

OE-53002
Bulletin 1960
No. 7

**Administration of
HIGHER EDUCATION**
An Annotated Bibliography

WALTER CROSBY EELLS, *Consultant*
Division of Higher Education
and

ERNEST V. HOLLIS, *Director*
College and University Administration Branch
Division of Higher Education

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Arthur S. Flemming
Secretary

Office of Education
Lawrence G. Derthick
Commissioner

U. S. DEPOSITORY COPY

DO NOT DISCARD

111
A6 1228732

1960

7-13

Foreword

PROFESSIONAL LITERATURE on American higher education is vast and varied. Bibliographic items on college and university administration alone indicate that perhaps twenty thousand books, pamphlets, and magazine articles have appeared in print since 1950.

Because the range and quality of the literature on university administration are so great, the staff of the Division of Higher Education found it necessary to develop for its own use the selected and annotated bibliography published herewith. It is a basic list of 2,708 items that, except for a few dozen relatively ageless general references, appeared in print between 1950 and midsummer 1959.

The bibliography is not intended to meet the specialized reference needs of deans, registrars, business officers, or directors of faculty and student personnel services, but it is hoped that it will prove a convenient aid to busy executives and students of higher education administration.

The idea for producing and publishing the bibliography was Dr. Hollis'. He has, with the help of W. R. Bokelman, R. E. Ifert, and S. V. Martorana, section chiefs in the College and University Administration Branch of the Division, guided the project to publication.

For the highly professional and arduous task of selecting, annotating, and otherwise preparing the items to be included in the bibliography, we are indebted to Dr. Walter Crosby Eells, a nationally known scholar in the field of higher education. Prior to his retirement, Dr. Eells was Professor of Education at Stanford University and later Executive Secretary of the American Association of Junior Colleges. Aside from his valuable service as a part-time consultant to the Division of Higher Education, Dr. Eells is actively engaged in free lance writing and in bibliographic work for such organizations as the National Education Association and the Southern Regional Education Board.

HOMER D. BABBIDGE, JR.,
Assistant Commissioner for Higher Education.

Contents

	Number	Page
FOREWORD.....		iii
INTRODUCTION.....		1
PERIODICALS CITED.....		10
I. GENERAL AND REFERENCE.....	1	17
1. Reference Works.....	1	17
2. History of Higher Education.....	35	21
3. Accreditation.....	134	32
4. Surveys: State and National.....	182	38
5. Composite Works.....	248	48
II. FUNCTIONS AND ORGANIZATION.....	300	57
1. General.....	300	57
2. Legal Status.....	420	72
3. Publicly Controlled Institutions.....	449	76
4. Privately Controlled Institutions.....	476	80
5. Professional Schools.....	511	85
6. Junior Colleges.....	547	89
7. Women's Institutions.....	597	95
8. Negro Institutions.....	625	99
III. FEDERAL RELATIONS.....	636	101
IV. REGIONAL ORGANIZATIONS.....	683	107
V. STATEWIDE ADMINISTRATION.....	702	109
VI. INSTITUTIONAL BOARDS OF CONTROL.....	729	113
VII. OFFICERS OF ADMINISTRATION.....	766	118
1. Presidents.....	766	118
2. Deans.....	850	129
3. Registrars and Admissions Officers.....	871	131
4. Business Officers.....	882	133

VII. OFFICERS OF ADMINISTRATION—Continued		
	Number	Page
5. Librarians	905	135
6. Personnel Officers	924	137
7. Other Officers	946	140
VIII. ADMINISTRATION OF FACULTY		
1. General	953	142
2. Faculty Participation in Administration	1002	149
3. Recruitment and Appointment	1037	154
4. Qualifications	1121	165
5. Status	1278	185
6. Working Conditions	1441	205
IX. ADMINISTRATION OF STUDENTS		
1. General	1572	223
2. Recruitment and Admission	1601	227
3. Orientation and Counseling	1666	234
4. Mortality and Success	1748	246
5. Living Conditions	1842	258
6. Student Activities	1872	261
7. Costs to Students	1960	273
X. ADMINISTRATION OF CURRICULUM AND INSTRUCTION		
1. General	2005	279
2. Associate Degree Programs	2055	285
3. Baccalaureate Degree Programs	2081	289
4. Graduate Programs	2172	300
5. Professional School Programs	2279	314
6. Instructional Methods	2311	318
7. Evaluation	2329	322
XI. ADMINISTRATION OF LIBRARY		
	2348	325
XII. ADMINISTRATION OF BUSINESS AND FINANCE		
1. General	2394	331
2. Accounting	2437	337
3. Income	2447	338
4. Expenditures	2491	344
5. Auxiliary Enterprises	2495	345
6. Endowment and Investments	2502	346
7. Staff Welfare and Benefits	2512	347
8. Physical Plant	2519	348
9. Cost and Use Analysis	2561	353
10. Sponsored Research	2571	354

CONTENTS

vii

	Number	Page
XIII. ADMINISTRATION OF PUBLIC RELATIONS AND DEVELOPMENT	2585	357
1. General	2585	357
2. Alumni Relations	2644	363
3. Publications	2658	365
4. Financial Campaigns	2682	368
INDEX		371

ADMINISTRATION OF HIGHER EDUCATION

An Annotated Bibliography

SAMUEL JOHNSON, of dictionary fame, is credited with the observation that "Knowledge is of two kinds: We know a subject ourselves, or we know where we can find information upon it." This bibliography is an example of the second kind of knowledge mentioned by the distinguished eighteenth century lexicographer. It is designed to aid in finding information on the organization and administration of higher education in the United States which has appeared since 1950. It is published to make such information conveniently available for the busy college or university executive who may lack the time or the facilities for locating the item for himself.

Such a guide would have value under any circumstances, but it is particularly timely today in view of the many and difficult problems which higher education is now facing. It has been shown repeatedly in the past few years that the number of students seeking admission is likely to double within a decade or less. In the wake of this rising tide of students will flow problems of increases in staff, in curricular offerings, in classroom and residence facilities, and most of all in financial resources to meet these inevitable increases. Those chiefly responsible for planning to meet the governing and management problems in the field of higher education, be they legislators, trustees, or administrators, need to know what their colleagues have been thinking and doing.

Hundreds of books and thousands of articles about the problems of higher education in the United States have been published and the flow of them seems to have been accelerated during the past decade. They have been written by hundreds of authors—college presidents, trustees, faculty members, legislators, businessmen, and others. They have been published in hundreds of periodicals, both lay and professional. They vary greatly in value and significance. It is evident, therefore, that there is a distinct place for a selective, annotated, recent bibliography on the administration of higher education which

will enable students and practitioners of this vital field to find their way more intelligently and quickly through the mass of available material.

CRITERIA FOR SELECTION

This is not a comprehensive or complete bibliography—it is highly selective. To attempt to cover all of the material which has been published in this broad field would defeat its own purpose. Therefore, it is selective—chronologically, topically, and qualitatively. It contains pertinent information on 2,708 numbered entries, although many of them include several related publications under a single entry.

Chronologically, except for a few items (about one percent of the total number), all publications listed have appeared in 1950 or later years through the summer of 1959. Frequent references are given, however, to published bibliographies on special topics, listing important publications prior to 1950.

Topically, the volume covers most of the major phases of college and university administration, as may be judged by an examination of the table of contents. Certain topics, however, have been deliberately excluded or severely limited. The subject of academic freedom is one such subject, except for a few titles. According to the *Education Index*, more than 400 books and articles on this subject have been published since 1950, and thus it would warrant a separate bibliography in itself to cover even the administrative aspects of it adequately. The numerous publications regarding the administration of higher education in foreign countries have also been excluded, although admittedly much might be learned from the experience and judgments of leaders in higher education in countries other than our own. Little attention has been given to particular content fields, such as philosophy, languages, mathematics or sociology. Little attention also has been given to the very important subject of methods of college teaching because another bibliography recently compiled by Dr. Eells contains more than 1,500 references in this field for the years from 1945 to 1958. (See entry No. 10, and explanatory note immediately preceding No. 2,311, p. 319.)

Qualitatively, the general criterion of selection that has been kept constantly in mind is indicated by the question: Would this book or article probably be of value to the average college or university president? In applying this criterion, most specialized publications in the fields of business management, library administration, counseling techniques, or the work of the registrar's office have been excluded.

The college president, of course, needs to know something of the general principles involved in the conduct of the above fields, but he

should not be expected to be familiar with all the many working details involved in them nor in the published literature relating to them. The actual attempt to apply this criterion, however, even with the indicated exclusions, has been beset with many and constant difficulties of definition and judgment. For example, what are the interests, values, and problems of the *average* college president? Should one have in mind the president of a large State university, a small liberal arts college, a private junior college, or a specialized military, theological, or technological institution? Should one have in mind the experienced college president or the neophyte facing puzzling problems of organization and administration for the first time? Should one consider primarily the administrator of a university having a complex organization, with many deans of constituent schools and colleges, to whom much administrative responsibility is and should be delegated, or the head of a small college who necessarily must keep his own hands more directly on many phases of administration?

These few questions, and a score of others which might be asked, are sufficient to show that the concept of the *average* college president is deceptive and difficult as a practical criterion for choice of useful material. An effort has been made, therefore, to meet as far as possible the great varieties of needs of the great variety of college presidents and of their chief administrative assistants.

Of more than 10,000 published items on the administration of higher education during the last decade which might have been included,¹ 2,708 have been selected, classified, annotated, cross-referenced, and indexed in the effort to make them most useful to busy college or university executives. As far as possible, for any controversial topic, articles have been selected which represent various points of view, often differing vigorously, sometimes even violently.

TOPICAL CLASSIFICATION

The total area of administration of higher education has been divided into 13 main fields with 54 subdivisions. These are shown in the table of contents. The following tabulation shows the number and percentage of titles classified in each of these 13 main fields.

¹ This is not bibliographic hyperbole, as shown by consideration of a few specific facts regarding very limited phases of the general field. Covering a 3½-year period, 1951-1954, more than 1,100 references have been given for the field of college and university business administration alone (see No. 2399). For the 2-year period 1951-1953, more than 600 titles have been listed on general education (see No. 2106). For 2 years only, 1957-1958, 540 titles have been listed on methods of college teaching (see No. 10). On the higher education of women, over 250 titles were listed in 1959 (see No. 608). More than 500 titles on accreditation were listed in 1959 (see No. 159). Many other examples could be given. Perhaps the total number of references during the decade is closer to 20,000 than to 10,000.

<i>Field</i>	<i>Number</i>	<i>Percentage</i>
I. General and reference.....	299	11.0
II. Functions and organization.....	336	12.4
III. Federal relations.....	47	1.7
IV. Regional organizations.....	19	0.7
V. Statewide administration.....	27	1.0
VI. Institutional boards of control.....	37	1.4
VII. Officers of administration.....	187	6.9
VIII. Administration of faculty.....	619	22.8
IX. Administration of students.....	433	16.0
X. Administration of curriculum and instruction.....	343	12.7
XI. Administration of library.....	46	1.7
XII. Administration of business and finance.....	191	7.1
XIII. Administration of public relations and development.....	124	4.6
Totals.....	2,708	100.0

Frequently a publication might have been classified almost equally well under two or three of the headings used or sub-divisions of them. Many writers have not compartmentalized their contributions as neatly as the classification plan would suggest. Thus an article dealing with the responsibility of the president to the trustees and to the faculty with reference to a proposed major reorganization of the curriculum might be placed under fields VI, VII, VIII, or X. In such cases the publication has been included only once, under the heading deemed most appropriate and useful, but with cross-references to other pertinent topics with which it deals. It will be found that there are approximately 2,700 such cross-references to make the resources of this bibliography more useful.

FORM OF PUBLICATION

Of the total number of entries, approximately 475 are books or monographs (aside from unpublished doctoral dissertations), almost 200 are materials included in annual *Proceedings* of national or regional educational organizations, and 475 are doctoral dissertations. The remaining 1,550 entries are articles in periodicals. The total number of periodicals represented is in excess of 200, almost half of which are magazines for laymen. Their names and places of publication are given immediately following this introduction. To save space, a moderate degree of abbreviation has been adopted in the text for the names of most of these periodicals. Usually these abbreviations are self-explanatory, but a complete list of them is given in the full list just mentioned.

A word should be said regarding the doctoral dissertations included. Administration of higher education has always been in part an art based on judgment and experience. Increasingly, however,

it is becoming also a science, based on information and fact. Much of the pertinent factual information on usage and practice is found in doctoral dissertations, carefully compiled and interpreted in our leading university graduate schools.

Twenty years ago most doctoral dissertations, although representing much valuable factual information and significant conclusions, were difficult or impossible to secure outside the institution in which they were written. Comparatively few were published. The others were available, if at all, only through the inconvenient and expensive method of interlibrary loan with limited time possible for examination of them. In the past few years, however, there has occurred an extensive development in reproduction of them by microfilm process. Thousands of doctoral dissertations are now reproduced in full each year on microfilm. (See especially No. 2195; also Nos. 2285, 2186, 2205, and 2263.) They may be purchased for permanent use at about 1¼ cents per page, little more than the cost of the postage and insurance on typed copies of the average dissertation when secured for temporary use only by interlibrary loan. Or they may now be secured also in volume form, page size 5½ by 8½ inches, reproduced by the more recently developed Xerox process, which enables use of them without special microfilm reading machines, for about 4 cents per page. All dissertations available in either of these two forms have abstracts published in the monthly issues of *Dissertation Abstracts* (see No. 2195).

Not all institutions are using the microfilm service but almost one hundred of the leading graduate schools now cooperate in publication of abstracts of their doctoral dissertations in *Dissertation Abstracts* and the number is increasing each year. Many have abandoned publication of their former local institutional series of abstracts which never were widely circulated. The number of such abstracts printed in *Dissertation Abstracts* in 1959 is estimated by the publishers as over 6,000 or more than two thirds of all that were written in this country in 1959. This may be compared with the 2,000 microfilmed in 1951-52, about one-quarter of the total number written that year.

No doctoral dissertation has been included in the present bibliography unless it has been published independently (comparatively few) or an abstract of it has been printed, usually in *Dissertation Abstracts* with resultant convenience and availability for reproduction by either the microfilm or Xerox processes for permanent use of the student of higher education. Reference to volume and page of publication in *Dissertation Abstracts* or other source is given in connection with each dissertation cited.

It may be mentioned in passing that of the doctoral dissertations listed, some 45 percent were produced in partial fulfillment of the requirements for the degree of doctor of philosophy, 55 percent for the degree of doctor of education. The degree given is shown for all except a few of the dissertations listed.

AUTHORSHIP

A feature rather rare in published bibliographies is the systematic effort to indicate the institutional or other connection of the author of each entry at the time of his published contribution. It is felt that often it is quite important to know not only *what* is said, but *who* it is that said it. A writer's official position often adds significance to the information reported or to the opinions expressed. The judgment of a nationally known president of a leading university usually is entitled to greater consideration than that of a doctoral candidate.

Knowledge of the identity of the author should aid the user of this bibliography in forming more valid judgments as to the desirability of consulting the original book or article. His position has been stated *at the time his contribution was made*, although occasional supplementary information has been given regarding previous position, particularly when it involved a college presidency.

No effort had been made to indicate the institutional connection of authors of doctoral dissertations. They ~~are~~ all be considered as graduate students of the institutions granting their degrees, although, of course, some of them were instructors in other institutions at the time their degrees were granted.

It has been possible to identify authors of more than 95 percent of the publications which are the work of individuals. In most periodicals such identification is given in connection with the publication of an author's article. The State in which an author's institution is located has been added unless its name is already included in the name of the institution. Such identification has been omitted as unnecessary in the case of the nationally known institutions—Harvard University, Yale University, Columbia University, New York University, Princeton University, University of Chicago, and Stanford University.

More than 500 institutions of higher education are represented by contributors or by significant developments in higher education which have occurred at them. Names of all such institutions are given in the index. Since this is a volume designed especially for the use of college and university administrators, it is interesting to observe that over 300 entries are credited to college or university

presidents, and almost 300 more to deans or vice presidents. Other faculty members are responsible for more than 700. The U.S. Office of Education is credited with authorship of almost 100; officers of National and State educational organizations with more than 200 others.

YEAR OF PUBLICATION

The plan in general has been to limit the bibliography to publications appearing in 1950 and later years. In addition, however, a dozen titles of 1948 and 1949 have been included because of their connection with publications of 1950 or later years. Two dozen others of earlier years have been included because of their lasting importance or unique contributions. The first of these, dating from 1900, is *College Administration* (No. 295) by President Charles F. Thwing of Western Reserve University, who states that in his opinion it is "the first book published on the administration of the American college." It is thus of distinct historic interest, but also has much of suggestive value for the college president of today. Next oldest volume cited is *University Administration* by President Charles W. Eliot of Harvard University, published in 1908.

Following is a tabulation of the number and percentage of titles in this bibliography published each year:

Year	Number	Percentage
1900-1949	35	1.3
1950	177	6.5
1951	166	6.1
1952	195	7.2
1953	191	7.1
1954	264	9.8
1955	279	10.3
1956	327	12.1
1957	371	13.7
1958	426	15.7
1959 (To August only)	277	10.2
Totals	2,708	100.0

For the period from 1900 to 1949, the frequencies were as follows: 1900-09, 2; 1910-19, 1; 1920-29, 4; 1930-39, 6; 1940-45, 6; 1946, 1; 1947, 3; 1948, 5; 1949, 7.

Even with the evident incompleteness for 1959, almost two-thirds of the titles are of publications which have appeared in the past 5 years. This reflects in part the increasing number of publications in the more recent years, but also shows the effects of conscious effort to select later titles as of greater significance for most purposes.

ANNOTATIONS

The most important characteristic of this (or any) bibliography, in the judgment of the compilers, and that which required the greatest amount of time and professional judgment, consists of the annotations which accompany almost all of the entries. A title alone often gives little or no information concerning the nature and value of the contents. Sometimes it is positively misleading. Nevertheless, most published bibliographies lack annotations.

In the present case a serious effort has been made to give compact but significant information concerning each entry. Frequently a brief quotation has been used when it was felt that it would best represent succinctly the spirit and content of the original contribution. Annotations of doctoral dissertations, for the most part, have been based only upon the published abstracts of them.

Whenever possible, information on bibliographies has been included in the annotation with an indication of the number of titles and other information concerning the bibliographies in the original contributions. In addition, it may be presumed that most of the doctoral dissertations also include extensive bibliographies related to the particular problems to which they are devoted.

Signed book reviews of published volumes have been indicated in many cases. No claim is made for completeness of this feature, however, since no systematic search was made to find all of them for volumes which have been published.

INDEX

A comprehensive index is provided. This includes in a single alphabetical list the names of all authors and other individuals mentioned in titles or annotations, names of all educational institutions mentioned, names of all organizations and locations of their headquarters as far as feasible, and numerous topical headings. These topical headings supplement the topical organization of the volume and the numerous cross references given in connection with them.

ACKNOWLEDGMENTS

Most of the work of compilation of this bibliography has been carried out in the Library of the Department of Health, Education, and Welfare, and in the Library of Congress. Appreciation is expressed to the responsible officers of these outstanding libraries for assistance given and courtesies shown during the months of research involved.

Undoubtedly, in such a work some errors will be found, but it is hoped that careful checking has reduced their number to a minimum and that such as remain will not seriously affect the basic usefulness of the work.

Periodicals Cited

FOLLOWING is a list of the periodicals cited in this bibliography, with abbreviations used for them, and place of publication.

- AAUP Bull.* American Association of University Professors Bulletin, Washington, D.C.
- AAUW Jour.* American Association of University Women Journal, Washington, D.C.
- Adult Educ.* Adult Education, Chicago, Ill.
- America.* America, New York, N.Y.
- Amer. Econ. Review.* American Economic Review, Evanston, Ill.
- Amer. Hist. Review.* American Historical Review, New York, N.Y.
- Amer. Jour. Pharm. Educ.* American Journal of Pharmaceutical Education, Pullman, Wash.
- Amer. Jour. Physics.* American Journal of Physics, New York, N.Y.
- Amer. Jour. Pub. Health.* American Journal of Public Health, New York, N.Y.
- Amer. Jour. Sociol.* American Journal of Sociology, Chicago, Ill.
- Amer. Mercury.* American Mercury, New York, N.Y.
- Amer. Pol. Sci. Review.* American Political Science Review, Washington, D.C.
- Amer. Psych.* American Psychologist, Washington, D.C.
- Amer. Quart.* American Quarterly, Philadelphia, Pa.
- Amer. Scholar.* American Scholar, Washington, D.C.
- Amer. Sociol. Review.* American Sociological Review, New York, N.Y.
- Amer. Teacher.* American Teacher, Chicago, Ill.
- Amer. Weekly.* American Weekly, New York, N.Y.
- Annals Amer. Acad.* Annals of the American Academy of Political and Social Science, Philadelphia, Pa.
- Assoc. Amer. Coll. Bull.* Association of American Colleges Bulletin, Washington, D.C. (Changed to Liberal Education after 1958.)
- Atlantic.* Atlantic Monthly, Boston, Mass.
- Banking.* Banking, New York, N.Y.
- Barron's.* Barron's, Boston, Mass.
- British Medical Journal.* British Medical Journal, London, England.

- Bull. Atomic Scientists.* Bulletin of the Atomic Scientists, Chicago, Ill.
- Bull. Nat. Assoc. Sec. Sch. Prin.* Bulletin of the National Association of Secondary School Principals, Washington, D.C.
- Bus. & Econ. Review.* Business and Economic Review, Columbia, S.C.
- Bus. Educ. World.* Business Education World, New York, N.Y.
- Bus. Horizons.* Business Horizons, Indianapolis, Ind.
- Bus. Week.* Business Week, New York, N.Y.
- Calif. Jour. Sec. Educ.* California Journal of Secondary Education, Berkeley, Calif.
- Calif. Teach. Assoc. Jour.* California Teachers Association Journal, San Francisco, Calif.
- Carnegie Corp. Quart.* Carnegie Corporation of New York Quarterly, New York, N.Y.
- Cath. Educ. Review.* Catholic Educational Review, Washington, D.C.
- Cath. Sch. Jour.* Catholic School Journal, Milwaukee, Wisc.
- Cath. World.* Catholic World, New York, N.Y.
- CEA Critic.* CEA Critic, Amherst, Mass.
- Chang. Times.* Changing Times, The Kiplinger Magazine, Washington, D.C.
- Child Study.* Child Study, New York, N.Y.
- Child. Educ.* Childhood Education, Washington, D.C.
- Christ. Cent.* Christian Century, Chicago, Ill.
- Christ. Educ.* Christian Education, New York, N.Y. (Superseded by Christian Scholar with Vol. 36, 1953.)
- Christ. Educ. Mag.* Christian Education Magazine, Nashville, Tenn.
- Christ. Scholar.* Christian Scholar, New York, N.Y. (Christian Education prior to Vol. 36, 1953.)
- CLA Jour.* CIA Journal (College Language Association), Baltimore, Md.
- Clear. House.* Clearing House, New York, N.Y.
- Coll. & Res. Lib.* College and Research Libraries, Chicago, Ill.
- Coll. & Univ.* College and University, Allentown, Pa.
- Coll. & Univ. Bus.* College and University Business, Chicago, Ill.
- Coll. Board Review.* College Board Review, New York, N.Y.
- Coll. English.* College English, Champaign, Ill.
- Coll. Pub. Rel. Quart.* College Public Relations Quarterly, Washington, D.C.
- Colorado Quart.* Colorado Quarterly, Boulder, Colo.
- Commentary.* Commentary, New York, N.Y.
- Commonweal.* Commonweal, New York, N.Y.
- Coronet.* Coronet, New York, N.Y.
- Cosmopolitan.* Cosmopolitan, New York, N.Y.
- Current Hist.* Current History, Philadelphia, Pa.

- Diss. Abstracts.* Dissertation Abstracts, Ann Arbor, Mich. (Microfilm Abstracts prior to Vol. 12, 1952.)
- Educ.* Education, Boston, Mass.
- Educ. Adm. & Sup.* Educational Administration and Supervision, Baltimore, Md.
- Educ. & Psych. Meas.* Educational and Psychological Measurements, Durham, N.C.
- Educ. Digest.* Education Digest, Ann Arbor, Mich.
- Educ. Forum.* Educational Forum, Tiffin, Ohio.
- Educ. Leader.* Educational Leadership, Washington, D.C.
- Educ. Outlook.* Educational Outlook, Philadelphia, Pa.
- Educ. Record.* Educational Record, Washington, D.C.
- Educ. Research Bull.* Educational Research Bulletin, Columbus, Ohio.
- Emory Univ. Quart.* Emory University Quarterly, Atlanta, Ga.
- Esquire.* Esquire, New York, N.Y.
- Fortune.* Fortune, New York, N.Y.
- Good House.* Good Housekeeping, New York, N.Y.
- Grad. Jour.* Graduate Journal, Austin, Texas
- Harpers.* Harpers Magazine, New York, N.Y.
- Harvard Bus. Review.* Harvard Business Review, Cambridge, Mass.
- Harvard Educ. Review.* Harvard Educational Review, Cambridge, Mass.
- High Points.* High Points, Brooklyn, N.Y.
- High School Jour.* High School Journal, Chapel Hill, N.C.
- Higher Educ.* Higher Education, Washington, D.C.
- Hispania.* Hispania, Storrs, Conn.
- Holiday.* Holiday, Philadelphia, Pa.
- Hosp. Admin.* Hospital Administration, Chicago, Ill.
- Ill. Educ.* Illinois Education, Springfield, Ill.
- Improv. Coll. & Univ. Teach.* Improving College and University Teaching, Corvallis, Ore.
- Indep. Woman.* Independent Woman, Washington, D.C. (National Business Woman since October 1956)
- Inter. Jour. Rel. Educ.* International Journal of Religious Education, New York, N.Y.
- Iron Age.* Iron Age, Philadelphia, Pa.
- ISNU Alumni Quart.* Illinois State Normal University Alumni Quarterly, Normal, Ill.
- Johns Hopkins Mag.* Johns Hopkins Magazine, Baltimore, Md.
- Jour. App. Psych.* Journal of Applied Psychology, Washington, D.C.
- Jour. Bus. Educ.* Journal of Business Education, Wilkesbarre, Pa.

- Jour. Chem. Educ.* Journal of Chemical Education, New York, N.Y.
- Jour. Consult. Psych.* Journal of Consulting Psychologists, Washington, D.C.
- Jour. Dental Educ.* Journal of Dental Education, Chicago, Ill.
- Jour. Educ.* Journal of Education, London, England.
- Jour. Educ. Psych.* Journal of Educational Psychology, Washington, D.C.
- Jour. Educ. Research.* Journal of Educational Research, Madison, Wisc.
- Jour. Educ. Sociol.* Journal of Educational Sociology, New York, N.Y.
- Jour. Eng. Educ.* Journal of Engineering Education, Urbana, Ill.
- Jour. Gen. Educ.* Journal of General Education, Chicago, Ill.
- Jour. Geront.* Journal of Gerontology, St. Louis, Mo.
- Jour. Higher Educ.* Journal of Higher Education, Columbus, Ohio
- Jour. Home Econ.* Journal of Home Economics, Washington, D.C.
- Jour. Insurance.* Journal of Insurance, Columbus, Ohio
- Jour. Med. Educ.* Journal of Medical Education, Chicago, Ill.
- Jour. Nat. Assoc. Women's Deans & Couns.* Journal of the National Association of Women's Deans and Counselors, Washington, D.C. (Formerly Journal of the National Association of Deans of Women.)
- Jour. Negro Educ.* Journal of Negro Education, Washington, D.C.
- Jour. South. Hist.* Journal of Southern History, Lexington, Ky.
- Jun. Coll. Jour.* Junior College Journal, Washington, D.C., and Austin, Texas.
- Lad. Home Jour.* Ladies Home Journal, Philadelphia, Pa.
- Lib. Educ.* Liberal Education, Washington, D.C. (Association of American Colleges Bulletin before 1959.)
- Lib. Quart.* Library Quarterly, Chicago, Ill.
- Life.* Life, New York, N.Y.
- McCalls.* McCall's Magazine, New York, N.Y.
- Mangt. Record.* Management Record, New York, N.Y.
- Micro. Abstracts.* Microfilm Abstracts, Ann Arbor, Mich. (Superseded by Dissertation Abstracts with Vol. 12, 1952.)
- Mich. Educ. Jour.* Michigan Education Journal, Lansing, Mich.
- Minn. Jour. Educ.* Minnesota Journal of Education, St. Paul, Minn.
- Miss. Val. Hist. Review.* Mississippi Valley Historical Review, Lincoln, Neb.
- Mod. Lang. Jour.* Modern Language Journal, St. Louis, Mo.
- Month. Labor Review.* Monthly Labor Review, Washington, D.C.
- Nation.* The Nation, New York, N.Y.
- Nat. Assoc. Sec. Sch. Prin. Bull.* National Association of Secondary School Principals Bulletin, Washington, D.C.

- Nat. Bus. Woman.* National Business Woman, Washington, D.C. (Independent Woman prior to October 1956.)
- Nat. Cath. Educ. Assoc. Bull.* National Catholic Education Association Bulletin, Washington, D.C.
- NEA Jour.* National Educational Association Journal, Washington, D.C.
- NEA Research Bull.* National Education Association Research Bulletin, Washington, D.C.
- Nat. Par.-Teach.* National Parent-Teacher, Chicago, Ill.
- Nation's Bus.* Nation's Business, Washington, D.C.
- Nation's Schools.* Nation's Schools, Chicago, Ill.
- New Eng. Assoc. Review.* New England Association Review, Boston, Mass.
- New Leader.* New Leader, New York, N.Y.
- N.Y. Times Book Review.* The New York Times Book Review, New York, N.Y.
- N.Y. Times Mag.* The New York Times Magazine, New York, N.Y.
- North Central Assoc. Quart.* North Central Association Quarterly, Chicago, Ill.
- Occupations.* Occupations, Washington, D.C. (Personnel and Guidance Journal after October, 1952.)
- Pac. Hist. Review.* Pacific Historical Review, Berkeley, Calif.
- Parade.* Parade, New York, N.Y.
- Parents Mag.* Parents Magazine, New York, N.Y.
- Peabody Jour. Educ.* Peabody Journal of Education, Nashville, Tenn.
- Penn. Sch. Jour.* Pennsylvania School Journal, Harrisburg, Pa.
- Pers. & Guid. Jour.* Personnel and Guidance Journal, Washington, D.C. (Occupations prior to Oct. 1952.)
- Phi Delta Kappan.* Phi Delta Kappan, Bloomington, Ind.
- Philo. Review.* Philosophical Review, Ithaca, N.Y.
- PMLA.* PMLA, Publications of the Modern Language Association, New York, N.Y.
- Pride.* Pride, Washington, D.C.
- Progressive.* The Progressive, Madison, Wisc.
- Prog. Educ.* Progressive Education, Urbana, Ill.
- Pub. Util. Fort.* Public Utilities Fortnightly, Washington, D.C.
- Quart. Jour. Speech.* Quarterly Journal of Speech, Baton Rouge, La.
- Readers Digest.* Readers Digest, Pleasantville, N.Y.
- Regional Action.* Regional Action (Southern Regional Education Board), Atlanta, Ga.
- Relig. Educ.* Religious Education, New York, N.Y.
- Reporter.* The Reporter, New York, N.Y.
- Review Educ. Research.* Review of Educational Research, Washington, D.C.

- Rotarian.* Rotarian, Evanston, Ill.
- Sat. Eve. Post.* Saturday Evening Post, Philadelphia, Pa.
- Sat. Review.* Saturday Review, New York, N.Y. (Formerly Saturday Review of Literature.)
- Scholastic.* Scholastic Teacher, New York, N.Y.
- Sch. Act.* School Activities, Lawrence, Kan.
- Sch. & Soc.* School and Society, New York, N.Y.
- Sch. Exec.* School Executive, New York, N.Y.
- Sch. Review.* School Review, Chicago, Ill.
- Science.* Science, Washington, D.C.
- Scien. Month.* Scientific Monthly, Washington, D.C. (Merged with Science. January 1958.)
- Seventeen.* Seventeen, New York, N.Y.
- Soc. Educ.* Social Education, Washington, D.C.
- Soc. Forces.* Social Forces, Baltimore, Md.
- Soc. Research.* Social Research, New York, N.Y.
- Soc. Sci. Review.* Social Science Review, Chicago, Ill.
- Soc. Serv. Review.* Social Service Review, Chicago, Ill.
- Soc. Studies.* Social Studies, Philadelphia, Pa.
- So. Atlantic Quart.* South Atlantic Quarterly, Durham, S.C.
- So. Econ. Jour.* Southern Economic Journal, Chapel Hill, N.C.
- State Gmt.* State Government, Chicago, Ill.
- Steel.* Steel, Cleveland, Ohio.
- Survey.* Survey, East Stroudsburg, Pa. (Discontinued 1952.)
- Teach. Coll. Jour.* Teachers College Journal, Terre Haute, Ind.
- Teach. Coll. Record.* Teachers College Record, New York, N.Y.
- Tech. Review.* Technology Review, Cambridge, Mass.
- Texas Outlook.* Texas Outlook, Austin, Texas.
- Think.* Think, New York, N.Y.
- This Week Mag.* This Week Magazine, New York, N.Y.
- Today's Living.* Today's Living, New York, N.Y.
- Trustee.* Trustee, Nashville, Tenn.
- U. S. News.* U. S. News and World Report, Washington, D.C.
- Univ. Quart.* Universities Quarterly, London, England.
- Vital Speeches.* Vital Speeches of the Day, New York, N.Y.
- Wall St. Jour.* Wall Street Journal, New York, N.Y.
- West. Hum. Review.* Western Humanities Review, Salt Lake City, Utah.
- West. Pol. Quart.* Western Political Quarterly, Salt Lake City, Utah.
- Wilson Lib. Bull.* Wilson Library Bulletin, New York, N.Y.
- Yale Review.* Yale Review, New Haven, Conn.

I. General and Reference

1. REFERENCE WORKS

1. **BADGER, HENRY G.** *Higher Education Statistics: 1870-1952.* *Higher Educ.*, 11: 10-15, Sept. 1952. (Author: With U.S. Office of Education.)

A compact presentation of comparative statistics, usually at 10-year intervals, covering institutions, degrees, finances, physical plant, plant funds, and endowment. Based on U.S. Office of Education reports, supplemented by U.S. Census reports for 1850 and 1860.

2. ——— and **JOHNSON, M. CLEMENS.** *Statistics of Higher Education, 1955-56: Faculty, Students, and Degrees.* Washington: Government Printing Office, 1958. (Biennial Survey of Education in the United States, 1954-56, chap. 4, sec. 1. ix, 152 p. (Authors: With U.S. Office of Education.)

Gives principal statistics for institutions of higher education, their students, faculty, and graduates. Covers more than 300,000 faculty members and almost 2,700,000 students in 1,858 institutions. Most data given by region, State, and sex for publicly and privately controlled institutions classified in 7 major groups according to type. Frequent comparisons made with data for earlier years. Contains 36 summary text tables and 9 detailed tables. "Continues the series of reports on the statistics of higher education first begun with the academic year 1860-70. Published annually through 1916, and since 1918 as part of the *Biennial Survey of Education in the United States*, this series has continued virtually unbroken. The present report is the 66th in the series."—*Foreword.*

3. **BIGELOW, KARL.** *Selected Books for the College and University Administrator.* New York: Bureau of Publications, Teachers College, Columbia University, 1958. 26 p. (Author: Professor of Higher Education, Teachers College, Columbia University.)

An annotated bibliography of 158 titles, earliest in 1908. Arranged in groups as follows: General Orientation, Purposes and Contemporary Character of Higher Education, Organization and Administration, Faculty, Instructional Program, Students, Financial and Business Problems, Public Relations and Fund-Raising.

4. **BOGUE, JESSE P., ed.** *American Junior Colleges.* Washington: American Council on Education, 1956. 4th edition. xi, 584 p. (Author: Executive Secretary, American Association of Junior Colleges, Washington, D.C.)

Contains detailed data on most significant aspects of organization and administration for each of 531 accredited junior colleges in the United States. Introductory chapters treat types of junior colleges, development of the junior college movement, legal status of public junior colleges, accreditation of junior colleges, present trends, and regional accrediting agencies. First edition, containing similar data, published in 1940. Fifth edition, under editorship of E. J. Gleaser, Jr., in preparation, to be published in 1960. Reviews by G. F. Donovan, *Oakh. Educ. Review*, 55: 137-139, Feb. 1957; and by J. W. Reynolds, *Jun. Coll. Jour.*, 27: 61-62, Sept. 1956.

5. **BRICKMAN, WILLIAM W.** *Educational Reference Works. Sch. & Soc.*, 79: 166-172, May 29, 1954. (Author: Associate Professor of Education, New York University.)

Critical comments on 53 reference works published 1948-1952, many of them dealing in whole or in part with higher education.

6. **BURCKEL, CHRISTIAN E., ed.** *The College Blue Book.* Yonkers, N.Y.: Christian E. Burckel, 1956. 8th edition. vi, 688 p.

Gives data on various aspects of organization and administration for 5,904 institutions of higher education, including their subdivisions and professional units, in the United States in 1955. First edition, 1924.

7. CHAMBERS, MERRITT M., ed. *Universities of the World Outside U. S. A.* Washington: American Council on Education, 1950. 1st edition. xvii, 924 p. (Author: Staff member, American Council on Education.)

Contains extensive data, varying greatly in completeness and detail, on most significant aspects of organization and administration for some 2,000 institutions in 82 foreign countries. Attached to the section for each country is a bibliography, totaling more than 1,000 titles, most of them published since 1945. No further editions planned. Superseded by No. 13 and No. 23. Review by F. H. Bowles, *Occupations*, 29: 81-82, Oct. 1950.

8. COOK, ROBERT C., ed. *Who's Who in American Education: An Illustrated Biographical Directory of Eminent Living Educators of the United States and Canada.* Nashville, Tenn.: Who's Who in American Education, Inc., 1957. 18th ed. 1,272 p.

Contains data for 1957-58 on training, experience, and professional activities of several thousand educators, including many university and college administrators and professors, with portraits of more than 2,000 of them. Published biennially.

9. ——— and McDUFF, MARGIE McLEAN, eds. *Trustees, Presidents, and Deans of American Colleges and Universities, 1958-59.* Nashville, Tenn.: Who's Who in American Education, Inc., 1958. 375 p.

Includes biographical sketches of about one-third of the chairmen of the boards of control and seven-eighths of the presidents of the 1,900 colleges and universities in the United States and "a share of" the 6,000 deans. Has portraits of 710 of individuals included. Published biennially. An extension of 3 previous volumes, as follows: *Presidents of American Colleges and Universities*, vol. I, 1933-34; vol. II, 1953-54; and *Trustees and Presidents of American Colleges and Universities*, 1955.

10. BELLS, WALTER CROSBY. *College Teachers and College Teaching: An Annotated Bibliography on College and University Faculty Members and Instructional Methods.* Atlanta, Ga.: Southern Regional Education Board, July 1957. xiii, 282 p. Also *Supplement*, same publishers, May 1959, x, 134 p. (Author: Retired Professor of Education.)

Main volume covers 2,665 entries, most of them fully annotated, arranged in 90 topical groups, covering the period 1945-1956, with author and other indexes. *Supplement* follows the same plan and organization, covering 1,103 entries for 1957 and 1958. Reviews by A. Unruh, *Coll. & Univ.*, 33: 227, Winter 1958; and by K. Massanari, *Educ. Adm. & Sup.*, 45: 121-122, March 1959. Summary of journals included, *AAUP Bull.*, 43: 458-460, Sept. 1957. Summary of authorship of books and articles included, *Jour. Higher Educ.*, 29: 97-98, Feb. 1958.

11. ———. *American Dissertations on Foreign Education.* Washington: National Education Association, 1959. xxxix, 300 p. (Author: See No. 10.)

Contains authors, institutions, dissertation titles, and publication data, for 5,716 doctoral dissertations and master's theses written at American universities and colleges concerning education or educators in foreign countries and education of groups of foreign birth or ancestry in the United States, 1884-1958. Arranged by countries for more than 100 countries. Many of the entries deal with higher education. Fully indexed.

12. FOLGER, JOHN K. and SUGG, REDDING S., JR. *A Factbook on Higher Education in the South.* Atlanta, Ga.: Southern Regional Education Board, 1956. iv, 76 p. (Authors: (1) Research Associate; (2) Publications Consultant; both of Southern Regional Education Board.)

"The Board . . . believes that the proper development of higher education in the South can best proceed on the basis of the soundest possible assessment of its needs and resources." Therefore, for each of the 14 southern states, gives basic detailed tables on projected college enrollments, 1955-1965; educational and general income and expenses for selected years, 1930-1953; and past and future income payments to individuals.

13. FOSTER, J. F., ed. *Commonwealth Universities Yearbook, 1959. A Directory of the Universities of the British Commonwealth and the Handbook of Their Association.* London, England: Association of Universities of the British Commonwealth, 1959. 36th edition. xvii, 1407 p.

Gives names of principal officers and members of teaching staffs, with their degrees and honors, arranged by departments, for each institution in Australia (10 institutions), Canada (30), Ceylon (1), Ghana (1), Hong Kong (1), India (33), Malta (1), New

Zealand (7), Nigeria (1), Pakistan (6), Rhodesia and Nyasaland (1), Singapore, Malaya (1), South Africa (9), Uganda (1), United Kingdom (28), and West Indies (2). Includes 109-page index of all names mentioned, totaling about 40,000. Other volumes in the series, in somewhat different form, issued usually annually, reaching back to 1914.

14. GERTLER, DIANE B. and POOLE, HAZEL C. *Opening (Fall) Enrollments in Higher Education, 1958: Institutional Data*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 544.) iii, 33 p. (Authors: With U.S. Office of Education.)

Gives data in summary form and for individual institutions on total (3,258,556) and first-time (781,075) enrollment, by sex, for 1,897 institutions of higher education. Third in annual series of similar reports.

15. ——— and RICE, MABEL C. *Barned Degrees Conferred by Higher Educational Institutions, 1957-1958*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 570.) x, 210 p. (Authors: With U.S. Office of Education.)

Gives detailed data by institutions and by major fields for 365,748 bachelor's degrees, 65,614 master's degrees, and 8,942 doctor's degrees conferred by 1,365 institutions in United States in 1957-58. Eleventh similar annual report of degrees conferred in the United States.

16. GLEAZER, EDMUND J., JR., ed. *1959 Junior College Director*. Washington: American Association of Junior Colleges, 1959. 52 p. Also published in *Jun. Coll. Jour.*, Jan. 1959. (Author: Executive Director, American Association of Junior Colleges.)

Reports for each of 667 junior colleges in the United States and a few foreign countries significant facts regarding organization and administration, including names of administrators, form of organization, and number of students and faculty members in various classifications. Summary tables for public and private institutions. An annual publication. Similar directories in January issues of *Jun. Coll. Jour.* since 1931. For analyses see No. 72.

17. GOOD, CARTER V. *Dictionary of Education*. New York: McGraw-Hill Book Company, Inc., 1959. 2d edition. xxvii, 676 p. (Author: Professor of Education, University of Cincinnati, Ohio.)

Gives definitions of approximately 25,000 terms used in education, many of them aspects of higher education and types of higher educational institutions. Prepared with the assistance of approximately 2,000 collaborators.

18. HATCH, WINSLOW R. *Clearing House of Studies in Higher Education*. *Higher Educ.*, 15: 107-109, Feb. 1959. (Author: With U.S. Office of Education.)

Reports first issues of Office of Education series, *The Reporter* and *Special Reports*, the former to contain titles and brief bibliographic information concerning research studies in higher education made since 1950, the latter to contain more extended summaries, approximately 4 pages in length, of the more important studies listed in the former. See Nos. 19 and 20.

19. ——— ed. *The Reporter: Clearinghouse of Studies in Higher Education*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 562.) ix, 78 p. (Author: See No. 18.)

Contains titles and brief bibliographic information concerning 938 research studies carried out in 291 institutions since 1950, classified in 24 major categories. See Nos. 18 and 20.

20. ——— ed. *Special Reports*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 563.) vii, 69 p. (Author: See No. 18.)

Contains extended summaries of 16 of the more important studies briefly reported in No. 19.

21. IRWIN, MARY, ed. *American Universities and Colleges*. Washington: American Council on Education, 1956. 7th edition. xiii, 1210 p. (Author: Staff Member, American Council on Education.)

Contains detailed data on most significant aspects of organization and administration for each of 969 regionally accredited institutions of higher education, except junior colleges, in the United States. (For similar volume on junior colleges, see No. 4.) Introductory chapters treat evolution of higher education in the United States, administration and support of higher education, higher education programs, summaries of higher educational degrees conferred since 1861, and data concerning professional educational institutions in 23 professional fields. Appendixes give academic costume code and degree abbreviations. First edition, published in 1928. Eighth edition, in preparation, to be published in 1960. Review by G. F. Donovan, *Cath. Educ. Review*, 55: 136-137, Feb. 1957.

22. KRISER, ALBERT. *College Names: Their Origin and Significance*. New York: Bookman Associates, 1952. 184 p. (Author: Professor of English, Lenoir Rhyne College, N.C.)

Contains information on names of over 700 institutions—"all the institutions of higher learning in the United States listed in the *Directory of the Federal Office of Education* whose names require explanation." Institutions are listed alphabetically, with separate section on Negro institutions, containing 87 names.

23. KEYES, H. M. R. *International Handbook of Universities*. Paris: International Association of Universities, 1959. First ed. xl, 338 p.

"The first edition of this reference work is a companion volume to *American Universities and Colleges* and the *Commonwealth Universities Yearbook*. (Nos. 21 and 13.) It provides classified information, in English, concerning higher education in some 70 countries: 26 in Europe, 19 in Latin America, 13 in Asia, 5 in the Middle East, and 7 in Africa. Nearly 450 institutions are described in detail, over 1,000 others mentioned more briefly."

24. LAYTON, ELIZABETH N. *Higher Education Administration and Organization: Annotated Bibliography, 1940-1950*. Washington: U.S. Office of Education, Division of Higher Education, March 1951. 72 p. (Author: With U.S. Office of Education.)

Includes 357 entries, annotated briefly, arranged in single alphabetical list, with 17-page author and topical index.

25. LOVEJOY, CLARENCE E. *Lovejoy's College Guide; A Complete Reference Book to 2,266 American Colleges and Universities for Use of Students, Parents, Teachers, and Guidance Counselors*. New York: Simon & Schuster, 1959. 290 p.

Gives extensive data in compact form on faculties, accreditation, curricula, costs, degrees, and other matters. Arranged by States, and alphabetically within States. Biennial revisions planned.

26. *The Official Guide to Catholic Educational Institutions in the United States*. New York: Catholic Institutional Directory Co., 1959. A54, 462 p. Sponsored by National Catholic Welfare Conference.

Comprehensive directory giving a variety of basic information on all types of Catholic higher educational institutions, arranged in 4 groups: (1) Universities and Colleges, Undergraduate Programs; (2) Junior Colleges, Two-Year Programs; (3) Universities and Colleges, Graduate Programs; (4) Universities and Colleges, Professional School Programs. Initial chapters consider how to choose a college, how to read a college catalog, and how to finance a college education. Contains 11 indexes.

27. *Open Doors*. New York: Institute of International Education, 1958. 47 p.

Gives variety of data on 66,863 persons, students and faculty, who participated in international exchange during the year, by States and institutions, an increase of 12 percent over previous years. An annual publication. Earlier issues give similar data.

28. OSTHEIMER, RICHARD H. *A Statistical Analysis of Organizations of Higher Education in the United States, 1948-1949*. New York: Columbia University Press, 1951. xviii, 233 p. (Author: Staff member, Commission on Financing Higher Education.)

A staff technical paper of the Commission on Financing Higher Education. Consists chiefly of 231 tables of data concerning methods of classification, number of institutions, enrollment, and earned degrees. Uses 4 main classifications—universities, liberal arts colleges, professional schools, and junior colleges.

29. PFNISTER, ALLAN O. Selected References on Higher Education. *Sch. Review*, 64: 411-414, Dec. 1956.

Gives 35 annotated references covering period July 1955 to June 1956. Discusses characteristics and trends represented by these references. Similar lists, varying in number from 25 to 59, in December issues 1950 to 1955. Earlier ones under names of Norman Burns and Manning M. Pattillo, Jr. Later ones under names of Manning M. Pattillo, Jr. and Allan O. Pfmeister. With change of journal to quarterly publication in 1957, this series was discontinued.

30. RICH, WILMER SHIELDS, ed. *American Foundations and Their Fields*. New York: American Foundations Information Service, 1955. 7th edition. xvii, 744 p.

Describes the work of 4,162 foundations, including data on establishment, donors, purposes, policies regarding grants, finances, and officers. Many of them are concerned with education, particularly higher education. Arranged by States. Review by T. B. Wilkins.

Higher Educ., 12: 44-45, Nov. 1955, who says: "It may be safely said no other publication provides a more valuable reference tool to those who give but also to those who seek to receive."

31. WALTERS, RAYMOND. *Statistics of Attendance in American Universities and Colleges, 1958.* *Sch. & Soc.* 86: 427-440, Dec. 6, 1958. (Author: President Emeritus, University of Cincinnati, Ohio.)

Gives statistics on enrollment, by sex, and on teaching staff, full-time and total, for each of 944 accredited 4-year institutions for 1958-59. Reports 1,828,660 full-time students and grand total of 2,531,755; teaching staff of 197,641 of whom 73,886 were part-time. Various comments and interpretations of data. Similar articles have appeared, usually in December issues of *Sch. & Soc.* for 38 previous years. This annual series gives data on enrollment more promptly each year than any other source.

32. *Who's Who in America: A Biographical Dictionary of Notable Living Men and Women.* Chicago: Marquis-Who's Who, 1958. Vol. 30, 1958-59, 60th anniversary edition. 3,388 p.

Standard biographical reference work. Includes biographical sketches, with emphasis on professional activities, of many college and university presidents, numerous deans, and other prominent educators. Revised and reissued biennially.

33. *Who's Who of American Women: A Biographical Dictionary of Notable Living American Women.* Chicago: Marquis-Who's Who, 1958. Vol. I (1958-1959), 1st edition. 1,438 p.

Includes biographical sketches, with emphasis on professional activities, of 19,000 women, including 1,300 college educators. To be revised and reissued biennially.

34. WILKINS, THERESA BIRCH. *Education Directory, 1958-1959. Part 3. Higher Education.* Washington: Government Printing Office, 1959. 194 p. (Author: With U.S. Office of Education.)

Gives names, arranged by States, of 1,967 institutions of higher education in the United States offering at least a 2-year program of college level studies and meeting certain minimum criteria established by the Office of Education. For each institution, gives classification, accreditation, enrollment, and names of chief executive officers. Contains summaries of data presented and list of all significant changes since previous issue. An annual publication.

2. HISTORY OF HIGHER EDUCATION

No annotations are given for many of the histories of individual institutions, since their titles are sufficiently self-explanatory.

35. ABBOTT, FRANK C. *Government Policy and Higher Education: A Study of the Regents of the University of the State of New York, 1784-1949.* Ithaca, N.Y.: Cornell University Press, 1958. xi,428 p. (Author: Staff member, American Council on Education.)

A careful study of the development of the New York State Department of Education from its beginning through its culmination in the organization of the State University of New York, proposed by Governor Thomas E. Dewey in 1946 and authorized by Act of Legislature in 1948. Considers fully the many controversial features involved. Bibliography, 16 p.

36. ANDERSON, GUSTAV KENNETH. *Trends in the Development of the Program of Higher Education in the Augustana Lutheran Church.* New York: Columbia University, 1952. 270 p. Abstract in *Dis. Abstracts*, 12: 691, No. 5, 1952.

Unpublished doctoral dissertation (Ph.D.). Basically a historical study of the 6 institutions under control of the Church, based on personal visits to each of them. Includes analysis of control, faculties, finances, curriculum, physical plants, relation of the colleges to the Church, and administrative problems facing the colleges.

37. ANDREWS, RUTH HORN. *The First Thirty Years: A History of Texas Technological College, 1925-1955.* Lubbock: Texas Technological Press, 1956. xiii, 398 p.

38. AUSTIN, C. GRAY. *A Century of Religion at the University of Michigan: A Case Study in Religion and the State University.* Ann Arbor: University of Michigan, 1957. xiv,111 p. (Author: Assistant Coordinator of Religious Affairs, University of Michigan.)

"Commemorating the centennial of student religious activity at the University of Michigan." Covers: The Christian Associations, Early Denominational Developments, and

Later Organizations and Developments. See also Nos. 471, 472, 475. Bibliography, 50 titles.

39. BARBER, W. CHARLES. *Elmira College: The First Hundred Years*. New York: McGraw-Hill Book Co., 1955. xiv, 290 p.

Refers to Elmira College, New York.

40. BARRY, COLMAN J. *The Catholic University of America, 1903-1909: The Rectorship of Denis J. O'Connell*. Washington: Catholic University of America Press, 1950. xi, 298 p.

Fourth volume in series on history of the University. Includes discussion of introduction of undergraduate instruction and organization of National Catholic Education Association. Reviews by A. S. Edwards, *Educ. Adm. & Sup.* 38: 182-183, March 1952; and by W. J. Mebok, *Jour. Higher Educ.*, 22: 221-222, April 1951.

41. BEATTY, SHELTON LEE. *A Curriculum History of Grinnell College, 1848-1931*. Stanford, Calif.: Stanford University, 1955. 533 p. Abstract in *Diss. Abstracts*, 16:61, Jan. 1956.

Unpublished doctoral dissertation (Ph.D.). Refers to Grinnell College, Iowa. Based chiefly on early records discovered in Trustee's Vault in 1948. "Compressed into 81 years, the Grinnell College curriculum forms a microcosm of American collegiate curricular changes from 1848 to 1931."

42. *The Bicentennial History of Columbia University*. New York: Columbia University Press. 19 vols.

For titles and publication details on 12 volumes, published in 1954, see *Higher Educ.*, 11: 59, Dec. 1954.

43. BRICKMAN, WILLIAM W. *History of Colleges and Universities*. *Sch. & Soc.*, 76: 415-421, Dec. 27, 1952. (Author: Associate Professor of Education, New York University.)

Critical reviews of 49 histories, chiefly those of individual institutions, published 1949 to 1952.

44. BRIGHT, JOHN H. *Historical Development of Present-Day Problems of Muskingum College*. Cincinnati, Ohio: University of Cincinnati, 1950. Abstract in the *University of Cincinnati Abstracts of Graduate Theses in Education*, vol. 5, 1955, p. 122-123.

Unpublished doctoral dissertation (Ed.D.). Refers to Muskingum College, Ohio. Major problems studied: What is the purpose of the College? Whom shall the College admit? What courses should be required? What are best methods and materials of instruction? How much personal and social freedom shall students be given?

45. BROOKS, ROBERT PRESTON. *The University of Georgia Under Sixteen Administrations, 1785-1955*. Athens: University of Georgia Press, 1956. ix, 260 p. (Author: Professor of History, University of Georgia.)

Bibliography, 62 titles. Review by S. J. Folmsbee, *Jour. South. Hist.*, 22: 516, Nov. 1956.

46. BROWNE, HENRY J. *The Faculty and the Archivist*. *AAUP Bull.*, 43: 40-42, Spring 1957. (Author: Professor of History, Cathedral College, N.Y.)

"It is a matter of some surprise that college and university faculties have been no quicker than government or business groups to appreciate the needs of archives in their institutions."

47. BRUBACHER, JOHN S. and RUDY, WILLIS. *Higher Education in Transition: An American History, 1636-1956*. New York: Harper & Bros., 1958. 494 p. (Authors: (1) Professor of History and Philosophy of Education, Yale University; (2) Associate Professor of History, State Teachers College, Worcester, Mass.)

A comprehensive, carefully documented history in 18 chapters. Includes special chapters on student life, methods of instruction, athletics, professional education, Federal relations, curriculum, and academic freedom. Reviews by C. A. Hangartner, *Coll. & Univ.*, 34: 217-219, Winter 1959; by W. H. Congdon, *Educ. Forum*, 23: 247-248, Jan. 1959; by R. F. Butts, *Harvard Educ. Review*, 28: 355-357, Fall 1958; by H. Sasser, *Lit. Educ.*, 45: 312-314, May 1959; and by M. L. Borrowman, *Teach. Coll. Record*, 60: 462-464, May 1959.

48. CARMICHAEL, OLIVER C. *Higher Education: Some Problems and Prospects*. In *Middle States Association of Colleges and Secondary Schools, Proceedings*, 1950, p. 73-78. (Author: President, Carnegie Foundation for Advancement of Teaching.)

"I believe that the crisis in the educational program of our time is in the college and the graduate school. . . . Any discussion of

the fundamental issues of the present requires a look at the past. Their real nature can be understood only in terms of their historical backgrounds." Discussed rise and development of elective systems, general or liberal education, and the junior college.

49. CHAFFIN, NORA. *Trinity College, 1839-1892: The Beginnings of Duke University*. Durham, N.C.: Duke University Press, 1950. xiv, 584 p. (Author; Faculty member, Duke University.)

Bibliography, 23 pages.

50. CHESSMAN, G. WALLACE. *Denison: The Story of an Ohio College*. Granville, Ohio: Denison University, 1957. xiv, 451 p.

51. CLAPP, MARGARET, ed. *The Modern University*. Ithaca, N.Y.: Cornell University Press, 1950. vii, 115 p. (Author; President, Wellesley College, Mass.)

"This little book is an outgrowth of three papers read in Boston at the annual meetings in December 1949 of the American Historical Association." First 2 chapters deal with university education in Europe. Third, by G. W. Pierson, Professor of History, Yale University, "American Universities in the Nineteenth Century: The Formation Period" (p. 59-94), is historical and interpretative in nature. Final chapter by President Clapp, "Contemporary Universities: Some Problems and Trends." Review by O. Tead, *Jour. Higher Educ.*, 22: 111, Feb. 1951.

52. COLEMAN, HELEN TURNBULL WAITE. *Banners in the Wilderness: Early Years of Washington and Jefferson College*. Pittsburgh, Pa.: University of Pittsburgh Press, 1956. xvii, 285 p.

Refers to Washington and Jefferson College, Pennsylvania. Bibliography, 149 titles.

53. COLSTON, JAMES ALLEN. *Higher Education in Georgia From 1932 to 1949 With Specific Reference to Higher Education for the Negro*. New York: New York University, 1950. 235 p. Abstract in *Micro. Abstracts*, 11: 44-45, No. 1, 1951.

Unpublished doctoral dissertation (Ph.D.). Primary purpose: "To study historically State financial support to institutions of higher education in Georgia." Makes 3 major recommendations for more adequate support of both White and Negro institutions.

54. CORNELIUS, ROBERT DOUGLAS. *The History of Randolph-Macon Woman's College From the Founding in 1891*

Through the Year of 1949-1950. Chapel Hill: University of North Carolina Press, 1951. xviii, 428 p. (Author: Professor of English, Randolph-Macon Woman's College, Virginia.)

Reviews by D. A. Weaver, *Jour. Higher Educ.*, 24: 103-104, Feb. 1953; by N. C. Chaffin, *Jour. South Hist.*, 17: 569-570, Nov. 1951; and by V. Carstensen, *Sat. Review Lit.*, 34: 33-34; Sept. 8, 1951.

55. CORSON, LOUIS DAMARIN. *University Problems as Described in the Personal Correspondence Among D. C. Gilman, A. D. White, and C. W. Eliot*. Stanford, Calif.: Stanford University, 1951. Abstract in the *Stanford University Abstracts of Dissertations . . . 1950-51*, p. 372-373.

Unpublished doctoral dissertation (Ed.D.). "The analysis of the ideas of these three great 19th century leaders of American higher education has been made under seven topics: (1) the functions of higher education, (2) the institutional structuring of these functions, (3) academic government, (4) academic administration, (5) the curriculum, (6) staff personnel, and (7) student affairs."

56. COULTON, THOMAS EVANS. *A City College in Action: Struggle and Achievement at Brooklyn College, 1930-55*. New York: Harper & Bros., 1955. xix, 233 p. (Author: Dean of Freshmen, Brooklyn College, N.Y.)

Reviews by T. N. Davis, *America*, 93: 324, June 1955; by W. G. Bowling, *Coll. & Univ.*, 31: 84-86, Oct. 1955; and by C. B. Hilberry, *Jour. Higher Educ.*, 27: 283-284, May 1956.

57. COVINGTON, JAMES W. and LAUB, C. HERBERT. *The Story of the University of Tampa: A Quarter of Century of Progress from 1930 to 1955*. Tampa, Fla.: University of Tampa Press, 1955. 144 p. (Authors: Faculty members, University of Tampa. Professor Laub died in 1953 and his incomplete manuscript was completed by Professor Covington.)

58. COWLEY, WILLIAM H. *A Century of College Teaching*. *Improv. Coll. & Univ. Teach.*, 1: 3-10, Nov. 1953. (Author: Professor of Higher Education, Stanford University.)

"This article compares the college teaching of a century ago with that of today on ten variables: the teacher, the student, that which is taught, the teaching process, the

learning process, curricular structuring, the logistics of teaching, the social interest, examination methods, and appraising teaching performance."

59. ——— The Heritage and Purposes of Higher Education. *Improv. Coll. & Univ. Teach.*, 3: 27-31, May 1955. (Author: See No. 58.)

Shows various concepts and emphases on the purposes of higher education in their historical perspective.

60. CRUMMEL, ROBERT A. The Development of Higher Education in the United States, 1900-1955. *Educ. Record*, 38: 320-328, Oct. 1957. (Author: Former staff member, American Council on Education.)

With 6 charts and 8 tables shows principal features of growth in enrollments in different types of institutions and in earned bachelor's, master's, and doctor's degrees granted.

61. DALEY, JOHN M. *Georgetown University: Origin and Early Years*. Washington: Georgetown University Press, 1957. xviii, 324 p.

Bibliography, 217 titles.

62. DUNBAR, HENRY FREDERICK. *A Brief History of the College Physical Education Association*. New York: New York University, 1950. 231 p. Abstract in *Micro. Abstracts*, 10: 183-185, no. 3, 1950.

Unpublished doctoral dissertation (Ph. D.). Traces history of the Association from origin in 1897, showing changes in name and function, from 1897 to 1950. Organization has membership of more than 500.

63. EARNEST, ERNEST. *Academic Profession: An Informal History of the American College, 1636-1953*. Indianapolis, Ind.: Bobbs-Merrill Co., 1953. 368 p.

"The purpose of this book is to examine the major forces which have operated in American higher education and to evaluate the colleges of each period on the pragmatic basis of the extent to which they educated men and women to live and to earn a living in the world of their times. . . . This book will be a story of some of the roads and of some of the blind alleys." Reviews by W. J. Codd, *America*, 90: 450, Jan. 30, 1954; by S. A. Nock, *Coll. & Univ.*, 30: 83-84, Oct. 1954; by W. P. Sears, *Educ.* 74: 390, Feb. 1954; and by F. H. Jackson, *Lib. Quart.*, 24: 405-406, Oct. 1954.

64. BELLS, WALTER CROSSBY. Earned Doctorates in American Institutions of Higher Education, 1861-1955. *Higher Educ.*, 12: 100-114, March 1956. (Author: Retired Professor of Education.)

Tabulated, by year and by sex, 131,049 doctoral degrees, and number of each conferred by 29 institutions awarding 1,000 or more doctorates each. Gives brief sketches of lives of first 3 men who earned doctorates at Yale University in 1861, and of first woman at Boston University in 1877. See also No. 2300.

65. ——— Is a Historical Directory of Higher Education Needed? *Coll. & Univ.*, 31: 328-335, Spring 1956. (Author: See No. 64.)

