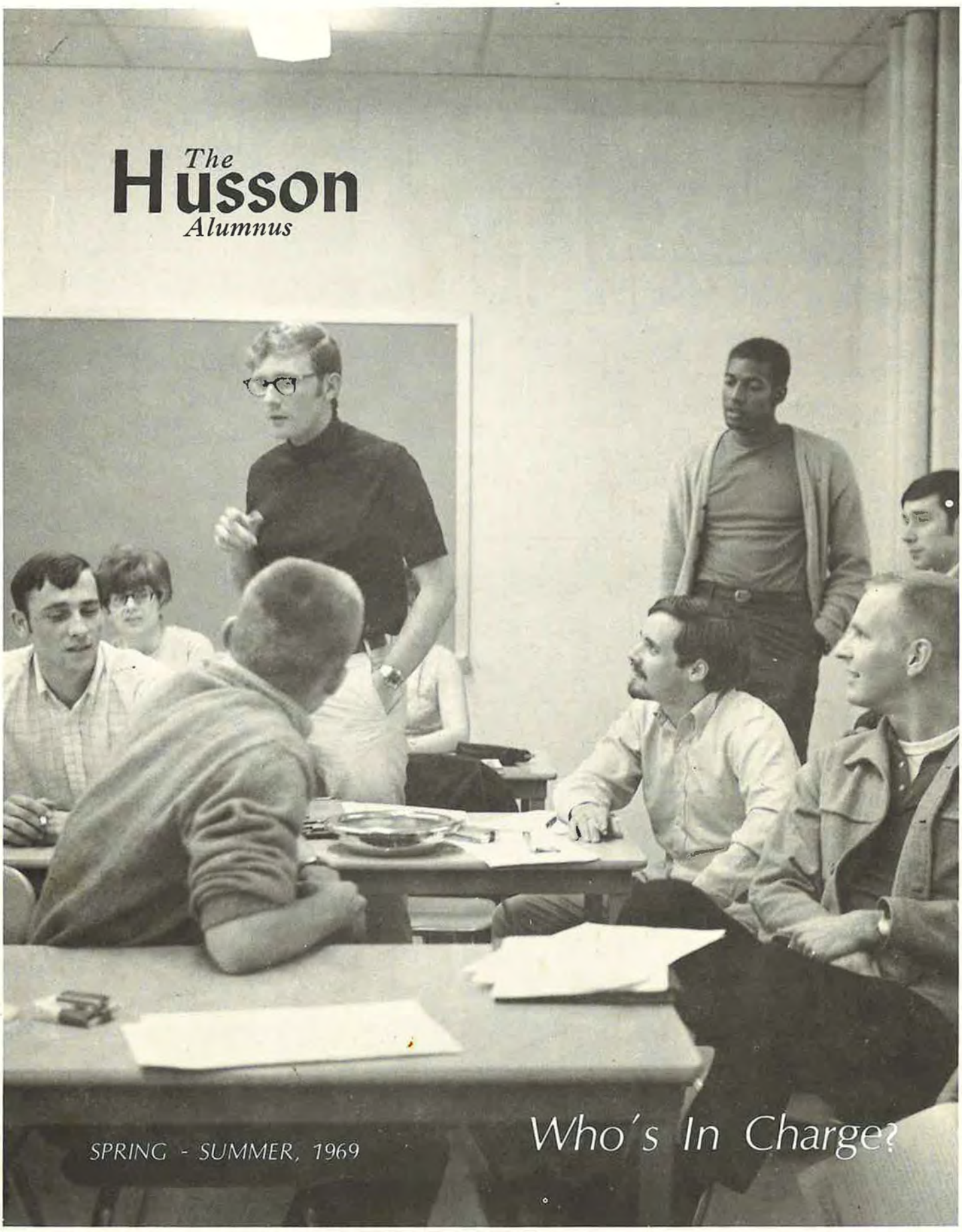
The Husson Alumnus



SPRING - SUMMER, 1969

Who's In Charge?

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Who's In Charge At Husson?

CERTAIN ELEMENTS OF the college and university community around our country are asking for greater participation in the governance of their own institutions. The question invariably is "Who's in Charge?"

The answer, on the surface, is simple and straightforward. The Board of Trustees is in overall charge and entitled to set the policies that are carried out by the President of the College and his various administrative officers. Academically, department heads in cooperation with the faculty determine departmental procedures and courses.

So, why even ask the question?

Chesley H. Husson, Jr., Vice President of Student Affairs at Husson has anticipated the asking of the question by the students of the College, as any administrator involved with students must when he recognizes that student unrest appears to be spreading across the country, and, indeed, around the world.

First of all, it must be understood that there is no evidence of overt unrest on Husson's new campus in the forms it has taken elsewhere. But, with the growth of the college, the office of student affairs has had to be ahead of any possibility of such unrest, anticipating student requests for jurisprudence, for participation in the affairs of the College.

"I am happy to say we have anticipated some other colleges and universities," Vice President Husson said in a recent interview, meaning that his office had already taken steps to open avenues of communication between students and administration in forms that other institutions appear to be adopting as a result of student unrest rather than in anticipation of it.

"Officials at Husson have always had a deep concern for students and their needs," he pointed out, adding that the move to a new campus has presented problems of a social nature not encountered at Husson before.

But, these problems can be and are being resolved through a carefully organized system begun two years ago with the Student Senate at Husson, anticipating a similar channeling of student requests more recently adopted by a number of other institutions.

"If a sufficient number of students evidence concern or interest in any matter affecting their lives as students at the College—concerns of a non-academic nature—they now merely have to voice their concern to the Student Senate," said Vice President Husson.

"If the Student Senate finds justification in what is being presented to them, it draws up a bill that would then be presented to the Student Affairs Committee, which consists of me, all student personnel officials at the College and five student representatives.

"If the committee concurs that the bill is either wholly or in part justifiable, the suggested change may be instituted. If there is disagreement, the bill

"Officials at Husson have always had a deep concern for students and their needs..."

"The administration as well as the student body must learn to adjust and work effectively with each other"

"Husson does not have the problem of racism and protest marches that send fear churning in all directions," said Bruce. "Rather, problems on the campus deal with matters of social permissiveness and the search for improved communications between everyone at the college."

"But," he concluded, "in all fairness, problems usually become solved and barriers become smaller. . . . Perhaps this is true because of a growing awareness among administrators and students."

With both of these students and with Vice President Husson, the word "communications" crops up time and time again. The value of being able to "communicate" is stressed and appears to be the answer for good relations between the students and the administration.

Vice President Husson believes that the manner in which many of these "concerned" students refer to "The Administration," reflects a misunderstanding concerning the role of "The Administration."

This attitude was reflected in a statement by coed Joanne Perron in a recent interview.

"The administration, in my point of view, is running the school at the moment!; but as the years go by, I think that the student body will gradually have more to say about how things are run. The students are gradually having a say now in what goes on here at Husson," she said.

"I'd say the average student is satisfied with faculty-student relationships here at Husson and feels that he can approach faculty members with his problems."





"Problems usually become solved and barriers become smaller. Perhaps this is true because of a growing awareness among administrators and students..."

There is a paradox in her statement, of course. She recognizes that "The Administration" is enabling the students to "have a say" about "what goes on here at Husson." Yet she reflects the misunderstanding of the administration's role in her thought that the administration dictates to the students.

Members of the administration have no desire to be oppressive. All are ready to consider differing ideas. Of course, the trustees have the ultimate responsibility and they determine a course of action and the officers and staff must act accordingly. Day to day activities are necessarily under the direction of the officers, and they are given broad latitude. Otherwise, efficient operations would be impossible.

