



The Impossible Job?

*A Special Report
on What It Takes
to Run a College
These Days
and a response
by Houghton's
new President,*

*Daniel R. Chamberlain
(See page 16)*



"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 experimentalism 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.

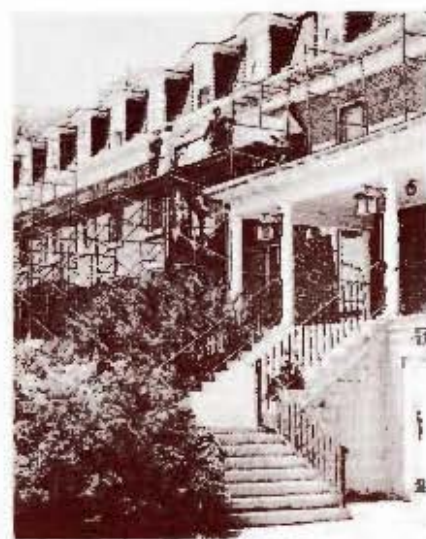
Nor does the help-wanted ad hint at the unique qualities of the enterprise's labor force:

- That the workers expect—and demand—to be

(Continued on page 6)



"I would not have been able to stay at Houghton if it had not been for the work study assistance I have received."



Cutting nature trails, nightwatching, managing a snack shop, lifeguarding—more than 100 Houghton students took summer jobs through the federally sponsored work study program designed to help students who must work to pay college expenses. Financial aid director Robert Brown says the government may pay up to 80 percent of the wages. Employers must be non-profit, "providing benefit to society as a

whole." For job leads Mr. Brown phones personnel directors in areas where students want to work.

MILIEU questioned about half of the program participants, weighting the sample to those who worked off campus. Thirty on-campus workers were involved in paint and repair projects, office and dining hall work. We asked the percentage of college expenses the work paid, whether or not the job was

pivotal to returning to college. Last, we asked if the work was career oriented, or, if not, did it have value beyond income.

One third of the respondents said they couldn't have returned to school without the job, while a fourth termed their work a significant help. Proportion of expenses paid ranged from 15 percent up to one third. A faculty dependent who conducted prospective

Obituary- Tragedy visited the Houghton campus on September 17 as Junior Bruce Wilson was stricken in class about 10:30 a.m. Rushed insensible to the health center, he died in an ambulance enroute to Cuba (NY) hospital without gaining consciousness.

Friends said he'd had a cold and appeared to have suddenly developed difficulty breathing during class. The attending physician reported hospital examination revealed aspirated pneumonia—a possible contributing factor, but seemingly insufficient cause for sudden death.

A business major, Bruce graduated from Brighton high school in Rochester, N.Y., in 1973. A member of the Young Administrator's Organization, he played j.v. and varsity basketball and house-league football. Last summer he worked in Rochester as a truck driver.

His body was taken to Hollywood, Fla. for burial near his family home on September 20. Bruce's parents are Mr.



Bruce Wilson

and Mrs. J. Sterling Wilson. Memorial services were held at Houghton Sept. 24. Commemorative plans are being made.

MILIEU

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Houghton College, Houghton, N.Y. admits students of any race, color and national or ethnic origin. The college does not discriminate on these bases or on the basis of sex in any college administered programs.

AMWAY CORPORATION PRESIDENT Richard De Vos addressed a Young Administrators' Organization sponsored luncheon September 17. Founder of the sprawling Michigan-based direct selling firm, Mr. De Vos is a dynamic Christian businessman and free enterprise advocate. Outlining the bases of commerce, he stressed that ownership of the tools of business largely determines a nation's political course. Comprised of business students, YAO holds monthly dinner meetings with business leaders and manages a stock portfolio purchased from gifts by former students—proceeds going to college endowment. Members coordinate special event flower sales and meet for Sunday evening Bible study in faculty homes.



student campus tours estimated he'll receive less than \$100. Another student saved more than \$800. Four considered their work experience career oriented. Nine felt their jobs were unrelated or peripheral to their goals. None considered the work as merely a way to make a dollar. Noted a psychology major, "any people job is related to psychology."

Typical comments were: I see my job this summer [working at the YMCA] as a very worthwhile experience and wouldn't trade it for anything, including summer school. Philosophy and humanities major, Steve Horst, said of his nightwatching work, "I had opportunity to think and rest for this year as Senate President." An English major working at Camp to the Woods "learned a lot about patience and love along with learning to appreciate people who do mental tasks . . . it's hard work! It also solidified my desire to get a good education so I don't end up doing this type of labor all my life."

An education major who worked in a high school guidance office said this was her third year on work study. A business administration major who managed a camp snack bar noted,

"work study gives opportunity to do work we might not otherwise not be able to do — give our time at a camp rather than work at a higher paying job. I would not have been able to stay at Houghton if it had not been for the work study assistance I have received." Said a religion major, "my job as assistant head boys counselor working with 110 guys gave me an entirely different view of authority and responsibility."

A Bible — C.E. major concluded that while his work wasn't career related, it "certainly caused me to grow spiritually, which puts things back into focus now that I'm back in school."

FACULTY SUMMER ACTIVITIES

A quick survey of "what I did with my summer" sheets returned by faculty to the academic dean's office revealed the rich variety of activity appropriate to an academic group. Examples apart from summer school teaching and general travel follow.

German professor Robert Cummings and chemistry professor Stephen Calhoun attended Christian College Consortium sponsored Faith and Learning workshops at Malone College. Mrs. Nancy Barcus attended the American

Suzuki Institute at Ithaca, N.Y. Her husband, Dr. James Barcus did research into early American architecture and furniture during their travels in New England. Both teach English.

Brass Instruments professor Keith C. Clark was a playing coach with the American Youth Symphonic Band, playing in seven European countries. He's also researching a book, *Trumpet Players of the Symphony Orchestras of the U.S.A.* Voice teacher Bruce Brown traveled in Europe early in the summer, then toured in Israel as a member of the Roger Wagner Chorale.

Economics professor Edward Willett is also working on a book contract. He will have an article in a fall issue of *Educational Technology*. Dr. Helen Hirsch conducted workshops for the Greater Pittsburgh Christian Education Seminar, while Dr. Lola Haller participated in a Career Education Workshop.

Business professor Richard Halberg completed work for his MBA, except for completion of his seminar paper, while Old Testament professor Harold Kingdon completed residency for a Doctor of Ministries degree. Dr. Bernard Piersma continued pacemaker electrode research. (Continued on page 23)

2nd Generation Students

1. Marc Maffucci, son of Mr. & Mrs. Anthony (Clara Bowers '53) Maffucci; 2. Valerie Crocker, daughter of Dr. & Mrs. Forrest (Dorothy Miller ex-'52) Crocker '53; 3. Sherry Kingdon, daughter of Rev. & Mrs. Harold (Mary Selt '56) Kingdon '57; 4. Vicky Smith, daughter of Rev. & Mrs. Victor Smith '44; 5. Nancy Adams, daughter of Mr. & Mrs. Harold (Mary Gerhardt '49) Adams; 6. Sylvia Sadler, daughter of Mr. & Mrs. Albert (Bess Hall '48) Sadler '52; 7. Debra Jones, daughter of Mr. & Mrs. Dale (Lois Lillie '56) Jones; 8. John Whiting, son of Mr. & Mrs. John (Dorothy Balgrie '48) Whiting; 9. John Alt, son of Rev. & Mrs. J. Calvin (Patricia Hippensteel ex-'56) Alt ex-'55; 10. Deborah Paine, daughter of Dr. & Mrs. Charles (Grace McKinney '54) Paine '54; 11. Wayne LaForge, son of Rev. & Mrs. Clifford (Ruth Brink '52) LaForge '52; 12. Janet Williamson, daughter of Rev. & Mrs. Robert (June Gilliland '52) Williamson; 13. Penny Spear, daughter of Rev. & Mrs. James (Eileen Griffen '52) Spear '53; 14. Tim Phelps, son of Rev. & Mrs. David (Alice Peck '54) Phelps '55; 15. Dave Kerchoff, son of Mr. & Mrs. William (Janice Straley '53) Kerchoff '51; 16. Dan Bagley, son of Dr. & Mrs. George (Gail Wooster ex-'55) Bagley '54; 17. Bruce Merritt, son of Mr. & Mrs. Bruce Merritt ex-'52; 18. Del Stevens, son of Dr. & Mrs. Morris (Grace Toland ex-'44) Stevens '41; 19. Bruce Sergeant, son of Mr. & Mrs. Osmond (Ina Jackson '45) Sergeant.



