

Now—a Role and Scope. . .

for Mid-America. A four-month study to explore possible areas of cooperative PhD programming on a regional basis has been authorized by the Mid-America State Universities Association. Involved are Missouri, Kansas, Kansas State, Nebraska, Oklahoma, and Oklahoma State.

If the study proves it feasible, one of the institutions might offer the only doctoral program in a given discipline, but students from all five states could enroll for that particular training at resident student rates. This arrangement would permit the development of programs of national distinction to serve the students of the region, yet would be more economical than if each institution offered something less.

It's very similar to the philosophy behind Missouri's one-University-with-four-campuses concept.

Such evaluation programs — such as the University of Missouri's current institutional reappraisal and the proposals for better coordination among all higher education in Missouri (which the University also favors)—are becoming widespread. And, as the University's alumni seminars of the past two or three years indicate, it's something the public wants, too.—S. S.

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Chancellor Schooling presides at a Council of Deans meeting.



Alumni Association President Darryl Francis congratulates the permanent chancellor.





When a man
works well with
people, the Spanish
say he has

A Gift of Friends

By Steve Shinn



A person who can establish lasting friendships, who empathizes with others, and who works effectively with people has, the Spanish say, *don de amigos*—a gift of friends. A colleague used that expression in describing Herb Schooling, who was named permanent chancellor of the Columbia Campus in late January after serving as interim chancellor for the preceding 13 months.

It's a quality that any administrator could use at any time, but the "gift" seems especially appropriate for Columbia in the spring of 1972 because the times are somewhat uncertain—on Campus and throughout the University of Missouri.

Part of this uncertainty is due to the University's program of institutional reappraisal which, among other things, is defining the future "role and scope" of each of the four campuses. President Brice Ratchford's tentative version, released in December, called for the transfer of many doctoral programs from the Columbia Campus to the Kansas City and St. Louis campuses. UMC responded in January with a 300-page alternative that generally agreed with the president's objectives, but urged that the final decision on many programs await the completion of current program reappraisals by Campus personnel, as well as outside evaluation teams.

Yet to be determined, too, is the proper degree of autonomy for each campus in relation to the



Talking informally to Alumni Board members, Schooling holds up 300-page Campus alternative to the tentative role and scope proposal.



Former elementary school principal Bess Schooling enjoys many artistic pastimes, among them decorating eggs for Christmas and other special events.

University president and his staff of vice presidents. Conflicting interpretations of who is responsible for what have been present since the four-campus system was created almost 10 years ago. This year, the question will be considered again.

And, finally, there is the position of the University of Missouri within all higher education in the state. The General Assembly has considered many bills this session that would have a profound effect on the University and its Columbia Campus—bills, for example, that would set up a “super board” over all higher education in Missouri and that would give state aid to private education.

Schooling tends to view all these problems optimistically. In his first meeting with his faculty as permanent chancellor in February, he set the establishment of an “affirmative action” policy as a top priority item.

“This Campus will continue to be an important and significant educational institution,” he said, “no matter what the final decision may be about role and scope.”

The chancellor urged the faculty to strengthen existing programs through a more effective use of resources, to accept change as opportunity, and to “think and speak positively about the institution and its promise.”

Herbert Wilson Schooling (The Wilson is in tribute to his being born on the day Woodrow Wilson first was elected President of the United States) had established his policy of positive thinking by the time he entered high school at Sarcoxie, in Southwest Missouri. The Schooling farm usually was regarded as being near Pierce City, but that town was separated from the farm by Center Creek, and Center Creek had to be forded. Rather than risk

missing school because of high water, he enrolled at Sarcoxie High School.

A Saturday job at a grocery store during high school, a \$75 gift from his grandfather, and a job that paid room and board in Columbia enabled Schooling to attend the University of Missouri his freshman year. The next fall he started his long career in education, teaching at Round Prairie, a rural school in Jasper County at \$65 a month.

