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**Administration of  
HIGHER EDUCATION**  
*An Annotated Bibliography*

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# VIII. Administration of Faculty

## I. GENERAL

953. ABBOTT, FRANK C., ed. *Faculty-Administrative Relationships*. Washington: American Council on Education, 1958. x,88 p. (Author: Staff member, American Council on Education.)

Report of a Work Conference sponsored by Council's Committee on Instruction and Evaluation. Discusses many aspects of relationships, including sources of tensions, delegation of authority, and salaries. Reviews by W. G. Fletcher, *Coll. & Univ.*, 34: 215-217, Winter 1959; and by S. A. Atwood, *Jour. Higher Educ.*, 30: 294, May 1959.

954. Alumni Magazines.

"The alumni of 249 colleges, universities, and independent secondary schools in the United States and Canada are receiving a dividend in the current issues of their alumni magazines. A special 16-page supplement dealing with the college teacher and his importance to society has been inserted in each of these magazines. The supplement will reach more college-trained people than any previous periodical in the history of American publishing. The total circulation will be 2,160,000 copies."—From *Higher Education and National Affairs*, American Council on Education, April 14, 1959.

955. BRUMBAUGH, AARON J. and COLLINS, M. W. H., JR. *University of Georgia Self-Study*. *Higher Educ.*, 15: 97-103, Feb. 1959. (Authors: (1) Director; (2) Associate Director, of University of Georgia Self-Study.)

"The University of Georgia recently completed a self-study which has special significance not only for the future of that University but also for other universities that may want to make similar studies. The present article is a summary of the study's principal findings and recommendations and of its background and procedures."

956. CAPLOW, THEODORE and MCGEE, REECE J., *The Academic Marketplace*. New York: Basic Books, 1958. x,262 p.

(Authors: (1) Faculty member, University of Minnesota; (2) Faculty member, University of Texas.)

A study financed by Fund for Advancement of Education, based on personal conferences with 418 professors and administrative officers in 10 unnamed American universities. Covers appointments, rank, seniority, working loads, salaries, fringe benefits, promotion, and other personnel factors. Illustrated by many frank often critical quotations from men interviewed, but all quoted anonymously. Reviews by G. P. Shannon, *AAUP Bull.*, 45: 297-300, June 1959; and by M. M. Tumin, *Teach. Coll. Record*, 60: 348-350, March 1959.

957. CARMAN, HARRY J. *Campus Issues and Problems*. *Annals Amer. Acad.*, 301: 46-57, Sept. 1955. (Author: Dean Emeritus, Columbia College, Columbia University.)

Discusses a variety of topics with special emphasis on the faculty—recruitment, qualities of an able teacher, the teacher in the community, earmarks of failure (preoccupation with research, sheer psychological incompetence, exhibitionism and timidity, lack of self-criticism, inadequate use of helpful facilities), tenure, and aids to morale (10 listed).

958. COLWELL, ERNEST CADMAN. Panel Discussion on Faculty Relationships. In *Southern University Conference, Proceedings, 1953*, p. 61-94. (Author: Dean, Emory University, Georgia; formerly President, University of Chicago.)

Under chairmanship of Dean Colwell, three college presidents discuss various phases: "Tenure and Criteria for Advancement," by Logan Wilson, University of Texas; "Outside Activities of the Faculty," by Troy H. Middleton, Louisiana State University; and "Faculty Participation in Policy Making," by George R. Stuart, Birmingham-Southern College, Alabama.

959. DAVIDSON, CARTER. *Industrial Techniques for Higher Education*, *Jour.*

*Higher Educ.*, 26: 408-412, 456-457, Nov. 1955. (Author: President, Union College, New York.)

Presumably verbatim report of a conversation in which an industrialist and a scientist, conferring with a college president, attempt to apply certain industrial interpretations of efficient operation to the operation of a college, especially in view of anticipated increases in enrollment. Conclusion: "Educators have only scratched the surface of the many ways in which the techniques of modern industry and science might be applied to the problems of education."

960. DENNISON, CHARLES P. *Faculty Rights and Obligations, in Eight Independent Liberal Arts Colleges*. New York: Bureau of Publications, Teachers College, Columbia University, 1955. xii, 186 p. (Author: Assistant Dean, Graduate School, Princeton University.)

Doctoral dissertation (Ph. D.) at Columbia University. Based on study of documents and personal conferences at Vassar College, College of the Seencas, Wesleyan University, Colgate University, Mount Holyoke College, Swarthmore College, Sarah Lawrence College, and Haverford College. Makes comparisons between the eight institutions on conditions of appointment and promotion of faculty, tenure and separation, salary policy, insurance and employees benefits, academic freedom, assistance toward professional growth, additional responsibility to the institution, and other factors. Reports special studies at four institutions—Vassar, Colgate, Sarah Lawrence, and Haverford. Appendix (p. 124-179) is a detailed comparative synopsis of the principal data on which the volume is based. Bibliography, 87 titles. Reviews by R. B. Thompson, *Educ. Res. Bull.*, 35: 136, May 1956; by O. Tead, *Jour. Higher Educ.*, 26: 499-500, Dec. 1955; by H. B. Dunkel, *Jour. Teach. Educ.*, 7: 282, Sept. 1956; and by L. S. Woodburne, *Teach. Coll. Record*, 57: 267-269, Jan. 1956.

961. DEUEL, LEO. *The Teacher's Treasure Chest*. New York: Prentice Hall, 1956. xi, 372 p.

Consists of 64 major selections and numerous minor ones from various authors. About a third of them deal with higher education, including characterizations of successful teachers. Among authors on college subjects are John Erakine, Felix Frankfurter, William O. Douglas, Sinclair Lewis, Henry S. Canby, Henry N. McCracken, and Bliss Ferry. Of special interest: "The Ph. D. Octopus," by William James.

962. DIEKHOF, JOHN SIMON. *The Domain of the Faculty in Our Depend-*

*ing Colleges*. New York: Harper & Bros., 1956. xiii, 204 p. (Author: Professor of Education, Hunter College, New York.)

First half of volume "Enhancing Faculty Competence," discusses, informally many aspects of college teaching and preparation for it, the Ph. D. degree, teaching internships, and conditions of faculty employment, including salary, promotion, and tenure. Second half, "Teaching in the Evening," considers many special aspects of adult education. Reviews by H. L. Miller, *Adult Educ.*, 7: 56-58, No. 1, 1956; by A. J. Lien, *Coll. & Univ.*, 32: 90-92, No. 1, 1956; by W. E. Britten, *Jour. Higher Educ.*, 27: 464-465, Nov. 1956; and by F. S. Browne, *Sch. Exec.*, 76: 164, April 1957.

963. FICKEN, CLARENCE E. *Building a Faculty in a Church-Related College of Liberal Arts*. Nashville, Tenn.: Methodist Board of Education, 1956. 72 p. (Author: Dean, Ohio Wesleyan University.)

Nine chapters discuss conditions of service, cultivation of professional growth, democracy at the college level, evaluation of personnel, teachers for today, and teachers for tomorrow. Bibliography, 22 titles.

964. FORRES, JOHN. *What's Involved in Conducting a College Self-Survey?* *Coll. & Univ. Bus.*, 26: 23-28, June 1959; 27: 42-45, July 1959; 27: 28-29, Aug. 1959; 27: 43-45, Sept. 1959. (Author: Assistant Secretary, North Central Association of Colleges and Secondary Schools.)

A paper used as a guide for discussion at annual meeting of the Association's Commission on Colleges and Universities. Considers definition of self-study, pitfalls, organization, object, preparation, and other factors. "During the last eight years approximately 150 institutions have submitted self-study reports. More than 150 more institutions are presently engaged in self-evaluation in the North Central region and the number is increasing at the rate of about 10 new institutions a month. Self-study is rapidly becoming as popular an undertaking among institutions in our membership as it has been in previous years with applicants for accreditation."

965. FRANKEL, CHARLES. *Report of the Committee on Professional Ethics*. *AAUP Bull.*, 44: 780-784, Dec. 1958. (Author: Professor of Philosophy, Columbia University.)

Chairman of committee presents tentative statement covering responsibilities of a faculty member in four main areas: (1) to his subject, (2) to his students, (3) to his profession, and (4) to the community at large.

966. GARDNER, JOHN W. *The Pursuit of Excellence: Education and the Future of America*. (The Rockefeller Report on Education. America at Mid-Century Series; Rockefeller Brothers Fund. Panel Report V of the Special Studies Project.) Garden City, N.Y.: Doubleday & Co., 1958. 49 p. (Author: President, Carnegie Corporation of New York; Chairman of Panel V.)

Covers five major topics: The Dignity of the Individual, The Nature of the Challenge, The Educational System, The Use and Misuse of Human Abilities, Motivation and Evaluation. Much of the discussion of education applies to education in general or specifically to elementary and secondary education, but specific consideration also is given to higher education. Discusses decreasing number of college teachers with doctor's degrees, possible changes in graduate education, increased use of television, and increases in salaries. "Salaries must be raised immediately and substantially." Review by S. C. Clark, *Colif. Fesch. Assoc. Jour.*, 55: 16-17+, March 1959; by H. C. Hunt, *Harvard Educ. Review*, 29: 67-69, Winter 1959; by A. H. Rice, *Nation's Schools*, 62: 25, August 1958; and by I. Widen, *Phi Delta Kappan*, 40: 22-23, Oct. 1958.

967. GLADWELTER, MILLARD E. The Responsibility of the Administration for Providing Satisfactory Teaching Conditions. *Assoc. Amer. Coll. Bull.*, 43: 95-101, March 1957. (Author: Provost, Temple University, Pennsylvania.)

Considers various topics including aid to young instructors in completing their doctorates, welfare insurance, retirement plans, outside employment, improvement of salaries, attendance at professional meetings, education of faculty children, and provision of audiovisual and other instructional aids.

968. GOOD, CARTER V. Personnel Problems at the College Level. *Review Educ. Research*, 25: 252-260, June 1955. (Author: Dean, Teachers College, University of Cincinnati, Ohio.)

Review of recent studies in the fields of academic freedom and ethics, role of psychologists, college teacher supply and demand, preparation and experience, promotion, salary, tenure, health and retirement, and

rating the college teacher. Bibliography, 23 titles.

969. GRAY, KEITH M. Points on the Preparation of a Faculty Handbook. *Coll. & Univ. Bus.*, 14: 43-44, April 1953. (Author: Acting Business Manager, Iowa Wesleyan College.)

"The publication of a good faculty handbook will improve employee relations by giving employees knowledge of facts that concern them and by showing them how they fit into the organization." Suggests 23 items of information to be included, and outlines method of compilation with approval by responsible authorities.

970. GULICK, SIDNEY L. From a Professor's Study. In Western College Association, *Proceedings*, Spring 1956, p. 19-26. (Author: Professor of English, San Diego State College, California.)

Discusses various aspects of faculty-administrative relations. "From my not-so-ivory tower study, I believe that friction between administration and faculty comes largely from a failure of communication. This failure operates in both directions." Illustrates by describing various conditions at San Diego State College, especially a sudden requirement for a 30 percent reduction in staff and how it was handled.

971. HELM, M. STANLEY. Teaching as an Exciting Career. *Jour. Eng. Educ.*, 48: 111-114, Nov. 1957. (Author: Professor of Electrical Engineering, University of Illinois.)

Discusses 3 advantages of teaching, 3 disadvantages, 4 challenges and rewards, and 12 characteristics of a good college teacher.

972. HILL, GEORGE E. and POTHOFF, E. F. *Improving Teacher Education Through Inter-College Cooperation*. Dubuque, Iowa: Wm. C. Brown Co., 1957. vii, 250 p.

Report of a subcommittee of North Central Association. Describes what several hundred college staff members in group of midwestern college found out about problems and methods of improving their colleges. Discusses faculty, instruction, personnel services, and other topics.

973. HOUSTON, NEAL B. and UMSTATT, JAMES G. Teacher Personnel Problems in Junior and Senior Colleges. *Review Educ. Research*, 28: 234-238, June 1958. (Authors: Faculty members, University of Texas.)

Review of studies in the field for 8 years, 1955-1958. "Nine-tenths of the articles on college teaching personnel written during 1955-57 were almost entirely discursive. Some relatively neglected areas of research are highly important, for example, academic freedom. Researches are here reported under preparation and certification, supply and demand, rank, promotion and tenure, rating, salaries, academic freedom, and retirement." Bibliography, 38 titles.

974. How Can Colleges Cooperate to Promote Substantial Institutional Research? *North. Cent. Assoc. Quart.*, 28: 379-382, April 1954.

Report of panel discussion under chairmanship of Russell M. Cooper, Dean, University of Minnesota, describing values of cooperative research, problems suitable for such research, and difficulties to be overcome. Followed by reports of 9 panel discussions held under auspices of North Central Commission on Research and Service, March 25, 1958 (p. 383-420).

975. HUGHES, JAMES MONROE. *Human Relations in Educational Organization: A Basic Text in Personnel Administration*. New York: Harper & Bro., 1957. xi, 425 p. (Author: Dean, School of Education, Northwestern University, Illinois.)

"This book is written to give basic understandings and guidance to those who desire to improve human relations in educational organizations. Since the problem of human relations is of vital concern to the entire group associated with any educational organization, the book is written for all these persons. . . . It is believed that the understandings developed are fundamental to a comprehension of educational organization in its human relations aspects."—Foreword. Contains nine chapters and bibliography, 118 titles, most of them briefly annotated. Reviews by W. J. Jerde, *Clear. House*, 32: 117-118, Oct. 1957; by D. R. Pugmire, *Educ. Forum*, 22: 371-372, March 1958; and by H. L. Hagman, *Nation's Schools*, 59: 124+, June 1957.

976. JENKINS, IREDELL. Segregation and the Professor. *Yale Review*, 46: 311-320, Winter 1957. Reprinted in *AAUP Bull.*, 43: 10-18, Spring 1957. (Author: Professor of Philosophy, University of Alabama.)

A very thoughtful and dispassionate analysis of three alternatives facing the professor in a Southern publicly supported institution of higher education who believes in integration of the races in higher education—resignation, ignoring the problem, or efforts

at positive influence. Considers effect of each possible course on the professor, on the institution, and on the supporting public. "While it is quite easy to say what is right under hypothetical conditions, it is extremely difficult to decide what is best under actual circumstances." For discussion by Howard L. Parsons, Coe College, Iowa, see *Jour. Negro Educ.*, 27: 439-450, Fall 1958.

977. JOHNSON, M. CLEMENS and RAMSEY, LEAH W. *Faculty in Institutions of Higher Education, November 1955*. Washington: Government Printing Office, May 1957. (Office of Education Circular, No. 504.) 40 p. (Authors: With U.S. Office of Education.)

In 11 tables gives various summaries for 301,563 persons on the faculties of institutions of higher education in the country—an increase of 12.5 percent over number reported in November 1953.

978. KEEFER, DEXTER MERRIAM. *The Human Element in College and University Administration*. *Coll. & Univ.*, 25: 213-232, Jan. 1950. (Author: Director, Department of Economics, McGraw-Hill Pub. Co., New York; formerly President, Reed College, Oregon.)

Regarding plays: "I recall that at one time last winter, two, and I am not sure it was three plays, running in New York, were devoted to demonstrating the proposition that college administrators constitute an extremely low form of human life." Regarding novels: "I suspect that the novel throws more light on the human element in college and university administration than the available range of scholarly literature." Includes list of 22 novels about college life, in many cases about faculty members and presidents and their problems, published between 1940 and 1948, with brief characterizations of each of them.

979. LINDQUIST, CLARENCE B. *Recent Practices Relating to Faculty in Institutions of Higher Education: Preliminary Report*. *Higher Educ.*, 15: 41-47, Nov. 1958. (Author: With U.S. Office of Education.)

"This survey indicates the various means being used by colleges and universities to maintain qualified faculties at a time of mounting enrollments." Based on questionnaire responses from 1,557 institutions who were asked to check 12 personnel and 9 instructional practices used. Results are reported separately for various groups of institutions and comparisons made with conditions in 1954-57, and 1957-58.



980. MAUL, RAY C. *Instructional Staff Practices and Policies in Degree-Granting Institutions, 1953-54. NEA Res. Bull.*, 32: 1950-214, Dec. 1954. Summarized in *NEA Jour.*, 43: 567-568, Dec. 1954; and in *Jour. Higher Educ.*, 26: 60-74, 111, Feb. 1955. (Author: Assistant Director, Research Division, National Education Association.)

Based on questionnaire responses from 623 institutions. Results are presented in text and 20 summary tables, while in appendix data are presented in greater detail in 18 extended tables. In most cases data are given in terms of nine groups of institutions: State universities (47 institutions), nonpublic universities (60), municipal universities (9), Land-Grant colleges (41), State colleges (86), teachers colleges (84), and nonpublic colleges, according to size, as small (146), medium (116), and large (56). Data are presented on following topics: (1) preparation and experience requirements for appointment, (2) promotion of instructional staff, (3) attention to staff members' health, (4) encouragement to further study, including leaves of absence, and (5) retirement.

981. MILLER, W. STARR. *Self-Study Develops College Faculty as Well as College Program. Educ. Adm. & Sup.*, 44: 75-78, March 1958. (Author: Dean, Tift College, Georgia.)

"The Tift College faculty has completed a year-long study devoted to determining improvements that might be made in the existing program and facilities. . . . Every faculty member was appointed to some one of the committees to conduct the survey and study of each area." Gives full report of methods and results.

982. MILLS, NELSON. *Factors Affecting the Application of Ethical Principles by Graduates of the State Teachers Colleges of Pennsylvania. Pittsburgh, Pa.: University of Pittsburgh, 1954. 247 p. Abstract in Diss. Abstracts*, 14: 790-800, May 1954.

Unpublished doctoral dissertation (Ed. D.). "Codes of ethics for 54 state and national associations for teachers were analyzed to obtain their guiding principles. From this analysis 52 principles were derived which became basic statements in a questionnaire sent to 75 graduates of each of the State teachers colleges for the year 1949. . . . A total of 197 men and 153 women returned 350 usable questionnaires. . . . The study shows that teachers who are graduated from teachers colleges in Pennsylvania are becoming increasingly ethics-conscious."

983. MITCHELL, JAMES B. *The Workshop as In-Service Education Procedure. Bloomington: Indiana University, 1964. Abstract in the Indiana University School of Education, Studies in Education 1954 (Thesis Abstract Series, No. 8, 1955), p. 139-145.*

Unpublished doctoral dissertation. Based in large part on questionnaire returns from 833 participants and leaders, chiefly from North Central Association area, who participated in workshops held in summers from 1949 to 1962. Of the participants, one-third were college teachers or administrators. Suggests 12 ways to improve such workshops. Conclusion: "In the hands of careful people, workshops can continue to challenge, to inspire, and to stimulate the professional growth of active teachers."

984. POORE, WILLIAM. *Personnel Practices in College and University (Faculty and Staff). Champaign, Ill.: College and University Personnel Association, 1958. 171 p. (Author: Staff member, Alabama Polytechnic Institute.)*

In 2 parts. Part I. Non-Academic Staff Personnel Practices, based on questionnaire responses from 143 institutions. Part II. Faculty Personnel Policies, based on questionnaire responses from 124 institutions. Institutions were for most part members of the Association but several others were included. Names of all institutions given. Part I: Covers General Information, Employment and Salary Administration, Education, Employee Benefits, Recruiting and Testing, Promotions and Separations, Working Conditions, and Miscellaneous Personnel Practices. Part II: Covers General Information, Employment and Salary Administration, Education, and Employee Benefits. For many topics, analyses are given by geographic location, size, and type of institution. References to earlier but less extensive similar studies of 1949, 1952, and 1954.

985. PORTER, C. SCOTT. *Basic Problems of Faculty Personnel Policies. In American Conference of Academic Deans, Proceedings, 1951, p. 6-22. (Author: Dean, Amherst College, Massachusetts.)*

Discusses, often contrasting methods and policies in large and small institutions, selection and appointment of new faculty members, promotions in rank, salary practices and policies, dismissals, tenure, retirement, leaves of absence, and administrative duties.

986. REES, JANET CATHERINE. *Staff Relationships Affected by Practices in Social Science Departmental Administra-*

*tive Organization*. New York: New York University, 1954. 133 p. Abstract in *Dis. Abstracts*, 14: 1589-1590, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on interviews with 108 faculty members of departments of social sciences in 20 colleges accredited by North Central Association. Lists highest ranking favorable practices and also practices which cause most dissatisfaction in the existing administrative organizations.

987. ROBINSON, PERRELL RUSSELL. *An Analysis of Faculty Personnel Policies in Selected Colleges of South Carolina*. Ithaca, N.Y.: Cornell University, 1956. 248 p. Abstract in *Dis. Abstracts*, 17: 550-551, March 1957.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 14 institutions in the State. Covers five areas: (1) faculty selection and appointment; (2) tenure, rank, and promotion; (3) leaves, turnover, and salary; (4) insurance and retirement benefits; and (5) conditions of work and welfare services.

988. SMITH, JOHN HENRY MACKAY. *Practices in the Organization of Staffs of Instruction at Civilian Institutions of Higher Education*. Lawrence: University of Kansas, 1950. 523 p. Abstract in *Dis. Abstracts*, 13: 503-504, No. 4, 1953.

Unpublished doctoral dissertation (Ed. D.). Studies development and relative effectiveness of departmental and divisional plans of faculty organization, historically and philosophically, especially in 19 selected institutions.

989. SMITH, THOMAS VERNOR. *Philosophy Leavened by Poetry: Domain of Graduate Study*. *Grad. Jour.*, 2: 20-33, Spring 1959. (Author: Professor of Philosophy Emeritus, Syracuse University, New York.)