Alumni In Action



Down the Aisle

Joi (Bissett ex '73) & Mr. Benning Daryl & Sharon (Sard '78) Brautigam '77 Stanton & Linda (Hale '76) Delbert Wayne & Susan Margaret (Smith '73) Dodson Matt & Eileen (Newhouse '77) Downs '75 Paul & Darlene (Miller '75) Edmunds Alan & Cathy (Miller '79) Fox '77 Douglas & Vivian (Halberg '74) Gent '76 Wayne & Joy (Carpenter '76) Hartman '75 Gary & Carol (Stockin '76) Hoyt Kenneth & Sara (McFarland '70) Heullil Dan & Carolyn (Dunstan '77) Knowlton '76 Sterling & Doris (Ulrich '56) Koehler Richard & Rebecca LaBombard ex '75 Elizabeth (Brown '70) & Mr. Little William & Diane (Dunning '73) Litzenger Ronald & Darlene (Lamos '74) Mann ex '73 Gary & Laurie (Vanderveer '76) Masqueller '77 David & Charlene (Mann '75) McDonald '76 Bernard & Janice (Spensler '72) McElheny Keith & Ruth Ann (Eaton '76) Morris '75 Daniel & Shelley (Kruithof '74) Olson John & Karen (Piper '74) Orcutt '73 Steve & Jill (Pember ex '76) Paine '75 James & Carole (Timberlake '69) Quinn Diane (Fetkowitz '72) & Mr. Rodrigues James & Holly (Cool '75) Rogers '75 John & Jean (Holden '76) Rozelle Timothy & Rhonda (Smeenge '76) Schwartz '76 John & Ruth Scully '68 James & Janet (Beach '67) Shannón Ken & Lori Tabor '75 Kenneth & Diane (Grove '73) Thomas Stephen & Rebecca (Locke '76) Thorson '76 Steve & Judy (Beckman '73) Van Rooy Bob & Sonja Wagoner '68 Roy & Kathy (Wire '78) Wallace Kendall & Priscilla (Ordip '75) Wilt '73

Before 1940

Retired Methodist minister, LELAND SMITH EX '18 and his wife NORMA (WESCOTT ex '16) celebrated their 50th wedding anniversary June 17th. The couple now reside in Rushford, NY.

Since July, JOSEPHINE RICKARD '25 has been residing at 3 John Wesley Manor, Brooksville, FL 33512.

After 25 years - 18 as president - CHARLES MOLYNEAUX '36 retired from the Franklinville (NY) Board of Education in July.

This September SPENCER & DOROTHY (BLAKE '36) MOON '36 celebrate their forty-first year in the ministry. They reside in Norwood, NY.

1940s

With Shell Oil Co. for 36 years, JERRY MCKINLEY '41 has purchased a 12-acre almond orchard in Ripon, Calif., looking toward retirement in 2-5 years.

'41 HARRY PALMER completed over 25 years of service as pastor of the Federated Church of Masonville, NY in May. He now pastors the Brush Creek, Camp Creek, Orgas Parish of the W.Va. Mountain Project of the United Presbyterian Church, USA. As such he is one of four pastors serving nine churches and two missions.

Residing in S. Laguna, CA, RUTH (NEW-HART) '42 KLOTZBACH is church organist and director of music for Coast Bible Church; her husband MILTON '41 is an anesthesiologist.

Erwin & VERA (CLOCKIN '43) SCHRAG moved from Mexico last July to Freeman, SD where they head the 50 resident Salem Home for the Aged.

'44 DICK & RUTH (WRIGHT '41) ELMER have moved to Lynchburg, VA, where he is Acting Chairman of Library Services at Liberty Baptist College.

Retired from a public school career after 22 years (teaching, 15 music administrator), RAYNARD ALGER '46 teaches part-time at Faith Christian School, Williamsville, NY, and tunes pianos.

No longer teaching, ELEANOR (PHILLIPS) '46 ANDERSON devotes more time to freelance writing. Her husband Andy pastors the First Baptist Church of Levittown, PA.

Earl & EDNA (DOUGHTEN '46) CAMP will reside in West Chester, PA for a year's furlough from their work in Zaire, Africa.

Having served the Rochester (PA) Wesleyan pastorate for 15 years, MARK & DOROTHY (FISHER '43) LARSON '46 are pastoring the Riverview Wesleyan Church in Logan-sport, IN.

'46 EVELYN (MACNEILL) MCMONIGLE teaches third grade in Detroit, MI.

Living in Manasquan, NJ, SARA (DAVIS '46) MULLER teaches at Brielle (NJ) Elementary School. Husband Herbert operates his own photo studio. They have two boys Rich 13, and David 11.

'46 BARBARA (VAN DYKE) WOLFE of Geneva, NY, will teach a music course at Keuka College, Keuka Park, NY this fall.

'47 HAZEL (SEHER) CLATTENBURG of Abington, PA has been nominated to appear in the 1976 edition of "Outstanding Leaders in Elementary and Secondary Education."

Beginning their fourth furlough, MYRON BROMLEY '48 and family will be missionaries-in-residence at Canadian Bible College in Regina, Saskatchewan for the year.

'49 LUKE BOUGHTER is Professor of Missions and Anthropology at Lancaster (PA) Bible College.

'49 RUTH (COLDIRON) CERVERA received her M.A. in higher and adult education from Columbia University Teachers College, New York City in 1974.

Pastor of Shadyside Presbyterian Church, Pittsburgh, PA, ROBERT HOLLAND '49 has been elected to the Board of Trustees of Wilson College, Chambersburg, PA.

'49 GORDON TALBOT has been elected the second president of Christian Schools, Inc.,

Future Alumni

Wayne & Nora (Swindler '68) Adams '66
Roger & Caryl (Strunk '71) Ashley
Allan & Evelyn (Blackbourn '69) Barnett
Larry & Sharon Burd '70
Jim & Jean (Smith '70) Calder '68
Glenn & Linda (Thomsen '73) Carlson '70
Edwin & Louise (Feller '64) Childs
Robert & Sally (Fulton '68) Christian
Steph & Paula (Doughten '73) Clark '73
David & Janice (Olsen '70) Cobb '71
Doug & Chris (Rowell '72) Comer '71
Steve & Kay (Houck '71) Cumming '71

Ray & Robin Dueck '75
David & Marlene (Ziegler '73) Hamilton '72
Bruce & Karen Hanson '61
Gary & Pam (Michael '73) Henson
David & Karen (Smith '66) Homsher
Ken & Mary (Say '72) Locklin '72
Mike & Linda (Moore '74) Maynard '73
Ken & Gail McGeorge '66
Roger & Marty (Brauch '65) Owens '67
Dave & Carolyn (Shoup '66) Paterson '67
Drew & JoAnne (Wingate ex '67) Pullen '70
Roger & Reda (Hunt '73) Rozendal (F)
Kenneth & Beverly Seaman '68
Douglas & Sarah (Thomas '73) Sherman '70
Robert & Cheryl (Ballau '72) Stoddard '72
Jim & Jill (Perrin '65) Vandermeulen
Phil & Cindy (Campbell ex '74) Wanck '75
James & Linda (Feller '68) Wert '68

* adopted

Elizabeth Joy 7-6-76
Nathan Aaron 4-25-76
Keith Allan 5-18-76
Amy Elizabeth 7-9-76
Sarah Jean 5-14-76
Jeffrey Charles 11-3-76
Stephen W. 12-1-75
Jennifer Sarah 10-28-75
Alyson Elizabeth 8-19-76
Laura Kay 5-16-76
Sharon Lynn 9-11-75
Stephen Paul 9-10-73
David Andrew 8-19-76
Andrew Raymond 7-25-76
Kelly Lynn 6-19-76
Jon Carl 7-7-76
Andrew Michael 9-6-75
Gayle Elizabeth 10-25-75
Nathaniel Brett 9-27-75
Maggan Lorraine 6-19-76
Dacia Gail 7-76*
Chad Ethan 6-24-75
Anna Beth 3-16-76
Daniel Scott 5-23-76
Jennifer Elaine 8-20-76
Daniel Scott 3-20-76
Andrew Douglas 5-26-76
Benjamin Carey 5-1-76
Todd 7-7-75
Gabriel Mahlon 7-17-76
Stephanie Lee 4-5-76

In Memoriam

The Summer '76 issue of MILIEU carried the death notice of BEN CARPENTER '34 as reported by the U.S. Post Office in returning an undelivered piece of mail. Our sincerest apologies to Mr. Carpenter who is alive and living in Warsaw, NY.

ex'29 RALPH LONG of St. Petersburg, Fla., died of heart failure January 25, 1976. A beloved teacher at the Univ. of Texas and the Univ. of Puerto Rico, Dr. Long authored various English textbooks.

