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ABSTRACT

Progress in the 10 years since the doctoral program in higher education was begun at the University of Georgia and events during the academic year 1978-1979 are reported. Differences between expectations and realities of the program are discussed and the future of higher education is seen as uncertain and challenging. Staff assignments are detailed and adjustments in courses are explained, such as recognition that the course Academic Programs and Instruction is really two courses in one. Internship requirements and cooperative service arrangements are identified. Brief descriptions of the fall seminar for college teachers, the law conference, and invited lectures are provided. The participants of the Faculty Development in Georgia program, which grants assistantships to faculty members of Georgia colleges to pursue graduate work, are listed. The History of Higher Education project is explained and the affiliation of a postdoctoral associate is related. A list of 44 papers and research articles is appended. (PHR)

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THE CARE AND FEEDING OF FUTURES

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Annual Report for 1978-1979

INSTITUTE OF HIGHER EDUCATION
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA

HE 011234

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STAFF
INSTITUTE OF HIGHER EDUCATION

Cameron Fincher, Professor and Director
Ph.D., Ohio State University, 1956

Daniel J. Sorrells, Professor
Ed.D., Michigan State University, 1951

D. Parker Young, Professor
Ed.D., University of Georgia, 1968

Bill D. Feltner, Associate Professor
Ed.D., University of Tennessee, 1963

Joseph C. Hammock (part-time)
Ph.D., University of Tennessee, 1953

Thomas G. Dyer
Ph.D., University of Georgia, 1975
(appointment in Department of History for 1978-1979)

THE CARE AND FEEDING OF FUTURES:
ANNUAL REPORT 1978-1979

In 1969 when the doctoral program in higher education was begun, 1979 was the future. Like most new programs, the doctoral program in higher education was believed to have many attractive and innovative features. But like other innovative efforts the program was based on several assumptions that have not held up as the future has become the present.

Since the program was strictly a doctoral program with no course work at the master's level, it was assumed that students would be recruited and selected from the traditional academic disciplines. In particular, the behavioral and social sciences were thought especially relevant for the study of higher education and brilliant, ambitious students were envisioned who had taken their master's work in economics, sociology, psychology, or political science. These students would maintain contact with their academic discipline by taking at least 20 hours in that field at the doctoral level. This requirement was never called a minor or related field but assumptions made in 1969 concerned the option of returning to that discipline if they would so choose.

Alas, those of us planning the programs had to learn that freshly-minted doctorates seldom return to anything -- much more a teaching field they have left. Twenty

hours in a traditional academic discipline was not sufficient to maintain professional identity and no benefits in faculty status, salary, or work assignments accrued from an additional 20 hours when the doctorate's area of concentration was in another field. For better or worse, graduates of the program were identified with higher education and became beneficiaries or victims of whatever that identification incurred.

A few assumptions were made without putting foot-in-mouth. Those of us involved in the program agreed that no effort would be made to duplicate ourselves. We did not see our students as future professors of higher education but as generalists who should be able to fit into a large number of administrative or professional slots in two-year or four-year colleges. Although the first graduate of the program has recently become Associate Professor of Higher Education at the University of Louisville, he has done so on the basis of his professional experience since graduation and not as the result of initiation rites conducted during his doctoral program.

Smallness was a necessary assumption concerning the program -- not because we were convinced outsiders would equate smallness with quality but because other duties and functions of the Institute of Higher Education implied that only a student/faculty ratio of two or three to one would be feasible. An initial desire was

to avoid conditions or requirements that would string the program out and result in a coterie of ABDs.

Students were continuously "advised" that the best reason for having an earned doctorate was not having to explain why they didn't have one.

Several colleagues on the University of Georgia campus breathed easier when convinced that the program had no delusions about training university administrators. Assurances were given that any mystique associated with university administration would not be breached -- and the same colleagues readily recognized the need to train administrators for two-year and four-year colleges. The truth is that our early thinking did not involve administration in any exclusive sense. We euphemized, perhaps shamefully, by disavowing any intent to train administrators as such or specialists of any kind but adding that we expected our graduates to gravitate toward positions of leadership.