Shows need for a directory giving basic information on all existing institutions of higher education, most of which have borne two or more different names, and on the several thousand other institutions no longer in existence.

66. ——— *Baccalaureate Degrees Conferred by American Colleges in the 17th and 18th Centuries*. Washington: U.S. Department of Health, Education, and Welfare: Office of Education, 1958. (Circular No. 528.) v, 71 p. (Author: See No. 64.)

Shows number of degrees conferred each year from 1642 to 1800 by each of the 19 colonial colleges, totaling 9,144. Presents data on different types of degrees, duplicate degrees, ages of graduates, survival of graduates, and other features. Reports dates of first commencements. Special consideration (19 pages) of controversial features at College of William and Mary.

67. FUESS, CLAUDE M. *The College Board: Its First Fifty Years*. New York: Columbia University Press, 1950. vi, 222 p. (Author: Headmaster Emeritus, Phillips Academy, Andover, Mass.)

Discusses the founding of the College Entrance Examination Board, its early years, expansion of its activities, and its future program. Reviews by L. B. Ward, *Harvard Educ. Review*, 21: 265-267, No. 4, 1951; by M. J. White, *High School Jour.*, 34: 26, Jan. 1951; by A. E. Traxler, *Jour. App. Psych.*, 36: 430-431, Dec. 1952; by J. A. Felch, *Jour. Educ.* (London), 83: 420-421, July 1951; by D. A. Eldridge, *Jour. Higher Educ.*, 23: 53, Jan. 1952; and by W. S. Lynch, *Soc. Rev. Lit.*, 34: 19+, Jan. 30, 1951.

68. GALPIN, WILLIAM FREEMAN. *Syracuse University: Vol. I. The Pioneer Days*. Syracuse, N.Y.: Syracuse University Press, 1952. xv,270 p. (Author: Professor of History, Syracuse University.)

Review by L. A. Cremin, *Teach. Coll. Record*, 54: 106-107, Nov. 1952.

69. GANSS, GEORGE E. *Saint Ignatius' Idea of a Jesuit University: A Study in the History of Jesuit Education*. Milwaukee, Wisc.: Marquette University Press, 1954. xi,368 p.

Studies 400 years of development of Jesuit education, now involving 87 institutions of higher education in the United States alone. Emphasizes the adaptability of Jesuit education—that methods and content have been adapted to varying circumstances of time, place, and persons. Bibliography, 148 titles. Review by M. J. Fitzsimons, *Jour. Higher Educ.*, 27: 50-51, Jan. 1956.

70. GERHARD, DIETRICH. *The Emergence of the Credit System in American Education Considered as a Problem of Social and Intellectual History*. *AAUP Bull.*, 41: 647-668, Winter 1955. (Author: Professor of Modern History, Washington University, Mo.)

Presidential address before Historical Association of Greater St. Louis. A comprehensive treatment, stressing causes and personalities, especially influence of Charles W. Eliot and that of the Carnegie Foundation. Conclusion, in words of President Lowell of Harvard: "The real unit is the student. He is the only thing in education that is an end in itself."

71. GINGRICH, FELIX WILBUR and BARTH, EUGENE H. *A History of Albright College, 1856-1956*. Reading, Pa.: Albright College, 1956. 562 p.

72. GLEASER, EDMUND J., JR. *Analysis of Junior College Growth*. *Jun. Coll. Jour.*, 29:354-362, Feb. 1959. (Author: Executive Director, American Association of Junior Colleges.)

A historical study, chiefly statistical, concerning institutions and enrollments from 1900-1901 to 1957-1958. Also considers size, accreditation, and other features. Similar studies annually by previous executive secretaries, Walter Crosby Bells and James P. Bogue, usually in February issues of *Jun. Coll. Jour.*

73. GRAY, JAMES. *The University of Minnesota, 1851-1951*. Minneapolis: University of Minnesota Press, 1951. xvii,600 p.

Reviews by M. Lind, *Coll. & Univ.*, 28: 481-494, April 1953; by J. L. Morrison, *Jour. Higher Educ.*, 23: 169-170, March 1953; and by V. Carstensen, *Soc. Review Lit.*, 34: 33-34, Sept. 8, 1951.

74. GUINDON, FRANCIS X. *Needed Research in Medieval Education*. *Cath. Educ. Review*, 49: 289-295, May 1951. (Author: Assistant Professor of Education, Boston College, Massachusetts.)

"There is need of extensive and intensive research in the field of medieval education. To substantiate this point of view, one need only examine in some detail the ordinary texts in the history of education wherein the educational contributions of eight centuries or more are digested into a few superficial paragraphs or, at best, into a brief chapter or two." Gives many concrete suggestions.

75. HAVISHURST, WALTER. *The Miami Years: 1869-1959*. New York: Putnam, 1958. 254 p.

Refers to Miami University, Ohio.

76. HOFSTADTER, RICHARD and HARDY, C. DE WITT. *The Development and Scope of Higher Education in the United States*. New York: Columbia University Press, 1952. vii,254 p. (Authors: (1) Professor of History, Columbia University; (2) Staff member, Commission on Financing Higher Education.)

Published for the Commission on Financing Higher Education. Foreword by John D. Millett, Executive Director of the Commission. Professor Hofstadter in 4 chapters considers: The Age of the College, The Age of the University, Graduate and Professional Education, and The Higher Learning in America. Mr. Hardy in 5 chapters considers: Higher Education in the Present Age, Professional Education, The Advancement of Knowledge, General and Liberal Education, and Higher Education the Highest Good.

77. HOPKINS, JAMES FRANKLIN. *The University of Kentucky: Origins and Early Years*. Lexington: University of Kentucky Press, 1951. ix,305 p.

Reviews by J. W. Patton, *Jour. South. Hist.*, 18: 385-398, Aug. 1952; by E. M. Coulter, *Miss. Val. Hist. Review*, 38: 555, Dec. 1951; by V. Carstensen, *Soc. Review Lit.*, 34: 33-34, Sept. 8, 1951; and by R. W. Knight, *So. Atlantic Quart.*, 51: 167-168, Jan. 1952.

78. HUNT, ROCKWELL DENNIS. *History of the College of the Pacific, 1851-1951. Written in Commemoration of the One Hundredth Anniversary of Its Founding.* Stockton, Calif.: College of the Pacific, 1951. xv, 226 p. (Author: Dean Emeritus, University of Southern California; graduate and former member of faculty of College of the Pacific.)

Review by P. W. Christian, *Pac. Hist. Review*, 20: 392-393, Nov. 1961.

79. JENNINGS, WALTER WILSON. *Transylvania: Pioneer University of the West.* New York: Pageant Press, 1955. x, 321 p.

Refers to Transylvania College (formerly Transylvania University), Kentucky. Bibliography, 218 titles. Review by W. B. Posey, *Jour., South. Hist.*, 22: 237-239, May 1956.

80. JESCHKE, REUMEN PETER. *Dream of the Pioneers: A Brief and Informal History of Sioux Falls College in Commemoration of Its Seventy-Fifth Anniversary.* Sioux Falls, S.D.: 1958. iv, 175 p.

81. KIECKHEFER, GRACE NORTON. *The History of Milwaukee-Downer College, 1851-1951.* Milwaukee, Wisc.: Milwaukee-Downer College, 1951. 124 p.

82. KNIGHT, EDGAR WALLACE and HALL, CLIFTON L. *Readings in American Educational History.* New York: Appleton-Century-Crofts, 1951. xxi, 799 p. (Authors: (1) Professor of Educational History, University of North Carolina; (2) Associate Professor of Education, George Peabody College for Teachers, Tenn.)

A collection of documents of American educational history from Colonial times, to 1950, many of them dealing with higher education. Reviews by C. D. Champlin, *Educ. Adm. & Sup.* 38: 123-126, Feb. 1959; by E. I. F. Williams, *Educ. Forum*, 16: 748, Jan. 1952; by J. Allen, *Jour. South. Hist.* 17: 570-571, Nov. 1951; by E. B. Wesley, *Miss. Val. Hist. Review*, 38: 552, Dec. 1951; and by E. B. Norris, *Soc. Educ.* 15: 295, Dec. 1951.

83. KNIGHT, EDGAR WALLACE. *A Documentary History of Education in the South Before 1860. In Five Volumes. 1949-1953. Vol. I. The Rise*

of the State University. Chapel Hill: University of North Carolina Press, 1952. viii, 484 p. (Author: See No. 82.)

Contains charters and much other documentary material, arranged by decades. Also references to material on higher education in other volumes of the series. Reviews by W. Bean, *Amer. Hist. Review*, 58: 646, April 1953; by E. M. Coulter, *Jour. South. Hist.*, 19: 84-85, Feb. 1953; and by C. Eaton, *Miss. Val. Hist. Review*, 40: 365-366, Sept. 1953.

84. KUHN, MADISON. *Michigan State: The First Hundred Years, 1855-1955.* East Lansing: Michigan State University Press, 1955. xi, 501 p.

85. LANIER, RAPHAEL O'HARA. *The History of Higher Education for Negroes in Texas, 1930-1955, With Particular Reference to Texas Southern University.* New York: New York University, 1957. 331 p. Abstract in *Diss. Abstracts*, 18: 2045, June 1958.

Unpublished doctoral dissertation (Ed. D.). "This study presents a history of higher education for Negroes in Texas from 1905 to 1955 with focus on the period from 1930 on, and on two institutions, Prairie View College and Texas Southern University. It analyzes the influence of social and political forces and legal decisions."

86. LEE, LURLINE MAHAN. *The Origin Development, and Present Status of Arkansas' Program of Higher Education for Negroes.* East Lansing: Michigan State University, 1955. 295 p. Abstract in *Diss. Abstracts*, 15: 1020, July 1955.

Unpublished doctoral dissertation (Ed. D.). Major conclusion: "Since the opening of the integrated program of the University [of Arkansas], the gap between the two races, in so far as educational indices are concerned, has begun to close." Makes several recommendations for improvement of conditions.

87. LINDSAY, JULIA IRA. *Tradition Looks Forward: The University of Vermont: A History, 1791-1904.* Burlington: University of Vermont, 1954. 286 p.

88. LOTTICK, KENNETH V. *The Oldest University in the West. Sch. & Soc.*, 73: 193-196, March 31, 1951. (Author: Faculty member, Willamette University, Ore.)

Considers the claims of various institutions to being the first one established West

of the Mississippi River. Concludes that the distinction belongs to Willamette University, founded in 1842.

89. MCBRIDE, DON WALLACE. *The Development of Higher Education in the Church of Jesus Christ of Latter-Day Saints*. East Lansing: Michigan State College, 1952. 524 p. Abstract in *Diss. Abstracts*, 12: 709-710, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Purpose: "(1) To trace the development of higher education in the Church of Jesus Christ of Latter-Day Saints, and (2) to compare educational practice in the Church with the philosophy and doctrines propounded by its leaders." Begins with University of the City of Nauvoo, Illinois, established in 1840.

90. McDONALD, RALPH W. A Half-Century of American Higher Education—1900 to 1950. *Assoc. Amer. Coll. Bull.*, 40: 346-358, Oct. 1954. (Author: President, Bowling Green State University, Ohio.)

Gives data on development in many lines—personnel, curricular, and financial. "By 1950 our institutions of higher learning had more graduate students than the total college enrollment in 1900."

91. MARSHALL, DAVID COUGHLIN. *A History of the Higher Education of Negroes in the State of Louisiana*. Baton Rouge: Louisiana State University, 1956. 223 p. Abstract in *Diss. Abstracts*, 17: 297-298, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Covers period of 91 years. "Since the second and third decades of the present century significant changes have taken place in the general pattern of Negro education in Louisiana. . . . Since the end of World War II, Negro institutions of higher education in Louisiana have manifested phenomenal growth and development. . . . The present phase in the history of Negro higher education in the State of Louisiana is one of radical transition. . . . Only the future will hold the full implications of the historic Supreme Court decision handed down on May 17, 1954."

92. MEIGS, CORNELIA LYNDE. *What Makes a College? A History of Bryn Mawr*. New York: Macmillan Co., 1956. x, 277 p. (Author: Professor Emeritus, Bryn Mawr College, Pa.)

Reviews by D. W. Hayes, *Coll. & Univ.*, 32: 365-367, no. 3, 1957; by W. P. Sears, *Educ.*, 76: 644, June 1956; by T. Woody, *Educ. Outlook*, 30: 139-140, May 1956; by

H. Randall, *Jour. Higher Educ.*, 28: 53-54, Jan. 1957; and by E. G. Vining, *Soc. Review*, 39: 29, July 21, 1956.

93. MEREDITH, CAMERON WILLIAM. *An Account of Changes in the School of Education at the University of Michigan During the Period 1921-1949*. Ann Arbor: University of Michigan, 1951. 282 p. Abstract in *Micro. Abstracts*, 11: 302-304, No. 2, 1951.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study is to provide an account of selected changes in policies, organization, offerings, enrollment, and student personnel . . . during the period 1921-49. A brief account of events preceding the establishment of the School in 1921 is presented."

94. MEYER, ROY FRANCIS. *A History of the Separate Two-Year Public and Private Junior Colleges of Minnesota, 1905-1955*. Minneapolis: University of Minnesota, 1956. 585 p. Abstract in *Diss. Abstracts*, 18: 2050, June 1958.

Unpublished doctoral dissertation (Ph. D.). Chiefly devoted to consideration of the 9 public junior colleges and reasons they have not grown more rapidly. Advocates establishment of new junior colleges in Minneapolis and St. Paul areas.

95. NELSON, LAWRENCE EMERSON. *Redlands: Biography of a College. The First Fifty Years of the University of Redlands*. Redlands, Calif.: University of Redlands, 1958. viii, 310 p.

96. NORTHCOTT, WILLIAM CECIL. *A Pillar of Cloud: The Story of Hesston College, 1909-1959*. North Newton, Kan.: Mennonite Press, 1959. 260 p.

97. NORWOOD, JOHN NELSON. *Flat Lax: The Story of Alfred University, With Its Constituent and Affiliated Schools*. Alfred, N.Y.: Alfred University, 1957. vi, 287 p.

98. OLLOTT, RUTH HUFFORD. *An Analysis of the Impact of Changing Times and an Expanding Nation Upon Five Selected Institutions of Higher Learning From 1869-1917*. Houston, Texas: University of Houston, 1954. 275 p. Abstract in *Diss. Abstracts*, 14: 1343-1344, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). "This study purports to show that trends toward an expanding curriculum in Harvard

University, University of Virginia, University of Michigan, University of Wisconsin, and Cornell University from 1869 to 1917 had their origin in scientific and intellectual investigation, in economic, social, and political events and movements, and in the minds of a relatively small number of foresighted educators."

99. PARKS, JOSEPH H. and WEAVER, OLIVER C., JR. *Birmingham-Southern College, 1856-1956*. Nashville, Tenn.: Parthenon Press, 1957. 224 p. (Authors: (1) Professor of History; (2) Professor of Philosophy; both of Birmingham-Southern College, Ala.)

Discusses in detail early history of Southern College (1856-1918), Birmingham College (1898-1918), and the combined institution since their merger in 1918. Review by D. A. Lockmiller, *Assoc. Amer. Coll. Bull.*, 43: 501-502, Oct. 1957.

100. PATERSON, SAMUEL WHITE. *Hunter College: Eighty Five Years of Service*. New York: Lantern Press, 1955. xx,263 p. (Author: Faculty member, Hunter College, N.Y.)

Reviews by C. B. Hilberry, *Jour. Higher Educ.*, 27: 283-284, May 1956; and by W. Rudy, *Teach. Coll. Record*, 57: 510-511, April 1956.

101. PEARCE, DONALD CRITTENDEN. *The Development of the Junior Colleges in Virginia*. Nashville, Tenn.: George Peabody College for Teachers, 1957. 378 p. Abstract in *Diss. Abstracts*, 18: 485. Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "Covers a time span of just under 100 years—from 1853 to 1950. Twenty schools are included. Each school is handled individually on the basis of certain characteristics which differentiate the school as a type. . . . Factors on the broader scene which brought about change in the schools studied are included in each chapter. . . . In 1950 the junior college remained an integral, though not outstanding, part of the educational system of the State. The schools were small, exclusive, aristocratic."

102. PECK, ELISABETH SINCLAIR. *Berea's First Century, 1855-1955*. Lexington: University of Kentucky Press, 1955. xix,217 p. (Author: Faculty member, Berea College, Ky., for 41 years.)

Two chapters deal with the founders; others with interracial education, mountain folk and their education, changes in educa-

tional patterns, finance, and extension education. Reviews by T. Woody, *Jour. Higher Educ.*, 27: 49-50, Jan. 1956; and by E. A. Topplin, *Jour. Negro Educ.*, 25: 42-43, No. 1, 1956.

103. PHILLO, L. C. *The Historical Development and Present Status of the Educational Institutions of the Church of the Nazarene*. Norman: University of Oklahoma, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 725-726, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). A general survey of development and present conditions of 15 colleges and theological seminaries founded since 1899, 9 of which were in existence in 1958.

104. PIERSON, GEORGE WILSON. *Yale: College and University, 1871-1937*. New Haven, Conn.: Yale University Press. Vol. I. *Yale College: An Educational History, 1871-1921*. 1952. xv,773 p. Vol. II. *Yale: The University College, 1921-1937*. 1955. xviii,740 p. (Author: Professor of History, Yale University.)

Published on occasion of Yale's 250th anniversary. A scholarly and comprehensive treatment. "Here begins a history of modern Yale. My hope is to describe the growth of the University from just after the end of the Civil War to the end of World War II. . . . I have made my main theme in beginning the educational development of Yale College. . . . This is also a study in university management."—Preface. Vol. I, bibliography, annotated, p. 552-577. Vol. II, bibliography, annotated, p. 545-546. Reviews of Vol. I by A. E. Morgan, *Jour. Educ.* (London), 84: 434, Sept. 1952; by M. Curti, *Jour. Higher Educ.*, 24: 50-51, Jan. 1953; and by R. L. Watson, Jr., *So. Atlantic Quart.* 52: 296-306, April 1953.

105. POWER, EDWARD J. *A History of Catholic Higher Education in the United States*. Milwaukee, Wisc.: Bruce Publishing Co., 1958. xiii,383 p. (Author: Professor of Education, University of Detroit, Mich.)

"There is no satisfactory history of higher education in the United States. . . . The history of Catholic higher education in the United States has received even less attention than the history of other colleges. . . . No where in the literature has any attempt been made to present in one volume the history of Catholic education in the United States." Appendixes give valuable lists of colleges for men and for women. Lists 267 colleges for men, arranged by dates of foundation since 1786, only 83 of which are still in existence

as 4-year colleges or universities. Bibliography, 301 titles. Reviews by F. Nevins, *Cath. Educ. Review*, 57: 62-64, Jan. 1959; by T. A. Garrett, *Coll. & Univ.*, 34: 219-222, Winter 1959; and by J. W. Donahue, *Relig. Educ.*, 54: 191-192, March 1959.

106. RANGE, WILLARD. *The Rise and Progress of Negro Colleges in Georgia, 1865-1949*. Athens: University of Georgia Press, 1951. x,254 p. (Author: Professor of Political Science, University of Georgia.)

A study under a Phelps-Stokes Fellowship, based on examination of source materials and visits to each of the 13 Negro colleges in the State. Bibliography, 128 titles. Review by R. L. Clark, *Jour. South. Hist.*, 18: 247-248, May 1952.

107. RITCHEY, CHARLES J. *Drake University Through Seventy Five Years, 1881-1956*. Des Moines, Iowa: Drake University, 1956. 288 p. (Author: Professor of History, Drake University.)

Review by F. N. Brady, *Coll. & Univ.*, 32: 367-368, No. 3, 1957.

108. ROBINSON, CHESTER HERSHEY. *The Work of the Major Educational Associations Toward the Improvement of College Teaching*. Stanford, Calif.: Stanford University, 1950. Abstract in the *Stanford University Abstracts of Dissertations . . . 1949-50*, p. 28-32.

Unpublished doctoral dissertation (Ph. D.). Considers especially the work of the Association of American Colleges, North Central Association, Association of American Universities, and American Association of University Professors, and to a lesser extent other national organizations following World War I, and until decline of the movement following 1930. Considers especially the work of E. H. Wilkins, G. J. Laing, M. B. Haggerty, C. H. Judd, and F. Payne. Gives 6 reasons why the movement waned.

109. RUDOLPH, FREDERICK. *Mark Hopkins and the Log: Williams College, 1836-1872*. New Haven, Conn.: Yale University Press, 1956. ix,267 p.

Based on author's doctoral dissertation at Yale University. "This study has attempted to recapture not only the story of Hopkins and the Log, . . . it has attempted to get at its meaning as well." Reviews by W. Smith, *Jour. Higher Educ.*, 28: 229-230, April 1957; and by K. W. Bigelow, *Teach. Coll. Record*, 58: 236-237, Jan. 1957.

110. RUDY, S. WILLIS. The "Revolution" in American Higher Education, 1865-1900. *Harvard Educ. Review*. 21: 155-174, Summer 1951. (Author: Professor, Harvard Graduate School of Education.)

Discusses: The Ante-Bellum College, The Role of the Great American Fortunes, The Elective System, Improvement of Professional Training, Popularization of Learning, The Impact of the German University, and The Rise of the Graduate School. Bibliography, 46 titles.

111. SACK, SAUL. *A History of Higher Education in Pennsylvania*. Philadelphia: University of Pennsylvania, 1959. 1,197 p. Abstract in *Diss. Abstracts*, 20: 196, July 1959.

Unpublished doctoral dissertation (Ph. D.). Organized in 28 chapters including ones on Presbyterian Institutions, German Sectarians, Methodist Colleges, Quaker Colleges, Episcopalian Influences, Baptist Institutions, Catholic Higher Education, University of Pennsylvania, Theological Education, Medical Education, Legal Education, Technical Education, Teacher Education, Higher Education of Women, The Junior College, and Graduate Education. "Some long forgotten colleges and a few which failed to draw a first breath were found."

112. SAVAGE, HOWARD J. *Fruit of an Impulse: Forty Five Years of the Carnegie Foundation, 1905-1950*. New York: Harcourt Brace, 1953. viii,407 p. (Author: Secretary, Carnegie Foundation for the Advancement of Teaching.)

"'Never forget,' said Dr. George Hutcheson Denny when he heard that the present work was to be undertaken, 'that the Carnegie Foundation is an American institution. It could have come into being only in America.' The activating suggestion that the history of the Carnegie Foundation for the Advancement of Teaching should be written as a record of experience and possibly as a sort of guide book for one area of American philanthropy was broached by President Carmichael in the Spring of 1948." Review by R. B. Fosdick, *Jour. Higher Educ.*, 25: 49, Jan. 1954.

113. SCHMIDT, GEORGE PAUL. *The Liberal Arts College: A Chapter in American Cultural History*. New Brunswick, N.J.: Rutgers University Press, 1957.

ix,310 p. (Author: Professor of History and Political Science, Douglass College, Rutgers University.)

"This book is the story of the liberal arts college. The first six chapters depict the age of the old-time college when that institution dominated the educational scene and dispensed the classical tradition from dignified halls of ivy on scores of campuses. . . . Today, in the twentieth century, the liberal arts college is trying to maintain its identity and to keep from being smothered by the multitude of professional schools and the dynamic university which surrounds it. This recent development is the theme of the later [six] chapters." Extensive "Review Essay" by Ordway Tead in *Jour. Higher Educ.*, 29: 187-170, 176, March 1958. Reviews by W. S. Howland, *Assoc. Amer. Coll. Bull.*, 44: 503-505, Oct. 1958; by G. Kennedy, *Harvard Educ. Review*, 28: 168-169, Spring 1958; by J. Hale, *High Points*, 40: 72-73, May 1958; and by F. H. Jackson, *Teach. Coll. Record*, 59: 431-432, April 1958.

114. SHOENHALS, LAWRENCE RUSSELL. *Higher Education in the Free Methodist Church in the United States, 1860-1954*. Seattle: University of Washington, 1955. 515 p. Abstract in *Diss. Abstracts*, 15: 1543-1544, Sept. 1955.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to 7 institutions now in existence and questionnaires to school officials and selected graduates.

115. SERALY, AVIS LEO. *Michigan State Normal Schools and Teachers Colleges in Transition, With Special Reference to Western Michigan College of Education*. Ann Arbor: University of Michigan, 1950. 494 p. Abstract in *Micro. Abstracts*, 10: 138-139, No.4, 1950.

Unpublished doctoral dissertation (Ph. D.). Studies development, with consideration of causes, of State normal schools into colleges of education. Emphasizes action of State Board of Education in 1934 making the first 2 years of teacher training general education, thus shifting professional education to third and fourth years.

116. SELLERS, JAMES B. *History of the University of Alabama. Vol. I. 1818-1902*. University: University of Alabama Press, 1953. xvii,649 p.

Review by T. Woody, *Jour. Higher Educ.*, 25, 282, May 1954.

117. SIMPSON, THOMAS MCN. *History of the Association of Virginia Colleges*.

In Association of Virginia Colleges, Proceedings, 1953, p. 7-21. (Author: Former Dean, Randolph-Macon College, Va.)

Traces development and varied activities of the Association since its organization in 1915.

118. SMILEY, DEAN F. *History of the Association of American Medical Colleges, 1876-1956*. *Jour. Med. Educ.*, 32: 513-525, July 1957. (Author: Secretary, Association of American Medical Colleges.)

Outlines the development of the Association and states its major achievements. Bibliography, 26 titles.

119. SNAVELY, GUY E. *The Church and the Four-Year College: An Appraisal of Their Relation*. New York: Harper & Bros., 1955. viii,216 p. (Author: Executive Director Emeritus, Association of American Colleges.)

Chiefly historical dealing with development of many individual colleges. Separate chapters on Colonial, Baptist, Congregational, Disciples of Christ, Lutheran, Methodist, Presbyterian, and Roman Catholic Colleges; Other Church Colleges; Church Colleges That Became State Colleges; and Church Boards of Education. Reviews by S. A. Nock, *Coll. & Univ.*, 31: 240-241, No. 2, 1956; by N. S. F. Ferre, *Jour. Higher Educ.*, 27: 347-348, June 1956; and by L. W. Norris, *Relig. Educ.*, 51: 160, March 1956.

120. SPEARE, EDWARD RAY. *Interesting Happenings in Boston University's History, 1839-1951*. Boston: Boston University Press, 1957. viii,204 p. (Author: Treasurer, Boston University.)

121. STALLINGS, CHARLES WILLIAM. *Some Aspects of the Evolution of Negro Colleges in America as Depicted by the Execution of a Mural*. University Park: Pennsylvania State University, 1954. 183 p. Abstract in the *Pennsylvania State University Abstracts of Doctoral Dissertation*, vol.17, 1954, p. 423-425.

Unpublished doctoral dissertation (Ed. D.). Discusses selection of episodes and techniques used for a mural 81 feet in length in the refectory of Morgan State College, Maryland.

122. STORR, RICHARD J. *The Beginnings of Graduate Education in America*. Chicago: University of Chicago Press,

1953. 195 p. (Author: Staff member, University of Chicago.)

Limited to the period before the Civil War. Among the subjects considered are German influences, expansion of learning, and early traditions of graduate education. Bibliography, 18 pages. Reviews by W. H. Cowley, *Jour. Higher Educ.*, 25: 104-105, Feb. 1954; and by W. O. L. Smith, *Univ. Quart.*, 9: 90+, Nov. 1954.

123. UMBLE, JOHN SYLVANUS. *Goshen College, 1894-1954*. Goshen, Ind.: Goshen College Bookstore, 1955. xvi, 284 p. (Author: Professor of English, Goshen College.)

Review by J. G. Howard, *Jour. Higher Educ.*, 27: 288, May 1956.

124. WADE, HOMER DALE. *Establishment of Texas Technological College, 1916-1923*. Lubbock, Texas: Texas Technological Press, 1956. vi, 167 p.

125. WAITE, FREDERICK C. *Manual Labor: An Experiment in American Colleges of the Early Nineteenth Century*. *Assoc. Amer. Coll. Bull.*, 36: 391-400, Oct. 1950. (Author: Professor Emeritus, Rush Medical College, Ill.)

Reports origin, development, difficulties, and decline of required manual labor, primarily as a matter of health. "The manual labor system in colleges in its original form disappeared a hundred years ago. Many educators of today have no knowledge of its existence. This sketch of a system that arose, flourished for a brief period, and finally was acknowledged as a complete failure may carry some hints for educational experimenters today."

126. WARE, CHARLES CROSSFIELD. *A History of Atlantic Christian College: Culture in Coastal Carolina*. Wilson, N.C.: Atlantic Christian College, 1956. 248 p.

127. WATSON, ELMO SCOTT. *The Illinois Wesleyan Story: 1850-1950*. Bloomington: Indiana University Press, 1950. xix, 276 p.

Review by E. W. Lyon, *Soc. Review Lit.*, 33: 14-15, Sept. 9, 1950.

128. WERT, ROBERT JOSEPH. *The Impact of Three Nineteenth-Century Reorganizations Upon Harvard University*. Stanford, Calif.: Stanford University,

1952. *Abstract in the Stanford University Abstracts of Dissertations . . . 1951-52*, p. 51-52.

Unpublished doctoral dissertation (Ph. D.). Considers reorganizations of 1825, 1870, and 1890. "The reorganization of 1890 laid the structural foundation for twentieth-century Harvard and for every other major university in the United States. . . . During these three reorganizations nearly every facet of American higher education was discussed."

129. WHITE, MARION CHURCHILL. *History of Barnard College*. New York: Columbia University Press, 1954. x, 222 p.

Review by L. J. Long, *Jour. Higher Educ.*, 26: 52, Jan. 1955.

130. WILLIAMS, EDWARD IRWIN FRANKLIN. *Heidelberg: Democratic Christian College, 1850-1950*. Menasha, Wisc.: George Banta Publishing Co., 1952. xl, 321 p. (Author: Professor of Education, Heidelberg College, Ohio.)

131. WILSON, LOUIS ROUND. *The University of North Carolina, 1900-1930: The Making of a Modern University*. Chapel Hill: University of North Carolina Press, 1957. xxi, 633 p.

Reviews by W. F. English, *Coll. & Univ.*, 33: 218-220, Winter 1958; by J. C. Kiger, *Jour. Higher Educ.*, 28: 465-466, Nov. 1957; and by R. K. Seckinger, *Teach. Coll. Record*, 60: 112-113, Nov. 1958.

132. WOODWARD, CARL RAYMOND. *The Evolving Mission of the State University*. In *National Association of State Universities, Transactions 1956*, p. 18-41. (Author: President, University of Rhode Island.)

-Discusses influence of the colonial colleges, Northwest Territory Ordinance of 1787, the Seminary Grants, influence of the University of Wisconsin, Morrill Land-Grant Act, and significance of mottoes. Gives mottoes of all State universities which have them. Presents four aims peculiar to the State university.

133. YANAGIHARA, HIKARU. *Some Educational Attitudes of the Protestant Episcopal Church in America: A Historical Study of the Attitudes of the Church and Churchmen Toward the Founding and Maintaining of Colleges*

and Schools Under Their Influence Before 1900. New York: Columbia University, 1958. 617 p. Abstract in *Diss. Abstracts*, 19: 268, Aug. 1958.

Unpublished doctoral dissertation (Ph. D.). Studies three basic patterns of organization at five periods, from the colonial period to close of 19th century.

See also Nos. 4, 21, 22, 134, 136, 140, 146, 170, 175, 208, 272, 282, 306, 309, 316, 319, 322, 334, 347, 373, 380, 383, 404, 413, 432, 451, 456, 457, 458, 460, 488, 505, 515, 526, 527, 528, 537, 542, 543, 555, 562, 585, 592, 594, 617, 626, 628, 632, 633, 634, 635, 636, 679, 698, 708, 709, 710, 711, 740, 781, 782, 785, 830, 855, 864, 881, 899, 932, 1028, 1344, 1469, 1517, 1555, 1574, 1602, 1655, 1669, 1670, 1689, 1701, 1703, 1843, 1885, 1897, 1916, 1923, 1948, 2060, 2117, 2166, 2178, 2181, 2182, 2192, 2200, 2201, 2203, 2211, 2217, 2222, 2229, 2230, 2254, 2277, 2283, 2284, 2316, 2357, 2364, 2461, 2501, 2541, 2600, 2654, 2677.

3. ACCREDITATION

For other references, see *Proceedings* of the various regional accrediting associations, especially the Commission on Colleges and Universities of the North Central Association published in *North Central Association Quarterly*.

134. BLAUCH, LLOYD E., ed. *Accreditation in Higher Education.* Washington: Government Printing Office, 1959. viii, 247 p. (Author: With U.S. Office of Education.)

"In an effort to gather the widely scattered available information, to deal with the newer trends and developments in accreditation, and to satisfy the urgent need for a modern reference source on accreditation, this new book has been prepared. . . . The plan of the book is to deal first with the meaning and evolution of accreditation in higher education, then with accreditation by State and regional agencies, and lastly with the accreditation of education for the professions." Part I, by 3 authors, gives very valuable historical information. Part II, by 7 authors, treats accreditation by the 6 regional associations, and by the States. Part III, by 23 authors, treats accreditation in 23 professional fields. Appendixes give in tabu-

lar form chief features of accreditation policies and procedures of the various accrediting agencies. Each chapter includes brief list of selected references.

135. BOWLES, FRANK H. *New Policies in Regional Accrediting.* In Northwest Association of Secondary and Higher Schools, *Proceedings* 1950, p. 61-67. (Author: Director, College Entrance Examination Board.)

Answers seven basic questions regarding future of college accreditation. Describes accreditation activities of Middle States Association.

136. ——— Causes and Effects in Accreditation. In Southern University Conference, *Proceedings*, 1934, p. 20-32. (Author: See No. 135.)

Traces development of college accreditation from influence of Carnegie Foundation and Association of American Universities to intensive efforts by regional accrediting associations with their emphasis on self-evaluation for improvement. Discusses special problems facing accrediting agencies.

137. ——— The Place of the Regional Association in the Future Educational Scene. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1957, p. 24-36. (Author: President, College Entrance Examination Board.)

Urges that the Association place less stress on accreditation and more on accepting "a role in both the planning and the coordination of the development of education within the area it serves." Followed by five-page discussion by Otto F. Kraushaar, President, Goucher College, Md.

138. BRUMBAUGH, AARON J. *The Accrediting Agencies Face Their Common Problems.* *Educ. Record*, 31: 59-92, Jan. 1950. (Author: Vice-President, American Council on Education.)

Report of Conference on Accreditation at Washington, Nov. 15-16, 1949, with special consideration of accreditation in professional fields—nursing, social work, medical, pharmaceutical, journalism, home economics, and teacher education.

139. BURNS, NORMAN. *Accrediting Enters a New Phase.* *North Cent. Assoc. Quart.*, 27: 296-298, Jan. 1953. Author: Secretary, Commission on Colleges and Universities, North Central Association.)

Summarizes four major criticisms of accreditation. "After many months of study,

the Commission has reached the conclusion that the solution to these problems lies in the gradual assumption by regional accrediting agencies of the responsibility for all accreditation."

140. ——— Some Thoughts on the Theory and Practice of Accrediting. *North Cent. Assoc. Quart.*, 28: 205-214, Oct. 1953. (Author: See No. 139.)

A historical summary and "guide lines" for 3 groups—Committee on Planning, Committee on Reorganization of Accrediting Procedures, and Committee on Professional Accrediting Problems.

141. CHAFFEE, EUGENE B. Post-Secondary Specialized Educational Institutions. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1957, p. 74-78. (Author: President, Boise Junior College, Idaho.)

Summary of panel discussion involving possible accreditation of schools of music and fine arts, business institutes, schools of religion, and technical institutes.

142. DEFERRARI, ROY JOSEPH, ed. *Self-Evaluation and Accreditation in Higher Education*. Washington: Catholic University of America Press, 1959. xi, 362 p. (Author: Secretary-General, Catholic University of America, Washington, D.C.)

Proceedings of summer Workshop on Administration in Higher Education in Relation to Self-Evaluation and Accreditation, 1958. Includes 22 chapters by various authors covering relationship of the administration to basic institutional documents, to the trustees, to the faculty, to the alumni, to the registrar, to academic affairs, to the student body, to finance, to appointment of president and deans, and philosophy and procedure of accreditation of various national, regional, and State organizations. Contains numerous topical bibliographies.

143. DOUGHERTY, NATHAN W. Accrediting of Engineering Curricula. *Jour. Eng. Educ.*, 44: 290-298, Jan. 1954. (Author: Dean of Engineering, University of Tennessee.)

Reviews 20 years of progress in accreditation of engineering curricula. Discusses philosophy of accrediting, criteria involved, who is inspected, and cooperative inspections.

144. FITZGERALD, RUFUS H. Problems of Accreditation in Colleges and Universities. In Western College Associa-

tion, *Proceedings*, 1952-53, p. 38-46. (Author: Chancellor, University of Pittsburgh, Pa.)

Gives brief background and some general principles of accreditation, followed by detailed report of experience of University of Pittsburgh "in a recent over-all accreditation." Conclusion: "I believe that we all realize that accreditation in some form is helpful and is here to stay. Our major problem is how can it be used as a constructive means of raising the standards of our institutions without destroying their freedom?"

145. GOLDTHORPE, J. HAROLD. Office of Education Relationships to Educational Accreditation. *Higher Educ.*, 11: 51-54, Dec. 1954. (Author: With U.S. Office of Education.)

"In all the activities of the Office of Education in relation to accreditation, the Office is in no way an accrediting agency; it does not accredit educational institutions." Describes the advisory and informational activities of the Office, its recent responsibility for designating nationally recognized accrediting agencies, and reports a recent conference on accrediting with statement of 18 resultant suggestions and recommendations.

146. GOODWIN, LOUIS CHARLES. *A Historical Study of Accreditation in Negro Public and Private Colleges, 1927-1952—With Special Reference to Colleges in the Southern Association*. New York: New York University, 1956. 328 p. Abstract in *Diss. Abstracts*, 17: 541-542, March 1957.

Unpublished doctoral dissertation (Ph. D.). Compares accreditation procedures in two regional associations. Recommends that the Southern Association should revise some of its policies and methods and "should grant full membership to Negro colleges to which it grants unconditional approval."

147. GUSTAVSON, REUBEN G. The National Commission on Accrediting. In Southern University Conference, *Proceedings*, 1952, p. 26-40. (Author: Chancellor, University of Nebraska; Chairman of the Commission.)

Discusses the occasion for organization of the National Commission on Accrediting and some of the problems it met in its efforts to coordinate and unify accreditation procedures. Reports especially regarding American Chemical Society, describing various experiences, amusing and otherwise, with it.

148. HAWK, Rev. HERMAN J. The Levels of Evaluation. In *Western College Association Proceedings*, Spring Meeting, 1956, p. 13-18. (Author: President, University of Santa Clara, Calif.)

Considers seven levels of evaluation—legal, popular, recipient, professional, accreditation, historical, and divine.

149. HAZEN, HAROLD L. The ECPD Accreditation Program. *Jour. Eng. Educ.*, 45: 101-111, Oct. 1954. (Author: Dean, Graduate School, Massachusetts Institute of Technology.)

Describes present organization and operation of Engineers Council for Professional Development, including confidential documents, quantitative criteria of acceptability, what is meant by good faculty; administrative organization, broad horizon and scientific depth, and problems implicit in the accreditation procedure.

150. ——— Relations With Regional Accrediting Associations. *Jour. Eng. Educ.*, 45: 209-213, Nov. 1954. (Author: See No. 149.)

Discusses differences in function of the Middle States Association and the Engineers Council for Professional Development, the broader foundation of expert appraisal, and some of the larger issues involved.

151. HILL, ALFRED T. What is a Non-Accredited College? *Educ. Record*, 38: 348-354, Oct. 1957. (Author: Executive Secretary, Council for the Advancement of Small Colleges.)

A description of the colleges composing the Council, their nature, the potential they represent, and the purposes and policies of the organization they have created to help themselves along the road to progress and ultimate accreditation.

152. ——— Small Colleges Win Accreditation. *Sch. & Soc.*, 87: 117-119, March 14, 1959. (Author: See No. 151.)

Compares seven newly accredited small colleges with seven nonaccredited ones on 10 features, discussing two of these features especially—academic quality and financial strength. Concludes that "the nonaccredited college should be very much encouraged. . . . They stand a good chance of success too."

153. JOHNSON, B. LAMAR. An Appraisal of Junior College Accreditation in California. *Jun. Coll. Jour.*, 29: 15-

23, Sept. 1958. (Author: Professor of Higher Education, University of California, Los Angeles.)

Reports judgments of 197 members of accreditation teams and administrators of institutions examined regarding values of accreditation, undesirable effects, and methods of improving the process.

154. ——— Accreditation Teams Look at California Junior Colleges. *Jun. Coll. Jour.*, 29: 63-78, Oct. 1958; and 29: 156-163, Nov. 1958. (Author: See No. 153.)

First article gives summary of reports of accreditation teams which visited 50 California junior colleges from 1953 to 1957. In nine tables, reports major findings regarding aims, curricula, and instruction. Second article similarly, in five tables, reports major findings regarding student personnel services, administration, plant, and facilities.

155. KINNEY, LUCIEN B. Designing Accreditation. *Jour. Higher Educ.*, 26: 25-30, 57-58, Jan. 1955. (Author: Professor of Education, Stanford University.)

Reports a new set of criteria and plan of procedure for accreditation of teacher education in California.

156. LOVE, MALCOLM A. Accreditation and the Liberal Arts. In *Western College Association, Proceedings*, Spring meeting, 1957, p. 13-18. (Author: President, San Diego State College, California.)

"In the task of accreditation we are confronted with a number of truly complex problems—none the least of which is the assessment of the proper balance between liberal and specialized education." Reviews the accreditation principles and practices of the Western College Association and discusses its future activities.

157. MORRIS, ALVIN E. *A Critical Analysis of Types of Quantitative Data Requested by the Professional Teacher Education Accrediting Agency and the Six Regional Accrediting Agencies*. Detroit, Mich.: Wayne State University, 1959. 106 p. Abstract in *Diss. Abstracts*, 19: 3236-3237, June 1959.

Unpublished doctoral dissertation (Ed. D.). Conclusions: "There is need for securing from institutions more complete and accurate compilations of general and teacher educational quantitative data than are now available, . . . for greater use and development of

standardized educational terminology, uniform compilational procedures, and a common core of quantitative data."

158. MOSHER, RAYMOND M. A Plan for Comprehensive Evaluations. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1952, p. 58-62. (Author: Faculty member, San Jose State College, California.)

With use of the diagram, gives recommended organization for overall institutional evaluation for new member institutions and for institutional reevaluation.

159. NEVINS, JOHN F. *A Study of the Organization and Operation of Voluntary Accreditation Agencies*. Washington: Catholic University of America Press, 1959. (Catholic University of America, Research Monographs, Vol. 22, No. 3.) xvi, 403 p.

Doctoral dissertation (Ph. D.). "The real nature, structure, and modus agendi of regional accrediting associations are not clearly and fully presented in the literature of American education. . . . It will be the general purpose of this study to examine these organizations and their influences, good or bad, on education in these United States." Separate chapters devoted to organization and historical development of each of the six regional associations with further chapters on their structure and membership, evaluation procedures, policies, authority and sanctions, and relations to State and professional agencies. Bibliography, 508 titles. Review by W. K. Selden, *Catholic Educ. Review*, 57: 415-17, Sept. 1959.

160. NEWBURN, HARRY K. Extension of the Accrediting Functions of Regional Associations. *Assoc. Amer. Coll. Bull.*, 37: 472-482, Dec. 1951. (Author: President, University of Oregon.)

Considers the factors leading to organization of National Commission on Accrediting. "If accreditation is to serve the best interests of society, it must so operate as to preserve the freedom of the colleges and universities to experiment in their procedures and curricula, with primary emphasis on institutional uniqueness rather than upon institutional standardization."

161. NYQUIST, EWALD B. National and Regional Developments in Cooperative Evaluation and Accrediting Activities. *Jour. Eng. Educ.*, 44: 533-538, May 1954. (Author: Chairman, Commission on Institutions of Higher Education,

Middle States Association of Colleges and Secondary Schools.)

A summary of the current status and activities of the National Commission on Accreditation, the present status and activities of the Middle States Association, and its collaborative relationships with the Engineers Council for Professional Development.

162. ——— What Shall Be the Commission's Policy for Re-Evaluation of Member Institutions in the Next Cycle? In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1954, p. 29-64. (Author: See No. 161.)

States 12 principles controlling the work of the Commission and 7 developments of its work. A 9-page statement, followed by 25-page discussion of many phases of accreditation by panel members and others.

163. ——— The Effective Evaluator. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1956, p. 73-90. (Author: See No. 161.)

A verbatim report of workshop discussion of various aspects of evaluation procedures used by the Middle States Association.

164. ——— Policy Considerations of the Commission on Institutions of Higher Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1957, p. 80-93. (Author: See No. 161.)

Reviews accreditation policies and methods followed, especially from 1946 to 1954, and proposes six policies to guide future activities. These were later approved by the Association.

165. ——— Report of the Commission on Institutions of Higher Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1958, p. 26-31. (Author: See No. 161.)

Contains important revised statement, "The Meaning and Use of Accreditation." Reports that 85 percent of the presidents of institutions in the Association, have held office 10 years or more.

166. PATTILLO, MANNING M. Accrediting in the Public Interest. *Educ. Record*, 36: 120-128, April 1955. (Author: Assistant Professor of Education, University of Chicago.)

Reviews general developments in field of accreditation of colleges and universities. Outlines three procedures which "would go a

long way toward clarifying the public and professional confusion about accrediting . . . [and] would strengthen the role of accrediting in the public interest."

167. ——— A General Accrediting Agency. *Jour. Higher Educ.*, 27: 141-146, 173, March 1956. (Author: Associate Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools.)

Gives a detailed description of the activities and methods of accreditation followed by the North Central Association.

168. PEARSON, JAY F. W. Business Officers and Higher Education. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 81-89. (Author: Vice President, University of Miami, Florida.)

"You who are financial managers, auditors, record keepers, analysts and advisers to college presidents, and their chief administrators, play a very important part in determining the accreditation of our Southern institutions of higher learning. . . . I would like to emphasize the fact that a high percentage of the 21 standards which constitute the measure of quality, the academic yardstick of Southern education, are intimately concerned with the financial resources of our Southern institutions of higher learning." Urges greater participation on part of the membership of the Association in the determination of accreditation standards.

169. PENISTER, ALLAN O. A Regional Accrediting Agency Experiments in the Training of Consultants for Higher Educational Institutions. *Educ. Record*, 40: 62-68, Jan. 1959. (Author: Director of Research, United Lutheran Church; formerly Assistant Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools.)

Reports results of "first year of a field program for the training of college consultants" by the North Central Association. Names 15 men who received the training, describes methods used, and evaluates results.

170. PINKHAM, FRED O. The State University and the National Commission on Accrediting. In National Association of State Universities, *Proceedings*, 1954, p. 35-46. (Author: Executive Secretary, National Commission on Accrediting.)

Reviews history of college and university accreditation since 1924 and opposition of National Association of State Universities to some of the abuses evident in the earlier period. Describes organization and recent achievements of the Commission.

171. PULLIAS, EARL V. Some Special Responsibilities of Accrediting Agencies. *Educ. Record*, 39: 340-347, Oct. 1958. (Author: Professor of Higher Education, University of Southern California.)

"The purpose of this paper is to point out the significance it has for the public and to suggest some very practical safeguards that may be of value to accreditation teams and commissions." States five basic principles. Discusses especially significance of intellectual freedom, boards of trustees, charters and by-laws, financial integrity, public representation, student participation and morale, and participation of faculty in educational processes.

172. SELDEN, WILLIAM K. Accrediting—What Is It? *AAUP Bull.*, 42: 629-635, Dec. 1956. (Author: Executive Secretary, National Commission on Accrediting; formerly President, Illinois College.)

Discusses eight questions: What is accrediting? What are regional accrediting agencies? What criteria and procedures do regional accrediting associations generally employ? What are professional accrediting agencies? What is the National Commission on Accrediting? How do the regional and professional accrediting agencies cooperate? What are the social implications of accrediting? What is the place of a faculty in accrediting?

173. ——— The National Commission on Accrediting: Its Next Mission. *Educ. Record*, 38: 152-156, April 1957. (Author: See No. 172.)

Reviews past criticisms, discusses the accomplishments of the National Commission, and presents several unsolved problems.

174. ——— What Is an Accredited College? *NEA Jour.* 47: 43-44, Jan. 1958. Condensed in *Educ. Digest*, 23: 39-41, March 1958. (Author: See No. 172.)

Shows value of accreditation for high school students contemplating choice of a college. Discusses social implications of accreditation. States that over 85 percent of the institutions of the country granting a bachelor's degree have regional accreditation.

175. ——— The Three Basic Problems of Accrediting. *Sch. & Soc.*, 87: 308-310, June 20, 1959. (Author: See No. 172.)

"In the area of college and university accrediting there are at present three basic problems. The first is a widespread lack of knowledge and understanding of this educational phenomenon. . . . The second problem in accrediting is that of jurisdiction. . . . The third, and currently most important problem . . . a cooperative attempt at the improving of all accrediting." Announces the publication, in Fall of 1959, of volume by himself, *Accreditation—A Struggle Over Standards in Higher Education*, published by Harper & Bros., which "will present accrediting from an historical and social perspective and will include a comprehensive bibliography."

176. SMILEY, E. KENNETH; MARVIN, CLOYD H.; and BOWLES, FRANK H. Higher Education Evaluates Accreditation. In *Middle States Association of Colleges and Secondary Schools Proceedings, 1950*, p. 24-39. (Authors: (1) Vice President, Lehigh University, Pennsylvania; (2) President, George Washington University, Washington, D.C.; (3) Director, College Entrance Examination Board.)

Three addresses at annual meeting of the Association. President Marvin states 9 arguments in support of accreditation agencies and 17 arguments against them. Mr. Bowles asks and answers seven questions of policy and administration with reference to them.

177. TURNEVILLE, GUS. How We Got Accredited. *Assoc. Amer. Coll. Bull.*, 43: 428-434, Oct. 1957. (Author: President, Northland College, Wisconsin.)

Detailed report of the many steps taken by Northland College in its struggle to secure accreditation by the North Central Association, and discussion of value of such accreditation to the College.

178. WEBSTER, BAYARD. The Fall and Rise of the University of Maryland. *Harpers*, 218: 64-68, Oct. 1956.

Discusses reasons for refusal of accreditation of the University by Middle States Association and its reaccreditation in 1955 resulting from improvements introduced under administration of Pres. Wilson H. Elkins. Concludes that fine buildings do not make a university and that football success has little to do with education.

179. WILKER, ARTHUR V. Some Questions for Small Colleges. *Coll. & Univ. Bus.*, 22: 19-21, Jan. 1957. (Author: Trustee, Union Carbide Educational Fund.)

"I have almost come to the conclusion that accreditation and the methods of carrying out accreditation have about passed the limit of their usefulness." Gives several concrete examples and discusses their significance.

180. WILKINS, THERESA BIRCH. *Accredited Higher Institutions, 1956*. Washington: Government Printing Office, 1956. (U.S. Office of Education Bulletin 1957, No. 1.) xxxviii, 109 p. (Author: With U.S. Office of Education.)

Gives lists of all institutions "accredited by nationally recognized regional and professional accrediting agencies responsible for accreditation within the various States." Date of initial accreditation given for each institution. Also brief information on institutions having State accreditation only. Arranged by States, with comprehensive index of all institutions concerned. Tenth in series of such directories, published at approximate 4-year intervals.

181. ZOOK, GEORGE FREDERICK. *The Evaluation of Higher Institutions*. Chicago: University of Chicago Press, 1935-37, 7 vols. (Author: President, University of Akron, Ohio; Chairman, Committee on Revision of Standards, North Central Association of Colleges and Secondary Schools.)

A series of monographs, of various authorship, based on investigations conducted for the Committee. A basic work which introduced new concepts of institutional accreditation. Vol. I. *Principles of Accrediting Higher Institutions*, by George F. Zook and Melvin E. Haggerty, University of Minnesota. Vol. II. *The Faculty*, by Melvin E. Haggerty, xxi, 217 p. Vol. III. *The Educational Program*, by Melvin E. Haggerty, xix, 335 p. Vol. IV. *The Library*, by Douglas Waples, University of Chicago, xvii, 86 p. *Student Personnel Services*, by Donald H. Gardner, University of Akron, Ohio, xx, 235 p. Vol. VI. *Administration*, by John Dale Russell, University of Chicago, and Floyd W. Reeves; University of Chicago, xx, 285 p. Vol. VII. *Finance*, by John Dale Russell and Floyd W. Reeves, xvii, 183 p.

See also Nos. 4, 21, 34, 195, 214, 249, 256, 259, 272, 283, 392, 526, 542, 545, 552, 740, 744, 909, 964, 1161, 2217, 2352, 2483.

4. SURVEYS: STATE AND NATIONAL

Classification by States

Arizona, 199, 205
 Arkansas, 188
 California, 192, 213, 234
 Colorado, 192, 203
 Connecticut, 184, 192, 240
 Florida, 187, 199, 230
 Illinois, 192, 211
 Iowa, 195, 236, 239
 Kansas, 212
 Kentucky, 192, 217, 237
 Louisiana, 189, 192, 199
 Maryland, 222, 229
 Michigan, 192, 232
 Minnesota, 192, 196, 204, 213, 214, 233, 246
 Mississippi, 185
 Nevada, 192, 219
 New Jersey, 190, 192, 235
 New Mexico, 220
 New York, 192, 238
 North Carolina, 192, 209, 226
 North Dakota, 207
 Ohio, 231
 Pennsylvania, 182
 South Carolina, 192, 200
 Tennessee, 208, 225, 243
 Texas, 192, 241, 242
 Vermont, 191
 Virginia, 192, 194, 244, 245
 West Virginia, 186, 192
 Wisconsin, 192, 247

182. ANDERSON, PAUL R., and others. *Higher Education in the Commonwealth: Report of the Governor's Commission on Higher Education*. Harrisburg, Pa.: The Commission, Feb. 1957. 55 p. + unpagged appendix of 20 tables. (Author: President, Chatham College, Pennsylvania.)

"The Commission has addressed itself during the past fifteen months to the basic question of whether and how the Commonwealth should provide opportunities for education beyond the high school for its increasing thousands of college age men and women." Predicts possible college enrollments of 178,000 to 308,000 in 1970 as compared with 114,000 in 1955. Considers "six basic areas: (1) identifying those who should go to college,

(2) enabling the best students to secure a college education, (3) maintaining the quality of higher education in a time of expansion, (4) recognizing fields of special need in higher education, (5) planning for an increase of available institutions, (6) administering higher education in the Commonwealth." Under (5) considers especially junior colleges and technical institutes. Under (6) recommends establishment of a permanent, independent Commission on Higher Education. "In the judgment of the members of this Commission, the establishment of such an agency is the most important single action that could be taken to further the interests of higher education in the Commonwealth."

183. ARNOLD, MARSHALL. *A Study of the Organization and Control of State Supported Higher Education as Reported in Selected Surveys*. Columbia: University of Missouri, 1956. 392 p. Abstract in *Diss. Abstracts*, 16: 2070-2071, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Concerned with changes between 1933 and 1956 as recommended by 53 selected State surveys. Covers many aspects of organization and composition of boards of control and use of State coordinating boards.

184. ATKINS, CARTER W. *Higher Education in Connecticut—Whose Responsibility?* Hartford: Connecticut Public Expenditure Council, Inc., 1956. vi, 23 p. (Author: Executive Director of the Council.)

A survey by the staff of the Council. "This study has as its principal objective the development of material essential to the determination of the State's responsibility for providing post-secondary education for the citizens of Connecticut. . . . Three basic questions emerge to which all others are subordinate. They are: Who should go to college? Who should provide higher education? Who should pay for higher education? In the following pages, these questions are discussed."

185. BREWTON, JOHN E. *Higher Education in Mississippi*. Jackson, Miss.: Institutions of Higher Learning, 1954. xii, 369 p. (Author: Head, English Department, George Peabody College for Teachers, Nashville, Tenn.; Director of the Survey.)

"The various sections of the report constitute a thorough analysis of problems of public higher education in Mississippi. The recommendations represent the best judgment of a competent group of unbiased, experienced

professional specialists. The staff and advisory committee believes that the report is a practical, workable guide to the planning of a long-range program of public higher education in Mississippi." Chapters cover organization and administration, teacher education, graduate and professional education, higher education for Negroes, health services, extension services, library services, physical facilities, finance and business management, public relations, and alumni relations. Predicts more than 4-fold increase in college enrollment in the State between 1950 and 1975.

186. ———. *Public Higher Education in West Virginia*. Charleston, W. Va.: Joint Committee on Government and Finance, 1956. xii,209 p. Also *Public Higher Education in West Virginia: A Digest of the Survey Report*. vi,39 p. Summary by author in *Higher Educ.*, 12: 141-144, May 1956. (Author: See No. 185.)

Chiefly concerned with State and local problems of organization and administration. Full discussion of financing of public institutions, including tuition, expenditures, unit costs, salaries, retirement, and faculty load. Chapter on current problems considers racial integration, faculty problems, plant needs, and terminal programs.

187. BRUMBAUGH, AARON J. and BLEE, MYRON R. *Higher Education and Florida's Future*. Gainesville: University of Florida Press, 1956. 5 vols., first 2 printed, last 3 mimeographed. Summary by A. J. Brumbaugh, *Higher Educ.*, 13: 79-81, Jan. 1957. (Authors: (1) Associate Director for University Studies, Southern Regional Education Board; (2) Member, Florida State Board of Control for Higher Education.)

Vol. I. *Recommendations and General Staff Report*, xv,87 p. Consists of 6 chapters and 4 appendices. Vol. II. *The Florida Economy: Past Trends and Prospects for 1970*. Vol. III. *Facts and Figures on Florida Higher Education at Mid-Century*. Vol. IV. *The Government, Management, and Finance of Higher Education in Florida*. (Includes legal foundation, business management, and costs.) Vol. V. *Professional and Specialized Programs*. (Includes engineering, extension, graduate, law, marine science, music, nursing, pharmacy, and student personnel.)

188. BURNS, NORMAN. *State-Controlled Higher Education in Arkansas*. Little Rock, Ark.: State Department of

Education, 1951. 190 p. (Author: Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Universities; Director of the Survey.)

In 2 parts. I. Report of the Arkansas Commission on Higher Education to the Governor and General Assembly. II. Report of the Survey Submitted to the Arkansas Commission on Higher Education. Survey deals extensively with many aspects of higher education in the State. Report of the Commission contains recommendations for control and financing of higher education.

189. CHANDLER, HARLEY W. and BRUMBAUGH, AARON J. *Higher Education in Louisiana: A Study for the Louisiana Commission on Higher Education*. Baton Rouge, La.: 1956. 5 vols. and summary vol. (Authors: (1) Resident Director of Educational Studies; (2) Coordinator of the Study.)

"The objectives of this study of higher education, as established originally, have been attained. Analysis of all higher education in Louisiana has been made, with emphasis on the State-supported institutions. . . . Needs for State-supported higher education through 1970 have been determined. . . . Prospective necessary outlays for educational and general expenditures, and for additions to physical plants, have been determined. Means for financing State-supported higher education, while maintaining high-quality instruction and discharging the State's full responsibilities to its peoples, have been identified." Vol. I. *Demands and Resources for Higher Education in Louisiana, 1956 to 1970*. 8 chapters, each separately paged. Includes enrollment, costs, sources of funds. Vol. II. *A Long Range Plan for Higher Education in Louisiana*. 8 chapters. Includes staffs, plants, financing. Vol. III. *Organization and Financial Management of Higher Education in Louisiana*. 5 chapters. Includes State organization, internal organization, budgeting. Vol. IV. *Educational Programs and Services for Higher Education in Louisiana*. 9 chapters. Includes 18 fields, research, extension, staffs, student services, libraries. Vol. V. *Plant and Business Management for Higher Education in Louisiana*. 6 chapters. Includes auxiliary enterprises, purchasing, plant operation, space utilization, building requirements. *A Summary Report of the Louisiana Commission on Higher Education*. vii,107 p. "The present report has been completed following one year of intensive study of factors relating to higher education now and through 1970-71."

190. *College Opportunity in New Jersey*. Trenton: New Jersey State Board of Education, December 1957. 59 p.

Report of the State Board of Education. Examines the role of each type of public institution of higher education in the State, assesses anticipated enrollment demands, and investigates future needs for graduate study. Indicates need for increased student facilities such as student centers, dormitories, and dining rooms as institutions expand. Proposes capital expenditures of over \$82,000,000 to provide additional instructional and residential facilities at State institutions, to be financed by bond issue.

191. COMMITTEE FOR THE STUDY OF FACTORS INVOLVED IN THE HIGHER EDUCATION OF VERMONT YOUTH. *Report to the General Assembly of 1953*. Montpelier, Vt.: 1952. 64 p.

Consists almost entirely of report by the consultant, Ernest V. Hollis, U.S. Office of Education (p. 11-64). Considers especially financing of higher education in Vermont, state scholarship programs, and Vermont's responsibility and ability to support higher education.

192. COUNCIL OF STATE GOVERNMENTS. *Reports on Higher Education: An Annotated Bibliography of Recent Reports of State Study Commissions and Other Official Agencies*. Chicago: The Council, March 1958. 15 p.

Gives extensive abstracts with full statement of important recommendations for 21 surveys in California (2), Colorado, Connecticut, Illinois, Kentucky, Louisiana, Michigan, Minnesota (2), Nevada, New Jersey (2), New York, North Carolina, South Carolina, Texas, Virginia (2), West Virginia, and Wisconsin.

193. DEITRICK, JOHN E. and BERSON, ROBERT C. *Medical Schools in the United States at Mid-Century*. New York: McGraw-Hill Book Company, Inc., 1953. xxii, 380 p. (Authors; (1) Director; (2) Associate Director; of the Study.)

"This volume comprises the final report of the Survey of Medical Education, organized in 1947. It is a factual analysis and evaluation of medical education in the United States at the mid-point of the twentieth century, made by chosen representatives of American medical education. Based upon the collection of facts and opinions from the medical schools, and upon visits by Survey groups to a large and representative proportion of those schools, the Study has had the full cooperation of their deans, faculties, and students. It is, in effect, the first thorough self-

evaluation of medical education in many years. Organized in 7 sections: I. Introduction. II. The Functions of the Medical School (3 chapters). III. The Finances of the Medical School (2 chapters). IV. The Medical School in Operation (6 chapters). V. The Curriculum and Teaching Methods (1 chapter). VI. Advanced Education and Training (3 chapters). VII. A Summing Up (1 chapter). Reviews by W. R. Willard, *Amer. Jour. Pub. Health*, 44: 538-539, April 1954; and by D. W. Atchley, *Jour. Higher Educ.*, 25: 284-285, May 1954.

194. DEJARNETTE, EDMUND T. *Higher Education in Virginia: Report of the Virginia Advisory Legislative Council to the Governor and the General Assembly of Virginia*. Richmond: Commonwealth of Virginia, 1951. 89 p. (Author: Chairman of the Council.)

Consists of 12 page report of the Council and remainder, the report of the Consultant, Fred J. Kelly, of U.S. Office of Education. Chief recommendation was for creation of a State Board of Higher Education. For summary of the methods and work of the Council by the Consultant see *Higher Educ.*, 8: 25-27, Oct. 1, 1951.

195. DOUD, ALDEN L. and others. *A Factual Survey of Publicly and Privately Supported Colleges in Iowa as of June 1954*. Des Moines: State of Iowa, 1954. 55 p. (Author: Former State Senator.)

