

not so keen, not nearly so sophisticated, and probably in greater need, though it is less sensational.

One writer<sup>4</sup> has said, in the interest of a administration, that "Achievement is not in data, but patterns of actions perceived and interpreted by the human mind . . . An authoritative knowledge of the educational process compensates . . . the administration for the loss of scholarly prestige." He further stated, "Administrators should become students of higher education."<sup>5</sup>

The new found acclaim of the researcher or teacher should be viewed by the administrator as public evidence of his own effectiveness in his position of leadership. This leadership accrues from his central relationship with research, faculty, students, and ideas. Perhaps a greater end — that of harnessing resulting new ideas for improvement of man's lot — is what is to be accomplished by the administrator.

The fact that outstanding achievement by teachers and researchers now commands adequate financial reward should be a point in favor of higher financial horizons for those in administration. No doubt the practice of selecting administrators from the ranks of outstanding prac-

tioners will continue. On this assumption, one may conclude that generally as the salaries of non-administrators advance, that of the effective administrators will advance accordingly. Higher income for non-administrators resulting from salary, publication, and consultation will undoubtedly retain a greater number of the more able people in the non-administrative group. Their presence in numbers will put pressure on administrators for more creative leadership than in the past. This will undoubtedly result in an upgrading of administration.

Leadership in higher education is more concerned today with allowing the voice of the faculty to be heard regarding the means and ends of education. This influence, kept within the bounds of institutional purpose, may well give the administrator more tools with which to work toward his end of advancing knowledge because of his central position among the faculty, students, and ideas. This enhances his accomplishment potential rather than detracts from it. The encroachment of outside influence on the individualism of the administrator may be looked on as assistance rather than interference. Where a void of direction exists, perhaps such things

as committee reports, studies, and panel reports do dictate decisions to administrators who could be making their own. But, where there is direction, vitality, and the desire for accomplishment of the end — advancing knowledge through education — then evaluations, recommendations, minimum standards, and position statements emanating from various outside groups, will normally assume their intended complementary role.

All of these emerging conditions surrounding the administrative function if viewed in the above perspectives should make these posts more attractive as a means to professional and personal accomplishment. In short, the administrator has more with which to work toward the end of advancing knowledge through education.

<sup>1</sup> Lawrence C. Hackamack. *College and University Business*, Vol. 41, (Nov. 1966), p. 39.

<sup>2</sup> Victor E. Hanzeli. "The Educational Leadership of the Academic Dean", *Journal of Higher Education*, XXXVII (Nov. 1966), p. 425.

<sup>3</sup> Manning M. Patillos, *Speech, College Management*, (August, 1966), p. 32.

<sup>4</sup> Hanzeli, V. E. "The Educational Leadership of the Academic Dean", *op. cit.* p. 425.

<sup>5</sup> *Ibid.*, p. 427.

# The Dean and his Bosses

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There is no set job responsibility for a college dean. His duties are largely determined by the president. In fact, in many cases he is a trouble shooter for the president. He mediates conflicts and pours oil on troubled waters.

It has often been said that the dean is a lightning rod; he absorbs static. The college is rare which does not have professors who need to have someone to lend an ear to their grievances and suggestions. The dean listens as he must and should. He listens and sometimes he learns. He learns why a professor is leaving, why a department is sick with dissension. The dean listens, and he does something or he does nothing. But the listening itself is important, because it is one of the few devices he may have to learn what is going on among his faculty members; but for the most part, the dean will concentrate on

policy rather than upon individual cases, on orderly procedures rather than impromptu decisions.

The faculty under the chairmanship of the dean has three major responsibilities. (a) Proposes to the dean and governing board for approval of academic objectives and long range academic plans and their modification, based on continuous evaluation. (b) To develop, evaluate, and modify academic programs of instruction and research field services consistent with approved objectives and plans. The programs include the curricula of instruction and policies for the undertaking of research and field service. (c) To establish criteria and policies for student standards, their selection, retention, and the awarding of degrees and honors. After the educational program and objectives have been defined and accepted, they in turn become his boss.

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Few people realize that the dean rarely has the power of decision. This may cause some people to underestimate his power in the college community; but the strong dean has a tremendous influence. He selects new faculty members, hires and in many cases trains them. He works long and hard in preparation of the budget. He proposes to the president

academic plans and programs of instruction. No college has or ever will become great on the strength of having a great president alone, but rather on the fact that he has a staff of academic minded workers whose chairman is a wise and dedicated dean who is their servant and they are his "bosses."

The dean owes his appointment to the president who recommends him to the board of trustees for final approval. The faculty of an institution very rarely has any say in the selection of a dean, but it is the duty of the dean to work very closely with the faculty in the exercise of its policy making functions. He constantly works with and through others, and in some cases the impression is left that everyone of any consequence is the dean's boss, but the wise dean is well versed in diplomacy, and in the exercise of his duties he may appear to some as being bossed by others when really he is fulfilling his responsibilities as

dean of the college. The dean should not countermand the judgment of department chairmen, but neither should he let his power of intervention erode through disuse.

Conservatism of the faculty is notorious. Teaching may become tradition bound. The dean as the president's right arm is the only person on the staff who can in any way break down these traditions, and if he becomes over energetic, his faculty will attempt to put him in his place, or in rare cases persuade the president to replace him with one of their own number. The dean can expect criticism both loud and prolonged if he ignores the right of the faculty to share in institutional policy, but he should never forget that the quality of the academic program rests squarely on his shoulders. He, therefore, should always work toward building a strong faculty who will in turn by their efforts assist greatly in the building of a strong educational institution.

In projecting the responsibilities of a dean, as education continues to develop, no precise specifications can be made. However, we can say that his responsibilities will be more complex as the computer, the federal program, the foundation, and the world of knowledge continues to make the institution of higher learning become more entangled in modern technology.

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# Control of Agricultural Facilities

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Agricultural educators have the responsibility to provide students with training and experiences in a wide variety of areas. To effectively meet this responsibility a variety of facilities are often necessary. These facilities may be in the form of a greenhouse, dairy, hog, or cropping operation and the equipment necessary for them to function. Classrooms and laboratories are, of course, also a part of the agricultural facilities.

Problems arising from the operations and maintaining of a variety of facilities of this type are often associated with management, labor, capital, determining economical size, loss of land and buildings as result of college expansion, and profits and losses. Frequently, the most critical problem facing agricultural educators in this area is not one of those already mentioned, but is simply determining the extent to which their facilities meet the needs of their departments.

Facilities are too frequently evaluated in terms of large size or efficiency of operation. A more meaningful criteria of evaluation perhaps would be in terms of the training

and experiences which are possible through the effective use of these facilities. To this extent definite justifications may be determined for each facility. These justifications may be in terms of teaching, research, demonstration, labor experiences, or others. Soils or animal nutrition laboratories can, of course, be justified with rather definite objectives in terms of teaching or research. Farms and livestock operations as a result of their size and expense are frequently more difficult to justify. Increasing land values and rising labor costs further complicates this problem.

Control of all agricultural facilities is becoming increasingly more important in terms of the type and size of an operation that can be justified as necessary and useful for their educational value.

The image of the agricultural department, in the eyes of others, is closely associated with the farming operations in which they are engaged. If this image is one of a neat, efficient operation that is fulfilling educational objectives, then the facility becomes a decided asset

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to the department. Our efforts in agricultural education, through the use of these facilities, should be not only to create this image but to make it a reality.

To use agricultural facilities efficiently they should be considered as an extension of the classroom or the laboratory. They must be kept