Address at inauguration of Edward H. Litchfield as Chancellor of University of Pittsburgh, May 9-11, 1957. Presents and discusses, with illustrations from several poets, "four maxims which may further help in getting the most promising personnel—and to help us upgrade or downgrade the faculties we already have. (1) Stay Out of the Way of Your Subconscious: to Get, Forget. . . (2) Trust Imagination, the Mother of All. . . (3) Loosway of Judgment: Aristotle's Wisdom. . . (4) Go It Alone."

990. SPELLMAN, C. L. *Some Top Level Academic Personnel Problems in Negro*

*Colleges*. *Assoc. Amer. Coll. Bull.*, 86: 273-279, May 1950. (Author: Dean, Florida A. & M. College.)

States five factors "now operating which dam up the channels through which the colleges formerly obtained much desirable personnel," including change in missionary emphasis, increasing opportunities for Negro scholars in other fields, employment of Negro professors in White universities, and development of regional education plans. Discusses competition for available scholars, especially salary factor. Conclusion: "Whatever the solution, it must be found and found quickly, to prevent irreparable damage to more of the colleges which are staffed and administered entirely by Negroes."

991. SPRAGUE, HALL T. *Institutional Research in the West: Report of a Survey of Institutional Self-Studies at Western Colleges and Universities*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1959. 78 p. (Author: Staff Member of the Commission.)

Based on returns from 127 institutions which reported more than 600 such studies, classified under 10 headings: Faculty, Students, Enrollment, Admissions Policy, Curriculum, Finance, Plant, Administration and Organization, Relations With Outside Agencies, and Teaching Methods.

992. STODDARD, GEORGE D. *The New York University Self-Study: Final Report*. New York: New York University Press, 1956. xvi, 286 p. + 419 p. (appendix) + 16 p. (index). (Author: Dean, School of Education, New York University.)

A comprehensive study of the colleges and various professional schools of the University including libraries, student activities, faculty, alumni, and building needs. Appendix gives reports and abstracts of conferences and other basic data.

993. SUTTLES, WILLIAM MAURELLE. *A Study of Certain Personnel Practices and Policies Pertaining to the Professional Staff Members in Selected Four-Year Private Colleges and Universities in Georgia*. Auburn: Alabama Polytechnic Institute, 1958. 236 p. Abstract in *Dis. Abstracts*, 19: 1634-1635, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on interviews, using an 152-item guide, with administrators, staff members, and students in 11 private institutions. Studies selection and appointment practices, evaluation and promotion; tenure, retirement, and leaves of absence; salaries; and inservice growth.

904. TRAD, ORDWAY. *The Role of the College Teacher in Our Culture.* *AAUP Bull.*, 37: 17-30, Spring 1951. (Author: Chairman, Board of Higher Education, New York City.)

"I propose, in the interests of a balanced presentation, to speak first of the impact of the culture on the teacher; second, of the characteristic role of the teacher as typically and ideally viewed; third, of what may be the intellectual and spiritual needs of our culture; and, finally, as to conceivable ways of strengthening the relation of the teacher in a more dynamic way to the needs of the evolving culture."

905. ———. *Faculty Freedom: Administratively Viewed.* *North. Cent. Assoc. Quart.*, 30: 186-192, Oct. 1955. Also as "Professors, Students, and Administrators: Partners in Freedom," in *Improv. Coll. & Univ. Teach.*, 4: 33-37, Spring, 1956. (Author: Member, Board of Higher Education, New York City.)

"I shall try to answer four questions: (1) What is the problem of faculty freedom in higher education—especially as this is viewed in the public interest of assuring the best possible education? (2) What is the relation of the students to the integrity of this faculty freedom? (3) What is a sound administrative view of faculty freedom? Is it, in any way, different from the faculty's own view? and in conclusion (4) What can be done to assure, strengthen, and give full support to the freedom I am urging?" Conclusion: "The truth is that faculty and administrators are free to be colleagues, dedicated to adding quality to our quantitative challenge in the years ahead."

906. TEN HOOR, MARTEN. *Man-Power Problems of Southern Education.* *Assoc. Amer. Coll. Bull.*, 40: 264-281, May 1954. (Author: Dean, University of Alabama.)

Limited to problems of State universities. Discusses drainage of graduate students to northern universities, recruitment of faculty, leaves of absence for national service, and absorption of faculty personnel for contract research.

907. TRAMER, MARION REX. *College Teachers at Work.* *Review Educ. Research*, 22: 233-237, June 1952. (Author: Dean, School of Education, Pennsylvania State College.)

Review of recent studies in the fields of appointment and promotion, work load and duties, economic status and salaries, academic freedom and tenure, and retirement and social security. Bibliography, 29 titles.

908. VAN NOTE, WILLIAM G. *The College Faculty Crisis: What the Colleges Can Do.* *Jour. Eng. Educ.*, 47: 139-146, Oct. 1956. Same in *Sch. & Soc.*, 85: 4-7, Jan. 5, 1957. Same, condensed, in *Coll. & Univ. Bus.*, 21: 21, Sept. 1956. (Author: President, Clarkson College of Technology, New York.)

"The many suggestions I have read and heard plus my own thoughts as to what can be done, divide into two categories: those in which (without outside aid) we help ourselves, and those in which we accept assistance." Discusses various examples of each type, including, in first type, increases in salary, increases in prestige, student-faculty ratio, class size, closed-circuit television, and recognition of merit rather than seniority in promotions; and, in second type, raiding of the faculties by industry, financial contributions by industry, summer employment of professors, and loan of industrialists to college faculties. "During the next ten years we will see vast changes in teaching techniques, in operating management methods, in classroom design, and in college financing."

909. WILLIAMS, GEORGE GUION. *Some of My Best Friends Are Professors: A Critical Commentary on Higher Education.* New York: Abelard-Schumann, 1958. 250 p. Extract, "A Professor Whose Heart Is Right," in *Improv. Coll. & Univ. Teach.*, 7: 37-38, Spring 1959.

Contains 11 chapters. I. Why You Must Read This Book. II. The Failure of the Universities. III. The Natural History of the Professor. IV. What the Universities Fail to Do. V. How Badly Can We Teach? VI. Many Inventions. VII. How to Get Into College. VIII. Facing the Music. IX. Some University People. X. Schizophrenia Among the Departments. XI. Self-Cure for the University. Conclusion: "Perhaps right here is the sum and substance of what makes a good teacher. It is a constant overpowering awareness during every moment that he gives to teaching that he is dealing with human beings, and that they automatically deserve his help, his respect, and his affection." Reviews by W. R. Bowden, *AAUP Bull.*, 45: 287-289, June 1959. W. P. Sears, Jr., *Educ.*, 79: 366, Feb. 1959; by J. K. Munford, *Improv. Coll. & Univ. Teach.*, 7: 82, Winter 1959; and by C. Baker, *Jour. Higher Educ.*, 30: 114-115, Feb. 1959.

1000. WOODBURN, LLOYD STUART. *An Appraisal of the Faculty Organization Program Governing the Colleges of the City of New York.* New York: Board of Higher Education, 1950. 76 p. (Au-

*Author:* Associate Dean, University of Michigan.)

Report of a study of the organization of City College, Hunter College, Brooklyn College, and Queens College, made at request of New York Board of Higher Education and financed by grant from Carnegie Corporation of New York. Sections devoted to general conditions, appointments, promotions, salaries, tenure, conditions of work, departmental organization, college organization, faculty council, and budgetary control. Makes 21 recommendations for improvement.

1001. ——— *Faculty Personnel Policies in Higher Education*. New York: Harper & Bros., 1950. xii, 201 p. (*Author:* See No. 1000.)

Based on personal visits during 6 months in 1947-48 to 46 colleges and universities and personal conferences with four to seven individuals in each institution. Results presented in 10 chapters, as follows: I. Appointments. II. Promotion in Rank. III. Salary Practices and Policies. IV. Opportunities in Teaching and Research. V. Terms of Appointment and Separation From the Staff. VI. Tenure and Retirement. VII. Leaves of Absence and Conditions of Work. VIII. Staff Planning. IX. Organization for Staff Problems. X. Essential Conditions for Development and Maintenance of an Able Faculty. Reviews by E. C. Kirkland, *Coll. & Univ.*, 26: 125-126, Oct. 1950; by S. A. Nock, *Coll. & Univ.*, 27: 121, Oct. 1951; by R. W. Harrison, *Jour. Higher Educ.*, 21: 444, Nov. 1950, and by S. E. Harris, *Soc. Review Lit.*, 23: 27-33, Sept. 9, 1950.

See also Nos. 2, 8, 10, 27, 55, 58, 123, 142, 171, 181, 186, 187, 195, 205, 207, 214, 217, 218, 219, 223, 224, 225, 228, 232, 242, 248, 250, 251, 252, 257, 258, 259, 264, 266, 267, 268, 272, 273, 275, 276, 278, 280, 281, 288, 289, 293, 295, 299, 300, 317, 323, 335, 342, 376, 410, 427, 433, 436, 437, 445, 455, 466, 502, 605, 679, 682, 705, 732, 756, 765, 779, 783, 791, 795, 803, 824, 831, 836, 856, 891, 902, 1133, 1584, 1588, 1590, 1593, 1594, 1596, 1730, 1832, 1929, 2007, 2032, 2034, 2050, 2315, 2323, 2360, 2363, 2437, 2438, 2626, 2638, 2674.

## 2. FACULTY PARTICIPATION IN ADMINISTRATION

1002. ANONYMOUS. *How the World Was Not Created*. *AAUP Bull.*, 29: 254-

258, Summer 1953. (*Author:* "An Associate Professor of History.")

A satire on faculty meetings and methods of conducting them.

1003. ASHMORE, HENRY J. *The Committee in Administration*. *Jour. Coll. Jour.*, 29: 40-42, Sept. 1958. (*Author:* President, Pensacola Junior College, Florida.)

"There are few techniques or devices as helpful to an administrator as a good functioning committee." States seven principles developed at Pensacola Junior College to guide in the appointment and effective work of various types of committees.

1004. BENDIS, A. W. and HOUNTRAS, P. T. *Anxiety, Authoritarianism, and Student Attitude Toward Departmental Control of College Instruction*. *Jour. Educ. Psych.*, 50: 1-7, Feb. 1959. (*Authors:* Faculty members, University of Pittsburgh, Pennsylvania.)

Based on administration of 20-item attitude scale to 219 students enrolled in classes in Educational Psychology at University of Pittsburgh. Bibliography, 14 titles.

1005. BENEZET, LOUIS T. *How Many Cooks? Faculty Roles in the Administration of Teaching*. *Assoc. Amer. Coll. Bull.*, 41: 534-546, Dec. 1955. (*Author:* President, Allegheny College, Pennsylvania; President-elect, Colorado College.)

"How do we run a college so that it can do its best work as efficiently as possible and also be democratic? . . . What part should each member of the college—administrator, professor, student—play in the ordering of the community so that each can produce at peak efficiency? Answers both in theory and practice range broadly. . . . The underlying argument of this discussion will be that democracy is essential in college because the operation of teaching is not susceptible to command."

1006. BRUNSON, George C. S. *The Role of Faculty in the Development of Higher Education*. In *Western College Association, Proceedings*, Spring 1956, p. 27-34. (*Author:* President, Claremont Men's College, California.)

"This is a subject to explore with fear and trembling. . . . I know of no place in which good administrative practice is less clearly defined than the role of our faculties in their colleges and universities." Discusses the appropriate place of the faculty in cur-

riculum development, standards of scholarship, faculty selection, faculty tenure, buildings and grounds, student personnel, financial development, and participation in board of trustees. "We need much more thinking than we have as yet done on these joint organizational problems."

1007. CAREY, JAMES C. University or Corporation. *Jour. Higher Educ.*, 27: 440-444, 466, Nov. 1956. (Author: Professor of History, Kansas State College.)

Points out some of the dangers to faculty and others as the university tends to imitate organization, conceptions, and practices of "big business."

1008. CATTELL, JAMES MCKEEN. *University Control*. New York: Science Press, 1918. viii, 484 p. (Author: Professor of Psychology, Columbia University.)

A vigorous presentation of the case for more democratic administration and control of universities. "The substance of the essay on University Control and the collection of letters from university professors were prepared for the faculties of the University of Illinois for discussion by their committees charged with drawing up a constitution for the University. . . . The articles on university control from the third part of the volume are reprinted. . . . The unsigned letters from university and college professors exhibit the actual diversity of opinion which exists; all the articles advocate reforms in somewhat the same direction. Consideration was given to the inclusion of articles lauding or defending the autocratic system of administration which has developed in our universities. No such article, however, appears to have been written by a professor, though a number of articles and two books of that kind have been published by university presidents."—Preface.

1009. CAVANAUGH, JAMES. *Academic Administration: Its Place in the Sun*. *AAUP Bull.*, 48: 630-634, Dec. 1957. (Author: Instructor in General Business, Michigan State University.)

States and briefly discusses 10 propositions (five positive, five negative) regarding academic administration. First one: "Academic administration is not designed to combine the ivory tower and the asphalt jungle."

1010. CLARK, EDWARD F. *The Role of the Faculty in Academic Policy Formation*. *Nat. Cath. Educ. Assoc. Bull.*, 54: 155-156, Aug. 1957. (Author: Academic Vice-President, Fordham University, New York.)

"To my mind, faculty members should have a role, an important consultative and/or deliberative role, in discussions and decisions that concern academic policy. . . . I am convinced of my position basically from the consideration that such faculty participation is generally required for sounder planning, more effective cooperation, more intelligent management, and more candid communication."

1011. CROSS, GEORGE LYNN. *Democracy in the Administration of Higher Education*. *Coll. & Univ.*, 28: 472-486, July 1953. (Author: President, University of Oklahoma.)

Based chiefly on experience at University of Oklahoma. Conclusion: "These ideas involve acceptance of responsibility, faith in one's fellow beings, and the belief that if one does his best each day, somehow with God's help things will turn out all right. If they can find acceptance in the minds of faculty and administrative personnel, democratic administration can become a pleasant reality in any institution of higher learning."

1012. CULLIMORE, ALLAN R. *Radical System of College Administration*. *Coll. & Univ. Bus.*, 9: 25-26, July 1950. (Author: President Emeritus, Newark College of Engineering, New Jersey.)

Describes the plan used at Newark College of Engineering by means of which both large and small departments are kept in contact with the central administrative group.

1013. EUWEMA, BEN. *The Organization of the Department*. *Educ. Record*, 34: 38-43, Jan. 1953. (Author: Dean, School of Liberal Arts, Pennsylvania State College.)

Discusses four questions of departmental organization: What are some of the functions of the department? What is the optimum size of the department? How can a department best be organized? What are the limits of its authority?

1014. GILDERSLEEVE, VIRGINIA C. *The Abuse of Democracy*. *Sat. Review*, 9: 15-16, 36-40, Nov. 24, 1956. (Author: Dean, Barnard College, New York.)

Says that democracy is essential in the operation of government but can be perilous when applied to education or scholarship. Expresses doubt of virtue of faculty vote or student vote on many problems of college organization and administration.

1015. GORVINE, ELIZABETH STURTEVANT. *A Study of Decision Making in Certain Administrative Functions of Selected*

*Home Economics Programs of Universities and Colleges.* - New York: New York University, 1954. 604 p. Abstract in *Diss. Abstracts*, 14: 2332-2333, Dec. 1954.

Unpublished doctoral dissertation (Ed. D.). "The problem of this study was to determine how the faculties of selected home economics units in universities and colleges felt decision making was and should be handled in 20 common administrative functions. . . Little has been done in the area of education to study how decision making in administrative functions should be handled or how faculties felt about their participation and role in such a process." Based in part on questionnaire responses from 640 faculty members in home economics in 110 institutions, and on personal visits to 12 of the institutions.

1016. HILLIARD, CURTIS M. The Simmons College Plan of Faculty Organization. *AAUP Bull.*, 36: 330-340, Summer 1950. (Author: Professor of Biology, Simmons College, Massachusetts.)

"The general principles upon which the Simmons plan was based may hold something of interest and value for others considering the same problem." Discusses the four major areas which may be considered the appropriate functions of faculty committees and the plan adopted to meet them most effectively. "The Simmons plan . . . has been adopted unanimously and put into operation with the confidence that it provides a framework within which the faculty can proceed toward increasingly effective and democratic participation in the work of the College."

1017. HIMSTEAD, RALPH E. The Role of Faculties of Colleges and Universities in the Determination of Institutional Policies. *AAUP Bull.*, 38: 637-644, Winter 1952. (Author: Executive Secretary, American Association of University Professors.)

Copy of a letter to local chapters of the Association. Explains significance of a new study being undertaken for the Association under chairmanship of Professor Paul W. Ward, Syracuse University, who will give full-time to the study for a semester. Reproduces questionnaire of 44 items regarding practices and policies in each institution. For reports by Professor Ward, see Nos. 1034 and 1035.

1018. HODGES, HENRY GREEN. Management of Universities. *So. Econ. Jour.*, 19: 79-89, July 1952. (Author:

Professor of Management, University of Florida.)

Summary of information secured for doctoral dissertation at University of Florida by Mary Elizabeth Schlayer. Based chiefly on questionnaire responses from 85 university presidents. Covers especially types of organization and management activities. "Mature consideration leads to the conclusion that some of the applications of the elusive principle of democracy require further consideration."

1019. JOSEPH, Sister EMILY. What Is a Faculty Meeting? *Cath. Educ. Review*, 57: 38-43, Jan. 1959. (Author: Faculty member, College of St. Rose, New York.)

Discusses interdependence of administration and staff and purposes served by faculty meetings. "To summarize, then, it appears that the function of a faculty meeting is to provide a common meeting ground where administration and faculty will pool their energy and ideas for advancing the objectives of the institution."

1020. JOYAL, ARNOLD E. *Faculty Participation in College Policy Formulation and Administration.* (AACTE Study Series No. 3.) Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956. 40 p. (Author: President, Fresno State College, California.)

Based in large part on questionnaire responses from 225 institutions, members of the Association. Specific examples given of practices in several institutions. Bibliography, 17 titles.

1021. KENNEDY, LEO R. The Role of the Faculty in Academic Policy Formation. *Nat. Cath. Educ. Assoc. Bull.*, 54: 157-160, Aug. 1957. (Author: Professor of Education and Psychology, Creighton University, Nebraska.)

"In conclusion, I have presented the thesis that the college classroom teacher should by both definition and practice be provided with the opportunity to participate formally and in a personal and representative manner in all policy making and policy evaluation activities of the college."

1022. KINGSBURY, LAURA M. Democracy Within Teaching Departments of Some Leading American Universities. *Educ. Forum*, 17: 305-311, March 1953. (Author: Assistant Professor of Eco-

nomics Emeritua, Champlain College, New York.)

Tabulates and discusses replies to a questionnaire by 17 institutions, all members of Association of American Universities, regarding intradepartmental organization and policies.

1023. LIPPINCOTT, BENJAMIN E. and McLAUGHLIN, CHARLES H. Personnel Administration in a Department of Political Science. *AAUP Bull.*, 44: 641-647, Sept. 1958. (Authors: Professors of Political Science, University of Minnesota.)

"The Department of Political Science at the University of Minnesota, which has enjoyed a long period of democratic development of its personnel practices under the leadership of a series of vigorous chairmen, concluded that it would be useful to codify these practices as a standard for future action." Text of statement given, covering appointment of personnel, promotion, duties of staff, officers of the department, and leaves of absence.

1024. McKENNA, DAVID LOREN. A Study of Power and Inter-Personal Relationships in the Administration of Higher Education. Ann Arbor: University of Michigan, 1958. 227 p. Abstract in *Diss. Abstracts*, 19: 1275, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). Power is defined as the "potential ability of the chairman to influence the behavior of the professors within the area of the chairman's administrative functions." Based on questionnaire survey among 47 departmental chairmen or heads and 115 departmental professors in four institutions of higher education.

1025. MARSHALL, MAX S. Let's Appoint a Committee. *Assoc. Amer. Coll. Bull.*, 37: 361-370, Oct. 1951. Reprinted from *Jour. Med. Educ.*, March 1951. (Author: Professor of Microbiology, University of California.)

"Campuses are good places to study the committee system. Campuses have more committees per square foot in their sprawling acres than they have classrooms." States and discusses three rules for successful committees. Conclusion: "To save democracy by revision of the committee system may seem a bit ambitious but there can be no doubt that we can improve on the committee system."

1026. MARTIN, CLYDE V. The Administrator's Baedeker. *AAUP Bull.*, 42:

488-489, Autumn 1956. (Author: Assistant Professor of Education, Long Beach State College, California.)

Gives 10 suggestions to administrators for "an appropriate extricating mechanism." Examples: "To those who would goad you into precipitate action, point out that we must not move too rapidly. . . . If all other avenues have been tried and found wanting, appoint a committee!"

1027. MENKE, ROBERT F. Seven Standards for Improved Faculty Participation. *Coll. & Univ. Bus.*, 12: 47-48, April 1952. (Author: Associate Professor of Education, Arizona State College, Tempe.)

"These seven standards have been offered as methods for improving faculty participation in institutions of higher education which in turn will promote institutional excellence. Higher institutions today need, more than ever before, the boundless wealth of knowledge that has yet to be explored in their faculties."

1028. MUNFORD, JAMES KENNETH. Committees in Higher Education: A Study of the Evolution and Function of Faculty Administrative Committees in Thirty-Eight American Colleges and Universities. Stanford, Calif.: Stanford University, 1949. Abstract in the Stanford University, *Abstracts of Dissertations* . . . vol. 24, 1948-49, p. 472. Summaries in *Coll. & Univ.*, 25: 424-431, April 1950; and 26: 79-84, Oct. 1951.