How do some of the Husson Faculty look at the situation?

Both Gordon Halpern, who teaches Sociology, and David Robinson, who teaches Accounting and is Assistant Dean of Men, feel that students "differentiate between faculty-student and administration-student relations."

"I'd say the average student is satisfied with faculty-student relationships here at Husson and feel that he can approach faculty members with his problems, academic or otherwise," said Mr. Halpern recently. On the other hand, there does seem to be some problem in the area of administration-student relations—procedural matters for the most part. Some students tell me they don't know where to go with their problems.

Like the students, the faculty can present its problems and ideas to the administration through a senate—the Faculty Senate in this case. Each department has elected representatives, and, through them, Dave Robinson pointed out, the members of the faculty have a direct line to the Vice President for Academic Affairs, the President, and ultimately, the Board of Trustees.

Mr. Halpern, however, expressed the feeling that in his experience, some faculty members are not fully aware of what the Faculty Senate can accomplish, in much the same way that some students are unaware of the avenues of communication that are open to them.

Once again, the problem of communications arises.

Neither Mr. Halpern nor Mr. Robinson has noticed any sign of militancy among Husson's students, although Mr. Robinson pointed out that some of the students are curious as to what the Students for a Democratic Society (SDS) represents, since they have read so much about its activities in the press.

Mr. Halpern stated his opinion that there is no real confusion over "Who's in charge" at Husson, either among the students or the faculty. As a matter of fact, he noted, there are some students who are

"We are preparing people for the world of business, and I believe we should start our business habits in this formative period..."

PRESIDENT HUSSON MAINTAINS that students lack both the experience and the maturity to make policy decisions in academic and administrative matters.

He feels students will be better qualified to help with such decisions after they have completed their careers at Husson and return to the College as Alumni.

Pointing out that the avenues of communications are indeed open to the students, and that the student is always welcome in his office, President Husson has stated emphatically that he has no sympathy at all for violent demonstrations on any college or university campus.

"We are preparing people for the world of business," said President Husson, commenting on the college's rules pertaining to dress and generally neat appearance, "and I believe we should start our business habits in this formative period."

The president also feels that the College's rules governing co-ed visitations in the dormitories and a dry campus are reasonable in an educational institution and that most of the parents of students at the College concur with these regulations.

"I welcome the students' voice in these matters," he said, however. "But the majority should rule, and I believe that most of our students agree with these regulations and are willing to abide by them."

He believes that the student should have a voice through the democratic process in all areas affecting them, through the workings of the Student Senate and through a prescribed relationship of Student Senate Officers with the Faculty Senate to which they have recourse.

somewhat upset over the increased power of the Student Senate in the past year.

"They think that when you sign up to go to a school," he said, "the administration is going to tell you how things are going to be run, and they feel that's how it ought to be."

Mr. Halpern also points out that to his knowledge the greatest amount of student dissatisfaction lies in the social area, rather than the academic area.

"Some students tell me that Husson is a fine college at which to get a good business education," he said, "but, they say that at present they would hesitate in recommending Husson to students who want 'more out of college than just a good education'; that is, the social side of college life."

This attitude, he feels, should be a challenge to the faculty and administration. . . to increase their efforts toward making the students' years at Husson an even more rewarding period of their lives.

"The Senate has to learn to temper its demands in relation to the speed of new policy enactment..."

A Special Report

Who's in Charge?

Trustees . . . presidents . . . faculty . . . students, past and present: who governs this society that we call 'the academic community'?

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

▶ Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

▶ "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

▶ "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

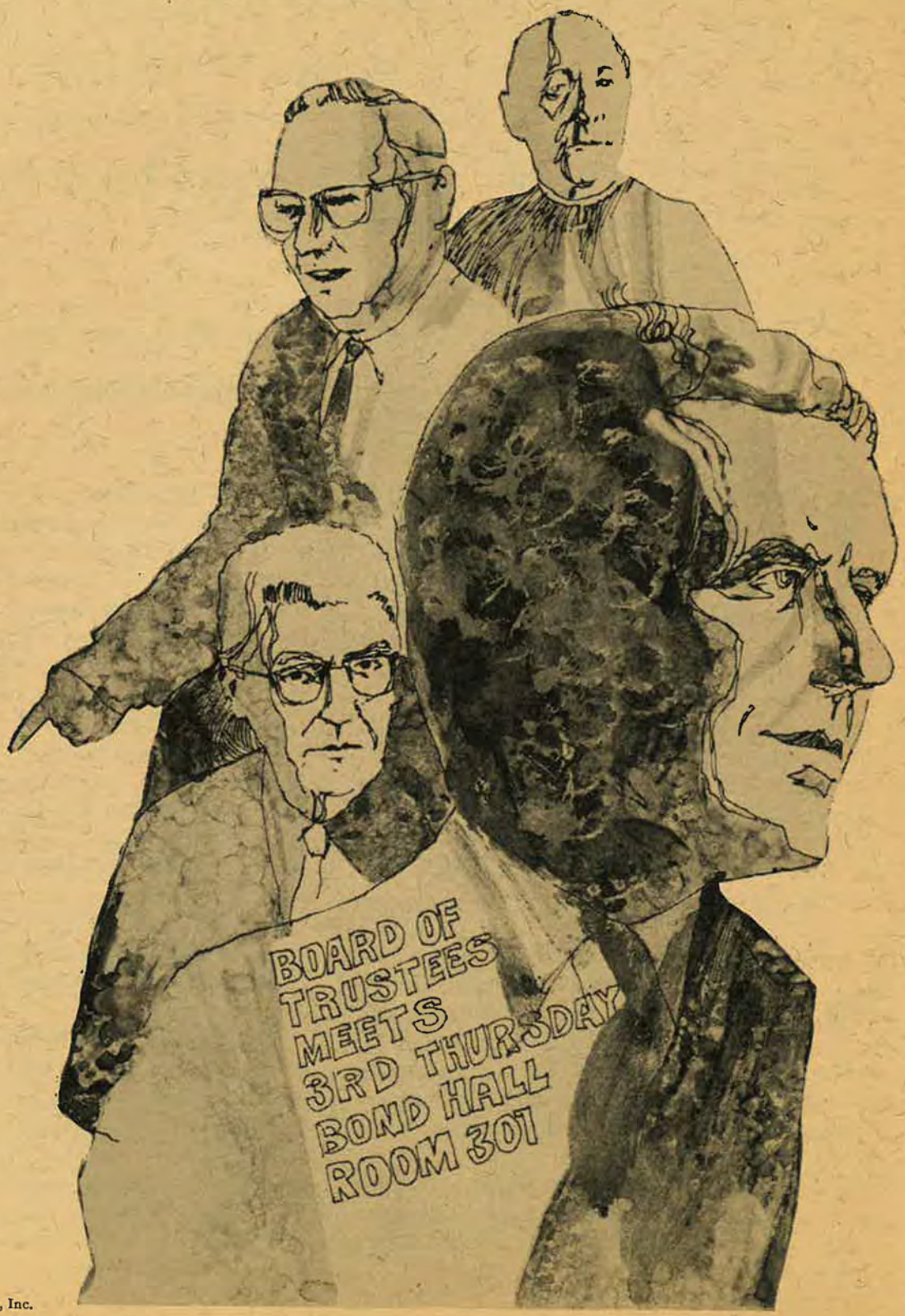
Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



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"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough.*

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

▶ At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

▶ On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

▶ At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 laymen) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