'34 FLORENCE PARK was interred at Mt. Pleasant Cemetery, Houghton, N.Y. on September 10. She died in Utica on September 7, where she had been in a retirement home since 1975. Years ago she had worked in Door of Hope homes in Utica, but ill recently lived in Houghton with Dr. Josephine G. Rickard.

Graveside rites were conducted for ex'32 ERMA (SCHARFE) SHEA in Houghton's Mt. Pleasant Cemetery September 9. The wife of George Beverly Shea and mother of two children, she died September 5 at their Western Springs, Ill., home of medical complications following a long fight against cancer. Addressing assembled family members, Graham associate Grady Wilson noted that Mrs. Shea is the first loss of the original Graham team assembled some 30 years ago.

Maintenance Engineer at Houghton College from 1954 until 1968, PAUL GILMORE died of a heart attack at his Hot Springs, S.D. home, August 26. Before coming to Houghton he held a variety of utility company posts in Colorado and Kansas. After retiring, he and his wife Bessie devoted their time to self supported mission work among American Indians in South Dakota and New York. Surviving besides his widow are three sons and two daughters.

an independent, interdenominational organization which operates Glen Cove (Me) Bible College, Christian Academy, and Summer Bible Conference.

1950s

After serving over 25 years in the pastorate, GEORGE JOHNSON '50 has moved to St. Louis, Mo. to act as executive director of National Home Missions Fellowship representing 40-45 mission agencies in the USA.

'50 ELLEN THOMPSON was named one of two "Teachers of the Year" at Wheaton (Ill.) College. Chairman of the theory dept., she has written a book "Teaching and Understanding Contemporary Piano Music" to be published this summer. She has also arranged an anthem, "Coming Soon" published by Hope Publishing company.

'51 ROBERT BAILEY is a traveling actuary for the National Association of Insurance Commissioners. He and wife Shirley have six children and live in Oconomowoc, Wis.

'51 EDGAR BRILL pastors the Norwich (N.Y.) United Methodist Church.

His M.S. degree in marriage, family and child counseling completed at LaVerne (CA) College, JOSEPH HOWLAND '51 is the senior chaplain at the Naval Air Station, North Island, San Diego. His wife EVIE



Eight of 15 graduates from the Class of 1926 celebrated their 50th reunion during Summer Alumni Weekend. Present, left to right were: Frederic Howland, Aurora, NY; Francis Harlett, Orange City, FL; Clarence Flint, Churchville, NY; Frank Henshaw, Sarasota, FL; Genevieve Lilly, Brevard NC; Clair Carey, Greenville, IL; Zola Fancher, Houghton, NY, and John Higgins, Brooksville, FL. Eleven others who didn't complete degree work here survive.

A record 243 alumni registered for Summer Alumni Weekend with attendance at the five-year reunions on July 11 going over 450. Eight alumni panelists led morning seminar discussions on two topics, America's Religious and Political Heritage.

Inadvertantly both the preliminary program sent to all alumni, and the final program omitted the fact that panelist, Dr. Lawrence B. Davis, is Associate Professor of History at SUC, Brockport. Other speakers were, Louis Eltscher III, Frederick V. Mills, Sr., Silas Molyneux, John G. Rommel, Fred G. Thomas and Richard L. Troutman.

A father-son art exhibit featured the work of the late H. Willard Ortip and his son, Paul. As the result of a telephone solicitation by Alumni Association President John Snowberger, 70 percent of the Alumni Chapter Presidents and Council representatives were on hand for discussion of mutual concerns. Mr. Snowberger described Alumni Board activities and plans, James Spurrier outlined ideas for successful alumni chapter operation — annual meetings and continuing projects. Dr. Huff was introduced as Executive Director of Institutional Advancement.

Following a farewell tea for the Daytons came a bicentennial banquet with the Honorable Meldrim Thomson, Jr., Governor of New Hampshire, as speaker. Citing abuses that led to the American Revolution, he

noted the presence of similar abuses in U.S. society now and asked, "would you be willing to pledge your life... to preserve the blessings of liberty..." and, "do you believe a majority of Americans would make the same pledge in support of a revolution of ideas and constitutional actions that would restore... basic political philosophy of our founding fathers?" He concluded that if the answer is negative, Lincoln's comment is pertinent, "As a nation of freemen we must live through all time, or die by suicide."



Mr. Snowberger, Gov. and Mrs. Thomson

(GERMAN '49) is a medical assistant.

Assistant Superintendent of the New York District of the Assemblies of God Church, LEON MILES ex'51 is also Missions Director of new church plantings in New York State.

As a registered nurse, LOUISE (CHILDS '51) MOSS is doing private duty in Spartanburg, S.C. Her husband works for Hoechst Fibers Inc.

Pastoring the First Baptist Church of Champaign, Ill., RALPH & LOTTIE (FALTIN '51) NAST '51 celebrated their 25th wedding anniversary on August 24.

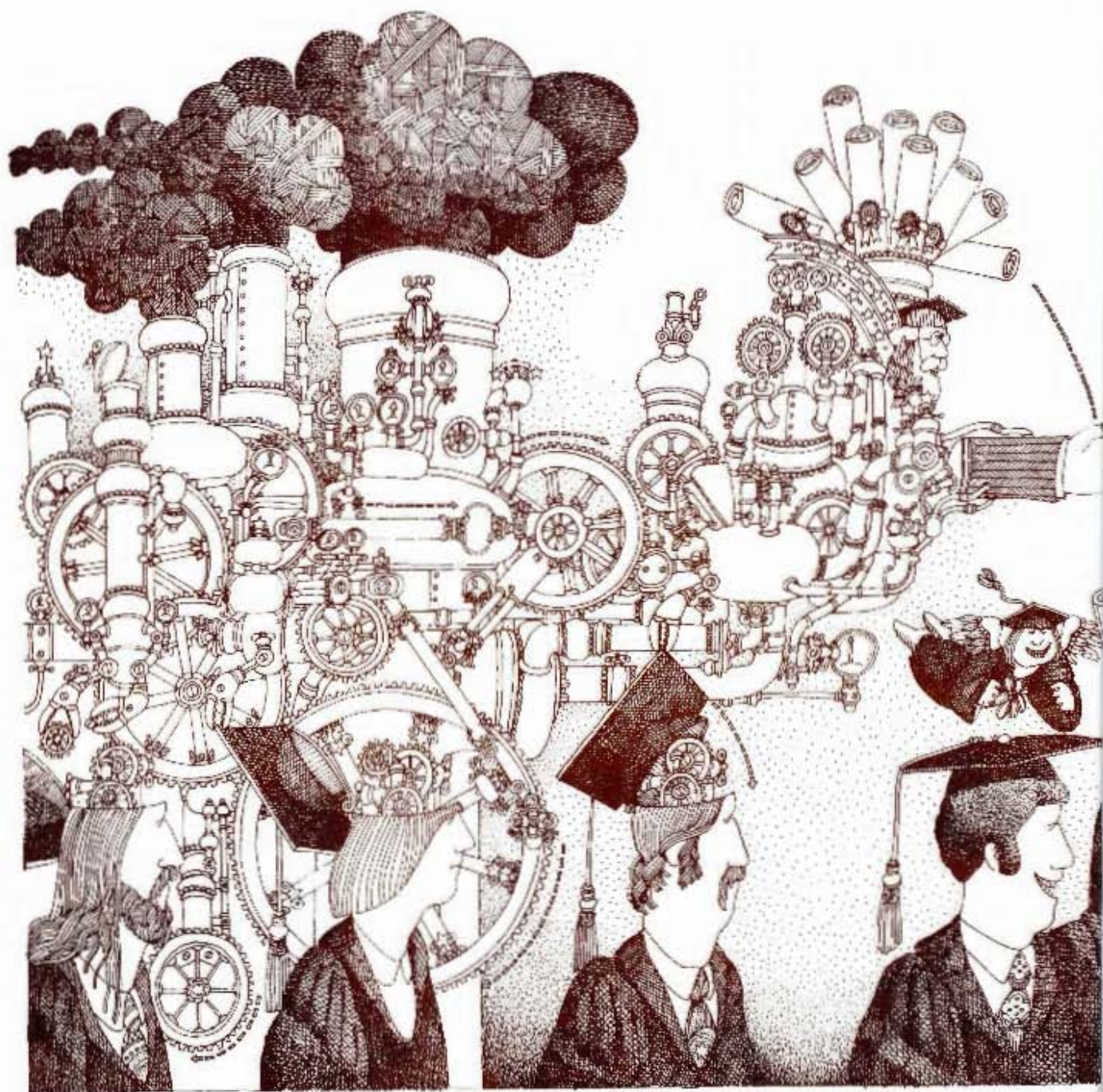
Gordon & ARLENE (ROBSON ex'51) NUCKOLS have moved to Charlotte N.C. where he is employed in the central dispatch office of Thurston Motor Lines.