Unpublished doctoral dissertation (Ed. D.). Chiefly a historical study, endeavoring to answer five questions: Are faculty committees necessary? Whom do faculty committees represent? To what influence do faculty committees owe their origin? What are the functions of faculty committees? Can the work of faculty committees be improved? In answering the fifth question, states seven methods by which a committee "can improve its methods of doing business and the quality of its work." Proposes a fivefold classification of faculty committees and outlines methods to make their work more effective.

1029. SPELLMAN, C. L. Democratic College Administration in Action. *Assoc. Amer. Coll. Bull.*, 37: 349-353, Oct. 1951. (Author: Vice President, Bishop College, Texas.)

"A college which operates fully according to the democratic principle as Bishop College does, is a rarity. To make an operation of this kind successful, there is required a

staff significantly different from the staff found in the average college. . . . The plan at Bishop College gives the teachers an opportunity to practice democracy, and it gives the students a chance to see democracy in action."

1030. **STONE, DONALD CRAWFORD.** Perspectives of a President on the Rights, Responsibilities, and Relationships of a College Faculty. *Educ. Record*, 87: 285-291, Oct. 1956. (Author: President, Springfield College, Massachusetts.)

Discusses three aspects of faculty responsibility: "(1) A belief that the prerogatives of faculties must be rigidly protected against encroachments by the college administration and trustees; (2) an assumption that the delegation of final authority for decisions on general administrative matters to faculty organs is democratic; and (3) a notion that every faculty member should share in all decisions, or should have representation in the making of such decisions."

1031. **TOUGH, ROSALIND.** The Dynamics of Democracy in the New York City Municipal Colleges. *AAUP Bull.*, 37: 325-336, Summer 1951. (Author: Chairman of the Committee.)

Report of a committee representing chapters of the AAUP in City College, Hunter College, Brooklyn College, and Queens College. After full analysis, concludes that "of the three basic assumptions (representation by department, representation by rank, and election of department chairmen), changed conditions in the municipal colleges have raised serious doubts as to the efficiency of the first two. Retention of the third, however, has received continual faculty support."

1032. **TRACEY, WILLIAM RAYMOND.** A Study of the Use of Faculty Committees in the Administration of Colleges for the Education of Teachers. Boston: Boston University, 1955. 479 p. Abstract in *Diss. Abstracts*, 15: 2458-2459, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 143 colleges and questionnaire responses from their presidents and from certain committee chairmen, faculty members of committees, and student members of faculty committees. "Data were collected regarding the status of committee organization, the duties and responsibilities of faculty committees, the procedures used in faculty functioning, the effectiveness of the committees, the problems and outcomes of committee work, and the means of effecting improvement in committee organizing and functioning."

1033. **TRIPPE, BYRON K.** The Role of the Faculty in College Administration. *AAUP Bull.*, 43: 484-491, Sept. 1957. (Author: President, Wabash College, Indiana.)

"The line between administration and faculty at Wabash is a thin and wobbly line. . . . While we have lamentable examples of presidents and boards of trustees who regard the professor as a hired hand . . . we have even more examples of faculty attitudes toward administrative officers and trustees which are just as lamentable and no more easily justified." For corrections of certain factual data used, see W. C. Eells, *AAUP Bull.*, 43: 652-653, Dec. 1957.

1034. **WARD, PAUL W.** The Place and Function of Faculties in College and University Government: Report of Progress on Current Study. *AAUP Bull.*, 39: 300-318, Summer 1953. (Author: Chairman, Department of Philosophy, Syracuse University, New York.)

Based in large part on returns of questionnaires from 155 of the association's 460 chapters. Reviews studies and reports of the committee in 1920 and later years. Makes numerous comparisons with results shown by earlier studies. Bibliography, 11 titles. See also No. 1017.

1035. ——— The Place and Function of Faculties in College and University Government: Final Report on the 1953 Study. *AAUP Bull.*, 41: 62-81, Spring 1955. (Author: See No. 1034.)

For earlier phase of the study, of which this is the completion, see No. 1034. A detailed statistical report and analysis in both tabular and graphic form for 228 institutions in May 1953 with comparisons with changes since 1939. Final 1953 statistical summary for 326 reporting institutions. Fourteen appendixes of graphs and text summarize a variety of significant information on practices and policies. "As a result of the cooperation of the various Chapters, a veritable mine of information is in our files: the statistics presented in Committee reports trace merely the outlines of these materials and indicate some of the directions of movement they imply. The question may be asked, indeed it should be asked, as to what the practical results of these studies may be? What, if anything, can be done about it? In answer to this question the Committee has several suggestions and recommendations to make." Four specific recommendations made.

1036. **WILSON, WILLARD.** The Small Horizontal<sup>®</sup> University. *Coll. & Univ.*



*Bus.*, 21: 19-23, Dec. 1956. (Author: Vice President and Dean of Faculties, University of Hawaii.)

Describes, with illustrative diagram, administrative and instructional organization at University of Hawaii. States factors for and against it. "It obviously functions best in a comparatively small university—we would guess, 4,000 to 8,000 students. It would seem doubtful that the centralized loads could be carried adequately with a faculty running more than 600 or 700."

See also Nos. 325, 547, 729, 736, 740, 742, 763, 764, 801, 804, 805, 809, 812, 818, 824, 829, 831, 836, 853, 856, 858, 1000, 1388, 2368.

### 3. RECRUITMENT AND APPOINTMENT

1037. ALDERMAN, WILLIAM E. On Teachers and Teaching. *Coll. & Univ.*, 29: 285-293, Jan. 1954. (Author: Dean, College of Arts and Sciences, Miami University, Ohio.)

Discusses in detail one section of a university report, *Looking Ahead at Miami*, by an Educational Policy and Planning Committee, dealing with identification and recruitment of college teachers. Quotes opinions of various individuals on some of the problems involved.

1038. ANDERSON, EARL W. How Can We Provide Effective Teachers for Greatly Increased College Enrollments? *Educ. Record*, 36: 304-309, Oct. 1955. (Author: Professor of Education, Ohio State University.)

Discusses five questions: "(1) How many students will obtain college education each year during the next 15 years? (2) How many teachers in what types of institutions and at what levels and areas of concentration will be needed? . . . (3) What kind of new teachers should we seek for our institutions of higher education? (4) How can we provide them? and (5) How can we retain them and help them to do effective teaching?"

1039. ANONYMOUS. Chapter Ratings of University Administrations. *AAUP Bull.*, 44: 636-640, Sept. 1958.

"Would it be possible for the members of each Chapter [of the AAUP], acting anonymously as individuals, to rate their institution on those points which are of interest

to prospective teachers?" Points out value of such information to prospective applicants for positions on the faculty.

1040. ——— Stop, Look, and Listen. *Clear. House*, 31: 415-417, March 1957.

Reports unsatisfactory and unprofessional practices when applying for a position in an unnamed small college. States seven warnings to possible candidates to prevent similar disappointments and disillusionment.

1041. BENEZET, LOUIS T. Commission on Academic Freedom and Academic Tenure. *Assoc. Amer. Coll. Bull.*, 42: 116-117, March 1956. (Author: President, Colorado College.)

Announcement of plans to submit in 1957 "a list of recommended steps in the conduct of hearings by which individual persons and institutions may if they wish be guided." States that "in the coming tight market for faculty, recruitment practices and job-hopping will become increasingly matters for concern. We should not seek to curb faculty mobility or institutional initiative, but early annual shopping for teachers, resistance to late summer raiding, and general inter-institutional courtesy, as well as faculty respect for a contract, should claim greater attention from us all."

1042. ——— Professional Ethics and the Institution of Teaching. *Lib. Educ.*, 45: 17-20, March 1959. (Author: See No. 1041.)

"With all the statements on ethics so far made, whether central or tangential to the subject, faculty-administrative relations over the country as a whole are not nearly so far above the traditional labor-management attitudes as in our loftier moments we like to claim. . . . The real issue is that the academic community needs to get its house in order on the general subject of faculty-administrative relations." Discusses various steps that should be taken.

1043. BERRY, JANE. Have You Considered College Teaching? *Jour. Nat. Assoc. Women's Deans & Couns.*, 21: 86-87, Jan. 1958. (Author: Faculty member, University of Kansas City, Missouri.)

Quotes from personal interviews with five of her students who were asked "Have you considered college teaching?"

1044. BLOOM, MURRAY T. Putting Mr. Chips Back to Work. *Nat. Par-Teach.*, 49: 4-7, April 1955.

"Fresh hope is stirring in college professors who are near or past retirement age."

A report on "an experiment started by the John Hay Whitney Foundation of New York in 1952. Recently I visited some of the retired professors who have sought out new challenges to their teaching abilities." A vivid report of interviews with professors and their students at Bethany College, Colby College, Washington College, Morehouse College, and Centre College and a general discussion of the problems involved. "These are promising straws in the wind for the 2,500 college teachers who retire every year and the six or seven thousand retired college teachers who are now believed to be interested in continuing their classroom work."

1045. BULLOUGH, VERN L. A Preliminary Study of the Utilization of Part-Time Teachers. *Assoc. Amer. Coll. Bull.*, 44: 611-623, Dec. 1958. (Author: Assistant Professor of History, Youngstown University, Ohio.)

An analysis of replies received from 110 part-time teachers in an unnamed college "in one of the larger Northern cities" with more than 30 years experience in use of part-time teachers. Reports on their qualifications, status, and working conditions. Expects much greater use of part-time teachers in many institutions in the future to meet threatening shortages.

1046. BUNTING, J. WHITNEY. One Way Street or Two? *Assoc. Amer. Coll. Bull.*, 43: 553-558, Dec. 1957. (Author: Consultant, General Electric Co., New York.)

Discusses the flow of college professors to industry for economic reasons, but presents also the other side of the picture, willingness of men in industry to consider college teaching positions. Of a group studied in General Electric Co., who left the employ of the company, over 32 percent of those holding doctor's degrees and over 20 percent of those holding master's degrees entered educational pursuits. "There is now ample evidence, in the operation of one company at least, that manpower flows in both directions."

1047. ——— Retired Industrial Personnel Can Aid Higher Education. 44: 351-355, May 1958. (Author: See No. 1046.)

Discusses use of men retired from business and industry as college professors on part-time or full-time basis. Reports that 83 percent of 2,700 top managers and professional personnel in a major corporation said they were definitely interested in such a future career, and 48 percent more said they would give serious consideration to an academic offer.

1048. ——— Educators Appraise Retired Industrial Personnel for Academic Life. *Educ. Record*, 39: 363-366, Oct. 1958. (Author: See No. 1046.)

Refers to his earlier study, No. 1046. Reports that almost 95 percent of the heads of 72 colleges and universities of various types and locations approve the idea of using retired industrial personnel on their faculties.

1049. CARMAN, HARRY J. Recruiting and Maintaining an Able Faculty. In American Conference of Academic Deans, *Proceedings*, 1951. p. 35-49. (Author: Dean Emeritus, Columbia College, Columbia University.)

Stresses dangers in employing faculty members on basis of correspondence and recommendations only. States needed qualifications of good faculty members in liberal arts colleges. Quotes extensively from Ruth E. Eckert in "Institutional Conditions Favorable to Faculty Improvement."

1050. CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. The Education of College Teachers. In *53rd Annual Report*, 1957-58, p. 9-26. Also as separate reprint, 1958, 18 p.

"At the 52nd annual meeting of the Foundation, Nov. 20, 1957, the trustees engaged in an all-day discussion of The Education of College Teachers. The essay which follows constitutes a summary of the discussion." Considers demand and supply, obligation of graduate schools, recruitment, time required for Ph. D. degree, reforms in the Ph. D., new emphasis on the M.A., specific preparation for college teaching, and increasing the effectiveness of present college teachers. Closes with eight recommendations to graduate schools.

1051. CARTER, EDWARD M. The Professional Placement Bureau. *Sch. & Soc.*, 87: 305-306, June 20, 1959. (Author: Manager, College and Specialist Bureau, Memphis, Tenn.)

Discusses the advantages and methods of 60 teachers agencies, members of the National Association of Teachers Agencies, which serve colleges. "Placement bureaus perform a two-fold service; to the administrator, by submitting candidates for positions in his institution; and to the teacher, by alerting him to opportunities for advancement."

1052. CASSIDY, ROSALIND. Is the Earth Really Pear-Shaped? *AAUW Jour.*, 52: 214-216, May 1959. (Author: Profes-

sor, University of California, Los Angeles.)

Discusses need for great increases in number of college teachers to meet the needs of modern scientific progress. "The intellectually able woman who has earned her baccalaureate degree and possibly her master's degree and who has her children well on their way in school and wants occupation outside the home should be encouraged to consider college teaching."

1053. CLAPP, MARGARET. Major Problems in Higher Education! *Educ. Record*, 35: 7-11, Jan. 1954. Also in *AAUW Jour.*, 47: 75-80, Jan. 1954. (Author: President, Wellesley College, Massachusetts.)

Discusses three problems in view of approaching increases in enrollment. "Where will we find the teachers? Where will we find space and tools for teaching? How will we support students, teachers, plant, and equipment?"

1054. CLARK, EVALYN A. Who Will Teach the Teachers? *AAUW Jour.*, 49: 203-206, May 1956. (Author: Associate Dean, Vassar College, New York.)

Predicts a need for from 380,000 to 500,000 college teachers in 1970 as compared with 190,000 in 1950, but that the number of Ph. D.'s will decrease in the next decade. "Even if every Ph. D. every year went into college teaching, one could still not fill the gap, but by no means all Ph. D.'s go into teaching." Reports that ratio of women to men for bachelor's degrees is 1 to 1.8; for master's degrees, 1 to 2; but for doctor's degrees only 1 to 10. "We must help young women to complete their Ph. D.'s."

1055. CONNOR, J. HAL and CLARK, GEORGE P. "Sincerely Yours:" Some Gentle Counsel to Those Writing Letters of Application. *AAUP Bull.*, 41: 669-676, Winter 1955. (Authors: (1) Professor of English; (2) Assistant Professor of English; both of Northern Illinois State College.)

"In recent years we have had occasion to read several hundred letters written in the hopeful expectation that their authors might find a place on a college faculty. . . . It is not our purpose in this article to present a body of statistics regarding these letters, but to offer a few of our impressions regarding them, together with some extracts from the most ineffective ones that we have seen. Our wish is not to engage in merriment at the expense of job seekers, but to call attention

to some of the negligences, errors, and inaccuracies which are likely to influence appointing officers adversely."

1056. The Council at Work: Summary Report of Survey on Interest and Activity Relating to College Teaching. *Educ. Record*, 38: 166-175, April 1957.

A comprehensive report summarizing the activities and interests of 20 national organizations which "appear to be particularly active in the field of college teaching." Presented in four groups: Recruitment, Retention of Existing Faculty, Making the Most of a Scarce Resource, Preparing College Teachers and Helping Teachers on the Job.

1057. DIEKHOF, JOHN SIMON. Population and Higher Education. *Educ. Forum*, 22: 203-208, Jan. 1958. (Author: Dean, Cleveland College, Western Reserve University, Ohio.)

"Currently (in 1954, at any rate) the ratio of faculty to students in American colleges was 1 to 18. If we maintain this ratio between now and 1970 . . . we must recruit 16 to 25 new college teachers for every 10 college teachers now employed. We can't do it." Discusses various other methods of meeting the situation.

1058. DOBBINS, CHARLES G., ed. *Expanding Resources for College Teaching*. Washington; American Council on Education, 1956. x,137 p. (Author: Staff member, American Council on Education.)

Report of the Conference on College Teaching sponsored by the Council in Washington, Jan. 19-20, 1956. Contains three sections: Recruiting Talent for College Teaching, Conserving the Teaching Talent We Do Get, Making the Most of a Scarce Resource. Gives several addresses and extensive verbatim reports of floor discussion on each of the three topics.

1059. ECKERT, RUTH E. and STECKLEIN, JOHN E. Why Teach in College? *NHA Jour.*, 47: 120, Feb. 1958. (Authors: (1) Professor of Higher Education; (2) Director, Bureau of Institutional Research; both of University of Minnesota.)

"The tug of war between supply and demand for teachers is also taking place on the college campus. To better understand what attracts and holds teachers on the college level, a pilot study of Minnesota faculty members has recently been made." Based on 94 percent reply to questionnaire sent to 778 college teachers (a 25 percent random sam-

(le) of all full-time faculty members in Minnesota's 33 institutions of higher education.

1060. FLEISS, EDWARD. College Teachers Must Come From Colleges. *Coll. & Univ.*, 32: 336-341, Spring 1957. (Author: Lecturer in English, Queens College, New York.)

Reports results of a survey of Antioch College, Ohio, graduates in college teaching positions and the factors involved in their choice of such positions.

1061. FOLGER, JOHN K. and BRUMBAUGH, AARON J. Research Program of the Southern Regional Education Board. *Higher Educ.*, 14: 93-95, Feb. 1958. (Authors: (1) Associate Director for Research; (2) Consultant in Higher Education; both of Southern Regional Education Board.)

Describes various plans of the Board, especially in study of recruitment and preparation of college teachers.

1062. FORMAN, LEWIS A., JR. I, For One, Intend to Teach: The Declaration of a Yale Senior. *Jour. Higher Educ.*, 28: 83-84, 116, Feb. 1957.

States reasons for his decision, both psychological and philosophical.

1063. FRASIER, GEORGE W. The Improvement of Counseling and Teaching: Preservice Selection and Training of College Teachers. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1951, p. 63-70. (Author: President Emeritus, Colorado State College of Education; Professor of Education, Stanford University.)

"This is not a research paper. I hope to present a more or less practical discussion concerning the preparation of college teachers, their selection, employment, in-service education, promotions, and general welfare. I shall hope to answer some questions that are asked by college administrators and members of boards of trustees."

1064. GARDNER, JOHN W. The Great Talent Hunt. In Carnegie Corporation of New York, *Annual Report*, 1956, p. 11-26. (Author: President, Carnegie Corporation of New York.)

"We are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first

time in history, such men and women are very much in demand on a very wide scale. . . . While our educational institutions are suffering from under-financing and paying their teachers distressingly low salaries, our total expenditure for higher education stands at eight-tenths of one percent of our gross national product." See also No. 1065.

1065. ——— The Great Hunt for Educated Talent. *Harpers*, 214: 48-53, Jan. 1957. (Author: See No. 1064.)

Based upon No. 1064. States desperate need in our modern complex society for educated talent—for good teachers and scholars as well as scientists. Colleges and universities are facing a challenge greater than any they have had so far. Financing will be a major problem but American people can pay the bill if they really want to. Colleges must produce leaders who are men of understanding and breadth as well as specialists.

1066. GAWTHROP, PAUL R. An Approach to the Problem of Providing the Teachers Needed for Increased College Enrollment. *Educ. Record*, 37: 196-206, July 1956. (Author: Acting Head, Department of Economics, Marietta College, Ohio.)

"A recent study made here at Marietta College indicates that during the next 15 years we may expect an increase of 172 percent in student enrollment . . . a need for an increase of 95 percent in faculty. This paper is devoted to a discussion of the means whereby we hope to accommodate almost three times as many students with a faculty not quite twice as large as at present." Four charts summarize the processes involved.

1067. GOODHARTZ, ABRAHAM S. Selection and Induction of New Faculty Members. *Jour. Educ. Sociol.*, 26: 187-193, Jan. 1953. (Author: Assistant Professor of Personnel Service, Brooklyn College, New York.)

"The staffing of a college or university may provide the greatest satisfaction or the greatest sorrows in the administration of higher education." Gives numerous suggestions for making it the former.

1068. GOREN, ARNOLD L. On Panaceas for Improving Teaching: Let's Hire the Good Ones! *Jour. Educ. Sociol.*, 27: 68-71, Oct. 1953. Same, condensed, *Educ. Digest*, 19: 13-15, Feb. 1954. (Author: Executive Secretary for Student Activities, New York University.)

States nine specific procedures desirable in selection of college teachers, most of them

based upon actual personal observation of the teaching of the candidate. Also discusses briefly work in a large university which "has recently instituted a course called Apprentice College Teaching."

1069. GRASS, ROLAND. Professor From Abroad. *Jour. Higher Educ.*, 28: 443-445, Nov. 1957. (Author: Professor of Languages, Northwestern State College of Louisiana.)

Proposes a great use of foreign professors. Says that thousands of competent foreign professors could be secured for American institutions. Reports that 782 such were in institutions in the United States in 1955-56.

1070. GUSTAD, JOHN W. They March to a Different Drummer: Another Look at College Teachers. *Educ. Record*, 40: 204-211, June 1959. (Author: Professor of Psychology, University of Maryland.)

Preliminary report of a study financed by Southern Regional Education Board and University of Maryland. Based on questionnaire responses from 1,800 college teachers of chemistry, English, and psychology and personal interviews with 300 of such teachers. Concerned with two questions: "Why do people become college teachers, and why do some of them leave teaching for other professions?" Conclusions: "The answer to the first is easier to come by. It has to do largely with the kinds of people they are, with the kinds of reward values they develop. It was interesting to note that very few made early or conscious decisions to enter teaching. Most of them drifted into it. . . . There are many reasons why they leave. Some of them have to do with money, but this aspect of the situation has been overemphasized." Reports many other controlling reasons.

1071. HARASSED VICE-PRESIDENT. Letter to the Editor. *Jour. Higher Educ.*, 28: 287, May 1957.

"From conversations with a number of my colleagues at other institutions, I know that they were hit very hard during the first weeks of the fall term by the sudden loss of key persons to other institutions, particularly among the younger faculty members. . . . My question is: Gentlemen will become pirates—can pirates also remain gentlemen? . . . Recognizing, then, that piracy is inevitable, this is a plea that we not abandon our gentlemanly inhibitions altogether."

1072. HELLWARTH, ARLEN R. Survey on Integration of Engineering College Faculty Between Campus and Industry. *Jour. Eng. Educ.*, 47: 157-164, Oct. 1956. (Author: Assistant to Director of Em-

ployment, Detroit Edison Co., Michigan.)