▶ A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

As a result, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

Who's in charge? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

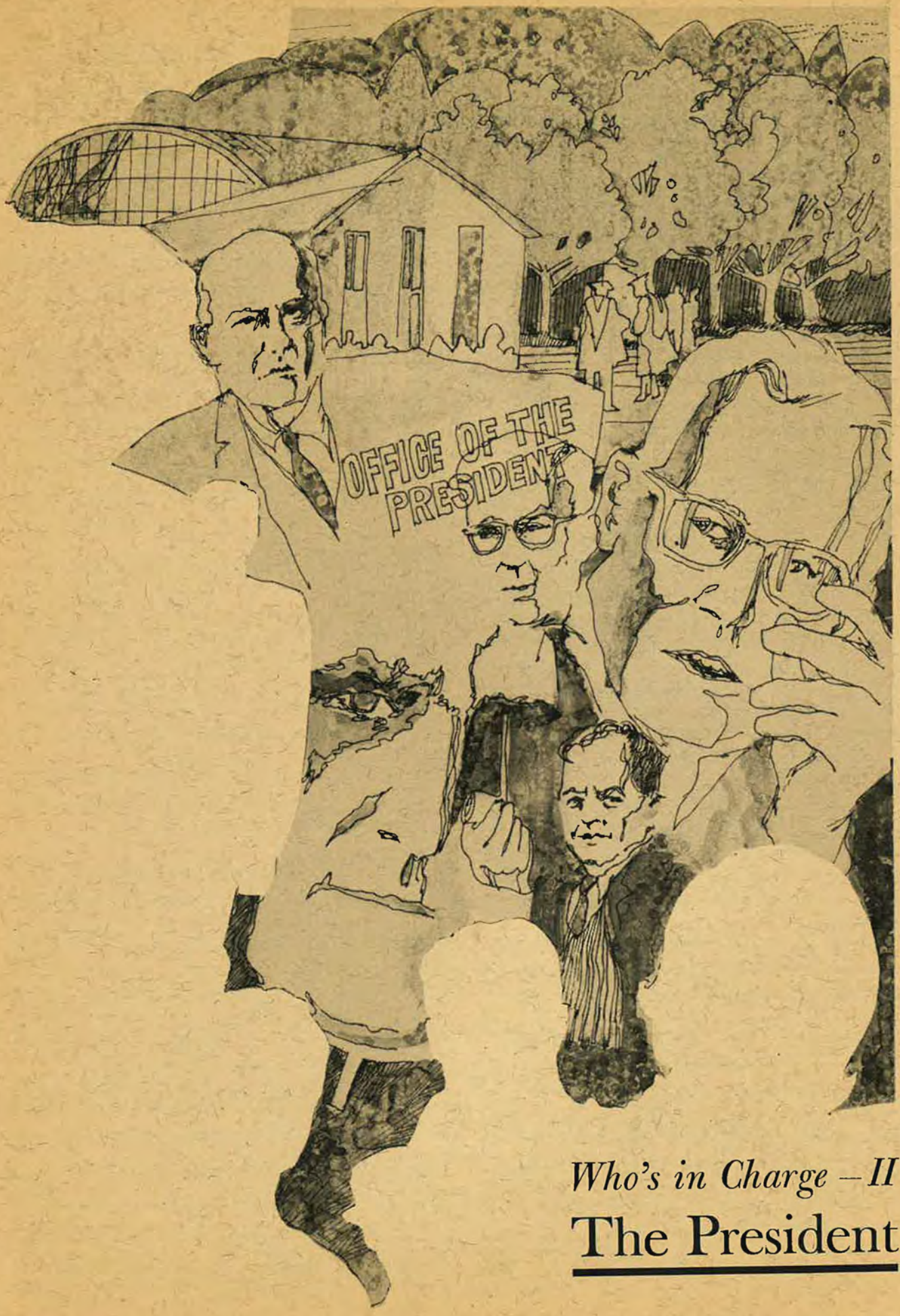
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II

The President

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa, whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . . ."

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

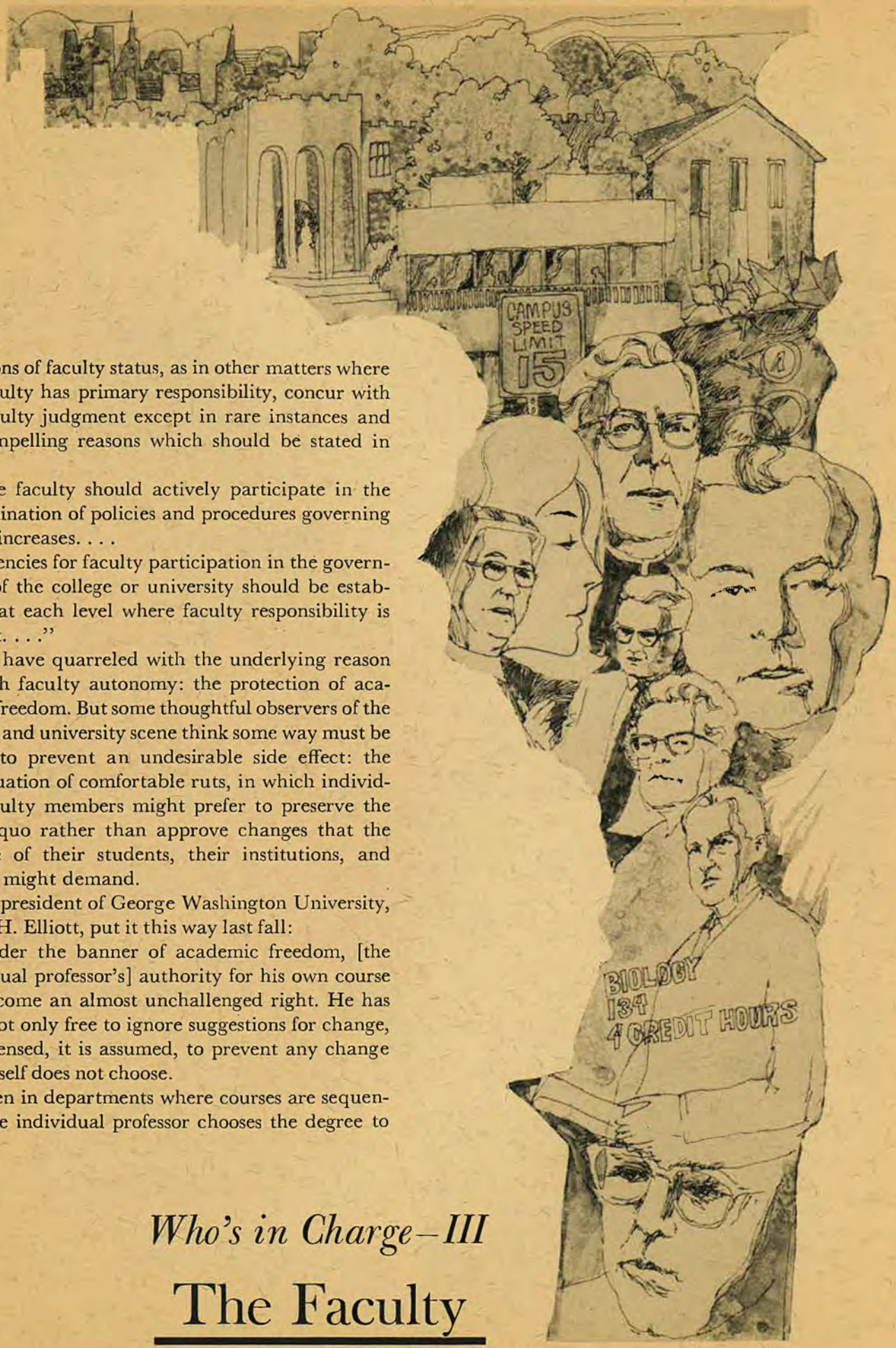
A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most SDS members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of SDS—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the SDS view of the future. "We can't explain what form the society will take after the revolution," a member will say. "We'll just have to wait and see how it develops."

