

# philippine studies

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## **Developments in University Management: The Managerial Revolution in Higher Education**

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of such articles at least provide a stimulus to local textile production? Did the Armenian merchants who settled in Manila have any significant influence on the availability of credit? If country ships were lading sugar, tobacco and sulphur at Manila in the closing years of the seventeenth century, these commodities were being produced for the market even at that early date. Where were they being produced, and how?

Dr. Quiason's study touches but lightly on these questions, or not at all. Perhaps it is too much to ask that it should; any one of them could well provide the problem for a separate monograph. As it is, the contribution that Dr. Quiason does make to our knowledge of the period and the subject is of such originality and value as to put all who are interested in the economic history of the Philippines considerably in his debt.

H. DE LA COSTA

## DEVELOPMENTS IN UNIVERSITY MANAGEMENT

### THE MANAGERIAL REVOLUTION IN HIGHER EDUCATION.

By Francis E. Rourke and Glenn E. Brooks. Baltimore: The Johns Hopkins Press, 1966. 177 pp.

The authors base their study of changes in the administration of colleges and universities on the responses from over 300 colleges and universities to four questionnaires as well as on 209 personal interviews conducted at 33 colleges, universities and central governing boards in sixteen states.

With the increasing cost of public higher education in the United States, state legislatures have begun to exercise greater surveillance over expenditures for higher education. This surveillance in turn has "led to the introduction of a wide range of restraints upon the administration of state colleges and universities." Though this trend has been deplored, it has forced state colleges and universities to give more attention to the efficiency of their internal operations than they had in the past. This increased concern for efficiency of operation has triggered off what the authors of the volume have referred to as the "managerial revolution in higher education." The authors used the word 'revolution' advisedly since the growing commitment to automation represents a strong break with the past. In place of the casual methods of management traditional in academic circles, there is a growing commitment to data-gathering and research as the basis of policy making. In the process the computer has become the symbol of the managerial revolution.

More and more universities are turning to the use of computers for administrative purposes. The smoothness of transition, however, varies. In some institutions faculty tend to suspect quantitative data and feel that administration places too much emphasis on such data even when the data available is inaccurate or misleading. There is also the fear that qualitative criteria will be displaced. Again the computer can measure efficiency—the capacity to achieve results with a given expenditure of resources—but it cannot measure effectiveness, i.e. the degree of success an organization enjoys in doing what it is trying to do.

In institutions where computers are not under the control of central administration, administrators tend to feel that reports fed to them are restricted and that they are unable to exercise sufficient control on the flow of information. In general, however, the computer is being accepted more and more as a valuable tool for administrative efficiency. The authors feel that the openness of administrators in making the results of institutional research available to all interested parties within the University will do a great deal to hasten the acceptance of computerized research in university administration.

The authors do not share the fear expressed by some that the computer will usher in an age of unimaginative administration. On the contrary, they feel that, as the computer takes over more of the tasks of routine administration, top level administrators will be able to devote more time to planning, to anticipating change and to personnel. This will mean that personal qualities and the capacity of judgment will become more important than sheer technical ability for administrative leadership in higher education.

The authors do not deny that the computer has to a large extent become the symbol of impersonality in the handling of students. Yet, they point out that it is a symbol and not the cause of such depersonalization. The real cause, as they see it, is "the growing size of the student population and the sense that the individual student thereby acquires of being a part of a faceless mass of humanity on campus." The computer is a tool for dealing with the problem of size. As such, it can reinforce the sense of impersonality but it certainly need not do so.

The fact that the growth and complexity of higher education and the increased desire on the part of state legislatures to control expenditures have forced a modernization of university administration should not be surprising. The problem for the university is how in achieving efficiency can increased administrative power be controlled. As the authors indicate "throughout modern society, there has been a trend toward the growth of executive power resulting from the increasing need for speed of decision and continuity of attention to the critical

problems on the agenda of all organizations. College and university faculties must come to terms with this trend by creating and delegating authority to committees and individuals empowered to represent the faculty point of view in the on-going business of a university. If a faculty is to be influential in the affairs of a university, it must be able to decide as well as to deliberate and faculties today are not as well organized for decision and action as they are for deliberation."

A revolution, therefore, in university management calls for a revolution in the academic sphere as well. Faculties can no longer "put themselves in the indispensable position of being willing neither to assume the burden of guiding a university's academic development nor of conceding to others the right to do so. "The authors conclude that the most effective response by the faculty to the bureaucratization of the university today may well be the development of its own academic civil service, which will reflect faculty rather than academic points of view in the management of the university."

In the interest of the development of higher education, it is no longer feasible for faculties to resist all efforts at managerial efficiency. The best solution would seem to be a realistic recognition of the need for efficiency and the development of mechanisms for dealing with it.

The problems posed by the authors are not pressing ones as yet on the Philippine scene. However, for those who wish to keep abreast of current developments in education, this book is well worth reading. Though the study itself focuses on the American scene, Appendix C gives an excellent picture of the problems and developments in higher education in other areas of the world.

JOHN F. DOHERTY, S.J.

## ON THE PEOPLES OF THE MOUNTAIN PROVINCE

ON THE CORDILLERA: A Look at the Peoples and Cultures of the Mountain Province. By William Henry Scott. Manila: MCS Enterprises, Inc., 1966. 342 pp.

*On the Cordillera* is a collection of seventeen articles written over a ten-year period, some intended for scientific journals, and some, for the popular press. Hence, the reader should not seek in this book a systematic exposé of the various cultural aspects of the Mountain peoples framed in accordance with a fixed plan.

Most of the studies made by the author deal with specific cultural traits of the Igorots of Sagada, where Scott served as principal of St.