Report of a special committee of American Society for Engineering Education. Based on questionnaire responses from 93 engineering colleges. "The primary objective of the questionnaire was to determine the losses of teaching staff to industry and the corresponding gains for the past two school years." Shows a loss of 495 faculty members and gain of 324, or a net loss of 171. Analyses made by geographical sections and by type of control of institutions.

1073. HENRY, DAVID D. Where Do We Get the Teachers? In American Association of Land-Grant Colleges, *Proceedings*, 1955, p. 46-53. Also in *Amer. Jour. Physics*, 24: 322-328, May 1956. (Author: President, University of Illinois.)

"Obviously it is my task to comment upon the question, not to answer it." Summarizes various recent estimates that have been made of the number of college teachers needed in the near future. Discusses recruitment, attractions of industry, possible changes in organization and methods of teaching, and other factors.

1074. HEWITT, HAROLD G. Address of the President. *Amer. Jour. Pharm. Educ.*, 21: 193-203, Summer 1957. (Author: Dean, School of Pharmacy, University of Connecticut.)

Discusses staff shortages in Colleges of Pharmacy and possible ways of meeting them. Recommends salary increases, summer employment in industry, low rental faculty housing, various types of insurance, tuition for faculty children, pension and retirement plans, and reduction of teaching loads.

1075. HILLWAY, TYRUS. When Hiring Professors. *Coll. & Univ. Bus.*, 26: 27, Feb. 1959. (Author: Professor of Education, Colorado State College.)

Reports results of an inquiry to 244 4-year institutions regarding terms of employment, formal contracts, and related matters. Only about one-fourth of them use formal written contracts but several are planning to adopt this plan.

1076. HODNETT, EDWARD. A Company of Scholar Teachers. *Jour. Higher Educ.*, 26: 214-216, April 1955. (Author: Professor of English, Ohio University.)

"Ohio University has three programs for expanding the opportunities for young English teachers and for prospective English

teachers: an English honors seminar, an intern's program for Master's degree candidates, and an associate's program for full-time instructors. They vary from the usual patterns and may be applicable elsewhere . . . Perhaps the chief reason that more young men and women are not entering college teaching as a profession is not economic; perhaps we have not made the apprenticeship sufficiently definite or inviting."

1077. HOUP, WILLIAM S. *Supply, Demand, and Qualifications Factors Related to Teaching Personnel for California Colleges and Universities*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 417-420.

Unpublished doctoral dissertation (Ed. D.). Based in part on questionnaires sent to 240 administrators of California institutions of higher education. Predicts that enrollments in California colleges will double in next 10 years. Discusses various methods of securing competent staff to meet the needs of anticipated increases in enrollment.

1078. IFFERT, ROBERT E. Staffing Institutions of Higher Education in the Next Decade. *Higher Educ.*, 13: 66-68, Dec. 1956. (Author: With U.S. Office of Education.)

"By 1965 approximately 100 persons will be required for every 60 now employed in the institutions of higher education in the United States." Gives detailed tabular statements of actual staff used from 1945 to 1953 and estimates of requirements for each year from 1955 to 1965, for three groups each of publicly and privately controlled institutions. Estimates total staff required in 1965 as 566,000. States six assumptions upon which estimates are based.

1079. Interns in Education. *Carnegie Corp. Quart.*, 4: 8, April 1956.

"Internships of a new kind have been established at five of the nation's most distinguished universities. . . . Certain of our institutions have been pioneers in developing imaginative and vigorous programs of general education. So that other schools could share the benefit of their experiences, six years ago Carnegie Corporation initiated a program under which young instructors from schools throughout the country could spend a year on the campuses of Chicago, Columbia, Harvard, and Yale. Recently Brown University was added to the roster. These interns visit each of the host schools for a full academic year. They do not merely observe, but actually participate in the educational programs."

States details and makes evaluations of the plan.

1080. KILLE, FRANK R. National Roster of Prospective College Teachers. *Assoc. Amer. Coll. Bull.*, 39: 53-61, March 1953. (Author: Dean, Carleton College, Minnesota.)

A detailed follow-up and statistical analysis of more than 1,600 seniors recommended by 380 member colleges since 1945 who should be encouraged to do graduate work with the idea of preparing for careers as college teachers. Also reports opinions of students and of college administrators on way the program has operated and gives suggestions for its improvement.

1081. KLAPPER, PAUL. The Sociology of College Teachers. *Educ. Forum*, 16: 139-150, Jan. 1952. (Author: President Emeritus, Queens College, New York.)

States a dozen inquiries a prospective college teacher may be expected to make when considering a new position, including those concerning opportunities for professional growth, professional status of future colleagues, subjects expected to teach, degree of freedom assured to the sincere scholar, salary and rank, how appointments are made, tenure, retirement, teaching load, committee work, sabbatical leave, and others. Each of these is discussed, salaries especially fully, with tabular summaries of salary scales in 402 institutions of higher education.

1082. KNOLL, ROBERT E. Whence the New Professors? *Coll. English*, 20: 77-80, Nov. 1958. (Author: Associate Professor of English, University of Nebraska.)

Discusses the marked increase in recent years in number of fellowships available for training new college teachers. "And yet one wonders if this is not going at the whole problem wrong end to. I am not sure that bribing promising seniors to enter graduate school and, subsequently, college teaching is the way to strengthen the profession. The students we are after must have decided to enter the profession long before their senior year." For reply by F. H. Thompson, Illinois Wesleyan University, see *Coll. English*, 20: 416-417, May 1959.

1083. KNOWLES, ASA S. How Can Colleges Meet the Impending Teacher Shortage? *Educ. Record*, 36: 132-136, April 1955. (Author: President, University of Toledo, Ohio.)

"Getting the numbers needed will involve: (1) using every available source of supply

including some that are new to some institutions; (2) providing attractive inducements to enter teaching; (3) developing in-service training programs for many who will be recruited from other fields of activity and who will be new to the field of college teaching; (4) making greater use of teaching aids to reduce the number of teachers needed." All of these fully discussed.

1084. LEBOLD, WILLIAM K. and HOUGHTON, ARTHUR V. Would Engineering Students Be Teachers? *Jour. Eng. Educ.*, 49: 747-754, May 1959. (Authors: (1) Associate Professor and Assistant to Dean of Engineering; (2) Instructor in Mechanical Engineering; both of Purdue University, Indiana.)

Detailed report on questionnaire responses from approximately 40 percent of the "high scholarship undergraduate students and graduate students in engineering at Purdue University." Find that "a substantial percent (28%) indicated a definite interest" in possible teaching careers and almost 10 percent were definitely planning on engineering teaching as a career.

1085. LEE, HAROLD N. The Factor of Economic Status in Professional Recruitment. *AAUP Bull.*, 17: 102-110, Spring 1951. (Author: Professor of Philosophy, Tulane University, Louisiana.)

On the basis of a teacher-student ratio of 1 to 13, estimates need for 170,000 new college teachers during next 15 years. "The problem is not that of finding teachers; it lies in the need for recruiting teachers of first rate ability." Discusses two major difficulties, cost of preparation and prospect of inadequate salaries. Concludes: "I cannot conscientiously urge my good students who have no prospects of attaining independent incomes through inheritance (or marrying a rich wife) to go into college teaching."

1086. LELAND, SIMON E. Problem of Numbers in Higher Education From the Standpoint of Private Institutions. *Coll. & Univ.*, 31: 276-290, Spring 1956. (Author: Dean, College of Liberal Arts, Northwestern University, Illinois.)

"Neither facilities nor staff can be expanded on the basis of general principles, pious wishes, or platitudes. The data must be examined to determine real needs. It is my belief that current estimates of future requirements in higher education are overstated. . . . Practically no addition to physical facilities or staff will be required to take

care of twice the number of graduate students as are now enrolled."

1087. LINDSEY, FRED D. Crisis Building Up in College Classrooms. *Nation's Bus.*, 44: 56-63, June 1956.

"College professors now number about 200,000 but 400,000 to 500,000 will be needed in 1970, and faculty members are already in extremely short supply. . . . Major problem in getting and holding good faculty members is salaries." Gives table showing "how the purchasing power of college professors has declined compared with other occupations"—physicians, dentists, automobile workers, coal miners, and railroad engineers.

1088. LLOYD, R. GRANN and WALKER, GEORGE H. Teacher Supply and Demand in the Negro College. *Jour. Negro Educ.*, 23: 421-427, Fall 1954. (Authors: (1) Chairman, Department of Economics, Savannah State College, Georgia; (2) Dean, Graduate School of Education, Texas College.)

Based on questionnaire responses from 47 institutions, whose names are given. Finds 189 new members of instructional staffs are needed immediately, most frequently in education, English, and social sciences.

1089. McALLASTER, ELVA. Counseling Toward College Teaching. *Assoc. Amer. Coll. Bull.*, 44: 586-590, Dec. 1958. (Author: Professor of English, Greenville College, Illinois.)

Reports that an unusually large number of Greenville College graduates have become college teachers. Quotes many of them regarding reasons for their decisions. Most of them emphasize the influence of individual faculty members.

1090. MALOTT, DEANE W. What Are We Doing to Offset the Coming Shortage of Teachers? In *National Association of State Universities, Proceedings*, 1955, p. 129-141. (Author: President, Cornell University, New York.)

Describes special activities—National Woodrow Wilson Fellowship Program, Ohio College Association, John Hay Whitney Foundation, Association of American Colleges, and other agencies and means for securing needed increase of qualified college teachers. Includes 6-page discussion, especially of possible modification in retirement age.

1091. MAUL, RAY C. Teacher Supply and Demand in Degree-Granting Institutions, 1954-55. *NBA Res. Bull.*, 33:

127-163, Dec. 1955. For briefer presentation of some of same material by same author and emphasis on special phases of it see *Coll. & Univ.*, 31: 269-275, Spring 1956; *Educ. Forum*, 21: 55-61, Nov. 1956; *Jour. Higher Educ.*, 27: 189-193, 231, April 1956; and *NBA Jour.*, 45: 47-48, Jan. 1956. (Author: Assistant Director of Research, National Education Association.)

Based on questionnaire returns from 673 institutions. Results are presented in text and 32 tables, in most cases in terms of seven groups of institutions: "public universities and land-grant colleges (82 institutions), non-public universities (56), State colleges (103), teachers colleges (94), and non-public colleges in three groups according to size, large (50), medium (112), and small (176). Conclusion: "It is generally recognized that college and university enrollments will expand greatly during the next 15 years, and thus teaching staffs must be enlarged. To plan most effectively, administrative officials need numerous facts not now generally available concerning the teaching staffs currently in service . . . It has been the purpose of this section to present up-to-date information in these areas."

1092. ——— *Teacher Supply and Demand in Colleges and Universities, 1955-56 and 1956-57*. Washington: National Education Association, 1957. 76 p. For briefer presentation of some of same material by same author and emphasis on special phases of it see *Phi Delta Kappan*, 38: 175-180, Feb. 1957; *Teach. Coll. Record*, 59: 149-155, Dec. 1957; *NEA Jour.*, 46: 607-608, Dec. 1957; and *NEA Res. Bull.*, 36: 13-22, Feb. 1958.

Similar to No. 1091 but more comprehensive and recent. Presented in three major divisions. Part I, "Turnover in Administrative Positions," and Part II, "The Demand for College Teachers," are based on data furnished by 829 degree-granting institutions or 82 percent of the 1,017 which were invited to participate. Results are presented in series of tables showing number of withdrawals, reasons for withdrawals, and number of unfilled positions, by fields of study, for each of the nine groups of institutions indicated in No. 1091. Part III "represents a pioneer attempt to assemble an important body of information on the occupations of doctor's degree graduates." Based on reports from deans of 117 graduate schools. Finds that of over 8,000 of those with doctor's degrees whose positions could be ascertained, 57 per-

cent were in college or university positions. Part III also includes special consideration of women as college teachers, use of part-time teachers, and up-grading of teachers in service. Appendix contains 35 extensive and detailed tables.

1093. ——— *Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957-58 and 1958-59*. (Higher Education Series, Research Report, 1959-R10). Washington: National Education Association, 1959. 87 p.

"This is the third biennial report of the NEA Research Division on the professional personnel needs of institutions of higher education. Each report shows the measure of success achieved by employing officials in meeting these needs in a two-year period." For earlier reports, see Nos. 1091 and 1092. The most comprehensive and authoritative source of reference for supply and demand of college teachers. Based on replies received from 1,350 institutions (including for first time junior colleges) or 87 percent of the 1,558 which were invited to participate. Principal results shown in series of vivid graphs, as well as in extensive tables with interpretative comments. Presented in four major sections: I. The Effort to Staff Universities and Colleges with Qualified Teachers. II. The Effort to Staff Junior Colleges with Qualified Teachers. III. Occupations Claiming Doctor's Degree Graduates of 1956-57 and 1957-58. IV. Instructional Staff Needs in the Decade Ahead. Appendix contains 25 detailed tables, giving data usually for each of the nine classes of institutions listed in No. 1091. Part I shows that less than one-quarter of the new college teachers in 1956-59 had earned doctor's degrees compared with more than 40 percent of the entire staffs in 1953-54; that over one-fifth had less than a master's degree, compared with 10 percent in 1953-54. Part II shows that less than 8 percent of new junior college teachers had doctor's degrees. Part III shows that 40 percent of doctoral graduates in 1956-57 and 1957-58 entering a new occupation went into non-educational fields. Part IV presents and discusses validity of six general assumptions on basis of which it predicts need for 346,800 new college teachers by 1970 averaging over 30,000 per year to take care of replacements, estimated at 6 percent a year, and increases in enrollment.

1094. MOSS, JAMES ALLEN. "Negro Teachers in Predominantly White Colleges." *Jour. Negro Educ.*, 27: 451-462, Fall 1958. (Author: Faculty member, Union College, New York.)

States there are not more than 200 Negro teachers permanently employed as faculty



members in predominantly white colleges in the United States. Suggests possible greater use of them.

1005. NESS, FREDERIC W. *The Summing Up. Assoc. Amer. Coll. Bull.*, 44: 416-422, Oct. 1958. (Author: Administrative Vice President, Dickinson College, Pennsylvania.)

Concluding lecture of series on college teaching. Discusses three major reasons why students do not plan to enter college teaching as a career; then some of the attractions, rewards, and satisfactions of the field.

1006. ———. *The Role of the College in the Recruitment of Teachers: A Report for the Commission on Teacher Education*. Washington: Association of American Colleges, 1958. 83 p. (Author: See No. 1005.)

Based in large part on returns from 284 institutions of higher education who were asked to describe plans in use on their campuses for identification and motivation of right kinds of young people for college teaching. Appendix describes in considerable detail programs in use at Tulane University, Harvard University, Dickinson College, Rosary College, and University of Pittsburgh and by Association of College and University Presidents of West Virginia. Review by S. A. Nock, *Coll. & Univ.*, 34: 336-337, Spring 1959.

1007. NORTON, THOMAS L., ed. *Faculty Requirements and Standards in Collegiate Schools of Business*. New York: American Association of Collegiate Schools of Business, 1956. vii, 216 p. (Author: Dean, School of Commerce, New York University.)

Report of a conference at Columbia University, Oct. 1955. Contains eight "background papers" of varied authorship on needs for additional faculty members, doctoral programs, possibilities for improved preparation, and competitive position of teaching careers.

1008. NOSOW, SIGMUND. *The Labor Market for Teachers of General Education. Jour. Gen. Educ.*, 11: 45-50, Jan. 1958. (Author: Associate Professor of Social Sciences, Michigan State University.)

Discusses many phases of the subject. Conclusion: "As the program of general education becomes established and as the body of experts in the particular areas of general education increases, there will be an increasing direct recruitment into the programs

rather than an indirect one through the more traditional disciplines."

1009. OSTLIE, SELMER. *The Selection and Retention of Junior Colleges Teachers*. Los Angeles: University of Southern California, 1951. Abstract in *University of Southern California, Abstracts of Dissertations*, 1951, p. 298-299.

Unpublished doctoral dissertation (Ed. D.). Based on checklists sent to all California junior colleges and to a matched group from other States. Determines existing policies, evaluates them, and proposes criteria for a comprehensive program.

1100. OWEN, GARNET. *New Vistas for the Lady Professor. Nat. Bus. Women*, 37: 2-3, March 1958.

"The next 10 years hold unparalleled opportunities for women in the field of college and university teaching."

1101. *The 66th Annual Meeting, University of California, Berkeley. Jour. Eng. Educ.*, 49: 15-19, Oct. 1958.

States the three "most urgent but still unsolved problems of engineering education in the year 1958" of which one was "How to increase the number and competence of engineering faculties." Announces plans for a study of the problem, financed by grant of \$24,500 from Ford Foundation.

1102. STECKLEIN, JOHN E. and ECKERT, RUTH E. *An Exploratory Study of Factors Influencing the Choice of College Teaching as a Career*. Minneapolis: Bureau of Institutional Research, University of Minnesota, Jan. 1958. x, 46 p. + 54 p. appendix. (Authors: (1) Director of Bureau of Institutional Research; (2) Professor of Higher Education; both of University of Minnesota.)

Report of study conducted under grant from Cooperative Research Program, U.S. Office of Education. Based on questionnaire responses from 752 faculty members in 32 Minnesota colleges. Gives information on sex, age, and marital status; time of selection and factors involved in choice of college teaching as a career; preparation for career; present position, professional activities, and teaching load; and appraisal of college teaching as a career. Appendix is chiefly statistical, but includes copy of 4-page questionnaire used.

1103. *A Study of Faculty Demand and Supply in California Higher Education, 1957-1970*. Berkeley and Sacramento: 1958. 76 p.

A study prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education.

1104. SULLIVAN, DANIEL C. *The Recruitment of College Teachers.* *Nat. Cath. Educ. Assoc. Bull.*, 54: 145-151. Aug. 1957. (Author: Faculty member, School of Education, St. Johns University, New York.)

"If this problem is not solved adequately, higher education—Catholic and secular—in the United States will in 10 or 15 years be in dire straits." Discusses various possible methods of solution.

1105. *The Supply and Development of College Teachers.* In American Conference of Academic Deans, *Proceedings*, 1957, p. 5-41.

Contains three papers on recruitment, preliminary training, and inservice development of college teachers by Frank Kille, Carleton College, Minnesota; Robert P. McCutcheon, Vanderbilt University, Tennessee; and Lloyd S. Woodburne, University of Washington. The second reviews many of the publications and studies devoted to improvement of college teaching and experimental programs in some graduate schools.

1106. *Teachers for Tomorrow.* (Bulletin No. 2.) New York: Fund for the Advancement of Education, 1955. 72 p.

"Prepared by the research staff of the Fund for the Advancement of Education." A vivid popular presentation, with many colored pictorial graphs and charts, of the problems incident to the impending "tidal wave" of college students. Endeavors to answer four questions: "How many school and college teachers will we need? What are our chances of getting enough good teachers? What will be the consequences if we fail to solve this problem? What can be done toward solving the problem?" For colleges, states that "over 15 years, more than three new teachers must be recruited for every two we have today," with 500,000 by 1970. "The need for new college teachers will far outstrip the supply of new Ph. D.'s." Gives much supporting statistical data in series of 28 tables. Bibliography, 24 titles.

1107. THOMPSON, RONALD B. *The Impending Tidal Wave of Students: A Report of the Committee on Special Projects.* Columbus, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1954. 48 p. (Author: Registrar, Ohio State University.)

Shows possibility of college enrollment of more than 6,000,000 students and need for teaching staff of 556,000 in 1970-71. Number of college teachers needed, on three different hypotheses, shown for each year from 1954-55 to 1970-71. Contains 15 pictorial graphs and six other illustrations.

1108. TYRE, CARL A. *Wanted: Teachers.* *Hispania*, 41: 17-25, March 1958. (Author: Professor of Spanish, New Mexico College of Agriculture and Mechanic Arts.)

Presidential address before American Association of Teachers of Spanish and Portuguese. "The lack of teachers in our own field has largely reached such a point that it is having a serious impact on language instruction at present and cannot help but produce disastrous effects in the future. . . . It is a problem that needs our immediate attention."

1109. WAITE, RICHARD A., JR. *A Program for Staffing Our Colleges.* Albany, N.Y.: State Education Department, 1958. 16 p. (Author: Executive Assistant, Office of Higher Education, State Department of Education, New York.)

Estimates that New York State will need "an average increase of from 1,000 to 2,200 faculty members each year for 16 years." Recommends that the State provide 250 annual grants of \$2,500 each, good for two years, for preparation of such faculty members. (Note: State Legislature, in spring of 1958, passed legislation to provide such grants.)

1110. WEIMER, ARTHUR M. *Faculty Requirements and Faculty Supply in Collegiate Business Teaching, 1954-1970: Report of the Committee on the Future Requirements of Trained Teaching Personnel.* Urbana, Ill.: American Association of Collegiate Schools of Business, 1955. 36 p. (Author: Dean, School of Business, Indiana University.)

Estimates student enrollments in collegiate schools of business will rise "at least 210% of their 1953 levels by 1970" and that "total faculty should expand in proportion to the expansion in student enrollments." States that "collegiate faculties, which numbered approximately 5,200 persons in 1953, will have annual needs for new personnel of about 730 in 1960, and 980 in 1965. . . . More than 6,000 new Ph. D.'s, D.B.A.'s or the equivalent will be needed in collegiate business teaching by 1980." Data presented in 14 tables and three graphs.

1111. WELLEMAYER, J. F., JR. Full-Time Teachers in American Colleges and Universities. *Sch. & Soc.*, 83: 220-221, June 23, 1956. (Author: Staff Adviser on Personnel Studies, American Council of Learned Societies.)