One or two assumptions held up better than anticipated. The requirement of a full-time internship for one quarter proved quite early to be a successful component of the doctoral program and no little pleasure has been found in the commendable cooperation given by administrators on other campuses. The candor with which students have been received and the openness of administrative styles in many instances has made the internship a definite benefit to students.

Disappointments in the overall effectiveness of the doctoral program have been unavoidable, however, and modifications have been made as time and circumstances seem to dictate. It was necessary to forego prerequisites for the separate courses in the program because the courses lacked the continuity or logical sequence originally assumed. If the courses did not serve hierarchical structures or linear progressions in substance and content, they surely did not serve student schedules and availability. Despite an early expectation that students would complete the program in a two-year period, students simply did not enter in the fall and graduate in the spring two years later.

The most conspicuous, and perhaps painful, disappointment concerns the dissertations written by the students. The rationale developed for the dissertation was quite explicit and, we thought, internally consistent. The Ed.D. conferred upon successful completion of the program was clearly designated as a professional degree and neither idealism nor false expectations were raised in the form of "original contributions to knowledge." Students were told from the beginning that four criteria would be applied in judging the merits of their dissertations. Students were expected to: (1) select or identify a problem or issue worthy of investigation, (2) devise or choose a methodology suitable for the

problem and within the student's intellectual and financial capabilities, (3) carry out or conduct the study or investigation, and (4) write the study in a reasonably literate fashion that would be acceptable to the Graduate School.

The criteria have crumbled in various ways for the program's 24 graduates. Many of them agonized ever so slightly over the identification of a researchable problem but some almost made a career of it. Others had little difficulty in picking a problem or a method of inquiry but then fell into something resembling a conative stupor when it came to execution. At least two students cleared the first three criteria with the grace and ease of a high hurdles runner only to suffer severe cases of amnesic literacy in writing the dissertation. Whatever continuity of thought might be, it was impossible to find in adjacent sentences.

Continued contact with our graduates has assured us that our expectations for their scholarship were not unrealistic -- but often unrealized. Like other professionals in mid-career, we have perhaps remembered our own doctoral programs with some embellishment but such confessions are unlikely to help students who are reluctant researchers or scholars. Our students willing, we would continue to defend the requirement of a doctoral dissertation as a demonstration of research tools and

as a much-needed preparation for the critical use of research findings in the future. We have not pretended that all administrative decisions are research-based, but we do believe an understanding and appreciation of research is essential to intelligent administration. Despite the appealing possibilities of alternatives to the dissertation, there are reasons to believe that most graduate students can still benefit from the requirements of a dissertation at the doctoral level.

The immediate future of our early graduates was not as unpleasant as it might have been. Our first graduates completed their programs in the early 1970s but did not experience the difficulties in finding suitable employment that some new doctorates did. Only once in that unfavorable period did a student come closer to having a degree than he did to having a job. The admissions requirement that the students have work experience on a college campus or in an educational agency is most likely the reason for not having more placement difficulties at that time. Our original thinking that the doctoral program could serve best those who were already "in harness" proved wiser than we should accept credit for.

Ten years' experience with the doctoral program in higher education suggests that we are now ready to begin. There are awesome responsibilities that come with graduate

education at any level -- and the responsibilities connected with a doctoral program in higher education still impress some of us as intimidating. Although we quickly disabused students of any notion that the program was a steppingstone to a college presidency, there was a responsibility to the student's future that could not be carried lightly. The future did not look bright in the summer of 1969 and it looked even worse in the spring of 1970. In the summer of 1979 the decade of the 1970s is apparently passing with full intentions of leaving all its problems, issues, and concerns to the 1980s. The future of higher education thus remains what it has been -- uncertain and challenging.

THE PROFESSIONAL STAFF

The Institute staff in 1978-1979 consisted of four full-time faculty members and one on a joint appointment with the Department of Psychology. Instruction in the doctoral program was the dominant concern for most staff members while the public service and research commitments varied according to staff competencies and interests. All staff members served on doctoral committees and various faculty committees for the College of Education. Involvement in University committee work was particularly heavy during the year but several commitments were concluded in good order and with a noticeable sense of relief.