"The following information is factual only and contains no recommendations." Gives in tabular form, in 46 tables, variety of information regarding governing boards, administrative head, faculty (including rank, tenure, and salaries), students, facilities, curriculum, and accreditation for 19 publicly operated and 27 privately operated senior and junior colleges.

196. ECKERT, RUTH E. *Higher Education in Minnesota: Minnesota Courses on Higher Education*. Minneapolis: University of Minnesota Press, 1950. xv, 419 p. (Author: Professor of Higher Education, University of Minnesota; Chairman, Work Committee of Minnesota Commission on Higher Education.)

Covers both public and private institutions in the State. Consists of 18 chapters of varied authorship. Very full studies of students and graduates of different institutions and of objectives of different types of institutions. Three chapters on junior college education, 4 on teacher education, and 2 on University of Minnesota. Two concluding

chapters "Minnesota's Next Steps in Higher Education," and "Long-Range Goals for Minnesota's Colleges and Universities."

197. ELLIS, WALTER CROSSBY. *Surveys of American Higher Education*. New York: Carnegie Foundation for the Advancement of Teaching, 1947. xii,538 p. (Author: Professor of Education, Stanford University.)

Study made under auspices of Carnegie Foundation for Advancement of Teaching. Contains lists and analyses, including evaluation of recommendations, of 230 published surveys of higher education in the United States, national, State, and local, made from 1903 to 1933. Also briefer information concerning 70 mimeographed and 278 typed survey reports. Includes detailed topical index to contents of each report. For continuation see No. 216.

198. ELLIOTT, EDWARD C. *The General Report of the Pharmaceutical Survey, 1946-1949*. Washington: American Council on Education, 1950. xix,240 p. (Author: President Emeritus, Purdue University, Indiana; Director of the Survey.)

Report of a national survey of the 65 accredited schools of pharmacy in the United States. Covers the educational system, the curriculum, students, alumni, and other topics.

199. Experience and Recommendations Regarding Statewide Surveys of Higher Education. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1957, p. 358-369.

Panel discussion by 3 university presidents in States where surveys of higher education had recently been made—J. Wayne Reitz, University of Florida; Richard A. Harvill, University of Arizona; and Troy H. Middleton, Louisiana State University. On the whole, quite critical of the surveys, of their methods, and of their results. Florida: The staff was composed "of people who had not met a college payroll" but who had a philosophy "where they emphasize the quantitative and tend to ignore the qualitative factors." Arizona: "The report . . . never solved anything and has scarcely been referred to by the Board since the day the report was formally received. . . . The report was not straight-forward and clear-cut. The report regressed, at many points, philosophical ideas of higher education in a rather dogmatic way. . . . Its over-emphasis was given to quantitative considerations." Louisiana: "What has been done to carry out these

recommendations? The answer would be, 'Nothing whatsoever as far as a State-wide action program is concerned.' . . . To put it very simply, unless you can be sure the recommendations, or the better ones, will be put into effect, do not have a survey because it just turns everything upside down while it is going on and takes a lot of your manpower."

200. FISCAL SURVEY COMMISSION OF SOUTH CAROLINA. *State Institutions of Higher Learning*. (Report No. 3.) Columbia, S.C.: The Commission, 1956. 39 p.

Review, by the Commission of a study made by its Task Force on Higher Education, on the operations, policies, and financial needs of each State institution of higher education.

201. GRAZIER, ALLEN C. *The Community Junior College in Florida's Future*. Tallahassee: Florida State Department of Education, 1957. xviii,71 p. (Author: Chairman of the Community College Council.)

Report to the State Board of Education by the Community College Council, created by State Legislature in 1955. "This study has, of necessity, given major attention to the problems of organization and financing; we leave to further consideration the problems of curriculum, staffing, and program planning for these institutions." Appendixes consider personnel services and local survey reports. Bibliography, 11 titles.

202. HADLEY, WENDELL EMMETT. *Higher Education Under Control of the Society of Friends, With Special Emphasis on Quaker Colleges of the North Central Association*. Minneapolis: University of Minnesota, 1955. 340 p. Abstract in *Diss. Abstracts*, 15: 2449-2450, Dec. 1955.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study was to survey the activities and recommendations of graduates of Earlham, Wilmington, and Friends, the three Quaker colleges accredited by the North Central Association." Based on questionnaire responses from 437 of the total of 6,816 alumni of the 3 institutions whose addresses were known. "The comparisons of the three Quaker colleges showed many areas of difference, generally indicating that influence of the local communities was greater than the Quaker influence."

203. *Higher Education: Legislative Council Report to the Colorado General*

Assembly. (Research Publication No. 17-2.) Denver, Colo.: Dec. 1956. 89 p.

Part I surveys legal background and history of higher education in Colorado. Part II raises questions regarding future developments of higher education in the State. Part III presents several solutions to problems of increased enrollments, admissions policy, coordination of higher education, meeting costs, and planning for development of junior-community colleges.

204. *Higher Education Looks Ahead: Minnesota's Colleges, Their Functions, Their Problems, and Their Goals.* St. Paul: Commission on Vocational and Higher Education, 1953. 47 p.

Considers the place of both public and private institutions in meeting the future higher educational needs in the State.

205. HOLLIS, ERNEST V. *State Controlled Higher Education in Arizona.* Tucson: Board of Regents of the University and State Colleges of Arizona, 1955. xii, 288 p. Summary by the author, *Higher Educ.*, 11: 135-137, May 1955. (Author: With U.S. Office of Education; Director of the Survey.)

An intensive study of many aspects of the University and the 2 State colleges of Arizona. Data are presented in 10 chapters with 58 tables. "The survey presents evidence on faculty status as measured by salary, teaching load, rank, training, age, and sex. Recommendations were made for a higher and more equitable salary schedule, and for the use of more effective procedures in the selection, classification, and promotion of staff members."

206. ——— and MARTORANA, SEBASTIAN V. *Advance Planning for Higher Education in the United States.* *Higher Educ.*, 12: 101-103, March 1956. (Authors: With U.S. Office of Education.)

Tabulates information concerning studies for advance planning on higher education in 32 States. Gives detailed data on date of authorization, present status, purpose, scope, auspices, financing, and content of 49 such studies, of which 34 had been completed.

207. ——— and ———. *Higher Education in North Dakota (A Report of a Survey).* Bismarck: North Dakota Legislative Research Committee. Vol. I. 1958. viii, 135 p. Vol. II. *Source Book.* 1958. x, 106 p. (Authors: See No. 206.)

Vol. I in 2 parts. Part I, "Taking Stock of Higher Education in North Dakota," con-

sists of 8 chapters treating social and economic conditions, enrollment projections, instructional programs, faculties, finances, and physical facilities for the 9 State-supported institutions and private higher education. Part II, "Conclusions and Recommendations," consists of 5 chapters covering institutional and Statewide planning with special emphasis on the role of 2-year colleges. Vol. II contains 95 tables of primary data.

208. HUMPHREYS, CECIL C. *State Financial Support to Higher Education in Tennessee from 1930 to 1952.* New York: New York University, 1957. 373 p. Abstract in *Diss. Abstracts*, 18: 922-923, March 1958.

Unpublished doctoral dissertation (Ph. D.). Purpose: To show financial support received over 22-year period "and to determine and analyze some of the significant factors that have influenced this support."

209. HURLBURT, ALLAN S. *Community College Study.* Raleigh, N.C.: State Superintendent of Public Instruction, 1952. (Publication No. 285.) 44 p.

Studies need of North Carolina for community colleges, with emphasis on organization, curriculum, and finance. Area within 25 miles of Goldsboro selected for intensive study.

210. HURWICH, LOUIS. *Hebrew Teachers Colleges in the United States: Digest of Survey.* *Jewish Educ.*, 22: 73-96, Winter-Spring, 1956-57. (Author: Dean Emeritus, Hebrew Teachers College, Massachusetts.)

Based on personal visits to the 8 Hebrew teachers colleges and observations of the work of the 88 teachers employed by them. "In every college I observed two full seasons of every class. . . . As teachers, some are good, some are very good, and some are very superior." Presents considerable data and discusses discrepancies in salaries and in teaching loads.

211. *Illinois Looks to the Future in Higher Education.* Springfield: State of Illinois, 1957. 219 p.

Report of the Higher Education Commission to the Governor and the Legislature of Illinois. Assesses present facilities for higher education in the State and estimates their capacity. Recommends extension of public junior colleges. Within next 20 years the State should plan to accommodate at least 25,000 to 30,000 additional junior college students. New site should be secured for Chicago Undergraduate Division of University of Illinois, now located at Navy Pier.

212. JOHNSON, PAUL MARTIN. *A Proposal for a System of Public Junior Colleges for the State of Kansas*. Boulder: University of Colorado, 1956. 454 p. Abstract in *Diss. Abstracts*, 17: 2480-2481, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). On basis of criteria developed, presents a "pattern of 40 junior college districts covering the entire State in a manner to insure accessibility by daily highway travel and sufficient tax resources for efficient operation and support."

213. KELLER, ROBERT J. *Minnesota's Stake in the Future: Higher Education, 1956-1970*. Minneapolis; Governor's Commission on Higher Education, Dec. 1956. x,98 p. (Author: Director of the Commission.)

Report of the Governor's Commission on Higher Education, appointed May 4, 1956. Separate chapters on place of private colleges, junior colleges, State teachers colleges, and the University. Predicts enrollment of at least 90,000 perhaps much larger by 1970 as compared with 51,000 in 1956. Covers 34 institutions in the State. Makes seven major recommendations to meet the situation. Lists five supplementary reports available (p. 98).

214. ——— ; LOKKEN, HARRY M.; and MEYER, ROY F. *The Junior College in Minnesota*. St. Paul: State Department of Education, 1958. xii,164 p.

A study prepared jointly by the Governor's Commission on Higher Education and the State Department of Education. Develops plans for a junior college system for the State and sets up criteria for establishment of individual institutions. Discusses functions, accreditation, students, faculty, curriculum, organization, and finance.

215. KETTLER, RAYMOND W. Are Management Surveys of Higher Education Beneficial? *Coll. & Univ. Bus.*, 24: 35-36, Jan. 1958. (Author: Controller, University of California.)

Reviews briefly many earlier State surveys of higher education. Discusses three types of present surveys. Conclusion: "If appropriate officers and staff members of the institution are thoroughly informed and view the study with an open mind, and if the study is undertaken by competent consultants with a professional approach, a management survey can and will be beneficial to a college or university."

216. LAYTON, ELIZABETH N. *Surveys of Higher Education in the United*

States, 1937-1949. Washington: Federal Security Agency, May 1949. (U.S. Office of Education Circular No. 257.) 24 p. (Author: With U.S. Office of Education.)

"The following annotated list of surveys in the field of higher education has been . . . limited to the type of survey report which presents objective data concerning existing conditions and makes recommendations for their improvement. The list includes citations of articles about surveys as well as to the texts of the survey reports. . . . This publication is an attempt to bring down to date the list of surveys published in 1947 by Walter C. Eells." (See No. 197.) Contains information on 72 surveys, 54 of them published in the period 1945 to 1949.

217. LLOYD, ARTHUR Y. *Public Higher Education in Kentucky: Report to the Committee on Functions and Resources of State Government*. Frankfort, Ky.: Legislative Reference Commission, 1952. 185 p. Summary, by John Dale Russell, in *Higher Educ.*, 8: 109-112, Jan. 15, 1952. (Author: Director of the Commission.)

Prepared under the direction of the Division of Higher Education, U.S. Office of Education. Chairman, John Dale Russell. A comprehensive survey covering many aspects of the six State-controlled institutions. In 12 chapters. I. Major Recommendations. II. Institutional Pattern. III. Students. IV. Faculties. V. Campus Teaching Programs. VI. Extension Teaching Programs. VII. Research Programs. VIII. Physical Facilities. IX. Supply of Teachers. X. Finance. XI. Control. XII. Developing Better Coordination.

218. MCCONNELL, THOMAS R. *A Restudy of the Needs of California in Higher Education*. Sacramento: California State Department of Education, 1955. xx,473 p. Summaries: *Educ. Record*, 36: 291-303, Oct. 1955. *Higher Educ.*, 12: 126-129, April 1956. (Author: Former Chancellor, University of Buffalo, New York; Chief Consultant for the Survey.)

A further study of problems of higher education in the State as recommended in an earlier survey by George D. Strayer made in 1948. Work of a staff of 17 members. Seven chapters: Plan of the Restudy, Need for Higher Education in California, Functions and Program of Higher Education, Administration and Coordination, Physical Plants, Ability to Support Higher Education, and Analysis of Expenses. Discusses especially the need for additional college teachers.

"The faculty shortage will not be confined to California, but California's problem will be more acute than that in most states."

219. MCHENRY, DEAN F. *The University of Nevada: An Appraisal. Report of the University Survey.* Carson City: State Printing Office, 1957. (Nevada Legislative Counsel Bureau, Bulletin No. 28.) xvi, 291 p. (Author: Director of the Survey.)

In 17 chapters, covers all major phases of the work of the University, including organization, academic administration, faculty, students, finances, building program, and colleges of agriculture, engineering, mines, nursing, and business management.

220. MARTORANA, SEBASTIAN V. *New Mexico's Needs for Further Post-High-School Educational Programs.* Santa Fe: Board of Educational Finance, Dec. 1956. 192 p. Summary by author in *Higher Educ.*, 13: 90-91, Jan. 1957. (Author: With U.S. Office of Education.)

Report of a survey made for the New Mexico Board of Educational Finance. Analyzes conditions in the State and concludes that a clear need exists for additional programs of post-high-school study. Recommends establishment of a Junior College Coordinating Commission "as an advisory agency and a clearing house and review of problems at this educational level."

221. ———. Consideration of 2-Year Colleges in Recent Statewide Studies of Higher Education. Part I, *Higher Educ.*, 14: 23-27, Oct. 1957; Part II, *Higher Educ.*, 14: 46-50, Nov. 1957. (Author: See No. 220.)

Based on analysis of 27 State surveys made since 1950 which include consideration of need for 2-year colleges. Summarizes criteria for establishment, scope of suggested offerings, state and local control, finances, and machinery for coordination. Gives full bibliographical data on each of the 27 surveys.

222. *The Needs of Higher Education in Maryland.* Baltimore, Md.: State Department of Education, 1955. xv, 127 p.

Report of Commission appointed by Gov. Theodore R. McKeldin. Contains 10 chapters studying problems of financial support, enrollment, specialized preparation, and other features. Predict total enrollment in Maryland colleges in 1969-70 of 76,000 students in comparison with 41,000 in 1952-53, subject

to 10 possible modifying facts which are discussed. Makes 22 recommendations including one for a system of State scholarships for "exceptionally worthy students." But appendix contains minority report from three members of the Commission strongly opposing such scholarships as "an indirect public subsidy to nonpublic institutions of higher learning to which they are opposed in principle." Bibliography, 20 titles.

223. NICHOLSON, LOWELL S. *The Law Schools of the United States: A Statistical and Analytical Report Based on 136 Completed Questionnaires and on Inspection of 160 Law Schools.* Baltimore, Md.: Lord Baltimore Press, 1958. 245 p.

Prepared for the Survey of the Legal Profession. Includes reports on faculties, students, libraries, curriculum, and other features. Statistical data are for 1948-49.

224. NIEBUHR, H. RICHARD; WILLIAMS, DANIEL DAY; and GUSTAFSON, JAMES H. *The Advancement of Theological Education. The Summary Report of a Mid-Century Study.* New York: Harper & Bros., 1957. 239 p. (Authors: (1) Professor, Divinity School, Yale University; Director of the Study; (2) Professor, Theological Faculty, University of Chicago; (3) Graduate Student, Divinity School, Yale University.)

Report of national survey of theological schools conducted under auspices of American Association of Theological Schools under grant from Carnegie Corporation of New York. Chapters devoted to Recent Trends in Theological Education, Trends in Economics of Theological Education, Problems of Government, Faculties, Courses of Study, Theological Teaching, Theological Students, Line of Advance, and Theological Education of Negro Ministers.

225. PIERCE, TRUMAN M. *Public Higher Education in Tennessee.* Nashville: Tennessee Legislative Council, 1957. 5 vols.

Vol. I. *Programs and Services*, 309 p. Vol. II. *Personnel*, 350 p. Vol. III. *Plant and Plant Utilization*, 152 p. Vol. IV. *Finance*, 368 p. Vol. V. *Organization and Administration*.

226. POWERS, LEONARD S. *State-Supported Higher Education in North Carolina: The Report of the Commission on Higher Education.* Raleigh, N.C.: Jan.

1955. 101 p. (Author: Executive Secretary of the Commission.)

Principal topics discussed: Purpose and Operation of Higher Education in North Carolina, Matters Requiring Coordination, Allocation of Functions, Planning for the Future, Recommended Legislation. "North Carolina is not getting the results in higher education which might be expected in view of the amount of money being spent."

227. RECKEWAY, REX KLEIN. *The Role of the University and Recent Trends in the Conduct of Surveys*. Lincoln: University of Nebraska, 1954. 548 p. Abstract in *Diss. Abstracts*, 14: 1960-1981, Nov. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in part on visits to seven universities which offer survey services, and a follow-up of 70 surveys conducted by them. Two of 12 major conclusions: "Most universities describe their survey programs as serving the three functions of service, training, and research in that order. While there is considerable evidence that most institutions are fulfilling the service function, there is much less evidence that they are achieving their stated training and research objectives. . . . There is little evidence of the universities making follow-up studies to discover the effectiveness of their surveys."

228. REEVES, FLOYD W.; RUSSELL, JOHN DALE; GREGG, H. C.; BRUMBAUGH, AARON J.; and BLAUCH, LLOYD E. *The Liberal Arts College: Based Upon Surveys of Thirty-Five Colleges Related to the Methodist Episcopal Church*. Chicago: University of Chicago Press, 1932. xxxv, 715 p. (Authors: (1) Professor of Education, University of Chicago; Director of the Survey; (2) Associate Professor of Education, University of Kentucky; (3) Business Manager, Albion College, Michigan; (4) Dean of Students, University of Chicago; (5) Professor of Education, North Carolina College for Women.

A comprehensive treatment, in 72 chapters, of all major phases of college administration. In 6 parts: (1) Service and Administration (10 chapters); (2) Physical Plants, Equipment, and Libraries (8 chapters); (3) College Instructional Facilities (18 chapters); (4) Student Personnel (9 chapters); (5) College Finance (26 chapters); Future of the Colleges (1 chapter).

229. *Report and Recommendations of the Commission to Study the Question of Negro Higher Education to the Governor, the Legislative Council, and the General Assembly of Maryland*. Baltimore: The Commission, 1950. 58 p.

Contains recommendations, 2 minority reports, 10 factual chapters, and appendix of statistical data.

230. RUSSELL, JOHN DALE. *The Florida Survey of Higher Education*. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1956, p. 68-69. (Author: Chancellor, New Mexico Board of Educational Finance.)

Discussion of the principal recommendations of the Florida State Survey (No. 187).

231. ———. *Meeting Ohio's Needs in Higher Education: Report of a Preliminary Survey for the Committee on the Expanding Student Population, Appointed by Ohio College Association*. Wooster: Ohio College Association, 1956. 120 p. Summaries by author in *Higher Educ.*, 13: 3-7, 1956; and in *Jour. Higher Educ.*, 27: 367-370, Oct. 1956. (Author: See No. 230.)

Based in large part on personal visits to 54 higher educational institutions in the State. Chapters devoted to present facilities for higher education in the State, inadequacies in institutional facilities, institutional planning for the future, and questions of public and social policy. Appendix gives details on accreditation of all Ohio colleges. Discusses especially faculty-student ratio. Reports that it varies in 50 institutions from maximum of 1 to 6 to minimum of 1 to 25, with median of 1 to 14. Argues strongly for change in this ratio to at least 1 to 20. "It is the judgment of the Director of the survey that not one of the Ohio colleges has need of any more faculty members to serve its present enrollment of students," although the presidents of these institutions said they needed at once 213 additional ones "for effective service to the present enrollment."

232. ———. *Higher Education in Michigan*. Lansing: Michigan Legislative Study Committee on Higher Education, Sept. 1958. 200 p. Also *Preliminary Report*, March 1957. Also 12 separate staff studies, listed below. Sum-

mary by author in *Higher Educ.*, 15: 133-137, April 1959. (Author: See No. 230.)

Discusses 8 major areas of concern and makes appropriate recommendations. Twelve staff studies: (1) The Community College in Michigan. (2) The Geographical Origins of Michigan College Students. (3) Education in Medicine and Nursing. (4) Physical Plant Needs. (5) Student Personnel Services. (6) Instructional Programs. (7) Extension and Field Services. (8) Financial Assistance to Students. (9) Space Utilization and Value of Physical Plants. (10) Faculties. (11) Institutional Planning for Future Development. (12) The Control and Coordination of Higher Education.

233. SCHWEIKHARD, DEAN MERRILL. *Higher Education in Minnesota*. Minneapolis: University of Minnesota Press, 1950. xv, 419 p.

Parallels for Minnesota the work done for the nation by the 1947 Report of the President's Commission on Higher Education (No. 682). Comprises 18 chapters of varied authorship, arranged in 7 parts, as follows: I. Setting of Higher Education in Minnesota; II. Student Potential; III. Junior College Education; IV. Liberal Arts Education; V. Teacher Education; VI. Education at University of Minnesota; VII. Future of Higher Education in Minnesota. Review by A. D. Henderson, *Jour. Higher Educ.*, 22: 502, Dec. 1951.

234. SEMANS, H. H. and HOLY, THOMAS C. *A Study of the Need for Additional Centers of Public Higher Education in California*. Sacramento: California State Department of Education, 1957. xiv, 172 p. (Authors: (1) Specialist in Higher Education, State Department of Education; (2) Special Consultant in Higher Education, University of California.)

A study prepared for the State Legislature by Liaison Committee of the California State Board of Education and the Regents of the University of California. Contains separate chapters on relative needs for new junior colleges, for new state colleges, and for new campuses of the University. Fifty-five tables.

235. SMITH, MARSHALL P. *New Jersey's Undergraduates*. Trenton: New Jersey State Department of Education, 1956. 92 p. (Author: Director of the Survey.)

"This volume is the major report of the Survey of Future Facilities in Higher Edu-

cation in New Jersey. A companion booklet, titled *The Closing Door to College*, is being published as a summary. Other brief reports of material developed during the course of the survey will be made. . . . All publications of the survey will be available on request to the New Jersey Department of Education, Trenton 25, New Jersey." Predicts that "the college age population of New Jersey will increase from 239,000 in 1954 to 517,000 in 1973, an increase of 116 percent." Considers resultant problems of facilities and finances. Bibliography, 101 titles.

236. STARBAK, JAMES A. and HUGHES, RAYMOND M. *The Community College in the United States*. Ames: Iowa State College Press, 1954. ix, 114 p. (Authors: (1) Professor of Vocational Education; (2) President Emeritus; both of Iowa State College.)

Organized in 3 parts. First part deals with post-high school education in the United States in general. Second part sets up standards for the development of community colleges. Third part applies these standards to Iowa and presents a detailed plan of such institutions for the State—number, location, support, curricula, and costs. Gives text of a proposed Act of the Legislature to provide for the establishment of such colleges in the State. Bibliography, 43 titles. Reviews by M. M. Bennett, *Adult Educ.*, 5: 250-251, No. 4, 1955; by S. Hertzler, *Educ. Adm. & Sup.* 41: 182-183, March 1955; by D. H. Eichenberry, *Educ. Research Bull.* 33: 193-194, Oct. 1954; and by F. A. Morse, *Jour. Higher Educ.*, 26: 396-398, Oct. 1955.

237. *State Support for Municipal Colleges*. (Legislative Research Commission, Research Publication No. 59.) Frankfort, Ky.: January 1958. 37 p.

Investigates possibility of using education funds of the State for support of municipal colleges and assesses constitutional and legal problems involved. Analyzes factors affecting present level of enrollment in higher education in the State and the future need for expanded educational opportunities.

238. *Statement and Recommendations by the Regents for Meeting the Needs in Higher Education in New York State*. Albany: University of the State of New York and State Education Department, 1957. 22 p.

Summarizes findings of a study on needs and facilities for higher education made by State Education Department. Presents in brief form data on anticipated increases in enrollment and estimates on need for 2-year technical and 4-year degree programs.

239. STRAYER, GEORGE D. *Report of a Survey of Institutions of Higher Learning in the State of Iowa*. Des Moines: Iowa State Board of Education, 1950. ix, 98 p. (Author: Professor of Education Emeritus, Teachers College, Columbia University.)

Covers four topics: (1) State Board of Education, Its Origin and Operations, (2) Coordination of the Educational Programs, (3) Internal Organization and Administration, and (4) Financing Future Programs of Higher Education.

240. *A Study of the Problems Confronting Higher Education in Connecticut*. Hartford, Conn.: State Board of Education, Jan. 1957. 24 p.

"A report to the General Assembly by the State Board of Education and the Board of Trustees of the University of Connecticut." Contains four chapters: I. The Impact of Increasing Population in College Enrollments in Connecticut. II. Existing and Planned Resources and Facilities. III. The Resultant Problems. IV. Conclusion. Makes 11 recommendations for meeting the situation. Appendix lists eight previous studies of higher education in Connecticut, six of them from 1950 to 1956.

241. TEXAS COMMISSION ON HIGHER EDUCATION. *Report to the Hon. Allan Shivers, Governor of Texas, and the Legislature of the State of Texas*. Austin: The Commission, 1954. iii, 34 p.

Consists of 13 findings and recommendations and text of Act of the Legislature which created the Texas Commission on Higher Education.

242. TEXAS LEGISLATIVE COUNCIL. *A Source Book on Public Higher Education in Texas: A Staff Monograph*. Austin: The Council, March 1951. 12 parts, each separately paged.

A series of 12 reports, mainly statistical in nature, with numerous tables and graphs, covering various aspects of the work of 52 institutions of higher education in the State. Chiefly concerned with enrollments, expenditures, income, faculty, and departments of instruction.

243. TROTTER, AMOS CREED F. *An Analysis of Programs and Services in Tennessee Public Institutions of Higher Education in 1955-56*. Auburn: Alabama Polytechnic Institute, 1957. 404 p. Ab-

stract in *Diss. Abstracts*, 18: 970-971, Mar. 1958.

Unpublished doctoral dissertation (Ed. D.). Part of a general survey of higher education in Tennessee. Analyzes 20,605 resident credit-classes with respect to scope, number of courses, fuller use of faculties, number of graduates, and other factors. Also considers public services, library resources, and other features.

244. VIRGINIA ADVISORY LEGISLATIVE COUNCIL. *Higher Education in Virginia: Report to the Governor and the General Assembly of Virginia*. Richmond, Va.: 1951. 89 p.

Report of the Council authorized by General Assembly in 1948. Consists chiefly of report of consultant, Fred J. Kelly, U.S. Office of Education (p. 13-47). Stresses coordination, making comparisons with other States, and unit-cost studies.

245. ———. *The Crisis in Higher Education in Virginia and a Solution*. Richmond, Va.: The Council, 1955. 23 p.

Examines several solutions for meeting the problem of rapidly increasing enrollments in the State. Concludes that establishment of branches of existing accredited institutions offers most promising approach to high quality and low costs of higher education.

246. WILLIAMS, WARD RAYMOND. *Post High School Education in Minnesota, 1952-1953*. Minneapolis: University of Minnesota, 1955. 208 p. Abstract in *Diss. Abstracts*, 16: 701-702, April 1956.

Unpublished doctoral dissertation (Ph. D.). Studies conditions in 215 institutions with enrollments of 54,000 students, including (with percentages of each) University of Minnesota, 40 percent; 5 State teachers colleges, 2 percent; 1 private junior college, under 1 percent; 17 liberal arts colleges, 24 percent; 16 theological schools, 6 percent; 2 law schools, 1 percent; 43 medical-technical and nursing schools, 5 percent; 3 schools of art, dancing, or music, 1 percent; 23 business schools, 7 percent; 66 vocational schools, 6 percent. (Note: Percentages add to only 93 percent. No mention of 9 public junior colleges in abstract. Probably an oversight.) Conclusion: The impending increases in post-high school enrollments strongly suggest an immediate statewide survey of educational resources, both public and private, with special attention to junior colleges and the needs of out-lying portions of the State.

247. WISCONSIN LEGISLATIVE COUNCIL. *Interim Report on Higher Education*.

Madison: The Council, 1954. xv,204 p. + appendixes 83 p.

Eight chapters: I. Introduction; II. County Normal Schools; III. Schools of Vocational and Adult Education; IV. Wisconsin Institute of Technology; V. Stout Institute; VI. The State Colleges; VII. The University of Wisconsin; VIII. Private Colleges (25 institutions). Appendixes on student cost data, teacher training, tenure and salary, enrollment data, and 15 maps.

See also Nos. 256, 272, 373, 436, 437, 512, 528, 555, 565, 567, 570, 594, 718, 724, 727, 891, 2425, 2427.

5. COMPOSITE WORKS

248. ADAMS, ARTHUR S. *The University Family*. In *Utah Conference on Higher Education, Proceedings, 1951*. p. 51-54. (Author: President, American Council on Education.)

"The 'University Family' is a favorite theme of mine. . . . I like to regard it as a family of five members: the board of trustees or regents, the administrator, the faculty, the students, and the public." Discusses each in turn, their obligations and their opportunities. "The burden of the problems that come to the president's desk for attention is an incredible one." Gives various illustrations.

249. BANE, FRANK. *Higher Education in the Forty-Eight States. Report to the Governor's Conference*. Chicago: Council of State Governments, 1952. xvi,317 p. (Author: Executive Director, Council of State Governments.)

Contains a mass of comparative statistical information in graphic and tabular form on history, programs, expenditures, income, and organization of higher education in each State. Includes master list of 164 governing boards responsible for control of 867 institutions. Bibliography, 58 titles. Review by J. D. Russell, *Jour. Higher Educ.*, 24: 449-450, Nov. 1953.

250. BAUER, RONALD C. *Cases in College Administration: With Suggestions for Their Preparation and Use*. New York: Bureau of Publications, Teachers College, Columbia University, 1955. x,213 p. (Author: Visiting Lecturer, 1953-1955, Institute of Education, University of London, England.)

Discusses the value and use of the case method in college instruction and illustrates

by full presentation of 18 cases involving administrative problems and pressures, policy development and execution, student personnel, faculty personnel, and staff planning and procedures. Reviews by G. W. Starbcher, *Teach. Coll. Record*, 57: 506-507, April 1956; by E. W. Anderson, *Educ. Research Bull.*, 35: 84, March 1956; by O. Tead, *Jour. Higher Educ.*, 27: 112-113, Feb. 1956; and by M. M. Pattillo, *Jour. Teach. Educ.*, 7: 281, Sept. 1956.

251. BENJAMIN, HAROLD, ed. *Democracy in the Administration of Higher Education*. (Tenth Yearbook of John Dewey Society.) New York: Harper & Bros., 1950. x,240 p. (Author: Dean, School of Education, University of Maryland.)

Contains 14 chapters by various authors. Includes discussion of principles of administration in higher education, practices with reference to institutional objectives, instructional activities, faculty organization, governing boards, responsibility of administration for selection of personnel, securing financial support, studying the students, selecting appropriate institutional activities, and evaluating efforts to achieve democracy in education. Reviews by F. J. Donohue, *America*, 84: 499, Jan. 27, 1951; by W. F. Bruce, *Educ. Adm. & Sup.*, 37: 500-503, Dec. 1951; and by G. E. Waggener, *Educ. Forum*, 15: 493-494, May 1951.

252. BOGUE, JESSE P. *The Community College*. New York: McGraw-Hill Book Company, Inc., 1950. xxii,390 p. (Author: Executive Secretary, American Association of Junior Colleges.)

Presents a comprehensive treatment of the history, purposes, organization, administration, and problems of the community junior college. Reviews by B. H. Peterson, *Calif. Jour. Sec. Educ.*, 25: 375-377, Oct. 1950; by C. M. Louttit, *Educ. Adm. & Sup.*, 37: 494-495, Dec. 1951; by W. H. Reals, *Educ. Forum*, 16: 249-251, Jan. 1952; by H. P. Rainey, *Educ. Outlook*, 25: 220-221, May, 1951; by E. W. Anderson, *Educ. Research Bull.*, 30: 76-77, March 1951; by W. B. Langsdorf, *Harvard Educ. Review*, 21: 124-126, Spring 1951; by J. W. Harbeson, *Jour. Higher Educ.*, 23: 111-112, Feb. 1952; by R. R. Fields, *Jun. Coll. Jour.*, 21: 54-57, Sept. 1950; by J. M. McCallister, *Sch. Review*, 59: 57, Jan. 1951; and by H. C. Olsen, *Occupations*, 29: 389-390, Feb. 1951.

253. BOKELMAN, W. ROBERT. *Higher Education Planning and Management Data, 1957-58: Salaries, Fringe Benefits, Tuition and Fees, Room and Board*.

Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 517.) vi,102 p. Summary of salary portion, by same author, in *Higher Educ.*, 14: 105-109, March 1958. (Author: With U.S. Office of Education.)

Based on information furnished by 429 publicly and 717 privately controlled institutions. Reports by geographical region, by type of institution, and by size of institution. Gives salary data for presidents and other administrative personnel, chief business officers, deans, and faculty members. Salaries are shown in terms of maximum, third quartile, median, first quartile, minimum, and mean. Contains separate chapter on salaries in land-grant colleges. Regarding fringe benefits: "It is known that in many institutions they exceed 10 percent of total salary expenditures."

254. ——— *Higher Education Planning and Management Data, 1958-59: Salaries, Tuition and Fees, Room and Board.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 549.) vii,126 p. (Author: See No. 253.)

Second in annual series of which No. 253 was the first. Similar in content, but based on returns from 1,015 colleges and universities having 78 percent of the enrollment in public institutions and 67 percent in private institutions. Omits sections on fringe benefits and part-time tuition rates of No. 253, but adds sections on salaries of clinical faculties in schools of medicine and on tuition rates for graduate students. Major findings: Average salary for all ranks in 4-year colleges was \$6,630 (public, \$6,780; private, \$6,350.) Average tuition \$164 in public, \$584 in private institutions. Average charges for dormitory rooms vary from \$160 to \$207 in different types of institutions and for the different sexes; for board from \$350 to \$418. Trends: Tuition increased 34 percent in 4 years; room rates 21 percent; board 8 percent. Similar volume, giving data for 1959-60, in preparation.

255. BRICKMAN, WILLIAM W. *Education in the College and University.* *Sch. & Soc.*, 72: 148-154, Sept. 2, 1950. (Author: Assistant Professor of Education, New York University.)

Critical reviews of "the most substantial, controversial, and lasting among the recent writings on colleges and universities." Discusses 31 volumes.

256. BROWN, FRANCIS J. and SELLIN, THORSTEN, eds. *Annals of American*

Academy of Political and Social Science, vol. 301, p. 1-92, Sept. 1955. (Authors: (1) staff member, American Council on Education; (2) Professor of Sociology, University of Pennsylvania.)

Entire issue, except book review section, devoted to 22 articles on various topics of higher education, half of them financial. "This issue of *The Annals* was planned particularly in relation to the conference on *Methods of Financing Higher Education*, sponsored by the American Academy of Political and Social Science and the University of Pennsylvania . . . held on May 21 and 22 in Philadelphia. . . . The first three articles present the overall picture. The others were selected to treat the more specific areas of administrative organization, state and regional planning, the role of the Federal government, campus issues, the curriculum, accreditation, scholarship and academic freedom, and the international responsibilities of higher education."

257. BRUMBAUGH, AARON J. *Problems in College Administration.* Nashville, Tenn.: Division of Educational Institutions, Board of Education, the Methodist Church, 1956. (Studies in Christian Higher Education, No. 1.) ix,50 p. (Author: Director of Studies, Southern Regional Education Board.)

"This book represents the substance of three lectures . . . before the Eleventh Annual Institute on Higher Education in Nashville, July 1955." Five chapters: Basic Principles of Administration, Problems That Involve Primarily the Board of Trustees, Some Problems Within the Sphere of the College President, Problems in Administration in the Sphere of the Faculty, and Problems in the Sphere of Student Life and Activity. Bibliography, 13 titles. Review by S. A. Nock, *Coll. & Univ.*, 32: 89-90, No. 1, 1956.

258. BURCHARD, JOHN ELY, ed. *Mid-Century—The Social Implications of Scientific Progress.* Cambridge: The Technology Press of Massachusetts Institute of Technology, 1950. 549 p. (Author: Dean of Humanities, Massachusetts Institute of Technology.)

Report of discussions at Massachusetts Institute of Technology Mid-Century Convocation. Includes papers by various authors on control of higher education, public and private; faculty; financial problems, including Federal support; endowment; alumni; and other related topics.

259. CAPEN, SAMUEL PAUL. *The Management of Universities.* (Edited by

Oscar A. Silverman for the Council of the University of Buffalo.) Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii,287 p. (Author: Chancellor Emeritus, University of Buffalo; Chancellor, 1922-1950.)

A memorial volume commemorating Dr. Capen's 75th birthday. "The materials which make up this volume have been selected—chiefly by Mr. Capen—from a considerable body of papers and speeches on education written or delivered in the past 40 years." Contains 23 contributions covering many phases of university administration: responsibilities of trustees, faculty, and president; university responsibilities; special problems of professional education; preparation of college teachers; contributions of universities to national emergencies; and accreditation principles. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 39: 472-474, Oct. 1953; by C. M. Louttit, *Educ. Adm. & Sup.*, 40: 56-57, Jan. 1954; and by O. Tead, *Jour. Higher Educ.*, 24: 392-393, Oct. 1953.

260. CARNEGIE CORPORATION OF NEW YORK. *Annual Report, 1958*. New York: The Corporation, 1958. 105 p.

Contains general review of the year's activities and grants (p. 23-57), especially concerning the academically talented, international affairs, junior colleges, students and colleges, Western Interstate Commission for Higher Education, library management, undergraduate instruction, liberal education, and graduate education. Similar reviews in earlier annual reports of the Corporation.

261. CASWELL, HOLLIS L., ed. *Improving Professional Leadership in American Schools and Colleges*. *Teach. Coll. Record*, 53: 181-221, Jan. 1952. (Author: Dean, Teachers College, Columbia University.)

Report of third annual Teachers College Alumni Conference. Contains address, "The Present Challenge to Education," by Charles Dollard, President Carnegie Corporation, and reports of 6 discussion groups on preparation for leadership, reorientation and guidance of students, curriculum organization and instruction, field activities, and research.

262. CONFERENCE ON HIGHER EDUCATION. *Addresses Given at the Annual Conference on Higher Education in Michigan, November 19 and 20, 1958*. Ann Arbor: University of Michigan, 1959. 57 p.

Contains 4 addresses: "Today and Tomorrow in Higher Education," by Arthur S.

Adams; "Sputniks Are Not Enough," by John R. Dunning; "New National Program in Science Education," by Walter J. Peterson; and "Opportunities and Needs for Asian Language and Area Studies," by Howard E. Sollenberger. Similar publications annually, 1950 to 1957, each reporting 3 or 4 addresses at annual conferences held at University of Michigan.

263. COOPER, RUSSELL M. *The Literature on Higher Education: Commentary*. In *Current Issues in Higher Education, 1958* (No. 289), p. 74-77. (Author: Assistant Dean, General College, University of Minnesota.)

Discusses characteristics of "168 volumes dealing with problems of higher education that have been published in the past five years." Classifies them in 6 categories: general character of higher education, 50 volumes; student personnel services, 23 volumes; curricular programs, 28 volumes; instruction and teaching staff, 32 volumes; administration, 21 volumes; evaluation of programs, 14 volumes. Also analyzes authors, publishers, and other features. Ranged in length from 26 to 1,210 pages with median of 217 pages. Less than one-third of them had essentially a research base. "It appears that the total number of books in higher education is increasing. Especially noteworthy is the list of 32 volumes dealing with the college teacher and his classroom practices. This once sacred and inviolate domain is being studied, and books on college teaching methods are being written and read. The development reflects a growing humility and professional concern on the part of college teachers."

264. COWLEY, WILLIAM H. *The American System of Academic Government*. In *Western College Association, Proceedings, Fall 1955*, p. 25-34. (Author: Professor of Higher Education, Stanford University.)

Reviews the history of financing of American higher education and sketches evolution of the American system of academic government.

265. DEFERRARI, ROY J., ed. *The Problems of Administration in the American College*. Washington: Catholic University of America Press, 1956. vii,191 p. (Author: Secretary General; Director of Workshops; Catholic University of America.)

Proceedings of the Workshop on Problems of Administration in the American College, conducted at Catholic University of America,

June 10-21, 1955. Contains discussions by 16 authors dealing with aims and purposes of a general education, curriculum of the general college, the registrar, the dean and his office, the business office, the presidency, the personnel officer, library administration, and supervision of teacher education. Gives list of 94 participants in the Workshop and their institutions.

266. DEUTSCH, MONROE E. *The College From Within*. Berkeley and Los Angeles: University of California Press, 1952. xiv, 232 p. (Author: Vice President and Provost Emeritus, University of California.)

The 26 chapters contain personal comments on many subjects including the president, trustees, public relations, deans, faculty, choosing professors, faculty obligations, sabbaticals, retirement, students, scholarships, extracurricular activities, athletics, fraternities and sororities, curricula, degrees, religion, alumni, and honorary degrees. Review by W. P. Sears, *Educ.*, 72: 704, June 1952.

267. EDUCATIONAL POLICIES COMMISSION. *Higher Education in a Decade of Decision*. Washington: National Education Association, 1957. xii, 152 p.

Separate chapters: Who Will Go to College, What Should Be Taught, What Research and Public Services, How Should Policy Be Made, Who Will Teach, and How Finance Public Education. Chapter 5, "Who Will Teach" (p. 78-100), discusses the role of the faculty, recruitment of college teachers (suggests present students, women, minority groups, older persons, specialists on part-time basis), preparation of college teachers, increasing faculty effectiveness, and integrity of academic life. Reviews by D. T. Ordeman, *Coll. & Univ.*, 33: 55-57, Fall 1957; by C. Manning, *Educ. Leader.*, 15: 137+, Nov. 1957; by H. C. Noble, *Inter. Jour. Rel. Educ.*, 34: 40, Feb. 1958; and by K. W. Bigelow, *Teach. Coll. Record*, 59: 302, Feb. 1958.

268. ELIOT, CHARLES WILLIAM. *University Administration*. Boston: Houghton Mifflin Co., 1908. (The N. W. Harris Lectures for 1908 at Northwestern University.) 266 p. (Author: President, Harvard University, 1869-1909.)

Six lectures by the outstanding leader in higher education of the early twentieth century: (1) University Trustees; (2) An Inspecting and Consenting Body—Alumni Influence; (3) The University Faculty; (4) The Elective System; (5) Methods of Instruction; (6) Social Organization—The President—General Administration.

269. FUND FOR THE ADVANCEMENT OF EDUCATION. *Report for 1954-56*. New York, 1957. 144 p.

Clarence H. Faust, President. Describes the varied educational interests and projects of the Fund, with emphasis on supply and preparation of college teachers; college teaching methods, especially by television; improvement of graduate education; and other topics. Similar discussions in reports for 1952-54, and 1951-52.

270. HENRY, DAVID DODDS. *Higher Education in Transition*. *Sch. & Soc.* 85: 84-86, March 16, 1957. (Author: President, University of Illinois.)

Excerpts from inaugural address as President of University of Illinois, Sept. 24, 1956. Enumerates 12 problems involving faculty, students, and facilities "which confront higher education in general."

271. HENRY, NELSON B., ed. *The Public Junior College*. (55th Yearbook of the National Society for the Study of Education; B. Lamar Johnson, University of California, Los Angeles, Chairman.) Chicago: University of Chicago Press, 1956. xi, 347 p. (Author: Professor of Education, University of Chicago.)

Consists of 13 chapters by various authors, discussing the role of the junior college, preparation for advanced study, general education, community services, student personnel programs, improvement of teaching, legal and extra-legal influences, financing, and conditions for establishment of new junior colleges. Includes list of 89 annotated references, about two-thirds of them since 1950. Reviews by J. L. Wattenbarger, *Adult Educ.*, 7: 59, no. 1, 1956; by W. K. Selden, *Assoc. Amer. Coll. Bull.*, 42: 475-477, Oct. 1956; by D. W. Welser, *Jour. Gen. Educ.*, 10: 179-182, July 1957; by H. C. Ahrnsbrak, *Jour. Teach. Educ.*, 7: 376-377, Dec. 1956; by P. A. Wanamaker, *Jun. Coll. Jour.*, 27: 121-122, Oct. 1956; by W. C. Bells, *Pers. & Guid. Jour.*, 35: 189-190, Nov. 1956; and by M. J. Pillard, *Sch. Esca.*, 76: 126, June 1957.

272. HILLWAY, TYRUS. *The American Two-Year College*. New York: Harper & Bros., 1958. xi, 276 p. (Author: Professor of Education, Colorado State College.)

A comprehensive treatment of the field. Chapters: I. Nature of the Two-Year College. II. Development of the Two-Year College. III. Goals of the Two-Year College. IV. Students in the Two-Year College. V. General and Vocational Education. VI. Cooperative and Adult Education. VII. Guid-

ance and Student Welfare. VIII. Student Organizations and Athletics. IX. Teachers and Administrators. X. Legal Status and Accreditation. XI. Buildings and Record Keeping. XII. The Community College Survey. XIII. Problems and Patterns of the Future. Appendix contains Statement of Guiding Principles for Junior College Athletics, adopted in 1953 by American Association of Junior Colleges and National Junior College Athletic Association; and State Charter of Mitchell College, Connecticut. Bibliography, 67 titles. Reviews by T. Pouncy, *Coll. & Univ.*, 34: 115-116, Fall 1958; by M. Weinberg, *Jun. Coll. Jour.*, 28: 475-477, April 1958; by H. Ederle, *Teach. Coll. Jour.*, 30: 49, Dec. 1958; by R. E. Fields, *Teach. Coll. Record*, 60: 57-59, Oct. 1958; and by B. R. Clark, *Harvard Educ. Review*, 29: 160-162, Spring 1959.

273. HOGARTH, CHARLES P. *Crisis in Higher Education*. Washington: Public Affairs Press, 1957. vii, 60 p. (Author: President, Mississippi State College for Women.)

"At last there is a short book in plain English that gives a concise overview of the operations of American institutions of higher education. It emphasizes the need for fact-finding and long-range planning now, as the best measures for meeting the higher education needs of tomorrow."—Introduction, by Ernest V. Hollis, U.S. Office of Education. Chapters: Goals and Plans, Financial Factors, Physical Facilities, Faculty and Staff, Student Needs and Qualifications, Curricular Offerings, Extra-Curricular Activities, Alumni Support, Public Relations. Reviews by E. L. Furness, *Educ. Forum*, 22: 248-249, Jan. 1958; by J. D. Millett, *Jour. Higher Educ.*, 28: 406, Oct. 1957; by T. L. Hungate, *Teach. Coll. Record*, 59: 60-61, Oct. 1957; and by L. H. Goodman, *Soc. Studies*, 50: 38, Jan. 1959.

274. HOPKINS, EVERETT HAROLD. *Efficiency and Democracy in University Administration*. *Coll. & Univ.*, 26: 364-380, April 1951. (Author: Vice President, State College of Washington.)

"I have given what I consider to be the essential earmarks of a democratic university administration. . . . In addition, I have listed 23 principles which I consider to be sound practicable guideposts to successful administration."

275. IFFERT, ROBERT E. *Inventory of Physical Facilities and Human Resources in Colleges and Universities*. *Higher Educ.*, 8: 66-68, Nov. 15, 1951. (Author: With U.S. Office of Education.)

"For the first time in the history of higher education in the United States, there is being assembled simultaneously information on the plant, program, and personnel of individual colleges and universities. The project is also unique in that it is designed to operate as a perpetual inventory." Outlines the 6 major areas to be studied.

276. KNIGHT, EDGAR WALLACE. *What College Presidents Say*. Chapel Hill: University of North Carolina Press, 1940. xvi, 377 p. (Author: Professor of Education, University of North Carolina.)

Contains hundreds of quotations varying in length from a few lines to several pages each, from statements of presidents, taken from inaugural addresses, reports to trustees, and other sources, during the previous 75 years. Arrangement by subjects: The College Presidency, Purposes of Higher Education, Weaknesses of Higher Education, Organization and Administration, Faculty Relations, Obligations to Society.

277. KONVITZ, MILTON R., ed. *Education for Freedom and Responsibility: Selected Essays by Edmund Bers Day*. Ithaca, N.Y.: Cornell University Press, 1952. xi, 203 p.

Selections from 18 addresses by Dr. Day during his presidency of Cornell University, 1937-1951, arranged in 8 groups: General Education, Higher Education, and Responsibility for Enduring Values. Particularly valuable are "Role of Administration in Higher Education," (p. 129-136), and "A University President Talks About His Job," (p. 137-148). Review by W. P. Sears, *Educ.*, 73: 333, Jan. 1953.

278. LINDSAY, ERNEST EARL and HOLLAND, ERNEST OTTO. *College and University Administration*. New York: Macmillan Co., 1930. xv, 666 p. (Authors: (1) Head, Department of Educational Administration, University of Pittsburgh, Pennsylvania; (2) President, State College of Washington.)

An early, comprehensive treatment, with many details covering administrative organization, fiscal administration, academic administration, personnel administration, and administrative tendencies. Appendix gives various legal, financial, and record forms.

279. McLAIN, CHARLES W. *The Present Status of the Junior College in the United States*. Greeley: Colorado State College of Education, 1953. 289 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies*

for the Degree of Doctor of Education, vol. 15, 1954, p. 105-110.

Unpublished doctoral dissertation (Ed. D.). Purpose: To determine status "with regard to growth and development, stated purposes, curriculum, special services to students, entrance requirements, awards, and academic preparation of faculty and administrators." Based on study of catalogs of 552 institutions and other library materials.

280. McVEY, FRANK L. and HUGHES, RAYMOND M. *Problems of College and University Administration*. Ames: Iowa State College Press, 1952. xiv, 326 p. (Authors: (1) Former President of University of North Dakota and University of Kentucky; (2) Former President of Miami University and Iowa State College.)

"In planning the book, it was agreed that each author would write on any topic suggested which interested him, whether he agreed or disagreed with his colleague. Each topic has been initialed to identify the writer.

It attempts to deal with many of the problems met by college presidents and other administrators." Covers 178 numbered topics in 10 chapters as follows: I. The New President. II. The President and the Trustees. III. Problems of Administration. IV. The Campus, Buildings, and Plans. V. The President and the Faculty. VI. The Status of Students and Their Relation to the College. VII. The President and the Alumni. VIII. The Importance of Teaching. IX. Graduate Work and Research. X. College Chapel, The Library, and Other Matters. Reviews by O. Tead, *Educ. Forum*, 17: 372-373, March 1953; by J. D. Russell, *Jour. Higher Educ.*, 24: 52-53, Jan. 1953; by R. Basler, *Jun. Coll. Jour.*, 28: 239-242, Dec. 1952; and by K. W. Sigelow, *Teach. Coll. Record*, 54: 224-226, Jan. 1953.

281. MARSH, T. REBECK, ed. *Association of University Evening Colleges, Proceedings, 1958*. Louisville, Ky.: 1958. v, 184 p. (Author: Dean, College of Adult Education, Wichita, Kan.)

Includes papers and subsequent sectional discussions on various administrative problems including publicity and promotion, faculty recruitment, programing courses, evaluation of faculty performance, assignment of staff responsibilities, faculty inservice training, programing conferences and institutes, and evaluation of student achievement.

282. MONROE, WALTER S., ed. *Encyclopedia of Educational Research: A Project of the American Educational Research*

Association. New York: Macmillan, 1950. Revised editing. xxvi, 1520 p. (Author: Professor of Education, University of Illinois.)

Contains a wide variety of articles by 223 authors on various phases of education, usually with quite extensive bibliographies. Article on "Colleges and Universities" (p. 228-279), of varied authorship, is in 8 parts: Historical Development, Legal Aspects, Organization and Administration, Finance and Business Management, Physical Plant, Admission and Registration, Curriculum, and Methods of Teaching. Separate articles on Education of Women, General Education, Graduate School, Junior College, Negro Education, School Surveys, and Student Personnel Work. Reviews by G. M. Wilson, *Educ.*, 70: 665, June 1950; by I. L. Kandel, *Educ. Forum*, 15: 249-250, Jan. 1951; and by J. W. Wrightstone, *High Points*, 33, 74-75, May 1951.

283. NATIONAL CATHOLIC EDUCATION ASSOCIATION. *Report of Proceedings and Addresses, 55th Annual Meeting, Philadelphia, April 8-11, 1958*. *Nat. Cath. Educ. Assoc. Bull.*, 55: 1-416, Aug. 1958.

Report of college and university department (p. 85-163), contains reports of committees on accreditation, faculty welfare, graduate study, membership, and nursing education; special addresses; and reports of section meetings of college and university presidents, deans, registrars, junior colleges, and others. Similar contents in reports of proceedings of earlier annual meetings.

284. PERKINS, JOHN ALANSON. *Plain Talk From a Campus*. Newark: University of Delaware Press, 1959. vii, 195 p. (Author: President, University of Delaware.)

"The book divides itself into four parts, somewhat corresponding to these broad topics: general considerations of the high school and the college, the financing of the same, public service and its relations to higher education, and, lastly, the future of higher education and its leadership. While each chapter treats a separate subject in a discrete time and place, all have a single timeliness and importance in America's 'Great Educational Awakening' in the last eighteen months."

285. Presidents' Workshop. In *National Association of State Universities, Proceedings, 1958*, p. 22-57.

As an innovation in plan of annual programs, 3 sessions of the organization were organized as round table or forum discussions, with brief formal presentations and

extensive discussion of various topics. Plan was approved for future meetings. Following were included in 1958 meeting: State government controls, trends toward higher tuition and fees, developments on Federal policy on overhead, pending legislation for Federal aid to students and institutions, institutional relationship with the American Association of University Professors, problems of curricular proliferation, and changes in admission standards.

286. ROGERS, FRANCIS MILLETT. *Higher Education in the United States: A Summary View*. Cambridge: Harvard University Press, 1952. 54 p. (Author: Dean, Graduate School, Harvard University.)

"A revised English version of a series of lectures originally written in Portuguese and delivered in Brazil in 1950 under the auspices of the United States Department of State." Consists of 10 chapters concerning organization, student life, curriculum problems, personnel problems, financing, professional training, libraries, interuniversity organization, and international student exchanges. Review by W. M. Miller, *Coll. & Univ. Bus.*, 28: 122, Oct. 1952.

287. RUMI, BEARDSLEY and MORRISON, DONALD H. *Memo to a College Trustee: A Report on Financial and Structural Problems of the Liberal College*. New York: McGraw-Hill Book Company, Inc., 1959. ix, 94 p. Summary as "Open Letter to a Trustee," in *Think*, 25: 16-18, Sept. 1959. (Authors: (1) Former Dean, Social Science Division, University of Chicago; former Treasurer, R. H. Macy & Co., Inc.; former Chairman, Federal Reserve Bank, New York; Trustee Dartmouth College, New Hampshire; (2) Former Provost, Dartmouth College.)

Prepared for the Fund for the Advancement of Education. "This Report is concerned with a cluster of crucial questions: How can the American liberal arts colleges meet their responsibilities with respect to the fostering of liberal education? How can they serve their important purpose in helping to prepare the next generation of adults to deal wisely and humanely with the problems and opportunities of an increasingly complex world? How can they make the contribution to teaching and to scholarship that is required? More specifically, how can our colleges—and our universities, too—arrange their faculties, their teaching programs, their facilities, and their finances to provide liberal education for twice as many

students as today, a liberal education of constantly improving quality. Today these institutions are not organized to meet this challenge." Presents a plan for almost doubling faculty salaries without increase of tuition. Review by P. Pichrel, *Harpers*, 219: 87-88, Aug. 1959. Editorial Comments, *Coll. & Univ. Bus.*, 26: 22, June 1959.

288. RUSSELL, JOHN DALE. *Current Problems in Higher Education*. *Coll. & Univ.*, 29: 485-525, July 1954. (Author: Executive Secretary, Board of Educational Finance, New Mexico.)

Discusses student enrollments, faculties, curriculum, student personnel services, physical plant facilities, finance, administration and organization. Followed by discussions by Herman A. Spindt, University of California, and Enoch C. Dyrness, Wheaton College, Illinois.

289. SMITH, G. KERRY, ed. *Current Issues in Higher Education, 1958. Proceedings of the Thirteenth National Conference on Higher Education, Chicago, March 2-5, 1958*. Washington: Association for Higher Education, National Education Association, 1959. xiv, 292 p. (Author: Executive Secretary, Association for Higher Education.)

Covers many aspects of organization and administration of higher education in the United States. "This report together with the printed proceedings of the 12 conferences preceding it constitutes a current history of the issues facing higher education in the United States during these years. . . . The 1,640 participants attending the Conference from 45 States and the District of Columbia represented 455 colleges and universities enrolling the vast majority of U.S. college students, 70 lay and professional organizations concerned with higher education, and 20 governmental agencies." Current volume contains 4 addresses by Harry A. Kinsinger, John W. Gardner, Max Learner, and Lawrence G. Derthick; 10 Information Reports, and 28 chapters giving analyst's statements and recorders reports for 40 section meetings under following general heads: More Opportunities for Students (admissions, financial aid, student attitudes); Innovations in Administration and Organization (guidance services, establishment of new colleges, 2-year institutions, extension services, institutional facilities, general education); Improvement of Teaching (teacher morale, qualifications, preparation, television, utilization of workshops, honors programs); New Developments in Curriculum (general education, liberal arts programs, preparation of elementary and secondary teachers). Similar

reports on earlier conferences, summarized in part in *College Teachers and College Teaching* (No. 10), Nos. 23-24, 34-40, and 49-51.

290. SMITH, LEO F. and LIPSETT, LAWRENCE. *The Technical Institute*. New York: McGraw-Hill Co., Inc., 1956. xii, 319 p. (Authors: (1) Dean of Instruction; (2) Director of Counseling Center; both of Rochester Institute of Technology, New York.)

"This book has been designed to meet the following objectives: (1) to serve as a definitive work outlining the purposes, present status, and possibilities of technical institute education; (2) to describe techniques which may be utilized to determine the need for this type of education, to organize curricula, to recruit staff and students, and to administer a technical institute program in all of its aspects; and (3) to provide for guidance counselors and prospective students a source of information about the location and nature of various types of technical institute curricula." Reviews by D. H. Eikenberry, *Educ. Research Bull.*, 35: 243, Dec. 1956; by B. D. Coe, *Sch. Exec.*, 76: 134, Nov. 1956; and by J. P. Bogue, *Jour. Higher Educ.*, 28: 403-406, Oct. 1957.

291. Some College Presidents Discuss the Rising Tide. *Educ. Record*, 36: 205-210, July 1955. More College Presidents Discuss the Rising Tide. *Educ. Record*, 36: 265-290, Oct. 1955.

"Presented here are a few excerpts from annual reports and other documents submitted to the American Council on Education in response to a request made to all institutional members by President Arthur S. Adams."—Editorial note. First article includes statements by 11 presidents who stress the financial and other aspects of the general problem, the shortage of teachers, and need for improvements in teaching methods. Following presidents make contributions: O. C. Carmichael, University of Alabama; S. B. Gould, Antioch College, Ohio; Roland B. Renne, Montana State College; Victor L. Butterfield, Wesleyan University, Connecticut; C. H. Becker, Wartburg College, Iowa; Dale H. Welch, Hastings College, Nebraska; Howell H. Brooks, Coe College, Iowa; Deane W. Malott, Cornell University, New York; John F. Hines, American International College, Massachusetts; H. Leslie Sawyer, Colby Junior College, New Hampshire; and Sarah Gibson Blanding, Vassar College, New York. Following presidents are represented in second article: Russell D. Cole, Cornell College, Iowa; Elmer Ellis, University of Missouri; J. R. Cunningham, Davidson College, North Carolina; C. C. Furnas, University of Buffalo, New York; Edwin S. Burdell, Cooper Union,

New York; Robert Gordon Sproul, University of California; Charles S. Cassasa, Loyola University of Los Angeles, California; E. Wilson Lyon, Pomona College, California; Lloyd Morey, University of Illinois; Edward J. Sparling, Roosevelt University, Illinois; J. L. Morrill, University of Minnesota; Laurence M. Gould, Carleton College, Minnesota; Otto W. Snarr, Minnesota State Teachers College, Moorhead; Gregg M. Sinclair, University of Hawaii; John A. Perkins, University of Delaware; Grady Gammage, Arizona State Teachers College, Tempe; A. Whitney Griswold, Yale University; Harold Taylor, Sarah Lawrence College, New York; Everett M. Case, Colgate University, New York; R. V. Kavanagh, Carroll College, Montana; Albert C. Jacobs, Trinity College, Connecticut; Winifred E. Bain, Wheelock College, Massachusetts; Conway Boatman, Union College, Kentucky; Henry T. Moore, Skidmore College, New York; Blake R. Van Leer, Georgia Institute of Technology; Harold P. Rodes, Bradley University, Illinois; Carter Davidson, Union College, New York; John F. Hines, American International College, Massachusetts; and P. W. Christian, Emmanuel Missionary College, Michigan.

292. TAYLOR, HAROLD. *On Education and Freedom*. New York: Abelard-Schuman, 1954. 320 p. (Author: President, Sarah Lawrence College, New York.)

A series of essays and addresses in 7 chapters: I. Moral Values and the Experience of Art. II. The College President. III. Moral Leadership and Education. IV. Philosophy and the Teacher. V. On the Education of Women. VI. Life, Art, and the Humanities. VII. Communism and the American Colleges. Review by K. I. Brown, *Jour. Higher Educ.*, 25: 337-338, June 1954.

293. TEAD, ORDWAY. *Trustees, Teachers, Students: Their Role in Higher Education*. Salt Lake City: University of Utah Press, 1951. 120 p. Portion of section on trustees, *Jour. Higher Educ.*, 22: 171-180, 226, April 1951. (Author: Chairman, Board of Higher Education, New York City.)

Four addresses delivered at the Utah Conference on Higher Education, September 1950. The fifth, "The Role of the College Teacher in Our Culture" was delivered at a conference in Chicago. Review by A. D. Henderson, *Jour. Higher Educ.*, 23: 165-166, March 1952.

294. THOMPSON, RONALD B. *Educational Alternatives*. In *Vital Issues in Education* (Report of 21st Educational

Conference of the Educational Records Bureau, 1956. Arthur E. Traxler, ed.), p. 115-121. (Author: Registrar, Ohio State University.)

Discusses various methods of meeting impending increases in college enrollments, including expansion of present campuses, better use of present facilities, extension of secondary schools, building branches of present institutions, establishing State-supported colleges, obtaining additional revenue, raising tuition fees, and limitation of enrollments.

295. THWING, CHARLES FRANKLIN. *College Administration*. New York: Century Co., 1900. 321 p. (Author: President, Western Reserve University, 1890-1921.)

"This is, I think, the first book published on the administration of the American college. It grows out of my own reflection, work, experience, and reading. . . . Its subject, too, is of unique value in the endeavor to relate the American college and university more vitally to American life."—Prefatory note. Seven chapters: I. The Organization of American Education. II. The Constitution of the American College. III. The College President. IV. Special Conditions and Methods of Administration. V. The Government of Students. VI. Financial Relations. VII. Administration and Scholastic Problems of the Twentieth Century. Reports conditions and practices in many institutions. Chapter on Financial Relations covers 106 pages, almost one-third of the volume. Makes possible many significant comparisons with conditions a half century or more later.