'51 JACKSON PARSONS pastors the Calvary United Methodist Church in Johnstown, Pa.

Douglas & FLORENCE (ANTCLIFF '51) PORTER serve the Sanford (Fla.) Free Methodist Church.

'51 DOROTHY VANCELEVE teaches fifth and sixth grade social studies at Winona Lake, Ind.

(Continued on page 21)



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."

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

versity, 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?

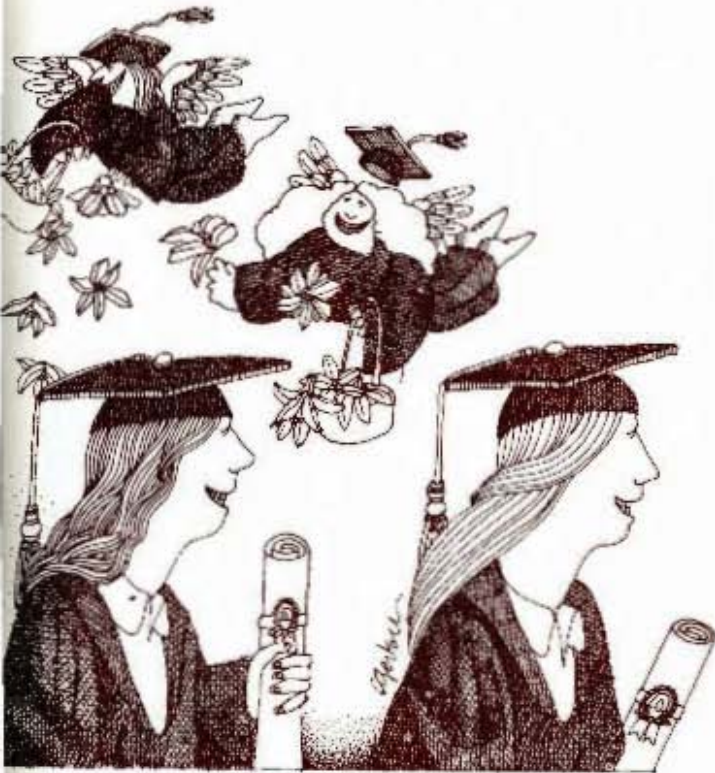
"Should disregard the thinking of predecessors," it might say. "Must look within for answers."

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.

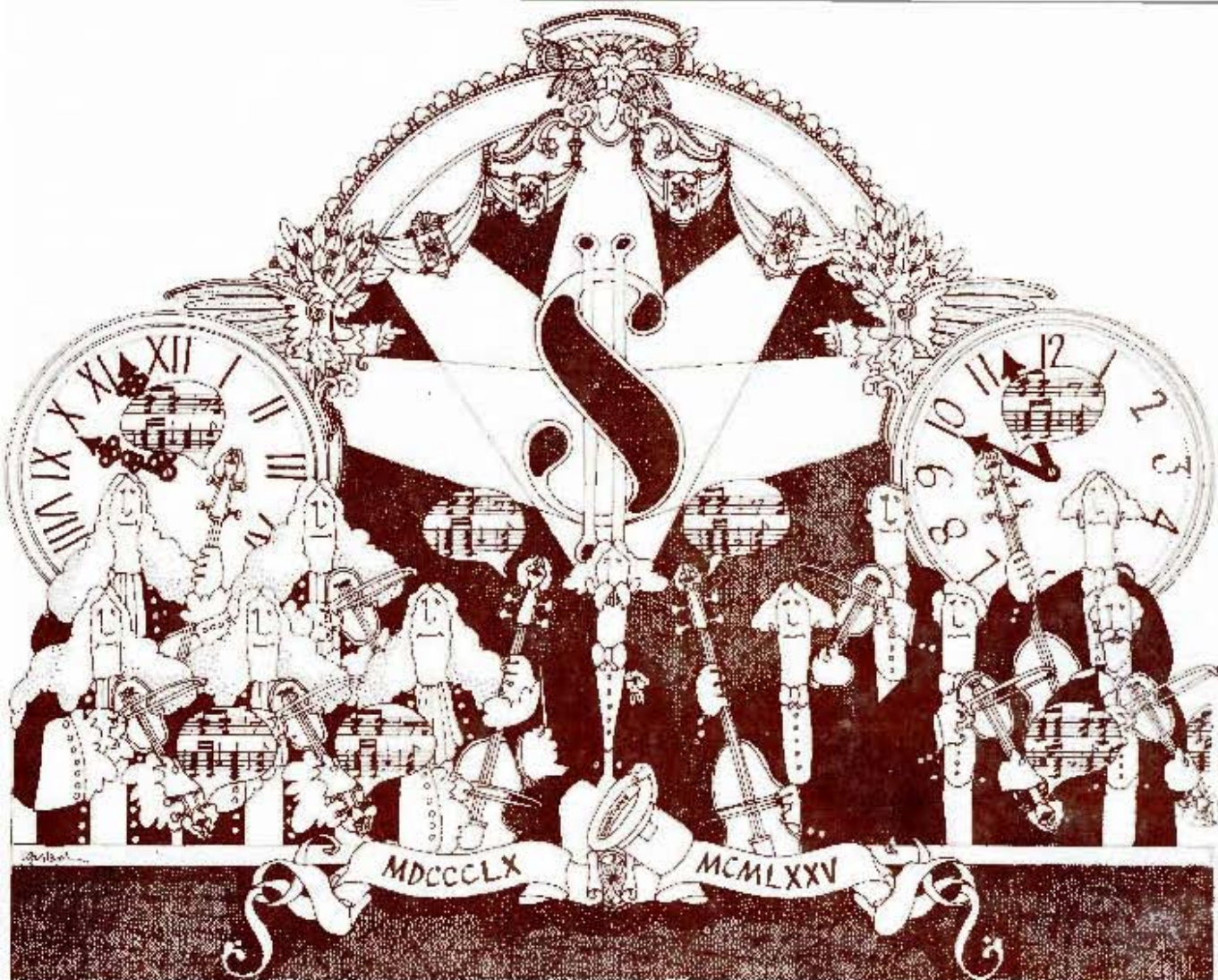
"The appropriate variation asks that we recognize that there are many things within our control which can be done; that general despair should not keep us from



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 Uni-



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 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. Alumnac, 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 actually 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-

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

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 embarrassed 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

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

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 editorial 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."