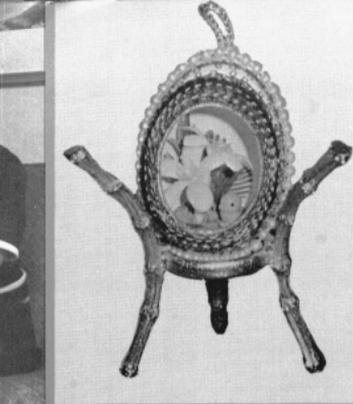
Because the terms at Southwest Missouri State were such that he could both teach part of a year and go to school the other part, Schooling enrolled at Springfield. He switched teaching jobs from Round Prairie to Union (it paid \$10 more a month), and graduated with an AB from Southwest Missouri in 1936 with a major in social science and a minor in math. He taught both subjects at Cardwell, where he also served as elementary principal, high school principal and superintendent of schools while working on his master's at Missouri. He received his MA in 1940.

Meanwhile, future wife Bess—whom he met while she was teaching at Pierce City—had become elementary principal at Lebanon. They were married in 1939, and the couple moved to Hayti in 1941, where he was superintendent of schools. He became principal of North Kansas City High School in 1944.

Dee Harris, now an associate professor of mechanical and aerospace engineering at Columbia, was a student at Northtown while Schooling was principal.

“He ran a good ship,” Harris recalls. “He was strong on discipline and was highly respected by both students and teachers. And although it was a large high school, he took a personal interest in the students.”

Harris remembers that as a senior, he was not



This egg, featuring a lily and baby chick is an Easter creation.



The chancellor finds reading relaxing, sometimes historical fiction, but usually a nonfiction book. He also likes to work in the yard and watch Tiger athletic teams.

carrying a particularly heavy load, having already amassed the credits needed to graduate. Schooling called him in, however, and suggested he enroll in another course. In fact, he even introduced him to the teacher. "And I ended up really enjoying that course," Harris says.

By 1950 Schooling had become superintendent of schools and a civic leader in North Kansas City. But through it all, he was receiving gentle nudgings from his Missouri graduate advisor, Dr. John Rufi, to finish his doctorate. Rufi, now a professor emeritus of education who still comes to the office each day, made a habit during his long career of tapping students whom he felt had special promise and urging them to get their doctorates. Schooling was one of these. He received his EdD in 1954.

The next year Schooling moved from the state for the first and last time, serving as associate professor of education at the University of Chicago for two years before returning as superintendent of one of Missouri's premier school districts, Webster Groves.

Happiness was not the Webster Groves School District when Schooling arrived, however. The city was divided over the number and location of new junior high schools, and feelings had become bitter.

The new superintendent's approach was characteristic. "Let's determine what the facts really are," he told the board, "and let's let the citizens collect the data themselves. Then there can be no question as to the validity."

Involvement of the people concerned in any decision-making process probably is the hallmark of the Schooling administrative technique. Certainly, this has been true in his posts at the University of Missouri-Columbia—as dean of the College of

Education in 1963, as dean of faculties in 1966, and provost in 1969.

At that first meeting with the faculty, Schooling promised "frequent and continuing consultation with the Faculty Council and members of the faculty on issues of importance to all of us."

He told interviewers for the student newspaper, *The Moneater*, that, while students may not always agree with him, their opinions will be heard.

By the same token, alumni also get an attentive ear. Schooling meets regularly with the executive committee of the Alumni Association.

"Faculty, students, and alumni have valuable inputs," he says, "and unless we tap these resources, we don't have the best base for decisions."

The chancellor also told the faculty that he plans to present the particular concerns of the Columbia Campus to the University administration "in an honest, straightforward, and, hopefully, persuasive manner."

President Ratchford took note of this aspect of the Schooling administrative style when he announced his appointment as permanent chancellor:

"He has always vigorously presented his viewpoints. I have found him terribly persuasive. At the same time, in cases where we have differing judgments, we have been able to discuss the matter candidly and forthrightly and mutually agree on satisfactory solutions and decisions."

Others around Campus characterize Schooling, administratively, as "operating with finesse," having a "talent for working constructively with people," and having an "exceptional capacity for sustained effort."

But perhaps a person off-Campus summed it up best. A friend of Schooling for more than 35 years, he said simply, "Herb has the ability to get the job done, whatever it is." □