As in previous years, teaching assignments consisted primarily of the six courses required of all graduate students in higher education and one course on the two-year college that is offered as either an elective to higher education majors or as a service course to students in other doctoral programs. Specific assignments were as follows:

- | | |
|------------------------|--|
| Dr. Daniel J. Sorrells | -- Development and Scope of Higher Education |
| | -- Critical Issues and Problems |
| Dr. Bill D. Feltner | -- Organization and Governance |
| | -- Financial Aspects |
| Dr. D. Parker Young | -- The Law and Higher Education |
| | -- The Two-Year College |
| Dr. Joseph Hammock | -- Academic Programs and Instruction |

DOCTORAL PROGRAM IN HIGHER EDUCATION

Several experiences during the year brought appreciable conviction that while the division of course content has served most students well, there is a need for certain adjustments or modifications in the courses offered and in the academic credit given. Academic Programs and Instruction, for example, has long carried a heavy content load and has long been recognized as two courses in one. In much the same manner, there was an increasing recognition that course offerings within the doctoral program should be expanded and should meet

more directly some of the inservice instructional needs of junior or non-academic staff members within the University at large. Seminars, applied projects, and informal consultation have met some inservice needs but do not substitute adequately in many cases for formal coursework.

The doctoral program in higher education now has a total of 24 graduates, with three additional graduates expected in August. Students completing their degrees in 1978-1979 and the titles of their dissertations are:

Swann, Claire Cochran
AN EDUCATIONAL AND OCCUPATIONAL STUDY OF 1971
CERTIFICATE OF MERIT WOMEN. Doctoral Dissertation,
University of Georgia, 1978.

Lockyer, Lois Hutsell
PATTERNS OF LOWER-DIVISION CURRICULUM AT THE
UNIVERSITY OF GEORGIA. Doctoral Dissertation,
University of Georgia, 1979.

DOCTORAL INTERNSHIPS (Daniel J. Sorrells)

Students in the doctoral program are required to complete an internship with a college, university, or non-campus educational organization during one quarter of their academic program. At the present time, 20 institutions or organizations have been involved with one or more interns having been assigned to that institution over the past nine years.

Alabama Commission on
Higher Education
Montgomery, Alabama (2)

DeKalb Community College
Clarkston, Georgia (5)

American Association of State Colleges and Universities (AASCU), Washington, D.C. (1)	Gainesville Junior College Gainesville, Georgia (6)
Armstrong State College Savannah, Georgia (2)	Georgia State University Atlanta, Georgia (2)
Atlanta Junior College Atlanta, Georgia (1)	Kennesaw College Marietta, Georgia (2)
Augusta College Augusta, Georgia (2)	Mars Hill College Mars Hill, North Carolina (5)
Brenau College Gainesville, Georgia (3)	Northeastern State College Tahlequah, Oklahoma (1)
Brunswick Junior College Brunswick, Georgia (3)	Santa Fe Junior College Gainesville, Florida (1)
Carson-Newman College Jefferson City, Tennessee (1)	University of Alabama Tuscaloosa, Alabama (1)
Clayton Junior College Morrow, Georgia (2)	University of Texas Austin, Texas (1)
College Entrance Examination Board, Southeastern Region Atlanta, Georgia (2)	Western Carolina University Cullowhee, North Carolina (1)

COOPERATIVE SERVICES

As part of its cooperative arrangements with other institutions, the Institute staff continued to work closely with two-year and four-year colleges in the organization and implementation of Title III projects for developing colleges. A significant service rendered in this respect was the planning and direction of several workshops and seminars on the campuses of other institutions:

Spartanburg Methodist College

On July 21-22, the Institute held a seminar on administrative effectiveness for the President

and Administrative Council of Spartanburg Methodist College. This seminar was held at the Georgia Center for Continuing Education and included presentations by Drs. Parker Young and Bill Feltner. The outside consultant for the workshop was:

Dr. William D. Hitt
Project Manager for Education
Battelle Center for Improved Education
Columbus, Ohio

A faculty workshop was held for the Spartanburg Methodist Faculty on August 23-24. This workshop was held on the Spartanburg Methodist campus and the outside consultant for the workshop was:

Janice Fry, Director
Performance Funding Project
Volunteer State Community College
Gallatin, Tennessee

South Georgia College

On September 13-15 and September 26th, the Institute assisted South Georgia College in its fourth annual faculty workshop under an AID grant. The workshop dealt with "Retention and Recruitment of the Traditional and Non-Traditional Student" and involved consulting services by:

Dr. Marilyn Beck
Dean of Academic Affairs
Lurleen Wallace State Community
College

Dr. Laban Peachey
President
Hesston College

Armstrong State College

A workshop on "Title III Activities and Evaluation: Processes, Procedures, and Programs" was conducted by the Institute on November 2nd at Armstrong State College. The workshop was planned and coordinated by Dr. Bill Feltner and involved as an outside consultant:

Dr. Gary Stock
Assistant Professor of Education
University of Alabama

A second workshop was conducted for the administrators and faculty of Armstrong State on April 27-28, 1979. This workshop dealt with basic concepts and principles of planning and stressed the importance of team development for planning purposes. The outside consultant was:

Dr. William D. Hitt
Project Manager for Education
Battelle Center for Improved
Education
Columbus, Ohio

Mars Hill College

On November 20th and December 1st, the Institute coordinated an administrative workshop at Mars

Hill College. The theme developed for the workshop was "Maintaining a Sense of Community in the Planning Process." Dr. Bill Feltner represented the Institute in the planning and organization of the workshop and participated in the workshop with:

Dr. Grover J. Andrews
Associate Executive Secretary
Commission on Colleges
Southern Association of Schools
and Colleges

Dr. Donald J. Rippey
Professor
Educational Administration
University of Texas at Austin

FALL SEMINAR FOR COLLEGE TEACHERS (Joseph Hammock)

Under partial support from Title III funds, a seminar on "Curricular Change and College Instruction" was provided for faculty in two-year and four-year colleges. This seminar was held on November 19, 1978 at the Athens History Village. In addition to the Institute staff, the program participants and their topics were as follows:

Dr. Mario Goglia
Vice Chancellor
Board of Regents
"Core Curricula in the University
of Georgia"

Dr. Richard L. Hoffman
Vice President for Academic Affairs
Mars Hill College
"The Curriculum and Competency-Based
Instruction"

Dr. Henry G. Macintosh
Secretary to the Board
Southern Regional Examinations
Board, Southampton, England
"The Open Curriculum"

LAW CONFERENCE (Parker Young)

The Institute, in cooperation with the Georgia Center for Continuing Education, sponsored on July 31-August 1, 1978 its annual conference on "Higher Education: The Law and Institutional Challenges." The purpose of the conference was to discuss judicial decisions and trends and their implications for academic decision-making. This conference was attended by approximately 127 persons representing 72 institutions. Outside speakers for the conference were:

Dr. Estelle Fishbein
University Attorney
Johns Hopkins University

Dr. Donald D. Gehring
Dean of Student Development
Mars Hill College

Dr. Marion A. McGhehey
Executive Secretary
NOLPE

Dr. Paul E. Skidmore
University Counsel
University of Alabama

Ms. Susan Fratkins
Director of Special Projects
National Association of State Universities
and Land-Grant Colleges

INVITED LECTURES

In addition to its workshops and seminars, the Institute sponsored two invited lectures on the University of Georgia campus. The speakers and their topics were:

Dr. Harry Downs
President
Clayton Junior College
"The Research Needs of the Two-Year
College"

Dr. Grady Bogue
Associate Director of Academic
Affairs
Tennessee Higher Education
Commission
"Performance Budgeting"

FACULTY DEVELOPMENT IN GEORGIA

Other service activities of the Institute include the Faculty Development in Georgia program whereby 10 faculty members of Georgia colleges were granted assistantships to pursue graduate work at the University of Georgia. In addition to a full course load in their respective fields, participants were required to attend a weekly seminar in higher education conducted by the IHE staff. Participants for 1978-1979 were:

Charles Bressler
English
Toccoa Falls College

James Dawson
Home Economics
Floyd Junior College

Reuben Kesler
Math Education
Paine College

Stanley Carpenter
Counseling
Oglethorpe University

Jane England
History
Reinhardt College

Maureen Killeen
Home Economics
Medical College of Georgia

Thomas Nunnally
English
Gainesville Junior College

Leon M. Pirkle
Higher Education
Brewton-Parker College

Louise Rice
Reading
Paine College

Alice Stalker
Reading
Atlanta Junior College

HISTORY OF HIGHER EDUCATION (Thomas Dyer)

This Institute project involves the research and writing of a comprehensive book-length history of higher education in Georgia, the first such study for a southern state. Research has been conducted in numerous archives throughout Georgia, the Southeast and in Washington, D.C., in an effort to explain within broad historical contexts the development of the state's public and private institutions of higher learning. The project's principal book-length manuscript is expected to be published in the near future.