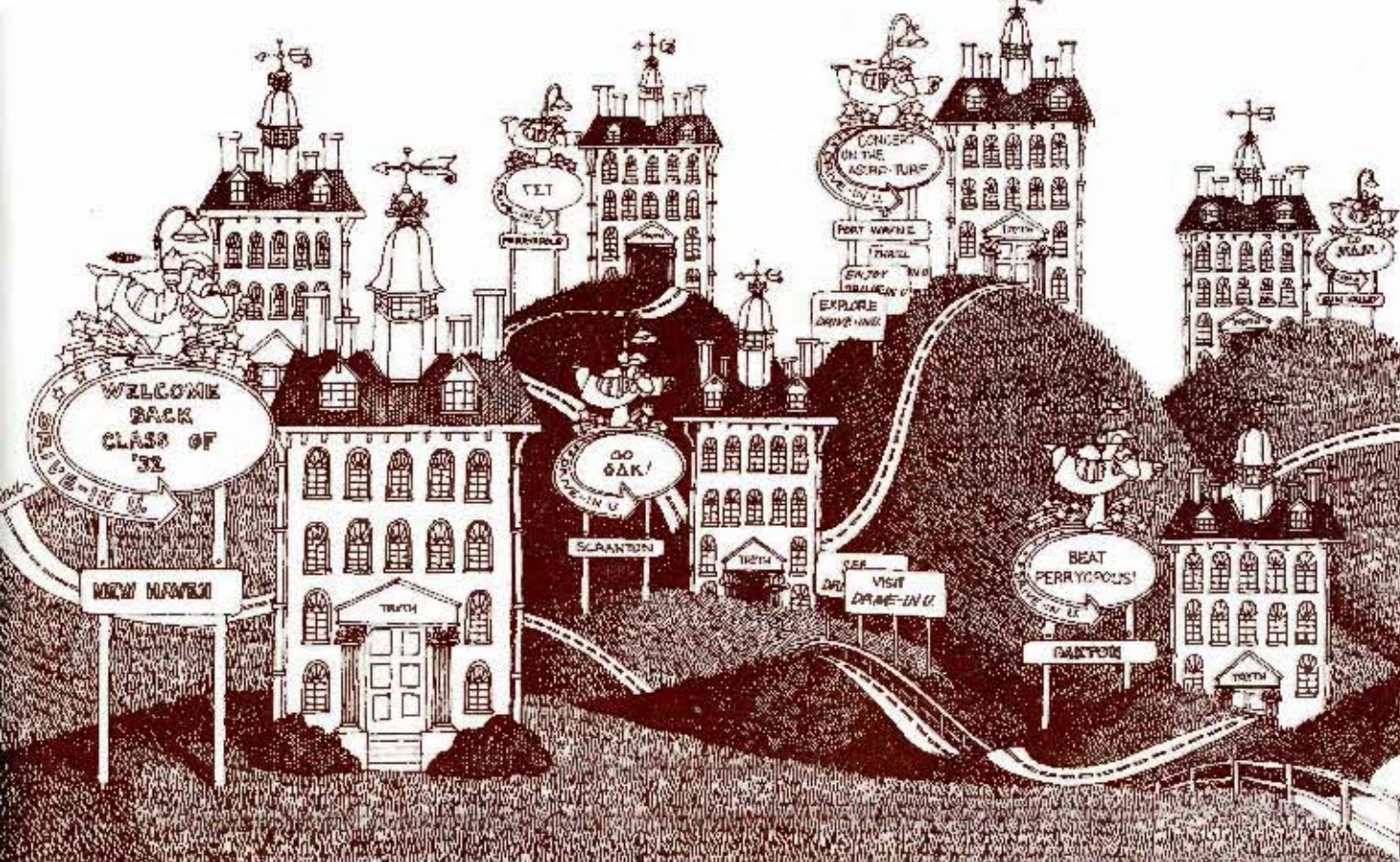
NOR CAN THE PRESIDENT FORGET that his products are not cars or switch-dimmers or sky hooks, but people. If the company fails to tool them properly, the losses will be very human ones.

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 discovery and 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



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 to evaluate the success of an educational enterprise 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 obli-

gations 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.

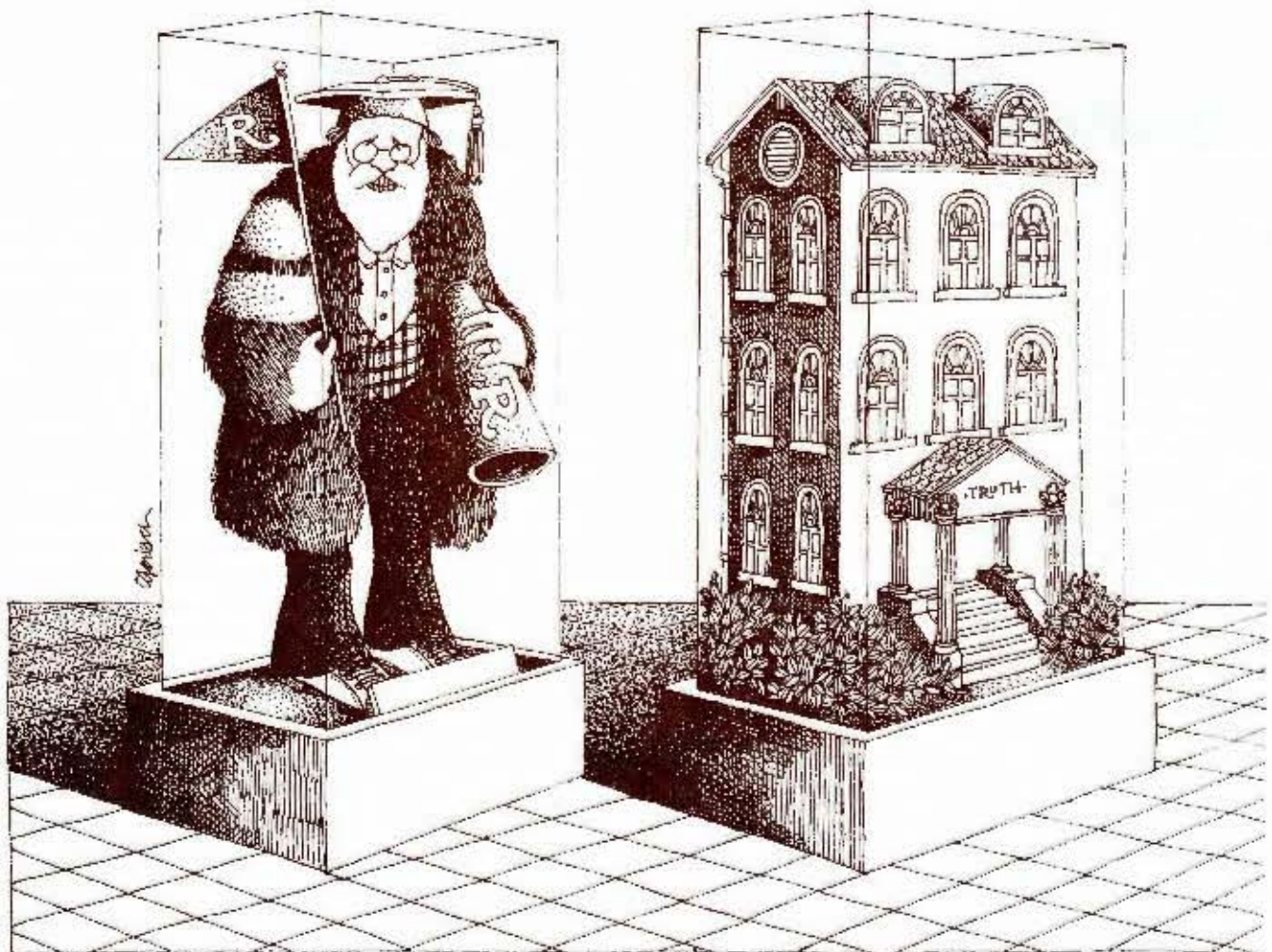
Says Bowdoin's Howell:

"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."

But, he adds: "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 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

"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."

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 *Daedalus* 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."

To the extent that survival in whatever form becomes the goal, the criteria of survival become the measure by which the president is evaluated. 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 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,

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

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. Purely contemplative creatures require the sort of foundation support that has dried up in the present financial climate and may not readily revive again. X-ray technicians are at work; English doctors of philosophy are at home, typing *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

The Impossible Job?: A Response

by President Daniel R. Chamberlain

THE IMPOSSIBLE JOB? analyzes the task of serving as a college president during the final years of the 1970's. While the article focuses on the office of president it presents and probes many of the problems and paradoxes facing American higher education today. It would be naive and unrealistic not to recognize that many of the issues identified and analyzed in this article face the Christian College as well as its larger and secular partners in the field of higher education.

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First, this essay warns that "an ever growing number of America's institutions of higher learning . . . sway at the edge of a financial abyss." Discussing this problem first implies that the authors regard financial support as the most critical issue facing American higher education today. Clearly the problem is serious but it may well be that financial difficulty is the effect rather than the cause of many of the other problems faced by American colleges. While continued and improved financial support is crucial to the survival and success of the educational enterprise the most basic question should be: "Survival for what?"

