

advantages that could accrue from such a practice by far outweigh the disadvantages.

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# Interns in Academic Administration

By

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*Academic Intern*

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Under a \$4,750,000 grant from the Ford Foundation, the American Council on Education has undertaken a five-year program "to strengthen leadership in American higher education by enlarging the number . . . of prospects for key positions in academic administration. Specifically, the program is intended to identify qualified individuals . . . and afford them an experience designed to develop their potential for effective performance in administrative positions directly related to academic areas."

Dr. Logan Wilson, President of the American Council on Education, says: "Each year this country needs 200 new college presidents. The greater need for administrators at all levels is critical and growing. These young administrators are an attempt to supply that need."

The candidates are nominated by the Presidents of their home institutions, asked to write an essay on their philosophy of Academic Administration, and to complete an extensive questionnaire. After the initial screening process, about 150 nominees are selected and invited, in groups of 25 each, to regional meeting places for two-day interview sessions conducted by teams of college presidents and members of the staff of the American Council on Education.

The first year (1965-1966), twenty-three individuals completed their internships and almost all returned to their home institutions, to positions of greater responsibility.

The present class is made up of thirty-three men and eight women, including five Catholic Sisters. A list of the class members, their home institutions, and their host institutions, is appended.

The class for 1967-1968 has already been selected and will include nearly fifty people.

For those individuals interested in applying for the program, the time is now appropriate to consult your President to request nomination for the class to be assembled for the year 1968-1969. His letter of nomination should be as strong as possible and should be submitted by September 1, 1967.

The following is a quotation from the American Council on Education statement on Qualifications for Nomination:

*"College and university presidents and selected association members of the American Council on Education will be asked to make nominations. Each person nominated should be either a member of the faculty or staff of the nominating institution or someone not currently employed by an educational institution whom the president considers to be an outstanding prospect. The preferred age for nominees is between 30 and 40; however, nominations of persons not over 45 will be accepted. Because the emphasis of this program is on the development of academic officers, it is expected that nominees will hold a doctorate or a generally recognized terminal professional de-*

*gree (e.g., LL.B., M.D., M.Arch.) and will have been a member of a faculty for a minimum of two years. Individuals without these two qualifications but with other outstanding qualifications indicative of high potential for successful careers as academic officers may be nominated. Nominees should have some administrative experience or have demonstrated potential in the broad field of administration. Administrative experience may include service as assistant to a dean or member of the executive staff, as departmental chairman, or as chairman of a major faculty committee. Administrative potential may be demonstrated by a faculty member's contribution as a committee member or as a leader in shaping faculty opinion or policy. Persons currently in specialized administrative positions (e.g., business office, student personnel, development, etc.) are eligible for nomination if they have the qualifications to be academic officers."*

Each of the Interns receives a stipend equal to the salary, plus five percent, which he received for the most recent school year at his home institution. He also receives travel cost, moving, and other miscellaneous expenses.

To me, the program has been one of constant excitement, challenge, and ever-widening experience which perhaps I can best describe in chronological log form.

The interview at St. Louis University (February 18-19) was a stimulating one carried forward by Ver-

non Alden, President of Ohio University; Elmer Ellis, President of the University of Missouri; Felix Robb, President of George Peabody College; and Paul Reinert, President of St. Louis University. Also as a part of this session, Dr. David Knapp, of the staff of the American Council on Education, conducted a lively half-day case study seminar on a mythical institution confronted with vexing troubles in its faculty of arts and sciences.

Following my selection, I chose to be assigned to Drexel Institute of Technology in Philadelphia, an institution of more than ten thousand students, with a strong program in Cooperative Education. Its President is William Walsh Hagerty, a vigorous young administrator who assumed the presidency about four years ago after having been Dean of the College of Engineering at the University of Texas. He is currently a member of the National Science Board, a consultant to the Administrator of the National Aeronautics and Space Administration, and a Director of the Communications Satellite Corporation. Perhaps Dr. Hagerty can be best described by his exclamation to me on the occasion of my first visit to his office: "I plan to work as hard as possible to teach you more about administering an educational institution than you can learn anywhere else." This, I feel indeed, Dr. Hagerty has attempted to do. During the summer I was invited to the four-day Drexel administrative conference held at Hershey, Pa. There, in a relaxed atmosphere which included recreation as well as solid work, I got to know Drexel's twenty-five key administrators, something about their responsibilities, their problems, and their plans for the coming academic year.