296. TRAXLER, ARTHUR E., ed. *Long-Range Planning for Education. A Report of the 22nd Educational Conference, New York City, Oct. 31 and Nov. 1, 1957. Held Under the Auspices of the Educational Records Bureau and the American Council on Education*. Washington: American Council on Education, 1958. ix, 185 p. (Author: Director, Educational Records Bureau.)

Contains a score of papers and addresses dealing with the future of the junior college, the liberal arts college, and women's colleges; also use of tests, student values, and development of reading skills. Similar contents for reports of previous annual conferences.

297. VALENTINE, PERCY F., ed. *The American College*. New York: Philosophical Library, 1949. xvi, 575 p. (Author: Dean of Instruction, San Francisco State College, California.)

"A tidal wave of students swept into the classrooms of American colleges and universities shortly after the close of World War II. No college was prepared for such a demand upon it." Many phases of resulting college problems discussed by 17 authors of as many chapters, including general education, experiments in instruction, junior colleges, counseling, student activities, welfare services, public relations, and the graduate school. Reviews by C. M. Louttit, *Educ. Adm. & Sup.*, 37: 187-188, March 1951; by E. D. Grissell, *Educ. Outlook*, 25: 220, May 1951; by M. Bradbury, *Educ. Research Bull.*, 30: 27-28, Jan. 1951; by O. Tead, *Jour. Higher Educ.*, 21: 332, June 1950; by O. D. Froe, *Sch. Review*, 58: 428-429, Oct. 1950; and by A. K. Manchester, *So. Atlantic Quart.*, 50: 130-131, Jan. 1951.

298. WEAVER, DAVID ANDREW. *Builders of American Universities: Inaugural Addresses*. Alton, Ill.: Shurtleff College Press, 1952, 2 vols. Vol. I. *Privately Controlled Institutions*, 381 p. Vol. II. *State Universities*, 426 p. (Author: President, Shurtleff College, Illinois.)

Volume I contains brief biographies and inaugural addresses by 19 college and university presidents from 1836 to 1921. Volume II contains brief biographies and inaugural addresses by 20 college and university presidents from 1829 to 1947.

299. WOODBURN, LLOYD STUART. *Principles of College and University Administration*. Stanford, Calif.: Stanford University Press, 1958. ix, 198 p. (Author: Dean, University of Washington.)

A comprehensive treatment. Chapter headings: I. University Organization. II. Physical Plant and Budgetary Control. III. College or School Administration. IV. Faculty Personnel Administration. V. Procedures on Tenure and Promotion. VI. Curriculum and Teaching. VII. Departmental Administration. VIII. Non-Academic Personnel. IX. Educational Priorities and Operational Research. X. Research Work and the Graduate School. XI. Dean of Students' Office. XII. Summer Session and Adult Education. Bibliography, 25 titles.

II. Functions and Organization

1. GENERAL

300. ASSOCIATION OF UNIVERSITY EVENING COLLEGES. *Proceedings, 1958*. v, 184 p.

Contains a variety of papers presented at general sessions and reports of sectional discussion meetings at the 20th annual meeting of the Association. Appendix (p. 176-184) contains materials used at University of Cincinnati for "Evaluating Faculty Performance." Similar volumes of proceedings of earlier annual meetings.

301. BAIN, READ. 'How Liberal Is the Liberal Arts College? *AAUP Bull.*, 39: 624-631, Winter 1953-54. (Author: Professor of Sociology, Miami University, Ohio.)

"So I conclude that most Liberal Arts colleges are not very liberating. . . . They are bogged down in over-specialization; mired in outworn curricula; corrupted with intellectual snobbery; damned by extra-curricularity. . . . This much seems clear. If the Liberal Arts college does not provide a liberating higher education and proper pre-professional training for all subsequent professional education, it cannot long survive." For reply, see B. Rouse, No. 385.

302. BARNES, Sir GEORGE. Quality or Quantity. *Bull. Atomic Scientists*, 14: 380-384, Nov. 1958.

Comments of an Englishman on American education. Finds an over emphasis on providing education to the greatest number of persons with too little attention to giving able students greater opportunities.

303. BAUGHEN, A. CHARLES. The Harrisburg Center for Higher Education: Its Background and Program. *Jour. Higher Educ.*, 30: 27-30, Jan. 1959. (Author: President, Elizabethtown College, Pennsylvania.)

Describes the cooperative arrangement for nonduplicating college facilities in the Harrisburg, Pennsylvania, area, at first in 1951-

52 through the joint efforts of Elizabethtown College and Lebanon Valley College, joined later by Temple University, Pennsylvania State University, and University of Pennsylvania. Enrollment in the Center has increased from 171 to 1,227. "In order to meet the educational needs of a community, it seems entirely consistent with the principles of sound economy and good educational administration to bring existing facilities and services together through a program such as that of the Harrisburg Center for Higher Education in which the cooperating colleges and universities can pool their strengths and enrich their curriculums while maintaining their separate identities."

304. BENJAMIN, HAROLD and HUTCHINS, ROBERT MAYNARD. Education — What and How? *Jour. Higher Educ.*, 23: 27-39, 57-60, Jan. 1952. (Authors: (1) Dean, College of Education, University of Maryland; (2) Chancellor, University of Chicago.)

A debate sponsored by the Roosevelt College Alumni Association. Includes series of questions and answers by the 2 speakers and extended comments by Peter A. Carmichael, Louisiana State University, and Harry D. Gideogse, Brooklyn College.

305. BERGENDOFF, CONRAD. Are Our Universities Big Enough? *Christ. Scholar*, 37: 34-39, March 1954. (Author: President, Augustana College, Illinois.)

"In asking this question I am not thinking of enrollments, or budgets, or plants. In these matters our institutions of higher learning are the biggest in the world. Unfortunately none of them, in themselves, make for great schools. In comparisons with the dimensions of life itself, how big are they? Do they meet the deepest needs of humanity or the highest purposes of man? Are they as broad as life?"

306. BESTOR, ARTHUR E. The American University: A Historical Interpretation of Current Issues. *Coll. & Univ.*,

32: 175-198, Winter 1957. (Author: Professor of History, University of Illinois.)

"The fundamental issues of university education in the mid-twentieth century are similar throughout the world. As knowledge increases and becomes more specialized, can the university succeed in preserving a common ground of intellectual understanding among educated men and women, thus, remaining a university instead of degenerating into a multiversity?" Criticizes increasing vocationalism of the American university and development of the elective system.

307. BIDDLE, WILLIAM WISHART, and BIDDLE, LOUREIDE J. *Growth Toward Freedom: A Challenge for Campus and Community*. New York: Harper & Bros., 1957. x,171 p.

"The wisdom, the hope, the self-discipline to grow toward responsible freedom—these are the keys to a future tolerable to humanity. Is there a more delicate and difficult task, a higher challenge to come to higher education?" Reviews by T. R. Batten, *Adult Educ.*, 8: 61, Autumn 1957; by J. S. Roucek, *Coll. & Univ.*, 33: 225-227, Winter 1958; by H. R. Bottrell, *Educ. Forum*, 22: 119-120, Nov. 1957; by B. Brownell, *Jour. Higher Educ.*, 29: 171, March 1958; and by J. F. Kimball, *Sch. Esoc.*, 76: 126, June 1957.

308. BRICKMAN, WILLIAM W. Church, State, School. *Sch. & Soc.*, 85: 122-127, April 13, 1957. (Author: Associate Professor of Education, New York University.)

Critical reviews of 25 books published during the previous 5 years, "in the controversial area of church-state-school relations."

309. BRITTON, WILLIAM E. Objectives of Higher Education in America. *AAUP Bull.*, 42: 256-267, Summer 1956. (Author: Professor of Law, University of California.)

Presidential address before AAUP. Good historical treatment. Includes replies from 11 "leaders in American life" who were asked by the writer to state their conception of "the basic objectives of higher education," including Walter Lippman, Learned Hand, Ralph J. Bunche, Charles W. Mayo, Cecil B. de Mille, and Will Durant.

310. BROWNELL, BAKER. *The College and the Community: A Critical Study of Higher Education*. New York: Harper & Bros., 1952. vii,248 p. (Au-

thor: Professor of Philosophy, Northwestern University, Illinois.)

These chapters on higher education have been written across uneven times and in different climates of criticism. If they seem to say both Yes and No, that is because higher education today is both good and bad. It is an area of tension where growth is not always separable from decay. On the one hand the university is a costly and pretentious failure in the field of the Humanities. . . . On the other hand the university is the seat of the scientific culture of this age and as such is of immeasurable value in our Western world." Contains 19 chapters treating various aspects of the subject. Reviews by N. Calderwood, *Coll. & Univ.*, 28: 121, Oct. 1952; by L. L. Jarvie, *Jour. Higher Educ.*, 23: 499-500, Dec. 1952; and by E. W. Harrington, *Quart. Jour. Speech*, 38: 472, Dec. 1952.

311. CARMICHAEL, OLIVER C. Some Educational Dilemmas. In Carnegie Foundation for the Advancement of Teaching, *46th Annual Report, 1950-51*, p. 10-20. Also in *AAUP Bull.*, 37: 627-639, Winter 1951. (Author: President of the Foundation.)

"A survey of the current educational scene reveals a series of conflicts that baffle and confuse. Some represent ancient dilemmas that have persisted for centuries. Others are of more recent origin." Discusses 6 such dilemmas: Depth vs. Breadth in Scholarship, Discovery vs. Dissemination of Knowledge, Objectivity vs. Values in Education, The Immediate vs. the Remote Objective in Learning, Freedom vs. Regimentation in Higher Education, and Faculty vs. Administration in Determining Educational Policy.

312. ——— Neglected Areas in Education. In Carnegie Foundation for the Advancement of Teaching, *47th Annual Report, 1952*, p. 10-19. Also in *AAUP Bull.*, 38: 356-367, Autumn 1952. (Author: See No. 311.)

"Despite the voluminous literature dealing with curriculum, methods, goals, administration, financing, and staffing of education, a survey of the educational landscape reveals barren spots that continue to warrant examination. It is the purpose of this paper to consider a number of these." Discusses Consideration of Basic Issues, Dynamics of Education, Scientific Method and Liberal Education, Confusion of Terms, and Nature of Truth and Essentials for Attaining It.

313. COLWELL, ERNEST C. Inter-University Co-operation. *Lit. Quart.*, 22: 1-4, Jan. 1952. (Author: Visiting pro-

fessor, Emory University, Georgia; formerly President, University of Chicago.)

"Cooperation between Universities in the United States of America is increasing rapidly in extent. More than forty cooperative programs involving colleges and universities are now in operation in this country. Some of these involve no more than two institutions. One of them involves as many as forty institutions of higher education. . . . A joint approach to the task of improving the structure and the functions and the aims of higher education is full of promise for the future of higher education in these United States today."

314. CONANT, JAMES B. *The Citadel of Learning*. New Haven: Yale University Press, 1956. 79 p. (Author: U.S. High Commissioner to Germany; President Emeritus, Harvard University.)

Three essays, the first 2 treating the main functions of a university, teaching and research. Third considers "the situation that now confronts American education, or rather I should say, confronts all American citizens." Discusses the "role of the university in promoting the applications of science to medicine, to industry, to agriculture, and to national defense." Reviews by A. P. Farrell, *America*, 95: 534+, Sept. 8, 1956; and by O. Tead, *Jour. Higher Educ.*, 27: 306, Dec. 1956.

315. COONS, ARTHUR G. Preservation of Educational Ideals in a Period of Rapidly Increasing Enrollments. In Western College Association, *Proceedings*, Fall 1956, p. 59-68. (Author: President, Occidental College, California.)

Gives numerous suggestions derived from a variety of sources. Stresses improved compensation and recognition for faculty members.

316. COWLEY, WILLIAM H. The Higher Learning Versus the Higher Education. *Jour. Higher Educ.*, 25: 401-410, 453-454, Nov. 1954. (Author: Professor of Higher Education, Stanford University.)

Address by author at his inauguration as David Jacks Professor of Higher Education. States that this professorship is "the first endowed chair of higher education in the United States and, indeed, in the world." Says: "I shall attempt to do two things: first, to discuss the study of education in general, and second, to review my conception of the study of higher education." Traces development of "education" as a subject of university study from first proposal

at Amherst College in 1826. Finds first course in higher education was given at Clark University in 1898, and about 20 universities now offer such courses. Lists 9 "points of strength of American colleges and universities." Discusses at some length relative claims of teaching and research. "Colleges and universities are, in fact, mighty powerhouses producing most of the country's highly trained manpower and a large proportion of its knowledge power. . . . Not a few professions, indeed, give all their enthusiasm to the higher learning and consider teaching, or the higher education, to be a chore to be neglected whenever it interferes with their research." Considers also various proposals for reorganization of higher education. Bibliography, 15 titles.

317. CUNDIFF, EDWARD WILLIAM. *The University Summer Session*. Stanford, Calif.: Stanford University, 1952. Abstract in the Stanford University, *Abstracts of Theaca* . . . 1951-52, p. 492-494.

Unpublished doctoral dissertation (Ed. D.). Primary purpose: "To evaluate the general administrative, educational, fiscal, and personnel policies of university summer sessions throughout the United States." Based on data secured from 90 institutions. Studies especially factors operating in 16 successful and 16 unsuccessful summer sessions.

318. DAVIDSON, ARTHUR O. A Concept of Development for Iowa Colleges. *Assoc. Amer. Coll. Bull.*, 43: 609-615, Dec. 1957. (Author: Vice President, Luther College, Iowa.)

"A true and complete development program is far more comprehensive and should include plans for curriculum, faculty, students, finance, and plant. I will limit this presentation to some of the essentials of such a program, give some examples, and then concentrate somewhat on one phase that is usually overlooked."

319. DAVIDSON, CARTER. Trends and Developments in Higher Education. *Lib. Quart.*, 24: 275-283, Oct. 1954. (Author: President, Union College, New York.)

Reviews briefly history and purposes of many American colleges beginning with Cornell University in 1868. "Culture, character, competence, and citizenship as the objectives of the modern university combine the best of the old and the new—and that has been the dream of the teacher since the beginning of civilization."

320. DAVIS, PAUL H. All the World Stand Aside. *Assoc. Amer. Coll. Bull.*,

43: 269-273, May 1957. (Author: Educational Consultant, Los Angeles, Calif.)

Report of an observer, engaged by *Readers' Digest* to visit 40 colleges and universities each year to gather information for confidential use of the management of the magazine. Identifies 6 types of institutions. "At the conclusion of the first year's 40 visits, I had expected to have an extensive list of items which appeared to be common denominators of high achievement, but I did not; I ended with only two. First, the superior college has a concept of where it is and where it is going. . . . Second, each of the colleges of high achievement that I visited is obviously convinced to the depth of its soul that it is on the right road."

321. DAWSON, CHRISTOPHER. *Universities Ancient and Modern. Cath. Educ. Review*, 56: 27-31, Jan. 1956. (Author: "The noted English Catholic cultural historian.")

Compares the English university with the American university and discusses the University of the Future. "If the ideal of higher education for all becomes generally acceptable, the vital issue will be not between the English and American systems, but between the American and the Russian; between a system in which the State determines the curriculum and selects the teachers and the students, and the system in which the student is free to choose his own education, and the university is free to offer whatever form of education it chooses."

322. DEVANE, WILLIAM CLYDE. *The American University in the Twentieth Century*. Baton Rouge: Louisiana State University Press, 1957. xi,72 p. (Author: Dean, Yale University.)

First of series of Mitchell Lectures at Tulane University, Louisiana. Consists of four lectures, historical and interpretative in character: *The University—Its Scope and Function*, *The College*, *The Liberating Studies*, and *The University and the National Culture*. Review by W. G. Bowling, *Col. & Univ.*, 33: 207-209, Winter 1958.

323. D'HEURLE, ADMA. *Some Observations on the Evening College. Jour. Higher Educ.*, 29: 261-266, 291-292, May 1958. (Author: Assistant Professor of Psychology, St. Xavier College, Illinois.)

States that the purposes, methods, and subject matter of the evening college within a university should be reappraised in terms of the purposes and standards of the university. "A glance at the catalogs of a few representative colleges of major universities

throughout the country leaves no doubt in the observer's mind that the evening college is here to stay and that it is playing an important role in higher education today."

324. DOBBINS, CHARLES G., ed. *The Strength to Meet Our National Need*. Washington: American Council on Education, 1956. vii,125 p. (Author: Staff member, American Council on Education.)

Report of a meeting of representatives of 62 constituent members of the American Council on Education in Washington, March 19-20, 1956, to formulate a statement of issues and problems in higher education for use of President's Committee on Education Beyond the High School. Contains addresses by 7 leaders in education on demand for educational opportunities, manpower needs, responsibilities of the Federal government, need for qualified students, need for qualified teachers, and need for expanded facilities. Also summaries of discussion groups considering these topics.

325. DONOVAN, HERMAN LEE. *Keeping the University Free and Growing*. Lexington: University of Kentucky Press, 1959. xi,162 p. Extract "The Vanishing University Trustee" in *Peabody Jour. Educ.*, 36: 259-263, March 1959. (See No. 743.) Author: President Emeritus, University of Kentucky.)

"Designed to summarize the principal activities, achievements, and problems of the University during the years of my administration from 1941 to 1956. Not all the achievements of the University during this period, nor all the problems, are discussed. The problems considered are those that offered the greatest challenge to the President and his colleagues. . . . The reader must not regard this book as an autobiography, though it necessarily contains some autobiographical material. Nor is it a history of the period, though it contains considerable historical material useful to a future historian of the University. The book is primarily a report on the major problems that one college president encountered, how squarely he faced them, and how he tried to solve them." Contains separate chapters, among others, on relations to faculty, public relations, athletics, and the library. Appendix (p. 145-155), "Reading Assignment for College Presidents."

Introductory to 4 lists of books, President Donovan says: "In response to many requests that I make available the titles of autobiographies and biographies of college and university presidents that I have collected over a period of three decades, I am glad to publish these lists. I am adding the histories

of a few institutions of higher education, since most of such histories contain brief biographical sketches of their presidents." Lists: Autobiographical, 38 titles; Biographical, 54 titles; Historical, 34 titles; Inspirational, 27 titles. Review, *Peabody Jour. Educ.*, 36: 218-219, Jan. 1959.

326. DUNCAN, OTIS DUDLEY and REDICK, RICHARD W. Illustrative Projections of College Enrollment in Illinois and the Chicago Standard Metropolitan Area to 1990. *Jour. Gen. Educ.*, 8: 74-85, Jan. 1955. (Authors: (1) Associate Director; (2) Research Assistant; both of Chicago Community Inventory.)

"Projection of future college enrollments in Illinois . . . were prepared on the basis of several alternative sets of assumptions. . . . According to that combination of assumptions which yields the highest figures, enrollment in Illinois will increase over the 'normal' 1950 level by 2 percent by 1955, 98 percent by 1970, 181 percent by 1980, and 213 percent by 1990." Methods and procedures stated and detailed tables given.

327. DUPONT, HENRY B. Technology and the Liberal Arts. *Tech. Review*, 58: 187-190, 214-220, Feb. 1956. (Author: Vice President, E. I. DuPont de Nemours Co., Wilmington, Del.)

"The future of both industry and education may very well be determined by how closely the two can work out their problems together. The need for cooperation is greater than ever before. I am confident that if we work together we will find reasonable and satisfactory solutions to our mutual problems."

328. DYER, JOHN PERCY. *Ivory Towers in the Market Place*. New York: Bobbs-Merrill Co., 1956. ix, 205 p. (Author: Dean, University College, Tulane University, Louisiana.)

A study of the evening college, its nature, its practices, and its problems. Discusses the evening college student, the development of the institution, the community relationship, the curriculum, the staff, and liberal education. Reviews by W. K. Selden, *Assoc. Amer. Coll. Bull.*, 42: 475-477, Oct. 1956; and by G. W. Miller, *Jour. Higher Educ.*, 27: 509-511, Dec. 1956.

329. EDMONDSON, JAMES B. Fraudulent Schools and Colleges. *Sch. & Soc.*, 72: 33-35, July 15, 1950. (Author: Dean, School of Education, University of Michigan.)

Reports appointment of committee by National Education Association Department of Higher Education, with the writer as chairman, to eliminate diploma mills and other shyster colleges from American higher education. States there are "more than 1,000 questionable or outright fraudulent schools and colleges."

330. Education and U.S. Business: New Partners. *Sat. Review*. 40: 11-19, 28. Jan. 19, 1957.

A group of five articles designed to promote goodwill and understanding between business and education. "The Culture of the Business Man," by Crawford H. Greenewalt, President, E. I. du Pont de Nemours Co.; "New Goals for Business," by H. W. Prentiss, Jr., Chairman, Armstrong Cork Co.; "Business in Cap and Gown," by Courtney C. Brown, Dean, Graduate School of Business, Columbia University; "Neil H. McElroy: From Soaps to Scholarships," by W. D. Patterson, Associate Publisher, *Saturday Review*; and "Business, Our Newest Profession" (editorial), by W. D. Patterson.

331. EISENHOWER, DWIGHT D. The Land-Grant Institutions and the Challenge of Peace. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1954. p. 22-24. (Author: President of the United States.)

"I conceive 'liberal' to mean that type of education that lays a groundwork of understanding of our society, the kind of education that allows an individual to relate one fact to another, to get the whole in proper perspective with relationship to the society in which we live, including the world society. As distinguished from mere fact and knowledge and technique and practice, it means, in my mind, understanding of knowledge rather than mere knowledge. Now, this leads me to the thought that I should like to leave with you. There is no aspiration, there is no dream on the horizon of man's hopes and beliefs and faith that is so strong, so vivid as the dream of peace—lasting peace. . . . Over the long term when we think of our children and our grandchildren I think it is enough to say that peace is not primarily in the hands of elected political leaders. It is in the hands of the family and the home, the church and the school."

332. EISENHOWER, MILTON S. Education for International Understanding. *Educ. Record*, 35: 243-249, Oct. 1954. (Author: President, Pennsylvania State University.)

Address at Charter Day Convocation at centenary celebration of Lincoln University, Pennsylvania, April 29, 1954. "Thus in the

struggle for the minds of men in which our generation is engaged, our colleges and universities are on the front line leading the cause of freedom in brotherhood toward the day when there shall be widespread understanding among the peoples of the world, and peace with justice among the nations."

333. EMCH, ARNOLD F. *Long Range Planning for Colleges and Universities. In Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1958, p. 41-57. (Author: Partner, Booz, Allen, & Hamilton, Management Consultants. (Chicago.)*

"The results of this study are summarized in this article. They are based on (1) an analysis of 45 consulting assignments conducted by Booz, Allen, & Hamilton in the institutional and educational fields and involving long-range planning; (2) a review of relevant published material in the educational field; (3) a review of the results of 21 self-studies conducted by a group of colleges and universities; (4) interviews with 27 educational leaders, representing individual colleges and universities, educational associations and councils, foundations, and State, regional and Federal educational agencies; and (5) the planning practices and experiences of 831 colleges and universities as shown by complete replies to a comprehensive questionnaire on long-range planning. The presentation is divided into six parts, as follows: (1) a definition of long-range planning, (2) the need for long-range planning, (3) the present status of institutional planning, (4) the planning process, (5) implementing long-range planning, and (6) summary of key principles."

334. FINK, JEROME SANFORD. *The Purposes of the American Colonial Colleges. Stanford, Calif.: Stanford University, 1958. 224 p. Abstract in Diss. Abstracts, 18: 1328-1329, April 1958.*

Unpublished doctoral dissertation (Ed. D.). Studies the official documents, curriculums, products, and related statements regarding the nine colleges organized between 1636 and 1776. Concludes that "the education of ministers was but one of the aims of America's colonial colleges. . . . The colonial colleges came into being as liberal arts colleges, not as theological seminaries."

335. FITZPATRICK, EDWARD AUGUSTUS. *How to Educate Human Beings. Milwaukee, Wisc.: Bruce Publishing Co., 1950. xiii, 174 p. (Author: Dean, Graduate School, Marquette University, Wisconsin.)*

Based on Centennial Lectures on Liberal Education in honor of the Wisconsin State Centennial. Covers purposes of higher education, curriculum, the teacher, and the student. Reviews by W. P. Tolley, *Assoc. Amer. Coll. Bull.*, 37: 106-108, March 1951; by T. Heck, *Cath. Educ. Review*, 48: 568-569, Oct. 1950; by G. E. VanderBeke, *Cath. Sch. Jour.*, 50: 25A, Nov. 1950; by L. T. Beneset, *Jour. Higher Educ.*, 23: 336-337, June 1952; and by A. R. Mead, *Relig. Educ.*, 46: 124-125, March 1951.

336. FREASE, FOREST W. *Recent Autobiographers Criticize Their Colleges. Educ. Forum*, 18: 321-326, March 1954. (Author: Professor of English, Colorado State College of Education.)

Quotes many individuals, most of them expressing unfavorable judgments on their college teachers or college experiences. "The indictment by some against higher education is so harsh that in view of these criticisms colleges and universities could well re-examine their aims and their accomplishments."

337. FURST, HAROLD. *An Inquiry Into University Organization and Administration. Stanford, Calif.: Stanford University, 1954. 291 p. Abstract in Diss. Abstracts, 14: 1597-1598, Oct. 1954.*

Unpublished doctoral dissertation (Ph. D.). "The study attempts to point up areas of improvement within the institution's organization and administration, and at the same time focuses upon significant unsolved problems worthy of scholarly attention. . . . It finds that, in large measure, the administration of colleges and universities does not use fully, in its own operations, the knowledge stored within its halls."

338. Get-Together. *Time*, 69: 64-66, Feb. 18, 1957.

Reports interinstitutional cooperation of 13 Virginia colleges and universities who are members of the Richmond Area University Center, methods of financing, and benefits achieved.

339. GOULD, SAMUEL B. *The Dimensions of a College. Sch. & Soc.*, 85: 67-70, March 2, 1957. (Author: President, Antioch College, Ohio.)

Discusses 4 dimensions—intellectual, adventuresomeness, spiritual, and community.

340. GRESHAM, PERRY EPLER. *A Call to the Friends of Learning. Rotarian*, 89: 22-23, Nov. 1956. (Author: President, Bethany College, West Virginia.)

Says that modern civilization seems to honor power and success more than intel-

lectual learning. Believes time is ripe for revival of interest in culture and scholarship.

341. GRISWOLD, ALFRED WHITNEY. *The Free Economy of Students.* *Sat. Review*, 38: 7-8, 34-37, March 27, 1954. (Author: President, Yale University.)

Expresses deep concern over decline of the liberal arts as a force in our national educational system. Urges colleges to maintain the liberal arts in their fullest health and vigor, and to expand liberal arts training for secondary school teachers.

342. ——— *Essays on Education.* New Haven: Yale University Press, 1954. xiii, 164 p. (Author: See No. 341.)

"The essays that comprise this book were written in the course of duty during my first three years in an office that affords all too little opportunity for literary effort. Most of them were delivered as addresses on various academic occasions." Contains 14 reports and addresses, including inaugural address. Review by H. W. Jones, *Jour. Higher Educ.*, 25: 394-395, Oct. 1954.

343. ——— *In the University Tradition.* New Haven: Yale University Press, 1957. v, 161 p. (Author: See No. 341.)

Contains 15 essays or addresses on wide range of subject matter identifying and interpreting various aspects of university education. Review by F. E. Lund, *Jour. Higher Educ.*, 30: 118, Feb. 1959.

344. ——— *Liberal Education and the Democratic Ideal, and Other Essays.* New Haven, Conn.: Yale University Press, 1959. x, 136 p. (Author: See No. 341.)

"I do not believe liberal education to be a universal prescription or panacea—for all American youth. But neither do I believe it to be a thing of the past. I believe it is a thing of the present and the future. . . . With a few minor changes, the essays that follow stand exactly as they were written. The first five discuss the general nature of liberal education, its origin, history, and fundamental purposes. The rest deal in various ways with the environment in which we can expect liberal education to fulfil its aims and perform its historic role. All have been published before. . . . The dates of their original publication range from 1951 to 1958." Contains 14 essays.

345. HAMILTON, THOMAS H. and VARNER, DURWOOD B. *The Meadow Brook Seminars on Higher Learning Sponsored*

by Michigan State University. *Jour. Eng. Educ.*, 49: 553-558, March 1959. (Authors: Vice Presidents, Michigan State University.)

"On January 8, 1957, Michigan State University received from Mr. and Mrs. Alfred G. Wilson a gift of their 1,400-acre Meadow Brook Estate in Oakland County, Michigan, and two million dollars for the establishment of a new university. . . . The building of a new educational institution is a very rare event in the academic world, an event which offers opportunities in educational experimentation. . . . in planning for education for tomorrow's world which should not be approached with any but the most openminded view. . . . In carrying out this philosophy, seminars of invited authorities have been held covering engineering, teacher education, business, and science and liberal arts." Presents summary of the seminar in engineering, Aug. 16, 1958, giving ideas advanced by six leading engineering educators. Conclusion: "We must depend for our engineering progress on extremely able men who are well educated liberally, scientifically, mathematically, and as engineering scientists."

346. HAND, LEARNED. *Freedom and the Humanities.* *AAUP Bull.*, 38: 520-527, Winter 1952-53. (Author: Judge, U.S. Circuit Court, New York.)

Address at 86th Convocation of University of State of New York (State Education Department). "What I have to say will be directed toward . . . the preparation of citizens for their political duties. I shall argue that the 'humanities' instead of being regarded only as a solace, a refuge, and an enrichment of the individual—as indeed they are—are also an essential factor in training him to perform his duties in a democratic society."

347. HAWKINS, HUGH D. *Three University Presidents Testify.* *Amer. Quart.*, 11: 90-119, Summer 1959. (Author: Faculty member, Amherst College Massachusetts.)

Three university presidents presented their views at the request of the trustees of the newly established Johns Hopkins University concerning the proper administration of a university—Charles W. Elliot, Harvard University; James B. Angell, University of Michigan; and Andrew D. White, Cornell University. A carefully documented study of certain aspects of the founding of Johns Hopkins University.

348. HENRY, DAVID DODDS. *Higher Education in Transition.* *Sch. & Soc.*,

85: 84-86, March 6, 1957. (*Author*: President, University of Illinois.)

Excerpts from inaugural address. States 13 problems that confront higher education involving faculty, students, and facilities.

349. HOOK, SYDNEY. Perennial and Temporal Goals in Education. *Jour. Higher Educ.*, 23: 1-12, Jan. 1952. (*Author*: Professor of Philosophy, New York University.)

"Never before in the history of American education has there been such concern with the objectives of higher education as in the last decade or two. . . . Objectives may be conveniently divided into three groups which overlap: first, powers, skills, techniques; second, subject-matter, fields of study, and interests; third, personal and moral habits, values, and loyalties." Discusses each in detail and makes constructive recommendations.

350. HORN, FRANCIS H. Problems Facing Higher Education. *Teach. Coll. Record*, 57: 360-370, March 1956. (*Author*: Pratt Institute, New York.)

"With the exception of the issue of academic freedom, I believe that all problems facing higher education today and in the next two decades can be considered within the framework of what has come to be called 'the impending wave of college students.' . . . Who should go to college? What should be the nature of the education provided? Who should provide the educational services needed? How shall higher education be financed?" States reasons for his belief that college enrollments "will at least triple in the next twenty years."

351. ——— Enduring Values in a Changing World. *Lib. Educ.*, 45: 222-226, May 1959. (*Author*: President, University of Rhode Island.)

Portion of inaugural address, Oct. 15, 1958. States that in any age a college must foster the basic values—truth, beauty, integrity, and love.

352. HORN, JOHN E. Neglected Purposes in Higher Education. *Improv. Coll. & Univ. Teach.*, 6: 107-110, Autumn 1958. (*Author*: Assistant to the President, University of Omaha, Nebraska.)

"As the higher learning in America reviews the purposes which it is currently neglecting, it is urged that thoughtful consideration be given to the advancement of a more vigorous cross-fertilization of the traditional and experimental purposes." Asserts that this is the way for "higher education to grow from boyhood to manhood."

353. HOULE, CYRIL O. The Evening College. *Jour. Higher Educ.*, 25: 362-372, 398-399, Oct. 1954. (*Author*: Professor of Education, University of Chicago.)

Description of origin, development, organization, and services of the hypothetical New Francisco University, metropolis of the State of West Dakota.

354. ——— and NELSON, CHARLES A. *The University, The Citizen, and World Affairs*. Washington: American Council on Education, 1956. xv,179 p. (*Authors*: (1) Dean, University College, University of Chicago; (2) Management Consultant.)

A "comprehensive treatment of the role of the university in educating adults about world affairs. . . . It will be of guiding value, not only to many institutions which have been involved in the survey program, but to all colleges and universities with their role in the education of citizens in world affairs." Bibliography, 20 titles. Review by D. G. Scanlon, *Teach. Coll. Record*, 58: 397-400, April 1957.

355. HULLFISH, H. GORDON, ed. *Educational Freedom in an Age of Anxiety*. (12th Yearbook of the John Dewey Society.) New York: Harper & Bros., 1953. xviii,229 p. (*Author*: Professor of Education, Ohio State University.)

Contains 11 chapters, by various authors, on different aspects of the problem.

356. HUTCHINS, ROBERT MAYNARD. *The Conflict in Education in a Democratic Society*. New York: Harper & Bros., 1953. vii,112 p. (*Author*: President, Fund for the Republic.)

Analyzes the shortcomings of higher education in America both in philosophy and in practice, and proposes a new interpretation of liberal education. Based on lectures at University of Uppsala, Sweden, in 1951, and at University of Toronto, Canada, in 1952. Reviews by A. P. Farrell, *America*, 91: 109, April 24, 1954; by H. G. Hullfish, *Educ. Leader*, 11: 385-387, March 1954; by J. C. Estrin, *High Points*, 36: 76-78, Feb. 1954; by H. D. Gideoness, *Jour. Higher Educ.*, 25: 105-106, Feb. 1954; by J. V. Falconeri, *Jour. Teach. Educ.*, 5: 84-85, March 1954; by M. L. Baker, *Univ. Coll. Jour.*, 25: 59-62, Sept. 1954; by M. P. Anderson, *Mich. Educ. Jour.*, 31: 365-366, April 1954; by R. Murphy, *Quart. Jour. Speech*, 40: 325-331, Oct. 1954; by W. Taylor, *Relig. Educ.*, 49: 350, Sept.

Oct. 1954; by R. Ulrich, *Soc. Review*, 36: 28, Sept. 12, 1953; and by K. W. Bigelow, *Teach. Coll. Record*, 55: 338-340, March 1954.

357. Improving Institutional Efficiency. In Association of Urban Universities, *Proceedings*, 1958, p. 62-74.

Panel discussion by Harold B. Maynard, President, H. B. Maynard & Co., on "Use of Good Management Practices," and by Robert M. Little, Consulting Architect, University of Miami, Florida, on "Proper Development and Use of Buildings." Followed by discussion.

358. JOHNSON, B. LAMAR. Higher Education Looks to the Future. In Western College Association, *Proceedings*, Spring 1956, p. 50-59. (Author: Professor of Higher Education, University of California, Los Angeles.)

"As we look to the future we can anticipate a continually changing civilization and society, a changing population, expanding production, increased wealth, new comforts and conveniences, more leisure; but also new complex and continuing problems of adapting to change and of improving man's relation to man. Within our society of tomorrow, higher education has a magnificent opportunity to serve the youth of America."

359. — Opportunity Ahead in Higher Education. *Sch. & Soc.*, 84: 115-118, Oct. 18, 1956. (Author: See No. 358.)

Makes five major predictions regarding enrollment, type, function, and methods in higher education which can be expected by 1960.

360. JOHNSON, EDGAR N. and others. *Freedom and the University: The Responsibility of the University for the Maintenance of Freedom in the American Way of Life*. Ithaca, N.Y.: Cornell University Press, 1950. vii, 129 p.

Consists of six essays by different authors who discuss the sources of the universities' traditions, the preparation of students for professional training, the place of new scientific research, and the limits, if any, which should be placed on intellectual freedom.

361. JOHNSON, ALBERT N. Education and the World Community. In American Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 20-29. (Author: President, University of Connecticut.)

Presidential address. "I want to suggest that that ideal of education which has stirred

the hearts of most of us since we began our careers is just that ideal which is needed for the health of this diversified world-community. And I hope to make the further, smaller point that this same ideal of education possesses a third face; and it is the ideal of a democratic Republic like our United States."

362. KANDEL, ISAAC LEON. Some Educational Paradoxes. *Educ. Forum*, 22: 261-272, March 1958. (Author: Professor of Education Emeritus, Teachers College, Columbia University.)

Discusses following paradoxes: In Praise of the Ivory Tower, The Accumulation of Knowledge, Philanthropic Grants and External Control, A Tidal Wave but no Dam, Professional Complacency, Equalitarianism and the Cult of the Average, and The Ph. D. Octopus.

363. KILLIAN, JAMES R., JR. The Will to Be Strong in Sciences. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 30-36 (Author: President, Massachusetts Institute of Technology, on leave; Scientific Adviser to the President of the United States.)

Describes his work as Scientific Adviser, especially the organization and activities of 5 panels—Science and Technology in Foreign Affairs, Scientific Information, Space Science, Research Policy, and Scientific and Engineering Education. "The work of these five panels . . . is but a sample of the requirements and needs which face the United States as we seek to bring our scientific effort to concert pitch."

364. KNAPP, ROBERT H. and GOODRICH, HUBERT B. *Origins of American Scientists: A Study Made Under the Direction of a Committee of the Faculty of Wesleyan University*. Chicago: University of Chicago Press, 1952. xiv, 450 p. (Authors: Faculty members, Wesleyan University, Connecticut.)

Results of a study of educational backgrounds of some 18,000 American scientists. Assesses the relative contributions of almost 500 colleges and universities. Reviews by S. S. Visser, *Sch. & Soc.*, 77: 152-153, March 7, 1953; and by K. W. Bigelow, *Teach. Coll. Record*, 54: 460-463, May 1953.

365. KNOWLES, ASA A. Emerging Features of Tomorrow's Higher Education. *Educ. Record*, 38: 329-330, Oct.

1957. (Author: President, University of Toledo, Ohio.)

States and discusses 13 practices, "broad and far-reaching in scope," including increases in junior colleges, in 2 years of college education, in enrollments, in commuting students, in postgraduate students, in attractiveness of college teaching, and in other features.

366. LINDSEY, FRED D. Crisis Building Up in College Classrooms. *Nation's Bus.*, 44: 56, 63, June 1956.

States that demands on colleges and universities could reach crisis stage in 10 or 15 years. Considers four questions: Shall higher education be offered to all who are willing and able to take advantage of its opportunities? Whose responsibility is it to provide for facilities? Will educational standards deteriorate? Where is the money coming from?

367. LOWRY, HOWARD FOSTER. *The Mind's Adventure: Religion and Higher Education*. Philadelphia: Westminster Press, 1950. v, 154 p. (Author: Faculty member, College of Wooster, Ohio)

Shows that education, to be truly liberal, must recognize the contributions of religion. Five chapters: Halfway in the Century, Vision and Revision, Liberal Education and Religion, The Church College, The Last Half of the Century. "The heart of the book is probably Chapter III which considers the relations of religion and education. Can a liberal education include religion and remain what it is supposed to be?"—Preface.

368. LYLE, EDWIN LEROY. *Opinions of Physicians, Lawyers, and College Professors in Oklahoma Concerning Recent Critical Judgments of Public Education*. Norman: University of Oklahoma, 1956. 122 p. Abstract in *Diss. Abstracts*, 16: 1406, Aug. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses to an opinionnaire containing 77 specific criticisms of education from 633 physicians, lawyers, professors of liberal arts, and professors of education in Oklahoma. Finds that all "four professional groups are much more favorable toward public education than some of the critics would have us believe."

369. MCKEAN, DAYTON D. In Defense of the Big University. *Colorado Quart.*, 5: 410-414, Spring 1957. (Author: Dean, Graduate School, University of Colorado.)

Insists that students will obtain better education at a big university than at a small

one because the large institution has the money to provide equipment and staff necessary for a greater variety of courses.

370. MAYER, FREDERICK. *New Directions for the American University*. Washington: Public Affairs Press, 1957. ix, 52 p. Portion of one chapter as "Teaching With Books," in *Improv. Coll. & Univ. Teach.*, 8: 103-104, Autumn 1958. (Author: Professor of Philosophy, University of Redlands, California.)

Contains 8½ chapters: The Goals of Education; The Challenge of Education, The Teacher, The Obstacles, Toward Creative Education. Reviews by T. Gordon, *Calif. Teach. Assoc. Jour.*, 60: 113-114, Nov. 1958; by L. B. McCall, *Jour. Higher Educ.*, 29: 228, April 1958; and by H. L. Parsons, *Teach. Coll. Record*, 60: 113-114, Nov. 1958.

371. MENKE, ROBERT FRANK. *The Selection of Criteria Relating to Institutional Excellence as Developed in the Field of Organization and Administration of Higher Education, and Their Application to Arizona State College at Tempe, Arizona*. Evanston, Ill.: Northwestern University, 1951. Abstract in the Northwestern University, *Summaries of Doctoral Dissertations*, 1951, p. 265-270.

Unpublished doctoral dissertation (Ph. D.). Formulates 24 tentative criteria and reports judgments of 48 college presidents and of 55 staff members of Arizona State College concerning their validity. Conclusion: "The acceptance of all of the 24 criteria as highly desirable is justified, since they represent the best educational thought."

372. MORRIS, VAN CLEVE. Male, Female, and the Higher Learning: The Educational Significance of Differences Between the Sexes. *Jour. Higher Educ.*, 30: 67-72, Feb. 1959. (Author: Associate Professor of Education, Douglass College, Rutgers University, New Jersey.)

"Rutgers is one of those anachronisms out of the academic past—a sexually segregated university with all-male and all-female classes in its principal undergraduate divisions. I am often asked whether the needs, the interests, and the scholastic pasture of the two groups are different in any significant way." Discusses four important psychological differences between the sexes in America, and considers their implications for higher education.

373. MORTON, JOHN R. *University Extension in the United States*. University: University of Alabama Press, 1953. xv,144 p. (Author: Director of Continuation Education, University of Alabama.)

A study by the National University Extension Association made with the assistance of a grant from the Fund for Adult Education. "This is a report of a study of the origins and development of university extension, its functions and administrative arrangements, facilities used, staffs, users, financing, principal subject areas, and methods of development and instruction in the group of [76] institutions now holding membership in the National University Extension Association. Unless otherwise indicated, the facts presented here are for the school year 1951-52." Bibliography, 56 titles.

374. *New Dimensions for the College Teacher: A Symposium*. *Educ. Record*, 35: 182-193, July 1954.

Contains four papers: (1) "Teacher and Student in the 1960's: Some Problems and Opportunities," by Albert C. Jacobs, President, Trinity College, Connecticut; (2) "Special Problems of the Four-Year College," by William H. Conley, Assistant to the President, Marquette University; (3) "Special Problems, Opportunities, and Approaches of the Urban University," by Malvina Schweiser, Assistant Professor of Biology, New York University; (4) "The Student Point of View," by James M. Edwards, President, U.S. National Student Association.

375. *New Dimensions of Learning in a Free Society*. Pittsburgh, Pa.: University of Pittsburgh Press, 1958. ix,289 p.

Contains reports of seminar addresses, discussions, public lectures, and inaugural address at inauguration of Edward Harold Litchfield as Chancellor of University of Pittsburgh. Seminars were devoted to The Disciplines, Graduate School, Professional Schools, Health Professions, Continuation Education, and Student Affairs.

376. *New Directions for University Adult Education: Institution Centered*. Chicago: Center for the Study of Liberal Education for Adults, 1955. 47 p. (Notes and Essays on Education for Adults, No. 11.)

Contains 2 articles: "Faculty Organization at Rutgers," by G. Stuart Demarest, Chairman, Department of English, University College, Rutgers University; and "The Basic

Program at Chicago," by Galway Kinnell, Director, Liberal Arts Program, University College, University of Chicago.

377. NIXON, RICHARD M. A Challenge to American Education. *Sch. & Soc.*, 86: 103-104, March 1, 1958. (Author: Vice President of the United States.)

Portion of address at Yeshiva University, Dec. 15, 1957. "Without question, our most fundamental challenge lies in the field of education. Our military and economic strength can be no greater than our educational system. That is why the American educational system is being subjected today to one of the most penetrating periods of criticism and re-examination in our national history. This is as it should be."

378. NOWLE, HUBERT C. Protestants and Higher Education. *Christ. Cent.*, 76: 384-385, April 1, 1959. (Author: General Director, National Council of Churches Commission on Higher Education.)

"Some questions are posed by the fact that governments, secular interests, and Catholics are confronting the problems of higher education better than Protestants."

379. PACKARD, CHARLES E. The Analysis of a Student-Faculty Rating for College Objectives. *Assoc. Amer. Coll. Bull.*, 36: 280-287, May 1950. (Author: Associate Professor of Biology, Randolph-Macon College, Virginia.)

Reports in two tables relative ranking in order of importance of 13 objectives of a liberal arts college as judged by faculty and by students and discusses their significance. "Comparison of the two tables shows both similarity and marked differences."

380. PERDUE, JAMES EVERETT. *James Bryant Conant's Conceptions of the Structuring of Educational Functions*. Stanford, Calif.: Stanford University, 1952. Abstract in Stanford University, *Abstracts of Dissertations . . . 1951-52*, p. 45-47.

Unpublished doctoral dissertation (Ph. D.). Analyzes and criticizes President Conant's "efforts to blend the Jeffersonian and Jacksonian strains of American social philosophy" in higher education. Discusses "five unresolved problems which Mr. Conant still faces." Considers also "what six educators of the past and present consider to be the functions of American higher education: Henry P. Tappan, Charles W. Elliot, Daniel Coit Gilman, Abraham Flexner, Robert Maynard Hutchins, and W. H. Cowley."

381. PRENTIS, HENNING W., JR. Liberal Education for Business and Industry. *AAUP Bull.*, 38: 345-355, Autumn 1952. (Author: Chairman of the Board, Armstrong Cork Co.)

Shows the value of such education in the business world. "I came to the conclusion several years ago that any man could claim to be liberally educated . . . if he had, first, a storehouse of facts; second, trained his mind to think straight; third, acquired mental humility; and fourth, developed within himself a sense of fitness of things which we in business call judgment."

382. RABINOWITCH, EUGENE. Science and Humanities in Education. *AAUP Bull.*, 44: 449-464, June 1958. (Author: Professor of Botany, University of Illinois.)

"I should like to emphasize the necessity of integration of all three areas of education—'life-adjustment,' science, and the humanities, all three of which, I believe, are needed to produce generations of Americans fit to survive and capable of leadership in the scientific age."

383. RIESMAN, DAVID. *Constraints and Variety in American Education*. Lincoln: University of Nebraska Press, 1956. xiv, 166 p. (Author: Professor of Social Sciences, University of Chicago.)

Contains first three lectures in University Lectures in Humanities. "The plan of these three lectures is to place American higher and secondary education in its cultural context." First lecture, "The Academic Procession" (p. 15-52), deals with changing ideas and objectives in higher education. Review by G. Watson, *Teach. Coll. Record*, 58: 283-284, Feb. 1957.

384. ROUCKER, JOSEPH S. ed. *The Challenge of Science Education*. New York: Philosophical Library, 1959. xi, 491 p. (Author: Faculty member, University of Bridgeport, Connecticut.)

Thirty collaborators discuss the subject from various points of view and for different levels of education—elementary, secondary, and higher. Section on "College and University Education" (p. 187-318), includes chapters on engineering, industrial education, mathematics, biology, medicine, physics, chemistry, zoology, conservation, and social science.

385. ROUSE, BLAIR. A Not Too Humble Remonstrance Against Illiberality in Education. *AAUP Bull.*, 40: 36-40,

Spring 1954. (Author: Professor of English, Emory University, Georgia.)

A reply to R. Bain (No. 301). "The proposal set forth in the article under discussion has no relation to a liberal education in any respect. It describes a species of technological indoctrination comparable in most respects to the training which masquerades as higher education in totalitarian countries."

386. RUSSELL, JOHN DALE. Influences That Determine the Nature and Direction of College and University Programs. *North Cent. Assoc. Quart.*, 28: 275-289, Jan. 1954. (Author: Chancellor and Executive Secretary, New Mexico Board of Educational Finance.)

Discusses influence of forces within the individual institution; forces in the local community; statewide, regional, national, and international agencies; and general tendencies of contemporary society. "The varied range of forces here enumerated is sufficient to indicate why the making of prophecies about the future of higher education is a hazardous business."

387. SADLER, McGRUDER. Some Crucial Issues in Higher Education. *Assoc. Amer. Coll. Bull.*, 39: 7-16, March 1953. (Author: President, Texas Christian University.)

Presidential address. "Because of the limitations of time we can mention only two of the many crucial issues in the field of higher education today. . . . The maintenance of a constructive balance between voluntarily-supported and tax-supported colleges and universities. . . . Can religion be restored to a position of centrality in education?"

388. SALOMON, LOUIS B. How Impractical Are the Humanities? *AAUP Bull.*, 41: 277-288, Summer 1955. (Author: Assistant Professor of English, Brooklyn College, New York.)

"The humanities have seen their once mighty empire eaten away by nibbling attacks until they currently find themselves in a sort of Formosa-bastion from which they now and then issue manifestos full of faith and determination, and from which even their supposed enemy—the awesome combine of the natural and social sciences—has so far made no serious effort to dislodge them."

389. SCHINDLER, CLAYTON M. Stepchild of the College Campus. *Jour. Higher Educ.*, 23: 191-197, 227-228, April 1952. (Author: Coordinator of

Extension Activities, Kent State University, Ohio.)

A questionnaire and interview study of relationships existing between 72 off-campus undergraduate divisions of colleges and universities, enrolling 55,000 students, and the campus organization.

390. SCHROEDER, HENRY JOHN. *Spans of Responsibility: An Evaluation of the Organization of Selected Institutions of Higher Education*. College Park: University of Maryland, 1951. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1953, p. 34-35.

Unpublished doctoral dissertation (Ph. D.). Spans of administrative control of three to nine individuals are studied with conclusion that about five are best. Analyzes the organizational patterns of seven widely different types of college and university control and compares their patterns of control with the previously developed ideal of a five-man span.

391. SHEDD, CLARENCE P. The Road Ahead for Religion in Higher Education. *Christ. Scholar*, 38: 270-283, Dec. 1955. (Author: Professor of Christian Methods, Yale University Divinity School.)

Lecture at convocation of Yale Divinity School, April 14, 1955. States and discusses six doors that "are open for both a positive Christian witness and for the reshaping of aims and processes in higher education so that students graduate with sound reason for knowing that faith in God and devotion to those great ethical conceptions of truth, goodness, beauty, life, justice, and brotherhood, that find their deepest rootage in our Judean-Christian heritage, make sense in our modern chaotic world."

392. *The Small Non-Accredited College: Its Place in American Higher Education*. New York: Council for Financial Aid to Education, Inc., 1957. 12 p.

"A survey (1956) of 53 of these institutions shows a total enrollment of 25,000 students, a total capital investment of \$65,000,000, annual operating budgets totaling \$15,000,000, and a willingness and a teaching capacity to take care of nearly twice as many students." States the paradox: "It needs accreditation to get money; and needs money to get accreditation."

393. SMITH, HUSTON. *The Purposes of Higher Education*. New York: Harper & Bros., 1955. xi, 218 p. (Author: Associate Professor of Philosophy, Washington University, Missouri.)

An outcome of faculty discussions at Washington University. A presentation of the spirit that should pervade a good institution of liberal education and of the principles which should shape its curriculum. In two sections: I. "Education Beyond Six Opposites," with six chapters: Absolutism versus Relativism; Objectivity versus Commitment, Freedom versus Authority, Egoism versus Altruism, The Individual versus the State, and Sacred versus Secular. II. "The Aims of Liberal Education," with four chapters: Knowledge, Abilities, Appreciations, and Motivations.

394. SMITH, ROBERT FRANKLIN. *A Study of the Organization and Objectives of a Selected Group of Pennsylvania Colleges and Universities*. University Park: Pennsylvania State University, 1956. 115 p. Abstract in *Diss. Abstracts*, 16: 1377-1378, Aug. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 33 institutions. Studies composition of boards of trustees, preparation of presidents and deans, and stated purposes of the institutions.

395. STODDARD, GEORGE D. A Reappraisal of the Philosophy and Purposes of Higher Education. *Educ. Record*, 34: 231-244, July 1953. (Author: President, University of Illinois; Chairman, Problems and Policies Committee, American Council on Education.)

Report of discussion of the Problems and Policies Committee of the Council. "In publishing this report, the Committee hopes to raise basic issues rather than to resolve them. Specific problems are presented and efforts to find answers are explored." Includes three papers and discussions of them: (1) "The Impact of Expansion of Knowledge," by Charles W. Cole, President, Amherst College, Massachusetts; (2) "Education and America's Need," by Gordon Keith Chalmers, President, Kenyon College, Ohio; and (3) "Greater Recognition of Moral and Spiritual Values," by John J. Cavanaugh, former President, University of Notre Dame, Indiana.

396. ———. Higher Education's Unfinished Business. *Col. Board Review*, No. 30: 24-28, Fall 1956. (Author: Dean, School of Education, New York University.)

A broad consideration of major tasks facing higher education in general and college admissions officers in particular.

397. SVAOLIC, MARTIN J. Catholics and Learning. *Commonweal*, 67: 8-12,

Oct. 4, 1957. (Author: Faculty member, Loyola University, Illinois.)

"Assuming it is true, as we have heard from many sources lately, that Catholics are making a disproportionately small contribution to the nation's intellectual life, is there anything one can do to improve the situation?" Author discusses the possible truth in the statement and looks for solutions. "There are good reasons for optimism about the future, though on these I shall not touch, as we have a long way to go, and humility will take us further than a self-satisfaction bordering on arrogance."

398. TEAD, ORDWAY. *Character Building and Higher Education*. New York: Macmillan Co., 1953. xii, 129 p. (Author: Member, Board of Higher Education, New York City.)

Kappa Delta Pi Lecture for 1953. Points out the elements of the problem and describes various factors related to character building in higher education. Reviews by M. L. Wiley, *Jour. Higher Educ.*, 25: 50-51, Jan. 1954; by J. G. Moore, *Pers. & Guid. Jour.*, 32: 57-58 Sept. 1953; and by H. L. Parsons, *Teach. Coll. Record*, 55: 104-106, Nov. 1953.

399. ——— Higher Education: For Whom and For What? *Educ. Forum*, 19: 133-149, Jan. 1955. (Author: See No. 398.)

The Thorne Lecture at Hofstra College, New York, March 2, 1954. Holds the "mirror up to going policy and practice," points out "sins of omission and commission," and arrives at the conclusion that "liberal education is practical education in the long-run view."

400. ——— The Problem of Equality in Higher Education. *Jour. Higher Educ.*, 27: 1-7, 54-55, Jan. 1956. (Author: See No. 398.)

Surveys the setting of higher education and offers 13 propositions which suggest ways and means of directing efforts toward the equalitarian goal.

401. ——— A Ten-Year Look Ahead at the Liberal Arts College. *Educ. Record*, 40: 228-236, July 1959. (Author: See No. 398.)

Adapted from address at 75th anniversary of Hood College, Maryland. Answers four questions. "What will be the purpose of colleges as we look ten years ahead? What kind of students will colleges have to fulfill their rightfully solid and substantial purposes? What have the liberal arts to do

with the purposes of a qualitative, joyous, robust attack on life tomorrow? By what means will liberal purposes be advanced?" Conclusion: "With faith, hope, love, brains, and drive, the college of '69 will be on the side of the angels!"

402. TENNY, EDWARD A. Academic Treason in Liberal Arts Colleges: Real and Alleged Breaches of Loyalty. *Jour. Higher Educ.*, 23: 287-294, June 1952. (Author: Dean, Ripon College, Wisconsin.)

Part of outgrowth of study of relative merits of new general education curriculums at Harvard and Yale under auspices of Ford Foundation. "The greatest danger to liberal education is not the attack from without but the treason within. The slow, corrosive, widespread disintegration of liberal institutions throughout the first half of this century is the result of inner treason."

403. TRUEBLOOD, D. ELTON. Why I Chose a Small College. *Readers' Digest*, 35: 38-42, Sept. 1956. (Author: Professor of Philosophy, Earlham College, Indiana.)

"It is this concern of the small college for the individual which led me, ten years ago, to decide to leave the security and prestige of a great university and to spend the rest of my life in a smaller school. . . . The professor in the small school may not have all the fancy equipment he wishes he had. But one thing he has: students in numbers small enough so that each, to him, is a person in whose present and future welfare he can take an intimate interest."

404. UMSTATT, JAMES G. Trends in Avowed Aims. *Jour. Higher Educ.*, 28: 147-154, March 1957. (Author: Professor of Secondary Education, University of Texas.)

Compares statements of aims in 1931 and in 1954 catalogs of 55 colleges and universities in North Central area. "If a single conclusion could be made . . . it would be that vast increase in vocational offerings occurred in the 55 institutions. . . . Thus the institutions of higher learning are reacting to the culture of the times."

405. The University's Role in Adult Education: A Symposium. *Jour. Higher Educ.*, 26: 10-20, 56, Jan. 1955.

A discussion at the Leadership Workshop for Officers of the Association of University Evening Colleges. Four papers: (1) "From the Cradle to the Grave," by John S. Diekhoff, Professor of Education, Hunter College, New York; (2) "The Two Roles of the Uni-

versity in Adult Education," by A. R. Leys, Vice President, Roosevelt College, Illinois; (3) "The University's Role in Adult Education," by William H. Conley, Assistant to the President, Marquette University, Wisconsin; and (4) "New Concepts of the University's Role," by John B. Schwertman, Director, Center for the Study of Liberal Education for Adults.

406. WEAVER, JOHN C. The Facts and Philosophy of Graduate Extension Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 247-248. In slightly different form in *Educ. Record*, 40: 242-248, July 1959. (Author: Dean, Graduate College, University of Nebraska.)

"Of twenty universities and colleges visited under a travelling fellowship from the Carnegie Corporation, 14 are not engaged in partial or complete programs away from the main-campus. The remaining six have established some type of coordinated program leading to master's degrees at off-campus governmental or industrial installations." Discusses advantages and disadvantages of the plan.

407. WHITE, HOWARD. Do American Colleges and Universities Encourage Their Faculties and Students to Participate Actively in Politics? *Coll. & Univ.*, 30: 324-333, April 1955. (Author: Chairman, Department of Government, Miami University, Ohio.)

Discusses the great dearth of material on the subject in activities and publications of national educational associations. Considers both values and difficulties of such participation.

408. WILLIAMSON, RENE DE VISMÉ. Christianity and Higher Education: The Faculty Christian Movement in the United States. *Assoc. Amer. Coll. Bull.*, 41: 88-97, March 1955. (Author: Professor of Government, Louisiana State University.)

"There is a growing spiritual awakening in our American institutions of higher education which is becoming known as the Faculty Christian Movement. This movement is something which has sprung up spontaneously among scholars in our colleges and universities. It is to be found in all types of institutions, whether public, private, or denominational." Gives full statement of objectives, methods, results, and future plans.

409. WILLSON, LAWRENCE. Education and the American College. *Educ. Forum*,

21: 361-367, March 1957. (Author: Assistant Professor of English, University of California, Santa Barbara.)

"If we can bring ourselves . . . to hearken to the counsel of Emerson and James and Woodberry and Woodrow Wilson and a host of other wise men; we may be able to overcome our occasional terror in the face of our own tradition. We may see the restoration of common sense and common standards in the American college, an intelligent discrimination between vocational and human."

410. WILSON, CHARLES HAROLD. *A Teacher Is a Person*. New York: Henry Holt & Co., 1956. 285 p.

Autobiography of a high school and college teacher in England and America. Includes numerous comments on college teaching and on the American liberal arts college. Reviews by M. M. Miller, *Child. Educ.*, 34: 96, Oct. 1957; by E. R. Jacoby, *Educ. Outlook*, 31: 155, May 1957; by S. B. Gould, *Jour. Higher Educ.*, 28: 230-231, April 1957; by L. M. Morton, *Jun. Coll. Jour.*, 28: 271-272, Jan. 1958; by J. S. Roucek, *Soc. Studies*, 48: 182, May 1957; and by R. Gans, *Teach. Coll. Record*, 58: 459, May 1957.

411. WILSON, HOWARD E. *Universities and World Affairs*. New York: Carnegie Endowment for International Peace, 1951. vii, 88 p.

"Part I of this report presents a framework of ideas and queries about the role of colleges and universities in contemporary world affairs. . . . This paper was . . . used as a working paper for a conference of representatives of 8 universities. . . . Part II reports the experience of a group of cooperating universities in testing the concepts of the working paper by survey and appraisal on their respective campuses. Part III formulates a series of suggestions based on the survey experience."

412. WILSON, LOGAN. Will There Be Too Many College Graduates? *Sch. & Soc.*, 81: 97-102, April 2, 1955. (Author: President, University of Texas.)

"A major problem confronting us is that of sheer numbers of students to be educated. . . . This wave will strike us with more force in Texas than in most other States. . . . Never before was brain-power so important! Will we develop it fully and use it wisely?"

413. WILSON, LOIS MAYFIELD. *Henry Philip Tappan's Conceptions of the Structuring of University Functions*. Stanford, Calif.: Stanford University,

1954. 192 p. Abstract in *Diss. Abstracts*, 14: 954, June 1954.

Unpublished doctoral dissertation (Ph. D.). Discusses President Tappan's efforts to create a real American university in the new University of Michigan, based in part on University of Berlin as a model.

414. WILSON, ROBERT H. *A Study of Administrative Organization and Administrative Practices in Washington Public Junior Colleges*. Pullman: State College of Washington, 1958. 198 p. Abstract in *Diss. Abstracts*, 19: 476-477, Sept. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of catalogs, six questionnaires, and personal interviews. Studies especially five administrative officials: superintendent of schools, administrative head, registrar-bursar, director of student affairs, and director of the evening school.

415. WIPPEL, ARTHUR R. VON. *Universities in Transition*. *Tech. Review*, 61: 293-295, April 1959.

"Our universities today present a panorama of perplexities. Emergence of research centers logically leads to a new tripartite structure of university organization able to cope with the problems of tomorrow."

416. WITTMER, FELIX. *Our Night Colleges Are Entitled to Better Support*. *Sat. Eve. Post*, 231: 10, Aug. 16, 1958. (Author: Professor of History, Queens College, New York.)

Reports that evening college attendance has increased from 80,000 before World War II to 800,000 and that some public colleges now have more night students than day students. Finds evening classes more enjoyable and stimulating, but feels that until evening colleges are given financial and academic support equal to daylight ones they will continue to be forced to short-change the best of their students.

417. WYLLIE, IRVING G. *The Businessman Looks at the Higher Learning: The Evolution of His Present Attitude*. *Jour. Higher Educ.*, 23: 295-300, 344, June 1952. (Author: Assistant Professor of History, University of Missouri.)

Gives statistical data and quotations to show hostility or indifference on part of business leaders to higher education in latter part of 19th century and marked change in their attitude today. "Today American colleges have more friends in business than ever before in history." Bibliography, 31 titles.

418. YNTEMA, THEODORE O. *Everybody Needs a Liberal Education*. *Jun. Coll. Jour.* 28: 514-521, May 1958. (Author: Vice President, Ford Motor Co., Michigan.)

"I propose to address myself to two questions: (1) What is a 'liberal education'? (2) Why does everybody need a liberal education?"

419. YOUNG, RAYMOND J. *Educational Research in Colleges and Universities*. *Jour. Higher Educ.*, 29: 331-335, 351-352, June 1958. (Author: Professor of Education, University of Illinois.)