Contains tabulated distributions of 150,000 faculty members into 66 different teaching fields, based on two assumptions. "There are serious doubts about both of these assumptions." Largest number are in field of education, with 11,250.

1112. ——— and LERNER, PAULINE A. Higher Education Faculty Requirements in the Humanities and Social Sciences. *Sch. & Soc.*, 78: 145-152, Nov. 14, 1953. (Authors: Staff members, American Council of Learned Societies.)

"Higher education in the United States is rapidly approaching a critical personnel problem. . . . If colleges and universities are to reach the growing demands of society for more humanistic training, the increase in the number of teachers in these fields should be greater than for the faculty at large. . . . We shall need 3,100 to 3,700 new teachers in the humanities and the social sciences every year until 1960."

1113. We've Been Asked About Army Men as School Teachers. *U.S. News*, 44: 73, June 20, 1958.

States that of 1,400 retired Army officers, 600 expressed a definite interest in teaching positions. Says there are about 200,000 retired officers and enlisted men and thousands more retire each year.

1114. Whitney Visiting Professor Program. *Assoc. Amer. Coll. Bull.*, 40: 548-550, Dec. 1954.

Announcement of appointment of 12 professors with names of former and future institutions under the plan of the Whitney Foundation. "The Visiting Professor Program not only enriches student life, but it also benefits college communities and the regular faculty. These professors bring a fresh point of view to the faculties they visit."

1115. Will We Run Out of College Teachers? *Johns Hopkins Mag.*, 10: 15-22, April 1959.

"No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly. . . . Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most."

1116. WILSON, O. MEREDITH. *College Teaching as a Career*. Washington: American Council on Education, 1958. 28 p. (Author: President, University of Oregon; Chairman, Committee on College Teaching of American Council on Education.)

Contains Foreword by the Chairman; four inspirational chapters by Fred M. Hechinger, Mark Van Doren, Reuben G. Gustavson, and T. V. Smith; and three informational chapters by Walter C. Eells. Bibliography, 14 annotated titles. Widely distributed to colleges throughout the country.

1117. ——— The Ph. D. Program as a Preparation for College Teaching. *Assoc. Amer. Coll. Bull.*, 44: 55-59, March 1958. (Author: See No. 1116.)

"Whether we classify their impulse to complete it as a pious hope or a consuming ambition, as of now the Ph. D. is the holy grail which most knights of academia are pursuing. . . . Only 23.5 percent of the college teachers appointed for the first time last year held the Ph. D. . . . If all the men and women who receive doctor's degrees were to enter the college teaching ranks they would supply only half the need. . . . The Ph. D. machinery cannot expand rapidly enough to meet our needs."

1118. WORMALD, F. L. How Is the Supply of Able College Teachers Being Increased? *Educ. Record*, 37: 66-68, Jan. 1956. (Author: Assistant to Director, Association of American Colleges.)

Report of section discussion at annual meeting of American Council on Education. "The subject breaks down into three questions: Where are future college teachers to be found? How can they be attracted and retained? How are they to be trained?" Gives consensus of the group and summaries of experiences reported by members on each of these three topics.

1119. WRISTON, HENRY M. How Colleges Can Handle the Throngs: Despite Wide Despair, They Have Room for All Qualified Students and, by Simple Reforms, Can Take on the 1960's Tidal Wave. *Life*, 45: 132-142, Oct. 6, 1958. (Author: President Emeritus, Brown University, Rhode Island.)

Discusses wide variety of topics, including need for more and better college teachers, salary increases, and "dedicated men and women of high ability and creative power."

1120. ZEHBACK, RICHARD REID. Retired Air Force Personnel—Potential Teachers? *Peabody Jour. Educ.*, 36: 356-359, May 1959. (Author: Educational Services Officer, Stewart Air Force Base, Tennessee.)

"Are you planning a teacher recruitment program? Have you considered retired military personnel? Air Force figures indicate that only 240 of 14,000 'retired' members surveyed are now engaged in education. These results would seem to indicate that educators have not recruited in this area in spite of the fact that retired personnel are successfully holding jobs in education that range from grade school teachers to college president."

See also Nos. 2, 182, 189, 205, 218, 228, 251, 260, 266, 267, 268, 269, 278, 289, 290, 291, 294, 299, 311, 324, 350, 365, 374, 463, 483, 592, 655, 667, 682, 851, 859, 865, 869, 954, 956, 957, 960, 963, 966, 968, 971, 973, 979, 980, 984, 985, 987, 993, 997, 998, 999, 1000, 1001, 1023, 1105, 1171, 1172, 1174, 1191, 1258, 1322, 1332, 1348, 1352, 1376, 1377, 1396, 1406, 1420, 1423, 1558, 2009, 2048, 2075, 2251, 2293, 2318, 2319, 2660.

#### 4. QUALIFICATIONS

Includes training, degrees, characteristics, experience, age, and sex. For other references on training of college teachers see many of the references under "Graduate Programs" Nos. 2172-2278.

1121. ALEXANDER, CHESTER. Calling All Doctors. *Jour. Higher Educ.*, 22: 155-157, 170, March 1951. (Author: Professor of Sociology, Westminster College, Missouri.)

Discusses various types of doctorates, both earned and honorary, their origins, uses, and abuses.

1122. ANGEL, GEORGE W. and LAWS, LEONARD S. Should College Teachers Take Education Course. *Jour. Teach. Educ.*, 2: 209-212, Sept. 1951. (Authors: (1) Faculty member, New York State Teachers College, New Paltz; (2) Faculty Member, University of Minnesota.)

Based on questionnaire responses from 108 heads of academic departments of various col-

leges who were asked to rate the importance of 13 specific graduate courses in education for new faculty members of their departments. "In general, it may be said that heads of college departments place little value on courses in professional education as a means of preparing college teachers." See also No. 1123.

1123. ——— Training the Potential College Teacher. *Jour. Higher Educ.*, 25: 153-157, March 1954. (Authors: (1) President, New York State Teachers College, Plattsburg; (2) Dean, Southwestern College, Kansas.)

Report of the same study as in No. 1122 but in somewhat different form.

1124. BACON, H. PHILIP. Let Us Train Teacher-Professors. *Educ. Forum.*, 19: 485-486, May 1955. (Author: Assistant Professor of Geography, University of Pittsburgh, Pennsylvania.)

"So long as the graduate schools feel it their primary objective to train research scholars, we will continue to turn out poorly prepared college instructors. . . . The college teacher who possesses pedagogical skill and values it above ability to turn out scholarly monographs often goes unrecognized by the academic world."

1125. BAKER, CARLOS P. The Careful Young Men: Tomorrow's Leaders Analyzed by Today's Teachers. *Nation*, 185: 199-214, March 9, 1957.

Answers of 16 educators in 16 colleges to the question: "Who are the leading intellectual, artistic, and ethical influences on the present generation of students?"

1126. BALLER, WARREN R. and WORCESTER, DEAN A. Supervised Teaching for Doctoral Students. *Jour. Higher Educ.*, 25: 383-384, Oct. 1954. (Authors: Professors of Psychology, University of Nebraska.)

"The purposes of the discussion which follows is to describe briefly a plan which has been in operation for several years in . . . the Teachers College of the University of Nebraska. Doctoral students who have impressed the staff with their scholarship and personal qualities are invited to accept part-time instructorships." Details of plan reported. Conclusion: "It is believed that the plan discussed here is an exceedingly effective way of preparing good college teachers."

1127. BARZUN, JACQUES; ELDER, JOHN PETERSON; and THOMPSON, DAVID L. Panel Discussion: The Great Split—

Scholarship and Teaching. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1956, p. 106-124. (Authors: (1) Dean, Graduate School, Columbia University; (2) Dean, Graduate School, Harvard University; (3) Dean and Vice-Principal, McGill University, Canada.)

Discussion of relative claims of teaching and research in the preparation of the college teacher and in his activities in institutional life, different conceptions of the Ph. D. degree, and significance of the M.A. Includes informal discussion by several other graduate deans.

1128. BEICHER, PAUL E. Preparation of College Teachers. *Nat. Cath. Educ. Assoc. Bull.*, 54: 142-144, Aug. 1957. (Author: Dean, Graduate School, University of Notre Dame, Indiana.)

"With the impending teacher shortage, it will become increasingly difficult for Catholic colleges to maintain their present status with regard to the quantity and quality of their lay teachers. . . . In the past, I believe the Catholic colleges and universities have been notoriously remiss in urging their students to go into the teaching profession." Discusses value of Ph. D. for college teachers and possibility of modifying requirements for it to fit better needs of adequate preparation for teaching rather than research.

1129. BENDER, RICHARD N. On Being a Christian Professor. *Christ Scholar*, 40: 117-125, June 1957. (Author: Associate Secretary, Department of College and University Religious Life, The Methodist Church.)

"When in this connection we speak of the 'Christian professor,' let us not think in terms of a Christian who happens to be a professor, or vice versa. Rather let us understand 'Christian professor' to be a unique species of professor." States several of his characteristics.

1130. BLACKWELL, THOMAS E. Graduate Committee and Doctoral Dissertation. *Coll. & Univ. Bus.*, 25: 34, Oct. 1958. (Author: Educational Management Consultant, St. Louis, Mo.)

Reports several New York court decisions in which institutions refused, for various reasons, to grant doctoral degrees to students. Generally the courts upheld the institutions in their refusals.

1131. BLEGEN, THEODORE C. A Movement Gains Momentum. *Sch. & Soc.*, 75:

17-20, Jan. 12, 1952. (Author: Dean, Graduate School, University of Minnesota.)

Address at Tulane University Conference on Improvement of College Teaching, Nov. 15, 1951. Reviews general progress in preparation of college teachers at various institutions and improvement of teaching methods.

1132. BOWER, WILLIAM C. The Training of the Faculty in a Church-Related College. *Relig. Educ.*, 43: 331-336, Nov. 1948. (Author: Professor of Religious Education Emeritus, University of Chicago.)

Presents certain fundamental assumptions and discusses their implications for the training of the faculty in the several fields of the curriculum, but especially for the training of teachers for a Department of Religion.

1133. BOYS, RICHARD C. Report of Woodrow Wilson Fellowship Program. In Association of Graduate Schools in the Association of American Universities *Proceedings*, 1957, p. 8-27. (Author: Director, National Woodrow Wilson Fellowship Program.)

"This report . . . marks the end of one era and the beginning of another." Discusses the earlier plan, supported by grants of \$100,000 per year for 5 years from Carnegie Corporation of New York and General Education Board and new and extended plan supported by grant from Ford Foundation of \$24,500,000 for 5 years, permitting awards of 1,000 fellowships per year. Includes 10 pages of discussion.

1134. BRADLEY, GLADYCE H. What Do College Students Like and Dislike About College Teachers and Their Teaching? *Educ. Adm. & Sup.*, 36: 113-120, Feb. 1950. (Author: Faculty Member, Morgan State College, Maryland.)

Reports that "694 or 43.51% of the 1,595 students enrolled in regular classes in Morgan State College, a coeducational liberal arts college, were asked to answer a questionnaire which included two questions: . . . (1) What do you like about college teachers and their teaching? and (2) What do you dislike about college teachers and their teaching?" Answers are summarized in two tables giving the frequency and rank of 18 factors liked and 17 factors disliked. Quotes many accompanying statements.

1135. BROOKMAN, L. O. Professional Preparation of College Teachers. *Jour.*

*Higher Educ.*, 24: 38-41, Jan. 1953. (Author: President, Northern Montana State College.)

Lists and discusses several factors "imperative for college teachers" in their preservice training, and other factors desirable for inservice training programs.

1136. BRUCE, ROBERT H. Education in Professional Responsibilities. *Jour. Higher Educ.*, 25: 381-383, Oct. 1954. (Author: Dean, Graduate School, University of Wyoming.)

Describes a course in graduate school of University of Wyoming designed for prospective college and university teachers, given in cooperation with professors in the different departments, and involving lectures, discussion, and practice teaching.

1137. BUCKLEY, WILLIAM F., JR. The Colossal Flunk: How Our Profs Have Betrayed the American People. *Amer. Mercury*, 74: 29-37, March 1952. (Author: Member of Class of Yale, '50; author of *God and Men at Yale*.)

A vigorous attack on American professors for their lack of leadership and scholarship in the modern world. "The failure of the profs to direct American thought and action into fruitful channels at times of crisis has thus perhaps been the most flamboyant academic characteristic of the recent past. But this is not the extent of the great intellectual travesty. . . . The academicians have at best lost their perspicacity; it is more likely that they have lost their appetite for truth and for their integrity."

1138. CAMPBELL, ANNE L. Perspectives on the Negro College Teachers World. *CLA Jour.*, 1: 85-92, March 1958. (Author: Chairman, Department of English, Prairie View State College, Texas.)

Discusses preparation and qualifications of faculty members in both Negro and White colleges. Reports on number of Negroes teaching in Northern colleges and number of whites teaching in Negro colleges.

1139. CAMPBELL, JAMES L. An Evaluation of the Present Status of Teaching in Our Undergraduate Colleges—Impressions of Basic Items Which Affect It. *Nat. Cath. Educ. Assoc. Bull.*, 54: 118-120, Aug. 1957. (Author: Dean, College of Arts and Sciences, Catholic University of America, Washington, D.C.)

Discusses various factors, but chiefly preparation and competence of faculty, listing 11

particularly pertinent features distilled from a longer list of 60.

1140. CARMICHAEL, DOUGLAS. A Modest Proposal. *Improv. Coll. & Univ. Teach.*, 7: 81-83, Summer 1959. (Author: Professor Philosophy, St. Lawrence University, New York.)

Discusses the question, Why is a man of accepted attainments an unpopular teacher? "In part, at least, the answer is simple. Professor Whitmarsh suffers from a type of academic halitosis—overspecialization. . . . He has simply reached a point where he has almost nothing in common with colleagues or students. . . . Is there any remedy? Perhaps all faculty members might be required to do a certain amount of outside reading." Also suggests other possible means for broadening his interests.

1141. CARMICHAEL, PETER A. Trouble's in the Pedagogical Closed Shop. *Jour. Higher Educ.*, 30: 37-39, Jan. 1959. (Author: Professor of Philosophy, Louisiana State University.)

"It is sometimes said that school teaching is a profession more or less comparable to law, medicine, or engineering. The comparison implies that just as the lawyer, doctor, and engineer require professional training, so a teacher requires corresponding training. . . . But the comparison is only partial, and the resemblance is in fact very slight."

1142. CHIAPPETTA, MICHAEL. *A History of the Relationships Between Collegiate Objectives and the Professional Preparation of Arts College Teachers in the United States*. Ann Arbor: University of Michigan, 1950. 130 p. Abstract in *Micro. Abstracts*, 10: 85-86, No. 4, 1950.

Unpublished doctoral dissertation (Ph. D.). Conclusion: "Plans for the professional training of college teachers will contain opportunities for the growth of teaching competency of college faculties to the extent that they are consistent with the recognized objectives of higher education in our society."

1143. COLVERT, CLYDE C. The Ideal Junior College Instructor. *Jun. Coll. Jour.*, 22: 502-507, May 1952. (Author: Professor of Junior College Education, University of Texas.)

Lists 10 "fundamental weaknesses of junior college instructors reported by junior college administrators." Discusses the ideal junior college instructor from three viewpoints: personal, academic, and professional qualifications.

1144. ——— Professional Development of Junior College Instructors. *Jun. Coll. Jour.*, 25: 474-478, April 1955. (Author: See No. 1143.)

Compares number of junior college instructors with different degrees in 1918, 1922, 1953, and 1955 in both public and private junior colleges. "In summary, the junior college instructors, within the past 25 years, have made most satisfactory professional development. . . . They have increased their number who have graduate degrees by approximately 50 percent."

1145. COLWELL, ERNEST CADMAN. A New Program for Preparing College Teachers. *Educ. Record*, 34: 152-153, April 1953. (Author: Dean of the Faculties, Emory University, Georgia; formerly President, University of Chicago.)

"At Emory University, in Georgia, a new Graduate Institute of Liberal Arts opened its doors to three students in the autumn of 1952. . . . Its primary goal for its students is adequate preparation for college teaching in a contemporary curriculum." Methods and plans described.

1146. CROSS, ETHAN ALLEN. Probation. *Educ. Forum*, 19: 85-94, Nov. 1954. (Author: Head Department of Education and Vice President Emeritus, Colorado State College of Education.)

Tells, in form of fiction, the story of a professor retired for inefficiency after 35 years of service by a new president, but who shows himself a very effective counselor for the president's daughter in her period of perplexity.

1147. CUTTEN, GEORGE B. The Professor and the Art of Teaching. *Sch. & Soc.*, 87: 36-40, Jan. 31, 1949. (Author: President Emeritus, Colgate University, New York.)

"Real teaching is an arduous and difficult occupation. Much time must be spent daily planning an appropriate presentation of the subject. . . . The best teachers in ordinary courses in college are likely to be the assistant and associate professors who are seeking promotion." Advocates greater separation of undergraduate and graduate schools. "The professors in undergraduate departments will be employed as teachers and will be paid as teachers. . . . The Graduate School will employ its staff as research professors."

1148. ——— The College Professor as Teacher. *Sch. & Soc.*, 872-875, Oct. 25, 1958. (Author: See No. 1147.)

Quotes William James regarding Ph. D. as a qualification for college teaching: "In reality it is but a sham, a bauble, a dodge, whereby to decorate the catalogs of schools and colleges." States that "the criticism of the Ph. D. as a preparation for teaching in colleges is that it implies that if a person knows a subject, he can teach it—a false and dangerous assumption."

1149. DAVIDIAN, ELIZABETH VIRGINIA. *The Comparability of the Ratings of Teacher Graduates at a Selected Teachers College by Training Supervisors and School Employers*. Ann Arbor: University of Michigan, 1954. 131 p. Abstract in *Diss. Abstracts*, 14: 641-642, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on study of 406 graduates of Minnesota State Teachers College, Mankato, 1947-1952. Used 406 ratings by supervisors of student teachers and 882 judgments of subsequent employers. "A significant difference between the supervisors' and employers' ratings was found."

1150. DIEKHOFF, JOHN SIEMON. Let Mr. Chips Fall Where He May. *Amer. Scholar*, 21: 275-282, July 1952. (Author: Associate Professor of English, Queens College, New York.)

A criticism of the exaggerated importance of "unusually significant personalities" as college teachers and defense of the significance of personal relationships between professors and students. "If we put proper value on the heavens of academic wood, upon teachers who are competent if not great, and if we organize our colleges to exploit the competence they possess, we may keep our confidence in our colleges."

1151. DOLAN, FRANCIS HENRY. *The Preparation of Junior College Teachers*. Greeley: Colorado State College of Education, 1950. 198 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 12, p. 49-54. Summary in *Jun. Coll. Jour.*, 22: 329-336, Feb. 1952.

Unpublished doctoral dissertation (Ed. D.). Reports judgments on various aspects of preparation as expressed in questionnaires returned by 57 percent of 889 public and private junior college teachers in Illinois. Makes 19 specific recommendations for preparation of teachers in public junior colleges.

1152. DONNELLY, THOMAS C. Who Is a Good Professor? *Jour. Higher Educ.*,

22: 304-309, 348, June 1951. (Author: Dean, College of Arts and Sciences, University of New Mexico.)

In addition to stating a variety of general qualifications, author emphasizes the importance of training resulting in a Ph. D. degree, stimulating teaching ability, lack of excessive specialism, and sense of responsibility for the general conduct of the college of which he is a part.

1153. DOUGHERTY, NATHAN W. Professional Development of Engineering Teachers. *Jour. Eng. Educ.*, 43: 307-313, Dec. 1954. (Author: Dean of Engineering, University of Tennessee; President, American Society for Engineering Education.)

Inspirational address at banquet of Young Engineering Teachers, Jan. 14, 1954. Main topics: Love for teaching essential, biographical approach, good teachers rare, recognition, and flight of human imagination.

1154. DOUGLASS, PAUL FRANKLIN. Irving Babbitt: America's Best Remembered Teacher. *Improv. Coll. & Univ. Teach.*, 6: 6-9, Winter 1958. (Author: Director, Rollins College Center for Practical Politics; former President, American University.)

Discusses four characteristics of Irving Babbitt, who taught French literature at Harvard University for 41 years, "probably the greatest teacher America has known."

1155. DOWNIE, NORVILLE M. Student Evaluation of Faculty. *Jour. Higher Educ.*, 23: 495-496, 503, Dec. 1952. (Author: Associate Professor of Psychology, Purdue University, Indiana.)

Report on 16,000 faculty ratings by students at State College of Washington in 1949. Extensive analysis, made possible by use of IBM punched cards. Comparisons are reported by size of class, by rank and age of professors, by degrees held, by sex, and by length of service at the College.

1156. DRAKE, RICHARD M. A Seminar in College Teaching. *Sch. & Soc.*, 80: 26, July 24, 1954. (Author: Faculty member, University of Buffalo, N.Y.)

"For the past three years the writer has been the coordinator of a seminar in college teaching. . . . This seminar was designed as an orientation to college teaching, using the university as a laboratory. . . . Most senior participants were candidates for the Ed. D. or Ph. D. and were actually engaged in college teaching or were planning their

education in that direction." Describes the content and methods of the seminar and states future plans for it.

1157. DRUCKER, ARTHUR J. and REMERS, HERMAN H. Do Alumni and Students Differ in Their Attitudes Toward Instructors? *Jour. Educ. Psych.*, 42: 129-143, March 1951. (Authors: (1) Not specifically identified; (2) Director, Division of Educational Reference; both of Purdue University, Indiana.)

"This current investigation was undertaken to test the hypothesis that students' ideas of what constitutes a good instructor change as the student grows older, by comparing student and alumni judgments of the same traits and instructors." Using the 10-point Purdue Rating Scale for Instructors, 92 instructors at Purdue University were rated by 138 alumni and 251 students. Sampling procedure is described and results are analyzed statistically. Conclusion: "This study has presented evidence that the judgments made by undergraduates of their instructors are valid ones in terms of permanence and maturity." Bibliography, eight titles.

