CHAPTER V

SUMMARY AND CONCLUSION

It was the purpose of this study to examine and evaluate in the light of acceptable criteria the administrative practices at Atlantic University. The criteria that were set up were six in number, and they covered the following fields of administrative activity: 1-democratic administration, 2-effective educational philosophy, 3-educational needs, 4-instruction, 5-finance, and 6-public relations. In the case of each criterion the effort was made to establish its validity by both logic and documentation.

A case history of Atlantic University was then developed. All of the available material was gathered together. Newspapers, bulletins, interviews, and the author's own memory were utilized in writing that history. While this study was concerned primarily with administration, it was necessary to describe the general development of the school in order that the administrative acts might be seen in their proper relationship to the life of the school.

In examining the administration of Atlantic University in light of Criterion #1 (a well-administered school is democratic) the following pertinent facts were revealed:

1. Lack of a democratic attitude was shown when the
administration of Atlantic University did not bring up for faculty discussion important issues that affected the entire group:

2. That the apparent absence of full cooperation was to some extent due to a lack of participation by all the personnel in the formulation of school policies;

3. That lack of democratic attitude and practice on the part of the administration contributed significantly to the failure of Atlantic University;

4. That all of these circumstances lend support to the idea expressed in the criterion that a successfully administered school is democratic.

In examining the administration of Atlantic University in relation to Criterion #2 (a well-administered school operates according to administrative policies consistent with a sound philosophy of education; these policies should be understood by all who participate in the life of the school) the following pertinent facts were revealed:

1. During the first month of the school’s life policies were not clearly stated nor clearly understood by the administration and the first board of trustees.

2. The confused activity of the early period might be traced to the fact that the philosophy which was to control the operation of Atlantic University was variously conceived by the several most interested people, and lacked
unity and consistency.

3. When it became necessary for the school to become a local endeavor, a philosophy and policies developed in terms of local needs were not adopted.

4. The above facts indicate that in order to create an educational institution whose activity is purposeful and educationally effective, that institution must operate under administrative policies consistent with a sound philosophy of education, and policies which are consistently followed by all who participate in the life of the institution.

In examining the administration of Atlantic University in light of Criterion #3 (a well-administered school seeks to meet the needs of the community and the students it serves) the following pertinent facts were revealed:

1. The administration of Atlantic University failed to make an accurate estimate of the educational needs of the community.

2. The administration provided for courses on a high scholastic level and specialized courses for which there was little student demand.

3. This failure to recognize existent community needs resulted in an expense out of proportion to the service rendered the community. This expense contributed to the failure of Atlantic University.
4. In the five categories considered as necessary to supply student needs (1. use of language; 2. health and recreation; 3. occupational preparation; 4. social activities; 5. brotherhood of human race) Atlantic University met the needs of its students to this extent:
   a. Atlantic University did not function as a professional or vocational school.
   b. For instruction in the use of language, both spoken and written, in social activities, in health and physical education, Atlantic University made provisions comparable to those of other colleges.
   c. The administration of Atlantic University was forward-looking in attempting to prepare students for the brotherhood of man.
   d. The curriculum offerings of Atlantic University indicate that the administration gave consideration to the needs of students.

5. One may conclude from these considerations that in meeting the total educational needs of both the community and the students, the administration was only partially successful.

In examining the administration of Atlantic University in relation to Criterion #4 (a well-administered school is student centered, and administration is recognized as a means to the end of improved student instruction) the
following pertinent facts were revealed:

1. The administration of Atlantic University recognized the importance of the instructional program when it employed a well qualified faculty.

2. The administration of Atlantic University practiced guidance and gave consideration to the needs of the total personality.

3. Physical inadequacies of the plant appear to have been detrimental to the instructional program.

4. There existed a feeling of insecurity on the part of faculty members and of the student body.

5. This insecurity throughout the school appeared to result in a lower level of instruction than if there had existed feelings of security.

6. The history of Atlantic University seems further to validate the principle that the administration should seek to maintain a high level of instruction. However, a high level of instruction cannot be achieved if the administration fails to provide adequate physical facilities and if a feeling of insecurity is allowed to prevail.

In examining the administration of Atlantic University in relation to Criterion #5 (a well-administered school makes provisions for adequate financial support from endowment, taxation, or operational revenue) the following pertinent facts were revealed:
1. Apparently a system of financial controls which was understood by the board of trustees and the administrative officers was not established, or, if established, was ineffective.

2. The decision to separate the administration from the first board of trustees was unwisely accepted by the president in light of later developments.

3. The decision to continue the University after October 11th was made by the administration alone without consultation with those whose interests were seriously affected thereby.

4. In order to continue the University after October 11, 1930, economy of operation was necessary.

5. The administration hired new employees without assured means to pay them.

6. When the first board of trustees had withdrawn the administration failed to make an accurate estimate of income and build a budget thereon.

7. Atlantic University had no dependable income from endowment, taxation, or operational revenue.

8. The failure of the school was hastened by a lax financial policy which included no effective budget, and extravagant expenditures.

9. The financial collapse of the University gives validation to the criterion.
In examining the administration of Atlantic University in relation to Criterion #6 (a well-administered school makes provision for good public relations) the following pertinent facts were revealed:

1. The planned publicity of Atlantic University, insofar as it relied upon the orchestra and the football team was of a superficial sort.

2. The planned publicity of Atlantic University, such as bulletins and catalogues was comparable to that of many colleges.

3. Lax financial administration and increasing debts tended to diminish the good will towards the institution and alienate the support of those who had dealings with the University.

4. It may be concluded that the public relations program of Atlantic University was not systematically planned to interpret effectively the objectives and purposes of the school to the public.

5. The resulting publicity, some favorable and some unfavorable, may have contributed to the failure of the school, since possible financial backers were not given the best picture of the school.

In the case of Atlantic University one may see demonstrated administrative errors that contributed to the failure of the enterprise. While other conditions than
those subject to administrative control, however sound that administration may be, may have constituted the critical factors in the failure of the institution to survive, this study suggests that the prospects of successful survival are significantly increased when the administrative principles expressed in the criteria used herein are consistently followed. The implications of this study should have significance for administrators of schools in whatever type of situation they may be employed.
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