The first activity structured by the internship was a ten-day orientation seminar for all Interns, conducted September 10-17 by the Center for Research and Development in Higher Education at the University of California at Berkeley. Outstanding educators who appeared on the program included:

Daniel G. Aldrich, Jr., Chancellor of the University of California at Irvine

Louis T. Benezet, President of the Claremont Graduate School and University Center

Loren Furtado, Budget Officer of the University of California at Berkeley

Roger W. Heyns, Chancellor of the University of California at Berkeley

Sidney Hook, Chairman of the Department of Philosophy at New York University

Louis Mayhew, Director of the Kellogg Leadership Program

John D. Millett, Chancellor of the Ohio Board of Regents

John Searle, Special Assistant to the Chancellor, University of California at Berkeley

John E. Stecklein, Director of Institutional Research, University of Minnesota

Robert J. Wert, Provost of Stanford University

Logan Wilson, President of the American Council on Education

My activities at Drexel began in earnest on September 26. My first assignment was to visit each of the four Vice Presidents and each of the Academic and Operative Deans in order to learn more about their departments and to select an area in which I would like first to concentrate my attention. I chose the area of liberal arts, humanities, and the social sciences. At Drexel these are currently classed as unaffiliated departments reporting directly to the Dean of the Faculty.

It is President Hagerty's feeling that this entire area should be reorganized, consolidated, and strengthened. He asked me to visit four other institutes of technology in order to gather recommendations for him. I did this in the months of October and November. During this same period, I attended the Annual Meeting of the American Council on Education held in New Orleans and the NACTA-RICOP-CEANAR meetings in Washington, D.C.; and in January I went to the annual meeting of the American Association of Colleges held in Los Angeles.

With so much travel and independent study, one would wonder what I have been able to do at Drexel. This part of my internship has, in fact, because of President Hagerty and his staff, been even more rewarding. I have been permitted to attend any meetings I wished to observe, including those of the Board of Trustees.

I have worked particularly closely with the Vice President for Academic Affairs in the areas of budget and salary review, faculty recruitment, relationships with the A.A.U.P., and the solicitation of research funds.

I have made a grant-hunting trip to Washington with the Dean of the Graduate School, and I am to be assigned in February to give staff assistance to a committee of Trustees which is making a study of the long range purposes and goals of the institution. I will also be participating in the activities of a construction committee charged with

building two dormitories, a dining hall, and the planning of a Home Economics building and an athletic facility.

In May all Interns will come together for a week in Washington to compare experiences and to gain special instruction on the increasing partnerships between higher education and the federal government. Then most will return to their home campuses.

Not all educators have praised the Internship Program. Robert Hutchins, one of our most famous ex-University Presidents, has written in the *Los Angeles Times Syndicate*:

*"The program is self-defeating. My observation is that good men become college and university presidents only because they do not know any better. A victim chosen by the American Council will discover during his internship what the job is like, and he will not take it. He will not last out the year."*

*"If a man knows what it is like to be a university president and still wants to be one, he is not qualified for the job. He is interested in salary and perquisites, publicity and prestige, and not in education and scholarship. I have to admit that a college or university presidency is a fine position for a man who is not interested in education and scholarship. But I still cling to the hope that some day we shall be able to organize our institutions of higher learning in such a way that an interest in such things will be a necessary qualification for a high administrative position."*

*"An institution of higher learning should be a community, an intellectual community, one in which serious people think together about important matters."*

I strongly agree with Robert Hutchins that we must work unceasingly to provide in this country as many microclimates as possible where new ideas can be born and then cross fertilized into better ideas. I do not believe, however, that this objective is sufficient in itself, for a vibrant society must be doing as well as thinking.

I am dissatisfied with many aspects of American life. The nation's present higher education system may in some few ways be making a negative contribution. It may be adding to our national sense of materialism. It may be devoting more research to the applications of war than of peace.

The system, on the other hand, is making many positive contributions. It is helping to fight bigotry, poverty, disease, and crime.

I believe that Robert Hutchins' concept of a university, if carried too far, would contain elements of the intellectual insularity of a cloistered monastery of the Middle Ages.

Education has become a part of the warp and woof of contemporary American civilization. Industrial leaders no longer think of college professors as useless eggheads. Middle and even lower class parents no longer ridicule the thought of college for their children. Higher education in our country today is for the masses. It is the best opportunity possessed by fifty million Americans to raise themselves at least half-a-notch on the socio-economic ladder of life.

I believe this great national educational involvement is wonderful! For it to be even more beneficial, America will need more and larger colleges and universities of all types. Included should be both many more trade schools and considerably more cloistered monasteries. We will need, I feel, aggressive administrators with both the vision and the promotional ability to make these dreams become realities. These men and women, I feel, must help to marshal the resources necessary for scholarly pursuit even though they may find that in so doing they must deny themselves many of the intellectual satisfactions which they are helping their colleagues to obtain.

As Robert Hutchins has astutely realized, not all interns are sure that they are ready to make this sacrifice. Part of the reason for the program is to permit them to test the administrative life without having to become irrevocably committed to it.