A report on the extent and nature of organized research in the 70 institutions which had such organized programs among 289 offering teacher-education programs. "Evidence seems to indicate a general lack of institutionally supported, organized, systematic educational research as a recognized purpose in many institutions of higher education in the United States. . . . It behooves institutions of higher education to exert leadership in causing research to be an accepted purpose as significant as teaching."

See also Nos. 55, 76, 111, 113, 123, 137, 148, 156, 185, 187, 189, 218, 225, 227, 232, 249, 250, 251, 255, 256, 257, 262, 265, 266, 267, 273, 275, 276, 277, 278, 282, 287, 291, 294, 295, 297, 299, 433, 485, 531, 540, 557, 559, 571, 591, 622, 682, 749, 803, 904, 995, 1064, 1065, 1142, 1500, 1517, 1580, 1584, 1617, 1636, 1638, 2018, 2021, 2031, 2053, 2113, 2114, 2137, 2148, 2159, 2394, 2398, 2403, 2418, 2419, 2483, 2619, 2650, 2651.

2. LEGAL STATUS

420. BLACKWELL, THOMAS E. *Legislative Control of Tax Supported Colleges and Universities*. *Coll. & Univ. Bus.*, 10: 46-47, May 1951. (Author: Treasurer, Washington University, Missouri.)

Discusses the constitutional status and control by legislature of several State institutions of higher education.

421. ———. *Is Our Tax Exemption on the Way Out?* *Coll. & Univ. Bus.*, 11: 17, Nov. 1951. (Author: Vice Chancellor and Treasurer, Washington University, Missouri.)

"Many of us are sometimes prone to forget that exemption from taxation is not an inherent right of educational institutions. . . ."

Tax exemption is a privilege and it must be so considered by all institutions that enjoy it. We must see to it that our institutions continue to merit the public confidence thus expressed."

422. ——— Do Colleges Have the Right of Eminent Domain? *Coll. & Univ. Bus.*, 13: 44-45, Sept. 1952. (Author: See No. 421.)

Discusses various cases in which the principle was involved. Concludes that privately controlled institutions as well as publicly controlled ones have the right "as long as they stand ready to serve the public without discrimination."

423. ——— The Legislature and the Board of Regents. *Coll. & Univ. Bus.*, 17: 43, Oct. 1954. (Author: See No. 421.)

Shows that regents of University of Nevada enjoy much greater autonomy than those of several other State institutions.

424. ——— The Charter Powers of a College. *Coll. & Univ. Bus.*, 19: 42-43, Dec. 1955. (Author: See No. 421.)

Discusses the right of colleges, under their charters, to establish branches outside of States in which they were chartered. Such right was specifically affirmed by a Missouri court in case of Washington University.)

425. ——— Legislative Control of Tax Supported Universities. *Coll. & Univ. Bus.*, 21: 34-35, Sept. 1956. (Author: See No. 421.)

"Today, the majority of tax-supported colleges and universities are considered to be public corporations created by the State legislatures and subject to their control. . . . On the other hand, a fortunate few enjoy almost complete immunity from legislative and administrative control." Discusses conditions especially in Michigan and Utah.

426. ——— For Handbook on College Law. *Coll. & Univ. Bus.*, 25: 35-36, July 1958. (Author: Educational Management Consultant.)

Announcement of plans for compilation of a Handbook under a grant from U.S. Steel Foundation. "The primary purpose of the book would be to give the college administrator an awareness and understanding of basic law and legal concepts as they relate to the college, and to assist in planning procedures so as to avoid the possibility of litigation."

427. BREWER, MARY ELIZABETH. *Controls Placed Upon Student Behavior by*

the Colleges, Courts, and Legislatures. Durham, N.C.: Duke University, 1958. 258 p. Abstract in *Diss. Abstracts*, 19: 1262-1263, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Analyzes 51 statutes in 27 states and actions of governing boards of 83 private and State-controlled institutions with over 400 students each. "The majority of statutory enactments are outmoded. Courts have argued by analogy rather than by precedent in most cases of student welfare."

428. CHAMBERS, MERRITT M. *The Colleges and the Courts: Decisions Regarding Higher Education in the United States.* 3 vols. Vol. I. 1936-40. New York: Carnegie Foundation, 1941. xiv, 126 p. Vol. II. 1941-45. New York: Carnegie Foundation, 1946. xvii, 156 p. Vol. III. New York: Columbia University Press, 1952. x, 202 p. (Author: Staff member, American Council on Education.)

All three volumes are supplementary to *Charters and Basic Laws . . .* (No. 432), and arranged under same headings. Each volume contains an introductory chapter on trends during the 5-year period under review.

429. ——— College Tort Responsibility Since 1950. *Educ. Record*, 40: 166-172, April 1959. (Author: Lecturer on Higher Education, University of Michigan.)

Reports on 16 recent court decisions on liability of institutions of higher education for injuries to persons or property, arising out of negligence.

430. COLLIER, JAMES M. and GEORGE, JOHN J. Education and the Supreme Court. *Jour. Higher Educ.*, 21: 77-83, Feb. 1950. (Authors: (1) Professor of Political Science; (2) Research Fellow; both of Rutgers University, New Jersey.)

Reviews various decisions of the Supreme Court involving State control and rights of individuals to admission, attendance, and curricula at State-supported institutions. "Of the cases considered, in two matters only has the Supreme Court upheld the position of the State in an educational issue."

431. DUKER, SAM. Education and the Supreme Court, 1950-1954. *Educ. Forum*, 19: 207-215, Jan. 1955. (Author: Assistant Professor of Education,

Brooklyn College, New York; former attorney.)

"During the past five years important and far-reaching decisions have been handed down by the Supreme Court on matters directly affecting our schools. These decisions have dealt with three subjects: the separation of Church and State; statutes dealing with alleged subversion among teachers; segregation by race in public education."

432. ELLIOTT, EDWARD C. and CHAMBERS, MERRITT M. *Charters and Basic Laws of Selected American Universities and Colleges*. New York: Carnegie Foundation for the Advancement of Teaching, 1934. vii,640 p. (Authors: (1) President, Purdue University; (2) Honorary Fellow, Ohio State University.)

Contains charters and related laws of 51 representative institutions of various types with historical notes and digests of judicial decisions appended. Covers 24 private institutions, including 3 chartered by the Crown of England, 3 by an English colony in America, 2 by the Congress of the United States, 24 by States; and 19 public institutions, including 1 municipal and 18 State institutions. Gives valuable tabular summary of membership and method of selection of members of governing boards. For three supplementary volumes, see No. 428.

433. ——— and ——— *The Colleges and the Courts: Judicial Decisions Regarding Institutions of Higher Education in the United States*. New York: Carnegie Foundation for the Advancement of Teaching, 1936. x,563 p. (Authors: See No. 432.)

"This volume represents, it is believed, a pioneer effort to assemble and to classify the more significant of the records of the judicial experience of American institutions of higher education." Covers 962 cases, involving Federal or State decisions, arranged topically in 81 chapters, grouped in five parts. I. University and College Personnel. II. State and Municipal Institutions. III. Privately Controlled Institutions. IV. Fiscal Relationships With Governmental Units. V. Financial Support From Private Sources; Institutional Property. Bibliography, 111 titles.

434. GACEK, EDWARD JOHN. *Private Junior College Legislation in the United States*. Storrs: University of Connecticut, 1958. 316 p. Abstract in *Dis. Abstracts*, 19: 1001-1002, Nov. 1958.

Unpublished doctoral dissertation (Ph. D.). Presents analysis of legislation in 20 States which "provide general legislation pertaining to the establishment of private junior colleges" enacted during the past 30 years.

435. GRIFFITH, MAURICE F. *Recent Developments in State Legislation for Junior Colleges*. *Jun. Col. Jour.*, 25: 3-9, Sept. 1954. (Author: Dean, Casper Junior College, Wyoming.)

Lists six sources of information for junior college legislation. Summarizes actual legislation in 20 States.

436. HOLLIS, ERNEST V.; LAND, WILLIAM G.; and MARTORANA, SEBASTIAN V. *Survey of State Legislation Relating to Higher Education, July 1, 1956 to June 30, 1957*. Washington: Government Printing Office, 1957. (U.S. Office of Education Circular No. 511.) iv,104 p. (Authors: With U.S. Office of Education.)

Gives abstracts of legislation enacted, also of that introduced but not enacted, in each State, classified under 31 major topics including bond issues, building programs, dormitories, expansion of existing institutions, establishment of new institutions, State surveys, tuition fees, loans and scholarships, employees and faculty, retirement and social security. Shows 13 States authorized new or continuing surveys to plan, expanded programs for higher education.

437. ——— and ——— *Survey of State Legislation Relating to Higher Education, July 1, 1957 to June 30, 1958*. Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 552.) iv,115 p. (Authors: See No. 436.)

Similar in content to No. 436 but includes for first time summaries of appropriations made for current operation and capital outlay. Shows 14 States authorized new or continuing surveys to plan expanded programs of higher education.

438. KELLY, FRED J. *Land-Grant Colleges and Universities: A Federal-State Partnership*. Washington: Government Printing Office, 1952. (U.S. Office of Education Bulletin 1952, No. 21.) iv,27 p. (Author: With U.S. Office of Education.)

After brief introduction, gives texts of 15 Federal Laws and Rulings relating to Federal funds for instruction in Land-Grant institutions. Bibliography, 8 titles.

439. MARTORANA, SEBASTIAN V. Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 24: 459-471, April 1954. (Author: Dean, Ferris Institute, Michigan.)

"Presents the results of a survey of State legislation affecting junior colleges which was considered by legislatures meeting in 1953." Found such legislation in 11 States and Territory of Alaska.

440. ——— Recent State Legislation Affecting Junior Colleges. *Higher Educ.*, 12: 91-93, Feb. 1956. (Author: With U.S. Office of Education.)

"During the 1954-55 biennium 26 State legislatures took action affecting the junior college level of education." Summarizes it under headings: Educational Ferment, Organization, Financial Support, Purpose and Scope.

441. ——— Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 26: 328-341, Feb. 1956. (Author: See No. 440.)

Fifth biennial survey of State legislation "affecting the community-junior college level of American education. . . . Legislative action affecting junior colleges considered during the 1955 legislative sessions is the main subject of this report. Besides merely presenting summaries of the legislative actions considered, however, it attempts also to interpret the findings of the survey." Reports that 11 States enacted pertinent laws and 11 considered such legislation without enacting it.

442. ——— Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 28: 307-321, Feb. 1958. (Author: See No. 440.)

Detailed review, by States, of legislation enacted in 35 States, chiefly during legislative sessions of 1957.

443. ——— Recent Legislation Proposed Affecting Junior Colleges. *Jun. Coll. Jour.*, 28: 372-379, March 1958. (Author: See No. 440.)

Detailed review, by States, of legislation considered but not enacted by 23 States, chiefly during legislative sessions of 1957.

444. ROBB, FELIX C. and TYLER, JAMES W. The Law and Segregation in Southern Higher Education: A Chronology. *Educ. Forum*, 16: 475-480, May 1952. (Authors: (1) Dean of Instruction; (2)

Graduate Student; both of George Peabody College for Teachers, Tennessee.)

Gives a chronological summary, with numerous details, of 17 court decisions from 1936 to 1950 by U.S. Supreme Court and courts in Maryland, Missouri, Tennessee, Oklahoma, Texas, and Louisiana. Bibliography, nine titles.

445. STEINER, ARCH K. *State School Legislation, 1957*. Washington: Government Printing Office, 1959. (U.S. Office of Education Bulletin 1959, No. 10.) iv, 189 p. (Author: With U.S. Office of Education.)

"Brief resume of the laws having State-wide educational implication enacted by the 48 State legislatures which met in 1957." Arranged by States, with section under each State devoted to higher education. General summary of higher educational legislation: "Provides new programs or increases funds for scholarships; new or expanded building authorities and programs; increases general appropriations and establishes new methods of financing; establishes new or extends present study commissions; salaries or benefit of personnel increased or liberalized."

446. STEWART, WARD. Legislation in the 84th Congress of Interest to Higher Education. *Higher Educ.*, 13: 8-12, Sept. 1956. (Author: With U.S. Office of Education.)

"The recently adjourned eighty-fourth Congress was characterized—in both its first and its second sessions—by an unusually large volume of legislative activity of interest to higher education." Summarizes it under 12 headings.

447. YOUNG, RAYMOND L. *An Analysis and Evaluation of General Legislation Pertaining to the Public Junior College*. Boulder: University of Colorado, 1951. Abstract in University of Colorado, *Bulletin*, April 11, 1952, p. 105-106. Summarized, in part, in *Jun. Coll. Jour.* 21: 444-452, May 1951; 22: 72-75, Oct. 1951.

Unpublished doctoral dissertation (Ed. D.). "Legislative enactments in the several States appear to have followed no systematic pattern of development, and some States have no general legislation pertaining to public junior colleges. Thirty States have public junior colleges which are controlled and governed by a political subdivision less than a State."

448. ——— General Legislative Needs for the Public Junior Colleges in the North Central Area. *North Cent. Assoc. Quart.*, 26: 287-294, Jan. 1952. (Author: Staff member, Oklahoma Agricultural and Mechanical College.)

Based on author's doctoral dissertation, No. 447. Studies provisions found in general legislative enactments concerning junior colleges, according to a statistical weighting given by administrators and specialists in junior college education.

See also Nos. 4, 83, 187, 201, 228, 236, 237, 249, 270, 271, 282, 294, 308, 465, 552, 553, 586, 600, 628, 709, 710, 715, 719, 720, 738, 748, 770, 887, 1000, 1075, 1130, 1289, 1277, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1447, 1494, 1518, 1538, 1574, 1753, 1877, 2353, 2400, 2456, 2457.

3. PUBLICLY CONTROLLED INSTITUTIONS

449. ADOLFSON, LORENTZ H. The Extension System of the University of Wisconsin. *State Gmt.*, 30: 80-83, 91, April 1957. (Author: Director, Extension Division, University of Wisconsin.)

Describes successful system of eight extension centers, developed to meet need for first 2 years of study after high school.

450. ALLEN, HENRY E. Practices of Land-Grant Colleges and State Universities Affecting Religious Matters. *Sch. & Soc.*, 76: 359-363, Dec. 6, 1952. (Author: Coordinator of Students Religious Activities, University of Minnesota.)

Based on questionnaire responses from 65 institutions. "No attempt was made to explore the curricular presentation of religious subject matter. The three main divisions of the inquiry were designed to ascertain: (1) Policies regarding use of university property and buildings for religious activities and the activities of religious organizations; (2) practices regarding appointment and financial support of religious workers; (3) procedure involved in securing information concerning students' religious affiliation."

451. ARMSTRONG, WESLEY EARL and BRACH, FRED F. State Teachers Colleges in the State Structure for Education. *Jour. Teach. Educ.*, 6: 105-113,

June 1955. (Authors: With U.S. Office of Education.)

Traces the development of teacher education from establishment of first public normal school in 1839 to absorption of teachers colleges in State systems of higher education. Classifies systems of State control in four patterns. Lists 76 institutions that were designated as "State colleges or universities" from 1935 to 1954, with year of change; and nature of governing board provided.

452. ASHTON, JOHN W. Teaching Religion in the State University. *Phi Delta Kappan*, 40: 311-313, May 1959. (Author: Vice President, and Dean, Graduate School, Indiana University.)

Offers a rationale for fitting religion into the program of a State university concerned with the fullest interpretation of man and his place in the world.

453. CAMPBELL, GEORGE W. University Extension Centers in Higher Education. *Teach. Coll. Record*, 59: 156-162, Dec. 1957. (Author: Director, University of Alabama Center.)

"For about seventy-five years universities have made serious efforts to meet the needs of off-campus persons for higher education. . . . The demand for extension-center services has reached a new high." Considers offerings at lower division, upper division, and graduate levels, and special role of extension-service activities not met by other forms of organized education. Conclusion: "The special role of extension centers might well be to minimize the shifting gap between education that is needed and education that is provided by existing facilities."

454. CARLSON, WILLIAM S. ed. *State University of New York: Its Progress and Prospects. Proceedings of the Third Symposium Sponsored by the State University of New York.* Albany: State University of New York, 1953. 148 p. (Author: President of the University.)

"As it finished its fifth year under the law which created it, the State University of New York called together many of its administrators, teachers, and students to consider our 'progress and prospects' at that key point. Outstanding educators from other universities and leading citizens of other callings joined us, too, in delineating the State University's role. . . . We believe that these symposia serve a highly useful purpose in providing a forum for important topics." Includes 5 major divisions: Progress and Prospects in Medical Education (3 speakers); The Nature of the University (13 speakers); The Role

of Education in Our Society (3 speakers); The Educational Needs of a People (3 speakers); and State Universities: Their Progress and Prospects (4 speakers). For report of first symposium, see No. 459.

455. DIEKHOFF, JOHN SIMON. *Democracy's College: Higher Education in the Local Community*. New York and London: Harper & Bros., 1950. xi, 208 p. (Author: Associate Professor of English, Queens College, New York.)

Six chapters: I. The Local College. II. The Control of Public Colleges (including Federal aid). III. Local Support for Local Colleges. IV. Central Function of the College. V. The College and the Community. VI. Staffing the College. Chapter VI covers teacher shortage, training of faculty, academic freedom, and evaluation of faculty services. Reviews by J. S. Allen, *Coll. & Univ.*, 26: 127, Oct. 1950; by M. R. Hinson, *Educ. Forum*, 15: 372, March 1951; by R. C. Weller, Jr., *Harvard Educ. Review*, 21: 271-273, No. 4, 1951; by A. M. Coon, *Jour. Higher Educ.*, 22: 112, February 1951; and by L. L. Medsker, *Jun. Coll. Jour.*, 20: 484-488, April 1950.

456. EDDY, EDWARD DANFORTH, JR. *The Development of the Land-Grant Colleges: Their Program and Philosophy*. Ithaca, N.Y.: Cornell University, 1956. 672 p. Abstract in *Diss. Abstracts*, 16: 2084, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). For published form, see No. 457. Deals with origin and development of the 69 institutions. "The general conclusion is that the institutions have become a distinct and unique form of American education by their program divisions into three fields of instruction, research, and extension."

457. ———. *Colleges for Our Land and Time: The Land-Grant Idea in American Education*. New York: Harper & Bros., 1956. xiv, 328 p. Foreword by Russell I. Thackrey, Executive Secretary, American Association of Land-Grant Colleges. (Author: Vice President and Provost, University of New Hampshire.)

Based on the author's doctoral dissertation, No. 456. In this book for the first time the author has told the story of the Land-Grant Movement from the beginnings to the present. . . . One cannot understand the past and present pattern of American higher education, or think intelligently about its future, without an understanding of the Land-Grant institutions—of their place in the pattern and their influence on the rest of the pat-

tern."—Foreword, Bibliography, 197 titles, including 46 college and university histories. Reviews by J. P. Leagans, *Adult Educ.*, 8: 123-124, Winter 1958; by T. Pouncey, *Coll. & Univ.*, 33: 63-64, Fall 1957; by E. W. Anderson, *Educ. Research Bull.*, 37: 49-50, Feb. 1958; by D. D. Henry, *Jour. Higher Educ.*, 28: 511-512, Dec. 1957; and by M. L. Borrowman, *Teach. Coll. Record*, 59: 357-358, March 1958.

458. EISENHOWER, MILTON S. *Responsibilities and Potentialities of the Land-Grant Colleges and Universities*. In *Association of Land-Grant Colleges and Universities, Proceedings*, 1952, p. 25-31. (Author: President, Pennsylvania State College.)

Presidential address. Traces history of the land-grant colleges and states their underlying philosophy. "Certainly we recognize that essentially every Land-Grant college in the nation has been broadening its curricula to provide more nearly the type of liberal-practical education envisaged by Jefferson and mandated by the Land-Grant Act. We know our research is multiplying in volume and is entering many new fields. . . . In some of our institutions, the entire university is being extended in formal and informal classes to all the people of the State."

459. EURICH, ALVIN C. ed. *Functions of a Modern University: Proceedings of the First Symposium Sponsored by State University of New York*. Albany: State University of New York, 1950. 361 p. (Author: President of the University.)

"This Symposium . . . brought together a diversity of expression from a cross-section of our present-day society. More than 2,000 persons, educators, parents, students, as well as outstanding figures in government service, the cultural arts, agriculture, and the health services, participated in the Symposium. The views expressed add up to an impressive panorama of the responsibilities of higher education in the middle of the 20th century. They will be most helpful as plans are made for the further development of the SUNY. . . . This report will prove of lasting interest and benefit to all who are interested in advancing the field of higher education." Includes addresses by James B. Couant, Robert M. Hutchins, Thomas E. Dewey, and James L. Morrill, and reports of eight panel discussions.

460. FARRELL, FRANCIS D. *The Land-Grant Colleges Since 1900*. *Coll. & Univ.*, 31: 302-308, Spring 1956. (Au-

thor: President Emeritus, Kansas State College.)

"The major change is the transformation of these colleges from small, weak, struggling, widely unpopular institutions to large, influential, State and national scientific and educational agencies, enjoying widespread public acceptance."

461. GUSTAVSON, REUREN G. Responsibilities and Potentialities of the Land-Grant Colleges and Universities in Research. In *Association of Land-Grant Colleges and Universities, Proceedings*, 1952, p. 36-40. (Author: Chancellor, University of Nebraska.)

"What are the significant problems that research must solve if our immediate problem is to take care of 190,000,000 people by 1975?" Discusses several, including soil conservation, viruses, and breeding. "In the next century the Land-Grant colleges and universities must not do less program research but must surely do far more basic research."

462. HANNAH, JOHN A. Opportunities and Responsibilities of the Land-Grant Colleges and Universities in Resident Instruction. In *Association of Land-Grant Colleges and Universities, Proceedings*, 1952, p. 31-36. (Author: President, Michigan State College.)

"Since the colleges and universities we represent were established specifically to serve the then dominant industry of agriculture primarily, it might properly be asked whether there is a reason for them to continue to exist, now that the great bulk of our people live in urban environments, with all the social, political, economic, and moral problems which develop around great concentrations of population." Discusses three modern objectives for such institutions under changed and changing conditions. Conclusion: "The end-products of our colleges and universities must be young men and women with the training to make the fullest use of the capacities with which they were born in order that they may enjoy the distinctive pleasure of useful achievement. But they must be trained, too, to make the fullest use of their capacity to enjoy those things which lie within the realm of the heart and the spirit. They must be trained, in short, to make good livings and to make good lives."

463. HARRINGTON, MARION T. Mass Education—Without Apology. In *American Association of Land-Grant Colleges and Universities, Proceedings*, 1957, p. 19-26. (Author: President, Texas Agri-

cultural and Mechanical College System.)

Presidential address. "We have heard 'mass education' used as a synonym for 'mass mediocrity' so frequently for so long that we have almost accepted their equation as inevitable. It seems to me the time has come for us to commit deliberate academic heresy. I believe the time has come for us to throw aside this ancient prejudice and prove that higher education in this country can revolutionize its approach to meet the demands of the times, just as our industry and agriculture have revolutionized theirs." Discusses increasing enrollments, staff needs, and finances. "Our colleges are full today and are fighting a difficult battle to maintain the quality of education while handling this quantity. . . . Our challenge now is to meet this nation's needs for true 'mass education' through the application of our most advanced technology and most modern management principles to the educational process."

464. HAUCK, ARTHUR A. The Land-Grant Colleges and the Common Good. In *Association of Land-Grant Colleges and Universities, Proceedings*, 1953, p. 15-21. (Author: President, University of Maine.)

Presidential address. "I do not think it presumptuous for me to assert that the staffs and graduates of our Land-Grant colleges and universities are well equipped to contribute effective service and leadership in the world community. I do not claim that they are ideally equipped. They are not. More of them should know more about the problem of existence in other lands. More of them should be intelligently acquainted with the cultures and aspirations of the hundreds of millions of peoples who have now become so dramatically a part of our world. . . . In this address I have dwelt upon the achievements of the Land-Grant colleges and the challenging opportunities for even greater service at home and abroad. Obviously this is not a new theme for a presidential address. But it is one that bears repetition."

465. HILL, DAVID SPENCE. *Control of Tax-Supported Higher Education in the United States*. New York: Carnegie Foundation for the Advancement of Teaching, 1934. 385 p. (Author: Staff Associate, Carnegie Foundation.)

Presents concisely the position of the tax-supported institutions in relation to the State governments in each of the 48 States.

466. HOVDE, FREDERICK L. Educational Planning for National Security. In *Association of Land-Grant Colleges*

and Universities, *Proceedings*, 1964, p. 30-35. (Author: President, Indiana University.)

Presidential address. States five "goals of service to the nation" which "must receive our joint and serious attention in plans for the future," and presents nine suggestions for institutional improvement. States that "even small gains in effectiveness from each of these operating areas will add up to a major gain on the whole front of higher education."

467. JONES, LEWIS WEBSTER. Responsibilities and Potentialities of Land-Grant Colleges in Extension. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1962, p. 40-45. (Author: President, Rutgers University New Jersey.)

"The Land-Grant colleges, with their resident teaching, research, and extension programs are the most characteristic contribution of American democracy to higher education. And extension is perhaps the most important educational invention of all. . . . Extension is about as far as you can get from the Ivory Tower, a structure becoming increasingly distasteful to serious educators. . . . More important than particular techniques, I think, is the philosophy of extension, which can guide the work of the whole university bringing every department into vital relationship with the problem of the people of the State it serves."

468. ———. New Dimensions for American Higher Education. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1955, p. 29-37. (Author: See No. 467.)

Presidential address. "My function in addressing this distinguished gathering is thus to raise certain large questions. Where does American higher education stand today? Where is it going? And what ideas and principles can we use as guides for the future? I will give a brief answer to all of these questions."

469. LIND, GEORGE. *Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1957*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 541.) vii, 101 p. (Author: With U.S. Office of Education.)

Gives summaries and individual institutional data on faculty, students, degrees, current income and expenses, and plant assets and obligation. "The present publication is the 88th issue in the Office of Education's

series of annual Land-Grant college and university reports, which began with a report for the academic year 1869-70."

470. MORRILL, JAMES LEWIS. The Place and Primacy of the State University in Public Higher Education. In National Association of State Universities, *Transactions*, 1958, p. 15-22. (Author: President, University of Minnesota.)

Presidential address. "It seems to me quite clear that the history and development of public higher education in this country have conceded the pre-eminence of the comprehensive State university and the combined State and Land-Grant institution. And I would raise the question as to whether that pre-eminence is endangered and imperilled in the currently changing higher educational scene in a good many States, with the later prospect of more in other States." Discusses especially danger of numerous new State institutions seeking legislative appropriations, establishment of super-fiscal-boards and agencies, and the argument for tuition and fees sufficient to meet full operating costs.

471. Religion and the State University. *Jour. Higher Educ.*, 30: 179-235, April 1959.

"Most of this issue of the *Journal* is devoted to the subject of Religion and the State University. The occasion of this special number was the observance by the University of Michigan of the Centennial of the organization of student religious work on its campus. The observance was marked by the publication of a centennial volume, *Religion and the State University* [No. 475], certain more specialized writings, and a National Consultative Conference on Religion and the State University. . . . The articles which follow are devoted to the evaluation and interpretation of this Conference from various points of view." Contains 12 articles by different authors, half of them interpreting the Conference for the community at large, for the religious body, for governing boards and university administrators, for the curriculum, and for the personnel worker.

472. Religion and the State University. *Relig. Educ.*, 54: 82-177, March-April 1959.

"The report which follows presents selections from addresses at the *First National Consultative Conference on 'Religion and the State University'*, sponsored by the University of Michigan. . . . at Ann Arbor, Nov. 16-19, 1958. The occasion for the Conference was the Centennial of Student Religious Work at the University of Michigan. The Conference included representatives from 127

colleges and universities in 48 States." Includes 26 articles of varied authorship covering many phases of the subject.

473. SPENCE, JOHN ALLEN. *A Study of the Need for the Extension and Improvement of the Adult Education Services of the Ohio State University*. Columbus: Ohio State University, 1956. 274 p. Abstract in *Diss. Abstracts*, 16: 1393-1394, Aug. 1956.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To arrive at certain principles and recommendations which will serve as guidelines for the sound development of the Ohio State University's general adult-education programs and services by a study of the educational needs of adults in Ohio; the philosophical, historical, and legal responsibility of the University in this field; the institution's peculiar characteristics and its relationships with other educational institutions in the State; and the comparison of its adult program with those of other universities."

474. Statement of Basic Educational Policy. *Higher Educ.*, 6: 176-177, April 1, 1950.

Reports a comprehensive statement of basic educational policy prepared over a period of years by the planning committee of the National Council of Chief State School Officers. Includes five statements regarding community colleges and 12 regarding institutions of higher education in general.

475. WALTER, ERICH A., ed. *Religion and the State University*. Ann Arbor: University of Michigan Press, 1958. vi, 321 p.

"This book is published to mark 100 years of student religious programs at the University of Michigan. It is a cooperative attempt to describe and define the place of religion in higher education, in the university community, and particularly in the State-supported university. . . . The contributors express a variety of points of view, and many, though not all, represent State universities." Contains 17 chapters, of varied authorship, discussing religious pluralism, separation of church and State, bearing of religion on the humanities, sciences, and professions, and provisions for religious life of students. Review by J. E. Dirks, *Relig. Educ.*, 53: 542-544, Nov. 1958. Review essay, by F. E. Johnson, *Jour. Higher Educ.*, 30: 229-233, April 1959.

See also Nos. 35, 37, 56, 73, 75, 77, 83, 84, 87, 93, 100, 111, 115, 116, 119, 124,

126, 127, 131, 132, 178, 185, 186, 195, 204, 205, 207, 213, 218, 225, 226, 234, 246, 258, 285, 291, 331, 361, 387, 413, 420, 433, 438, 484, 626, 713, 720, 721, 955, 982, 996, 1000, 1031, 1078, 1230, 1274, 1277, 1298, 1302, 1438, 1473, 1518, 1526, 1549, 1557, 1577, 1608, 1624, 1636, 1649, 1692, 1712, 1739, 1875, 1918, 1997, 2448, 2450, 2464, 2466, 2495, 2522, 2569, 2653, 2708.

4. PRIVATELY CONTROLLED INSTITUTIONS

476. BENEZET, LOUIS T. *The Liberal Arts College: Some Future Functions*. *Educ. Record*, 36: 310-316, Oct. 1955. (Author: President, Colorado College.)

"The thesis of this paper is that our real challenge of the future is not only to find effective ways of absorbing greater numbers, but to learn to do better what the liberal arts college is peculiarly created to do."

477. BROWN, KENNETH IRVING. *Not Minds Alone: Frontiers of Christian Education*. New York: Harper & Bros., 1954. xv, 206 p. Portion, as "The Burden of Creative Leadership," in *Jour. Higher Educ.*, 24: 339-344, Oct. 1953. Another portion, as "The Terrible Responsibility of the Teacher," in *Christ. Scholar*, 36: 23-28, March 1953. (Author: Executive Director, Danforth Foundation; Former president, Hiram College, and Denison University.)

"This book is born of a series of convictions. But the major faith on which it is based is a belief that unless American education, in all of its major manifestations in American life from kindergarten to the graduate school, can be brought to a deeper appreciation of the place of ethical and religious values in the classroom and the goal of spiritual maturity for both the learner and the teacher, American education will continue to fail its own high objective." Chapters devoted to responsibilities of the student, the faculty, and the administration. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 40: 553-556, Dec. 1954; by P. E. Gresham, *Christ. Cent.*, 71: 494, April 21, 1954; and by M. L. Cunningham, *Christ. Scholar*, 37: 152-154, June 1954.

478. BURNS, RALPH A., with MORRIS, JOH. ALEX. *The Man Who Invented a*

College. *Sat. Eve. Post*, 227: 28-29, 86-88, Nov. 6, 1954.

A report of the founding and development of Fairleigh Dickinson College at Rutherford, New Jersey, under the leadership of President Peter Sammartino. Believes that the necessary leadership and financial backing can be found in other communities, if the need exists.

479. BYRNE, HERBERT WINSTON. *A Study of Administrative Practices in Selected Bible Institutes*. Peoria, Ill.: Bradley University, 1952. 399 p. Abstract in *Dis. Abstracts*, 14: 280-281, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on information received from 38 institutions, and personal visits to 14 of them. Covers all major phases of administration. "The major finding of the survey revealed the need of clearly drawn lines of responsibility among the officers of administration."

480. CAMP, WILLIAM E. Why Small Colleges Want to Stay Small. *Coll. & Univ. Bus.*, 26: 45-46, March 1959. (Author: Treasurer, Wells College, New York.)

A study of 40 colleges with enrollments between 100 and 1,800, which showed increase in enrollment of 28 percent in average enrollment between 1953 and 1957. States that 40 percent of them have established top limits for enrollments by action of their governing boards and that half of these have already reached these limits. Reports reasons given by these institutions for making such limitations. Reasons given most frequently: (1) Educational philosophy of the institution; (2) size of campus; (3) financial limitations.

481. CARMICHAEL, OLIVER C. Contemporary Trends in the Arts College. *Assoc. Amer. Coll. Bull.*, 36: 488-493, Dec. 1950. (Author: President, Carnegie Foundation for the Advancement of Teaching.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. "The time is ripe for a rebirth of confidence and hope in the kind of education for which the arts college has traditionally stood. One gets the impression that college faculties are beginning to be aware of that fact but that much imagination, courage, and energy will be required to realize the full potential of the opportunity at hand."

482. COLES, JAMES S. The Place of the Small Liberal Arts College. *Tech. Review*, 58: 187-140, 170, Jan. 1956.

(Author: President, Bowdoin College, Maine.)

"Education, be it at M.I.T. or at Bowdoin College, must be primarily concerned with the creation of our future out of the culture of our past. . . . With growing emphasis on mass educational methods, the small liberal arts college is able to provide an intellectual environment that recognizes and develops the individual."

483. CONLEY, WILLIAM H. Planning for Future Faculty Needs. *Nat. Cath. Educ. Assoc. Bull.*, 53: 131-134, Aug. 1956. (Author: Assistant to the President, Marquette University, Wisconsin.)

"It is reasonable to assume that Catholic colleges in general will increase in proportion to the total college growth. There are, however, some special forces affecting the Catholic college that have to be considered." Discusses them and methods of economizing on staff through reorganization of teaching methods.

484. COONS, ARTHUR G. Is There a War Between Public and Private Colleges? *Assoc. Amer. Coll. Bull.*, 41: 462-470, Oct. 1955. (Author: President, Occidental College, California.)

"The dual system of higher education is characteristic of America, and in general America seems to approve this system. The independent or private institution is the older type, but public institutional enrollments have been growing steadily." Discusses various points of similarity and difference, and competition for public support.

485. DEVANE, WILLIAM C. The Meaning of Higher Education. *Current Hist.*, 29: 129-134, Sept. 1955. (Author: Dean, Yale University.)

States the main goals of liberal higher education, of technical colleges, and of universities. Expresses particular concern for future of the private institutions with dwindling resources which may force them to surrender the "honorable and influential" position which they have held in the past.

486. EBY, KERMIT. Education for Sectarians. *Assoc. Amer. Coll. Bull.*, 41: 383-388, Oct. 1955. Expansion of article first published in *Church of the Brethren Gospel Messenger*. (Author: Professor of Sociology, University of Chicago.)

"If I were a Brethren educator, I should be avowedly sectarian. Otherwise, why be a Brethren educator at all? . . . I am pleading

for education which gives Brethren youth and all youth a pride in their own special heritage and a sense of historical continuity. . . . Finally, it is my opinion that sectarian schools should place men ahead of monuments."

487. ELLIS, CALVERT N. The Church-Related Liberal Arts College. *Assoc. Amer. Coll. Bull.*, 41: 365-372, Oct. 1955. (Author: President, Juniata College, Pennsylvania.)

"Our colleges should not try to be universities. . . . The 4-year college of arts and sciences is a unique American institution, found nowhere outside this continent except where American Christian missions have gone." Quotes various individuals on its characteristics and opportunities.

488. ENGLE, GALE WINTON. *William Rainey Harper's Conceptions of the Structuring of the Functions Performed by Educational Institutions*. Stanford, Calif.: Stanford University, 1954. 239 p. Abstract in *Diss. Abstracts*, 14: 2292, Dec. 1954.

Unpublished doctoral dissertation (Ph. D.). Reports in detail the work of "one of the greatest of American university presidents" in organizing the University of Chicago. States "Harper's solid functional-structural achievements, his several failures, and the problems in this area which he left to his successors."

489. GADDY, CLAUDE F. Independent and Church-Related Colleges Plan for the Future. *Jun. Coll. Jour.*, 26: 32-37, Sept. 1955. (Author: Executive Secretary, North Carolina Baptist Council on Christian Education.)

Expresses his "conviction that the failure of the independent and church-related college is not such as to bring discouragement, but is full of promise, and challenges our best." Presents six reasons for this conviction.

490. GZIER, WOODROW A. A New Trail in Methodist Higher Education. *Sch. & Soc.*, 85: 249-251, Sept. 14, 1957. Author: With Board of Education, Methodist Church.)

Reports organization and work of the Methodist General Conference Commission on Higher Education in 1956, and its adoption of more than 50 major recommendations, 7 of which are presented and discussed.

491. HILL, ALFRED T. Small Colleges—An Untapped Resource. *Assoc. Amer.*

Coll. Bull., 42: 573-581, Dec. 1956. (Author: Executive Secretary, Council for the Advancement of Small Colleges.)

Describes the organization and work of the Council, composed of unaccredited liberal arts colleges. "It is a group dedicated to prompt and effective action in an effort to help with a national problem. . . . It hopes to deserve support. It represents a resource which has been untapped."

492. HOPKINS, JOSEPH MARTIN. *The Relationship of Certain Factors in College Church Relations Programs to Church Support of Denominational Colleges*. Pittsburgh, Pa.: University of Pittsburgh, 1954. 366 p. Abstract in *Diss. Abstracts*, 14: 877, May 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire returns from 116 colleges representing 25 Protestant denominations. "Exceptionally strong denominational support is enjoyed by Lutheran and Nazarene colleges. Weakest among the denominations with respect to college support are the Congregational churches, the Presbyterian Church in the U.S.A., the Seventh-Day Baptists, and the Society of Friends."

493. HORTON, MILDRED MCAFEE. Domestic Virtues and the Liberal Arts. *Assoc. Amer. Coll. Bull.*, 36: 476-487, Dec. 1950. (Author: Former President, Wellesley College, Massachusetts.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. Asserts that modern colleges should "prepare young people for the unpredictable future by training them to be intelligent and humble; self-confident and cooperative; dedicated and tolerant men and women. Such men and women, liberally educated, will have the domestic virtues which they and the world need now and forever."

494. MCCALLUM, FLOYD FREDERICK. *An Investigation of the Need for a Liberal Arts College for the Pilgrim Holiness Church*. East Lansing: Michigan State University, 1955. 190 p. Abstract in *Diss. Abstracts*, 15: 2441-2442, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). The denomination of 32,000 members is presently served by six Bible Colleges. Investigates need for a liberal arts college, particularly in Michigan. Based on questionnaire sent to a half dozen groups concerned, including church leaders and students. Conclusions: "The majority of the adult and youth respondents felt that the Church

should provide liberal arts training for its youth. . . . Because of the present lack of adequate finances, it seems best to postpone the establishment of a separate liberal arts college at this time."

495. McCANN, KEVIN C. *Why the CHURCH-Related College Today?* *Assoc. Amer. Coll. Bull.*, 43: 634-643, Dec. 1957. (Author: President, Defiance College, Ohio.)

Founder's Day address at Hartwick College, New York, Oct. 3, 1957. "I am president of a church-related college because in no other human enterprise can I see a like opportunity for stewardship."

496. McEWEN, ROBERT W. and SYNAKOWSKI, KALIST S. Planning College Enrollment for Academic Efficiency. *Jour. Higher Educ.*, 25: 301-306, 341-342, June 1954. (Authors: (1) President; (2) Professor of Philosophy; both of Hamilton College, New York.)

"Can a small college define how small it should be to function effectively in the years ahead? During the past academic year Hamilton College has made a relatively thorough and persistent effort to find its own answer to this question, to define the most efficient student body size in the light of projected enrollment trends. The results, like many of the conditions affecting them, are of local interest, but the method may possibly be suggestive."

497. MININGER, PAUL EVERETT *Religious Programs in Selected Protestant Church Related Colleges*. Philadelphia: University of Pennsylvania, 1949. 437 p. Abstract in *Diss. Abstracts*, 12: 269-270, No. 3, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to 19 colleges affiliated with 10 denominations in the States of the North Central Association territory. Discusses administration and effectiveness of six functions or processes used in religious programs in these institutions.

498. NEWSON, CARROLL V. *The Role of Religion in a Private University*. *Phi Delta Kappa*, 40: 308-310, May 1959. (Author: President, New York University.)

Expresses conviction that there is a special obligation of higher education at this time to emphasize those aspects of American life, of which religion is one, that have made us what we are.

499. OUTLER, ALBERT C. *Quid Est Veritas?* *Christ. Cent.* 76: 258-260, March 4, 1959. (Author: Professor of Theology, Southern Methodist University, Texas.)

"It is the business of the Christian college to prove that sound learning and high religion belong together."

500. PERRY, RALPH EDWARD. *A Study of the Objectives in Higher Education of the Six Liberal Arts Colleges of the Church of the Nazarene*. Peoria, Ill.: Bradley University, 1952. 290 p. Abstract in *Diss. Abstracts*, 14: 275, Feb. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in large part on questionnaire responses from presidents, trustees, faculty members, alumni, and selected students in each college.

501. PULLIAS, EARL V. *The Private College Is Not for Sale*. *Assoc. Amer. Coll. Bull.*, 43: 290-296, May 1957. (Author: Dean, George Pepperdine College, California.)

Analyzes three "non-financial dangers that confront the independent liberal arts colleges in this country at the present time: (1) The loss of intellectual freedom and genuine independence. . . . (2) Loss of self-respect and confidence. . . . (3) Preoccupation with financial needs." States eight characteristics or contributions of independent colleges.

502. RYSTROM, JOHN KENNETH. *The Control and Support of Higher Education in the Lutheran Church in America*. Minneapolis: University of Minnesota, 1955. 523 p. Abstract in *Diss. Abstracts*, 15: 2456-2457, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). "An analysis of (1) the organizational relationships of 31 4-year Lutheran institutions of higher learning with the sponsoring church bodies or synods, and (2) the financial support of these institutions in relation to expenditures incurred in the implementation of their programs." Makes recommendations for improvements in certain areas.

503. SELDEN, WILLIAM K. *Whither the Small College?* *Assoc. Amer. Coll. Bull.*, 42: 267-270, May 1956. (Author: Executive Secretary, National Council-

sion on Accrediting; former President, Illinois College.)

Makes a variety of comparisons between 221 small and 59 large accredited colleges—financial, enrollment, organization of Phi Beta Kappa chapters, and quality of faculty. Comments favorably on method of establishment of new Presbyterian College of North Carolina.

504. SEYMOUR, CHARLES. *The Tradition of the Liberal Arts College.* *Assoc. Amer. Coll. Bull.*, 36: 467-475, Dec. 1950. (Author: President Emeritus, Yale University.)

Address at Sesquicentennial of Middlebury College, Sept. 29, 1950. "The enduring strength of the liberal arts college, it seems to me, is found in its burning sense of mission—a mission which it is free to pursue in its own way and which responds to the basic and permanent needs of Western civilization."

505. SNAVELY, GUY E. *Evolution of the Commission on Christian Higher Education.* *Assoc. Amer. Coll. Bull.*, 42: 534-536, Dec. 1956. (Author: Executive Secretary Emeritus, Association of American Colleges.)

Outlines the development of the Commission from the earlier Liberal Arts College Movement, and the Conference on Church-Related Colleges, and its relation to the Association of American Colleges.

506. STOUT, EDWARD M. *The Role of the Small College in Contemporary Society.* *Coll. & Univ.*, 34: 157-163, Winter 1959. (Author: Registrar, DePaul University, Illinois.)

"Probably the most important problem facing the American people in the field of education during the coming two decades is that of the small liberal arts college. This problem is both serious and delicate." Considers "first of all, some factors that add to the life and growth of the small college; secondly, which of those factors are found to be handicaps to its fuller enrichment; and finally, those ideas that are suggested in a changing democratic city (society)."

507. TRUEBLOOD, D. ELTON. *The Idea of a College.* *Assoc. Amer. Coll. Bull.*, 36: 29-36, March 1950. (Author: Professor of Philosophy, Earlham College, Indiana.)

"The most sobering thought that comes to the attention of modern students is the thought that civilization can pass away....

Now a college, whatever else it may be, is a conscious effort to avoid the decay of civilization and to make that civilization worthy of permanence. . . . A college is a society. It is made up of learners and teachers living together for the purpose of human growth."

508. ———. *The Idea of a College.* New York: Harper & Bros., 1959. x, 207 p. (Author: See No. 507.)

An analysis of the problems and objectives of the liberal arts college, with special reference to the college with Christian ideals. An outgrowth of the author's article, No. 507. Review by E. W. Lyon, *N.Y. Times Book Review*, 64: 6, Aug. 23, 1959.

509. WILLIAMS, LLOYD P. *Quiescence, Tradition, and Disorder—Cross-Section of a Small College.* *AAUP Bull.*, 43: 615-625, Dec. 1957. (Author: Assistant Professor of Education, University of Oklahoma.)

"Cherokee College is the subject of this paper. Whereas the name is fictitious, the college is not. . . . Cherokee is collegiate, private, church-related, and co-educational." Describes characteristics and faults of administrative officers, especially president and dean. "The president is preoccupied with administrative trivia, and his interference in various offices throughout the college is frequent, unpredictable, and apparently compulsive. . . . The academic dean . . . is both an anomaly and an excrescence." Discusses also faculty, student body, church-relationship, and scholarship. Conclusion: "In many respects this college is probably not unlike scores of other colleges across the United States."

510. WRISTON, HENRY M. *The Outlook for the Independent College.* *Assoc. Amer. Coll. Bull.*, 37: 217-225, May 1951. (Author: President, Brown University, Rhode Island.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. "The outlook for the independent college hinges upon whether it has soul force, whether its mission is more important than its wealth, whether it can live in the King's palace on a diet of pulse and water, and still flourish amidst all the trials and tribulations to which virtue has ever been subject."

See also Nos. 36, 38, 39, 40, 41, 42, 44, 49, 50, 52, 54, 57, 61, 68, 71, 78, 79, 80, 81, 88, 89, 92, 95, 96, 97, 99, 102, 103, 104, 105, 107, 109, 111, 113, 114, 119, 120, 123, 130, 133, 151, 152, 179, 195, 196, 202, 204, 207, 210, 213, 228, 246, 258, 287, 291,

296, 322, 334, 342, 343, 367, 378, 387, 433, 626, 631, 632, 643, 709, 710, 719, 720, 798, 865, 960, 963, 981, 992, 993, 1078, 1086, 1381, 1438, 1526, 1575, 1576, 1595, 1598, 1636, 1717, 1732, 2056, 2065, 2400, 2414, 2415, 2428, 2464, 2466, 2707.

5. PROFESSIONAL SCHOOLS

For other references, many of them more specialized and technical in nature, see the publications of the principal professional organizations, especially *American Journal of Pharmaceutical Education*, *Journal of the American Veterinary Medical Association*, *Journal of Dental Education*, *Journal of Engineering Education*, *Journal of Forestry*, *Journal of Home Economics*, *Journal of Legal Education*, *Journal of Medical Education*, *Journal of Teacher Education*, and *Journalism Quarterly*. See also entries under "Professional School Programs," Nos. 2279-2310.

511. AUERBACH, EUGENE. *The Opposition to Schools of Education by Professors of Liberal Arts—A Historical Analysis*. Los Angeles: University of Southern California, 1957. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1957, p. 184-186.

Unpublished doctoral dissertation (Ph. D.). Historical review since 1850 and study of present conditions, based in part on questionnaire responses from more than 400 professors of liberal arts and 60 professors of education. Three chapters summarized in article by author in *Educ. Forum*, 22: 83-94, Nov. 1957.

512. BANNISTER, TURPIN C. and BELLAMY, FRANCIS R., eds. *The Architect at Mid-Century*. New York: Reinhold Publishing Co., 1964. 2 vols. Vol. I. *Evo-*

lution and Achievement, T. C. Bannister, ed., 513 p. + tables. Vol. II. *Conversations Across the Nation*. F. R. Bellamy, ed., 260 p.

Report of the Commission for the Survey of Education and Registration of the American Institute of Architects. Analysis and summary by Jennings B. Sanders, *Higher Educ.*, 11: 21-22, Oct. 1954.

513. BARTKY, JOHN A. *The School of Education and the University*. *Jour. Higher Educ.*, 26: 254-260, May 1955. (Author: Professor of Education; formerly Dean, School of Education; Stanford University.)

"The ideal school of education finds no prototype in the academic departments of a university. . . . There is no need for the School of Education to emulate the means employed by other university departments to achieve academic respectability; and there is no excuse for other departments giving expression to their bigotries by criticizing the means employed by the School of Education."

514. BIXLER, ROY W. and BIXLER, GENEVIEVE. *Administration for Nursing Education in a Period of Transition*. New York: G. P. Putnam's Sons, 1954. 483 p. (Authors: (1) Registrar, Drake University, Iowa; (2) Consultant for Nursing Education, Southern Regional Education Board.)

Organized in four parts: I. Basic Considerations (2 chapters). II. The Functions and Processes of Administration (5 chapters). III. Essential Features of School Operation (10 chapters). IV. Broad Planning (8 chapters). Bibliography, 236 titles. Reviews by T. I. Lynch, *Jour. Higher Educ.*, 26: 109, Feb. 1955; and by M. Montag, *Teach. Coll. Record*, 56: 233-234, Jan. 1955.

515. BLAUCH, LLOYD E., ed. *Education for the Professions*. Washington: Government Printing Office, 1955. vi, 317 p. (Author: With U.S. Office of Education.)

Consists of 36 chapters, each (except the first 2 which are introductory in character) written by specialists in particular professional fields covering 34 major professions. For the most part the different chapters deal with administrative, historical, and accreditation matters, including preparation, licensure, curriculum, research, surveys, current problems, and lists of approved schools. Some consider supply and demand of teachers for professional schools and improvement of training and quality of faculty mem-

bers. Each chapter has selected bibliography, 2 to 11 titles each; many of them for significant publications before 1950.

516. BRICKMAN, WILLIAM W. Education for the Professions. *Sch. & Soc.*, 75: 262-267, April 26, 1952. (Author: Associate Professor of Education, New York University.)

Critical reviews of 26 volumes and reports on education for various professions, published 1948 to 1952.

517. BRIDGMAN, MARGARET. *Collegiate Education for Nursing*. New York: Russell Sage Foundation, 1953. 205 p.

An appraisal of nursing education at the college level, including discussion of its weaknesses and limitations, and with suggestions for improvement and expansion. Reviews by M. C. McConnor, *Amer. Jour. Pub. Health*, 43: 926, July 1953; and by H. E. Peplau, *Amer. Jour. Sociol.*, 59: 174-176, Sept. 1953.

518. COTTRELL, DONALD P., ed. *Teacher Education for a Free People*. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956. xiii, 415 p. (Author: Dean, School of Education, Ohio State University.)

A volume by eight authors, presidents of colleges of education or university professors of education. "The idea of this book originated in the institutional self study program of the American Association of Colleges for Teacher Education, which was conducted during the three years, 1952, 1953, and 1954. . . . The authors hope that it will be recognized that they have not intended to draw a complete blueprint for the institutional program of teacher education in the future. The design of this book is one to suggest principles, policies, and possible concrete problems deemed worthy of consideration and investigation with respect to their applicability in particular situations."

519. ECKLEREBERRY, R. H. A New Approach to Medical Education. *Jour. Higher Educ.*, 27: 458-459, Nov. 1956. (Author: Professor of Education, Ohio State University.)

"One of the most important announcements to come to our attention in a long time is that of the initiation by Northwestern University of a study of premedical and medical education. This study looks toward the development of a program which will integrate these two phases of the training of a physician." Reports grant of \$75,000 and other funds made available for the study, and describes plans for it.

520. ELLIOTT, SHELDEN D. Professional Education as a University Function: As Viewed by a Law School Dean. *Jour. Med. Educ.*, 30: 161-166, March 1955. (Author: Dean, Law School, New York University.)

Discusses especially relations between medical and law schools, urging less compartmentalization and greater interchange of basic ideas and concepts.

521. ENGEL, LEONARD. Illnesses of Our Medical Schools. *N.Y. Times Mag.*, Oct. 6, 1957, p. 43-46.

Shows that the Nation's medical schools are facing two problems—the need for more money, and a decline in the number of applicants. Says that medical educators believe the time has come when the public must take steps toward helping in the solution of these two problems.

522. The Essentials of Professional Education: Journal Symposium. *Jour. Higher Educ.*, 25: 245-262, 286. May 1954.

Includes four articles in which the authors discuss the essential characteristics of the professional person and ways in which professional study can develop these characteristics. (1) "From the Obvious to the Significant," by Seward Hiltner, Acting Dean, Federated Theological Faculty, University of Chicago; (2) "The Significant and Legal Education," by W. Willard Wirtz, Professor of Law, Northwestern University, Illinois; (3) "Responsibility in Engineering Education," by L. E. Grintner, Dean, Graduate School, University of Florida; (4) "Professional Education in Pharmacy," by Melvin W. Green, Director of Educational Relations, American Pharmaceutical Association.

523. FISHER, WILLIAM H. "Progress" and the Demise of Teachers Colleges. *Sch. & Soc.*, 73: 149-151, March 10, 1951. (Author: Faculty member, University of Arizona.)

"The teachers college, a significant American educational phenomenon, is in danger of passing into oblivion. . . . Actually the need is as great today as it has been during past epochs."

524. FOLSOM, MARION B. America's Stake in Medical Education. *Jour. Med. Educ.*, 32: 831-836, Dec. 1957. (Author: Secretary, U.S. Department of Health, Education, and Welfare.)

States three "difficult health problems which have deep social and economic impli-

cations and which call for increasing attention from medical education."

525. *The Future Challenges Teacher Education*. Oneonta, N.Y.: American Association of Colleges for Teacher Education, (11th Yearbook, 1958), xiv, 230 p.

Contains numerous addresses and reports of 15 group discussions and 20 round tables considering various phases of work of preparation of teachers. Similar contents in earlier Yearbooks of the Association.

526. GAEBELEIN, FRANK E. *The Bible College in American Education Today*. *Sch. & Soc.*, 87: 223-225, May 9, 1959. (Author: Headmaster, Stony Brook School, New York.)

Based on address at inauguration of Charles C. Rylie as President, Philadelphia College of Bible, Sept. 29, 1958. Traces the history and significance of the Bible College for 70 years until its recent national recognition through accreditation. "And so, in the 1949 bulletin of the Office [of Education] 'Accredited Higher Institutions,' the Bible Institutes and Bible Colleges made their debut as an officially recognized and separate form of American education."

527. HARMS, MARY T. *The University School of Nursing*. *Educ. Record*, 37: 207-215, July 1956. (Author: Assistant Professor of Nursing, University of California.)

"During the past half century over 150 university schools of nursing have been established in the United States. They prepare only one in seven of the approximately 29,000 nurses who annually enter the profession, but from this group will come many of its future teachers. This article reviews the history and current status of university schools of nursing."

528. HARNO, ALBERT J. *Legal Education in the United States*. San Francisco, Calif.: Bancroft-Whitney Co., 1953. v, 211 p.

A report for the Survey of the Legal Profession. Discusses backgrounds and establishment of American law schools, case method of teaching, and impact of professional organization. Attempts an appraisal of legal education at mid-century.

529. HEALD, HENRY T. *Professional Education as a University Function: As Viewed by a University Chancellor*. *Jour. Med. Educ.*, 30: 155-161, March 1955. (Author: Chancellor, New York University.)

"Interdisciplinary discussion is probably the best way to resolve differences, to create mutual understanding and respect, and to further the aims of all professional education."

530. HOLLIS, ERNEST V. and TAYLOR, ALICE L. *Social Work Education in the United States: The Report of a Study Made for the National Council on Social Work Education*. New York, Columbia University Press, 1951. xix, 422 p. Also as an abridgement, New York: American Association of Social Workers, 1952. 48 p. (Authors: (1) With U.S. Office of Education; (2) With U.S. Social Security Administration.)

"The purpose of this report is to establish some bench marks in the field of social work education that the profession and university officials can use in charting a course for the next two or three decades. It does not provide a blue print for such a venture." Reviews by R. L. Lynn, *America*, 87: 83-84, April 19, 1952; by D. A. Weaver, *Assoc. Amer. Coll. Bull.*, 38: 341-342, May 1952; by J. W. Fathauer, *Coll. & Univ.*, 27: 447-449, April 1952; by R. E. Jewett, *Educ. Research Bull.*, 31: 164, Sept. 1952; by A. P. Miles, *Jour. Educ. Research*, 46: 75-76, Sept. 1952; by W. S. Jackson, *Jour. Educ. Sociol.*, 26: 43-45, Sept. 1952; by L. L. Pederson, *Jun. Coll. Jour.*, 22: 359-362, Feb. 1952; by D. Ziets, *Occupations*, 30: 561, April 1952; by S. A. Queen, *Soc. Forces*, 30: 359-360, March 1952; by R. W. Tyler, *Soc. Serv. Review*, 25: 534-535, Dec. 1951; by F. C. Ward, *Soc. Sci. Review*, 25: 455-458, Dec. 1951; and by B. E. Shenfield, *Univ. Quart.*, 7: 400-410+, Aug. 1953.

531. JOHNSON, DAVIS G. *Improving Liaison Between Medical and Liberal Arts Colleges*. *Jour. Med. Educ.*, 32: 767-771, Nov. 1957. Also in *The Scalpel* (Alpha Epsilon Journal), Summer 1957 issue. (Author: Chairman, Admissions Committee, College of Medicine, Syracuse, State University of New York.)

"Five major methods and three underlying attitudes for improving liaison and cooperation between medical and liberal arts colleges have been presented in the hope that they may encourage more effective partnership in the mutual task of selecting and educating the best possible future physicians."

532. LIPPARD, VERNON W. *The Medical School—Janus of the University*. *Jour. Med. Educ.*, 30: 698-706, Dec. 1955.

(Author: Dean, Medical School, Yale University.)

Presidential address at Association of American Medical Colleges. "The thesis I shall attempt to support is that the American medical school is committed to a role which requires it to face, simultaneously, toward the university and the community, and that too often its relation to the former becomes secondary to the needs of the latter."

533. McCaw, JOHN E. Theological Faculty and University. *Christ. Cent.*, 76: 471-472, April 22, 1959. (Author: Dean, Divinity School, Drake University, Iowa.)

Reports that a survey of 30 divinity schools reveals a new concern on their part to see theology restored to a central place in the academic community.

534. MARSHALL, MAX S. Some Trends and Issues in Medical Education. *Sch. & Soc.*, 83: 179-183, May 26, 1956. (Author: Professor of Microbiology, Medical Center, University of California.)

Discusses three issues: "The status of premedical training, the almost ballyhooed trend toward 'integration,' and the issues of finances."

535. MILLER, HARRY KREIGER, JR. A Study of the Field Service and Research Units of Ten Selected Schools of Education. Stanford, Calif.: Stanford University, 1958. 497 p. Abstract in *Diss. Abstracts*, 19: 719, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Analyzes 19 units established for "service functions" in Schools of Education of University of Chicago, Harvard University, University of Illinois, Indiana University, Michigan State University, University of Minnesota, New York University, Ohio State University, George Peabody College for Teachers, and Columbia University.

536. *The Osteopathic Profession and Its Colleges*. Chicago: American Osteopathic Association, 1955. Revised edition. 30 p.

Gives brief history of osteopathy and of education for the field with detailed information on six colleges in California, Illinois, Iowa, Missouri (two), and Pennsylvania.

537. PARTRIDGE, ARTHUR RAY. *The Rise of the University School of Education as a Professional Institution*. Stanford, Calif.: Stanford University, 1958.

408 p. Abstract in *Diss. Abstracts*, 18: 1329-1330, April 1958.

Unpublished doctoral dissertation (Ed. D.). A general historical study, with special reference to "the development of 12 university schools of education which have exerted directional influence upon the entire school of education movement." Identifies "four basic issues which presently confront the university school of education, issues which really affect all American higher education."

538. RICKOVER, HYMAN G. The Situation in American Engineering and Science Education. *Sch. & Soc.*, 83: 175-179, May 26, 1956. (Author: Rear Admiral, U.S. Navy; with U.S. Atomic Energy Commission.)

Compares achievements in Russia and the United States. "Russia educates as many women as men, and women constitute half of the total in the professions. In contrast, in the United States, this is but a fraction of one percent." Makes various recommendations for increasing quantity and quality of college-trained engineers and scientists.

539. SAMPEY, JOHN R. Collegiate Training of Doctors of Medicine. *Jour. Med. Educ.*, 34: 601-602, June 1959. (Author: Professor of Chemistry, Furman University, South Carolina.)

A study of the collegiate origins of 978 graduates of a State medical school, 605 graduates of a denominationally controlled medical school, and 809 graduates of a privately endowed medical school.

540. SEVERINGHAUS, AURA EDWARD; CARMEN, HARRY J.; and CADBURY, WILLIAM E. *Preparation for Medical Education in the Liberal Arts College*. New York: McGraw-Hill Book Co., 1958. 400 p.

Report of the Subcommittee on Professional Education of the Survey of Medical Education. "The chief objective of the Committee was to discover what contributions the liberal arts colleges were making toward the total education of the future professional man, particularly the student who was looking forward to a career in medicine. . . . The central theme of our Report is the value of a sound liberal education as a preparation for life and also as an educational basis for later vocational training." Based in part on questionnaire responses from 114 co-operating colleges. Review by J. W. Spaeth, Jr., *Jour. Higher Educ.*, 26: 164-165, March 1955.

541. SMILEY, DEAN F., ed. *Medical Education Today: Its Aims, Problems,*

and Trends. Chicago: Association of American Medical Colleges, 1953. v,123 p. (Author: Secretary, Association of American Medical Colleges.)

"This volume is a compilation of a group of papers published as articles in recent issues of the *Journal of Medical Education*. They are written by medical educators who sense fully that medical education is in transition and that it has many serious problems that must be met and wisely dealt with."

542. Symposium on Graduate Medical Education. *Jour. Med. Educ.*, 30: 256-287, May 1955.

A group of eight articles on various phases of the subject—historical, accreditation, advanced degrees, teaching methods, faculties, and curricula—presented at meeting of Association of American Medical Colleges, Oct. 18-20, 1954. Introduction by Kenneth B. Corbin, Chairman of Committee on Graduate Medical Education; faculty member, Mayo Foundation and University of Minnesota Medical School. Bibliography, 50 titles.

543. TURNER, EDNA MAY. *Education of Women for Engineering in the United States, 1885-1952*. New York: New York University, 1954. 218 p. Abstract in *Diss. Abstracts*, 15: 529-530, April 1955.

Unpublished doctoral dissertation (Ph. D.). Based on data furnished by all accredited schools of engineering, United States census reports, and other sources. Found that "only one-fifth of the women working in engineering today are graduates of engineering schools. . . . Although the number of engineering women graduates has increased, the proportion of 3 women to every 1,000 engineering graduates has not changed over a period of six decades."

544. WILEY, DEAN F., ed. *Medical Education Today: Its Aims, Problems, and Trends*. Chicago: Association of American Medical Colleges, 1953. 8th revision. 123 p. (Author: Secretary, Association of American Medical Colleges.)

Includes eight articles of varied authorship covering objectives, staffing, selection of applicants, financing, curriculum, and teaching.