In recent months the SDS outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from SDS headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that SDS, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members "moderates," not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

"The moderate student says, 'We'll go on strike, rather than burn the buildings down.' "

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of "student power" and works at it: more student participation in the decision-making at the country's colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a $315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

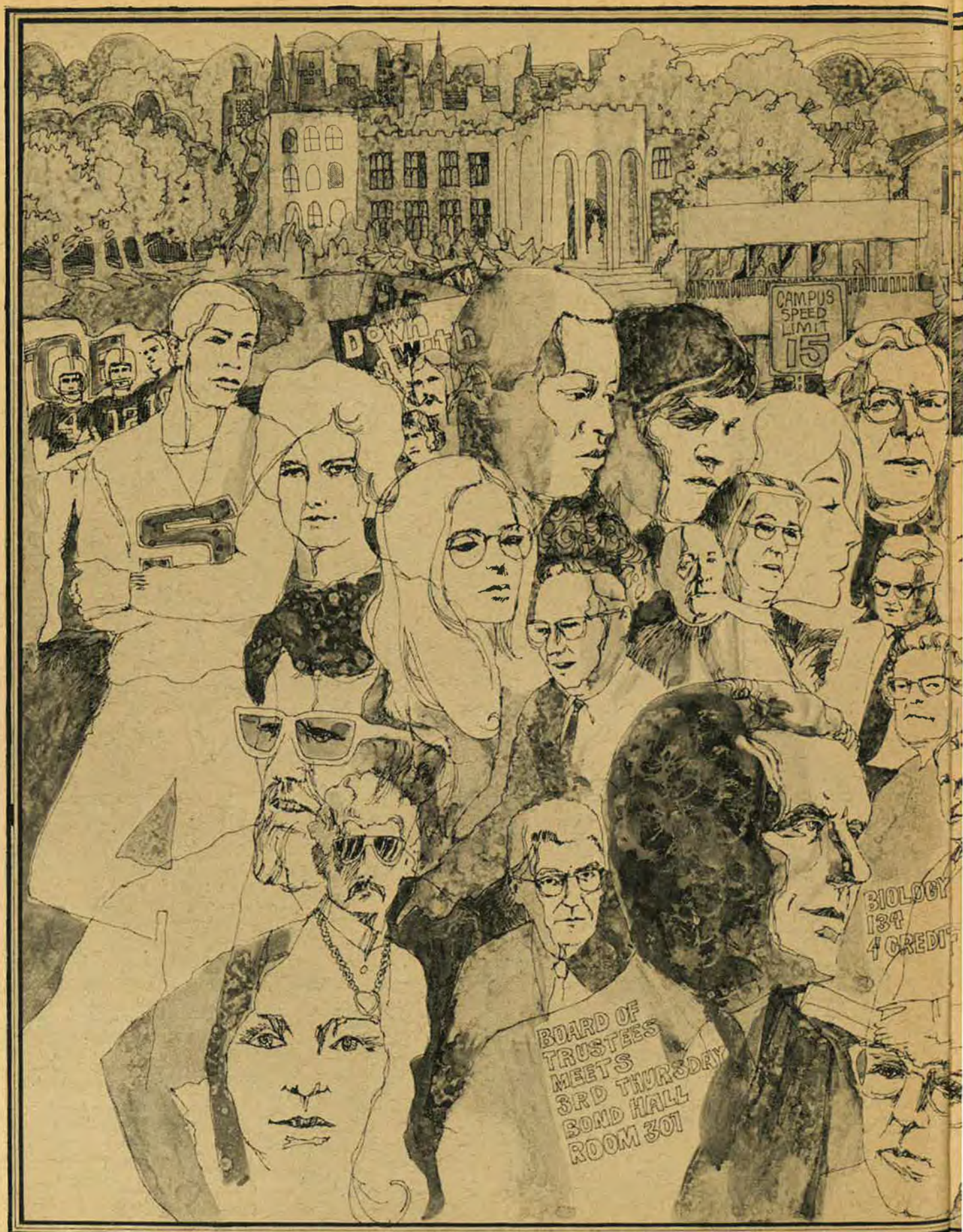
▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

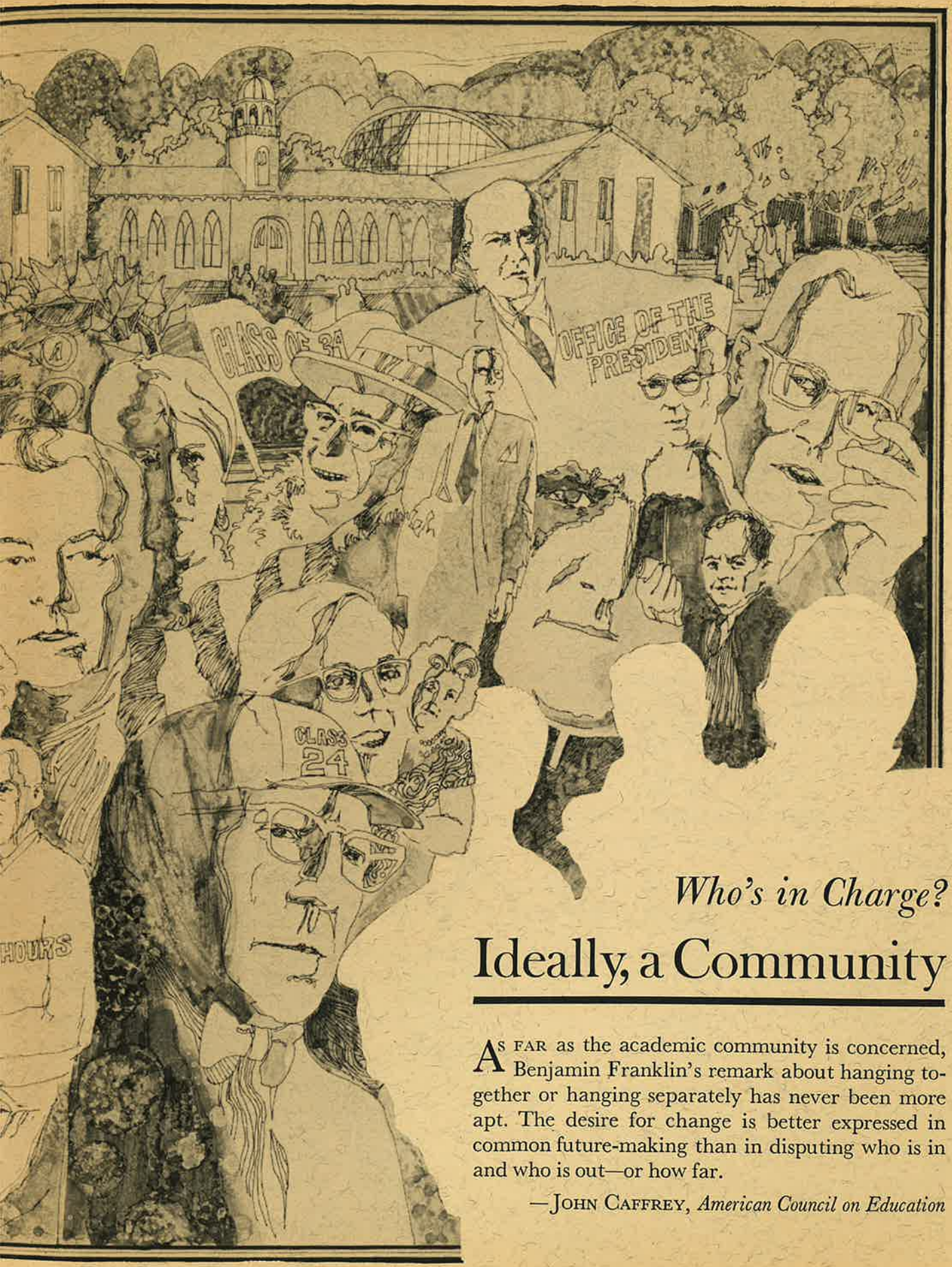
▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."