I am not at all certain that I shall ever acquire the knowledge and skill necessary to assume the responsibility of directing the destiny of an institution of higher education. Nevertheless, I think the goal is as worthy as any to which I can aspire. For this reason, I am very grateful to the Ford Foundation and to the American Council on Education for giving me the opportunity to participate in the program.

And also for this reason I strongly recommend that many of my fellow NACTA members who share the faith in the importance of the American system of higher education, consider applying for next year's class. Further information may be obtained by writing to

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Academic Administration Intern-  
ship Program  
American Council on Education  
1785 Massachusetts Avenue  
Washington, D.C. 20036

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## FELLOWS IN ACADEMIC ADMINISTRATION

American Council on Education  
1966-67

- Dr. William H. Barber  
Dean of Education  
Gonzaga University  
Internship at Tufts University,  
Medford 55, Mass.
- Dr. Sidney L. Besvinick  
Assistant Coordinator of Research  
Associate Professor of Education  
University of Miami,  
Coral Gables, Florida  
Internship at University of  
Pennsylvania, Philadelphia, Pa.
- Dr. David G. Brown  
Associate Professor of Economics  
University of North Carolina,  
Chapel Hill, North Carolina  
Internship at University of  
Minnesota, Minneapolis, Minn.
- Dr. Miriam B. Conant  
Assistant Professor, Department  
of Public Law and Government  
School of General Studies  
Columbia University, New York  
Internship at New York  
University, New York City
- Dr. Paul J. Dolan  
Director of Admissions  
St. Francis College,  
Brooklyn, New York  
Internship at University of  
Maryland, College Park, Md.
- Dr. Archie R. Dykes  
Director, UT-MSU Center for  
Advanced Graduate Study in  
Education and Professor of  
Education  
University of Tennessee  
Internship at University of  
Illinois, Urbana, Ill.
- Sister Mary Joanna Fink, F.C.S.P.  
Associate Professor of English  
Chairman, Department of  
Languages, Assistant to the  
Academic Dean, College of Great  
Falls, Great Falls, Montana  
Internship at Beloit College,  
Beloit, Wis.
- Dr. Louis C. Gatto  
Associate Professor of English  
St. Joseph's College,  
Rensselaer, Indiana  
Internship at Lawrence  
University, Appleton, Wis.
- Dr. Robert B. Glenn  
Associate Dean of the College  
State University College,  
Cortland, New York  
Internship at Fresno State  
College, Fresno, Calif.
- Dr. Raymond M. Haas  
Associate Professor of Marketing  
Director of Graduate Programs in  
Business Administration  
West Virginia University,  
Morgantown, W. Va.  
Internship at Duke University,  
Durham, No. Carolina
- Dr. Charles L. Hayes  
Professor and Chairman  
Department of Education and  
Psychology  
Director of Teacher Education  
The Agricultural and Technical  
College of North Carolina,  
Greensboro, No. Carolina  
Internship at George Washing-  
ton University, Washington, D.C.
- Dr. Herbert R. Kells  
Associate Dean  
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at Binghamton  
Internship at Claremont Gradu-  
ate School and University Center,  
Claremont, Calif.
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University, Baltimore, Md.
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Internship at Columbia  
University, New York
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Professor of Geology  
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Louisiana  
Internship at Cornell University,  
Ithaca, N. Y.
- Major Michael J. Mendelsohn  
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## To Frank Personally . . .

Some months ago Dr. Franklin Eldridge suggested that the readers evaluate the articles in the *Journal* and that this be sent to the editor to serve as a guide in planning future issues. Frank has done this and his evaluations are most helpful. I would be most grateful if others would do the same. Dr. Eldridge has also been among the most faithful to compliment and encourage our feeble efforts to fight the quarterly battle with the short stick. He has been the victim of some embarrassing editorial slips, but so far he has been, magnanimous. I apologize publicly for impeaching him as Central Regional Director in the December issue of the *Journal*. We have him re-instated in this issue. He has another year to serve.

## BEAUTIFUL SPRING

Man thrives on change. Isn't that why "variety is the spice of life"? Spring is pleasing for its innate qualities, But also because it is a *change* from winter.

Do we really look at spring?  
"The year is at the spring . . ."  
Should be more than a beautiful line.  
We need to *see* the trees, the flowers, the grass, the simple beauty.

I freely admit having, when spring arrives, "Some feelings of the farmer".  
There is a deep urge within to plant and sow.

But being a 'split personality' I can feel with the poet also.

Have you noticed that many of our days are "almost *painfully* beautiful"?  
Painful only because we do not really have them.  
Under our artificial inside conditions, We get only brief glimpses of nature.

Do we really have to produce to "full capacity"?  
Could we not possibly produce more if our "batteries were re-charged" more often?

I doubt that the indoor "coffee break"  
Does more than continue our frustrations  
That much time spent in the open,  
What would it do to *you*?