545. WITMER, SARARA A. *Bible College Education*. *Sch. & Soc.*, 80: 113-116, Oct. 16, 1954. (Author: President, Fort Wayne Bible College, Indiana.)

"New that Bible Colleges and Bible Institutes are appearing in the lists of educational

institutions, it may answer some questions if an attempt is made to explain their educational philosophy and significance. A further reason for publishing information is the paucity of authentic reference materials."

546. YOUNG, JOHN B. Who Is Responsible for the Medical Schools? *Jour. Med. Educ.*, 32: 837-846, Dec. 1957. (Author: Dean, School of Medicine, Vanderbilt University, Tennessee.)

Presidential address at annual meeting of Association of American Medical Schools. Considers possibility of support from students, alumni, the organized profession, industry, State taxes, and Federal Government. "I have shown clearly that many agencies are responsible for medical school and medical education. . . . It is equally clear, however, that only if each segment of society meets in full its obligation will the support of medical schools and medical education be adequate. . . . I speak with a great feeling of urgency. Time is running out."

See also Nos. 21, 26, 28, 47, 76, 83, 111, 118, 134, 141, 185, 187, 196, 198, 219, 232, 233, 246, 249, 259, 286, 299, 330, 345, 363, 384, 419, 454, 479, 626, 631, 650, 665, 696, 992, 1097, 1110, 1613, 1616, 1619, 1633, 2018, 2115, 2137, 2282, 2297, 2300, 2302, 2305.

6. JUNIOR COLLEGES

Includes also technical institutes and "community" colleges. For other references to specialized aspects, local conditions, and subject matter fields of instruction, see *Junior College Journal*. See also "Associate Degree Programs" Nos. 2055-2080.

547. BARTKY, JOHN A. The Nature of Junior College Administration. *Jun. Coll. Jour.*, 28: 3-9, Sept. 1957. (Author: Former Dean, School of Education, Stanford University.)

"The universally accepted pattern for the higher educational administrative organization is one of direct participation of the faculty and non-directive powerless leadership by those designated leadership responsibility. I shall attempt to demonstrate that this pattern is inappropriate for the junior college and that when it is applied to this

institution it is undemocratic." For reply by M. F. Taylor and H. W. Dick and rejoinder by Mr. Bartky, see *Jun. Coll. Jour.*, 28: 220-222, Dec. 1957.

548. BENNETT, MICHAEL MOFFETT. *A Study of Some Elements for Consideration in Establishing and Operating a Junior College.* Tallahassee: Florida State University, 1955. 173 p. Abstract in *Diss. Abstracts*, 15: 1186, July 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To answer questions which might be posed by a lay person or board considering the establishment or expansion of a junior college." Conclusions: "In order to be physically adequate a junior college should provide 148 square feet per student in total building space. . . . Operating costs should average \$400 per full-time student." Considers special conditions in Florida.

549. BOGUE, JESSE P. The Future of the Church-Related Junior College. *Jun. Coll. Jour.*, 26: 411-417, March 1956. (Author: Executive Secretary, American Association of Junior Colleges.)

Address at Methodist Association of Junior Colleges. "There are now in the United States approximately 170 church-related junior colleges" enrolling 40,000 students. Discusses their development, significance, and support. "The future of the church-related junior colleges depends on how well they carry forward essential Christian education and make themselves worthy of financial support."

550. ——— and MARTORANA, SERAFIAN V. Community-Junior Colleges Extend Educational Opportunities for Youth. *Jun. Coll. Jour.*, 26: 168-172, Nov. 1955. (Authors: (1) See No. 549; (2) With U.S. Office of Education.)

"The problem chosen for the national high school forensic series for the academic year 1955-56 is specifically: 'How Should Educational Opportunities Be Increased for the Youth of the United States?' The problem comprehends three propositions for debate and three questions for discussion." Comments on each and gives suggestions concerning them. Bibliography, 19 titles.

551. A Brief Report on Junior Colleges. *Chang. Times*, 9: 41-43, May 1955.

Answers five questions: What are junior colleges? What are they for? What are their faults? How can they be appraised? What are recent developments?

552. BRUNNER, KENNETH AUGUST. *Criteria for Evaluating a State's Legislative and Administrative Programs for Community-Junior College Education.* Gainesville: University of Florida, 1956. Abstract in the University of Florida *Abstracts of Doctoral Studies in Education*, 1956, p. 89-95.

Unpublished doctoral dissertation (Ed. D.). Based on judgments of jury of 41 "nationally recognized authorities." Criteria include State legislation, finance, administration, accreditation, and certification of personnel.

553. ——— Community College Check List. *Sch. Erec.*, 77: 66-68, April 1958. (Author: Vocational Counselor, St. Petersburg Junior College, Florida.)

"You may want to see how your community junior college program squares with the stated goals of junior colleges. This checklist may be just the review you're looking for." Gives 40 criteria to test legislation and administration.

554. CANNELL, LEWIS D. A Rose by Many Other Names. *Jun. Coll. Jour.*, 26: 313-315, Feb. 1956. (Author: Dean, Clark College, Washington.)

A reply to L. J. Elias (No. 561.). Asks, "Must a designation be a description." Suggests use of the term "academy" or simply "college."

555. COLE, TOMMIE JOE. *The Historical Development of Junior Colleges in Arkansas.* Fayetteville: University of Arkansas, 1955. 207 p. Abstract in *Diss. Abstracts*, 15: 1344, Aug. 1955.

Unpublished doctoral dissertation (Ed. D.). Traces development and mortality among 20 recognized junior colleges existing in the State since 1900. Makes recommendations concerning a State system of public junior colleges.

556. COLVERT, CLYDE C. "Why Not the Name 'Junior College'?" *Jun. Coll. Jour.*, 26: 1-2, Sept. 1955. (Author: Professor of Junior College Education, University of Texas.)

Points out the widespread use of the term which "with all of its prestige, heritage, and good will seems to be the best name for our junior colleges." For reply by L. J. Elias, see No. 561.).

557. CONANT, JAMES BRYANT. *Education and Liberty: The Role of Schools in a Modern Democracy.* Cambridge,

Mass.: Harvard University Press, 1953. xii, 168 p. (Author: President, Harvard University.)

Compares present status of secondary and collegiate education in England, Scotland, Australia, New Zealand, and United States. Recommends establishment of more 2-year institutions which should provide common core of general education together with differentiated special programs. Reviews by O. Tead, *Sat. Review*, 36: 44-45, March 7, 1953; by H. Finch, *Scholastic*, 62: 34T, Feb. 4, 1953; and by D. B. Austin, *Teach. Coll. Record*, 54: 408-409, April 1953.

558. DRURY, MICHAEL. Why Not Consider a Junior College? *Good House.*, 144: 76-77, 154, Feb. 1957.

States that the junior college has become a normal part of American life and that the time may come when two years of higher education will be routine for everyone. Junior colleges have the advantages of smaller classes, widespread student participation in activities, and fees that are not great.

559. ELLIS, WALTER CROSBY and MARJORANA, SEBASTIAN V. Do Junior Colleges Become Four-Year Colleges? *Higher Educ.*, 13: 110-115, Feb. 1957. (Authors: With U.S. Office of Education.)

Detailed analysis of 91 junior colleges (18 public, 73 private) which changed to 4-year status 1942 to 1956, an average of less than two percent per year of existing junior colleges.

560. EISS, ALBERT F. What's the Matter With Junior? *Jun. Coll. Jour.*, 26: 311-312, Feb. 1956. (Author: Instructor in Physics, Paul Smith's College, New York.)

A reply to L. J. Elias, No. 561. "Many junior college faculty members and administrators resent the inference . . . that because the community colleges enroll a majority of junior college students, all colleges should adjust themselves to that mold. . . . Instead of changing the names of our junior colleges to disguise their identity, we should . . . make Junior College a title of which we can be proud."

561. ELIAS, LLOYD JOHN. Why Not the Name Community-Junior Colleges? *Jun. Coll. Jour.*, 26: 129-131, Nov. 1955. (Author: Dean, Olympic College, Washington.)

A reply to C. C. Colvert, No. 556. "The term 'community college' more effectively de-

scribes the combination of academic, vocational-technical, and general education curricula which we have felt free to develop. . . . In this period of transition there may be some virtue in combining the names 'community-junior college.' For replies see No. 554 and 560.

562. FAILS, EMOL ATWOOD. *The Potential Role of Public Community Junior Colleges*. Nashville, Tenn.: George Peabody College for Teachers, 1956. 166 p. Abstract in *Diss. Abstracts*, 17: 573-574, March 1957.

Unpublished doctoral dissertation (Ph. D.). Traces development of the various purposes of the junior college since 1900, and compares them with the functions of the high school and institutions of higher education. Recommends that 4-year colleges and universities be relieved of responsibility for first 2 years of college instruction.

563. FINK, RUSSELL FOSTER. *Some Criteria for the Establishment of Community Colleges, with Special Reference to Michigan*. East Lansing: Michigan State College, 1952. 196 p. Abstract in *Diss. Abstracts*, 13: 698-699, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Develops five criteria as a result of analysis of 20 State educational surveys completed between 1940 and 1950, and other materials.

564. FLETCHER, GERRIT HENRY. *A Study of the Concepts of the Community College Held by Selected Michigan Educators*. Ann Arbor: University of Michigan, 1957. 263 p. Abstract in *Diss. Abstracts*, 18: 1317, April 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 738 leaders in public education in Michigan and 41 leaders in post-high-school education elsewhere in the United States. "The major conclusion of the study is that Michigan educators accept a more limited role for the community college . . . than that supported by a national jury of educators."

565. FONTANE, PATRICK EARL, JR. *Criteria for the Establishment of Publicly Supported Community Colleges in Connecticut*. New York: New York University, 1954. 359 p. Abstract in *Diss. Abstracts*, 14: 1597, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Proposes 12 criteria in terms of property valuation, population, high school enrollment and graduates, local interest and conditions, transportation, and other factors. Applica-

tion of 9 of these criteria—results in proposing 18 community college districts in the State. Found that 43 percent of 15,377 high school seniors and juniors expressed an interest in attending a public community college.

566. FOUNTAIN, WINFIELD STEINER. *A Plan of Development for a Community College in Moses Lake, Washington.* Seattle: University of Washington, 1956. 435 p. Abstract in *Diss. Abstracts*, 10: 2063, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Considers advisability of establishment of a community college, in view of probable enrollment, finances, community sentiment, and curriculum offerings.

567. FRETWELL, ELBERT KIRKLEY, JR. *Establishing Local Junior Colleges: A Study of Founding Problems Faced in Eight Selected Communities.* New York: Bureau of Publications, Teachers College, Columbia University, 1953. Abstract in *Diss. Abstracts*, 14: 55-56, Jan. 1954.

Doctoral dissertation (Ph. D.) at Columbia University. Analyzes conditions and discusses their implications for junior colleges at Joliet, Illinois; Chicago, Illinois; Phoenix, Arizona; San Bernardino, California; Montgomery County, Maryland; Newton, Massachusetts; Contra Costa County, California; and Orange County, New York. Discusses 4 major factors involved in each case. Based on personal interviews and documentary materials. Reviews by J. W. Reynolds, *Jour. Higher Educ.*, 26: 338-339, June 1955; by J. P. Bogue, *Teach. Coll. Record*, 56: 353, March 1955.

568. FURNAS, CLIFFORD C.; HENRY, DAVID D.; and KNOWLES, ASA S. *The Community College—Whose Responsibility?* In *Association of Urban Universities, Proceedings*, 1957, p. 46-68. (Authors: (1) Chancellor, University of Buffalo, New York; (2) President, University of Illinois; (3) President, University of Toledo, Ohio.)

Three addresses discussing definition, functions, and possibilities of extension of 2-year institutions. Followed by 8 pages of general discussion.

569. GARDNER, JOHN W. *The Elite and the Masses.* *Coll. & Univ. Bus.*, 24: 29-31, May 1958. (Author: President, Carnegie Corporation of New York.)

Portion of paper. "The Elite and the Masses: We Must Provide Higher Education for Both," before Association of Urban Universities, November 1957. "One reason the 2-year college and the technical institute haven't grown more rapidly is that we insist on looking down our noses at them." Defends these types of institutions.

570. GRANADE, CHARLES JAMES. *A Study of the Public Junior College Movement in Georgia, With Emphasis on Trends.* Auburn: Alabama Polytechnic Institute, 1958. 421 p. Abstract in *Diss. Abstracts*, 19: 1627-1628, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on variety of data regarding the nine public junior colleges in the State, usually at 5-year intervals, from 1937-38 to 1957-58. "The findings of this study support the conclusion that Georgia has not yet developed a State-wide plan for its public junior colleges." Makes recommendations for inauguration of such a plan.

571. HAGIE, DARYL GLENN. *A Comparative Study of Junior College Students With Students in Lower Divisions of Colleges Having Only Undergraduate Programs.* Pullman: State College of Washington, 1955. 123 p. Abstract in *Diss. Abstracts*, 15: 2438, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 3,980 students in 23 junior colleges and from 5,316 students in 34 4-year undergraduate colleges in all parts of the country. "It was concluded with respect to junior college students . . . that the democratizing, semi-professional, low cost, and distance claims were valid. The results of this research lend support to authorities' beliefs in the importance of the function of the junior college, particularly in a period of expanding enrollments."

572. HAMILTON, CLINTON D., ed. *Junior Colleges for Florida.* Tallahassee, Fla.: Community College Council, June 1956. 66 p. (Author: Professor, Florida Christian College; Chairman of the Council.)

A collection of seven addresses at annual meeting of Florida Association of Colleges and Universities, 1956, by Kenneth G. Shaggs, Morris S. Hale, Jesse P. Bogue, R. Earl Kipp, John S. Allen, James L. Wattenbarger, and A. J. Brumbaugh. Last two give important statements on specific needs and plans for junior colleges in Florida.

573. HARRINGTON, GORDON M. *Technical Institutes—A Study of Need.* *Educ. Record*, 38: 119-126, April 1957. (Au-

Author: Research Consultant, Connecticut State Department of Education.)

"The Connecticut story on technical institutes is perhaps of broad interest since it indicates how some of these needs develop, the extent of the need, and some techniques which are generally applicable to basic planning of specialized post-secondary education."

574. ——— The Technical Institute: The Twilight Zone Between Secondary and Higher Education. *Jour. Higher Educ.*, 28; 481-488, 515-516, Dec. 1957. (Author: See No. 573.)

Reports analysis of curriculums of 19 technical institutes. Conclusion: "Without some clarification and agreement on terminology, there is a real danger that technical institutes will be developed which contribute nothing that cannot be found in existing institutions or programs."

575. J.C.'s: Low-Cost Answer to Crowded Campuses? *U.S. News*, 44: 77-80, May 2, 1958.

Based on a questionnaire sent out by the magazine to junior college presidents. Reports that a major advantage, stressed by most of the educators questioned, is that junior colleges offer a chance for college training to millions of people not reached by universities.

576. JONES, CHARLES S. The Technical Institute and Some of Its Problems. *Jour. Eng. Educ.*, 45: 150-154, Oct. 1954. (Author: President, Academy of Aeronautics, New York.)

"It seems wise to review what has been done to explain the improvements we have been attempting to make, to analyze the reasons why there has been so much lack of information, and why it has been so difficult for the technical institutes to put over their story. The technical institutes have a long and honorable history."

577. KENNA, MURRAY WILSON. An Appraisal of the Performance of Stated Functions by Public Junior Colleges in Mississippi. Bloomington: Indiana University, 1957. 136 pp. Abstract in *Dis. Abstracts*, 18: 471-472, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Uses a variety of evaluation techniques, both formal and informal. States 17 features in which the institutions in the State have achieved varying degrees of success.

578. MARTIN, CLYDE V. The Changing Function of the Public Junior College

in California. *Jour. Higher Educ.*, 29: 503-508, Dec. 1958. (Author: Assistant Professor, Education, Long Beach State College, California.)

"Endeavors to throw some light on the following problem: For those persons who embark upon a college education with the intention of obtaining a Bachelor's degree, is the California public junior college as suitable a place of study as the four-year institution? Historical treatment of junior college movement in California with emphasis on its purposes. Gives several reasons leading to conclusion: "Except in individual circumstances, it is advantageous for the student in question to attend the four-year school from the inception of his college career."

579. MARTORANA, SEBASTIAN V., ed. *Coordinating 2-Year Colleges in State Educational Systems*. Washington: U.S. Office of Education, Oct. 1957. iv, 86 p. (Author: With U.S. Office of Education.)

Report of a conference at Washington, May 16-17, 1957 attended by 20 junior college specialists outside the Office of Education. Includes descriptions of organization and operation of junior colleges in California, Colorado, Florida, Illinois, Iowa, Kansas, Maryland, Michigan, Minnesota, Mississippi, New York, Oklahoma, Pennsylvania, Texas, Washington, and Wisconsin.

580. MASIKO, PETER, JR. Educational Opportunity: A Joint Responsibility. *Lit. Educ.*, 45: 29-32, March 1959. (Author: Dean, Wright Branch, Chicago Junior College, Illinois.)

"The ready acceptance by senior colleges of junior college graduates will encourage larger numbers of our high school graduates to enroll at these junior colleges." Urges greater understanding and cooperation between the two groups of institutions to meet the problems of rapidly increasing college enrollments.

581. MEDSKER, LELAND L. Let's Take a New Look at the Junior College Picture. *NEA Jour.*, 47: 628-630, Dec. 1958. (Author: Vice Chairman, Center for the Study of Higher Education, University of California.)

Discusses various types of junior colleges, characteristics, advantages and disadvantages, and problems of expansion.

582. MORRISON, D. GRANT and MATORANA, SEBASTIAN V. *The 2-Year Community College: An Annotated List of Studies and Surveys*. Washington: Government Printing Office, 1958. (Office of Education Bulletin, 1958, No. 14) v.33 p. (Authors: With U.S. Office of Education.)

Contains data on 146 "projects completed" and on 62 "projects underway."

583. PHALLEN, CHARLES WELLINGTON. *The Technical Institute Movement: A Study and Projection of These Programs in American Higher Education*. Columbus: Ohio State University, 1958. 198 p. Abstract in *Diss. Abstracts*, 19: 2547, April 1959.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To examine the nature of the technical institute; to collect and correlate opinions, facts, and philosophies reflecting the status of this type of program; to investigate the needs of American industry; to outline the place of the Technical Institute in American education; and to outline the organization and projection of this type of higher education."

584. PRICE, HUGH G. *California Public Junior Colleges*. Sacramento: California State Department of Education, 1958. 193 p. (Author: Consultant in Junior College Education, California State Department of Education.)

Contains a description of "Eldorado Junior College," a hypothetical institution, a composite of the best in California junior colleges, and details on organization, administration, present status, and future developments of 60 public junior colleges in the State. Bibliography, 88 titles, annotated.

585. REICHERT, STEPHEN B. *The Four-Year Junior College Movement in California*. Los Angeles: University of California, Los Angeles, 1957. Extensively summarized in *Jun. Coll. Jour.*, 29: 307-312, Feb. 1959; and 29: 439-443, April 1959.

Unpublished doctoral dissertation (Ed. D.). States and discusses the various reasons which led to abandonment of 6-4-4 plan at Pasadena Junior College and six other public junior colleges in California, after trial of many years, beginning with Pasadena in 1928.

586. RODGERS, JACK. *Yardsticks for Establishing a Public Junior College*.

State Gmt., 30: 84-86, 90-91, April 1957. (Author: Vice President Odessa College, Texas.)

"Examines a series of questions and criteria for the consideration of State legislatures that may be contemplating statutory regulations for the establishment of junior colleges." Based to a large extent on study of 17 public junior colleges in Texas.

587. SALWAK, STANLEY F. *Reasons for Establishing Public Junior Colleges*. *Higher Educ.*, 11: 114-116. April 1955. (Author: Assistant Professor of Physical Education, University of Massachusetts.)

Presents the relative importance of 18 stated reasons for organization of 77 public junior colleges, 1940-1952. Refers to earlier similar studies of 1919, 1924, and 1940.

588. ———. *Reasons for the Permanent Closing of Junior Colleges in the United States*. *Jour. Educ. Research*, 50: 543-549, March 1957. (Author: See No. 587.)

Studies reasons for closing of 32 public junior colleges (names given) from 1940 to 1951.

589. SAMMARTINO, PETER and TOMPKINS, ELLSWORTH. *Community College in Action: The Fairleigh Dickinson Idea*. Rutherford, N.J.: Fairleigh Dickinson College Press, 1950. 146 p. (Authors: (1) President, Fairleigh Dickinson College; (2) With U.S. Office of Education.)

"The purpose of *Community College in Action* is to encourage men and women of America to provide for and support community college facilities in places where they are now needed and not now available."

590. STICKLER, W. HUGH, ed. *Florida's New Community Colleges*. Tallahassee: Florida State University, 1957. 40 p. (Author: Director of Educational Research and Service, Florida State University.)

Proceedings of 5th annual Junior College Conference, Jan. 25-26, 1957. Papers and discussion on State plan of junior colleges, potential enrollments, curriculums, responsibilities of Board members, building programs, and construction and operating costs.

591. TEAD, ORDWAY. *Two-Year Colleges: Their Promise for the Future*. *Improv. Coll. & Univ. Teach.*, 4: 11-15, Winter 1956. (Author: Member, Board of Higher Education, New York City.)

Commencement address at Jamestown Community College, New York. Discusses five tensions or dual aims in modern collegiate education, and the opportunity of the 2-year college to contribute significantly to resolution of them.

592. TREMONTI, JOSEPH B. *The Status of Catholic Junior Colleges in the United States*. Philadelphia: Temple University, 1950. Unpublished doctoral dissertation. Summarized extensively in four articles in *Cath. Educ. Review*, 49: 28-39, Jan. 1951; 49: 91-105, Feb. 1951; 49: 175-185, March 1951; and 49: 306-313, May 1951. (Author: Faculty member, School of Education, University of Detroit, Michigan.)

A study of 25 institutions. First article deals with development, purposes, and holding power; second with curriculums; third with plants and finance; fourth with staff.

593. TUCKER, EUGENE W. *The Military Junior College*. *Jun. Coll. Jour.*, 28: 254-255, Jan. 1958. (Author: Executive Officer, Kemper Military School, Missouri.)

Describes purposes and special methods of 12 institutions with enrollments from 90 to 200 students each.

594. VALADE, WILLIAM JAMES ADRIAN. *A Study of the Origin, Development, and Trends of Selected Community Colleges in Michigan*. Detroit, Mich.: Wayne University, 1956. 275 p. Abstract in *Diss. Abstracts*, 16: 1629, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from deans of the 14 junior colleges of Michigan, and intensive analysis of four of the institutions. Conclusion: "On the whole the colleges appeared to be alert to potential shifts in community needs and increasingly aware of what changes should be considered and what goals should be attained."

595. WERWATH, KARL O. *Function and Future of the Technical Institute*. *Coll. & Univ. Bus.*, 18: 17, March 1955. (Author: President, Milwaukee School of Engineering, Wisc.)

Shows the special place of the technical institute in training engineering technicians. Discusses the increasing need for such service.

596. WOODBURN, MARGARET K. *Constructing a College on a Shoestring*. *Sch. & Soc.*, 86: 12-14, Jan. 4, 1958.

(Author: Instructor, Coastal Carolina Junior College, South Carolina.)

Discusses problems of finance, trustees, faculty, and plant. Conclusion: "A college on a shoestring is a possibility. It takes careful planning, wise use of resources, a sure tread, and a creative flair."

See also Nos. 4, 16, 26, 28, 48, 72, 94, 101, 111, 141, 153, 154, 182, 196, 201, 203, 207, 209, 211, 212, 213, 214, 220, 221, 232, 233, 234, 237, 246, 249, 252, 260, 270, 271, 272, 279, 282, 290, 291, 296, 297, 365, 414, 434, 435, 439, 440, 441, 442, 443, 447, 448, 449, 474, 635, 648, 723, 724, 1526, 1634, 1649, 1925, 2057, 2064, 2066, 2067, 2074, 2076, 2079, 2416, 2425, 2431, 2436, 2549, 2609.

7. WOMEN'S INSTITUTIONS.

597. AAUW Standards Re-Applied. *AAUW Jour.*, 48: 239-242, May 1955.

A statistical study of the status of women as trustees, presidents, deans, and faculty members in 1951 in 19 institutions on the approved list of the American Association of University Women. "Administrators all asserted that from their point of view there was no discrimination; but the real situation is difficult to determine."

598. BEATLEY, BANCROFT. *Another Look at Woman's Education*. *Jour. Higher Educ.*, 22: 9-18, Jan. 1951. (Author: President, Simmons College, Massachusetts.)

Substance of Isabel Bevier Lecture at University of Illinois. A plea for the higher education of women, both as women and as citizens. "It is the burden of this discussion that women's education must attempt to synthesize personal development, social-civic education, preparation for home and family life, and vocational education."

599. BENEZET, LOUIS T. *Modern Mythology in Women's Education*. *AAUP Bull.*, 36: 487-496, Autumn 1950. (Author: President, Allegheny College, Pennsylvania.)

Address at Charter Day of Centenary Junior College, New Jersey. Traces development of higher education from ancient Greece to the present. States first college for women in the United States was Oberlin College, established 1833. "Girls now go to college. They go to all kinds of colleges, small, large,

general, technical, 2-year, 4-year, undergraduate, graduate. America generally agrees that this is a good idea. There are of course still some who think it is not." Discusses various types and their curricular offerings. For replies, see L. G. Crocker, No. 602; R. Chamblis, No. 601; and A. F. Morgan, No. 614. For disclaimer by author, see *AAUP Bull.*, 37: 553-555, Autumn 1951.

600. BLACKWELL, THOMAS E. Women's Rights and Higher Education. *Coll. & Univ. Bus.*, 27: 46, July 1959. (Author: Educational Management Consultant, St. Louis, Mo.)

Discusses the case of a woman applying for admission to Agricultural and Mechanical College of Texas. Right to enter was granted by trial court, but its action was reversed by court of civil appeals. Considers principles involved.

601. CHAMBLIS, ROLLIN. Women Too Are Persons. *AAUP Bull.*, 37: 547-552, Autumn 1951. (Author: Professor of Sociology, University of Georgia.)

Reply to L. T. Beneset, No. 599. Quotes from Rousseau on the proper aim of special education for women. For comments by A. F. Morgan, see No. 614.

602. CROCKER, LESTER G. A Second-Rate Education for Women? *AAUP Bull.*, 37: 253-259, Summer 1951. (Author: Chairman, Department of Modern Languages, Goucher College, Maryland.)

Reply to L. T. Beneset, No. 599. Claims his viewpoint "is unfortunate and ill-conceived" and that "at the very least it would take us back to the education of the polite young lady in the eighteenth century." For comment by A. F. Morgan, see No. 614.

603. DAVID, OPAL D., ed. *The Education of Women: Signs for the Future*. Washington: American Council on Education, 1959. xi, 153 p. (Author: Director, Commission on Education of Women, American Council on Education.)

Report of a Conference on the Present Status and Prospective Trends of Research on the Education of Women, at Eye, N.Y., Oct. 27-30, 1957. "The discussions at Eye were centered around 12 papers prepared in advance and presented at the meeting by the authors. . . . The report which appears here is neither a summary nor a condensation. It is essentially a collection of excerpts—but excerpts of generous proportions." Organized in 5 parts: (1) Background and Purposes; (2) Motivation of Women for Higher Educa-

tion; (3) Pressures and Opportunities That Face the Educated Woman; (4) Current Trends in Education of Women; (5) Research on Education of Women. Bibliography, 254 titles.

604. DOLAN, ELEANOR. Educated Women—A Mid-Century Evaluation. *Educ. Forum*, 20: 219-228, Jan. 1956. (Author: Associate in Higher Education, American Association of University Women.)

Discusses chiefly goals and curriculum, describing especially "three well-defined plans for higher education for women."

605. HAVENS, PAUL S. Goals of Women in Higher Education. *AAUW Jour.*, 48: 161-167, March 1955. (Author: President, Wilson College, Pennsylvania.)

Report of conference sponsored by American Association of University Women and Middle States Association of Colleges and Secondary Schools, Jan. 28-29, 1955. "Like all Gaul, this report is divided into three parts."—Life Goals for Women; How Higher Education Can Help Women to Achieve Their Goals; Curriculum, Faculty, and Administration.

606. HOTTEL, ALTHEA K. *How Fare American Women?* Washington: American Council on Education, 1955. xii, 70 p. (Author: Director, Commission on Education of Women, American Council on Education.)

Discusses four subjects: Some Choices, Women Face, Judgment for the Future, New Approaches to the Education of Women, and Plans for Cooperative Study and Action. Lists 469 studies under 116 heads "completed or in progress relating to women and their education and reported to the Commission on the Education of Women, 1954." Reviews by W. G. Bowling, *Coll. & Univ.*, 31: 80-82, Oct. 1955; and by J. Christian, *Jour. Home Econ.*, 47: 607-608, Oct. 1955.

607. KOMAROVSKY, MIRRA. *Women in the Modern World: Their Education and Their Dilemmas*. Boston: Little, Brown & Co., 1953. xv, 319 p. (Author: Professor of Sociology, Barnard College, New York.)

Contains seven chapters: I. Women's Education Under Fire. II. Where Angels Fear to Tread. III. Under Twenty-One. IV. The Homemaker and Her Problems. V. Home Plus a Job. VI. Can College Educate for Marriage and Parenthood? VII. Toward a

Philosophy of Women's Education. Reviews by O. Tead, *Jour. Higher Educ.*, 25: 106-107, Feb. 1954; and by B. I. Coop, *Jour. Home Econ.*, 45: 684, Nov. 1953.

608. KRAUSHAAR, OTTO F. Science and the Education of Women. *Assoc. Amer. Coll. Bull.*, 43: 89-94, March 1957. (Author: President, Goucher College, Maryland.)

Reports that only 7 percent of A.B. graduates of women's colleges in 1955 had majored in science. Gives several answers to the question: "What can the liberal arts colleges for women do in this connection?"

609. LEOPOLD, ALICE K. 1955's Women College Graduates in 1956. *Pers. & Guid. Jour.*, 35: 342-346, Feb. 1957. (Author: Director, Women's Bureau, U.S. Department of Labor, Washington, D.C.)

"Do women graduates find that college has prepared them for work? What kinds of jobs do they get? Are their jobs related to their undergraduate training? Are women graduates satisfied with their first jobs?" Gives answers to these questions, based on 8,000 women survey participants from 108 colleges, both women's and coeducational institutions.

610. LLOYD-JONES, ESTHER. Women and Their Education. *Teach. Coll. Record*, 57: 1-7, Oct. 1955. (Author: Professor of Education, Teachers College, Columbia University.)

"Social change, which has accelerated in the last 15 years, has drastically affected the lives of women in their family and home-making aspects and in their participation in occupational activities and community life and affairs." Reviews progress and problems in these areas.

611. ——— Women Today and Their Education. *Teach. Coll. Record*, 57: 431-437, April 1956. (Author: See No. 610.)

Considers special curricula, if any, needed and reports research in progress and still needed. "The changes that go on apace justify a careful re-examination of the role that education can and should play to the end that women as individuals may live their lives more happily and with intelligent self-direction, and that the values society holds most dear shall be protected and enhanced."

612. ——— The Commission on the Education of Women—Since 1955. *Educ. Record*, 38: 250-257, July 1957. (Author: See No. 610.)

"In this paper the attempt is made to follow through on some of the main lines of inquiry of the Commission, rather than to give a precise inventory of the present status and findings of the individual pieces of research in which the Commission is interested." Reviews the work of the Commission and some of the important publications in the field of higher education for women in the 2 years since publication of their first report, *How Fare American Women*, No. 606.

613. LOUITT, C. M. and MARKSBERRY, MARY LEE. Attitudes of Women on Higher Education. *Educ. Adm. & Sup.*, 37: 385-395, Nov. 1951. (Authors: Faculty members, University of Illinois.)

Summary of Miss Marksberry's doctoral dissertation at University of Chicago, 1951, *Educational Implications of Attitudes of College Women Toward Their Possible Roles in Life*. "Discussion is limited to four subjects. First are the attitudes expressed by our subjects toward several general questions. . . . Second are stereotypes indicated toward selected curricula and the students who enroll in them. The third and, I believe the most significant, is the opinion of our group concerning the roles which women play in our society. Finally, I should like to mention briefly certain data concerned with reported activities of alumnae."

614. MORGAN, ALICE FAY. A New Look for the Old-Fashioned Liberal Education of Women. *AAUP Bull.*, 39: 259-263, Summer 1953. (Author: Professor of Home Economics, University of California.)

Refers to previous articles by L. T. Beneset, No. 599, R. Chamblis, No. 601, and L. G. Crocker, No. 602. "There are now too few women in the colleges. There always have been fewer women students in our colleges and universities than men students." Advocates an adjustment of the liberal arts subjects to the special needs of women students.

615. MUELLER, KATE HEVNER. *Educating Women for a Changing World*. Minneapolis: University of Minnesota Press, 1954. 302 p. Excerpts, "Women's Education—For What?", *AAUW Jour.*, 48: 136-140, March 1955. (Author: Professor of Education, Indiana University.)

"If women are to occupy a place in this 'free' world, they must know the nature of that world, and of themselves and their brothers, in order to be free in it. In such a concept there is no room to despise vocational training as it takes its appropriate

place in the educational hierarchy. Its integration in all other kinds of life work and with citizenship and the leisure aspects of life is the responsibility of the truly liberal educator." Review by M. Stocks, *Jour. Educ.*, (London), 87: 140, March 1955.

616. NIMKOFF, MEYER F. and WOOD, ARTHUR L. *Woman's Place Academically: The Share of Administrative and Academic Leadership Assigned to Women in Women's Colleges.* *Jour. Higher Educ.*, 20: 28-36, Jan. 1949. (Author: Member of Seminar in Social Research, Bucknell University, Pennsylvania.)

Reports number of women as administrators and other faculty members in women's colleges for four different types at different periods. Conclusion: "The women's colleges furnish women with the fullest opportunities for educational leadership. However, the women's colleges do not furnish women with as many attractive positions of educational leadership as the men's college provide. The higher women climb up the educational ladder, the more difficult they find the going in competition with men."

617. NOBLE, JEANNE L. *The Negro Women's College Education.* New York: Teachers College, Columbia University, 1956. xi, 163 p. plus unpagged appendix (44 p.) of questionnaire forms and tables. Foreword, by Esther Lloyd-Jones, Teachers College, Columbia University. Summarized in article by author in *Jour. Negro Educ.*, 26: 15-21, Winter 1957.

Doctoral dissertation at Columbia University. "Dr. Noble has made notable contributions in this volume. She brings together for the first time a systematic account of the historical development of collegiate education for Negro women. She shows how the roles that have been permitted to Negro women by their culture . . . have influenced their higher education in kind and in extent. She presents a wealth of invaluable information about the lives and opinions of more than four hundred representative Negro women who have had four years or more of college education."—Foreword. Review by E. B. Martin, *Teach. Coll. Record*, 59: 125-126, Nov. 1957.

618. NORRIS, LOUIS WILLIAM. *How to Educate a Woman.* *Sat. Review*, 37: 9-10, 38-40, Nov. 27, 1954. (Author: President, MacMurray College for Women, Illinois.)

"Is there any particular kind of college in which a woman can be educated most advantageously?" In reply, author favors colleges for women for four reasons.

619. RIESMAN, DAVID. *Some Continuities and Discontinuities in the Education of Women.* Bennington, Vt.: Bennington College, 1957. Excerpts as "Women: Their Orbits and Their Education," *AAUW Jour.*, 51: 77-81, Jan. 1958. (Author: Professor of Social Sciences, University of Chicago.)

Third John Dewey Memorial Lecture at Bennington College. "What I have been suggesting throughout is that colleges, in the altered climate of our day, fulfill a different function in the higher education of women (and of young men as well). The danger of intellectual isolation in the colleges, or of the women's colleges being too much like convents or nunneries—that is, the danger of insufficient academic contact with the problems of adult existence—has been largely overcome.

620. SANFORD, NEVITT. *Is College Education Wasted on Women?* *Lad. Home Jour.*, May 1957, p. 78-79, 198. (Author: Professor of Psychology, University of California.)

An intensive study of five freshman classes and four senior classes at Vassar College, New York, and comparisons with students and graduates of 25 and 50 years ago. Conclusion: "Returning to the question of whether college education is worth while, the conclusion is that it can be very much worth while from the point of view of a young woman's self development and that it is indispensable from the point of view of society's needs."

621. TAYLOR, HAROLD. *Are Women's Colleges Obsolete?* *N.Y. Times Mag.*, Sept. 7, 1958, p. 24, 96-100. (Author: President, Sarah Lawrence College, New York.)

Claims that colleges for women offer great opportunity for the independent student. Co-education, in spite of its values, often fails to permit the best education for a woman.

622. WHITE, LYNN, JR., *Educating Our Daughters: A Challenge to the Colleges.* New York: Harper & Bros., 1950. x, 166 p. (Author: President, Mills College, California.)

Directed to parents and their daughters and to those planning for higher education of women. Chapters: Men Get Cheated Too, The Frustration of Feminism, Women Are

Tough, Making Coeducation Co—, A Higher Education for Women, Is the Home Obsolete? The Dowager's Dilemma, Education for Catastrophe, and How to Pick a College. Reviews by G. F. Donovan, *America*, 83: 359-360, July 1, 1950; by F. H. Jamelson, *Child Study*, 27: 112-113, no. 4, 1950; by P. E. Henderson, *Coll. & Univ.*, 26: 132-133, Oct. 1952; by K. Vickery, *Educ. Forum*, 15: 107-108, Nov. 1950; by H. N. McCracken, *Jour. Higher Educ.*, 21: 887, Oct. 1950; by M. E. Hilton, *Occupations*, 29: 160-161, Nov. 1950; by M. M. Horton, *Sat. Review Lit.* 33: 13-14, Sept. 9, 1950; by A. M. Baldwin, *So. Atlantic Quart.*, 50: 129-130, Jan. 1951; and by W. Smith, *Survey*, 86: 337-338, June 1950.

623. ——— Do Women's College Turn Out Spinsters? *Harpers*, 205: 44-48, Oct. 1952. (Author: See No. 622.)

Points to three surveys which seem to show that graduates of women's colleges marry in as high proportion as those from coeducational institutions. Claims that women's colleges are designed to build a girl's self-confidence, while coeducational ones tend to undermine it.

624. ZAPOLEON, Mrs. MARGUERITE WYKOFF. *The College Girl Looks Ahead to Her Career Opportunities*. New York: Harper & Bros., 1956. xi, 272 p. (Author: Special Assistant, Women's Bureau, U.S. Department of Labor.)

"This book presents an overview of occupational possibilities that you, as a college girl, may well consider before making significant decisions. It presents the widest coverage of fields of work possible in a book of this size. . . . It is not an encyclopedia." Fifteen chapters cover all major opportunities open to women college graduates. Bibliography, 38 titles.

See also Nos. 39, 49, 54, 81, 83, 92, 111, 129, 282, 292, 296, 372, 543, 1576, 1658, 1754, 1962.

8. NEGRO INSTITUTIONS

See also specialized articles on various phases of higher education in *Journal of Negro Education*.

625. BOYKIN, LEANDER L. The Role of Higher Education for Negroes in a Changing Social Order. *Assoc. Amer. Coll. Bull.*, 43: 315-319, May 1957. (Author: Director, Division of Education, Southern University, Louisiana.)

"There are few signs as yet that some colleges and universities for Negroes had had the intellectual courage to admit that they may have been wrong in advocating the training of Negro youth for a racially divided society." Lists 12 needs if higher education of Negroes "is to go in the direction that changing conditions and circumstances demand." Presents "three possible courses that colleges and universities for Negroes may take before the challenge that faces them."

626. Desegregation and the Negro College. *Jour. Negro Educ.*, 27: 209-435, Summer 1958.

Entire issue, organized in 25 chapters of different authorship, is devoted to the subject. First three chapters deal with the historical background of the Negro college—public, private, graduate, and professional. Next 15 chapters deal with present status of segregation in higher education in each of the Southern States. Final seven chapters devoted to the future of the desegregated Negro colleges—land-grant colleges, other public colleges, private colleges, graduate and professional education.

627. HARRISON, ELTON C. On Reorientation of Colleges for Negroes. *Jour. Higher Educ.*, 26: 297-299, 342, June 1955. (Author: Coordinator of Instruction, Southern University, Louisiana.)

Shows that colleges for Negroes must keep pace with the changes in the Negro's social status if they are to serve him effectively. Offers various suggestions for achieving this aim.

628. JONES, LEWIS W., ed. Southern Higher Education Since the Gaines Decision: A Twenty Year Review. *Jour. Educ. Sociol.*, 22: 241-316, Feb. 1958. (Author: Director of Social Science Research, Tuskegee Institute, Alabama.)

"We undertake here an appraisal of developments in the provision for higher education for Negroes in the South over the twenty years since the Gaines decision." Contains 10 articles by different authors concerning various aspects, including court decisions, progress in desegregation, tax-supported colleges, private colleges, Foundation policies, academic freedom, and prospects for Negro higher education.

629. LASH, JOHN S. The Umpteenth Crisis in Negro Higher Education. *Jour. Higher Educ.*, 22: 432-436, 458, Nov. 1951. (Author: Professor of English, Maryland State College, University of Maryland.)

Discusses the question: "Can the Negro colleges survive in a pattern of integrated higher education?"

630. NOBLE, JEANNE L. Future Educational Emphasis: Psychological or Sociological. *Jour. Negro Educ.*, 25: 402-409, Fall 1956. (Author: Faculty member, City College, N.Y.)

"The concept of releasing the Negro potential can perhaps be accomplished more meaningfully within a psychological framework than a sociological one. . . . The challenge for the Negro college lies in its ability to provide such an education for its students."

631. The 125th Anniversary of the American Baptist Home Missionary Society. *Jour. Negro Educ.*, 27: 101-158, Spring 1958.

A series of addresses on higher education for Negroes at Special Commemoration Convocation, Virginia Union University, Nov. 12-13, 1957: "The Furnishings of a Healthy Mind," by Clarence W. Cranford, President, American Baptist Convention; "Colleges for Negro Youth and the Future," by F. D. Patterson, Director, Phelps-Stoke Fund; "The New Heaven and the New Earth," by Howard Thurman, Dean, Marsh Chapel, Harvard University; "Not to the Swift: Progress and Prospects of the Negro in Science and the Professions," by W. Montague Cobb, Professor of Anatomy, Howard University; "The Negro College: In Retrospect and In Prospect," by Charles H. Thompson, Dean, Graduate School, Howard University; "The Role of the Negro College in Retrospect and Prospect," by Albert E. Manley, President, Spellman College, Georgia, and Thomas H. Henderson, Dean, Virginia Union University; "Maintaining Solvency of the Private College Through Efficient Management," by Alonzo G. Moron, President, Hampton Institute, Virginia; "Solvency of the Private Colleges," by W. J. Trent, Jr., Executive Director, United Negro College Fund, Inc.; and "Some Pains of Progress," by William H. Hastie, Judge of U.S. Court of Appeals.

632. PATTERSON, JOSEPH NORENZO. A Study of the History of the Contribution of the American Missionary Association to the Higher Education of the Negro—With Special Reference to Five Colleges Founded by the Association, 1865-1900. Ithaca, N.Y.: Cornell University, 1956. 346 p. Abstract in *Diss. Abstracts*, 17: 804-805, April 1957.

Unpublished doctoral dissertation (Ed. D.). Covers Fisk, Talladega, Atlanta, Straight universities and Hampton Institute. "Because of

the association's policy of allowing the presidents and faculties of the schools a free hand in setting aims and establishing curriculums, Hampton alone developed into an industrial training school; Fisk, Talladega, Straight, and Atlanta developed into liberal arts colleges, since most of the founders and leaders in those schools were the product of the classical curriculums of Harvard, Yale, and Dartmouth."

633. PAYNE, JOSEPH ARTHUR, JR. An Analysis of the Role of the Association of Colleges and Secondary Schools for Negroes from 1934 to 1954. Bloomington: Indiana University, 1957. 239 p. Abstract in *Diss. Abstracts*, 18: 923-924, March 1958.

Unpublished doctoral dissertation (Ed. D.). "The general intent of this study is to assess the need for the Association, . . . to reappraise its past policy with reference to the development of Negro colleges and Negro higher education as to the appropriateness of that policy for the emerging future," especially in view of the Supreme Court decision of May 17, 1954.

634. TAYLOR, JOSEPH THOMAS. An Analysis of Some Factors Involved in the Changing Functions and Objectives of the Negro College. Bloomington: Indiana University, 1952. 277 p. Abstract in *Diss. Abstracts*, 14: 733-734, April 1954.

Unpublished doctoral dissertation (Ph. D.). "The problem of this study may be defined as an attempt to analyze the principal aims and objectives of the Negro college in selected historical periods. This study was prompted by the existence of a crisis in higher education for Negroes growing out of significant Supreme Court decisions."

635. WALKER, GEORGE H., JR. Analysis of Negro Junior College Growth. *Jun. Coll. Jour.*, 29: 268-271, Jan. 1959. (Author: Professor of Education, Southern University, Louisiana.)

A statistical study of development, annually, since 1929-30, covering number, enrollments, size, and other features. Similar studies in *Jun. Coll. Jour.*, Feb. 1955, Feb. 1956, Jan. 1957, and Feb. 1958. Feb. 1956 study lists 18 junior colleges which have become senior colleges.

See also Nos. 53, 85, 91, 102, 106, 121, 146, 185, 186, 224, 229, 444, 939, 990, 1138, 1632.

III. Federal Relations

636. ALLEN, HOLLIS P. *The Federal Government and Education: The Original and Complete Study of Education for the Hoover Commission Task Force on Public Welfare*. New York: McGraw-Hill Book Co., 1950. xvii, 833 p. (Author: Professor of Education, Claremont Graduate School, California.)

A comprehensive study showing development and status up to 1950 of all phases of relationship of Federal government to education, especially to higher education. Reviews by L. O. Garber, *Educ. Outlook*, 25: 49-50, Nov. 1950; by E. E. Lewis, *Educ. Research Bull.*, 29: 246, Dec. 1950; by D. P. Cottrell, *Jour. Higher Educ.*, 22: 165, March 1951; and by E. L. Morphet, *Nation's Schools*, 46: 53-54, Aug. 1950.

637. ALLEN, HOLLIS P. and DEISENBOTH, CARL E. *The Federal Government and Education*. *Review Educ. Research*, 22: 366-374, October 1952. (Authors: Faculty members, Claremont College, California.)

Review of recent studies in the field. Bibliography, 62 titles.

638. AXT, RICHARD G. *The Federal Government and Financing Higher Education*. New York: Columbia University Press, 1952. xiv, 295 p.

Published for the Commission on Financing Higher Education. In three parts: I. The Issues and the Historical Background (four chapters); II. The Major Federal Programs in Higher Education (four chapters); III. Federal Aid, Scholarships, and Defense (three chapters). Review by W. P. Sears, *Educ.*, 78: 897, Feb. 1953.

639. ——— *The Joseph Report—Toward a Federal Policy in Higher Education*. *Educ. Record*, 38: 291-299, Oct. 1937. (Author: Assistant Director, Western Interstate Commission for Higher Education, Boulder, Colo.)

Discusses the Zook report of 1947 (No. 632), and the Joseph's report of 1937 (No.

637). "This may be an appropriate time to compare briefly these two reports and to consider how far we have advanced toward a Federal policy in higher education. Then a preliminary appraisal of the policy which may come from the Joseph's Committee recommendations will be offered." Conclusion: "To sum up, I would propose an interest in improving the quality of our expanding system of higher education, with appropriate Federal action, as the cornerstone of Federal policy over the next few years, rather than massive, direct Federal aid to the States and institutions, which the Committee, I think rightly, rejects at this time."

640. BLAUCH, LLOYD E. *Higher Education and the Federal Government*. *Higher Educ.*, 13: 53-59, Dec. 1956. (Author: With U.S. Office of Education.)

Outlines some of the principal Federal programs which relate to higher education, including aid to institutions, education for national defense, assistance to students, physical facilities, research, international educational relations, and information and service. Bibliography, eight titles.

641. ——— *Federal Relationship to Higher Education*. *Higher Educ.*, 15: 30-32, Oct. 1958. (Author: See No. 640.)

Covers aid to institutions, education for national defense, financial aid to students, physical facilities, and activities of the U.S. Office of Education. "A more detailed statement than this article was published in *Higher Education*, December 1956." See No. 640.

642. ——— *Higher Education Activities of the Office of Education*. *Higher Educ.*, 15: 149-156, May 1959. (Author: See No. 640.)

Outlines expanding services and personnel in the Office as of spring of 1959.

643. BLUM, VIRGIL C. *Financing Higher Education*. *Jour. Higher Educ.*, 29: 309-316, 351, June 1958. (Author: Assistant Professor of Political Science, Marquette University, Wisconsin.)

Discussion of Second Report of President's Committee on Education Beyond the High School (No. 667). Sees a dark future for privately supported and meagerly endowed colleges. "What we need, it seems to me, is a Federal or State or Federal-State program that will enable our 1,225 privately supported schools not only to survive but to develop and expand on the basis of solid academic standards."

644. CAIN, J. HARVEY. The Battle of the Second Educational Bulge. *Coll. & Univ. Bus.*, 24: 19-21, Jan. 1958. (Author: With U.S. Office of Education.)

"Once Uncle Sam, disguised as a Fuller brush man, gets his foot in the door to furnish new classrooms, you will never get him back to Washington. . . . Too many people have been deluded into thinking that through Federal aid they are getting something the other fellow is paying for. . . . [Education] can be accomplished most effectively and economically at the State and local level."

645. CALDWELL, JOHN T. Proposals for Federal Aid to Higher Education. In National Association of State Universities, *Transactions*, 1956, p. 58-63. (Author: President, University of Arkansas.)

Considers especially legislation regarding scholarships and fellowships, and construction facilities.

646. ——— Federal Aid to the Instructional Program. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 310-313. (Author: See No. 645.)

Asks: "Should Federal aid for instruction in higher education be made available to all types of institutions—that is, to private and church-related as well as to tax-supported colleges and universities?" and a dozen auxiliary questions depending upon the answer to this basic question. Expresses his own conviction that such aid should be given only to institutions "supported and controlled through constituted organs of civil government."

647. CARLSON, THEODORA E. *Guide to the National Defense Act of 1958*. Washington: Government Printing Office, 1959. (Office of Education, Circular No. 553). iv, 32 p. (Author: With U.S. Office of Education.)

A popular presentation of the more significant aspects of each of the 10 titles of the act. "In the swinging sweep of the 10 titles it touches—and returns to touch again

—every level of education, public and private, from the elementary school through the graduate."

648. CASE, CLIFFORD P. Federal Aid to Junior Colleges. *Coll. & Univ. Bus.*, 22: 21, March 1957. (Author: United States Senator from New Jersey.)

"I have proposed consideration of an emergency program of Federal aid to provide classrooms at two-year colleges. . . . It promises the most economical way of bringing higher education within reach of the most people."

649. CONSON, JOHN L. President Eisenhower's Committee on Education Beyond the High School. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1956, p. 49-56. (Author: Consultant to Chairman of the Committee.)

Gives a general summary of the Report. (No. 666.) "If the President's Committee succeeds. . . . it will be measured by the plans that are made by public and private institutions alike to adapt and expand in order to provide the kind and quality of education beyond the high school that will be needed in the 1960's."

650. DAVIDSON, CARTER. Federal Aid to Education. *Amer. Jour. Pharm. Educ.*, 21: 327-337, Fall 1957. (Author: President, Union College, New York.)

After 20 years of educational experience, says: "I still believe as strongly as ever in the independence of the colleges of pharmacy, and our colleges and universities in general, from Federal subsidy." Shows that Federal grants necessarily do "interfere with the administration and with the policy of higher institutions," and that needed additional support can be better secured elsewhere.

651. DERTHICK, LAWRENCE G. Higher Education and the National Interest. *Sch. & Soc.*, 86: 212-215, May 10, 1958. (Author: U.S. Commissioner of Education.)

Address at National Conference on Higher Education, Chicago, March 5, 1958. "I wish to discuss one of the most critically important aspects of education in the national interest today: the development of effective teamwork between institutions of higher education and the Federal government." Discusses especially Federal scholarships, foreign language teaching, expansion of graduate instruction, and provision for more college teachers. "It is a shame upon us . . .

that we have an estimated 300,000 persons in each year-group who have the capabilities to achieve the Ph. D. level, but only about 9,000 Ph. D.'s are actually awarded each year."

652. EDMAN, V. RAYMOND. No Federal Scholarships, Thank You! *Coll. & Univ. Bus.*, 25: 17, Sept. 1958. (Author: President, Wheaton College, Illinois.)

"The present hue and cry for Federal scholarship aid is among the most recent panaceas proposed for higher education. . . . Scholarship aid is not a Federal responsibility."

653. EISENHOWER, DWIGHT D. Our Educational System: Message from the President of the United States. *Higher Educ.*, 12: 85-88, Feb. 1956. (Author: President of the United States.)

Special message to Congress relative to educational system of the country, Jan. 12, 1956. Covers the White House Conference on Education, Federal Aid in Meeting Classroom Shortages, Essential Principles in Federal Grants, Educational Research, Education Beyond the High School, and Teaching. "These several proposals are designed not only to correct current problems, but to build for the future."

654. ——— President Eisenhower's Message on Education. *Higher Educ.*, 13: 97-99, Feb. 1957. (Author: See No. 653.)

Text of message to Congress of Jan. 28, 1957. Discusses Teachers, Office of Education, Education Beyond the High School, Federal Aid for School Construction, and Basic Principles.

655. ——— President Eisenhower's Message on Education. *Higher Educ.*, 14: 89-92, Feb. 1958. (Author: See No. 653.)

Includes one section, "Increasing the Supply of College Teachers," recommending Federal provision of "graduate fellowships to encourage more students to prepare for college teaching careers" and "Federal grants, on a matching basis, to institutions of higher education to assist in expanding their graduate school capacity."

656. Federal Government and Higher Education: A Journal Symposium. *Jour. Higher Educ.*, 21: 339-359, Oct. 1950.

Comprises five articles: (1) "Federal Aid to Higher Education," by Hon. Elbert D. Thomas, U.S. Senator from Utah; (2) "The

Need for Federal Aid to Students," by Buell G. Gallagher, U.S. Office of Education; (3) "Federal Practices: A Presentation and a Discussion," by Hollis P. Allen, Professor of Education, and David W. Davies, Librarian, both of Claremont Graduate School, California; (4) "The Integrity of the Independent College," by Byron S. Hollinshead, President, Coe College, Iowa; (5) "How the British University Grants Committee Functions," by Sir Peter Dinnes, Director, National Research Foundation for Educational Research in England and Wales.

657. FLEMMING, ARTHUR SHERWOOD. The National Defense Education Act. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 75-80. (Author: Secretary, U.S. Department of Health, Education, and Welfare.)

"The purpose of my talk is to ask you to help me discharge a responsibility that is placed upon me by the National Defense Education Act. . . . I know of no group of institutions of higher education that is in a better position to help to provide the answer to this question than the group that belongs to this Association. . . . Are the current policies and procedures of the Federal Government in such areas as the granting of scholarships and fellowships, in the awarding of grants for research and training, in the operation of ROTC programs, and in making funds available for the construction of facilities weakening or strengthening the educational programs and objectives of our institutions of higher education?" Stresses the need for factual information along six distinct lines before an answer can be given to these questions.

658. FLYNT, RALPH C. M. The Breakthrough in Federal Backing. *Coll. Board Review*, No. 36, 14-17, Fall 1958. (Author: With U.S. Office of Education.)

Reports major features of National Defense Act of 1958.

659. GARDNER, JOHN W. Federal Programs in Higher Education. In Carnegie Foundation for the Advancement of Teaching, *Annual Report, 1956-57*, p. 11-27. Also published as separate reprint. (Author: President of the Foundation.)

Discusses six existing forms of Federal action, Federal support of special fields, strengthening the teaching profession, national responsibility of leaders in higher education, and role of an informed public. "If the American public does not understand

what its colleges and universities are about and is not willing to learn, nothing can save them."

660. The General Philosophy of Federal Aid to Higher Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 301-313.

Series of papers on various aspects of the general subject by David D. Henry, President, University of Illinois; John T. Caldwell, President, University of Arkansas; Frederick L. Hovde, President, Purdue University, Indiana; Donald R. Theophilus, President, University of Idaho; and Omer C. Aderhold, President, University of Georgia. For first two papers, see No. 664 and No. 646.

661. GIBSON, HAROLD E. Should the Federal Government Guarantee Higher Education Through Grants to Colleges and Universities? *Sch. Act.*, 27: 97-100, Nov. 1955. (Author: Faculty member, Illinois State Normal University.)

Presents arguments on both sides of the question as suggestions for use in current high school debate series.

662. HARLOW, JAMES G. Five Years of Discussion. *Jour. Higher Educ.*, 24: 17-24, Jan. 1953. (Author: Dean, University of Oklahoma.)

Survey of published comments on Reports of President's Commission on Higher Education (No. 652) and quotations from some of them. Bibliography, 26 titles.

663. HENDERSON, ALGO D. Contrasting Principles in Higher Education. *Sch. & Soc.*, 77: 195, March 28, 1953. (Author: Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

"Since the War two commissions, composed of nationally prominent educators and laymen, have made comprehensive studies of higher education in the United States. Below, in contrasting paragraphs, are some quotations from their respective reports." Refers to groups of which G. F. Zook (No. 652) and J. D. Millett (No. 2418) were chairmen. Example: First says: "The time has come for America to develop a sound pattern of continuing Federal support for higher education." Second says: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities."

664. HENRY, DAVID D. The Present Role of the Federal Government in

Higher Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 301-308. In expanded form in *Educ. Record*, 40: 197-203, July 1959. (Author: President, University of Illinois.)

"It is time that Congress and the administration consider a proposal which will be of benefit to all institutions and still be within the responsibilities of the Federal Government. The recently enacted National Defense Education Act does not meet these specifications. Insofar as it touches higher education, it is piecemeal, indirect, and uneven in its spread."

665. HOWES, RAYMOND F. Federal Aid Is a Dubious Concept. *Coll. & Univ. Bus.*, 21: 25-27, Oct. 1956. (Author: Staff member, American Council on Education.)

"'Federal aid' is a misleading, and at best meaningless, phrase to describe the extremely complicated relationships between Federal agencies and institutions of higher learning. The area suggested by the phrase, however, is one of great and growing importance to higher education, to the Federal government, and to the nation." Summarizes various programs including housing loans, contract research, Federal scholarships, veterans' benefits, and medical and dental grants.

666. JOSEPHS, DEVEREUX C. *First Interim Report to the President*. Washington: President's Committee on Education Beyond the High School, Nov. 1956. 12 p. (Author: Chairman of the President's Committee; Chairman, New York Life Insurance Co.)

"This first report . . . is tentative in nature and by design. It is hoped that the preliminary conclusions will promote discussion among as many educators and laymen as possible. . . . As soon as we have received as much comment and criticism as possible, we will issue a second report appropriately modified. It is our present plan that it will contain a series of recommendations." (See No. 667.) Consists of three divisions: The Problem and an Approach to Its Solution, Premises on Which a Solution Should Be Based, and Preliminary Conclusions.

667. ———. *Second Report to the President*. Washington: Government Printing Office, July 1957. xiii, 114 p. Also *Summary Report*, xiii, 26 p., with text identical with first section. (p. 1-26) of main report. (Author: See No. 666.)

Contains five chapters: I. The Need for Teachers. II. The Need for Assistance to Students. III. Expansion and Diversity of Educational Opportunity. IV. Financing Higher Education. V. The Federal Government and Education Beyond the High School. Summary Report contains 47 numbered recommendations, with considerable discussion and comment. For further comments see R. G. Art. No. 639; and B. Ruml, No. 677.

668. KLOPSTED, PAUL E. Role of Government in Basic Research. *Science*, 121: 781-784, June 3, 1955. (Author: With National Science Foundation.)

"In summary, it is clear that the Government has a present important role in supporting basic research by providing funds for the conduct of such research in the laboratories of its own agencies and, in emergencies, for the procurement of research and development services from non-governmental agencies. It must also make grants and contracts under which educational institutions may support the work of research scientists on their faculties."

669. MCCASKILL, JAMES L. The Federal Concern for Higher Education. In Southern Association of College and University Business Officers, *Proceedings*, 1956, p. 55-64. (Author: Director, NEA Division of Legislation and Federal Relations.)

States as basic generalizations that the Federal government will continue to be the dominant regulative force in the American economy and that it is going to play a large part in determining the future of American higher education. Discusses especially scientific manpower shortage, college housing loan program, research funds, and national scholarship program.

670. MILLER, HELEN ADELE. Intergovernmental Relations in the Administration of Education: Higher Education. *Educ. Record*, 36: 180-188, April 1952. (Author: Educational Analyst, Legislative Reference Section, Library of Congress.)

"In the long history of public higher education in the United States . . . since more and better higher education for a larger percentage of the population has become essential to the discharge of the responsibilities of the Federal Government and of the States, the scope of activities, out of necessity, has increased in this field." Reviews development of land-grant colleges, housing loans, development of single boards of trustees in some states, and increase in cooperative relationships.

671. MILLETT, JOHN D. Federal Scholarships. *Jour. Higher Educ.*, 28: 469-480, 515, Dec. 1957. (Author: President, Miami University, Ohio.)

Gives reasons, both educational and political, for his belief that system of Federal scholarships would harm rather than benefit higher education in the United States.

672. MOYNIHAN, DANIEL P. A Second Look at the School Panic. *Reporter*, 20: 14-19, June 11, 1959.

Adverse criticism of the National Defense Education Act of 1958 and the question of Federal assistance to education in general.

673. NORDBY, GENE M. The Role of the Federal Government in Supporting Basic Engineering Research. *Jour. Eng. Educ.*, 49: 320-327, Jan. 1959. (Author: Head, Department of Civil Engineering, University of Arizona.)

"In the fiscal year 1957, the expenditures by the Federal government for scientific research and development amounted to approximately \$3 billion" of which 48 percent was spent within the Federal government, 35 percent went to profit institutions, and 14 percent went to educational institutions. "More than two-thirds of the funds for research in educational institutions is provided by the Federal government. This has been both a boon and a curse to these institutions."

674. PACE, FRANK, JR. The Federal Government and Education. *Jour. Higher Educ.*, 21: 1-10, 55, Jan. 1950. (Author: Director, U.S. Bureau of the Budget.)

"Federal programs in the field of education are generally highly specialized in their purposes. There has been, however, in recent years an increased awareness of a need for Federal educational programs which will provide a sustaining type of support."

675. QUATTLEBAUM, CHARLES A. Review of Federal Educational Activities. *Educ. Record*, 32: 393-408, Oct. 1951. (Author: Specialist, Legislative Reference Section, Library of Congress.)

Reviews programs of the Federal Security Agency (Office of Education), Veterans Administration, Department of Defense, Other Departments, and Other Independent Agencies, and summarizes total expenditures for Federal educational activities for 1950, totaling \$3,600,000,000.

676. ———. *Federal Aid to Students for Higher Education*. Washington: Government Printing Office, 1956.

(Printer for Committee on Education and Labor, 84th Congress, 2d Session), vi, 191 p. Summary by author in *Higher Educ.*, 13: 17-20, Oct. 1956; and in *Sch. & Soc.*, 85: 104-106, March 30, 1957. (Author: See No. 675.)

In nine chapters: I. Introduction; Summary of Findings. II. Development of Federal Policies in Higher Education. III. Earlier Proposed Federal Programs. IV. Current Proposals and Related Statements. V. Digest of Related Studies. VI. Arguments Pro and Con. VII. Current Federal Programs Aiding Certain Students. VIII. State-Financed Scholarships. IX. State-Aid Programs of Other National Governments.