The essay next laments the "tide of growing homogeneity." As an important first step in avoiding both financial crisis and faceless homogeneity colleges must identify and articulate their purposes. The role of the president is

" . . . for presidential leadership to be effective it must benefit from the best insights and suggestions available within the community and implementation of agreed upon programs must have the cooperative support of the entire community."



crucial in this process. He must ask himself and all others in the institution hard questions about what is being done and the reasons for current practice. He must help introduce procedures that will assist everyone within the institution to agree upon the purposes of the college and then work consistently toward reaching those ends.

The prospect of reduced student enrollment is another major problem identified in this article. Again the problem is serious and must not be ignored but solutions that dilute or distort institutional purposes are short sighted and self defeating. I firmly believe that the institution with a clear sense of purpose coupled with plans and methods for sharing its mission with interested students will be able to meet this challenge successfully. At the same time the Christian college must never regard the education it provides as creating a superior class. Such an idea is contrary to the principles of Christianity and the goals of democracy. Rather the goal is to produce more effective servants. In so doing the college can avoid the greatest danger of all mentioned in the article namely the "temptation to sacrifice identity for short term survival."

Tenacity in pursuing ends must not lead to complacency or obstinacy in the means used to reach those goals. The college president has important responsibility in this regard. Tradition adds perspective and richness to college life, but it must be seen as a contributing rather than a controlling force in the purposes and programs of the college. The same rigorous standards of evaluating must be applied to existing programs that we insist be used in evaluating new programs.

(Continued on page 20)

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

"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."

—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

"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."

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 modification:

"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 problems 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.

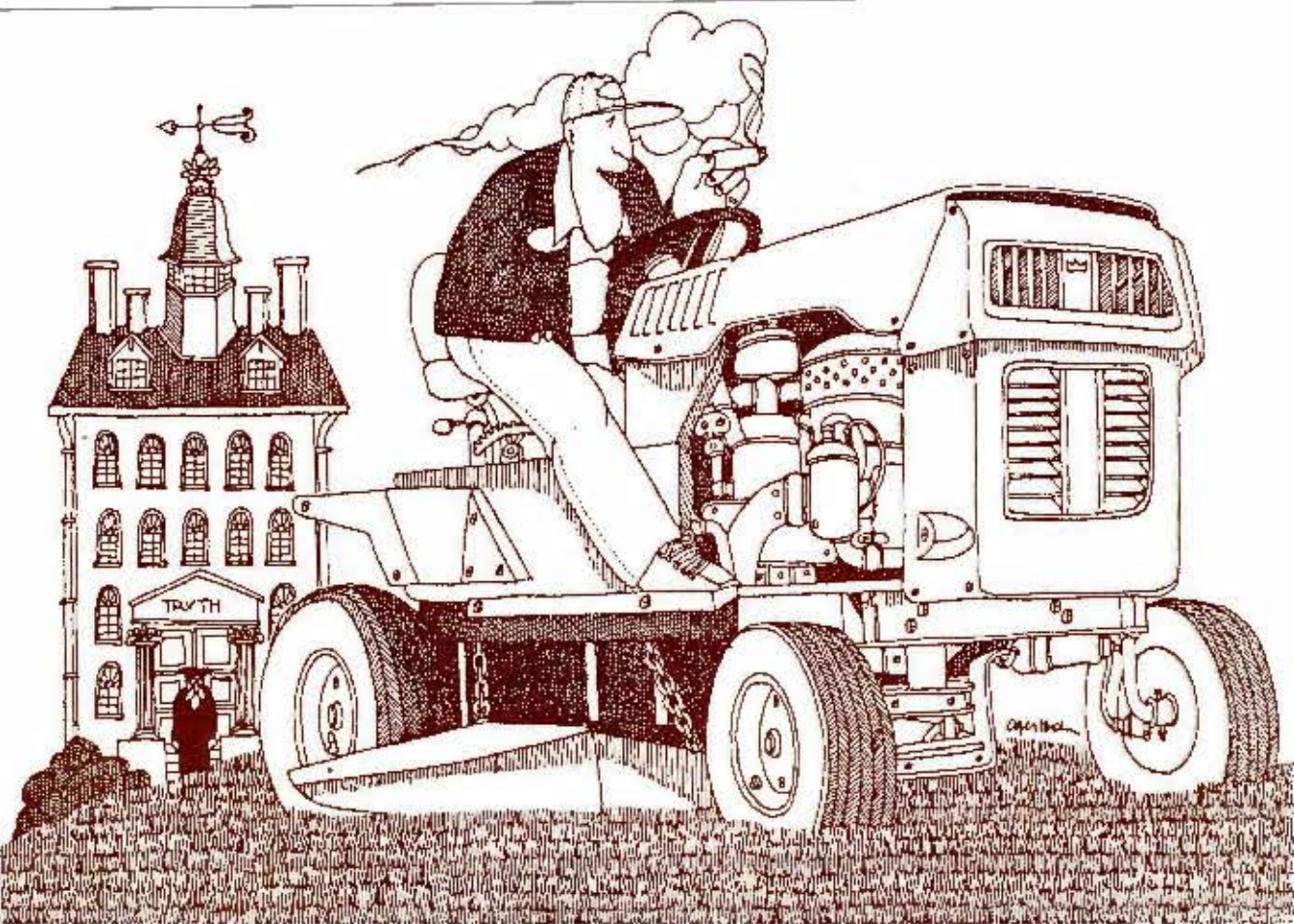
"... University presidents, the font of all wisdom, were treated to student contempt, insult, intimidation. Their offices were occupied and ruined; their authority, unexercised or disregarded. Most became scapegoats for the total failure of the university to cope with disruption.

"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?

Was the leadership vacuum of the late '60's only a dramatic expression of a *fait accompli*?

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 that undermined and finally destroyed the public confidence necessary to the successful exercise of such delicate power.

"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 advertisement contain a final qualification: "Must say what is meant, and mean what is said"?

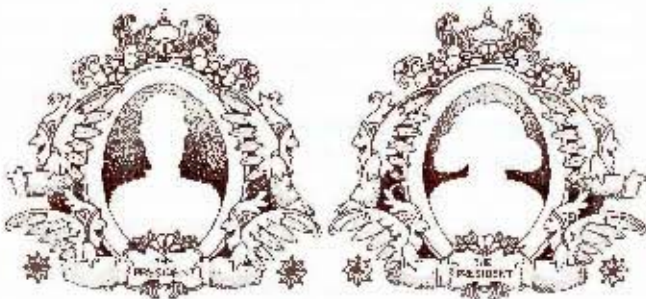
WILL THE NEW PRESIDENT be the image of the giants of the academic past, charismatic men and women whose presence resounded through the entire education community?

"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 consensus-maker, 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? Apostles of efficiency? Task-oriented—a closed circle of managers revolving from institution to institution as particular needs demand particular talents?

The constituents—the alumni and alumnac, 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: GINO A. BALLOTTI, American Academy of Arts and Sciences; DENTON BEAL, University of Bridgeport; ROBERT W. BEYERS, Stanford University; DAVID A. BURE, University of Oklahoma; MARALYN O. GILES, Swarthmore College; CHARLES M. HELMKEN, Council for Advancement and Support of Education; JOHN I. MATTEA, Massachusetts Institute of Technology; KEN METZGER, University of Oregon; RICHARD 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.

The Impossible Job?: A Response . . .

(Continued from page 16)

The authors observe that in the modern institution "power is so diffused. Everyone has negative powers and not positive ones. They can veto but they cannot effect." Such an observation could probably be made about most large and complex organizations. At the same time it is one that the college President cannot ignore. My initial impressions at Houghton College lead me to believe that while every segment of the community is eager to contribute ideas and suggestions for college goals and how to achieve them, they also recognize the importance and necessity of leadership. I also recognize that for presidential leadership to be effective it must benefit from the best insights and suggestions available within the community and implementation of agreed upon programs must have the cooperative support of the entire community.

The authors of this article paint a picture that is realistic and at points almost grim. However, the essay fails to recognize the Source of greatest strength available to Houghton College. Specifically, this article ignores the divine dimension that produces Christian Community and provides special help to those who plan and operate Houghton College. God through His Holy Spirit can and will provide wisdom and guidance to the many individuals who contribute to the success of the college. In the words of Helen Keller "it is for us to pray not for tasks equal to our powers, but for powers equal to our tasks."