1158. DUNKEL, HAROLD B. Training College Teachers: A Progress Report from the University of Chicago. *Jour. Higher Educ.*, 29: 1-7, 57-58, Jan. 1958. (Author: Professor of Education, University of Chicago.)

"For the past twelve years or so, the University of Chicago, like a number of other institutions, has been making some special efforts in the training of college teachers. . . . We are now in the last year of a special five-year program, under subvention from the Carnegie Corporation. Since the program is far enough along for us to begin evaluation of it, and since it grew out of our experience with a number of earlier ventures in this area, a report of our experience may have some general utility." Describes in detail the Carnegie program for half-time fellowships for 10 students in last year of their work for the doctorate.

1159. DUYEA, E. D., JR. A Graduate Minor in College Teaching. *Sch. & Soc.*, 76: 167-168, Sept. 13, 1952. (Author: Faculty member, Oregon State College.)

An account of the development during 20 years of a program at Oregon State College, and description of its content and operation. "The minor program has attracted the interest of both faculty and students. More than 80 faculty members have participated in the original course on college teaching, and the student enrollment in the three basic



courses averaged between 20 and 25 during 1951-52 academic year. In a very short time, the minor has become established as a part of the graduate curriculum." For comments by W. C. Korfmacher, see No. 1207.

1160. EBY, KERMIT. I'll Take the Teacher—You Can Have the Gimmicks. *Assoc. Amer. Coll. Bull.*, 42: 431-437, Oct. 1956. (Author: Professor of Sociology, University of Chicago.)

Emphasizes the importance of the teacher. "On one of my recent tours I was shown a whole room full of the latest IBM machines. These machines, I was told, made record keeping easy. I was not terribly impressed because I believe that too many shiny new machines and too many new gadgets are spiritually subversive and debilitating. . . . It seems to me that the Union movement would be better served if there were fewer Philip Murray and William Green halls, and more Murray and Green scholarships for the sons and daughters of working men. . . . Great teachers, like great artists, have been traditionally far ahead of their world and of most of the people in it."

1161. EELLS, WALTER CROSBY. Highest Earned Degrees of Faculty Members in Institutions of Higher Education in the United States, 1954-55. *Coll. & Univ.*, 34: 3-38, Fall 1958. (Author: Retired Professor of Education.)

"This study is based upon an analysis of a much greater number of faculty members in a far larger number of institutions than has ever before been made. For the first time it presents comparative data on a national scale separately for accredited and non-accredited institutions. . . . It also uses two new types of analysis and presentation: (1) a measure of the average years of preparation of faculty members above the baccalaureate level; and (2) a classification of institutions, rather than of individuals, with reference to the proportion of doctorates on their faculties." Based on a study of almost 172,000 faculty members in more than 1,800 institutions of higher education. Data are presented in 10 graphs and 17 tables for institutions classified by accreditation status, control, type, size, and geographical location. Also for members of Association of American Universities, for institutions for higher education of women, and for institutions attended exclusively or predominantly by Negroes. Makes comparisons for many of these groups with data for 1939 and 1955.

1162. ELLIOTT, LLOYD H. Problems in Improving College Teaching. *Educ. Outlook*, 7: 86-91, March 1953. (Author:

Associate Professor of Education, Cornell University, New York.)

Discusses four "external factors" in the improvement of college teaching—recognition of importance of good teaching, freedom to teach, a manageable teaching load, and major undergraduate teaching the responsibility of mid-career faculty members. Also four "internal factors"—a professor must allow himself to become interested in his students, face the question of how students learn, keep his course up-to-date, and be mindful of his influence.

1163. ELMAN, PAUL. Dear Old Golden Rule Days. *AAUP Bull.*, 40: 393-400, Autumn 1954. (Author: Assistant Professor of English, Northwestern University, Illinois.)

Points out various benefits derived from a year of fellowship study. "Fellowships are granted by the Fund for the Advancement of Education of the Ford Foundation on the novel principle that one's own work as a teacher will be improved by a year spent as a student, especially if the subject studied is other than one's own. . . . The fellowship year prevents one from confusing the cove in which one lives with the whole ocean."

1164. EMERICH, PAUL HENRY. *The Background, Experience, President Status, and Self-Appraisal of the College Teacher of Education in Michigan*. Ann Arbor: University of Michigan, 1957. 193 p. Abstract in *Diss. Abstracts*, 18: 1346, April 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 668 faculty members in Michigan, Ohio, Wyoming, and Minnesota. More complete data furnished by 261 faculty members in the Michigan colleges. General conclusion: "College teachers of education are well qualified in terms of professional preparation and experience. There is a high level of satisfaction with the field of college teaching in education."

1165. ESPOSITO, PATRICK G. A Problem: Foreign-Born or American-Born Language Teachers in Our American Colleges. *Mod. Lang. Jour.*, 36: 93-95, Feb. 1952. (Author: Faculty member, Lafayette College, Pennsylvania.)

"The ideal college teacher must be composed of part of the foreign born and part of the American born." Discusses five essentials for the college language teacher—bilingual proficiency, knowledge of the American student, speaking mastery of the foreign

language, residence abroad, and knowledge of the foreign literature, history, and civilization.

1166. **ESPY, R. H. EDWIN.** *The Religion of College Teachers: A Study of the Beliefs and Practices of Faculty Members in Protestant Church-Related Colleges in the United States.* New York: Association Press, 1951. xxi, 216 p. Summary in *Christ. Educ.*, 33: 179-200, Sept. 1950.

"The origin of this book is a doctoral dissertation on 'The Religion of College Teachers' presented to the Faculty of Yale University in May 1950." Based on a questionnaire designed to secure data on college teachers' "attitudes regarding the relation of their religion to their work as teachers." Questionnaire was sent to all teachers of English, physics, and sociology-economics in 73 institutions of 29 denominations and answered by 440 or 60 percent of them. Results are reported under heads: faculty profile, faculty religion, faculty preparation, and shaping the future. Appendix gives text of the questionnaire, data on its distribution and interpretation, names of cooperating institutions, and reasons for positive and negative answers to 10 questions. Bibliography, 82 titles.

1167. **FARBER, MAURICE L. and BOUSFIELD, WESTON A.** *College Teaching as a Profession: A Study of Students' Opinions at the University of Connecticut.* *Jour. Higher Educ.*, 29: 70-72, Feb. 1958. (Authors: (1) Associate Professor of Psychology; (2) Head, Department of Psychology; both of University of Connecticut.)

Group of 87 juniors and seniors (60 men, 27 women) wrote answers to the questions: "If it were suggested to you that after graduation you prepare yourself to be a college professor, would your reaction to this plan tend to be favorable or unfavorable? What are your reasons for this decision." Of responses, 39 percent were favorable, 61 percent unfavorable. Implications and interpretations given.

1168. **FAUST, CLARENCE H.** *The Fund for the Advancement of Education (Established by the Ford Foundation). A Report for 1952-1954.* New York: The Fund, 1954. 127 p. (Author: President of the Fund.)

Contains a section "The Improvement of Teaching" (p. 19-37), which describes the Fund's activities and grants for various pur-

poses including teaching by television, college teaching internships at 15 institutions, and fellowships for college teachers, "a continuation of this program bringing the total of awards as of 1954 to nearly one thousand."

1169. ——— *Rising Enrollments and Effective Use of Faculty Resources.* *Assoc. Amer. Coll. Bull.*, 48: 257-265, May 1957. (Author: See No. 1168.)

"About 40 percent of the members of present college faculties hold the Ph. D. degree. Unless there is some unforeseen expansion of graduate schools, the proportion is bound to be reduced to something like 20 percent in 1970." Discusses three types of independent study and use of television to make better use of college resources.

1170. *Fellowships for Potential College Teachers: Woodrow Wilson Program Expanded.* *Higher Educ.*, 13: 165, May 1957.

"An intensive nationwide effort to combat the mounting shortage of teachers in the Nation's colleges has been inaugurated by the Ford Fund with a \$25 million appropriation for a large-scale extension and development of the National Woodrow Wilson Fellowship Program." Details reported.

1171. **FICKEN, CLARENCE E.** *Opportunity in College Teaching: Ways to Meet the Coming Shortage.* *Jour. Higher Educ.*, 27: 266-278, 289, May 1956. (Author: Dean, Ohio Wesleyan University.)

Reviews various studies of need for additional college teachers, quoting from several of them. Urges increase in quality and prestige of college teachers as a means of attracting more young graduates. Quotes 10 requisites of a successful college teacher.

1172. **FISHBACK, WOODSON W.** *The Preparation and Selection of Beginning College Teachers.* *Improv. Coll. & Univ. Teach.*, 2: 49-52, Aug. 1954. (Author: Associate Professor of Education, Southern Illinois University.)

"What makes a young college teacher succeed? What makes for unsatisfactoriness? What preparation does he need? How should he be selected?" Answers given on basis of an inquiry involving teachers in 276 colleges and universities. Bibliography, six titles. For comment by L. L. Rockwell, see *Improv. Coll. & Univ. Teach.*, 3: 17-18, Feb. 1955.

1173. **FORD, GUY STANTON.** *Teacher and Taught.* *AAUP Bull.*, 41: 476-488, Autumn 1955. Reprinted from *Emory*

*Univ. Quart.*, date not stated. (Author: Executive Secretary, American Historical Association; President Emeritus, University of Minnesota.)

Address before Phi Beta Kappa chapter, Emory University, Georgia. "I have chosen to talk quite informally this evening on the topic of the teacher and the taught . . . and to inquire, partly by illustration, what makes a good teacher and who some of the good teachers were." Names many outstanding teachers and tries to determine some of their most significant characteristics.

1174. Foundation-Financed Activities Bearing Upon College Teaching. *Educ. Record*, 37: 153-162, April 1956.

"For a recent meeting of the Council's Committee on College Teaching, the Council staff prepared a brief descriptive summary of current or very recent projects related to various aspects of the college teaching problem inclusive, primarily, of those which have enjoyed support of philanthropic foundations." Reports various projects supported by grants from Fund for the Advancement of Education, Ford Foundation, Carnegie Corporation of New York, General Education Board, Danforth Foundation, Russell Sage Foundation, and John Hay Whitney Foundation.

1175. FREEBURNE, CECIL M. A Practice Teaching Program for M. A. Candidates in Psychology. *Amer. Psych.*, 7: 22-23, Jan. 1952. (Author: Professor of Psychology, Bowling Green State University, Ohio.)

"In many junior colleges, colleges, and universities courses in psychology are taught by persons having only the M.A. degree, with no formal course in teaching methods, educational philosophy, or educational psychology. This paper describes briefly a limited practice teaching course which we have introduced into our M.A. program in psychology . . . and gives the reactions and recommendations of the students who have been affected by the course."

1176. FRENCH, SIDNEY J. The College Teacher: His Preparation and Performance. In Oklahoma Conference on Liberal Arts Education, *Proceedings*, 1956, p. 18-20. (Author: Dean, Rollins College, Florida.)

Reports in considerable detail results of a visit by a layman to several institutions to find the characteristics of successful college teachers. Tentative definition evolved: "I think of the good teacher as the man or woman of unusual effectiveness in conveying

knowledge, enthusiasm, and curiosity from himself to others, whatever may be his personality or methods." Quotes a dozen professors interviewed in the study. Examples: "The universities don't give a damn about teaching. The tangible reward for good teaching is zero. No wonder there is so little of it;" and "The teaching of undergraduates by fledgling Ph. D.'s becomes more and more unfortunate."

1177. FRUMKIN, ROBERT M. and HOWELL, WILLIAM H. Effective College Teaching: A Preliminary Analysis. *Jour. Educ. Research*, 47: 683-693, May 1954. (Author: Faculty members, (1) Ohio State University; (2) South Carolina State College.)

Describes method used for selecting one "effective professor" and one "ineffective professor." These two men were then studied in two ways—by ratings of graduate students and by their social histories. The 25-point "Missouri Criteria of Effective College Teaching" is reproduced and results of its use for each professor tabulated.

1178. GARWOOD, JOHN D. Attention! College Seniors. *Amer. Mercury*, 79: 66-68, Dec. 1954. (Author: Professor of Economics, Fort Hays State College, Kansas.)

Describes importance of a Ph. D. for a would-be college professor and the process of securing it. "Remember, what you want is a Ph. D. or a doctor's title. This is your meal ticket. . . . Dear reader, these men are not intellectual giants; they are ordinary mortals with average or a little more than average intelligence (my wife will vouch for this.)" Also discusses path to promotion through research, community service, or mere seniority.

1179. GLICKSBERG, CHARLES I. What Makes a Classroom. *Improv. Coll. & Univ. Teach.*, 5: 69-73, Summer 1957. (Author: Professor of English, Brooklyn College, N.Y.)

Summarizes many evaluations of qualities of college teachers by students at Brooklyn College. "In brief, the students stress heavily the importance of the teacher's personality."

1180. GRISWOLD, ALFRED WHITNEY. Better Men and Better Mousetraps. *Sat. Review*, 39: 9-11, 48-49, No. 10, 1956. (Author: President, Yale University.)

Suggests that money is not at the bottom of all our educational problems. Emphasizes the importance of raising the prestige of professors as well as their salaries.

1181. **HAMLIN, NORMAN E.** Preference of Junior College Administrators Toward High School Teaching Experience. *Jun. Coll. Jour.*, 21: 236-239, Dec. 1950. (Author: Graduate student, Sacramento State College, California.)

Summarizes judgments of 43 heads of California junior colleges. Almost two-thirds of them preferred instructors with previous high school teaching experience. States reasons for these judgments.

1182. **HANCOCK, C. KINNEY.** An Index of Educational Qualifications of a Faculty. *Science*, 116: 489, Oct. 31, 1952. (Author: Professor of Chemistry, A.&M. College of Texas.)

Proposes a formula which gives a weight of one for a bachelor's degree, two for a master's degree, and four for a doctor's degree, and compares educational qualifications of faculty members of two colleges over a 10-year period, using these weights to secure a numerical measure of the improvement of each faculty and of the superiority of one over the other. For use of somewhat similar plan, see No. 1161.

1183. **HANSEN, HENRY P.** The Graduate Minor in College Teaching at Oregon State College. *Educ. Record*, 34: 278-279, July 1953. (Author: Dean, Graduate School, Oregon State College.)

"The premises upon which the college teaching minor is predicated is as follows: (1) A department in which students may qualify for advanced degrees has the responsibility of preparing students for teaching as well as for research; (2) programs for the preparation of teaching are properly worked out in terms of higher education; (3) the graduate school gives leadership in the development of standards for teaching preparation and the coordination of the activities of the department in a common function." Describes the core program of five courses leading to 15 hours of credit.

1184. **HARD, FREDERICK.** Academic Training of College Teachers. *Educ. Record*, 37: 299-302, Oct. 1956. (Author: President, Scripps College, California.)

"I shall endeavor to summarize as succinctly as possible three recent developments in the field of graduate education that may have a significant bearing upon the academic training of college teachers. . . . (1) the graduate internship program; (2) three experimental programs in graduate studies at Vanderbilt University, at Stanford Univer-

sity, and at a group of seven colleges in Southern California, respectively; and (3) a statement about the activities of an Informal Committee of Fifteen which has been addressing itself for the past 18 months to a number of these problems."

1185. **HASTINGS, WILLIAM T.** Strait Is the Gate. *Amer. Scholar*, 27: 70-78, Winter 1957-58. (Author: Professor of English Emeritus, Brown University, Rhode Island.)

Address at Dickinson College, Pennsylvania, as one of the James Henry Morgan Lectures on College Teaching. Discusses characteristics of a successful college teacher, including bookishness, sense of proportion, appreciation of youth, and love of truth.

1186. **HEDGES, WILLIAM DEPEW.** Doctoral Candidates at George Peabody College for Teachers from 1919-1950. Nashville, Tenn.: George Peabody College for Teachers, 1958. 355 p. Abstract in *Diss. Abstracts*, 19: 2865, May 1959.

Unpublished doctoral dissertation (Ed. D.). Based on college records and questionnaire responses from 456 individuals of whom 325 had earned the Ph. D., 131 had not. Latter group stated reasons for not completing work for their degrees. Of the former group, more than two-thirds were holding professorial rank. Little research had been done by either group since leaving the college.

1187. **HENDERSON, LEON N.** An Internship in Junior College Teaching. *Jun. Coll. Jour.*, 27: 388-395, March 1957. (Author: Professor of Secondary Education and Junior College Consultant, University of Florida.)

Describes in detail internship program in junior college teaching as it has operated at University of Florida for 8 years.

1188. **HETENYI, LASZLO JOSEPH.** Who Will Teach the General-Education Student? *Jour. Higher Educ.*, 29: 141-148, 176, March 1958. (Author: Associate Professor of Logic and Humanities, University of Florida.)

An outline of the desired preparation and desirable attitudes of such college and university teachers and discussion of some of the problems in securing them.

1189. **HILLWAY, TYRUS.** Professional Preparation of College Teachers. *Jour. Teach. Educ.*, 8: 306-307, Dec. 1952.

(Author: Associate Professor of Education, Colorado State Teachers College.)

Based on questionnaire responses from 124 deans of American graduate schools. "The questionnaire attempted to discover how many of the graduate schools (1) regard the preparation of effective teachers as one of their primary purposes; (2) require students who plan to become college teachers to complete courses in principles, methods, or problems of college teachers; (3) offer prospective college teachers an opportunity to learn something of the principles, methods, and problems of college teaching without requiring them to complete courses on the subject; and (4) provide for an academic minor (or its equivalent) in college teaching." Gives names of 28 institutions in the fourth group.

1190. HOUGHTON, DONALD E. A Ph. D. for Junior College Teachers in the Social Sciences and the Humanities. *Jun. Coll. Jour.*, 23: 225-228, Dec. 1952. (Author: Former Instructor, Centralia Junior College, Washington.)

"After the junior college teacher has taken his master's degree, what shall he do? If he wishes to continue his graduate work and yet remain in junior college teaching, he has three possibilities, none of which is satisfying to many teachers: (1) he may go on to a Ph. D. in Education; (2) he may take a Ph. D. in the subject he is teaching; or (3) he may take various graduate courses which strengthen his background in the subject or subjects he is teaching." Proposes instead establishment of a broad course leading to a Ph. D. in American Civilization which "would seem to be well adapted to the needs of many junior college instructors." States four advantages of such a degree.

1191. HOWARD, J. GORDON. Ohio Enlists Future Teachers. *Assoc. Amer. Coll. Bull.*, 42: 537-538, Dec. 1956. (Author: President, Otterbein College, Ohio.)

"The Ohio College Association is trying to meet the need for future college and university teachers in a practical way." Report of one state and five regional conferences in Ohio attended by faculty members and students. Topics considered, by addresses and panel discussions: Importance of College Teaching, Why I Chose to Be and Remain a College Teacher, The Growing Needs for Teachers, Adequate Preparation for College and University Teaching, What Constitutes Good College Teaching.

1192. HULTZEN, LEE S. Communists on the University Faculty. *Jour. Higher Educ.*, 21: 423-429, 449, Nov. 1950.

(Author: Professor of Speech, University of Illinois.)

"To the student in a democracy the danger from a teacher who is a Communist lies in the mental lethargy by which the student accepts ideas stated with authority. The democratic teacher's function is to arouse the student's alertness so that he evaluates ideas before accepting them."

1193. ISENBERG, MEYER W. The Professor in the University. *Jour. Gen. Educ.*, 101-111, Jan. 1956. (Author: Associate Professor of Humanities, The College, University of Chicago.)

Discusses various types of universities and necessary adjustments of the professors working in them.

1194. JACKSON, FREDERICK H. The New Teacher in the Arts College. *Jour. Higher Educ.*, 23: 185-190, 227, April 1952. (Author: Instructor in History, University of Illinois.)

Proposes two major degrees for graduate schools interested in better preparing men as teachers for liberal arts colleges. "The doctoral program I envision for the college teacher would emphasize breadth of preparation in the candidate's field and would include substantial work in allied fields. . . . But woe unto the graduate schools that do nothing."

1195. KARCH, JACQUELINE QUIGLEY. *Characteristics of Women Teachers of Education in Institutions of Higher Learning in the United States of America*. St. Louis, Mo.: Washington University, 1956. 267 p. Abstract in *Diss. Abstracts*, 17: 796-797, April 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 860 women teachers. Covers (1) personal background, (2) preparation and experience, and (3) present employment, including rank, part-time or full-time status, and satisfaction with position.

1196. KELLEY, CLAUDE. *Qualifications Determining Selection and Promotion of College Teachers of Education, 1950-51*. Bloomington: Indiana University, 1953. 206 p. Abstract in *Diss. Abstracts*, 14: 57-58, Jan. 1954. Abstract also in the Indiana University School of Education, *Studies in Education*, 1953, (Thesis Abstract Series No. 5, 1954), p. 67-72.

Unpublished doctoral dissertation (Ed. D.). Based on study of the literature, question-

naires returned by 83 representative departments and schools of education, and analysis of qualifications of 149 new college teachers of education. Recommends minimum standards in terms of training, experience, and qualifications—separately for each faculty rank.

1197. KEREKES, FRANK. What Program for Young Instructors? *Jour. Eng. Educ.*, 41: 454-461, April 1951. (Author: Assistant Dean and Professor of Civil Engineering, Iowa State College.)

Discusses becoming a good engineer, becoming an effective teacher (including 15 specific suggestions), and becoming a leader of men.

1198. KERSHNER, FREDERICK D., JR. Career Problems of Instructors in General Education. *Jour. Gen. Educ.*, 9: 146-151, April 1956. (Author: Associate Professor of History, Ohio University.)