POSTDOCTORAL WORK

During the 1978-1979 year, Dr. Sonia Maria Grego Veiga was affiliated with the Institute as a Postdoctoral Associate. Dr. Veiga is on leave from the Instituto Basico de Biologia Medica e Agricola in Botucatu, Brazil. She has spent the year working with Dr. Joseph Hammock and other professionals in educational development at the Medical College of Georgia in the development of performance-based instructional methods for medical school faculties.

PUBLICATIONS AND RESEARCH

Fincher, Cameron. "Curricular Reform for the 1980s."
IHE NEWSLETTER, Institute of Higher Education,
University of Georgia, September 1978.

"On the Study of Cost Studies." RESEARCH
IN HIGHER EDUCATION, 1978, 9, 93-96.

"Why PPBS Wouldn't Work." RESEARCH IN
HIGHER EDUCATION, 1978, 9, 277-280.

"Program Monitoring in Higher Education."
In Donald L. Grant (Issue Editor) PERIODIC MONITORING
OF PROGRAMS. New Directions in Program Evaluation
Series. San Francisco: Jossey-Bass, 1978.

"The Importance of Criteria for Institu-
tional Goals." In Robert H. Fenske (Issue Editor)
USING GOALS IN RESEARCH AND PLANNING. San Francisco:
Jossey-Bass, 1978.

"Economic and Sociological Studies of
Educational Effects." EDUCATIONAL FORUM, 1979, 43,
139-151.

"On Professional Meetings and Publication:"
RESEARCH IN HIGHER EDUCATION, 1979, 10, 3-9.

"What are Basics and Why the Concern?"
IHE NEWSLETTER, Institute of Higher Education,
University of Georgia, April 1979.

"Review of POLICY MAKING AND EFFECTIVE
LEADERSHIP by J. Victor Baldrige, David V. Curtis,
George Ecker, and Gary L. Riley." JOURNAL OF HIGHER
EDUCATION, (in press).

"Beyond Bakke: The Positive Benefits
of Testing." COLLEGE BOARD REVIEW, (in press).

"Admission Policies and Academic Standards."
COLLEGE AND UNIVERSITY, (in press).

(Papers Presented at National or Regional Conferences)

"Beyond Bakke: The Positive Benefits
of Testing." Invitational Regional Seminar Sponsored
by the Education Commission of the States, the Aspen
Institute, and the Southern Regional Education Board
in New Orleans, October 19, 1978.

"Policy Reform in Higher Education."
Annual Convention of the American Education Studies
Association in Washington, D.C., November 1-4, 1978.

Young, D. Parker (Ed.). THE YEARBOOK OF HIGHER EDUCATION
LAW, 1978. Topeka: National Organization on Legal
Problems of Education, 1978.

(Ed.). HIGHER EDUCATION: THE LAW AND
INSTITUTIONAL CHALLENGES. Institute of Higher Educa-
tion and Georgia Center for Continuing Education,
University of Georgia, 1978.

(with Donald D. Gehring). "Students."
In THE YEARBOOK OF HIGHER EDUCATION LAW. Topeka:
National Organization on Legal Problems of Education,
1978.

"Student Personnel Staff Liability."
In THE LEGAL FOUNDATIONS OF STUDENT PERSONNEL SERVICES
IN HIGHER EDUCATION. Washington: American College
Personnel Association, 1978.

"Briefs with Commentary." THE COLLEGE
STUDENT AND THE COURTS, 1978. 5(3), 289-298; 5(4),
299-311; 6(1), 313-321. 1979: 6(2), 323-331.

"Briefs with Commentary." THE SCHOOL
STUDENT AND THE COURTS. 1978: 4(2), 193-206; 4(3),
207-222; 4(4), 223-232. 1979: 5(1), 233-251.