Highlander Fall Sports

by William Greenway

Soccer coach Doug Burke is facing a real tough schedule and has some doubts that the usual fine season record will have as many wins. He is still hopeful of another NAIA playoff berth even though such opponents as the University of Buffalo and nationally ranked Brockport State have been added to the schedule. The regular season record of the past three years is 33-6-6.

Obika Ikepeze has returned to Houghton and gives real strength to the fullback corp that is anchored by Captain Dave Wells, son of Athletic Director Dr. Geo. Wells. The loss by graduation of All State selection Patrick Okafor is still being felt. The goal is in the capable hands of Joel Prinsell, holder of a record 20 shutouts and son of Dr. Gus Prinsell. It looks as if the big problem will be in getting goals. The single season record holder in goals, Dan Woods, also graduated. Okafor, holder of the career scoring record, is also going to be missed on offense. Al Hoover is being moved to the line to help Jim Wills and Dan Irwin with the pressure. Freshman Robbie Jacobson, son of math professor Jake Jacobson, appears to have nailed down a starting wing position. Robbie is one of those unusual athletes good enough to start on two varsity teams in the same season. He will be playing for the tennis team on days that the soccer team is not playing.

Alumni News . . .

(Continued from page 5)

President of the Belen (NM) Camp of the Gldeons International, DOUG PEASE ex-'52 is assistant state soil scientist for the Soil Conservation Service (USDA). His wife SOPHIA (ANDRYCHUCK '50) received her M.A. in elementary education from the Univ. of NM and teaches 5th grade in Belen. She is president of the Gldeons Auxilliary.

1970s

Since August 1975, KARLA STEWART '73 has been selling insurance with the John Hancock Life Insurance Company. She started in Oklahoma City, then transferred to Illinois in March 1976.

ex-'73 JOY TAGGART graduated from Albany (NY) Medical College in May and plans to start internship at the Boston U.S. Public Health Service Hospital July 1.

Formerly with the Christian Home for Children in Ft. Lee, N.J., CATHY COMO '74 has joined the "Lamb's Players", a Christian

New tennis coach Dr. Bernie Piersma is hoping to build a winning team in men's tennis. Even though there are a couple of returning players, the real hope for a winner seems to lie in the incoming players who are good now and show real promise of improvement in the seasons to come.

Women's tennis also has a new coach in Tanya Shire. Last year's outstanding player Maxine Kaltenbaugh has graduated. Thus the same situation is present—new coach and rebuilding team. The strength of the newcomers will determine the season record.

Athletic Director Dr. Geo. Wells is again coaching the women's field hockey team. The team is in its second season of varsity play and looks to improve. Again, new faces seem to be the key. Some strong players have come into the program to augment those with experience from last year. Practices indicate that a good season is possible.

Apparently new coaches are the in-thing at Houghton this year. Aaron Shire takes over as the Cross Country coach. He is most happy to welcome back to full-time running status Steve Sawada. Coach Shire expects the team as a whole to be improved but is especially counting on Sawada, who has an outside chance to represent the Highlanders in the NAIA Nationals

performing arts ministry in El Cajon, CA.

'74 DEAN CURRY is enrolled in the doctoral program at Claremont (CA) Graduate School.

'74 LINDA GOWMAN teaches tenth-twelfth grade math in Exton, PA.

'74 RONALD SCHOMPERT is a second year M.Div. student attending Colgate-Rochester (NY) Divinity School.

Enrolled at Trinity Seminary in Decatur, IL, FRANK BILLMAN '75 works in the Christian ed. dept of a local United Methodist church and this June became an ordained deacon.

'75 JAN BOYLE works in a Christian bookstore in Northampton, PA, the Bethlehem Book Shop.

'75 DANIEL JOHNSON is studying for an M.A. in accounting at SUNY at Binghamton, NY.

Commissioned an ensign at the Naval Air School, Pensacola, FL, TOM LITTLE '75 is now in flight school at Whiting Field, Milton, FL.

Baseball coach Tom Kettelkamp is looking happier. He was able to recruit several good prospects this summer who promise to head the baseball team upward. He especially set his sights on some new pitchers and got them. He is looking for good performances and leadership to some of his seniors such as Al Webster, Bob Chaffee, Carlos Martinez, and John Roman.

Basketball coach Bob Rhoades is for the first time literally looking up. He has always needed a big man to make the Highlanders go, and since he could not recruit one—he grew his own. Bob's son Brian is now 6' 10". He holds Fillmore Central School's career and season rebounding records and hopes to be just as effective for Houghton. Russ Kingsbury at 6' 5" should pair well with Rhoades up front to give Houghton one of its most formidable front lines. Several newcomers will be challenging Kevin Knowlton for the other forward slot. Jeff Hoffman will again be scoring from the outside to add balance to the attack.

Away games for Alums to watch for:
Soccer

Oct. 19	Fredonia
21	Elmira
23	Alfred
26	LeMoyne
30	Behrend

Basketball

Nov. 17-20	Nyack Tournament
22	Brock
30-1	New Paltz Tournament
Dec. 11	St. Jn. Fisher
15	Hobart
18	Medaille



21



SAW '76 was site of a Tysinger family reunion. Twenty-seven people traveled 7,600 miles for the event. The adults represent 57 academic years at Houghton College and Academy. The late Rev. J. Walden Tysinger was academy president from 1955-1963. Together with the senior Mrs. Tysinger were daughters Rosemary, Doris, Patti, Mary, Margaret and Faith plus son Bud and their families. John and his family are in Germany.

Dr. George Huff Is Named Executive Director of Institutional Advancement

Dr. George A. Huff has been named Executive Director of Institutional Advancement, replacing Dr. Robert R. Luckey who served as Vice President in Development and Public Relations here for two decades before accepting the Marion College presidency in July. Dr. Huff joined Houghton development staff last fall as a field representative in deferred giving (MILIEU, Fall 1975).

Implicit in the new title are redefined duties. According to Dr. Huff, "Dr. Luckey's long association with Houghton gradually proliferated his duties beyond the generally understood scope of development. . . . The trustees felt I should be freed from academic involvement on campus to work more closely with friends and potential donors." He will continue to have faculty status and to be a member of the administration.

Of his operating philosophy Dr.



Summer Team Report

Houghton teams traveled 20,000 miles and made thousands of contacts for the college over the summer. Admissions Counselor and Son Touched Ministries founder and director Ralph Biesecker's 13-member team represented Houghton in 65 concerts at 50 churches and five camps in 10 eastern and southwestern states during their third summer tour. This included a week at the Wesleyan General Conference in Wichita.

Baseball coach Tom Kettelkamp's seven-member team set up athletic competition, counseled and participated in services at five Wesleyan youth camps in northeastern states and Canada. Their 5,500-mile odyssey included a week-long youth program for the visiting Seventh Day Baptist national convention at Houghton.

Despite heavy schedules, both teams were enthusiastic about their work's value to the college and to their individual spiritual development. A steady stream of appreciative mail and student applications is the on-campus result.

Huff said, "one of my main concerns will be to continue and develop an atmosphere of interested good will for the college through which there will be a flow of dollars. . . . The struggle be-

SPIRITUAL EMPHASIS WEEK

Executive Director of the Christian Counseling and Psychotherapy Center in New York City, Jimmy Di Raddo, was speaker for Fall spiritual emphasis week September 14-19. Mr. Di Raddo's evangelistic thrust was combined with the 1976-77 Staley Distinguished Scholar Lecture Series. Chapel lectures centered on the theme: "Four Relationships that God Calls Sacred." Guest speakers are filling the Houghton pulpit since the Rev. Mr. Morton W. Dorsey accepted another church in August. A search committee is seeking an appropriate successor.

ARTIST SERIES SCHEDULE

Jerome Hines leads off the 1976-77 Houghton Artist Series on Homecoming Weekend, October 1. On October 15 pianist Anton Kuerti and an octet will concertize. The Mimura Harp Orchestra from Japan will visit November 3, with the Oberlin Choir performing January 28. Organist Carl Staplin is slated for February 11.