CAMPUS
SPEED
LIMIT
15
BOARD OF
TRUSTEES
MEETS
3RD THURSDAY
BOND HALL
ROOM 301



Who's in Charge?

Ideally, a Community

As far as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—John Caffrey, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees *and* administrators, faculty members *and* students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore "order" to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

"Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests," John W. Gardner has observed. "And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive."

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent. Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. "For many professors," said the president of Cornell University, James A. Perkins, at a convocation of alumni, "the time required to regain a sense of campus community . . . demands painful choices." But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. "If this community forgets itself and its common stake and destiny," John Caffrey has written, "there are powers outside that community who will be only too glad to step in and manage for us." Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

"This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve."

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than $5-billion in tax funds for college and university operating expenses alone. This is more than three times the $1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

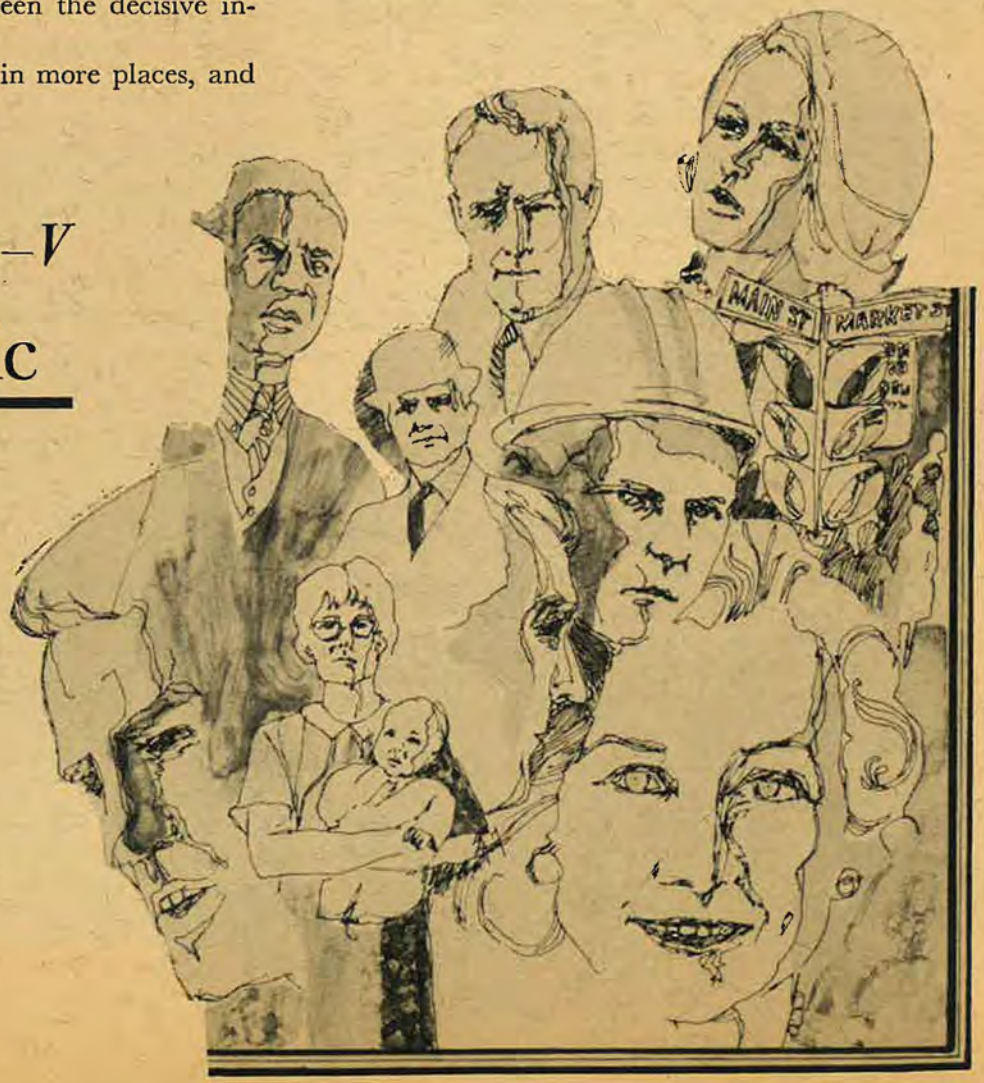
"Decisions are being made in more places, and more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in December, said that by 1976 federal support for the nation's colleges and universities must grow to $13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages 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 group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1969 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U. S. A.

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George Washington University
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"The students have been mature enough to accept compromises in certain instances, and hopefully they'll be mature enough to accept, 'No,' if this should have to be the answer to one of their proposals..."