"Briefs with Commentary." THE COLLEGE
ADMINISTRATOR AND THE COURTS. 1978: 1(1), 1-10;
1(2), 11-21; 1(3), 23-24. 1979: 1(4), 35-45.

"Review and Analysis." SCHOOL LAW
REPORTER. 1978: 19(2), 1-20; 19(3), 1-15; 19(4),
1-21; 19(5), 1-8; 19(6), 1-8.

"Column." NATIONAL ASSOCIATION OF
ACADEMIC AFFAIRS ADMINISTRATORS NEWSLETTER. 1978:
3(3).

(Papers or Major Speeches Presented at Professional
Meetings)

(Keynote Address) "Student Issues in
Higher Education." National Organization on Legal
Problems of Education Seminar, Orlando, Florida,
June 1978.

"The Legal Aspects of Academic Affairs in Higher Education." National Organization of Legal Problems of Education Seminars, Orlando, Florida, June 1978.

"Influence of Court Decisions on Academic Administration." Summer Seminar of Academic Administration at Texas A & M University, Moody Campus at Galveston, July 1978.

"Substantive Due Process." Annual Conference of Academic and Student Personnel Deans and Vice Presidents, University System of Georgia, July 1978.

"The Impact of the Courts on Student Personnel Administrators." Pennsylvania Association of Student Personnel Administrators Annual Conference, State College, Pennsylvania, October 1978.

"The Law and the Academic Affairs Administrator." Academic Affairs Administrators Southern Region Annual Conference, University of Texas, Austin, Texas, November 1978.

"Student Legal Rights and Responsibilities." Speaker Series Program, The Citadel, Charleston, South Carolina, November 1978.

"Academic Concerns and Legal Liabilities of the College Administration." Alabama Junior and Community College Presidents Council and Alabama Junior and Community College Academic Deans Association Joint Meeting, Birmingham, Alabama, January 1979.

(Keynote Address) "Current Student Issues in Higher Education." National Organization on Legal Problems of Education Seminar, Manchester, New Hampshire, October 1978.

"Current Legal Issues Concerning Academic Affairs in Higher Education." National Organization on Legal Problems of Education Seminar, Manchester, New Hampshire, October 1978.

"The Law, The Courts, and Us." Louisiana Association of Collegiate Registrars and Admissions Officers Annual Convention, Hammond, Louisiana, October 1978.

Feltner, Bill D. EDUCATION ADMINISTRATION ABSTRACTS.
1978, 13(1): Fifteen abstracts of professional
journal articles concerning higher education topics
such as curriculum, admissions, affirmative action
and state education commissions.

EDUCATIONAL ADMINISTRATION ABSTRACTS.
1978: 13(2): Seventeen abstracts of professional
journal articles concerning higher education topics
such as finance, governance, personnel management
and faculty development.

EDUCATIONAL ADMINISTRATION ABSTRACTS.
(in press): Twenty-eight abstracts of professional
journal articles concerning higher education topics
such as administrative leadership, curriculum,
organization, economics and governance.

(Papers Presented at Professional Meetings)

Feltner, Bill D. "The Role of a Chapter President: Some
Highlights of Another Era." Phi Delta Kappa Conference,
The University of Tennessee, Knoxville, Tennessee,
May 17, 1978.

Dyer, Thomas G. DEAR JENNIE: THE DIARIES AND LETTERS
OF A GEORGIA TEACHER, 1850-1885. (Book-length
manuscript under consideration by University of
Georgia Press).

"The Klan on Campus: C. Lewis Fowler
and Lanier University." SOUTH ATLANTIC QUARTERLY,
Autumn 1978, 453-569.

"Emory University." ENCYCLOPEDIA OF
SOUTHERN HISTORY. Baton Rouge: L.S.U. Press, 1979.

"Lanier University." ENCYCLOPEDIA OF
SOUTHERN HISTORY. Baton Rouge: L.S.U. Press, 1979.

THEODORE ROOSEVELT AND THE IDEA OF RACE.
Baton Rouge: Louisiana State University Press, (in
press).

(Paper Presented at Professional Meeting)

"Environmental Protection or Economic
Progress: Georgia and the Tennessee Copper Companies,
1903-1975." Organization of American Historians, New
Orleans, 1979.