Considers the training necessary for successful participation in the college general education course. "How much retooling does it take to manufacture an honest, well-equipped general education teacher out of the crude one of a specialized historian?" Conclusion: "If the general education program of today is to have a fair trial it . . . must possess a sizable core of sympathetic supporters. And it must be taught by men who believe in it, crusade for it, and can make it come alive."

1199. KIDD, REX C. *The Improvement of the Pre-Service Education of Undergraduate College Teachers*. Gainesville: University of Florida, 1951. Brief summary in *Clear. House*, 27: 336, Feb. 1953.

Unpublished doctoral dissertation (Ed. D.). Based on statements by 518 college faculty members in all parts of the country concerning 11 selected problems which had caused them difficulty in their first year of college teaching. More than half stated that lack of preparation for college teaching was their greatest difficulty.

1200. ——— Improving Preservice Education of Undergraduate College Teachers. *Jour. Teach. Educ.*, 3: 53-57, March 1952. (Author: Faculty member, Florida State University.)

Based on author's doctoral dissertation (No. 1199) but states it summarizes questionnaire responses from 561 teachers in

seven institutions representing 52 teaching fields, who report six types of difficulties experienced by beginning college teachers. A majority of them favor some type of internanship for college teachers. Makes 13 recommendations for improvement in preparation of college teachers.

1201. KINERSON, KENDALL SCOTT. *A Study of the Academic and Professional Preparation of Junior College Teachers of Physical Sciences*. East Lansing: Michigan State University, 1957. 194 p. Abstract in *Diss. Abstracts*, 19: 93, July 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 186 junior college teachers of physical sciences in 124 junior colleges in 37 states, and on recommendations from 104 administrators in same colleges and from 38 national authorities in junior college education.

1202. KING, RACHEL H. Training Teachers of General Education. *Jour. Higher Educ.*, 21: 406-409, Nov. 1950. (Author: Northfield School for Girls, Massachusetts.)

"The real problem before us is to discover some techniques for educating the broadly trained teacher in an educational system at present dominated by the Ph. D. degree with its emphasis on intensive scholarship. . . . I would suggest that the degree of Doctor of Humane Letters be made an earned rather than an honorary degree; and that it be conferred upon the successful completion of three Masters' degrees in three different fields, taken in two universities."

1203. KLAPPER, PAUL. Professional Preparation of the College Teacher. *Jour. Gen. Educ.*, 3: 228-244, July 1949. (Author: President Emeritus, Queens College, New York.)

"The proposals for improving the quality of college teaching in this article are an outgrowth of a more comprehensive study that was undertaken in the changes that have been forced upon liberal, arts colleges by controlling circumstances of the time." Based upon visits of 2 or 3 weeks to "six large universities enjoying enviable reputations." Three-quarters of the author's time was spent in visiting classes, one-quarter in faculty conferences. Gives a list of 15 inclusive questions asked at the conferences. Conclusion: "The visits to lecture halls, classrooms, and laboratories disclose impelling reasons for (1) better preparation of graduate students for the serious business of teaching young students of college grade, and

(2) "the definite necessity of undertaking an in-service program designed to improve the quality of instruction."

1204. KNAUTH, E. FREDERIC. Students View Their University. *Sch. & Soc.*, 84: 73-75, Sept. 1, 1956. (Author: Faculty member, New York University.)

Report of judgments of 326 undergraduates and 169 graduates to a series of questions about conditions at New York University, including qualifications of the faculty and teaching methods. Compares the judgments of the two groups.

1205. KOENKER, ROBERT H. Practices of Colleges and Universities Concerning Graduate Training of Faculty Members Within the Employing Institutions. *Teach. Coll. Jour.*, 22: 50, 63-64, Dec. 1950. (Author: Professor of Education, Ball State Teachers College, Indiana.)

"The purpose of this study was to discover the practice of institutions of higher learning relative to granting full-time faculty members the privilege of obtaining an advanced degree from the employing institution . . . or taking graduate courses from the employing institution to be applied on an advanced degree at another institution." Based on questionnaire responses from 79 institutions offering graduate work leading to doctors' degrees. Finds that 63 institutions permit their own faculty members to secure advanced degrees from them.

1206. KOOS, LEONARD V. Preparation for Community College Teaching. *Jour. Higher Educ.*, 31: 300-317, June 1950. (Author: Professor of Secondary Education Emeritus, University of Chicago.)

Makes numerous recommendations based upon information supplied by the teachers in about 50 local public junior colleges in the Midwest, the South, and California." Recommends preparation for teaching in two or more fields, preparation for activities of nonintellectual character, securing the Master's degree, and taking an adequate number of courses in education. Bibliography, six titles.

1207. KORFMACHER, WILLIAM C. Graduate School—Last Citadel. *Sch. & Soc.*, 77: 257-259, April 25, 1953. (Author: Faculty member, St. Louis University, Missouri.)

Comments occasioned by article by M. D. Duryea, No. 1159. Expresses vigorous opposition to any professional work in education in the graduate school. "Graduate-faculty

instructors in the humanities may well resent attempts to force into curricula already crowded formal courses in education, specific programs in teacher education and preparation. . . . There is no room for a 'minor in college teaching,' even if some theoretical justification for such a program could be made."

1208. LANGSAM, WALTER C. Religion in the Life of the College Professor. *Assoc. Amer. Coll. Bull.*, 43: 349-355, May 1957. (Author: President, University of Cincinnati, Ohio.)

"As a historian as well as an administrator, I firmly believe that a person who wishes to be regarded as well-educated or well-rounded must have an appreciation of religious values, not only in college life but in life as a whole." States reasons for his belief and applies them particularly to college professors.

1209. LANGSDORF, WILLIAM B. The Preparation of the Academic Teacher—Problems of Depth and Breadth. *Jun. Coll. Jour.*, 29: 24-28, Sept. 1958. (Author: President, Pasadena City College, California.)

States that "the junior college administrators of California recently indicated in a poll that at least ten units, possibly more" of the preparation of junior college teachers should be in professional courses in education. Advocates a master's degree or more in subject-matter teaching field, but questions seriously desirability of Ph. D. degree.

1210. LAWSON, STRANG. An Internship for College Teachers. *Jour. Higher Educ.*, 21: 400-410, 448-449, Nov. 1950. (Author: Faculty member, Colgate University, New York.)

"For the last four years, Colgate University has had in operation an apprenticeship system for college and secondary-school teachers, combining individualized graduate education with practical internship in teaching." Describes the plan and states regarding it five "preceptorial features that have proved of value to our M.A. graduates now engaged in teaching."

1211. LEFEVRE, PERRY. *The Christian Teacher: His Faith and His Responsibilities*. New York and Nashville, Tenn.: Abingdon Press, 1958. 176 p.

Covers the vocation of the Christian teacher and his methodology in relation to his own discipline, to the humanities, to the social sciences, to the natural sciences, to counseling, and to the college community.

Selected readings, 45 titles. Review by J. A. Hutchison. *Teach. Coll. Record*, 60: 468-469, May 1959.

1212. LEVY, LEONARD. *The Preparation of Community College Teachers*. Austin: University of Texas, 1957. 273 p. Abstract in *Diss. Abstracts*, 18: 512-513, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "This is a pilot study, intended as an aid to the development of objectives for the specialized curriculum related to the preparation and training of community college instructors. The material was gathered from two primary sources of data: teachers functioning in a community college and teachers engaged in the preparation of junior and community college instructors." Latter group consisted of "the 14 colleges and universities listed by the American Association of Junior Colleges as providing work in this field, . . . contacted by means of a questionnaire."

1213. LOVELL, GEORGE D. and HANER, CHARLES F. Forced-Choice Applied to Faculty Rating. *Educ. & Psych. Meas.*, 15: 291-304, Autumn 1955. (Authors: Faculty members, Grinnell College, Iowa.)

"This study is concerned with a forced-choice type of rating scale to measure student evaluation of faculty members as teachers. It is concerned strictly with items considered as important characteristics of faculty members by students and is based on essays written by 100 Grinnell College seniors describing their 'best' and 'worst' college teacher."

1214. McAVOY, Rev. THOMAS T. The Myth of the Great Teacher. *Cath. Educ. Review*, 56: 361-367, Sept. 1958. (Author: Head, Department of History, University of Notre Dame, Indiana.)

"I have been bothered by the persistent notion among many Catholic educators that the essence of great education is a great teacher. . . . I would like to make an earnest protest against this myth. . . . This myth of a great teacher has been a very harmful one to American education."

1215. McCoy, PRESSLEY C. The Danforth Teacher Study Grant Program. *Educ. Record*, 38: 868-870, Oct. 1957. (Author: Assistant Director, Danforth Foundation.)

Describes major objectives and methods of the Danforth Foundation. "Since 1954, when this program was first established, 169 teachers have been provided with the means of

devoting one full year toward the completion of their Ph. D.'s."

1216. McCUTCHEON, ROGER P. The Preparation of College Teachers. *Grad. Jour.*, 1: 139-143, Fall 1958. (Author: Southern Coordinator, National Woodrow Wilson Fellowship Foundation; formerly, Dean, Tulane University, Louisiana.)

"Can room be found in the Ph. D. program for some training, apprenticeship or otherwise, for the 65 percent of the candidates who are going into college teaching, without endangering the admitted excellence of the present product and without prolonging the time required for the degree?" Answer: "The present writer believes that it is possible to improve our Ph. D. training in this respect, and without any serious loss. In this article, I offer some reasons for this belief and suggest the need for immediate action."

1217. McKEACHIE, WILLIAM J. Student Ratings of Faculty: A Research Review. *Improv. Coll. & Univ. Teach.*, 5: 4-8, Winter 1957. (Author: Professor of Psychology, University of Michigan.)

Reviews more than a score of researches in the field in past 35 years. Finds that about 40 percent of American colleges have used them, and that their use is increasing. Bibliography, 29 titles.

1218. MAGALANER, MARVIN. A Modest Proposal for Better College Teaching. *Educ. Forum*, 19: 289-291, March 1955. (Author: Assistant Professor of English, City College, New York.)

"I propose that colleges require from all inexperienced applicants for teaching jobs at least one semester of teaching at the high school level." For reply by G. Wagner, see No. 1266.

1219. MARSHALL, MAX S. Academic Noblesse Oblige. *Improv. Coll. & Univ. Teach.*, 2: 7-10, Feb. 1954. (Author: Professor of Microbiology, University of California.)

"This is a discussion of a blind spot which exists rather often in the professional conscience these days. It arises from a natural confusion of authority and responsibility. . . . The expert on the campus carries a double obligation. He is supposed to seek the truth without error or bias, though that is asking too much of any man; and he is obligated to create no false impressions in any one who gives him trust."



1220. ——— Is Teaching a Profession? *Improv. Coll. & Univ. Teach.*, 5: 88-92, Autumn 1957. (Author: See No. 1219.)

"Herein I propose to analyze the meaning of 'Profession' in some reasoned degree, after which an effort will be made to weigh our occupation, teaching, in terms of its meaning. . . . A teacher is in a good spot to become a professional person."

1221. MARTIN, CLYDE V. How to Become a Stand-Out College Teacher. *Jun. Coll. Jour.*, 25: 392-394, March 1955. (Author: Instructor in Psychology and Sociology, El Camino College, California.)

States and discusses "five cardinal guides to effective college teaching."—establish yourself as an eccentric, build yourself up, undermine your colleagues, take examinations lightly, and recognize the administration for what it is—your enemy.

1222. MASLOW, ABRAHAM H. and ZIMMERMAN, JOHN E. College Teaching Ability, Scholarship Activity, and Personality. *Jour. Educ. Psych.*, 47: 185-189, March 1956. (Authors: (1) Faculty member, Brandeis University, Massachusetts; (2) Faculty member, San Diego State College, California.)

"The question we tried to answer was, 'Is creativeness (research activity in the field, writing) in a college teacher positively or negatively correlated with goodness of teaching?' Based on faculty ratings and student ratings of 84 faculty members at "a large municipal college with very high intellectual and academic standards during the years 1943-1946."

1223. MILLS, JAMES ALEXANDER. *An Investigation of the Place of Certain Skills, Concepts, and Attitudes in the Pre-Service Professional Training of Teachers for Liberal Arts Colleges*. New York: New York University, 1953. 149 p. Abstract in *Diss. Abstracts*, 13: 1046, No. 6, 1953.

Unpublished doctoral dissertation (Ed. D.). Based chiefly on questionnaire responses from 108 college instructors, 188 college administrators, 77 graduate school administrators, and 26 other specialists in higher education. Claims that "this study offers to graduate school administrators positive suggestions for improving present methods of preparing college teachers."

1224. MORTON, RICHARD K. Preface to Improved Teaching. *Improv. Coll. & Univ. Teach.*, 7: 84-85, Summer 1959.

States that reason for ineffectiveness in teaching may be, not lack of subject mastery but because a man is ineffective in his understanding of himself and of life.

1225. MOTTO, JOSEPH. *An Investigation of Some Personality Correlates of Empathy in College Teachers*. Ann Arbor: University of Michigan, 1958. 165 p. Abstract in *Diss. Abstracts*, 19: 732, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of 20 teachers in "a small, private, liberal arts college." Finds that "the results indicate that members of the high empathy group differed from the lows" in seven personality characteristics.

1226. My Favorite College or University Teacher. *Improv. Coll. & Univ. Teach.*, 3: 78-83, Nov. 1955.

"Students in a graduate seminar in College and University Teaching were asked: 'Please write a description of the college or university teacher you rate highest from the standpoint of the greatest significance to you as an undergraduate or graduate student. . . . Try to convey why you rate this person as you do. Do not sign your name.' As a result, 26 graduate students, in the following paragraphs, pay tribute to the memory of 26 teachers who tutored and inspired them."

1227. NASON, JOHN W. God Send Us Men. *Jour. Higher Educ.*, 21: 403-406, Nov. 1950. (Author: President, Swarthmore College, Pennsylvania.)

Discusses qualifications sought by college presidents in searching for good teachers. "What are the minimum qualifications? I think they are four, which I find impossible to rank in order of importance. All are essential. . . . The first is scholarship. . . . The second is that he be able to teach. . . . In the third place, colleges want teachers who are concerned with the problems of liberal education. . . . The fourth qualification is that teachers be healthy and exciting human beings."

1228. NORRIS, LOUIS WILLIAM. The Professor as a Leader. *Sch. & Soc.*, 86: 88-84, Feb. 15, 1958. (Author: President, MacMurray College, Illinois.)

"Through whatever gate the professor enters teaching, to succeed he must be a leader. A teacher will not succeed in arousing a student to think about the subject unless he thinks about it himself." States and ampli-

ties five characteristics of the successful professor.

1229. ORLEANS, JACOB S. Selection, Guidance, and Pre-Service Preparation of Students for College Teaching. *Review Educ. Research*, 22: 228-232, June 1952. (Author: Faculty member, City College, New York.)

Review of recent studies in the fields of supply and demand, selection, and preservice training and guidance. Bibliography, 31 titles.

1230. PARTCH, CLARENCE E. Status of Faculty Members as Degree Candidates in the Employing Land-Grant College or State University. *Sch. & Soc.*, 72: 246-248, Oct. 14, 1950. (Author: Dean, School of Education, Rutgers University, New Jersey.)

Based on questionnaire replies from 85 institutions. "These data seem to indicate that Land-Grant colleges and State universities in the United States permit faculty members to be candidates for advanced degrees in the employing institutions. To a large extent this privilege is dependent on the rank held by the candidate."

1231. PATTON, ROLLIN M. and MEYER, PRISCILLA R. A Forced-Choice Rating Form for College Teachers. *Jour. Educ. Psych.*, 46: 499-502, Dec. 1955. (Authors: Faculty members, University of Akron, Ohio.)

"Over 225 colleges and universities are now using student ratings of instructors, and at last count, another 284 were considering it or had definite plans made. Faculty resistance to such plans is well known." States three common objections. "The purpose of this study was to produce a scale which would answer some or all of these objections. . . . A scale of the forced-choice type shows ability to discriminate good and poor teachers with very little overlapping. It is believed that such a scale . . . can answer faculty complaints that student ratings are too general, too carelessly made, or too embarrassing." Bibliography, seven titles.

1232. PERHINS, DEXTER. And Gladly Teach. *Amer. Hist. Review*, 62: 291-309, Jan. 1957. (Author: Senior Professor of American Civilization, Cornell University, New York; President, American Historical Association.)

Presidential address, St. Louis, Mo., Dec. 29, 1956. "A large proportion of the members of the American Historical Association

are college teachers. Yet in seventy-six years of the history of this organization no presidential address has directly dealt with the central function of our profession. . . . No president of the Association has ever addressed himself directly to the problem of college teaching. I propose tonight to do this." Conclusion: "I believe that the greatest challenge facing historians today is the challenge of the classroom. To meet it we shall have to give to teaching a higher place in our scale of values than we do today."

1233. PHILLIPS, D. (Pseud.) Reflections of a Young Teacher. *Jour. Gen. Educ.*, 7: 9-16, Oct. 1952. (Author: "D. Phillips' identity is hidden among the rejection slips from *Harpers*, the *Atlantic*, *Yale Review*, and the *American Scholar*.")

"Three years ago the University of — threw the velvet over my shoulders and proclaimed me learned. Without hardly any evidence to go on . . . they pronounced me qualified to teach English in any college or university that would have me. Well, I knew practically nothing. In addition to my general ignorance, which was profound, I was especially ignorant about the one subject they publicly proclaimed me master of: I did not know even the rudiments of my future job as an English teacher."

1234. PUNKE, HAROLD H. Academic Qualifications of Junior College Faculties. *Jun. Coll. Jour.*, 23: 366-379, March 1953. (Author: Professor of Education, Alabama Polytechnic Institute.)

Based on study of catalogs of 337 junior colleges from which "an analysis of faculty preparation was made in terms of size and type of control of the institution, geographical regions in which they are located, degrees held by faculty members, sex of faculty members, and location of the institutions which awarded the degrees held by the faculty." Data are presented in four extensive tables.

1235. QUILL, LAWRENCE L. A Doctorate Program for College Teachers. *Jour. Chem. Educ.*, 29: 570-572, Nov. 1, 1952. (Author: Professor of Chemistry, Michigan State College.)

Reports in some detail professional courses in education available for Ph. D. candidates at Oregon State College and Michigan State College. Advocates that prospective college teachers have the opportunity for some training in education. "A brief indoctrination about the nature of the college student, the American college and university, and college

teaching would be most valuable. Six semester hours would be sufficient."

1236. RASSMUSSEN, H. R. Responsibility of the Christian Professor on the State University Campus. *Christ. Scholar*, 38: 298-304, Dec. 1955. (Author: Minister, University Presbyterian (All-Student) Church, Purdue University, Indiana.)

States and discusses seven responsibilities of the Christian professor: to be a competent teacher, to see his teaching as a vocation to which he has been called by God, to take a personal interest in every student, not to stay away from the question "what does it all mean?", to state and label clearly his value-position, to be humble, and always to be hopeful and radiate hopefulness.

1237. RILEY, JOHN W., JR.; RYAN, BEYCE F.; and LIFSHTIZ, MARCIA. *The Student Looks at His Teacher: An Inquiry Into the Implications of Student Ratings at the College Level*. New Brunswick, N.J.: Rutgers University Press, 1950. xi, 166 p. (Authors: Faculty members, Department of Sociology, Rutgers University, New Jersey.)

Extensive study of reactions of almost 7,000 students at Brooklyn College, under grant from Carnegie Corporation of New York. "The volume is arranged in four parts. Part I describes the role of the professor, and discusses the nature of student-teacher relationships. Part II reviews the theory and practice of student evaluation and outlines their application on one campus [Brooklyn College]. Part III presents the empirical findings of the study in terms of both student expectations and the actual ratings. Part IV shows how the teachers themselves reacted to the student evaluations, how such results may be translated into better teaching, and something of the research that yet needs to be done."

1238. ROBLEE, DANA BUSH. *A Career Line Study of the Professorship in Teacher Education Institutions*. Washington, George Washington University, 1956. 690 p. Abstract in the George Washington University, *Summaries of Doctoral Dissertations*, 1956, p. 154-158.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 808 faculty members in 267 institutions who had entered on their duties in the 5-year period from 1950-51 to 1954-55. Also summarizes courses for college teachers as given at Chicago, Syracuse, Michigan State, Wayne, Ohio

State, Oregon State, Wisconsin, Nebraska, and Stanford universities.

1239. ROBSON, JOHN B. Certification of College Teachers. *Peabody Jour. Educ.*, 35: 352-357, May 1958. (Author: Faculty member, Northwestern State College of Louisiana.)

Deplores that a group of 2½ million or more teachers are "totally without professional regulation."

1240. ROCKWELL, LEO L. Whence and Whither the Ph. D. *Sch. & Soc.*, 84: 107-109, Sept. 29, 1956. Condensed in *Educ. Digest*, 22: 35-37, Jan. 1957. (Author: Professor of English, Colgate University, New York.)

Traces development of the degree for Americans from the first earned one in Germany in 1817, and first honorary one in 1852, to the present. "A salutary change would be to restrict the Ph. D. to those who are likely to continue research and to establish other degrees for those who want to teach. . . . It would almost certainly render our present confusion less confounded." For comment by W. C. Kells, see *Sch. & Soc.*, 85: 74-75, Mar. 2, 1957.

1241. RUGG, HAROLD. *The Teacher of Teachers: Frontiers of Theory and Practice in Teacher Education*. New York: Harper & Bros., 1962. x, 308 p. (Author: Professor of Education Emeritus, Teachers College, Columbia University.)