677. RUMI, BEARDSLEY. Comments on Second Report by President's Committee on Education Beyond the High School. *Sch. & Soc.*, 86: 276-281, June 21, 1958. (Author: See No. 287.)

Inclusive comments on nine aspects of the Report (No. 667). Most significant is discussion of student-teacher ratio of 20 to 1. Discusses also uses of lecture system, preparation of college teachers, and inadequacy of the Ph. D. degree.

678. SNAVELY, GUY E. Thumbs Down on Federal Scholarships! *Coll. & Univ. Bus.*, 9: 23-25, Oct. 1950. (Author: Executive Director, Association of American Colleges.)

"Never has there been a royal road to learning. Nor will there be even if every young man or woman is given a Federal scholarship for a chance at a collegiate education."

679. STINE, DOROTHY PEARCE. *The Role of the United States in the International Educational Exchange of Teachers and Students*. Houston, Texas: University of Houston, 1954. 379 p. Abstract in *Diss. Abstracts*, 14: 1600-1610, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study is to present a developmental analysis of the participation of the United States Government and citizens in the international exchange of teachers and university students during the first half of the twentieth century."

680. Summary of National Defense Act of 1958. *Higher Educ.*, 15: 23-32, 39, Oct. 1958.

A summary of the provisions of Public Law 85-864. Covers student loans; financial assistance for strengthening instruction in science, mathematics, and foreign languages; national defense fellowships; guidance and testing and encouragement of able students; modern foreign language developments; research in television and related media; and area vocational education programs. Entire issue is devoted to this act and to certain other aspects of Federal educational legislation.

681. TEAGUE, OLIN E. The Relationship of the Federal Government to the Land-Grant Institutions. In *Association of Land-Grant Colleges, Proceedings*, 1951, p. 74-80. (Author: Member of U.S. Congress from Texas.)

"Regardless of the original Federal grant, the small annual Federal appropriations, and the presence of joint Federal-State programs on college campuses, such as the R.O.T.C. program, Land-Grant colleges have remained State institutions under the control of State governing bodies." Discusses Federal scholarship proposals and Student Aid Bill.

682. ZOOK, GEORGE FREDERICK. *Higher Education for American Democracy*. Washington: Government Printing Office, December 1947. 6 vols. Also as single volume, New York: Harper & Bros., 1947. Separate paging of each of the six component parts. (Author: President, American Council on Education; Chairman, President's Commission on Higher Education.)

Report of the President's Commission on Higher Education. I. Establishing the Goals, 103 p. II. Equalizing and Expanding Individual Opportunity, 69 p. III. Organizing Higher Education, 74 p. IV. Staffing Higher Education, 63 p. V. Financing Higher Education, 68 p. VI. Resource Data, 51 p.

See also Nos. 47, 256, 258, 264, 267, 268, 284, 285, 324, 455, 546, 749, 976, 1984, 2036, 2272, 2418, 2419, 2424, 2468, 2469, 2472, 2541, 2580, 2582, 2583.

IV. Regional Organizations

683. ADAMS, SHERMAN. Need for Regional Cooperation in New England. *Educ. Record*, 33: 158-168, April 1952. (Author: Governor, New Hampshire.)

Outlines some of the causes as well as some of the difficulties involved in trying to arrange a Tri-State Authority in Maine, New Hampshire, and Vermont for cooperation in certain phases of higher education.

684. CHAMBERLAIN, ROY. President's Annual Address. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 59-65. (Author: President of the Association; Trustee, University of Wyoming.)

Reviews developments of three regional boards, Southern, Western, and New England, and considers their relationships to the Association. Discusses functions of institutional boards of trustees.

685. DULHAM, GEORGE HOMER. WICHE: An Experiment in Interstate Cooperation and Regional Planning. *West. Pol. Quart.*, 10: 692-700, Sept. 1957. (Author: Vice President, University of Utah.)

Describes the Western Interstate Commission for Higher Education and its cooperative efforts to pool certain higher educational facilities, particularly in medicine and dentistry. Traces organization's development and evaluates its accomplishments since 1951.

686. ENARSON, HAROLD L. State and Regional Planning in Higher Education. In Association of Governing Boards of State Universities and Allied Institutions *Proceedings*, 1955, p. 75-81. (Author: Executive Director, Western Interstate Commission for Higher Education.)

Discusses briefly State planning, and more fully regional planning, under three headings: Contracts, Memoranda of Agreements, and Regionwide Surveys.

687. ——— You Can't Go Wrong With Regionallism. *Coll. & Univ. Bus.*, 19: 19-21, Aug. 1955. (Author: See No. 686.)

Describes origin of Western Interstate Commission and its methods of work. Discusses four main obstacles to regional education and three counter-balancing factors.

688. ——— Address. In Western College Association, *Proceedings*, Spring 1957, p. 77-81. (Author: See No. 686.)

Outlines organization, methods of operation, and plans of Western Interstate Commission for Higher Education, governmental agency created by interstate compact of 11 Western States.

689. HOUSTON, CLIFFORD G. and FORBES, ROBERT J. Western Personnel Institute: A Regional Development in Education. *Educ. Record*, 34: 77-80, Jan. 1953. (Authors: (1) Dean of Students, University of Colorado; (2) Coordinator, Pasadena City College, California.)

Describes the organization and program of regional cooperation of the Institute, composed of representatives of 23 colleges and universities in 11 Western States.

690. IVEY, JOHN E., JR. An Emerging Regional Program in Higher Education. In National Association of State Universities, *Proceedings*, 1952, p. 32-52. Also in *Educ. Record*, 33: 135-157, April 1952. (Author: Director, Southern Regional Education Board.)

A detailed account of the organization, field, and activities of the Southern Regional Education Board, formed by agreement of 14 Southern States, for cooperative educational service and research.

691. ——— Regional Cooperation to Improve Graduate Education and Research. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1954, p. 32-40. (Author: See No. 690.)

Describes the program of the Southern Regional Education Board in the field of graduate instruction.

692. KIBLER, JOSEPH C. The Large Foundations in Southern Education: A Review and Evaluation. *Jour. Higher Educ.*, 27: 125-132, 172-173, March 1956. (Author: Assistant Director, Southern Scholarships Fund.)

Discusses the work of the Peabody Education Fund, Slater Fund, General Education Board, Carnegie Foundation for the Advance-

ment of Teaching, Carnegie Corporation of New York, Julius Rosenwald Fund, Ford Foundation, and Duke Endowment.

693. KROEPSCH, ROBERT H. Regional Cooperation: A New Concept in New England Higher Education. *New Eng. Assoc. Review*, 5: 1-3, Nov. 1956. (Author: Executive Secretary, New England Board of Higher Education.)

Reports organization, functions, and work of the New England Board of Higher Education to date, especially in improvement of educational opportunities in medicine and dentistry, and need for basic research. "Our hopes for the future are high."

694. Regional Education to Be in National Spotlight. *Regional Action*, 10: 1, 6, June 1959.

Announcement of plans for the first National Conference on Regional Education, to be held at Greenbrier Hotel, White Sulphur Springs, W. Va., July 5-7, 1959. "The nation's three regional interstate compact agencies in the field of higher education—the Southern Regional Education Board, the Western Interstate Commission for Higher Education, and the New England Board of Higher Education—are sponsoring the Conference. The meeting is being held in observance of the tenth anniversary of the first regional education program which was pioneered in the South with the signing of the Southern Regional Education Compact in 1949." (For comment on date of organization, see No. 698.)

695. SOMMER, SEBASTIAN. Southern Regional Education Board: A Summary of Operations, 1949-57. *Higher Educ.*, 13: 101-104, Feb. 1957. (Author: Assistant to the Director, Southern Regional Education Board.)

Summarizes eight years of activities of the Board including interstate contracts for professional education, annual legislative work conferences, and research on various special problems.

696. STEARNS, ROBERT LAWRENCE. Western Regional Cooperation in Higher Education. In National Association of State Universities, *Proceedings*, 1952, p. 52-56. (Author: President, University of Colorado.)

Describes field and early activities of Western Interstate Commission on Higher Education, covering 11 Western States, especially preparation in the health sciences, medicine, dentistry, veterinary medicine, and public health.

697. SUGG, REDDING S., JR. Regionalism in Higher Education. *Jour. Higher Educ.*, 27: 73-79, 115-116, Feb. 1956. (Author: Associate Professor of English, Georgia School of Business Administration.)

Summary of the varied activities of the Southern Regional Education Board, including publications, conferences, and other types of cooperative effort. "The most characteristic feature of the program is interstate cooperation based on that homogeneity of culture, resources, and experience which makes a region."

698. TOLES, CAESAR FRANCIS. *Regionalism in Southern Higher Education*. Ann Arbor: University of Michigan, 1953. 213 p. Abstract in *Diss. Abstracts*, 13: 713, No. 5, 1953.

Unpublished doctoral dissertation (Ph. D.). A history and evaluation of the methods of the Southern Regional Education Board since its organization in 1948. (Note: See No. 694 which gives 1949 as the origin of the Board. Toles states that the Interstate Compact was formed by the Southern Governors' Conference, Feb. 8, 1948, the basis for the Southern Regional Education Board.)

699. WESTERN GOVERNOR'S CONFERENCE. *Western Regional Cooperation in Higher Education*. Chicago: Council of State Governments, 1951. ii, 80 p.

Report of conference of Governors of 11 Western States and Territories of Alaska and Hawaii, recommending a compact to establish the Western Interstate Commission for Higher Education, and defining its form of organization, purposes, and fields of service.

700. WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION. Boulder, Colorado, 1955, 1956, 1957, 1958.

Annual reports of the Commission as follows: *Working Together in the West Through WICHE*, 1955. 20 p.; *Looking to the Future in Western Education*, 1956. 24 p.; *Era of Decision in Western Education*, 1957. 28 p.; *Balanced Growth in Western Education*, 1958. 36 p. The 1958 report discusses aims, organization, programs, and costs of the Commission.

701. ———. *Selecting Students for Western Colleges and Universities*. Boulder, Colo.: The Commission, 1959. 44 p.

Report of a seminar on admissions and retention policies of the public colleges and universities in the West.

See also Nos. 256, 716, 990, 991, 996, 1061, 1606, 1662, 2210, 2354, 2434, 2444.

V. Statewide Administration

See also State Surveys under "Surveys: State and National," Nos. 182-247.

702. BEU, FRANK A. A Single State Board. *Ill. Educ.*, 40: 182-184, Jan. 1952. (Author: President, Western Illinois State College.)

Reply to L. Morey, No. 721. Gives reasons for conviction that "one State Board of Regents for Higher Education is a more feasible and workable plan than making all the public institutions of higher learning a part of a single Statewide institution under a single executive head."

703. BOLES, DONALD E. The Administration of Higher Education in Wisconsin. *Jour. Higher Educ.*, 27: 427-439, Nov. 1956. (Author: Assistant Professor of Government, Iowa State College.)

Summary of the *Interim Report on Higher Education in Wisconsin*, prepared for the Wisconsin Legislative Council (No. 247). Studies historically the development of higher education in the State and discusses the problems and conflicts arising between some of the institutions. Outlines provisions of new law. "Thus it would appear that after a century of failure, a major step has finally been taken toward unifying the administration of state-supported institutions of higher education in Wisconsin."

704. BROWNE, RICHARD G. Why Not Autonomous Teachers Colleges? *Ill. Educ.*, 88: 264, March 1950. Reprinted from *ISNU Alumni Quart.*, Nov. 1949. (Author: Head, Social Science Department, Illinois State Normal University.)

"The controversy over autonomy for the teachers colleges resolves to differences over a few issues: The chief of these might be classified as (1) financial control, (2) red tape, (3) political controls, and (4) fundamental philosophy." Discusses each of these.

705. ——— Democratic Administration in the Illinois Teachers Colleges. *Jour. Higher Educ.*, 26: 324-327, June

1955. (Author: Executive Officer, Illinois Teachers College Board.)

Reports the development and adoption of a "Magna Carta" for the five teachers colleges in Illinois giving the faculties definite responsibility for certain aspects of administration. Gives judgments of 212 faculty members on success of the plan.

706. BUTLER, RAYMOND S. Interinstitutional Cooperation in Higher Education. *Sch. & Soc.*, 87: 44-47, Jan. 31, 1959. (Author: Faculty member, Indiana University.)

Reports organization, methods, and results of Indiana Conference on Higher Education composed of presidents of 26 privately controlled and 4 state controlled institutions. "Through voluntary cooperation, these 30 institutions of higher education have been able to plan together for the future of higher education in Indiana."

707. CALDWELL, JOHN T. Organizing State Supported Higher Education. *State Gmt.*, 26: 256-260, 272, Nov. 1953. (Author: President, University of Arkansas.)

Based upon visits to "many leading universities from Coast to Coast," under auspices of Carnegie Corporation. Describes four types of State central coordinating boards of higher education—Oregon type, Mississippi type, Oklahoma type, and New Mexico type and discusses their activities. Conclusion: "Now is not too soon for the other States to create the machinery."

708. CARMICHAEL, OLIVER CROMWELL, JR. *New York Establishes a State University: A Case Study in the Process of Policy Formation*. Nashville, Tenn.: Vanderbilt University Press, 1955. xiii, 414 p.

Doctoral dissertation at Columbia University. Analyzes and explains the steps—executive, legislative, and civic—by which New

York State modified its traditional system of higher education by establishing a State university consisting of numerous institutions distributed throughout the State. Review by W. D. Dennes, *Jour. Higher Educ.*, 27: 107-109, Feb. 1956.

709. CARRON, MALCOLM THEODORE. *The Origin and Nature of the Contract Colleges of Cornell University: A Study of a Cooperative Educational Venture Between a State and a Private University*. Ann Arbor: University of Michigan, 1956. 183 p. Abstract in *Diss. Abstracts*, 17: 2907, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). For published form see No. 710. Studies four institutions defined by law as "colleges furnishing higher education, operated by private institutions on behalf of the State pursuant to statute or contractual agreement"—New York State Colleges of Veterinary Medicine, Agriculture, and Home Economics, and School of Industrial and Labor Relations. States three conclusions concerning legal relationship of Cornell University and the State. "Despite the millions of dollars appropriated to it for the State Colleges in over 60 years, Cornell University has retained its identity as a private educational institution."

710. ———. *The Contract Colleges of Cornell University: A Cooperative Educational Enterprise*. Ithaca, N.Y.: Cornell University Press, 1958. xvii, 186 p. (Author: Faculty member, University of Detroit, Mich.)

Published form of the author's doctoral dissertation, No. 709. "The purpose of this book is to tell the story of the origin and early development of the contract colleges of Cornell University. There are 4 of these colleges located on the Cornell campus." From Foreword by Algo D. Henderson, University of Michigan: "The value of this study lies in the methodical analysis of the problem of State-institutional cooperation. Here is an experience extending through three-quarters of a century which has relevance for the problems of our own time." Review by G. D. Stoddard, *Jour. Higher Educ.*, 30: 352, June 1959.

711. DORAN, ADRON. *The Work of the Council on Public Higher Education in Kentucky*. Lexington: University of Kentucky, 1950. 180 p. Abstract in *Diss. Abstracts*, 18: 901, March 1958.

Unpublished doctoral dissertation (Ed. D.). Largely historical, descriptive, and expository, with resultant critical evaluation. Covers

period from 1906 to 1950. "The Council on Public Higher Education has been rather ineffective in performing many of its required duties. However, the work of the Council has been very effective in the area of teacher education."

712. ERTCELL, MERTON W. *Interinstitutional Cooperation in Higher Education: A Study of Experience With Reference to New York State*. Albany, N.Y.: State Education Department, June 1957. ix, 118 p. (Author: Vice Chancellor, University of Buffalo, New York.)

"As many as 136 of the 157 higher institutions in the State of New York are now engaged formally or otherwise in cooperative relationships with one or more institutions." One chapter devoted to interinstitutional cooperation in New York State, another to cooperative practices outside New York State, another to the extension of interinstitutional cooperation. Bibliography, 79 titles.

713. GIENNY, LYMAN A. *Autonomy of Public Colleges: The Challenge of Coordination*. New York: McGraw-Hill Book Company, Inc., 1959. 346 p. Portion of Introduction and complete Chapter 11 preprinted in *Sch. & Soc.*, 87: 319-322, June 20, 1959. (Author: Associate Professor of Government, Sacramento State College, California.)

"This report is designed to produce information concerning State agencies and officers that have been charged with or have assumed responsibility for the planning, control, and leadership of higher education. Specifically, the project provides data on the authority of these agents, their functions, their methods of organizing, and their techniques to obtain their objectives, and their results. . . . The main concern of this report is the question: What processes, which organizational patterns of State coordinating boards, and what kinds of relationships between these boards and institutions and other State agencies can secure the most effective diversification and improve the quality of higher education without sacrificing the freedom, autonomy, and initiative of the affected colleges and universities?" Discusses three major types of organizations, using as detailed examples the situations in Oregon, New York, Georgia, Iowa, New Mexico, Oklahoma, Texas, Wisconsin, Minnesota, Ohio, Indiana, and California.

714. HENDERSON, ALGO D. *The Role of the State in Higher Education*. *Educ. Record*, 82: 64-69, Jan. 1951. (Author: Professor of Higher Education, Univer-

sity of Michigan; formerly President, Antioch College, Ohio.)

Analyzes four functions of the State in higher education—equality of opportunity, development of resources, development of facilities for higher education, and stimulation of research.

715. HOLY, THOMAS C. and SEMANS, H. H. Coordination of Public Higher Education in California. *Jour. Higher Educ.*, 26: 141-147, 172, March 1955. (Authors: (1) Special Consultant in Higher Education, University of California; (2) Specialist in Higher Education, California State Board of Education.)

A summary of the efforts, through legislation and through the Liaison Committee of the Regents of the University of California and the State Board of Education to coordinate the activities of the many State-supported institutions of higher education in California.

716. HOVDE, FREDERICK L. The Need for Out-of-State Students, In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 89-95. (Author: President, Indiana University.)

Discusses the many advantages of migration of students, interstate and interinstitutional, and urges that rates of tuition for out-of-State students be not raised unduly. "I consider the phenomena of student migration one of the important elements in the structure of higher education, and one that we should all, somehow or other, agree to maintain if at all possible."

717. KETNER, FORREST G. President's Address. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1957, p. 25-29. (Author: Trustee, Ohio State University.)

Forecasts activities of the Association and one of the problems facing it until 1980.

718. *Master Planning the Development of Florida's Community Junior College Campuses*. Tallahassee: Florida State Department of Education, 1959. 6 p.

"The State Board of Education in Florida has attempted to prevent the more common mistakes in junior college facility planning by requiring each institution to present for approval a Campus Master Plan. This plan

is designed to provide for the best land utilization, for the most desirable placement of all buildings which can be envisioned at the time, and for the proper consideration of future expansion." Gives detailed campus plans and outstanding features of them for each of 11 institutions.

719. METCALF, THOMAS BRADFORD. *Legislative Control of Tax-Supported Colleges for the Education of Teachers*. Nashville, Tenn.: George Peabody College for Teachers, 1955. 408 p. Abstract in *Diss. Abstracts*, 16: 274, Feb. 1956.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study was to examine the current constitutional or statutory provisions enacted by the various States." Discusses establishment, boards of control, and other factors. Conclusion: "There exists a need for teacher education under a single governing board, so as to further the development of the teacher education program."

720. MOOS, MALCOLM and ROURKE, FRANCIS E. *The Campus and the State*. Baltimore, Md.: Johns Hopkins Press, 1959. xii, 414 p. Summarized as "Political Intrusion and State Universities" in *Johns Hopkins Mag.*, 10: 12-15, 42-48, June 1959. (Authors: (1) Professor of Political Science, Director of Research Staff; (2) Assistant Professor of Political Science, Assistant Director of Research Staff; both of Johns Hopkins University.)

Report of a 2-year study by the Committee on Government and Higher Education (Milton S. Eisenhower, chairman) conducted under grant from Fund for the Advancement of Education. Based on personal interviews with various officials in 39 States, and questionnaires to business officers, attorneys general, governors, presidents of small colleges, major university presidents, and college and university trustees. "The central concern of this volume is with the impact of State administrative controls upon the management of State colleges and universities. Do State controls tend to have a suffocating effect upon educational policy under certain conditions? . . . How do the politics of the legislature and the governor's office affect the operating climate of the campus? It is principally to such queries that this study is addressed. . . . A total of 344 educational institutions are covered by this study—all State-supported colleges and universities offering the bachelor's degree or advanced degrees." Chapter headings: The Pattern of Conflict, Higher Learning and the Law, The State Story, The Art of Budgeting, Day-by-Day Controls, The

Building Division and the Ivory Tower, The Academy Under Civil Service, The Case of the Small College, The Quest for Coordination, The Statehouse and the Campus, Legislators and Legislative Committees, The Government of Higher Education, The Efficiency of Freedom. Appendixes deal with conditions in Michigan and with comparisons with the situation in British universities. Bibliography, 486 titles. "The Committee itself has prepared a shorter document based on the Staff findings and published as a companion to this volume, *The Efficiency of Freedom*."

721. MOREY, LLOYD. Here's One Way to Unify Higher Education. *Ill. Educ.*, 40: 102, Nov. 1951. (Author: Comptroller, University of Illinois.)

Recommends that all of the State colleges in Illinois be made part of the University of Illinois. For reply by F. A. Beu, see No. 702.

722. ———. *Governmental Control of Higher Education*. In National Association of State Universities, *Proceedings*, 1955, p. 30-56. (Author: President, University of Illinois.)

Reports number of States giving various powers and responsibilities to board members and to institutions—fiscal, academic, and professional. Special emphasis on fiscal policies—purchasing, auditing, accounting, reporting, and property control. Followed by 15-page discussion.

723. NEUMAIER, JOHN J. Forgotten Colleges. *Minn. Jour. Educ.*, 37: 12-14, Nov. 1956. (Author: Dean, Hibbing Junior College, Minn.)

Presents the case for State aid to the nine public junior colleges in Minnesota. "The junior colleges are the only public schools that receive no State aid."

724. REACH, DAMON D. *A Proposed System of Public Community Colleges for Alabama*. Nashville, Tenn.: George Peabody College for Teachers, 1955. 307 p. Abstract in *Dis. Abstracts*, 15: 2077, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Sets up criteria for establishment of 45 county colleges in the State, including control, support, enrollment, and consolidation of districts.

725. RUSSELL, JOHN DALE. New Mexico's Board of Educational Finance. *Higher Educ.*, 9: 97-99, Jan. 1, 1953. (Author: Executive Secretary, Board of Educational Finance, New Mexico.)

"New Mexico is trying a plan to solve the problem of over-all coordination of State-controlled institutions. This plan is operating through its newly created Board of Educational Finance." Describes its organization and operation.

726. STEVENSON, ADLAI E. Wanted: A Statewide Concept of Higher Education. *Ill. Educ.*, 40: 136, 138, Dec. 1951. (Author: Governor of Illinois.)

States six reasons for his belief that "one board for higher education in Illinois would serve our needs better than several boards."

727. WEATHERS, ROGENE OTTMORE. *A Study of Voluntary Associations and Certain Other Factors Affecting the Development of Statewide Coordinated Action in Higher Education in Arkansas*. Fayetteville: University of Arkansas, 1954. 232 p. Abstract in *Dis. Abstracts*, 14: 61-62, Jan. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on interviews and mail inquiries to administrative officers of higher education institutions in Arkansas and to officers and prominent members of lay organizations in Arkansas and other States known to be interested in higher education. Involves coordinating councils, fund raising groups, and other organizations.

728. WILLIAMS, ROBERT L. *A Single Board of Control for State-Supported Higher Education*. *Sch. & Soc.*, 71: 17-21, Jan. 14, 1950. (Author: Faculty member, University of Michigan.)

"A general review of the activities of 13 States that have established some form of centralized control is presented herewith." Gives names and dates. Discusses six causes of the movement toward centralized control and five advantages of such control.

See also Nos. 85, 182, 183, 186, 187, 189, 194, 205, 206, 217, 218, 219, 230, 232, 234, 239, 241, 244, 245, 246, 249, 267, 285, 308, 451, 465, 670, 682, 688, 748, 1036, 1967, 2004, 2400.

VI. Institutional Boards of Control

Includes selection, qualifications, terms of office, duties, and responsibilities.

729. ADAMS, ARTHUR S. Relationships Between Governing Boards and Administrative Officers of Colleges and Universities. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 51-57. (Author: President, American Council on Education.)

"The subject which I have undertaken to discuss today is one which is full of hazards of misunderstanding and dangers of application. . . . The trustees or the regents, the administration, the faculty, the students, and the public all have an interrelationship one with the other, an interrelationship which means in the final analysis accomplishment, if it is to be carried on with proper respect for the function of each particular part." Discusses the various responsibilities involved.

730. ———. A Board's Highest Responsibility. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1953, p. 67-73. Discussion, p. 123-130, 132-133. (Author: See No. 729.)

"I venture to assert that the highest responsibility of a board of trustees is that of selecting and electing the president of the university of which the board has the ultimate control and responsibility." Discusses desirable characteristics of the president and best methods for selecting him.

731. AKERS, MILAURN P. A Trustee Gives His Views on Who Should Sit on the Small College Board. *Coll. & Univ. Bus.*, 26: 19-21, Jan. 1959. (Author: Executive Editor, Chicago Sun-Times.)

"Many colleges would profit immensely if they would modernize their concepts as to what qualities are needed on a board of

trustees. If you have qualified men on your board, you should let them work at the job."

732. ALEXANDER, ROBERT J. Should the Faculty Run the Board of Trustees? *Amer. Teacher*, 38: 14-15, Dec. 1958. (Author: President, Rutgers University Federation of Teachers, New Jersey.)

"Boards of trustees of modern universities are for the most part made up of men who are only accidentally interested in education. . . . The responsibility for the conduct of the university should rest, in the last instance, with the faculty. . . . The United States is one of the few countries where universities are not controlled by the faculty."

733. BUCK, HUBERT PARK. *Men Who Control Our Universities: The Economic and Social Composition of Governing Boards of Thirty Leading American Universities*. New York: King's Crown Press, 1947. x,229 p.

Doctoral dissertation at Columbia University, 1945. Based on study of the trustees of the 30 universities which in 1935 were members of the Association of American Universities. Introductory chapters deal with powers and functions of university governing boards, and qualifications recommended for board members. Body of the study makes detailed analysis of the 734 trustees of these institutions—occupations, incomes, major business offices, ages, sex, residence, region of birth, and other information. Appendix contains 26 tables of detailed data. Final chapter "undertakes the more difficult and hazardous tasks of (1) evaluating the meaning and implications of the findings from the standpoint of social policy, and (2) proposing means for improving board composition."

734. BELL, LAIRD. From the Trustees' Corner. *Assoc. Amer. Coll. Bull.*, 42: 353-361, Oct. 1956. (Author: Former

Chairman, Board of Trustees, University of Chicago.)

An illuminating discussion of the responsibilities and limitations of the board of trustees in an American institution, illustrated by numerous examples from University of Chicago experiences.

735. BETTS, EDGAR H. Trustees Are People. *Coll. & Univ. Bus.*, 8: 11-13, Feb. 1950. (Author: Vice Chairman, Board of Trustees, Russell Sage College, New York.)

Characterizes various types of trustees, and discusses their responsibilities, especially for wise investment of endowment funds.

736. BLACK, MAX; MARCHAM, F. G.; and WINTER, GEORGE. Faculty-Trustee Relations: A Panel Discussion in Three Parts. *AAUP Bull.*, 42: 613-624, Winter 1956. (Authors: (1) Professor of Philosophy; (2) Professor of English History; (3) Professor of Structural Engineering; all of Cornell University.)

Presented at a meeting of the Cornell Chapter of the American Association of University Professors. Professor Black discussed Faculty Government. "I shall be partly describing things as they ought to be—and not things as they are; some of my principles may prove to be no better than hope masquerading as axioms. . . Trustees can cut Gordian knots, but they can hardly be expected to untie them." Professor Marcham discussed Faculty Representation on the Board of Trustees. "Faculty representation on the Cornell Board of Trustees has existed for almost forty years. . . The originators believed that future presidents would welcome the presence of faculty representatives on the board and would cooperate with them." Discusses some of the values and some of the limitations of the plan as it has actually worked out. Professor Winter discussed Faculty-Trustee Communications. "When effective communication is established, it is likely that two groups of reasonable people, even when starting from opposite viewpoints, will arrive at workable and reasonable solutions." Gives various illustrations.

737. BRYANT, VICTOR S. The Responsibility of Trustees of a State University. *Coll. & Univ.*, 33: 13-21, Fall 1957. (Author: Attorney; Member Board of Trustees, University of North Carolina.)

Discusses the responsibility of trustees to the administration, to the faculty, and to the State. "As a rule of thumb, when the Administration or Faculty can do something just as well or better than the Trustees, the Trustees should stay in the background."

738. CHAMBERS, MERRITT M. Who Is the University? *Jour. Higher Educ.*, 30: 320-324, June 1959. (Author: Visiting Lecturer, Center for Study of Higher Education, University of Michigan.)

A discussion of the legal aspects of the institution. "The governing board . . . is almost always a corporation—an artificial person having a legal entity. . . In the eyes of the law, this ghostly legal entity is the university. The concept is useful, practical, realistic, and necessary." Discusses relation of the board to president, faculty, employees, and students.

739. COOLIDGE, CHARLES A. Training for Trustees? *Assoc. Amer. Coll. Bull.*, 42: 510-513, Dec. 1956. (Author: Attorney and Senior Member, Harvard Corporation.)

Discusses various similarities and differences between directors of a business corporation and trustees of a college or university. "Let me emphasize one point which I think is the most important single rule for a university trustee: it is a big one, Don't Meddle. Don't act as an expert in education."

740. COWLEY, WILLIAM H. Academic Government. *Educ. Forum*, 15: 217-220, Jan. 1951. (Author: Professor of Higher Education, Stanford University.)

A comprehensive and scholarly historical statement of the composition and functions of the boards of trustees in American institutions, including the place of the alumni, the faculty, the students, and the president in institutional control. Comments on proposals by Harold Laski, Hubert P. Beck (No. 733) and others for greater degree of faculty control. Discusses the increasing power of "supra-academic governments," accrediting agencies, and State governmental agencies.

741. CUMINGS, EDGAR C. Some Observations on Trustees. *Sch. & Soc.*, 77: 1-3, Jan. 3, 1953. (Author: Vice President and Dean, Hiram College, Ohio.)

"Many boards of trustees are being led by a minority who do not understand that an educational institution differs in any very essential way from a factory or corporation." Discusses certain evils which beset some boards of trustees.

742. DIDEN, ARTHUR J. The Role of Administrators and Trustees: A Faculty View. *Assoc. Amer. Coll. Bull.*, 44: 536-544, Dec. 1958. (Author: Professor of Philosophy, Knox College, Illinois.)

Urges better and more sympathetic understanding of the problems of the college teacher on the part both of trustees and of the administrator of the average liberal arts college.

743. DONOVAN, HERMAN LEE. *The Vanishing University Trustee*. *Peabody Jour. Educ.*, 36: 259-263, March 1959. (Author: President Emeritus, University of Kentucky.)

The article is one section of author's book, No. 325. "As a matter of fact, today in many States practical control of State universities is no longer under the direction of the president and his board of trustees. . . . Where is all this leading? . . . I therefore earnestly appeal to the trustees everywhere, and to the people at large, to exercise their influence to halt this creeping paralysis that will sooner or later destroy the freedom of our institutions of higher education."

744. ELLIOTT, EDWARD C.; CHAMBERS, MERRITT M.; and ASHBROOK, WILLIAM A. *The Government of Higher Education: Designed for the Use of University and College Trustees*. New York: American Book Co., 1945. xiv, 289 p. (Authors: (1) President, Purdue University, Indiana; (2) Honorary Fellow, Ohio State University; (3) Assistant Professor, Kent State College, Ohio.)

A study financed by a grant from the Carnegie Corporation. Consists chiefly of a series of 564 numbered concise questions and answers covering major aspects of college and university administration of special significance for members of boards of trustees. Includes: Selection, Organization, and Procedures of Boards; Accrediting Agencies; Relations of the Board to President, Faculty, and Students; Financial Considerations; and Buildings and Grounds. Appendix gives in tabular form many details of internal organization of governing boards for 42 selected institutions. Also under "Documentary Sources" makes informative comments on some 60 earlier publications, including general works, surveys of higher education, and transactions of important organizations.

745. *Functions of Boards of Trustees in Higher Education*. New York: Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, February 1957. 4 p. (Document No. 4.10.)

"There is no substitute for an able and informed governing board which understands its functions and discharges them competently." Covers three major topics: Basic

Policy, Relation to the President, and Financial Resources.

746. GERBER, J. JAY. The Trustee's Job in the Development Program. *Coll. & Univ. Bus.*, 26: 44-45, March 1959. (Author: Partner, Gonser & Gerber, Chicago, Ill.)

Discusses four responsibilities of a trustee—as policy maker, as custodian, as builder, and as ambassador.

747. HARDIN, CLIFFORD M. *The Life of a New President. In Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1958, p. 75-81. (Author: Chancellor, University of Nebraska.)

Discusses various ways in which members of boards of trustees may aid a new president in getting adjusted to his new duties and in working for the good of the institution.

748. HART, JAMES P. *Public Institutions of Higher Learning—How Shall They Be Governed?* *Texas Outlook*, 36: 22-23, 46-47, May 1952. (Author: Chancellor, University of Texas.)

States reasons for State boards of regents, appointed by the Governor, and confirmed by the State Senate. "If they are to perform their duties most effectively, it would be wise to give them wide discretion and keep detailed legislative regulations to a minimum."

749. HAVIGHURST, ROBERT J. *The Governing of the University*. *Sch. & Soc.*, 79: 81-86, March 20, 1954. (Author: Professor of Education, University of Chicago.)

"It appears that, for better or for worse, American businessmen are going to be the responsible leaders in the affairs of our society for the next decade or more, and their leadership will be evident in the universities as well as in our economic and political affairs. Hence, we may well inquire how the businessman will handle the task of governing the universities. . . . The areas in which the problems of governing the universities will be most acute are three in number. These areas are indicated by the three following questions: (1) Are the professors our employees or our partners? . . . (2) Should the university be a spokesman of private enterprise? . . . (3) Who shall be permitted to teach?"

750. HEALD, HENRY T. *A Trustee's Responsibility. In Association of Governing Boards of State Universities and*

Allied Institutions, *Proceedings*, 1954, p. 62-67. (Author: Chancellor, New York University.)

Lists four main duties of trustees and states four points for them to keep in mind in selecting a new college president.

751. HEOHINGER, FRED M. Public Relations of Governing Boards. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1954, p. 89-94. (Author: Education Editor, *New York Herald-Tribune*.)

States seven features of necessary activity of boards of control to "insulate the institution against damage and destruction." States: "You are in the front line in the job of upholding higher education, and especially higher mass education."

752. HOLLANDER, LOUIS. Labor Wants a Voice in Educational Policy Making. *Coll. & Univ. Bus.*, 22: 17, Jan. 1957. (Author: President, New York State CIO Council.)

"Boards of trustees of our colleges and universities are, in all but a few cases, restricted to business men and successful professionals." States reasons for adding representatives of labor to such boards.

753. How to Be a Better Trustee. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings*, 1950, p. 45-58.

Four addresses: (1) "Obligations of a University Trustee," by M. M. Chambers; (2) "Putting Money to Work," by J. D. Emery; (3) "The Relationships Between Trustees, Faculties, and Students," by A. F. Arason; (4) "Citizenship Participation in Education," by G. M. Brandborg.

754. HUGHES, RAYMOND M. *A Manual for Trustees of Colleges and Universities*. Ames: Iowa State College Press, 1944. ix, 166 p. (Author: President Emeritus, Iowa State College.)

"The great majority of the 1,000 or 2,000 college trustees, newly appointed each year, regardless of background, or breadth of education and experience, will find many problems brought before them of which they know little or nothing. An effort is here made to put together in brief form the generally accepted policies and practices relative to the more common problems which arise in college administration, in the hope of enabling trustees to act more effectively and of magnifying the importance of the policy-fixing duties of trustees."

755. LEWIS, WILMARTH S. The Trustees of the Privately Endowed University. *Amer. Scholar*, 22: 17-27, Winter 1952-53. (Author: Fellow, Yale University.)

Phi Beta Kappa oration at Harvard University, June 16, 1952. "Are not the functions of trustees of a privately endowed university perfectly clear? As a matter of fact they are not. The four sets of people who are most concerned—the president and his officers in administration, the faculty, the graduates, and the trustees themselves—agree pretty much within their own groups about what the trustees should do or not do, but there agreement ends. And now, with utter recklessness, I shall try to say what each of the four groups thinks the functions of trustees are."

756. MCALLISTER, CHARLES E. *Inside the Campus: Mr. Citizen Looks at His Universities*. New York: Fleming H. Revell Co., 1948. 247 p. and unpaginated section of 102 tables. (Author: President, Association of Governing Boards of State Universities and Allied Institutions; Regent, State College of Washington.)

Based on personal visits to 89 institutions, including 11 under private control. "This study is also unique in that never before in the history of American education have so many institutions been visited within a span of one year so that comparable conditions could be examined without the lapse of unnecessary time. . . . Again the study is unique in that it is the first of its kind attempted from the point of view of governing bodies." Chiefly concerned with matters of organization and administration, especially from the standpoint of governing bodies. Appendix of 23 extensive tables gives information on many aspects of each institution visited, including outstanding features, board contacts with faculty, salary scales, teaching load, and activities of members of faculties in professional organizations. Bibliography, 84 titles.

757. *Manual for Board of Regents: New Mexico State Educational Institutions*. Santa Fe, New Mexico: New Mexico Board of Education Finance, 1955. vi, 88 p.

"The first section of this bulletin is devoted to a brief description of the legal situation under which the State educational institutions in New Mexico are operated. The second section outlines the functions of boards of educational institutions in general terms. This is followed by a section which

describes some five general principles of board operation. The final major section considers the relationships between the board and its chief executive officer. The principles that are set forth in this bulletin are drawn largely from the published literature on the subject and are based on long experience with and observations of the operation of educational institutions in the United States. Except where specific legal provisions are involved, the principles are set forth without particular reference to the situation in New Mexico and are based on the general experience of the operation of educational institutions throughout the United States."

758. MARTS, ARNAUD C. The Place of Trustees in "Tested Methods of Organizing Solicitation Assistance." *Assoc. Amer. Coll. Bull.*, 40: 409-411, Oct. 1954. (Author: President, Marts & Lundy, Inc.)

States six major points concerning duties and responsibilities of trustees for college fund raising.

759. The Proper Business of the Board of Trustees. *Coll. & Univ. Bus.*, 18: 20, April 1955. Reprinted from *Trustees*, date not given.

Gives 10 questions regarding responsibilities of a board of trustees, and answers to them.

760. QUINLIVAN, RAY, J. President's Address. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1953*, p. 24-30. (Author: Chairman, Board of Regents, University of Minnesota.)

Discusses duties and limitations of boards of regents in relation to administration of the institutions.

761. RAND, EARL W. Selection of Board Members in Negro Church-Related Colleges. *Jour. Negro Educ.*, 25: 79-82, Winter 1956. (Author: Professor of Education, Southern University, Louisiana.)

Attempts to determine "(1) What factors are considered in nominating board members for Negro church-related colleges? (2) What method or methods are used in actually selecting the member?" Based on study of 12 Negro institutions. Finds seven basic factors considered in selection of a board member and seven procedures for his actual selection.

762. The Role of College and University Trustees. *North. Cent. Assoc. Quart.*, 23: 290-297, Jan. 1954.

Panel discussion, with A. J. Brumbaugh, President, Shimer College, Illinois, as chairman, and five participants. Four specific questions suggested for consideration.

763. ROWAT, RONALD C. Faculty Participation in Canadian University Government. *AAUP Bull.*, 43: 461-476, Sept. 1957. (Author: Faculty member, Carleton College, Ottawa, Canada.)

"The author has made a collection of the available governing legislation for the 35 colleges and universities that are members of the National Conference of Canadian Universities in 1955. . . . Perhaps the ideal system of government for the public university would include a governing board elected half by faculty and half by government and graduates to represent the outside community, with a chairman chosen by the board itself."

764. SAVELLE, MAX. Democratic Government of the State University: A Proposal. *AAUP Bull.*, 43: 323-328, June 1957. (Author: Professor of History, University of Washington.)

"If the concept of the university as a community of scholars and students is sound, it would seem to follow that members of the faculty are better prepared than anyone else to judge what measures will best advance their activities." Proposes a governing board of nine members, five to be elected by the faculty, election of president nominated by faculty, and other phases of faculty control of the university. For unfavorable comment by C. R. Adrian, see *AAUP Bull.*, 44: 568-574, Sept. 1958.

765. WICKE, MYRON F. *Handbook for Trustees of Church-Related Colleges*. Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 5.) viii, 57 p.

"No public trust is more important than that of being the trustee of an American college or university." Contains seven chapters: I. The Trustee System in the United States. II. Areas of Board Responsibilities. III. The President and the Board of Trustees. IV. Meetings of the Board. V. Reports to the Board. VI. The Trustee and the Faculty. VII. The Trustee and the Church. Review by S. A. Nock. *Coll. & Univ.*, 33: 394, Spring, 1958.

See also Nos. 9, 171, 181, 183, 189, 195, 224, 228, 248, 249, 251, 252, 257, 259, 264, 266, 268, 278, 287, 293, 325, 394, 423, 432, 471, 590, 596, 684, 720, 783, 798, 802, 805, 812, 813, 821, 827, 828, 831, 835, 867, 867, 1006, 1083, 1205, 1336, 2432, 2633.

VII. Officers of Administration

1. PRESIDENTS

See No. 325 for titles of more than 100 volumes of autobiographies and biographies of college and university presidents, many of them published before 1950.

766. BAILEY, RICHARD P. Wisconsin Picks a College President. *Sch. & Soc.*, 86: 377-378, Oct. 25, 1958. (Author: Assistant to the Director, Board of Regents of Wisconsin State Colleges.)

Reports procedure followed in selecting a new president for Wisconsin State College, Platteville, which was so satisfactory that board plans to follow same method in selection of other presidents as vacancies occur.

767. BAKER, CARLOS P. *A Friend in Power*. New York: Charles Scribners Sons, 1958. 312 p. Condensed in *Readers' Digest Condensed Books*, vol. 3, 1958, p. 343-462. (Author: Chairman, English Department, Princeton University.)

"At a great university the search is on for a successor to the aging president. The search touches many lives, and this novel by a distinguished professor presents an authentic picture of the forces at work under the deceptively quiet surface of faculty life."—Publisher's statement.

768. BEU, FRANK A. Speaking of Presidents: How Many Are That Way? *Coll. & Univ. Bus.*, 12: 27, June 1952. (Author: President, Western Illinois State College.)

States his concept of the presidency based upon "experience with several thousand college presidents over a period of 20 years in all types of institutions."

769. BIDDLE, J. CRAIG. Announcing the Appointment of a New President. *Pride*, 3: 12-13, Jan. 1959. (Author:

Director of Public Relations, Springfield College, Massachusetts.)

Reports unfortunate and fortunate methods of announcing appointment of new presidents at Springfield College and at University of Pittsburgh.

770. BLACKWELL, THOMAS E. Faculty Resignations: Does the President Have the Authority to Accept Them? *Coll. & Univ. Bus.*, 19: 48, Nov. 1955. (Author: Vice President and Treasurer, Washington University, Missouri.)

The answer was "yes" in a case decided by the Supreme Court of New York involving an instructor at Brooklyn College. General policy in American institutions discussed.

771. BRICKMAN, WILLIAM W. University Chancellors and Presidents. *Coll. & Univ.*, 27: 391-394, April 1952. (Author: Associate Professor of Education, New York University.)

Discusses the varied nomenclature in use for heads of higher educational institutions—president, chancellor, vice chancellor, provost, and chairman—and resultant confusion in the educational world. Urges greater uniformity.

772. BROWN, ARLO AYERS. The Training of a College President. *Christ. Educ. Mag.*, 40: 12-14, 33, March-April 1950. (Author: President Emeritus, Drew University and University of Chattanooga.)

Discusses value of various factors for a president, including possession of an earned Ph. D. degree, training in the Christian ministry, and ability as a money raiser.

773. CARLSON, WILLIAM S. The Roughest Profession: The College Presidency. *Amer. Scholar*, 21: 69-80, Winter 1951-52. (Author: President, University of Vermont.)

States that there are "about 200 presidential vacancies to be filled on our campuses this year—and every year. For every worthwhile presidency, there are likely to be

100 or more candidates. Here is the worst competitive employment field in the country." Illustrates by a lively account of the qualifications, letters of recommendations, and methods employed by a large group of candidates for the presidency of a small unnamed college.

774. CARMAN, HARRY J. The Challenge Ahead in College Administration. *Assoc. Amer. Coll. Bull.*, 36: 244-256, May 1950. (Author: Dean, Columbia College, Columbia University.)

Address at inauguration of Clarence C. Stoughton as president of Wittenberg College, Ohio, Oct. 31, 1949. Discusses nine major challenges facing college presidents.

775. CARNEGIE CORPORATION OF NEW YORK. *Annual Report, 1951*. New York, The Corporation, 1951. 90 p.

Section "White Blackbirds" (p. 23-26), contains a discussion of the widely varied characteristics of a successful college administrator, and the informal "modest program which the Corporation has been carrying on intermittently for almost ten years" to discover and give preliminary training to "young college and university officers of unusual promise." About 26 such have been sent by the Corporation to visit other institutions for periods of 2 to 4 months each. "A high proportion of them have gone on to positions of increased administrative responsibility."

776. CARROLL, RAMON LEONARD. *A Study of Top Executive Selection in Industry With Implications for the Selection of College Presidents*. Knoxville: University of Tennessee, 1950. 219 p. Abstract in *Diss. Abstracts*, 19: 2821, May 1950.

Unpublished doctoral dissertation (Ed. D.). Examines the pertinent literature since 1930 and four programs of selection currently used in industry and attempts to identify and appraise factors in them which have significance for selection of college presidents.

777. CHAMBERS, MERRITT M. Michigan Fellows in College Administration. *Higher Educ.*, 15: 127-129, March 1950. (Author: Lecturer on Higher Education, University of Michigan.)

Describes the work of the first group of fellows and the methods at the Center for the Study of Higher Education at University of Michigan.

778. CONVEY, WALTER C. Criteria Helpful in Selecting a President for a

Church-Related College. *Assoc. Amer. Coll. Bull.*, 39: 353-356, May 1953. Reprinted from *Trustee*, January 1953. (Author: President Emeritus, University of Minnesota.)

Report of Trustees Committee seeking a new president for Hamline University, Minnesota. States desirable qualifications under seven heads: (1) Age, Health, Family; (2) Educational Training, Academic Degrees, Honors; (3) Experience; (4) Church Affiliations; (5) Ability in Making Contacts; (6) Success in Raising Funds; (7) "From Another Point of View."

779. COLVERT, CLYDE C. Significant Characteristics of Successful Administration Frequently Overlooked. *Jun. Coll. Jour.*, 21: 145-147, Nov. 1950. (Author: Professor of Junior College Education, University of Texas.)

Lists 17 features necessary for a junior college administrator if he wishes to be successful and retain his position.

780. COLWELL, ERNEST CADMAN. Ten Commandments for College Presidents. *Sch. & Soc.*, 74: 107-108, Aug. 18, 1951. Reprinted in *Christ. Educ.*, 34: 321-322, Dec. 1951. (Author: Former President, University of Chicago.)

Samples: First, "Thou shalt not be afraid, neither of the alumni, nor of the Board, nor of anything that is in the Heavens above, or the Earth beneath, or the Waters under the Earth." Tenth, "Thou shalt honor sound learning and attack shoddiness and pretension that thy name may be remembered in the company of learned men."

781. COWLEY, WILLIAM H. What Should a College President Be? In Albert Craig Baird, ed., *Representative American Speeches: 1949-1950*. New York: H. W. Wilson Co., 1950. (The Reference Shelf, vol. 22, No. 3.) p. 230-244. Reprinted from *Bulletin of the Texas Technological College*, vol. 25, No. 4, p. 9-23, Aug. 1949. (Author: Professor of Higher Education, Stanford University.)

Address at inauguration of Dossie M. Wiggins as fifth president of Texas Technological College, May 10, 1949. "A college president . . . is one of the most burdened, one of the most harassed, one of the most put-upon people in American life. He is a hewer of wood and a drawer of water, a dray horse, a galley slave, a bellhop, a hack, and a nursemaid all wrapped in one. . . . He is expected

to be an educator, a businessman, a public speaker, a writer, a money-raiser, a politician, a giver of dinners, a charmer at receptions, a moral force in the community, a commentator on national and international affairs, and popular with students, alumni, faculty, and readers of newspapers.

What today can a college president reasonably be expected to be? I suggest that he should be three things—three and no more—and that he can be these things only if he is not expected to spread himself in other directions. These three things are: first, an organizer; second, a coordinator; and third, an educational philosopher." Discusses each of these at considerable length.

782. ——— What Does a College President Do? *Improv. Coll. & Univ. Teach.*, 4: 27-32, Spring 1956. Extracts in *Coll. Pub. Rel. Quart.*, 7: 6-10, April 1956. (Author: See No. 781.)

Address at inauguration of new president of Oregon College of Education. After a historical treatment of the presidency, especially in France, Germany, and Great Britain, considers his functions under headings of superintendence, facilitation, development, and leadership in policy making.

783. CUMINGS, EDGAR C. When Is a College President Successful? *Soc. & Soc.*, 81: 65-67, March 5, 1955. (Author: Vice President and Dean, Hiram College, Ohio.)

"A president who lasts ten years or more is regarded as something of a latter-day miracle. . . . Let us explore the reasons for this curious consideration." Discusses relation of the president to trustees, faculty, and alumni.

784. DAVIS, PAUL H. It May Be Sooner Than You Think: The Right Time to Retire. *Coll. & Univ. Bus.*, 22: 19-20, June 1957. (Author: Consultant in Institutional Finance and Public Relations, Los Angeles, California.)

Discusses various retirement ages for college presidents varying from 60 to 70 years, but favoring 65 or earlier. States that in most colleges "most of the progress is made while the president is under 60." Knows of only three presidents who have willingly retired before reaching 65. Advocates some flexibility if retained beyond 65.

785. BROKER, CLARENCE RAYMOND and BROKER, MARY BELL. *A Place of Light: The Story of a University Presidency.* New York: Hermitage House, 1954.

288 p. (Authors: President, University of Kansas City, Missouri, and his wife.)

"This is a personal history—the story of twenty years in the lives of two people who were fortunate in having shared in the adventure of building a new university. . . . It makes no pretension to being a definitive history of the University of Kansas City." Reviews by F. J. Donahue, *America*, 91: 111, April 24, 1954; and by G. E. Snavely, *Amer. Coll. Bull.*, 40: 422-424, Oct. 1954.

786. DODD, HAROLD WILLIE. Comment from the United States. *Univ. Quart.*, 8: 140-146, Feb. 1954. (Author: President, Princeton University.)

Gives composite impressions of 10 heads of American universities who, as representatives of Association of American Universities, attended the Seventh Quinquennial Congress of the Association of Universities of the British Commonwealth, in England. Contrasts some elements of university administration in United States and Great Britain. "Although some American representatives concluded that the differences between the post of an American president and that of a provincial vice-chancellor or Scottish principal was not as great in fact as in form, it must be confessed that to an average American President, Oxford and Cambridge seem to be better designed for obstruction than for action. On the other hand, to an Englishman, the government of an American university naturally appears to be an administrative dictatorship."

787. DONOVAN, HERMAN LEE. The State University Presidency, 1955. In *National Association of State Universities, Proceedings, 1955*, p. 15-20. (Author: President, University of Kentucky.)

"Twenty-seven years ago I was appointed president of a teachers college. With the view of better preparing myself for this new position, I ordered 10 or 12 biographies and autobiographies of former distinguished college and university presidents. I read the lives of these great educators with profit and gained inspiration and vicarious experience that had proved a great help to me as a college administrator. So intriguing did I find these volumes that I ordered others; eventually I became a collector. . . . I have been surprised by the small number of volumes that have been written about these educators; the number of titles I have been able to collect is slightly over 300. There certainly must be others, and I am still searching for them." Reports that the "typical state university president today is a married man, 56 years of age, and he is the father

of two children. The range of ages is from 33, the youngest, to 70, the eldest. He is a college graduate, the possessor of three earned degrees, including the Ph. D. degree, and he has received one or more honorary degrees. . . . The median salary . . . is \$16,875, but the range is from \$10,000 to \$30,000." Many other details given. Quotes definitions of the college presidency by Harold Ickes, Walter Jessup, and William H. Cowley. Makes detailed comparisons between James K. Paterson, President of University of Kentucky 1869-1910, and present conditions. On the basis of 27 years experience, considers the question: "What are the most important activities of the college president today?" Lists seven "things I would do differently if I had to live over my career as a college President."

788. DOUGLASS, PAUL FRANKLIN. *Six Upon the World: Toward an American Culture for an Industrial World*. Boston: Little, Brown & Co., 1954. 448 p. Extract, "Conant's Conception of University Administration," in *Jour. Higher Educ.*, 25: 59-64, 112-113, Feb. 1954. (Author: Former President, American University, D.C.; and legal counsel, Republic of Korea.)

Sketches lives and contributions of six men, including James B. Conant, President Emeritus of Harvard University (p. 325-409). Other five men are not educators. *Jour. Higher Educ.* article states and discusses four basic administrative principles which President Conant established and six aspects of the Harvard personnel policy "as it took shape in 1942." Asserts that "the heavy duties of scientific warfare did not deter Conant from pressing his design of promoting intellectual activity at Harvard." Review by O. Tead, *Jour. Higher Educ.*, 26: 392-393, Oct. 1955.

789. DRAPER, LYNN H. and MORTOLA, EDWARD J. *Human Relations Pitfalls for the Novice Administrator*. *Coll. & Univ.*, 28: 397-409, April 1953. (Authors: (1) Provost, Pace College, New York; (2) Director of Administration, Park Avenue Christian Church, New York.)

Discusses human relations pitfalls relating to the administrator in the supervision of subordinates, in working with colleagues, and in dealing with superiors. Bibliography, 11 titles.

790. ELBIN, PAUL N. *College President on a Tight Rope*. *Coll. & Univ. Bus.*, 25: 19-22, Oct. 1953. (Author:

President, West Liberty State College, West Virginia.)

Comments on the newly announced study of the college presidency under auspices of Carnegie Foundation for the Advancement of Teaching, "one of the most important ever sponsored by the Foundation." Discusses characteristics and desirable qualifications of a college president. "The commonly accepted prerequisites for the job are low blood pressure, ulcer-proof stomach, rhinoceros hide, a wife able to love an absentee husband, and the ability to see trees without losing sight of the forest." States 13 dilemmas facing a president. Examples: "If he's under 45, he's considered impulsive and autocratic. If he's over 45, he's smug and lazy. . . . If he takes a stand on a controversial matter, he is tactless. If he does not take a stand on a controversial matter, he is a coward."

791. EUWEMA, BEN. *Some Principles of University Administration*. *Educ. Record*, 32: 70-80, Jan. 1951. (Author: Dean, School of Liberal Arts, Pennsylvania State College.)

"I shall begin this analysis of university administration by enunciating 10 axioms. If these first principles can achieve acceptance, the detailed principles of administration can be deduced from them rather easily." Samples: "(2) The university administrator should be a member of the faculty and sympathetic to the faculty point of view. . . . (7) The best thing an administrator can do is to appoint good people and then leave them alone."

792. FAULKNER, DONALD. *Principles of College Executive Action: The Responsibilities of the College President*. *Jour. Higher Educ.*, 30: 266-275, May 1959. (Author: Vice President for Administration, Western Reserve University, Ohio.)

"The president's job in the American college and university is one of the most complex and most difficult to perform of all the positions of trust in the active life of the nation." States and discusses 23 principles. "These 23 statements of principle dealing with the responsibilities of the college president present a consistent picture of the executive branch of administration. Taken together, they represent a point of view which is consistent with the democratic philosophy of education acceptable to a broad cross section of American educational leadership."

793. FIELDS, RALPH K. and PIKE, ARTHUR H. *Community College Prob-*

lems. *Teach. Coll. Record*, 51: 528-536, May 1950. (Authors: (1) Professor of Education; (2) Graduate student; both of Teachers College, Columbia University.)

Report of a conference at Teachers College, March 30-April 1, 1950, attended by 85 registered participants. Purpose: to "(1) define the work of community college administrators, (2) to define the work of the community college instructor and the preparation needed for his work, and (3) to share experiences in organizing and directing community college workshops."

794. FITZPATRICK, EDWARD AUGUSTUS. Administrative Officers of Catholic Educational Institutions: The President of a Catholic University. *Cath. Sch. Jour.*, 53: 244, Oct. 1953. (Author: Dean, Graduate School, Marquette University, Wisconsin.)

Discusses (1) desirable qualifications of a president—personal, scholarship, and knowledge of university administration; (2) experience; and (3) relation to public educational system.

795. ——— Administrative Officers of Catholic Educational Institutions: Catholic College President. *Cath. Sch. Jour.*, 53: 274, Nov. 1953. (Author: See No. 794.)

Lists nine qualifications needed by the president of a small college as distinguished from that of a university.

796. GORDON, JOSEPH E. The President: Has the Pattern of College Leadership Changed? *Jour. Higher Educ.*, 21: 135-140, March 1953. (Author: Program Analyst, Air University, Alabama.)

Based upon author's unpublished doctoral dissertation at University of Chicago, 1951. Compares presidents of 29 universities which in 1949 were members of the Association of American Universities with presidents of same institutions in 1900. Following factors were studied: educational preparation, experience, age, former relationship to the institution, and honorary degrees received.

797. GROSS, JOHN O. College Administration—An Art and a Test. *Peabody Jour. Educ.*, 36: 329-337, May 1950. (Author: Executive Secretary, Division of Educational Relations, Board of Education of Methodist Church; former President, Simpson College, Iowa.)

"In my work I have had the chance to know personally about 400 college and university presidents. . . . For our special consideration I have selected five presidents who personify some of the essential qualifications for the high office." Gives personality sketches of each, followed by briefer descriptions of five foolish presidents. "They were unpractical and lacked a sense of realism and understanding. None of them are presidents now."

798. HALL, WILLIAM W., JR. *The Small College Talks Back: An Intimate Appraisal*. New York: Richard R. Smith, Publisher, Inc., 1951. 214 p. With Foreword by Henry Sloane Coffin. (Author: President, Westminster College, Missouri; former President, College of Idaho.)

Based on experiences at College of Idaho. "The author tells the story of his 9 years as a president with a surprising candor and in racy speech. The book reads like a novel and compels attention throughout. . . . With penetrating insight he passes in review financial support, competitive athletics, public relations, the church connection, and, above all, the distinctive function of the liberal arts college. He is frankly autobiographical without being in the least immodest. He has a delightful humor: his analysis of trustees, for example, is a literary gem."—Foreword. Reviews by V. E. Richardson, Jr., *Christ. Cent.*, 68: 401+, March 28, 1951; and by P. S. Haven, *Assoc. Amer. Coll. Bull.*, 37: 298, May 1951.

799. HARRIS, ARTHUR S., JR. Reflections of a Departing Instructor. *Jour. Higher Educ.*, 25: 66-70, 111, Feb. 1954.

After 6 years of college teaching, author leaves it for more lucrative employment. Gives his impressions of college students and officers, especially presidents. "Today's typical university president, seen from a distance, appears to be less an educator or scholar and more of a corporation manager." Advocates that the president should find time to teach an occasional course to keep in closer touch with students and academic life.

800. HILLWAY, TRUUS. What Professors Want in a President. *Sch. & Soc.*, 87: 306-308, June 20, 1950. (Author: Professor of Education, Colorado State College.)

Based on questionnaire responses from 403 professors in some 90 accredited colleges and universities. Ranks in order of importance 19 characteristics of a college president judged most desirable and six judged most undesirable. Of the lists of traits consid-

ered most highly desirable, the most popular by all odds was *integrity*. Twenty-four percent of all the respondents put this quality in first place and it ranked high on almost every list." Second was *intellectual integrity* and third was *ability to organize and lead*. "Of all the undesirable characteristics, there was almost overwhelming agreement upon *dictatorial or undemocratic attitude*."

801. HOLMES, ROGER WELLINGTON. Faculty Participation in Selecting a College President. *AAUP Bull.*, 43: 598-604, Dec. 1957. (Author: Professor of Philosophy, Mt. Holyoke College, Massachusetts.)

Describes the successful cooperation of a joint committee of faculty and trustees in selecting a new president.

802. HUGHES, RAYMOND M. The Administrator and His Time. *Educ. Record*, 18: 48-52, Jan. 1957. (Author: President Emeritus, Iowa State College.)

"If an executive is to use his time to most advantage, he certainly must keep control of his time to a large degree and keep free from too much routine." Gives numerous practical suggestions for most efficient use of time particularly in interviews with faculty, students, athletes, boards of trustees, and the general public.

803. HULCHER, WENDELL E. Solve These Six Problems and You're On Your Way to a Future in the Management of Higher Education. *Coll. & Univ. Bus.*, 22: 42-44, April 1957. (Author: With Ford Motor Co., Michigan.)

The six problems involve objectives, planning, organization, responsibility, public relations, and funding.

804. HUTCHINS, ROBERT M. The Administrator Reconsidered. *Coll. & Univ. Bus.*, 19: 28-28, Nov. 1955. (Author: President, Fund for the Republic.)

Confesses that he was wrong in some of his administrative methods when President of University of Chicago, particularly in pushing for immediate action by close faculty votes. "But I have learned at last, or I think I have, that the university president who wants durable action, not just action, must have patience."

805. JONES, LEWIS WENDELL. Administration-Faculty Relations. In Southern University Conference, *Proceedings*, 1953, p. 45-54. (Author: President, Rutgers University, New Jersey.)

"The key man in the complex university structure is, as you all well know, the president. He is responsible to the trustees, the public, the parents, the students, and the faculty. You have doubtless heard the well-known definition of the college president as 'the ultimate recipient of the buck.' There is much truth in this wry definition: no matter how skillfully he delegates authority, he is in fact responsible for the quality, the direction, and the morale of the institution. . . . We have moved a long way from the small college in which the president was typically a teacher." Discusses also relation of faculty to board of trustees.

806. KUNKEL, BEVERLY WAUGH. The College President as He Is Today. *AAUP Bull.*, 34: 344-349, Summer 1948. (Author: Professor of Biology, Lafayette College, Pennsylvania.)

An analysis and summary of age, birthplace, alma mater, degrees, and educational positions held by 505 college and university presidents listed in current issue of *Who's Who in America*.

807. LANGMAN, ANNE W. Why Are College Presidents Resigning? *McCalls*, 86: 64-65, 124-129, May 1959.

"Ten percent of all our college heads quit every year. Here are five of them." Gives portraits of Harold Taylor, Sarah Lawrence College, New York; William E. Stevenson, Oberlin College, Ohio; Lynn White, Jr., Mills College, California; Benjamin F. Wright, Smith College, Massachusetts; and Wilbur K. Jordan, Radcliffe College, Massachusetts. "The abrupt departure of this presidential quintet—all in one year—from leading American colleges has caused surprise, consternation, and speculation. All have been in office for a decade or more; all are only at middle age; they did not retire to go to better jobs. From top positions in the educational hierarchy these five men say they have had enough." Discusses varying factors involved, principally frustration and financial responsibilities. Considers career of each man in turn, and reasons for his resigning. Conclusion: "In the eyes of many men the tradition that a college president should be a scholar is near to breaking."