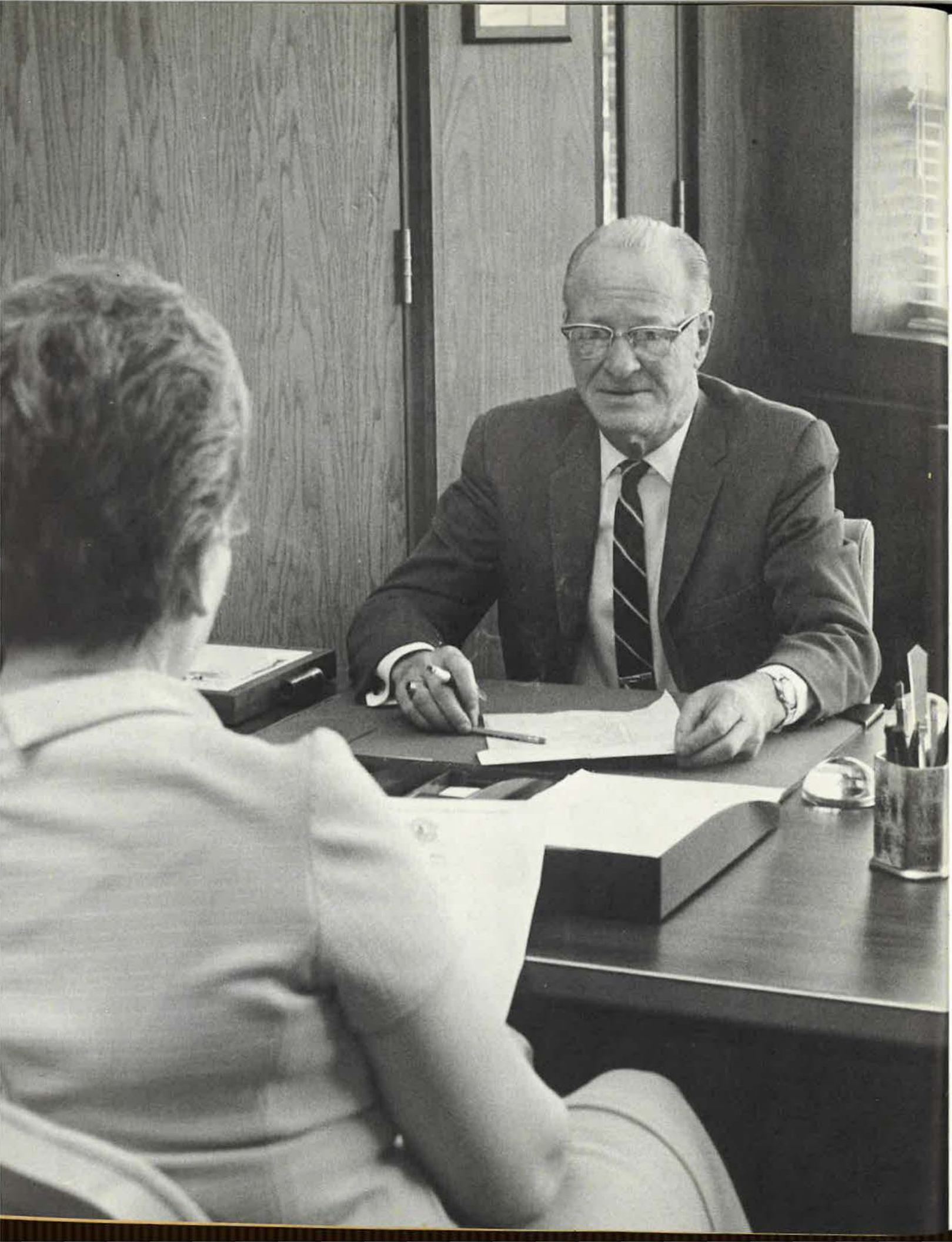
The conclusion appears to be that the avenues of communication are open at Husson to those students who wish to voice their discontent with current policies regarding their life on the campus. However, some of the faculty, students and administrative personnel feel that more of the students must be made aware of those areas.

As Doug Owens has said: "The Student Senate is finally just coming into its own this year. This has been the first year that we have been allowed to formulate policy, and so far we've had a perfect batting average. . . the Senate has to learn to temper its demands in relation to the speed of new policy enactment, but the administration must also learn that student government isn't a privilege, but a right."

As Vice President Husson expressed it, "The students have been mature enough to accept compromises in certain instances, and hopefully they'll be mature enough to accept, 'No,' if this should have to be the answer to one of their proposals."

With these attitudes, violence and militancy seem remote possibilities.

Husson students know "Who's in charge here." And the entire Husson community appear more than willing to consider student requests.



A Message From President Husson

On November 15, 1968, a statement was issued related to tenure, the Heads of the Departments, the President's Advisory Board, and the Faculty Senate.

The Faculty Senate, as it is now composed, represents the institutional point of view which the college must project. It is this Senate and its stated regulations which were presented to the New England Association of Colleges and Secondary Schools, Inc. Therefore, it is necessary that the Heads of the Departments the Executive Chairman of the Division of Liberal Studies, and the faculty from these groups be represented and be representatives of and for the entire faculty in accordance with the standards of due process. It is the Faculty Senate, which has a responsibility to the Vice-President, Academic Affairs, and to the President, through which the desires of the faculty are conveyed to the President and the Board of Trustees.

The President's Advisory Board has been redesignated as the President's Advisory Council, an ad hoc committee, which your President has formed so that he may have the benefit of the committee members' experience. This is not a decision making body nor does it nullify recommendations of the Faculty Senate which is the ultimate common voice of the faculty of Husson College.

The Heads of the Departments, as stated in the Faculty Handbook, are appointed for five years; and these appointments are renewable at the request of the Vice-President, Academic Affairs who forwards the appointment to the President who then takes the request to the Board of Trustees for its approval.

For this reason, it appears that there may be some misunderstanding regarding tenure. Tenure, as defined in the academic community, is not in effect at Husson College. There is a series of one year and three year contracts to which all members of the faculty are subject, including the Heads of the Departments and the Executive Chairman of the Division of Liberal Studies. Those individuals may be relieved of duty at their request or as described in the following paragraph.

In the event that a replacement should become necessary, whether through request of the individual himself, the Vice-President, Academic Affairs, or the President, that head or chairman may aid in the search for a replacement who shall, as stated in the Faculty Handbook, have an earned doctorate and "ten years of successful, progressive teaching experience before being considered." The successor may come from either within or without the college.

What I would emphasize is that Husson College must reflect an institutional point of view and that the college present information which is consistent with our stated policies. To this end, we should all work together for our growing college.

ALUMNI IN THE NEWS



PHILMONT DAVIS '49 of Harrington was recently elected president of the Maine State Employees Association. He is a licensed controlled investigator with the Motor Vehicle Registration Dept.

RAYMOND K. JOHNSON '47 has been promoted to vice president and art director of Don Hodes Advertising in Worcester, Mass.

RUEL B. ORFF '51 has been appointed manager of production scheduling, purchasing and inventory control for all production divisions of the Forster Mfg. Co., Inc., of Wilton.

THOMAS E. PERRY '64, former golf captain at Husson, has been named assistant pro at the Country Club of Farmington in Connecticut.

JAMES R. GRANT, retiring this June from the U. S. Air Force, has been appointed a supervisory counselor at the St. Albans, Vt., Correctional Facility.

JOHN E. PINE '67, a commercial teacher at Athol, Mass., High School, has been appointed to that community's planning board for a five-year term.

BERYLE D. WHIDDEN '39, branch manager for the General Adjustment Bureau in Portland, has been selected "Fieldman of the Year 1968" by the Maine Fieldmen's Association.

W. CARL DAILEY '65 recently formed with Fred T. Spaulding the firm of Dailey and Spaulding, Public Accountants, in Rockland.

JAMES A. McKAY '62 has been appointed accountant by the Maine Savings Bank in Portland.

F. STANLEY HOWATT '30 has retired as manager of Mt. Hope Cemetery in Bangor and was recently the subject of an interesting feature article in the Bangor Daily News.

Two former Husson athletes, BOB CIMBOLLEK '59 and EMMETT STEVENS '48, were named by fellow coaches as Coach of the Year in basketball and cross country respectively. Bob coached Orono High to the state Class L title, while Emmett coached his cross country team to its second straight state Class M title at Schenck High of East Millinocket. Bob was also recently named head basketball coach at Bangor High.

DANIEL FRENCH has been named branch manager of the Bangor plant of Chadwick-BaRoss, Inc.

THOMAS F. McLAUCHLAN '62 of Houlton has been named a career representative of the Bangor, eastern and northern Maine general agency of National Life Insurance Company of Vermont.

RICHARD BEGIN '58, instructor in business administration at Thomas College in Waterville, has been awarded the degree of Master of Business Administration at the University of Maine.

ALAN L. SMITH '60 is president of the newly incorporated Newell and Smith Insurance Agency of Gorham.

OTIS ST. THOMAS '48 has been elected superintendent of schools in School Administrative District No. 31, which includes the towns of Burlington, Edinburg, Enfield, Howland, Lowell, Maxfield, Passadumkeag and Seboeis. He has been principal of Penobscot Valley High for a number of years.

JAMES I. FINNIGAN '46, vice president of Merchants National Bank of Bangor, has been appointed to membership on the Advisory Board of the A.B.A. Installment Credit Committee for Federal Reserve District One.

