic world?

Will the president become, as the former president of Cornell University, James A. Perkins, predicts, "an elected official, nominated by the university senate and approved by the board, for a limited term . . . the broker between constituencies, the link—but not the only link—between the board and the senate"?

Will higher education's leaders of the future be persons primarily skilled—in the words of Clark Kerr, chairman of the Carnegie Council on Policy Studies in Higher Education and former president of the University of California—in "the ability to cut and trim"? Can a president skilled to cut and trim also lead? Or will the leadership be not outward but inward, a withdrawal toward a stable center?

Must tomorrow's college and university presidents, then, be mediators, low-profile crisis managers trained in the arts of conciliation? Task-oriented—a closed circle of managers revolving from institution to institution as particular needs demand particular talents?

The constituents—the alumni and alumnae, the taxpayers, the lawmakers—will have the final say.

WHO will answer the ad?

This special report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: GENO A. BALLOTTI, American Academy of Arts and Sciences; DENTON BEAL, University of Bridgeport; ROBERT W. BEYERS, Stanford University; DAVID A. BURR, University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CHARLES M. HELMKEN, Council for Advancement and Support of Education; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, University of Oregon; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Council on Policy Studies in Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College. Editors: CORBIN GWALTNEY, HOWARD MEANS. Illustrations by CAMERON GERLACH.

AEF Reaches \$200,000 Goal

Buoyed by a successful 1975 fund-raising drive, the Athletic Educational Foundation has set an even more ambitious goal for 1976.

The Foundation announced at its annual meeting in December that it has raised more than the \$200,000 which constituted its goal for 1975. The goal for 1976 will be \$250,000, according to the new president of AEF, G. Elliott Schaubach '59, Norfolk, Va. Schaubach previously served as president in 1972

and 1973. With three weeks left in the 1975 campaign, the Foundation had received in cash and pledges \$201,000.

The \$200,000 figure represents nearly twice as much as the Foundation had ever raised previously and came in response to the new Statement of Athletic Policy articulated by the Board of Visitors last year.

AEF Executive Director Barry G. Fratkin '64 credited the successful

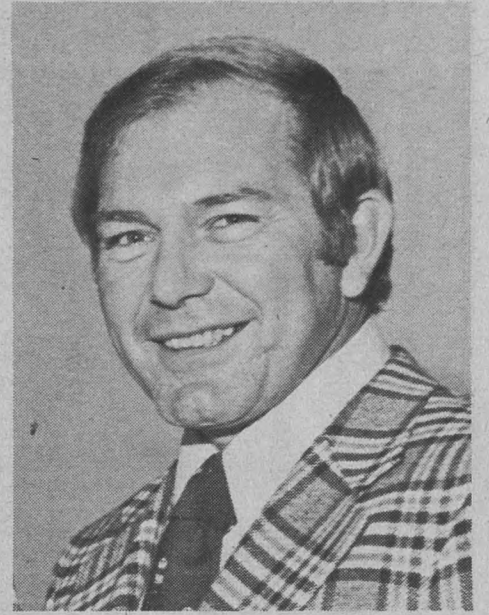
campaign to "the tremendous enthusiasm, dedication, and hard work of the many volunteers, trustees, and officers of the Foundation."

Fratkin noted that the number of contributors from 1974 to 1975 increased by 36 per cent (1204 to 1605), the average gift increased by 33 per cent (\$94 to \$125), and the total amount raised increased by 77 per cent (\$113,331 to \$201,000).

Schaubach, who succeeded George R. Heflin '50 of Richmond as president, set three major goals for the Foundation in 1976: to raise \$250,000, to sell out the game with Virginia Military Institute at William and Mary on Sept. 11, and to enlist the Foundation's efforts in increasing season ticket sales for next year.

In addition to Schaubach, other new Foundation officers for next year are James E. Ukrop, '65 vice president, Richmond; Richard V. Savage '56, vice president, Tidewater; James Porach '61, vice president, Petersburg-Hopewell; Aubrey L. Mason '47, vice president, Western Virginia; J. William Harrison '56, vice president, Northern Virginia; Gilbert L. Granger '57, vice president, Williamsburg; Harriett N. Storm '64, vice president, Peninsula; C. Ray Johnson, treasurer; J. W. Lawler '61, secretary; and Fratkin, executive director.

Ben L. Carnevale, director of athletics at William and Mary, emphasized that the upgrading of the football program remains on schedule, despite last fall's



Elliott Schaubach
New AEF President

2-9 record. He said the program would have as many new scholarships as needed this year, up to the NCAA limit of 30.