808. LONG, HENRY JOHNSON. Why College Presidents? *Assoc. Amer. Coll. Bull.*, 37: 379-382, Oct. 1951. (Author: President, Greenville College, Illinois.)

"Possibly the main reason for his being connected with a college is that he may 'bring home the bacon' in the form of checks, bonds, and debts. After a most stimulating experience in the first quarter of 1951 of

spending approximately two days on each of 40 college campuses, interviewing somewhat at length 350 college administrators, the writer has come to the conclusion that the above picture is the average college's concept of its president." Discusses various judgments as a result of his visits. Conclusion: "The books need to be rewritten as to the duties of a president."

809. McCORMICK, EDGAR L. Telling the Dragon: A Letter to the New College President. *Assoc. Amer. Coll. Bull.*, 39: 640-644, Dec. 1953. (Author: Head, Department of English, Bethany College, West Virginia.)

Attempts to present viewpoint of college faculties toward new presidents, emphasizing their responsibility for maintenance of religious activities and religious spirit on the campus.

810. MARSH, DANIEL LASH. Imperative in a College President. *Assoc. Amer. Coll. Bull.*, 37: 7-12, March 1951. Also in *Christ. Educ.*, 34: 81-86, March 1951. (Author: President Emeritus, Boston University, Massachusetts.)

Upon retirement, after 25 years as President of Boston University, states and discusses fundamental qualities necessary for a successful university executive, including physical endurance, patience, loyalty, honesty, singleness of purpose, intellectual flexibility, fairness, sympathy, common sense, sense of humor, courage, ability to speak effectively, resourcefulness, and a philosophy of life that gives poise.

811. MARTIN, HAROLD H. Bright Young Boss of Princeton. *Sat. Eve. Post*, 231: 19-21, 79-83, April 18, 1959.

"Bob Goheen rose overnight from an assistant professorship to one of America's most coveted academic posts. Now he faces education problems that would vex Aristotle himself."

812. MILLETT, JOHN D. The Job of Management. *Coll. & Univ. Bus.*, 25: 22-24, Sept. 1958. (Author: President, Miami University, Ohio.)

Shows that the university is not a hierarchy of power relationships like a business enterprise, but an academic community made up of highly interrelated but distinct elements—faculty, student body, alumni, specialized services, and trustees.

813. MONTANDON, CARLOS MORRISON. Selection of Chief School Administrators in California Public Junior Colleges.

Greeley: Colorado State College of Education, 1954. 158 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 16, 1954, p. 64-67.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires responses from 110 board members of 54 public junior colleges in the State. Gives a descriptive analysis of personal characteristics, behavior patterns, experience, practices, and philosophy of education.

814. MOORE, ROBERT FOSTER. For Top Administrative Personnel—Can Our Colleges Compete With Industry? *Coll. & Univ. Bus.*, 15: 26-28, Sept. 1953. (Author: General Manager, Bellows, Henry & Co., Inc., New York City.)

"Colleges and universities have an inside track when competing for top administrative personnel but, more often than not, they are not taking full advantage of their position."

815. MOSEY, LLOYD. Leaves from a President's Notebook. *Sch. & Soc.*, 82: 195-198, Dec. 24, 1955. (Author: President Emeritus, University of Illinois.)

Considers four questions: What evidences are there of progress toward better business administration? How does the business office look from across the hall? What are the basic principles of educational executive management? What are the fundamentals of good relations in educational administration?

816. ———. What the President Should Know About Business Management. *Educ. Record*, 39: 348-356, Oct. 1958. (Author: See No. 815.)

"As executive head, a college or university president must assume responsibility for and exercise general direction over finance and business operations. While he does not need to be an expert in the various fields of business activity, he should be generally informed as to their requirements and their relations to academic progress." Says most important thing is to secure competent business officer and leave details of operation to him. Indicates general knowledge president should have of a dozen specialized fields of business administration.

817. NIELL, NORMAN. Periodical Literature on the College Presidency, 1932-1957. *Sch. & Soc.*, 173-177, April 2, 1958. (Author: Faculty member, Brooklyn College, New York.)

Classifies and lists 87 articles which have appeared in 15 professional journals, over one-fourth of them in *Assoc. Amer. Coll. Bull.*

818. PERKINS, JOHN ALANSON. Public Administration and the College Administrator. *Harvard Educ. Review*, 25: 214-224, No. 4, 1955. (Author: President, University of Delaware.)

"It is high time that administration in higher education was recognized for what it is: a vitally necessary function, one of the most difficult of all areas of administrative activity, and an undertaking to be consciously prepared for." Discusses "some of the more common tools of administration"—planning, organization, staffing, directing, coordinating, reporting, and budgeting.

819. PIERCE, ALFRED C. *The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges*. Austin: University of Texas, 1950. Partial summary in *Jun. Coll. Jour.*, 21: 364-366, Feb. 1951; and 21: 393-394, March 1951.

Unpublished doctoral dissertation (Ph. D.) Based on questionnaire returns from 288 public junior colleges. Many details summarized.

820. POLLOCK, THOMAS CLARK. Leadership and Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 277-284, May 1958. (Author: Dean, College of Arts and Sciences, New York University.)

Address at 25th anniversary of Robert N. Montgomery, as president of Muskingum College, Ohio. "Let me suggest a few of the varied problems which a college president must face day by day and year by year." Discusses his relations to the community, to the church, to secondary schools, to graduate schools, to alumni, to trustees, to faculty, and to students.

821. POWERS, DAVID GUY. *The Selection of University Presidents in America: Comparative Analysis of the Expressed Judgments of the Chairmen of the Boards, the Presidents, and the Professors in American Universities During 1946-47*. New York: New York University, 1950. 304 p.

Unpublished doctoral dissertation (Ph. D.). Presents information regarding 30 different factors involved in selection of presidents as evaluated by 76 Board chairmen, 75 university presidents, and 57 professors, representing more than 100 universities. Most impor-

tant factors: Personal integrity, administrative ability, health, and religious affiliation (in Protestant universities only).

822. ROLAND, LEO J. Professional Preparation of Junior College Administrators. *Jun. Coll. Jour.*, 24: 72-80, Oct. 1953. (Author: Professor of Education, Villa Maria College, Pennsylvania.)

Based on questionnaire responses from 136 junior college administrators in 14 States in effort to secure answers to two questions: "What are the backgrounds of the present two-year executives, and what are their opinions on the preparation of future junior college administrators?"

823. ——— A Doctoral Program for Tertiary School Executives. *Jun. Coll. Jour.*, 28: 389-397, May 1958. (Author: See No. 822.)

States reasons that "make it justifiable for junior college administrators to be specifically educated for their work on a professional basis and to obtain advanced professional degrees. The highest of these should be the Doctor of Education in tertiary school administration." Gives details of a desirable plan for such preparation.

824. SAMMARTINO, PETER. *The President of a Small College*. Rutherford, N.J.: Fairleigh Dickinson College Press, 1954. 163 p. (Author: President, Fairleigh Dickinson College, New Jersey.)

"This book is meant for the administrator or the prospective administrator of a small college. It is not meant for the president of a large institution." Discusses, somewhat informally, many topics including departmental organization, public relations, evaluation of instructors, guidance of students, fund raising, alumni, parents, food services, office management, custodial services, and library.

825. SHEFFIELD, EDWARD FLETCHER. The Allocation of Administrative Responsibilities in the Liberal Arts College. *Coll. & Univ.*, 26: 236-246, Jan. 1951. (Author: Registrar and Director of Student Personnel Services, Carleton College, Ottawa, Canada.)

Discusses principles involved, areas of activity, groups concerned, and administrative officers chiefly involved. Diagram shows proposed allocation of major and minor responsibilities among president, dean, registrar, and bursar.

826. STEARNS, ROBERT LAWRENCE. Academic Tenure: From the Viewpoint of

the Administrator. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 97-103. (Author: President, University of Colorado.)

Quotes "Harry Risdon's classic statement of the qualifications of a successful college president: one who is an educator, has been a scholar, has judgment about finance, speaks constructively in phrases that charm and never offend, takes positions with which no one will disagree, consults everyone and follows all proffered advice, does everything through committees, but with great speed and without error. . . . The average tenure of an American college president is approximately 4 years. . . . I am one of the few employees of the institution that has less tenure than the football coach."

827. STODDARD, GEORGE D. *Illini! Illini! Sch. & Soc.*, 79: 97-101, April 3, 1954. (Author: President, University of Illinois.)

Relates his side of the controversy with Board of Trustees of University of Illinois which led to his resignation after seven years in the presidency.

828. STOKE, HAROLD WALTER. *The American College Presidency*. New York: Harper & Bros., 1959. ix, 180 p. One chapter, "The College President as an Educational Philosopher," preprinted in *Sch. & Soc.*, 87: 25-30, Jan. 17, 1959. (Author: President, Queens College, New York.)

"This book is not a guide to the would-be college president, nor a handbook on how to administer the office. It is meant, rather, as an interpretation of an important part of higher education, a report on some of the problems of the president, and an indication of some of the pleasures and pains of his position." Ten chapters: I. The Vested Authority. II. Personal Problems. III. The Administrator. IV. Everything Takes Money. V. Boards of Trustees. VI. Public Relations. VII. Among the Scholars. VIII. The Students. IX. The Uneasy Campus. X. The Uses of a Philosophy of Education. Bibliography, 36 titles. Review by T. E. McConnell, *AAUP Bull.*, 45: 291-294, June 1959.

829. SULLIVAN, RICHARD H. *Administrative-Faculty Relationships in Colleges and Universities. Jour. Higher Educ.*, 27: 306-326, 349, June 1956. (Author: On leave from Educational Testing Service, Princeton, N.J.)

Report of a 3-month study, under a grant from Carnegie Corporation of New York,

based on visits to 18 colleges and universities. "I tried to learn something about the patterns of administrative-faculty relationships. What has determined them? To what extent are they historical and evolutionary? In what ways is change possible or indeed necessary because of current personalities or philosophies? Is each set of such patterns peculiar to an institution or are there common elements in all or many colleges?" Reports impressions and judgments on these questions.

830. THORP, MARGARET FARRAND. *Nielson of Smith*. New York: Oxford University Press, 1956. xxv, 363 p.

Biography of William Allan Neilson, President of Smith College for 22 years, 1918-1940. Reviews by T. E. McMullin, *Educ. Outlook*, 31: 41, Nov. 1956; by O. Tead, *Jour. Higher Educ.*, 27: 460-461, Nov. 1956; by M. Clapp, *Mts. Val. Hist. Review*, 43: 513-514, Dec. 1956; and by K. W. Bigelow, *Teach. Coll. Record*, 58: 236-238, Jan. 1957.

831. THWING, CHARLES FRANKLIN. *The College President*. New York: The Macmillan Co., 1926. x, 345 p. (Author: President Emeritus, Western Reserve University; President 1890-1921.)

First volume by an experienced university president, giving a general discussion of the position. Six chapters: I. The Office and Title. II. Relations. III. As an Officer and as a Personality. IV. Perils. V. Rewards. VI. The Future of the Office. Chapter II (113 pages) considers relations of the president to the trustees, faculty, students, graduates, high schools, graduate school, other presidents, the press, and the general community. Chapter III (108 pages) discusses 20 characteristics of successful college presidents. Useful discussion of salary of college presidents, stating the principle: "In general, the salary should be, I believe, about double the typical salary of the regular teacher of permanent tenure."

832. TURNVILLE, GUS. *The College President. Assoc. Amer. Coll. Bull.*, 39: 464, Oct. 1953. (Author: President, Northland College, Wisconsin.)

Extract from inaugural address, May 16, 1953, stating the qualities of a successful college president as he sees them.

833. ———. *The President as Fund Raiser. Coll. & Univ. Bus.*, 24: 21-23, June 1958. (Author: See No. 832.)

States that the ideal college president is a scholar, politician, writer, orator, humorist, salesman, and beggar in behalf of others.

834. WATT, W. W. The College President: Conscience of the Campus. *Nation*, 188: 512-515, June 6, 1959. (Author: Head, Department of English, Lafayette College, Pennsylvania.)

Discussion of the alarming rate of turnover in the office of the college president and what this means for the university of the future.

835. WATTS, RALPH J. Satisfying and Effective Relations Between President and Board. *Coll. & Univ. Bus.*, 12: 25-26, April 1952. (Author: Vice President, Lawrence College, Wisconsin.)

"Success in maintaining proper relationship between the chief administrator and the board of trustees depends upon the degree to which there exists mutual respect and confidence, a meeting of minds on the basic task of the institution, and a recognition of the functions of the components of the administrative organization."

836. WEEKS, ILA DELBERT. University Presidents and the Public. In *National Association of State Universities, Proceedings*, 1950, p. 12-25. Excerpts in *Sch. & Soc.*, 72: 321-324, Nov. 18, 1950. (Author: President, University of South Dakota.)

Based on questionnaire responses from 46 presidents of institutions which were members of the Association. "If we could know something rather definite about the relations of university presidents with their faculties, students, governing boards, alumni, legislators, and the general public, it would be of inestimable value to newcomers in this much coveted position of university president." Summarizes 28 types of activity and their frequencies, 14 common problems, and states 12 conclusions.

837. ——— Five Tips to President on Getting Along With the Board. *Coll. & Univ. Bus.*, 20: 33, April 1956. (Author: See No. 836.)

"The effectiveness of administration in colleges and universities is determined in a large measure by how well governing boards adhere to their accepted functions and how well the presidents of these institutions administer the policies set forth by the boards. It is obvious that there must be a feeling of confidence and respect between the college administrator and members of the board."

838. WEIGLE, RICHARD D. Commission on Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 150-154, March 1956.

(Author: President, St. John's College, Maryland; Chairman of the Commission.)

"The Commission can report progress on another knotty problem, that of the college president himself. Four intellectual life conferences were held at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado during the summer of 1957" as recommended in previous report, three for presidents and one for deans. "Without exceptions, the participants found the experience a fruitful and revitalizing one." For previous report, see *Assoc. Amer. Coll. Bull.*, 43: 165-169, March 1957. For fuller report by F. L. Wermald, see No. 845.

839. WETZLER, WILSON F. A Look at the President of the Small College. *Low. Higher Educ.*, 25: 439-441, 456, Nov. 1954. (Author: Assistant Director of Student Teaching, Madison College, Virginia.)

Based on questionnaire responses from 24 presidents of liberal arts colleges with enrollments of 500 students or less. Attempts to answer two questions: "What sort of background and education have the incumbent presidents of small colleges? What do they consider to be the particular problems they face which demand special training and abilities?"

840. WHITE, GOODRICH COOK. Do We Believe in Education? *Assoc. Amer. Coll. Bull.*, 42: 22-24, March 1956. (Author: President, Emory University, Georgia.)

Discusses many aspects of college administration and responsibility of the president for leadership in them. "If I were facing the prospect of another decade or so as a college president, I should set myself with resolute determination to guard some time for thinking about my job; not in terms of budgets and buildings and burgeoning student bodies, of promotion and propaganda and public relations, but in terms of what education really is or ought to be—what we are trying to do, what we ought to be trying to do, how well we are doing it, and how we might do it better. I should want to dig beneath the surface."

841. ——— *The Education of the Administrator*. Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 3.) viii, 62 p. (Author: See No. 840.)

Based on address at 12th Institute of Higher Education, Nashville, 1956. Contains 4 chapters: I. On Keeping Intellectually

Alive. II. Patience and Its Limits. III. The Letter and the Spirit. IV. The Real Job.

842. WILLIAMS, LLOYD P. Some Heretical Reflections on Educational Administration. *Jour. Higher Educ.*, 27: 182-188, April 1956. (Author: Dean, Muskingum College, Ohio.)

"It is the thesis of this paper . . . that administration in general and educational administration in particular are a much overrated commodity—perhaps the most overrated commodity on the market today. . . . The specific function of an educational administrator is to facilitate the accomplishment of the scholarly enterprise of research, writing, and teaching. Regretably, much that now passes for administration in education performs precisely the reverse function."

843. WILSON, LOGAN. Academic Administration: Its Abuses and Uses. *AAUP Bull.*, 41: 684-692, Winter 1955. (Author: President, University of Texas.)

States that academic administration "is a subject about which nobody has very much precise knowledge and hence everybody is prone to speak as an authority." Defines a dean as "one who knows too much to be a president but not enough to be a professor." Abuses discussed: wrong kind of men as administrators, misconceptions of what should be done, structural inadequacies and weaknesses, bottlenecks at top, lack of time for thinking and planning. Uses discussed: getting and keeping a strong faculty, allocation of resources equitably, balance in the overall educational program, and, "perhaps the most basic, to catalyze a diversity of elements into an effective whole."

844. WORMALD, F. L. School for Presidents. *Assoc. Amer. Coll. Bull.*, 41: 496-506, Dec. 1955. Summary in *Higher Educ.*, 12: 60, Dec. 1955. (Author: Assistant to the Director, Association of American Colleges.)

Describes purposes, methods, and results of the Institute for College and University Administrators conducted by Harvard Business School and sponsored by Association of American Colleges in summer of 1955, attended by 39 college presidents with less than 3 years service, selected from 120 who met this qualification.

845. ——— *The Pugwash Experiment: An Essay in Liberal Education*. Washington: Association of American Colleges, 1958. 72 p. (Author: See No. 844.)

An extensive report of conferences of college presidents and deans held in summers of

1956 and 1957 at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado. Presented in four major sections: Genesis and Exodus, 1956; The Second Year; Organization and Method; and Results and Prospects. "The unanimous judgment of the participants, after they had gone back home and had had time to reflect on their experience, confirmed the evidence of their immediate reactions that the tonic effect was all that had been hoped for. . . . Half of the total of 54 presidents and deans . . . reported that action of one kind or another inspired or materially influenced by the Pugwash experience had been taken or was definitely planned on their campuses." See also E. D. Weigle, No. 838.

846. WHISTON, HENRY M. The Future of the College Presidency: Some Serious-Comic Observations on the Head Man and His Maneuvers. *Coll. & Univ. Bus.*, 17: 80-81, Nov. 1954. (Author: President, Brown University, Rhode Island.)

Abstract of Founders Day address at Union College, New York, February 1954. "The range of activity that may properly be called the function of a president has become so vast that no one man can discharge all the duties that could reasonably be assigned to the office." Discusses hazards of the presidency, its scholarship requirements, and relations to students and faculty. "The president of the future will not be close to the students."

847. ——— Looking at the College Presidency in Retrospect. *Assoc. Amer. Coll. Bull.*, 41: 504-518, Dec. 1955. Same, condensed, in *Coll. & Univ. Bus.*, 20: 23-26, April 1956. (Author: President Emeritus, Brown University, Rhode Island.)

Address at Institute for College and University Administrators, Harvard University, June 24, 1955. "In this career he [the president] can find profound satisfactions, his own share of good clean fun, and a rich, deep-down joy, as well as some frustrations, many disappointments, and occasional heart-break." Included in No. 848.

848. ——— *Whiston Speaking: A Selection of Addresses*. Providence, R.I.: Brown University Press, 1957. viii, 263 p. (Author: See No. 847.)

"In the course of my tenure at Brown University, there are on record something over a thousand speeches. . . . From this mass of material a committee has selected the addresses, reports, and articles here presented. Many of them have been severely cut." Includes 26 speeches and articles, in whole or in part, including "The College Presidency in

Retrospect," No. 847. Review by F. H. Lund, *Jour. Higher Educ.*, 30: 112, Feb. 1959.

849. ——— *Academic Procession: Reflections of a College President*. New York: Columbia University Press, 1959. 222 p. (Author: See No. 847.)

Autobiography, covering his presidency of Lawrence College and Brown University. Chapters devoted to the president in his relation to the trustees, to the faculty, to the administration, to the students, to the alumni, and to the public. Review by Mildred M. Horton, *N.Y. Times Book Review*, 64: 6, Aug. 23, 1959.

See also Nos. 8, 9, 32, 33, 34, 55, 142, 165, 195, 248, 252, 253, 257, 259, 264, 265, 266, 268, 272, 276, 277, 279, 283, 284, 285, 291, 292, 295, 298, 299, 325, 347, 390, 394, 414, 433, 477, 509, 597, 720, 729, 730, 738, 747, 750, 765, 854, 856, 862, 867, 875, 883, 884, 901, 904, 943, 953, 975, 978, 1023, 1033, 1277, 1309, 1418, 1443, 1494, 1500, 1591, 2351, 2359, 2390, 2393, 2373, 2445, 2603, 2606, 2692.

2. DEANS

Includes academic deans, administrative deans, and deans of university schools or divisions. For dean of students, dean of men, and dean of women, see Personnel Officers, Nos. 924-945. For deans as heads of junior colleges, see Presidents.

850. AMERICAN CONFERENCE OF ACADEMIC DEANS. Thirteenth Annual Meeting. *Proceedings*, Philadelphia, 1957. 106 p.

Contains addresses and discussions of various problems and topics of special significance to deans. Similar contents of earlier annual reports. Purpose of the Conference: "The meetings of this Conference are intended to promote opportunity for academic deans of liberal arts colleges to meet together, to share their experiences, to exchange views, and to discuss problems with which the office of the dean is chiefly concerned."

851. BAXTER, JAMES P., III. Some Functions of the Academic Dean. In *American Conference of Academic Deans*,

Proceedings, 1956, p. 47-57. Also in *Assoc. Amer. Coll. Bull.*, 42: 245-253, May 1956. (Author: President, Williams College, Massachusetts.)

Stresses three functions of the dean: his role in curriculum planning, his role as a watch dog of faculty interests and advancement, and his responsibility for interesting a larger percentage of undergraduates in possible careers in college teaching.

852. BLEWETT, EDWARD YORK. A Dean Goes to Heaven. *AAUP Bull.*, 40: 216-225, Summer 1954. (Author: Dean, University of New Hampshire.)

"Once upon a time a dean went to Heaven (you can judge from this opening sentence that the substance of this talk is pure fiction). . . . On the first day after the arrival of the academic dean, they set him in the middle of the company and proceeded to question him." Reports substance of discussion of a variety of educational topics.

853. CRAIG, MACK WAYNE. *The Role of the Academic Dean in Selected Church-Related Colleges*. Nashville, Tenn.: George Peabody College for Teachers, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 2822-2823, May 1959.

Unpublished doctoral dissertation (Ph. D.). Compares activities of deans of 10 colleges, based on detailed reports kept for one week, with duties as found from an analysis of the literature. Makes proposals for the proper role of the dean in such institutions.

854. DAVIS, HARVEY H. The Selection of College Deans. *Jour. Higher Educ.*, 21: 147-148, March 1950. (Author: Dean, Graduate School, State University of Iowa.)

"Some method is necessary in the selection of deans which will assure the president of his prerogative in nominating his lieutenants to the governing board, and will give the faculty of the college concerned an effective voice in the selection of the person whom the president nominates. One method which seems to be effective is presented here."

855. The Dean of the School. *Jour. Med. Educ.*, 30: 169-170, March 1955. Reprinted from *British Medical Journal*, Aug. 28, 1954.

Traces the development of the term "dean" from Biblical times, first use being in Book of Exodus. "Originally the word meant one having authority over 10 men, as over 10 soldiers in a camp or 10 monks in a monastery."

856. DEFERRARI, ROY J., ed. *Functions of the Dean of Studies in Higher Education*. Washington: Catholic University of America Press, 1957. vi, 143 p. (Author: Secretary-General; Director of Workshops, Catholic University of America.)

Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, Catholic University of America, June 15-26, 1956. Contains discussions by nine authors on the function of the dean and his office, his qualifications and training, and his relations to the curriculum, to the student body, to the registrar, to the faculty, and to the president; and summaries of seminar proceedings of colleges for men, and large and small colleges for women. Also list of 78 participants and their institutions.

857. DYSINGER, WENDELL S., ed. *The Functions of the Dean: His Duties and Relationships*. Stillwater, Okla.: Oklahoma A. & M. College, 1954. 87 p. (Author: MacMurray College, Illinois; Chairman of Planning Committee.)

Eighth Yearbook of Annual Summer Conference of Academic Deans. Contains seven addresses on various phases of work of the dean and his relation to personnel officers, students, and the administration.

858. ENGELBERT, ARTHUR F. *The Professor Looks at the Dean*. *Educ. Record*: 38: 316-319, Oct. 1957. (Author: Chairman, Department of Modern Languages, Mt. Union College, Ohio.)

"Let us consider in some greater detail those areas of the dean's responsibility which impinge upon the vested interests of the college teacher." Discusses his responsibility for better choice of faculty, for maintaining an inservice training program for the faculty, and for encouragement of scholarly interests.

859. FINNEGAN, Rev. DARRELL, F. X. *The Function of the Academic Dean in American Catholic Higher Education*. Washington: Catholic University of America Press, 1951. x, 120 p. (Educational Research Monographs, vol. 16, no. 1, Jan. 1951.)

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on checklists used in personal interviews at 34 Catholic colleges for men. Chapter 4, "Relation of the Dean to the Instructional Faculty" (p. 30-45), deals with faculty recruitment and promotion, teaching load, examinations, salary, supervision of instruction, and other

features. Appendix lists the cooperating institutions, gives the checklist of 193 items, shows 13 illustrative graphs, and contains bibliography of 86 titles.

860. FOGANET, A. LELAND. *Some Objectives and Principles of Academic Administration*. *Assoc. Amer. Coll. Bull.*, 87: 581-585, Dec. 1951. (Author: Dean, Nebraska Wesleyan University.)

"The purpose of this paper is to give a brief summary of some of the objectives of academic administration, especially as such objectives apply to the office of the dean... and to suggest some practical steps in achieving our goals."

861. HAAS, LEONARD CLARENCE. *The Academic Dean in American Teachers Colleges*. Minneapolis: University of Minnesota, 1954. 222 p. Abstract in *Dis. Abstracts*, 14: 1170-1171, Aug. 1954. Summary in *Educ. Adm. & Sup.*, 42: 184-140, March 1956.

Unpublished doctoral dissertation (Ph. D.). "This study examined the academic deanship in teachers colleges with the purpose of discovering the chief characteristics of this position, the qualifications of those currently occupying it, and the actual functions these persons were performing." Based on 114-item questionnaire answered by 170 teachers colleges, only 115 of which actually had academic deans.

862. HENDERSON, ALGO D. *The Dean Is Busy*. *North Cent. Assoc. Quart.*, 32: 179-185, Oct. 1957. (Author: Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

Discusses the role of the dean in the educational program and his relation to the president. "A wise president will delegate major responsibility for the educational program to the dean."

863. HILDEBRAND, JOEL H. *The Faculty Member and His Institution*. In *Western College Association, Proceedings*, Spring 1956, p. 60-67. (Author: Professor of Chemistry Emeritus, University of California.)

"A deanship or a chairmanship does not have to be a life job. It can be passed around. There should be no indispensable man. I believe that the ablest men in a university should participate in administration from time to time."

864. HUNT, EVERETT. *The Dean and the Psychiatrist*. *AAUP Bull.* 39: 16-

35, Spring 1953. (Author: Dean, Swarthmore College, Pennsylvania.)

Traces the development of the dean's office from its ecclesiastical origin in England, and discusses the varied duties and functions of the office today.

865. Increasing Enrollments and Attendant Problems for the Academic Dean. In American Conference of Academic Deans, *Proceedings*, 1956. p. 5-46.

Three papers by Nancy D. Lewis, Pembroke College, Rhode Island; Blair Stewart, Oberlin College, Ohio; and Tracy E. Strevey, University of Southern California. Deal with problems of admissions, physical facilities, salaries, faculty shortages, use of women as new faculty members, special functions of private institutions, student-faculty ratio, and problems of graduate schools.

866. MARSHALL, MAX S. How to Be a Dean. *AAUP Bull.*, 42: 636-643, Winter 1956. (Author: Professor of Microbiology, University of California.)

Discusses types and duties of deans and gives 10 aphorisms for their guidance.

867. MAYHEW, LEWIS B. Shared Responsibility for the President and the Dean. *North. Cent. Assoc. Quart.*, 32: 186-192, Oct. 1957. (Author: Dean, Michigan State University.)

Lists many duties and responsibilities of the president, particularly with reference to board of control and the public. States 13 specific duties of the dean. Considers four major types of difficulties which may arise in the administration of an institution—the collegiate organizational structure, personnel problems, ignorance, and personal differences. "The simple device of the dean or the president dropping into the other's office each day they are both on campus and chatting about mutual concerns can do a great deal to alleviate growing misconceptions."

868. REALS, WILLIS HOWARD. Professional Status of Administrators of Evening Colleges. *Soc. & Soc.*, 73: 425-426, Dec. 3, 1950. (Author: Dean, University College, Washington University, Missouri.)

Based on 66 replies to questionnaire sent to 81 heads of the Association of University Evening Colleges. Results are presented in nine tables showing official titles of administrators, salaries, faculty rank, years in present position, degrees held, academic departments represented, other duties, age, and number of students enrolled.

869. SCROOGS, SCHILLER. The Dean's Part in the Improvement of Instruction. *Coll. & Univ.*, 26: 109-206, Jan. 1951. (Author: Dean, School of Arts and Sciences, Oklahoma A. & M. College.)

Gives numerous useful suggestions under such headings as recruitment of better teachers, improvement of teachers in service, and special methods of rewarding superior teaching.

870. WRISTON, HENRY M. The Academic Dean. In American Conference of Academic Deans, *Proceedings*, 1955, p. 40-55. (Author: President, Brown University, Rhode Island.)

"The functions of a dean of liberal arts are as the sands of the sea—myriad. I shall not attempt to enumerate them, but sort out a few grains from the shelving beach." States and discusses many qualities of the successful dean.

See also Nos. 9, 82, 83, 142, 253, 265, 266, 284, 299, 394, 509, 597, 775, 819, 825, 838, 842, 843, 845, 901, 1277, 1436, 1592, 2251, 2368.

3. REGISTRARS AND ADMISSIONS OFFICERS

871. CONNELLY, THOMAS R. *The Registrar*. Newark, N.J.: Washington Irving Publishing Co., 1951. 83 p.

"The material contained herein is intended to convey some insight into the work of the registrar and/or admissions officer. It is not intended to be all inclusive or comprehensive." Discusses origin of the office, selection and admission of students, registration, records and reports, catalogs, office and equipment, and training of registrars. Bibliography, 62 titles. Review by H. E. Elder, *Teach. Coll. Record*, 28: 96, March 1952.

872. GUENTHER, LOUIS CHARLES. *Functions Performed by Registrars in Degree-Granting Institutions Accredited by the North Central Association*. Pittsburgh, Pa.: University of Pittsburgh, 1958. 251 p. Abstract in *Dis. Abstracts*, 19: 1271, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 371 registrars. Reports 166 functions under 10 major headings and evaluates their importance as rated by 20 judges. Also reports personal facts regarding registrars, including

length of service, rank, title, voting status in faculty, relations to president, and committee assignments.

873. LEWIS, ROLAND H. *A Study to Develop Criteria for Organizing or Evaluating the Private Junior College Registrar's Office*. Gainesville: University of Florida, 1956. 235 p. Abstract in *Diss. Abstracts*, 16: 2368-2369, Dec. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 114-123.

Unpublished doctoral dissertation (Ed. D.). Based on 423-item questionnaire answered by 107 private junior colleges in all parts of the country. For summary, see No. 874.

874. ——— and HENDERSON, LEON N. Principles for Organizing and Administering the Registrar's Office in Private Junior Colleges. *Jun. Coll. Jour.*, 28: 322-328, Feb. 1958. (Authors: (1) Registrar, Florida Christian College; (2) Professor of Secondary Education, University of Florida.)

Summary of senior author's doctoral dissertation at University of Florida. (No. 873.)

875. MEDER, ALBERT E., Jr. What the Administration Has a Right to Expect of Registrars and Admissions Officers. *Coll. & Univ.*, 26: 411-419, April 1951. (Author: Dean, Rutgers University, New Jersey.)

Discusses especially the registrar's responsibility in the areas of education and of student personnel services.

876. MINKIN, VERA F. and STEVENS, NANCY D. The Registrar: Is He Statistician or Personnel Assistant? *Pers. & Guid. Jour.*, 32: 221-222, Dec. 1953. (Authors: (1) Registrar, New Jersey State Teachers College, Newark; (2) Registrar, Finch College, New York.)

"We feel that registrars have a responsibility to the college and to the students to keep and maintain accurate records. . . . However, when these records become important for themselves and are used as an end rather than as a means, then the registrar functions as a statistician, a recorder, a truant officer, a time keeper. When these records are used as facts for interpretation, as a part of the whole picture of the student, the registrar's office becomes a strong contributing unit in a student personnel program."

877. O'REAR, FLOYD BARRETT. *The Duties of the Registrar*. Springfield, Mo.: 1925. viii, 173 p.

Doctoral dissertation (Ph. D.) at Columbia University. "An analysis of the work of the registrar in schools for training teachers in the United States, with a development of some forms in relation to services rendered."

878. RHOADS, JOHN M. Our Profession. *Coll. & Univ.*, 31: 149-158, Winter 1958. (Author: Registrar, Temple University, Pennsylvania; President, American Association of Collegiate Registrars and Admissions Officers.)

"His job is complex, since he serves not one but all three divisions of the academic community: faculty, students, and administration. His duties cut sharply across the many areas of educational activity." Discusses many of these duties and problems connected with them.

879. RICH, CATHERINE R., ed. *Problems of Registrars and Admissions Officers in Higher Education*. Washington: Catholic University of America Press, 1955. vi, 208 p. (Author: Registrar, Catholic University of America.)

Proceedings of the Workshop on Problems of Registrars and Admissions Officers in Higher Education, conducted at Catholic University of America, June 11-22, 1954. Contains discussions by 11 authors of the development of the office of the registrar, recruiting, admissions, registration, records, publicity and public relations, statistical reports and office forms, publications, testing, and implications of increased enrollments. Also summaries of seminar reports and list of 59 participants and their institutions. Review by L. J. Thornton and T. Garrett, *Jour. Higher Educ.*, 26: 454-455, Nov. 1955.

880. SIMPSON, CLAUDE F. Qualifications of an Admissions Officer. *Coll. & Univ.*, 29: 368-377, April 1954. (Author: Director of Admissions, State College of Washington.)

Based on letters from an unstated number of college and university presidents, and from confidential reports submitted by members of High School-College Relations Committee. Contains many quotations from them.

881. STOUT, EDWARD M. The Origin of the Registrar. *Coll. & Univ.*, 29: 415-418, April 1954. (Author: Registrar, De Paul University, Illinois.)

Traces the office back to that of the major-beadle at University of Paris at beginning of 14th century. Bibliography, eight titles.

See also Nos. 142, 265, 284, 414, 825, 856, 1475, 1592, 1620.

4. BUSINESS OFFICERS

882. BARKER, PRINCE P. The College Business Officer's Human Relations. In American Association of College Business Officers, *Proceedings*, 1953, p. 22-29. (Author: Chief, Neuropsychiatric Service, Veterans Administration Hospital, Tuskegee, Alabama.)

Discusses the college business officer's human relations: "(1) First, in reference to seeming psychopathological potentials in the operational demands of the situation; (2) Secondly, in reference to personality types; and (3) Thirdly, to submit what is hoped will be constructive suggestions."

883. BRETSKE, STANLEY F. The Relationship of the Business Officer to the Academic Areas of the College and University. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 65-68. Same as "Keeping on Friendly Terms With the Faculty," *Coll. & Univ. Bus.*, 11: 48-49, Aug. 1951. (Author: Vice President and Controller, University of Chattanooga, Tennessee.)

"It is one of the responsibilities of the business office to interpret its philosophies and its policies to the academic areas of the college or university. . . . A president with an understanding of business problems is a source of inspiration to the business manager especially as that president helps bridge the gap between academic areas and the business office. . . . This field of the relationship of the business office and the various academic areas is one of the most important activities in which the business manager is involved." Discusses various desirable methods of achieving such an end.

884. CALDWELL, JOHN T. The Business Officer and the Faculty. In Southern Association of College and University Business Officers, *Proceedings*, 1953, p. 71-78. (Author: President, University of Arkansas.)

Discusses various aspects of the relations of the president, the business officer, and the faculty.

885. DAVIS, DON A. The Profession of College Business Management. In American Association of College Business Officers, *Proceedings*, 1953, p. 12-19. (Author: Business Manager, Hampton Institute, Virginia.)

Discusses standards for the chief business officer, his duties, responsibilities, and compensation.

886. FORCE, WILLIAM WILBER, Jr. A Training Program for the Business Staff of State Colleges. Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations . . . 1950-51*, p. 896-899.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to State colleges in California, Oregon, and Washington and review of reports from industry and business training to draw generalizations applicable to college business activities.

887. HAYES, CHARLES W. Legal Relationships of the Purchasing Officer. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 88-95. (Author: Director of purchases, Emory University, Georgia.)

Discusses need of the purchasing officer to have adequate knowledge of law of agency and law of contracts. Outlines each of these in considerable detail.

888. HOFF, CHARLES W. Educational Programs for College Business Managers. *Sch. & Soc.*, 79: 184-186, June 12, 1954. (Author: Vice President, University of Omaha, Nebraska.)

"College business officers throughout the country agree that there is a great need for formal programs of education to refresh top executives in this field and to provide basic background for junior executives who may have this vocation as their goal." Reports on several workshops arranged for this purpose.

889. ——— What Kind of Training for College Business Management? *Coll. & Univ. Bus.*, 18: 17, May 1955. (Author: See No. 888.)

"A basic education with a baccalaureate degree, on-the-job training that takes the trainee into all major departments of management, specialized college courses in a few basic areas where the trainee's formal education did not reach, attendance at meetings of professional organizations, formal training in short courses where successful college

business managers are teaching—these are the kinds of training that colleges and universities should provide."

890. JOHNSON, MILTON E. *Revealing Facts About the College Business Manager: His Title, Tenure, and Prior Occupation.* *Coll. & Univ. Bus.*, 17: 22-24, July 1954. (Author: Business Manager, Eastern Montana School of Education.)

Based on data furnished by 115 enrollees at the Workshop on College Business Management held at University of Omaha, Nebraska, in 1953.

891. KEENEY, BARNABY. *Peaceful Relations Between Faculty and Business Officers.* *Coll. & Univ. Bus.*, 14: 21-24, June 1953. (Author: Dean, Graduate School, Brown University, Rhode Island.)

Discusses causes for "dichotomy between faculty and administration," including problems of housing, parking, and educational policy.

892. KETTLER, RAYMOND W. *How to Build a Staff for 1970.* *Coll. & Univ. Bus.*, 25: 23-24, Nov. 1958. (Author: Controller, University of California.)

"First we must attempt to visualize the type of organization that will be required in the next few years. Next, we must begin to recruit key personnel for our organization. Third, we must train our staff members now so that they can assume major responsibility in the near future. Finally, we must develop a procedure whereby we can continually review our own organization and evaluate its practicality."

893. KNAUTH, ERNEST FREDERIC. *The Role of the Business Manager in the Independent Liberal Arts College: A Study of the Duties, Background, and Education-Related Activities of the Chief Business Officer of the Independent Liberal Arts College of Moderate Size.* New York: New York University, 1954. 396 p. Abstract in *Dis. Abstracts*, 15: 217, Jan. 1955. Partial summary, "Giving Status to the Business Manager," *Coll. & Univ. Bus.*, 18: 19-21, Feb. 1955.

Unpublished doctoral dissertation (Ph. D.). For published form see No. 894. Based on questionnaire responses from 89 institutions. Recommends that "the college business officer be primarily an educator, trained or skilled in educational thinking and administration,

but having responsibility for the business affairs of the college as his particular concern."

894. ———. *College Business Manager.* New York: New York University Press, 1955. xiv, 166 p.

Published form of the author's doctoral dissertation, No. 893. Five chapters: The Business Manager as an Individual, The Duties of the Business Manager, The Educational Background of the Business Manager, The Occupational Background of the Business Manager, The Education-Related Activities of the Business Manager. Contains section "Related Literature" (p. 153-161), followed by bibliography, 69 titles. Review by H. O. Farber, *Jour. Higher Educ.*, 28: 114, Feb. 1957.

895. MORRY, LLOYD. *College Business Management—As a Profession.* *Sch. & Soc.*, 76: 241-244, Oct. 18, 1952. (Author: Comptroller, University of Illinois.)

Outlines the varied duties of the business officer and discusses his training for such responsibilities. "Academic training is desirable in preparation for college business administration. . . . A number of institutions have offered individual courses designed to aid in preparation for college business management. . . . No institution, however, so far as is known, has developed a complete program leading to a degree."

896. ONDERDONK, CHESTER D. *Training and Placement of College and University Business Officers.* In *Eastern Association of College and University Business Officers, Proceedings, 1950*, p. 54-60. (Author: Director of Personnel, New York University.)

Reports results of questionnaire answered by 126 members of the Association from 109 institutions on desirability of and preferred topics for a seminar, workshop, or study group on principles and problems of college and university business administration. States detailed plan for such a meeting.

897. PROTHO, CHARLES E., Jr. *Intern Training Program for College Business Officers.* In *American Association of College Business Officers Proceedings, 1955*, p. 92-96. (Author: Coordinator, Tuskegee Institute, Alabama.)

Describes in detail the program for interns in the business office of Tuskegee Institute and reports the work of the first two interns.

898. ———. *Intern Training for Our Business Managers.* *Coll. & Univ. Bus.*,

26: 34-35, April 1950. (Author: See No. 897.)

Gives details of eight aspects of 50-week training period at Tuskegee Institute, and reports on six men who have completed the course.

899. RABE, W. F. The Control by Business Managers in Higher Education. *Coll. & Univ. Bus.*, 25: 409-423, April 1950. (Author: Director of Academic Administration, Menlo College, California.)

"In American institutions of higher learning, the business manager often comes to wield power which is not justifiably his." Gives many examples, historical and contemporary, in which "the business manager is permitted to decide policy and execute it on his terms and in the interests of his unacademic office."

900. RUSSELL, JOHN DALE. Professionalization of College Business Management. *Coll. & Univ. Bus.*, 9: 17, July 1950. (Author: With U.S. Office of Education.)

States 11 characteristics of a true profession and shows that college and university business management has attained professional status on several of these and has made a good beginning on others.

901. SCHEPS, CLARENCE. Relationships of Academic Offices. *Coll. & Univ. Bus.*, 12: 24-26, Jan. 1952. (Author: Controller, Tulane University, Louisiana.)

"Successful realization of the university function is possible only through the joint efforts of those responsible for the academic, administrative, and financial areas of a university."

902. SCHRIENER, ALBERT F. Reducing Friction Between Business Officer and Faculty. *Coll. & Univ. Bus.*, 15: 19-21, July 1953. (Author: Business Manager, Valparaiso University, Indiana.)

"Such friction as may exist between the faculty and the business office can be reduced but it will take more than soft words, wooing of teaching personnel, and theoretical plans."

903. SHERER, HARVEY. Ethical Standards for College Business Managers. *Coll. & Univ. Bus.*, 9: 19-22, Nov. 1950. (Author: Senior Accountant, University of Illinois.)

"Two character traits are essential to every college business manager: absolute

integrity and moral courage." States 34 "important guides to the proper choice in the making of decisions."

904. THROUP, C. V. The College President Takes a Critical Look at the Business Manager. In American Association of College Business Officers, *Proceedings*, 1953, p. 58-61. Also in *Coll. & Univ. Bus.*, 15: 25-26, Nov. 1953. (Author: President, Fort Valley State College, Georgia.)

Discusses the responsibility of the college business manager for budget, purchases, maintenance, and public relations. "It is highly imperative, therefore, that the college president and the business manager work together as a team, each seeking to understand and appreciate the functions of the other."

See also Nos. 168, 253, 414, 816, 825, 1475, 2361, 2445.

5. LIBRARIANS

For other articles see the various library journals, especially *College and Reference Libraries* and the *Library Quarterly*. For full index to all significant references see the various issues of *Library Literature*.

905. ANDERSON, LEMOYNE W. and KELL, BILL L. Human Relations Training for Librarians? *Coll. & Res. Lib.*, 19: 227-229, May 1958. (Authors: Director of Libraries, Colorado State University; (2) Associate Professor, Counseling Center, Michigan State University.)

"Our concern is with the problem of translating the librarian's technical knowledge into personal modes of behavior which enable him to work more effectively with the reading public."

906. BOUGHTON, Mrs. VIVIAN R. Salaries, Work Week, Vacations, Benefits, and Privileges of College Librarians. *Coll. & Res. Lib.*, 19: 126-128, March 1958. (Author: Librarian, West Liberty State College, West Virginia.)

Based on questionnaire responses from 150 colleges, most of them having enrollments between 500 and 2,000 students each.

907. BURKE, JOHN EMMETT. The College Librarian in 1951. *Sch. & Soc.*, 75: 276-278, May 3, 1952. (Author: Librarian, George Peabody College for Teachers, Tennessee.)

"A study of the 1951 catalogs of 599 colleges reveals that only 54 percent of American colleges today, have librarians with a degree in library science or a library certificate. The need for a specially trained technician in the person of a librarian must be admitted. . . . Let us hope that more and more colleges heed this condition and provide a competently trained librarian lest this become the blind spot in American higher education."

908. BYRD, CECIL K. School for Administrators: The Rutgers Carnegie Project. *Coll. & Res. Lib.*, 20: 130-133, 153, March 1959. (Author: Associate Director of Libraries, Indiana University.)

Report of a combined seminar and internship program of 12 weeks duration at Rutgers University, New Jersey, in summer of 1958. Purpose: "To help practicing library administrators further their understanding of the management functions in research libraries, to sharpen their knowledge of administrative skills, and to increase their effectiveness in supervisory positions."

909. CARLSON, WILLIAM H. The Trend Toward Academic Recognition of Librarians. *Coll. & Res. Lib.*, 16: 24-29, Jan. 1955. (Author: Director of Libraries, Oregon State System of Education.)

Reviews the literature and the standards of accrediting associations regarding librarians. Conclusion: "Librarians are surely, although some of us may think too slowly, moving from the semi-clerical status of thirty years ago toward full acceptance as members of the academic family."

910. CARTY, JACKSON C. Survey of Administrative Standing of Head Librarians in Two-Year Colleges in California. *Jun. Coll. Jour.*, 29: 490-492, April 1959. (Author: Head Librarian, Fresno City College, California.)

"This survey was made upon the request of a college president for use in trying to up-grade his head librarian." Based on replies to questionnaire of nine questions answered by librarians of 55 California junior colleges. "The one conclusion drawn from the survey is that there is no pattern in the two-year colleges in recognizing the responsibilities of the librarian."

911. DIEHL, KATHERINE S. Faculty Status. *Assoc. Amer. Coll. Bull.*, 41: 292-296, May 1955. (Author: Former Librarian, Texas Lutheran College.)

A plea for faculty status for the college librarian. "Recently librarians became conscious of a professional case for themselves. Their entire motif had an about face. . . . We must act the part if we would have the preferment."

912. DOWNS, ROBERT B. Are College and University Librarians Academic? *Coll. & Res. Lib.*, 15: 9-14, Jan. 1954. (Author: Director, Library and Library School, University of Illinois.)

Considers the preparation and academic rank of librarians. Names four library schools that offer the doctorate in Library Science—Chicago, Columbia, Illinois, and Michigan.

913. ———. The Current Status of University Library Staffs. *Coll. & Res. Lib.*, 18: 375-385, Sept. 1957. (Author: See No. 912.)

Based on information furnished "by 115 leading American universities." Quotes the librarians of many of them on importance of full faculty status for the librarian.

914. ——— ed. *The Status of American College and University Librarians.* (ACRL Monograph No. 22.) Chicago: American Library Association, 1958. iv, 176 p. (Author: See No. 912.)

Contains 16 papers of varied authorship. "With two exceptions, all papers included in the present compilation have already appeared in print. Further, all are postwar" except one. Cover various aspects of personnel programs, current status, faculty rank, and place in academic community.

915. FUNKHOUSER, MYRTLE. Faculty Status of College of Education Librarians. *Wilson Lib. Bull.*, 28: 301, Nov. 1953. (Author: Librarian, Southern Oregon College of Education.)

Based on data furnished by 35 College of Education librarians in 14 States of whom 22 indicated "sometimes quite briefly, and at other times in detail and with evident pleasure, that they had exactly the same status in every respect as the instructional members of the faculty."

916. LEIGH, ROBERT D., ed. *Major Problems in the Education of Librarians.* New York: Columbia University

Press, 1954. x,116 p. (Author: Professor, School of Library Service, Columbia University.)

Report of 1952-53 seminar on Education for Librarianship at Columbia University. Chapters deal with clinical experience and theory, education of special librarians, and general programs for education of librarians. Bibliography, 28 titles, one-third of them annotated. Reviews by J. P. Danton, *Jour. Higher Educ.*, 26: 108-109, Feb. 1955, and by F. K. Hurley, *Teach. Coll. Record*, 56: 56-57, Oct. 1954.

917. MCANALLY, ARTHUR M. The Dynamics of Securing Academic Status. *Coll. & Res. Lib.*, 18: 386-395, Sept. 1957. (Author: Director, Library School, University of Oklahoma.)

Based in part on questionnaire responses from 97 institutions. Discusses various factors—institutional, administrative, faculty, and library. Also reviews literature on the subject.

918. MILLER, ROBERT H. Faculty Rank for Library Staff Members in Medium State Universities and Colleges. *AAUP Bull.*, 39: 421-431, Autumn 1953. (Author: Director of Libraries, Southern Illinois University.)

"In a questionnaire survey covering 49 medium sized colleges and universities in the United States in April 1953 it was found that in 42 of the 49 libraries, all or some of the library staff members who were graduates of library schools had faculty rank." Names of institutions are given and variations in practice noted. Also data on distribution of ranks and relation of faculty and library salaries.

919. MORRISON, PERRY D. The Librarian—Warehouseman or Educator? *Improv. Coll. & Univ. Teach.*, 3: 7-10, Feb. 1955. (Author: Social Science Librarian, University of Oregon.)

"In sum, the evidence indicates that no one really desires that librarians be what Archibald MacLeish is said to have termed 'bellhops in the morgues of culture.' Nor does it seem desirable in most institutions for them to seek enhanced status as educators by posing as psychologists or personnel workers. Education is already part and parcel of their daily contact with students and faculty and represents a potential upon which we have only begun to capitalize."

920. MULLER, ROBERT H. Work Week, Vacations, and Salaries in Medium-Sized Universities and Colleges. *Coll.*

& Res. Lib., 15: 84-86, Jan. 1954. (Author: Director of Libraries, Southern Illinois University.)

Based on questionnaire responses from librarians in 49 "medium-sized institutions of higher education."

921. SMITH, PAUL M. Head Librarians in Negro Colleges and Universities. *Jour. Negro Educ.*, 20: 169-173, Spring 1951. (Author: Head Librarian, Dillard University, Louisiana.)

Based on questionnaire responses from 50 institutions. Summarizes personal characteristics, education, experience, tenure, faculty responsibilities, and financial status of librarians in these institutions.

922. STEWART, NATHANIEL. Training the College Librarian for a Career in Higher Education. *Educ. Record*, 31: 123-128, April 1950. (Author: Chairman, Planning Committee of Division of Library Education, American Library Association.)

"The central theme of this paper contends that within the past two decades there has been very little change in the professional training of the prospective college librarian. And it contends that its principal deficiency is its lack of treatment of the very underpinning of higher education—purposes, design, and change in higher education, and their impact upon library science in colleges." Gives a detailed outline of a course of study for college librarianship.

923. YENAWINE, WAYNE S. Education for Academic Librarianship. *Coll. & Ref. Lib.*, 19: 479-486, 501, Nov. 1958. (Author: Director of Libraries and the Library School, Syracuse University, New York.)

Discusses many phases of preparation of academic librarians and need for greater number of qualified students in library schools.

See also Nos. 265, 414, 1277, 1475, 2369, 2384, 2388.

6. PERSONNEL OFFICERS

Includes deans of students, deans of men, deans of women, and counselors.

924. ANDERSON, HURST R. Education for the Dean of Women. *AAUW Jour.*,

48: 17-18, Oct. 1954. (Author: President, American University, Washington, D.C.)

States five qualifications desirable for an effective dean of women.

925. CHANGARIS, GEORGE D. Fellowship, Scholarship, and Assistantship for Personnel and Guidance Graduate Training, 1959-1960. *Pers. & Guid. Jour.*, 37: 378-386, Jan. 1959. (Author: Assistant Dean of Students, University of California.)

"This is the third in a series of annual articles reporting on the availability of fellowships, scholarships, and assistantships." Gives detailed data on 142 institutions.

926. DAVIS, I. CLARK. *Analysis of a Graduate Program for College Student Personnel Work Based on Determined Curricula*. Bloomington: Indiana University, 1956. 277 p. Abstract in *Diss. Abstracts*, 17: 572-573, March 1957.

Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To determine criteria for graduate programs for college student personnel work. (2) to analyze policies and practices in this field at Indiana University, and (3) to make recommendations for their improvement."

927. DRESSLER, MARGUERITE RUTH. *Counselor Preparation in the Colleges and Universities Accredited by the Northwest Association of Secondary and Higher Schools*. Seattle: University of Washington, 1955. 192 p. Abstract in *Diss. Abstracts*, 16: 498-499, March 1956.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 144 individuals in 61 institutions. Compares the preparation of this group with preparation recommended by American College Personnel Association.

928. FRENCH, ARDEN. *The Dean of Men as a Counselor and as a Disciplinary Official*. *Coll. & Univ.*, 26: 54-66, Oct. 1950. (Author: Dean of Men, Louisiana State University.)

Based on 9 years of personal experience, discussions of a seminar group at Columbia University, and various reports and addresses. Concludes that deans of men "are first counselors, not disciplinarians."

929. GIBSON, MUEL JAMES. *Careers of Guidance Majors at the Master of*

Arts Level. Stanford, Calif.: Stanford University, 1956. 168 p. Abstract in *Diss. Abstracts*, 17: 109-110, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 94 graduates, 1947-1953. Conclusion: "The general approval expressed implies that the basic guidance program at Stanford University is meeting an educational need and should be maintained. The deficiencies noted led to certain recommendations for change."

930. HANSON, JOSEPH THOMAS. *Responsibilities, Professional Characteristics, and Training Recommendations of Counselors in Public Junior Colleges of California*. Minneapolis: University of Minnesota, 1953. 246 p. Abstract in *Diss. Abstracts*, 14: 616, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 200 and interviews with another 24 of "all 273 persons serving as counselors in California public junior colleges during 1951-52."

931. HEDAHL, BEULAH MINERVA. *A Study of the Role Expectations of Counselors in Three University Student Counseling Centers*. Minneapolis: University of Minnesota, 1958. 267 p. Abstract in *Diss. Abstracts*, 19: 1291, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). "The subjects for the study were the counselors and directors of three counseling centers located at universities in the Western Conference. Two of the centers employed 7 counselors each, and one employed 12."

932. HUNNICUTT, THEO. M. *Defining and Projecting the Office of the Dean of Women at the University of Houston*. Houston, Texas: University of Houston, 1956. 246 p. Abstract in *Diss. Abstracts*, 17: 543-544, March 1957.

Unpublished doctoral dissertation (Ed. D.). Primarily a historical study designed to validate the office as established at the University in 1950, and to make a critical analysis and evaluation of it in the light of theory and practice.

933. KEMP, CHARLES FREDERICK. *The Role of the Religious Counselor in Colleges and Universities*. Lincoln: University of Nebraska, 1951. Abstract in the University of Nebraska, *Abstracts of Doctoral Dissertations*, 1952, p. 185-139.

Unpublished doctoral dissertation (Ph. D.). Studies activities of four types of religious

workers—pastors of churches near the campus, YMCA secretaries, university pastors, and university chaplains.

934. KIELL, NORMAN. Freshman Evaluation of Faculty Counselors. *Pers. & Guid. Jour.*, 35: 361-364, Feb. 1957. (Author: Counselor to Students, Brooklyn College, New York.)

Summarizes judgments expressed by 200 freshmen at Brooklyn College.

935. LEE, WILLIAM STORRS. *God Bless Our Queer Old Dean*. New York: G. P. Putnam's Sons, 1959. 256 p. (Author: Formerly Dean of Men, Middlebury College, Vermont.)

A report on the various roles of the college dean of students—as administrator, educator, counselor, disciplinarian, and benevolent guide. The dark side is not overlooked. Reference is made to some of the great deans of past and present. Written in cheerful and colorful style.

936. MILLER, FRANK W. Counselor Training Program in Colleges and Universities. *Pers. & Guid. Jour.*, 32: 132-134, Nov. 1953. (Author: Director of Guidance, School of Education, Northwestern University, Illinois.)

Based on questionnaire responses from 157 institutions offering special preparation in guidance. Makes comparisons with earlier similar studies.

937. SHAFFER, ROBERT H., as told to ELLISON, JEROME. This Is the Dean Speaking! *Sat. Eve. Post*, 228: 104-106, May 12, 1956. (Author: Dean of Students, Indiana University.)

Dean of students in a large university discusses the nature of his work, its problems, possibilities, and satisfactions.

938. STROUP, HERBERT. The College Teacher as Counselor. *Sch. & Soc.*, 85: 120-122, April 13, 1957. (Author: Dean of Students, Brooklyn College, New York.)

"The college instructor who worships at the golden calf of scholarship divorced from social responsibility can hardly be expected to understand fully his role as counselor of students. . . . Teaching and counseling at many points are very close to each other."

939. THOMPSON, RAY. *Counselor Training in State-Supported Negro Colleges and Universities in States With Dual Educational Systems*. East Lansing:

Michigan State College, 1953. 207 p. Abstract in *Diss. Abstracts*, 13: 703-704, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews, college catalogs, and questionnaires at 30 institutions in the 17 states having dual systems. Makes comparisons with National Vocational Guidance Association recommendations on preparation of counselors.

940. VOGEL, FRED J. *A Study of Concepts and Practices Relating to the Allocation of Certain Student Personnel Responsibilities in Selected Institutions of Higher Learning in the United States*. Tallahassee: Florida State University, 1958. 178 p. Abstract in *Diss. Abstracts*, 18: 1705-1706, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on information furnished by 104 State-supported, coeducational, 4-year institutions. "The majority of the student personnel administrators expressed a desire to share in responsibilities not allocated to them."

941. WELLS, MARGARET C. Training Student Deans at Syracuse. *Educ. Record*, 32: 96-104, Jan. 1951. (Author: Dean of Women, Carroll College, Wisconsin.)

Describes origin of 2-year graduate program for training deans of women at Syracuse University, New York, and evaluates some of the results.

942. WILLEY, HAROLD L. *The Role of the Dean of Men in Institutions of Higher Learning*. Knoxville: University of Tennessee, 1958. 307 p. Abstract in *Diss. Abstracts*, 19: 1982, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based chiefly on personal interviews with deans of men in 15 colleges and universities. Considers three aspects: the job, the theory, the know-how to perform the tasks.

943. WILLIAMSON, EDMUND G. The Dean of Students as Educator. *Educ. Record*, 88: 230-240, July 1957. (Author: Dean of Students, University of Minnesota.)

Defines the dean as the man who "relieves the president of some very unpleasant duties." Discusses three aspects of his work, involving student participation in university affairs, learning to resolve social conflicts, and use of non-university speakers by student organizations.

944. ——— Professional Preparation of student Personnel Workers. *Soc. & Soc.*, 86: 3-5, Jan. 4, 1958. (Author: See No. 943.)

Discusses special competencies, inservice training, role of research, and other factors.

945. WRENN, C. GILBERT. The Selection and Education of Student Personnel Workers. *Pers. & Guid. Jour.*, 31: 9-14, Oct. 1952. (Author: Professor of Educational Psychology, University of Minnesota.)

"There are two major unsolved problems in preparation of student personnel workers—one, the selection of those who are encouraged to work toward certification or a graduate degree in this field; two, the balance between knowledge and practice in the graduate curriculum in this field." Bibliography, 23 titles.

See also Nos. 265, 299, 876, 975, 1475, 1592, 1706, 1710, 1724, 1744, 2276, 2553.

7. OTHER OFFICERS

946. CREEK, HERBERT L. Head of the Department. *AAUP Bull.*, 36: 81-96, Spring 1950. (Author: Professor Emeritus and Acting Head, Department of English, Purdue University, Indiana.)

Discussion, in dialogue form, between three university professors concerning the advantages and disadvantages of becoming a department head.

947. DOYLE, Rev. EDWARD A. *The Status and Functions of the Departmental Chairman: A Study of the Status and Functions of the Departmental Chairman in Thirty-Three Selected Colleges Under Private Auspices.* Washington: Catholic University of America Press, 1953. x, 138 p. (Author: Dean, School of Arts and Sciences, Loyola University, Louisiana.)

Doctoral dissertation (Ph. D.) at Catholic University of America. "The aim of this study is to ascertain established practices among institutions of higher learning regarding (1) the qualifications of departmental chairmen, (2) the status of the chairman in the administrative organization of the college, (3) general duties of the chairman, (4) teaching functions of the chairman, (5) the chairman's relation to the administration, departmental faculty, and students of

the department." Based on personal interviews, using a detailed checklist, at 33 institutions, one-third of them Catholic. Institutions are named and data given concerning each. Also the 332-item checklist used. Bibliography, 32 titles.

948. FINDLEY, WARREN G. The College Evaluation Officer. *Jour. Higher Educ.*, 22: 321-324, June 1951. (Author: Director of Test Development, Educational Testing Service.)

"Generally speaking, there is a place in any 4-year college or junior college for a full-time college evaluation officer with doctoral training." Discusses his preparation and duties.

949. GATES, SAMUEL GERALD. *Professional Activities Performed by College Supervisors of Student Teachers.* Stanford, Calif.: Stanford University, 1953. 724 p. Abstract in *Dis. Abstracts*, 14: 309-310, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). "The problem motivating this study was to determine the optimum supervisory load for college supervision of student teachers." Based on questionnaire responses from 133 supervisors in California and Colorado and 55 interviews with California supervisors.

950. MACLEOD, ROBERT B. Confessions of an Ex-Chairman. *AAUP Bull.*, 40: 424-431, Autumn 1956. (Author: Professor of Psychology, Cornell University, New York.)

"At the end of the past academic year I completed twenty years as chairman of a department and I resigned. The decision was a difficult one. . . . Sooner or later in the life of a chairman the question must be faced: Should I sacrifice my academic integrity and become a mere administrator? Or shall I try to regain my status as a scholar, a scientist, and a gentleman? I have chosen the latter alternative. It may be too late, but here are the reasons." Describes the frustrations of a mass of petty administrative detail. Discusses various alternatives to present American system of departmental chairmanships. "Personally, I think that most of the work could be done more efficiently by a few modest 'dedicated' secretaries."

951. RICE, SIDNEY WAYNE. *A Job Analysis of Selected Directors of College Physical Education.* Boston: Boston University, 1955. 296 p. Abstract in *Dis. Abstracts*, 15: 2466-2467, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Shows changes in emphasis, following World War I, from selection of physicians to administer the program of physical education in colleges. Based on analysis of 128 "clearly defined duties" of the modern college physical education director, and data concerning these duties received from 115 college physical education directors.

952. **RUSCH, WILLIAM GEORGE.** *Critical Requirements for Directors and Ministers of Christian Education in the*

Presbyterian Church in the U.S.A. Pittsburgh, Pa.: University of Pittsburgh, 1958. 386 p. Abstract in *Diss. Abstracts*, 20: 893-894, July 1959.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on data secured from 117 churches in 81 States which "provided 801 questionnaire booklets containing 1,072 usable incidents from which 1,532 behaviors were abstracted."

See also Nos. 169, 825, 1023, 1475, 2291, 2587, 2592, 2614, 2654.