G. RAYMOND NICHOLS '41 has been appointed director of the Division of Probation and Parole in the Department of Mental Health and Corrections of the State of Maine.

ELMER E. STANCHFIELD, JR. '69 has accepted employment with Shell Oil Co. as a dealer representative in Portland.

ARNOLD O. BEAULIEU '54 has been named assistant cashier and auditor for the Northern National Bank in Presque Isle.

WAYNE D. HASKELL '61 formerly manager of the Bucksport Branch of the Merrill Trust Co., has been named vice president and general manager of the Judkins Insurance Agency in Dexter.

ROBERT L. TILDEN '59, owner of the IGA Foodliner in Ellsworth, is the 1969 Heart Fund chairman for that city.

MILFORD SHAW '57 has been promoted to cashier with the First National Bank of Bar Harbor.

RONALD A. SAILOR '68 has been promoted to the position of Medium Range Profit Planning Project Analyst with the Great Northern Paper Co in Millinocket.

HERMAN J. REED '50 has been named manager of the Bethel, Conn., branch of the Connecticut National Bank.

RICHARD P. SULLIVAN '59, formerly bookkeeper with the H. Blaine Davis Estate hardware store in Machias, is now owner of that business and has changed its name to Richard P. Sullivan, Inc.

JAMES K. HUNT '67 has been promoted to assistant controller of depositors Corporation and manager for Depositors Trust Co. in Lewiston.

JOHN BLEUMORTIER '69 has been transferred to Charlottetown, P.E.I., from the Bank of Nova Scotia in Seal Cove, Grand Manan.

THOMAS V. BARROWS '66 recently received a two-step promotion by Shell Oil Co. Inc. He was promoted from District Sales Representative in Portland to Real Estate Representative in Mt. Vernon, N.Y.

HENRY E. McBRIDE '62 has been promoted from a position as manager of W. T. Grant's in Van Buren to the position of merchandise manager of that company's downtown store in Bangor.

RONALD J. PEREYO '67 is owner-manager of a new Richard P. Rita Personnel System facility in East Hartford, Conn.

KEITH C. PATTEN '58 has been promoted to assistant cashier of the Canal National Bank in Saco.

WILLIAM E. DOWNS '66 has been named to the staff of the Woodworth and Clark insurance agency in Portland as a life, accident and health insurance specialist.

ALAN ROBINSON '61, formerly a business education teacher in Presque Isle, has been appointed to the newly-created position of assistant to the superintendent for business in that city's school system.

HARRISON F. HAHN '61 has been appointed hospital administrator of Stevens Memorial Hospital in Norway.

CLAIR E. TAYLOR '50 has been appointed program specialist with the Maine State Agricultural Stabilization and Conservation Service.

FRANK L. HOLLIS '53 has been appointed assistant plant manager and plant superintendent of Ekco Housewares Co., a subsidiary of American Home Products Corp., in Locke Mills.

JOHN WEDIN '59 has been named assistant postmaster of the Brewer Post Office.

PAUL TRZNADEL '67 has been promoted to the post of director of athletics and student activities at Johnson and Wales Junior College in Providence, R. I.

GEORGE S. TORREY '38, who is with the General Electric Co. in Pittsfield, has been named a 33rd degree Mason.

EDWARD F. WILSON '60 has been elected treasurer and managing officer of the First Brunswick Federal Savings and Loan Association in Brunswick.

GEORGE LAMBERT '66, who is at Peat Marwick & Mitchell in Portland, has recently and successfully completed the CPA exams.

RAY PAGE '63, has recently earned the CPA designation. Ray is with Arthur Young & Company in Boston.

In The Service of Their Country

LT. COL. WILLIAM S. DRIVER '61 has received his second award of the U. S. Air Force Commendation Medal at Wiesbaden AB, Germany. Col. Driver, chief of the disaster preparedness division, was decorated for meritorious service.

PAUL BLODGETT '68 has entered officer training school at Lackland Air Force Base, Texas.

FRED HILDEBRANDT II '68 has completed basic training at Lackland AFB and has been assigned to Keesler AFB, Miss., for training as a personnel specialist.

ROBERT D. SLAMIN '68 completed basic training at Lackland AFB and has been assigned to Sheppard AFB, Texas, for training in accounting and finance.

HARRY L. KENDRICK '68 has completed basic training at Lackland AFB and has been assigned to Keesler AFB for training in the communications field.

LT. WILLIAM J. ROBICHAUD '66 has been assigned to a military intelligence unit in Vietnam following 14 months of training in military schools and receiving a commission as intelligence officer in the U. S. Army

HARRY K. SAUNDERS '68 has been graduated at Sheppard AFB from the training course for U. S. Air Force communication specialists.

PFC THOMAS E. BROWN '52 has been graduated from the U. S. Finance School at Fort Benjamin Harrison, Indiana.

CHARLES T. NEWTON '68 is a Yeoman 3rd in the U. S. Navy stationed at Argentina, Newfoundland in the Classified Material Control Office

STEPHEN K. SMITH '68 has completed basic training at Lackland AFB and has been assigned to Keesler AFB for training as a personnel specialist.

CLYDE J. GNFCCO '69 has completed basic training at Lackland AFB and has been assigned to Chanute AFB, Ill., for training in metal working.

SSGT. ROBERT E. LORD '65, an accounting specialist in the U. S. Air Force, has arrived for duty at Cigli AB in Turkey.



DICK GIROUX

Sets two records

BRAVES BASKETBALL AND BASEBALL CLUBS FINISH WITH COMBINED RECORD OF 32 WINS, ONLY 9 LOSSES

A combined record of 32-9 for this year's Husson College basketball and baseball teams made it a fine year for new head basketball coach Bruce MacGregor and old stand-by baseball coach and athletic director Del Merrill.

The basketball team, which finished at 16-6, was led by a record-breaking performance by Dick Giroux of Lewiston, an All-Maine choice as a high school player, while Johnnie Sinclair of Waterbury, Conn., was a standout basketball performer and led the baseball team (16-3) with a resounding .488 batting average.

Giroux established two new individual marks in pacing the fine hoop season. The 6-3 junior chucked in 43 points on 19 field goals and five free throws against Bentley College at the Bangor Auditorium on Dec. 19 to snap the old mark of 42 established the year before by teammate Al Caston. He put a new seasonal rebounding mark on the books, too, hauling down 306 during the season to erase the old mark of 287 set by Richard Moore in the 1955-56 season.

Another record was tied during the season, this one by Willie Gavett of Orono, who threw in 16 of 19 free throw attempts against Quinnipiac College on Dec. 21 to tie the mark set by Keith Veazie in 1954-55.

Coach MacGregor can look forward to at least as good a season in 1969-70, with 11 of his 12-man squad that racked up this season's fine record back in uniform. Only Donnie Myers will not return for the Braves next year.

During the regular season, Coach Merrill's baseballers were halted only by the powerful New Haven State nine and were upset by Thomas College in the Northeast College Conference. The only other loss came to Castleton State in the NAIA District playoffs.