Carnevale noted that contributions from the Foundation to the athletic program have increased from \$60,000 in 1972 to \$240,000, which the Foundation has committed to the College in 1976. Over the same period, the athletic budget has grown from \$600,000 to over a million dollars with no substantial additional help from the College.

Alumni may receive a copy of the annual report of the Foundation from Barry G. Fratkin, Executive Director, Box 521, Williamsburg, Va. 23185.



AEF HONOREES

James E. Ukrop (right) of Richmond and William Harrison of Northern Virginia were honored at the annual meeting of the Athletic Educational Foundation in December for their work in the successful \$200,000 fund-raising campaign. Ukrop received the Man of the Year award and Harrison received an award for his area having shown the biggest increase over 1974.

P.M.A. Spells Success

By Jim Rees '74

The letters on the game jerseys of this year's championship women's field hockey team aren't the typical W and M that emblazon the standard item of green and gold sportswear. Instead, the letters read P.M.A.--positive mental attitude--the three words that in a nutshell summarize the philosophy of this year's team.

Apparently it's a philosophy that works. The William and Mary field hockey team finished the 1975 season ranked fourth in the nation, surprising almost everyone who attended the National AIAW-USFHA Tournament held over Thanksgiving.

"I think we won one game almost strictly with our positive mental attitude," said Jo Ousterhout, a senior from Virginia Beach and captain of the squad. "We knew that the Lockhaven team,

which had already beaten the national champions, was better than we were. But we were confident that we were going to win. We stayed cool and quiet--and we smashed them."

The "smash" was actually a thrilling 2-1 victory for the Indians, and even Coach Nancy Porter had to admit that William and Mary was "lucky to win." With only three minutes left in the game, the Indians forged a massive attack on the usually impervious Lockhaven goal. Sticks clashed in a flurry of action around the goal, and amidst the confusion sophomore Ginny Ramsey scored.

William and Mary's most crucial goal was not unlike most of those scored throughout the season. It was the result of a coordinated effort by a squad that epitomizes the virtues of teamwork. As Ousterhout likes to put it, "We don't have any stars on our team, not even two or three players you could single out as being the best. Everyone's really about the same."

That means an absence of petty jealousies among players, no claims that you've got a sure-fire candidate for All-American, and no jockeying for the biggest and best scholarships. For indeed there are no scholarships for women field hockey players. That's the way it's been since the team was formed way back in 1920, just two years after the College decided to open its doors to women students.

Contrary to popular belief, most coaches and players at William and Mary don't want women to receive athletic scholarships. They fear, however, that new interpretations of the controversial Title IX statement may force schools across the country to conform to the men's highly competitive system of "recruiting" and "signing" high school standouts.

"I like it the way it is," said Porter.



Ginny Ramsey

"I don't want to have to discriminate between my players, I don't want to have to recruit, and I don't want to follow in the footsteps of the men and make the same mistakes that they have. We want our players to participate on a purely amateur basis where all the pressure is their own."

This year's increase in the women's athletic budget, though not as substantial as many of the coaches and players had hoped for, has made life a little more comfortable. They eat and sleep better, which Porter says contributes to the overall P.M.A.

"We've moved from MacDonald's standards to Howard Johnson's standards, and we appreciate the better situation." Yet Porter adds that there's still a long way to go if William and Mary hopes to finance trips to the northeast, the "hot-bed" of field hockey and perennially the stomping ground of the nation's best.

Nine W&M Sports Figures Named to Hall of Fame

Two additional names will be entered into the William and Mary Sports Hall of Fame at halftime of the East Carolina basketball game at the College on Jan. 17. They will join seven others who were named to the select group during the fall.

L. Tucker Jones, a 1926 graduate of the College who served in the physical education department until his death in 1942, will be inducted into the Hall posthumously. Larry Peccatiello, defensive secondary coach for the Houston Oilers, will be the other inductee. Peccatiello '58 captained the 1957 Tribe football team and served on the coaching staff for 10 years under Milt Drewer and Marv Levy.

Of the seven named to the Hall of Fame during the fall, two were named posthumously. They were J. Wilder Tasker, head Tribe football coach from 1923-27, and Martha Barksdale '21, a member of the women's Physical Education staff for 45 years.

Other inductees were John "Jack" Bruce, Jr., '49, Norfolk, Va., who lettered in three sports and set a William and Mary pass interception record; Colin "Randy" Davis '50, Suffolk, Va., president of the Society of the Alumni and one of William and Mary's most versatile football players during the era of Vito Ragazzo and Jack Cloud; Dan H. Edmonson '38, Dallas, who lettered in both football and baseball and led the baseball team to the 1936 state championship; Colonel Seymour Shwiller, '40, Falls Church, Va., a guard on the 1939 and 1940 teams and a member of the 1965 Sports Illustrated Silver Anniversary Football team; and John Mahoney '55, Scotch Plains, N.J., one of William and Mary's all-time great basketball players, who finished eighth in the nation in scoring in his senior year with a 27.3 average.