The Rochester Philharmonic Orchestra is scheduled for March 4, and the Canadian Opera Company will perform *La Boheme* in English on March 11. The Houghton College Choir and Rochester Philharmonic members conclude the series in a March 25 concert.

tween a college's raising its fees to cover costs and pricing itself out of the market says to friends and alumni, 'help us and thus help your own children.' Presently this means \$220,000 for current funds each year [from gift income].

"Houghton has nearly 10,000 alumni who've never really been organized. We must extend the alumni's sense of responsibility to the college, as well as create an atmosphere of closer input and council from alumni, and to enlist them in constructive endeavors for the school. I would like to see the college extend services beyond the day of graduation — continuing education, practical effective placement programs with a network of alumni in the field reporting opportunities to us as a central clearing agency. . . . Houghton is interested in its alumni for more than to get their money.

"As I see it, Houghton has a big challenge in getting two buildings in the next 10 years — a physical education center and a fine arts building. . . . Were we to raise \$1 million from alumni — that's \$117 per person — there's a good chance we could move ahead on the physical education center."

Dr. Huff's appointment leaves the college short on development staff since he's not been replaced on the road. Also, development efforts in Buffalo require attention since Buffalo Extension Campus Administrator, Duane Kofahl, resigned to continue his education at SUNY there.



Consortium Washington Seminar Enrolls Four

Four Houghton seniors are among the 18 Christian college students from across the nation selected to participate in the Christian College Consortium American Studies Program in Washington, D.C., beginning September 6. Robert Davis, Hope DiBlasi, Sheila DiTullio and Mark Goudy will live, work and study in the nation's capital, gaining first hand experience and studying American culture from a Christian perspective. Houghton has the largest representation of any Christian college participating.

Students serve individual internships in various Washington offices and agencies for 15-20 hours each week, meeting twice weekly with the other students and American Studies Director Dr. John Bernbaum of the State Department for a seminar discussion and study.

Opportunities range from work in Capitol Hill offices to experience with Ralph Nader's consumer group to work in the Smithsonian Institution. Student's college major and preference are taken into account before placements are made, and whenever possible, the student is placed in an office with a Christian.

The seminar is taught in monthly modules, and considers such topics as the U.S. Congress, the State Department, the National Security Council, and Fine Arts in Washington.

(Continued from Page 3)

A television production workshop conducted at SUC at Geneseo this summer afforded Assistant Speech Professor Roger Rozendal an opportunity to sharpen his media skills and helped the college preserve on video tape aspects of Genesee Valley and college history as recounted by Emeritus Professor, Dr. Frieda Gillette.

Mr. Rozendal (script in hand at left) and his four classmates took turns directing and producing each other's 15-25 minute programs, supervised by Professor William Berry.

History is compellingly preserved, Rozendal has three graduate credits, and PIO Director Liddick—who tagged along one day for pictures—envisioned future alumni/recruitment film collaborations.



*L. to r. from top:
Brian Sayers
Frederic Parker
John Roederer
Charles Massey
William Brackney
Hubert Morken*

Six New Faculty Named at Main Campus

Six new faculty members have been appointed at the main campus. Mr. John L. Roederer, a 1964 Houghton graduate, returns after an absence as Assistant Professor of Modern Languages. He received his M.A. degree at

Middlebury (Vt.) College in 1970 and has been teaching at Wells (NY) Central School.

Assistant Professor of History, Dr. William H. Brackney, Ph.D. Temple University, Philadelphia, Pa., 1976, previously served as Dean of Men and Instructor at Washington Bible College, Lanham, Md. Dr. Charles E. Massey, Ed.D., University of North Carolina, 1972, is Assistant Professor of Education. He has been Headmaster of Kernersville (NC) Wesleyan Academy since 1971.

Dr. W. Hubert Morken, Ph.D., Claremont (Calif) Graduate School, 1974, comes as Assistant Professor of Political Science. Dr. Morken taught at California State College at San Luis Obispo last year.

Associate Professor of Mathematics, Mr. Frederic C. Parker, M.S., University of Notre Dame, 1964, is a former math instructor at Jefferson Community College, Watertown, N.Y. Dr. Brian Sayers, Ph.D., Queens University at Kingston, Ont., 1976, is Assistant Professor of Philosophy.

Herbert Fuller has been named Assistant Registrar and on-campus coordinator for Houghton's participation in a Council for the Advancement of Small Colleges research program funded by a \$1.5 million grant by the OEO's Institutional Research Division. Cooperating are 56 schools. This three-year project may lead to the permanent Institutional Researcher post described in the March MILIEU.

NEW STUDENTS TOP 400

Nineteen of Houghton's 53 second generation new students are shown on page 3. All new students number 419, including 95 transfers.

Of the 324 freshmen, 22 received letters of commendation from the National Merit Scholarship Corporation, five are merit finalists and three are merit scholars. Six were high school valedictorian and 12 were salutatorian. There are 203 New Yorkers of whom 65 won Regent scholarships. Average SAT scores were verbal — 503, math — 545. These are slightly below last year's figures and include a greater spread of scores. Twenty-three states and seven foreign nations are represented.

Biology is the major most indicating a preference listed. Thirty plan music majors, another 25 selected full time Christian service. Many liberal arts students have not selected majors.

Many needy students find Houghton costs minimal thanks to federal basic educational opportunity grants and New York's tuition assistance program. Some receive up to \$3,150 toward a year's costs of \$3,800. Loans or work at college may make up the difference.

Photo identification: The Dayton's in 1972, inaugural medallion investiture; Dr. Dayton, Mr. and Mrs. Lambein at Buffalo groundbreaking in 1973, with past alumni president Lloyd at country style Homecoming Queen coronation in 1975, with Mrs. Dayton at Summer Weekend '76 receiving line.



Second Class Postage Paid at Houghton, New York 14744

Daytons Begin Mississippi Seminary Career

Dr. Wilber T. Dayton, President of Houghton College since 1972, became Professor of Biblical Literature at the new Wesley Biblical Center graduate school of theology, Jackson, Mississippi, September 1.

Before becoming Houghton's eighth president, Dr. Dayton taught and held administrative posts on the college and seminary level for 27 years, both in the United States and overseas. Immediately before coming here, he was Director of Ministerial Education at Marion (Indiana) College.

Wesley Biblical Center was founded two years ago, the only theologically Wesleyan seminary south of Kentucky and east of Kansas. Dr. Dayton called it an "alternative to closely controlled denominational seminaries" for evangelicals of that area. Some 50 students are enrolled. He said that Mrs. Dayton, a librarian who has worked in the college library during their time here, may continue in her profession part-time.

Reviewing his years as college president, Dr. Dayton expressed pleasure at being involved in college programs and events, noting major bequests, steady and growing endowment despite recession, and virtual elimination of current indebtedness. Reinhold Campus Center and Lambein Learning Center were both completed during his tenure. He has served as Western New York Chairman for the Empire State Foundation of Liberal Arts Colleges and has been active in the Education Commission of the National Association of Evangelicals. He led the negotiations that made Houghton a member of the Christian College Consortium and the Council for the Advancement of Small Colleges. Active in college governance reform, he observed, "A structure of prerogatives is helpful. That's why I've worked so hard on governance."

Stating that "Christian education and especially Christian liberal arts education is always a crusade", Dr. Dayton said he believes the chief challenges for the college in the future will be to "adequately maintain its thrust as a leader [combining] spiritual dynamic and academic standards As a churchman-theologian, I think Houghton owes more to the denomination than we've found ways of paying." He explained that the college's ministry to students from widely divergent backgrounds and the consequent "intermingled bases of support" makes the kind of service to the church he envisions, more difficult.

Asked about the college presidency itself he smiled wryly, "I have difficulty understanding the mentality of someone who would seek a presidency." He noted that administrative pressures and duties today lessen student contact, observing that essentially "the president meets the best students and the worst students, the latter under the worst conditions." He termed presidential chapel talks "a good way to communicate" and said he enjoyed small group sessions in dormitories, Bible studies and prayer meetings. Dr. Dayton concluded, "by nature, disposition and calling I'm a minister and educator, particularly ministerial education. . . . I've missed the classroom."

After a farewell tea and receiving line held during Summer Alumni Weekend, college trustee, Dr. Daniel A. Heinz, presented the Dayton's with a \$1,000 check "on behalf of trustees, faculty, staff, students, alumni and friends, in token of our appreciation for your dedication and service to your Lord and Houghton College."

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