Sinclair was nothing short of sensational for the Braves, banging out a total of nine home runs, one triple and six doubles, while steal-

BASEBALL TEAM POSTS .317 TEAM BATTING MARK

HUSSON COLLEGE
Varsity Baseball Statistics

Name	AB	R	H	E	SB	2B	3B	HR	RBI's	AVG.
Bergeron	47	6	6	9	1	3	—	—	8	.128
Kenney	34	18	12	3	6	—	—	—	5	.353
Sinclair	82	31	40	4	18	6	1	9	26	.488
Morano	63	22	24	1	1	7	—	2	21	.381
D'Agostino	75	16	21	8	2	3	2	1	18	.280
Bishop	30	5	6	3	—	2	—	—	4	.200
Arnau	70	13	26	4	3	4	2	2	22	.371
Hussey	32	7	8	4	5	10	1	—	4	.250
McBean	69	17	20	—	5	1	1	2	13	.290
Vecchio	52	11	10	9	1	2	1	—	5	.192
Brown	23	5	10	—	1	1	—	—	6	.435
Baker	47	10	16	12	4	1	1	—	7	.340
Ayer	8	2	1	—	—	—	—	—	2	.125
Ursillo	5	2	1	1	—	—	—	—	2	.200
Soucie	18	7	6	—	—	—	—	3	9	.333
Coombs	11	2	5	—	—	2	—	—	1	.455
DeGrasse	4	2	3	—	—	—	—	—	—	.750
Murphy	8	0	0	—	—	—	—	—	—	.000
Team	682	176	216	57	47	33	9	19	153	(.317)

PITCHING

Name	IP	R	ER	H	BB	SO	ERA	W-L
Brown	46⅔	17	5	30	17	41	(0.97)	6 - 1
Soucie	54	19	9	29	14	76	(1.50)	5 - 1
Murphy	22⅔	4	3	17	9	15	(1.19)	2 - 1
McBean	22⅔	3	1	6	7	20	(.40)	3 - 0
DeGrasse	8	12	4	11	4	7	(4.50)	0 - 0
Arnau	3	1	0	2	3	5	(0.00)	0 - 0
Baker	3	1	0	1	1	2	(0.00)	0 - 0
Team	162	57	22	96	55	166	(1.22)	16 - 3

GAME RESULTS
(Won 16, Lost 3)

Husson	14	Bryant	1
"	6	E. Nazarene	3
"	7	New Hampshire	4
"	11	North Adams S.	1
"	12	Western New England	0
"	4	New Haven	6
"	27	Maritime	3
"	19	Ricker	4
"	2	Curry	1
"	13	Bryant	2
"	16	Thomas	3
"	8	Maritime	0
"	3	Eastern Nazarene	2
"	6	Thomas	9
"	3	U. of Me. (Portland)	1
"	11	Ricker	8
"	6	Castleton Street	14
"	4	Aroostook State	0
"	2	Aroostook State	0

ing 18 bases en route to his .488 average. Johnnie lashed a total of 40 hits in 82 appearances at the plate to finish just short of the .500 mark.

But the hard-hitting centerfielder received a lot of help in the hitting department in the Braves' 16-3 season. As a matter of fact, the team batting average was a near-phenomenal .317. As a group the club garnered a total of 216 base hits in 682 trips to the plate. It's a rare feat when any team hits over the 300 mark collectively.

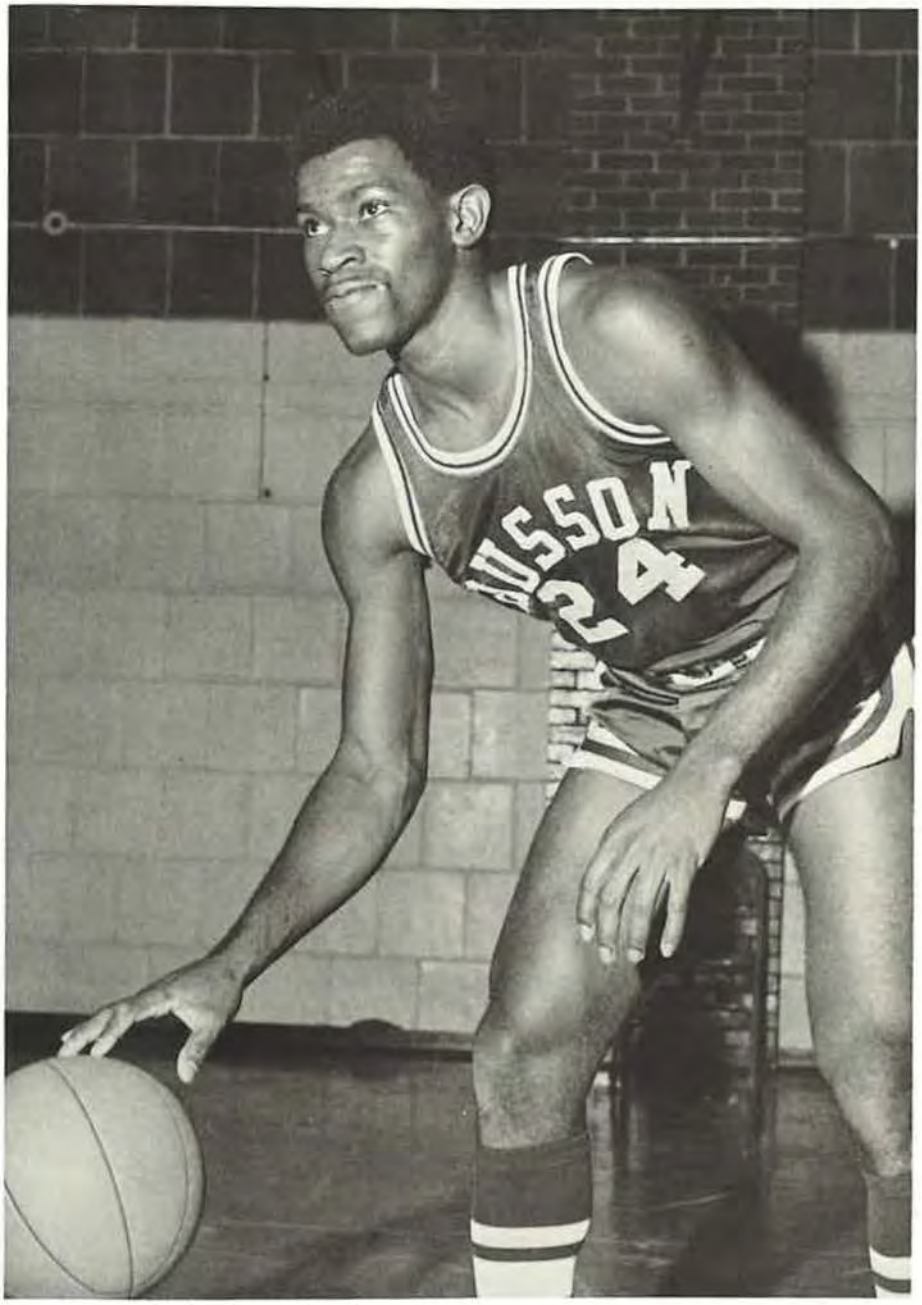
Behind Sinclair in the hit parade were Rich Morano at .381 and Jim Arnau at .371 among the regulars, while Dick Kenney hit .353 and Kevin Baker .340, although they didn't appear in every game.

Pitcher Keith Brown was truly outstanding both on the mound and at the plate, chalking up a 6-1 record and a 0.97 earned-run-average as a hurler while stroking the ball at a .435 rate on 10 hits in 23 appearances.

Lefty Ron Soucie won five and lost one with a 1.50 ERA and had a .333 batting average, while freshman Tom McBean had a perfect 3-0 hurling mark with a 0.40 ERA and a .290 batting average.

The other pitcher of record was Randy Murphy, who finished at 2-1 with a 1.19 ERA.

As with the basketball squad, most of the key figures on the baseball team will be back in uniform for Coach Merrill next season as both clubs try to better their excellent 32-9 mark for 1968-69.



JOHNNIE SINCLAIR
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