Tribe Basketball

- W&M 68 Appalachian St. 48
- W&M 75 Eastern Connecticut 55
- George Washington 76 W&M 68
- W&M 70 Citadel 61
- Wake Forest 82 W&M 69
- W&M 61 Dickenson 56

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All chairs picked up at the Alumni House are subject to a freight charge of \$5.00.

All chairs to be shipped direct will be shipped freight collect.

Chairs ordered should be allowed ten to twelve weeks for delivery, except rockers, which will not be shipped before April as manufacturing schedules now stand.

*Profits from the sale of these items, handcrafted by Mike Stousland '41, are donated to the College. Mike provides the silver at his own expense.

ALUMNI GAZETTE

of the College of William and Mary

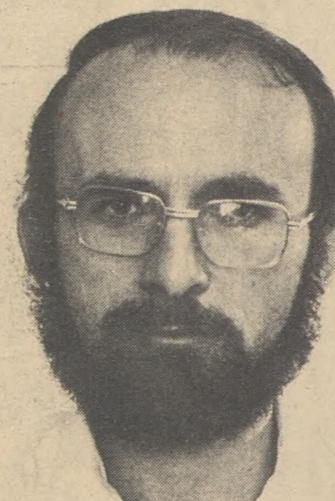
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WILLIAMSBURG, VIRGINIA 23185

JANUARY 1976

Unique Bicentennial Project

Science in the 18th Century



Professor von Baeyer

What was the place of science in the era of the Revolution? Two William and Mary scientists are researching the question in a unique Bicentennial project that will eventually share the answer with audiences in a traveling lecture series.

Hans C. von Baeyer and John L. McKnight of the physics faculty of the College have received a grant of \$23,300 from the National Science Foundation to re-create an 18th century lecture of the type widely delivered to general audiences in the late 1760's by traveling speakers. The Society of the Alumni is funding preliminary research phases.

McKnight and von Baeyer are also planning to purchase and restore or where necessary, reconstruct, a selection of physics demonstration apparatus that might have been included in the College's collection during the 18th century.

Using books published by the best known of the popular lecturers of the late 18th century, the two physicists plan to write a re-created lecture and stage it with appropriately costumed personnel.

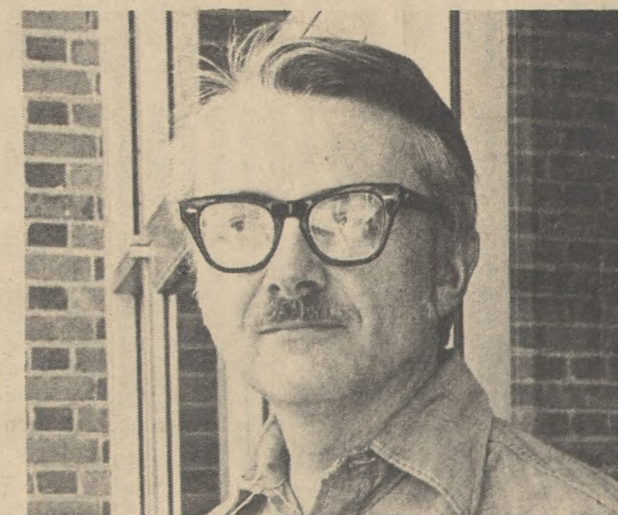
The proposed lectures, said von Baeyer, "will give the modern audience an accurate view of the role of science in the lives of the

educated populace of 18th century America. At the same time it will introduce people to experiments which, since they are governed by the laws of nature, are as fresh and exciting now as they were 200 years ago."

Try-outs for the re-created lecture are scheduled for early in 1976 with the program fully operational by Fall, 1976. The equipment collection for use by the lectures will be fitted into boxes, as was the custom, so it can be easily transported. This collection will form a permanent exhibit in Williamsburg.

The lecture will initially be presented at the College which has been designated as a "Bicentennial Community" by the American Revolution Bicentennial Administration.

In the compilation of the equipment of the Revolutionary period, the two scientists will take as one of their guides the hand written equipment list which was made by Dr. William Small, Thomas Jefferson's favorite teacher, who went to England in 1764 with a commission to purchase a large and comprehensive collection of apparatus for the physical sciences. Restoration and reconstruction of equipment will be done in the physics department's instrument shop.



Professor McKnight