

SCIENCE

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THE COLLEGE PRESIDENCY

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THE only qualification I have for discussing the college presidency is the extraordinary opportunity I have had for studying colleges at first hand. During the past three years I have visited one hundred and five of the institutions listed in the reports of the United States Commissioner of Education as universities and colleges. These one hundred and five institutions are in twenty-nine states.

The main object of my travels has been to learn what I could about higher education in the United States; and, for various reasons, I have learned much from the inside. I have been a guest of the household. Trustees and faculty, students and citizens, have appeared glad to find a member of their profession, from afar, upon whom they could unburden themselves with fair assurance that the confidence would not be violated. I trust that I can be sufficiently concrete in discussing the college presidency without proving myself an ungracious guest.

Of the one hundred and five colleges and universities that I have visited I have become sufficiently acquainted with possibly fifty-one to form judgments concerning the success of their presidents in meeting the expectations of those whom they served. In other words, I believe that, in fifty-one cases, I have uncovered the sentiment of teachers, students and graduates with respect to their presidents. In the other cases, I have not collected adequate evidence for a valid generalization; either the testimony has been meager, or, though abundant, it has not pointed unmistakably in one direction. In these cases the presi-

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