"This is a book about the Teacher of Teachers in America and this is the principal thesis: Theoretically, in a democratic society, the Teacher of Teachers should prove to be a man whose resources match the penalties of leadership." Developed in eight chapters in three major parts: (1) Leader or Follower? (2) The Creative Path. (3) Frontiers of Theory and Practice. Appendix (p. 277-298). "A Selected Library for the Teacher of Teachers," lists a large number of readings "for those who are deeply concerned with the present crisis in our culture, and commit themselves to doing something about it through education." Reviews by F. G. Watson, *Harvard Educ. Review*, 22: 278-279, No. 4, 1952; by H. S. Ganders, *Nation's Schools*, 51: 86, May 1958; by W. H. Burton, *Sch. Review*, 61: 54-55, Jan. 1953; and by B. O. Smith, *Teach. Coll. Record*, 54: 345-346, March 1953.

1242. RUJA, HARRY. A Student-Centered Instructor Rating Scale. *Educ. Adm. & Sup.*, 39: 200-217, April 1953.

(Author: Faculty member, San Diego State College, California.)

"The process of constructing an instructor rating scale designed to serve as a measure of student feeling toward instructors has been described. Tentative norms are provided. The scale is highly reliable, as indicated by a split-half coefficient of reliability of .969. Each item is consistent with the scale as a whole." The complete scale (Copyright 1953) consisting of 90 items, each to be judged in one of five different ways, is reproduced.

1243. RYAN, STEPHEN P. The College Teacher. *Cath. Educ. Review*, 55: 389-396, Sept. 1957. (Author: Chairman, Department of English, Xavier University, Louisiana.)

Discusses supply and demand, salaries and other compensations, prolonged preparation, academic "red-shirting," students and specialization, academic freedom, and startling surprises. Conclusion: "After all, there is really only one reason why college teachers remain college teachers, and it is a simple and adequate reason: they would be absolutely unhappy doing anything else. This defies analysis and needs none."

1244. SCHUBERT, DELWYN G. Traits and Qualities in My College Teachers I Have Liked. *Peabody Jour. Educ.*, 31: 97-98, Sep. 1953. (Author: Faculty member, Los Angeles State College of Applied Arts and Sciences, California.)

One hundred college students were asked to write on the subject of the title above. Eight traits and qualities, mentioned most often, are summarized in order of frequency. Highest rank: "Interest in the student as an individual."

1245. SCOTT-CRAIG, THOMAS S. K. Four Contrasted Professors. *Christ. Scholar*, 36: 127-130, June 1953. (Author: Professor of Philosophy, Dartmouth College, New Hampshire; on leave as Chairman of Committee on Faculty Work of the Episcopal Church.)

Describes four hypothetical professors at "Central College."—the Seminarian, whose work is "correct but unfruitful," the Retarian, whose work "must be said to be both unfruitful and incorrect," the Imaginative Agnostic, who may be "totally incorrect but is eminently fruitful," and the Churchman, "who approaches at least our Ideal Episcopalian, being both correct and fruitful. God bless him."

1246. SCRUGGS, MARGUERITE. Why I Waited to Take My Master's Degree. *Jour. Home. Econ.*, 49: 121, Feb. 1957. (Author: Graduate student, Iowa State College.)

"I am still sure that graduate study following a few years of teaching was made much more meaningful to me than it would have been had I had no experience."

1247. SKIDLIN, JOSEPH. Tolerable Differences. *Lid. Educ.*, 45: 263-267, May 1959. Also in *Jour. Teach. Educ.*, 10: 178-181, June 1959. (Author: Dean, Graduate School, Alfred University, New York.)

Discusses the need for some training in methodology, not only in teacher education institutions, but in medical schools and other professional schools. "Perhaps the single inescapable responsibility of professional educators is to develop courses of study for teacher preparation so strikingly functional and valid that only a genius or a quack would dare teach without such preparation."

1248. SHANNON, J. R. Teaching and Research: Is There a Dichotomy? *Teach. Coll. Jour.*, 25: 20-21, Nov. 1953. (Author: Faculty member, Sacramento State College, California.)

Describes a State college "in the Upper Mississippi Valley" in which the outstanding research scholar was also ranked highest by the students as a teacher. Discusses some earmarks of successful college teaching, such as enthusiasm, broad scholarship, and wholesome personality, to all of which research may contribute significantly. "Although adequate statistical data are not at hand to support a conclusion, some scanty data indicate that the alleged dichotomy between teaching excellence and research is a myth."

1249. SIBS, LEE PAUL. Who Are the Good Teachers? *Penn. Sch. Jour.*, 106: 66-68, Oct. 1957. (Author: President Emeritus, University of Washington.)

Lists and discusses nine qualities of good college teachers.

1250. STAUFFER, JOHN NISBLEY. *Judgments of Liberal Arts Colleges Teachers and Deans Regarding College Teacher Qualifications*. University Park: Pennsylvania State University, 1956. 141 p. Abstract in *Disa. Abstracts*, 17: 285-286, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on responses to 53 statements of col-

lege teacher qualifications, evaluated on a 4-point scale (great value, real value, little value, undesirable) by 281 deans of liberal arts colleges and 527 of their teachers, each dean being asked to have the list evaluated by "two of their most promising young teachers." Twenty-six qualifications were judged to be of great or real value by more than 80 percent of the respondents.

1251. STEWART, BRUCE. Reflections on an Ant Heap, or What Happened to the Ph in Ph. D.? *AAUP Bull.*, 45: 252-259, June 1959. (Author: Assistant Professor of Natural Science, Michigan State University.)

Decries increasingly minute specialization of the Ph. D. degree. "If the modern Ph. D. comes out anything more than a glorified assembly line mechanic, ignorant of the world around him, then he must achieve deeper understanding on his own and usually against a tide which runs strongly in the opposite direction."

1252. STONE, JAMES C. The Preparation of Academic Instructors for the Junior College. *Jun. Coll. Jour.*, 28: 368-371, March 1958. (Author: Professor of Education, University of California.)

Discusses deficiencies in present training programs, and desirable characteristics of an adequate program of preparation.

1253. STOUT, ROBERT D. Evaluating Good Teaching. *Jour. Eng. Educ.*, 45: 669-671, May 1955. (Author: Professor of Metallurgy, Lehigh University, Pennsylvania.)

"This paper does not pretend to suggest a procedure for evaluating teaching but it does attempt to discuss some of the factors that require consideration in the development of such a procedure." Considers three general categories: a man's reputation and activity as an engineer, his reputation for a teacher among former students, and the tools with which he teaches.

1254. STRAUB, JEAN SPENCER. Students Right to Good College Teachers. *Educ. Outlook*, 28: 25-28, Nov. 1953. (Author: Student, School of Education, University of Pennsylvania.)

A comprehensive statement, from a student viewpoint, of the need for good college teachers, methods of securing them, and plans for their improvement in service.

1255. STRUIT, DEWEY B. and EBEL, ROBERT L. Instructor Rating at a Large

State University. *Coll. & Univ.*, 27: 247-254, Jan. 1952. (Authors: (1) Dean, College of Liberal Arts; (2) Director, University Examination Service; both of State University of Iowa.)

Gives forms used and a summary of results of a student opinionnaire answered by 1,230 students, and a faculty opinionnaire answered by 150 faculty members at State University of Iowa regarding adoption of a student rating plan at the University. About nine-tenths of the respondents in both groups were favorable. Reports results of use of 7,559 rating sheets for instructors with 267 classes. "The net effect of this rating program appears to have been good. . . . The rating program is, in other words, one step which may lead to more effective teaching in the college."

1256. SWEIGERT, RAY L. The Nature of Good Teaching. *Jour. Eng. Educ.*, 42: 29-32, Sept. 1951. (Author: Dean, Graduate Division, Georgia Institute of Technology.)

Lists 20 "components to the job of good teaching," discusses learning and motivation, and handicaps to learning. Concludes there are four basic elements of good college teaching—inspiration, ability to explain, knowledge of field, and organization.

1257. TRABUE, MARION REX. Characteristics of College Instructors Desired by Liberal Arts College Presidents. *Assoc. Amer. Coll. Bull.*, 36: 374-379, Oct. 1950. (Author: Dean, School of Education, Pennsylvania State College.)

A report concerning 53 factors regarded as "highly important" concerning qualifications of teachers of freshmen and sophomores as expressed by presidents of 419 liberal arts colleges. Each item was rated by the president as highly important, important, unimportant, or undesirable.

1258. ——— Characteristics Desirable in College Teachers: Do Graduate Schools Supply Adequate Information About These Traits? *Jour. Higher Educ.*, 25: 201-204, April 1954. (Author: See No. 1257.)

Discusses the surprising lack of congruence between characteristics reported by graduate schools in credentials of applicants for positions, and characteristics desired in applicants by employing college executives. States that "the answers given by hundreds of college executives consulted is that certain scholarly traits are important, but that there are many other personal and non-academic

characteristics which are even more important."

1259. TRYTTEN, MERRIAM H. *Doctorate Production in the United States Universities, 1936-1956, With Baccalaureate Origins of Doctorates in the Sciences, Arts, and Humanities*. Washington: National Academy of Sciences-National Research Council, 1958. (Compiled by the Office of Scientific Personnel, Publication No. 582). vii, 155 p. (Author: Director, Office of Scientific Personnel, National Research Council.)

Tabulates yearly production of doctorates, totaling 97,409, by fields, for 21 years; also geographical classification by States and regions. Tabulates institutions which conferred baccalaureate degrees on the doctors listed. Important for information on potential number of doctors as possible college teachers, but gives nothing to indicate number actually so employed.

1260. TURNEVILLE, GUS. Faculty Members I Don't Like. *Assoc. Amer. Coll. Bull.*, 44: 347-350, May 1958. (Author: President, Northland College, Wisconsin.)

Describes 10 types of faculty members: The Whis, the Promoter, the Authority, the Talker, the Fanatic, the Researcher, the Intellectual, the Dolt, the Complainer, and the Belligerent.

1261. TUTTLE, HAROLD SAXE. Profile of Professors. *Educ. Forum*, 20: 313-318, March 1956. (Author: Director of Leadership Training, Lewis and Clark College, Oregon.)

"A poll of 147 members of Western college faculties scattered from Ohio to the Pacific, in a study now in progress, may counteract some of the pessimism so popular today in many quarters." Discusses responses under heads of Optimism, Democracy, and Esthetic Interest.

1262. UMSTATT, JAMES G. Courses on College Teaching. *Jour. Higher Educ.*, 25: 76-81, 113-114, Feb. 1954. (Author: Professor of Secondary Education, University of Texas.)

In response to request from American Educational Research Association, author investigated aims, content, and procedures of courses dealing with problems of college education. Based on examination of catalogs and personal letters from 48 institutions

offering such courses, a total of 78 courses being found "that actually treat the problems of college teaching." Classifies 13 procedures and 12 devices used in conducting these courses.

1263. UNRUH, ADOLPH. The Special Training Needed for Teachers in Junior Colleges or Community Colleges. *Educ.*, 71: 139-143, Nov. 1950. (Author: Faculty member, Washington University, Missouri.)

Reviews the literature dealing with preparation of junior college teachers. Discusses elements needed: at the undergraduate level, general education; at the graduate level, master's degree or equivalent, plus one additional year of graduate work but not of the high degree of specialization required for the doctorate. Some competence in area of extracurricular activities is highly recommended.

1264. VAN DOREN, MARK. The Good Teacher. *Improv. Coll. & Univ. Teach.*, 6: 36-37, Spring 1958. (Author: Professor of English, Columbia University.)

Address at inauguration of R. B. Gettell as President of Mount Holyoke College. "A teacher can fool his colleagues; he may even fool his president; but he never fools his students."

1265. VOEKS, VIRGINIA W. Some Deterrents to Effective Teaching. *Amer. Jour. Physics*, 24: 111-114, Feb. 1956. (Author: Faculty member, San Diego State College, California.)

"At the University of Washington, students of 284 classes anonymously rated their teachers on clarity of lectures, awakening of interest, and three other matters. At the end of the rating scale were spaces for comments. Over 90 percent of the students wrote comments. For the 57 teachers whose mean rating on the scale was either the top 10 percent or the bottom 10 percent of the faculty, we made statistical analyses of the comments of their 1,503 students. The two groups of teachers appear to differ fundamentally in their conception of the students, and consequently, in their techniques and motivation."

1266. WAGNER, GEOFFREY. College Teaching: An Immodest Reply to a Modest Proposal. *Educ. Forum*, 20: 59-61, Nov. 1955. (Author: Instructor in English, City College, New York.)

A reply to M. Magalaner, No. 1218, "I have seldom seen so many misconceptions concerning the role of a teacher recorded at one breath, least of all in an essay purporting

to improve college instruction. . . . I propose that instead of college teachers being required to attend high school, teachers from high schools be required to attend college classes from time to time."

1267. WAHLQUIST, JOHN T. The Improvement of College Teaching. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1954, p. 60-66. (Author: President, San Jose State College, California.)

Suggests various methods of satisfying the prospective need for more college teachers and for training them better in the graduate school for their duties and techniques as teachers.

1268. WALSH, RICHARD. Wanted: More College Professors. *Cath. World*, 177: 411-415, Sept. 1953. (Author: Member, Paulist New York Mission Band; for five years Chaplain, Newman Club, University of California.)

"I would like to call attention to the most neglected vocation in America—that of the Catholic professor in the non-Catholic university. . . . Why is it that we who comprise almost one-fifth of the total population of the country, produce only one-twentieth of the university personnel?" Discusses three possible reasons. "Few vocations are more important than this. For the salvation of souls yet unborn depends on it."

1269. WARREN, CONSTANCE. What Makes a Good College Teacher? *AAUW Jour.*, 51: 85-88, Jan. 1958. (Author: Former President, Sarah Lawrence College, New York.)

Discusses value of Ph. D. degree, research interest, personal adjustment, concern for ethical implications of his subject, and other factors.

1270. WASCHLER, NORMA. Instructional and Course Rating by Students. *Educ. Record*, 32: 89-95, Jan. 1951.

Based on responses from 21 institutions to a questionnaire asking 18 questions on methods and results of student rating.

1271. WEBB, WILSE B. The Problem of Teaching Internships. *Amer. Psych.*, 7: 20-21, Jan. 1952. (Author: Professor of Psychology, Washington University, Missouri.)

"This paper is concerned with this problem: Should we formulate a systematic program of practice teaching for degree candidates? If it is agreed that some such pro-

gram should be devised, what form should it take?" Reports replies from questionnaires answered by 50 chairmen of departments of psychology.

1272. WEBER, CLARENCE A. Some Characteristics of College Teachers. *Jour. Educ. Research*, 46: 685-692, May 1953. (Author: Faculty member, University of Connecticut.)

"One hundred college graduates ranging in age from 21 to 51 inclusive were asked by the writer to characterize the teaching they had received from college instructors on the undergraduate level." Tabulates 69 characteristics of best liked, least liked, and best instructors.

1273. WEIGLE, RICHARD D. The Teacher and Himself. *Assoc. Amer. Coll. Bull.*, 42: 219-232, May 1953. (Author: President, St. John's College, Maryland.)

Report of a panel discussion by five professors, following presentations by two speakers. "What Makes a Good Teacher," by Dean Thomas S. Hall, Washington University, Missouri; and "What Keeps a Good Teacher Alive," by Sister Mary Emil, Assistant Professor of Philosophy, Marygrove College, Michigan; whose papers are given in full.

1274. WETZLER, WILSON F. Schools of Education and Preparation of College Teachers. *Improv. Coll. & Univ. Teach.*, 2: 11-14, Feb. 1954. (Author: Director of Teacher Training, Queens College, New York.)

"What part (if any) should professors of education have in the preparation of college and university teachers? . . . This paper gives the answers of deans of education to this and related questions." Based on questionnaire responses from 21 deans of education in State universities.

1275. WILSON, WILLARD. Physician Heal Thyself: A Footnote on College Teaching. *AAUP Bull.*, 38: 287-295, Summer 1952; in part also in *Improv. Coll. & Univ. Teach.*, 3: 65-66, Aug. 1955. (Author: Professor of English, Dean of College of Arts and Sciences, University of Hawaii.)

A vigorous presentation of the dangers of over-methodizing college teaching. "A lot of our pearls are being cast before swine who have been fattened on the acorns and chestnuts of comic books, and are incapable of assimilating more adult fare. . . . It is my conviction that any attempt to pour all of

our college teachers of the future into one mold, and to trim all of our present teachers down to a series of common denominators will be a capitulation to the less inspired educationists which we can ill afford to make."

1276. WILT, NAPIER. Higher Degrees and Lower Standards. *Jour. Gen Educ.*, 10: 99-103, April 1957. (Author: Dean, Division of Humanities, University of Chicago.)

"The temptation to lower standards in order to train more teachers is an insidious one. . . . Shall we lower our standards so that the unprepared, the lazy, and the stupid can receive an A.M. degree and then go out to teach students who will come back like Banquo's ghost to haunt us? . . . There is, I am afraid, not the slightest doubt in the world that the next quarter of a century will produce the largest crop of badly trained teachers that has ever been unleashed on our innocent young."

1277. WOELLNER, ROBERT C. and WOOD, M. AURILLA. *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges, 1958-59.* (23rd edition) Chicago: University of Chicago Press, 1958. (Authors: (1) Associate Professor of Education; Director of Vocational Guidance; (2) Placement Counselor, Retired; both of University of Chicago.)

Gives recommendations of the regional accrediting associations and detailed reports, by States, of requirements for instructors in public junior colleges. Similar information in earlier editions. An annual publication.

See also Nos. 2, 195, 205, 228, 259, 260, 266, 267, 268, 269, 278, 279, 289, 292, 299, 336, 370, 455, 477, 552, 592, 651, 657, 677, 682, 749, 775, 793, 859, 865, 954, 956, 957, 960, 961, 962, 963, 968, 968, 971, 973, 979, 980, 984, 985, 987, 993, 997, 998, 999, 1000, 1001, 1045, 1049, 1050, 1054, 1056, 1058, 1061, 1063, 1068, 1077, 1081, 1090, 1097, 1101, 1102, 1116, 1117, 1118, 1119, 1310, 1329, 1350, 1348, 1362, 1437, 1505, 1558, 1711, 2031, 2048, 2112, 2121, 2176, 2177, 2188, 2189, 2190, 2192, 2194, 2198, 2199, 2206, 2220, 2221, 2222, 2224, 2243, 2253, 2256, 2257, 2260, 2262, 2264, 2271, 2275, 2277, 2278, 2288, 2293, 2319, 2321, 2328, 2591, 2606, 2615, 2616.

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## 5. STATUS

Includes professional organizations, rank, tenure, growth in service, promotion, evaluation, and retirement.

1278. Academic Freedom. *AAUP Bull.*, 1950-1959.

While this bibliography does not attempt to cover the extensive field of academic freedom in higher education, reference may be made to the judicial reports of investigating committees of the American Association of University Professors which have made full inquiries of conditions involving alleged violations of academic freedom in numerous colleges and universities. These reports have been published in the Association's *Bulletin* or in special supplements to it. Reference may also be made to the annual reports of Committee A published in the *Bulletin*. For other references see *Education Index*, which gives more than 400 titles since 1950.

1279. Academic Freedom and Tenure. *AAUP Bull.*, 42: 41-46, Spring 1956.

Gives the texts of the 1940 Statement of Principles and the 1925 Conference Statement on Academic Freedom and Academic Tenure; and 1929 Statement Concerning Resignations. All these are important basic statements which have been printed each year since 1950 as well as in earlier years in the Spring issue of the *Bulletin*. They have had an important influence on practices and policies among colleges and universities throughout the country.

1280. Academic Retirement. *AAUP Bull.*, 42: 47-48, Spring 1956.

"The Statement of Principles on Academic Retirement which follows was developed . . . by a joint committee of the American Association of University Professors and the Association of American Colleges." It was endorsed by the former in March 1951, by the latter in January 1951. "The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution." States four "acceptable practices" with five illustrative examples. Contains important subdivisions regarding annuities.

1281. Academic Retirement and Insurance Programs. *AAUP Bull.*, 44: 506-513, June 1958.

"The following Report and Statement of Principles on Academic Retirement and In-



insurance Programs was prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors. It replaces the 1950 Statement of Principles." Covers following topics: Retirement, Life Insurance on a Group Basis, Income for Medical Expenses, and Disability Insurance. See also *AAUP Bull.*, 44: 296-297, March 1958.

1282. AID TO PROFESSORS EMERITI. *Sch. & Soc.*, 86: 386-387, Oct. 25, 1958.

Announces establishment of the American Association on Emeriti to aid the country's 12,000 retired professors, with offices to be opened in Washington and Los Angeles. Ten objectives of new organization stated.

1283. ARMSTRONG, CHARLES J. The Role of the Teacher. *Impror. Coll. & Univ. Teach.*, 5: 16-20, Winter 1957. (Author: President, Pacific University, Oregon.)

Address at dinner at Oregon State College honoring three professors "who have been deemed to have made significant contributions to the cause of college teaching." The faculty and student committee on the advancement of teaching selected the professors "by a student poll in which the greatest weight was given not to plurality of votes, but to the reasons students gave for their choice of outstanding teachers."

1284. ASHMEAD, JOHN. Publish or Perish—Socrates. *AAUP Bull.*, 41: 716-720, Winter 1955. (Author: Instructor in English, Haverford College, Pennsylvania.)

Satirical dialogue between university administrative officers and professors on promotion of a young instructor, Socrates, discussing the principle of "Publish or Perish." Conclusion: "How about a one-year terminal appointment? That'll give him a chance to look around."

1285. AZARIAN, GARO S. On Faculty Clubs. *AAUP Bull.*, 44: 484-489, Oct. 1958. (Author: Associate Professor of French, Ohio Wesleyan University.)

Advocates faculty clubs with activities and programs midway between a professional club and a social club. Suggests suitable programs.

1286. BABBITT, EDWARD S. The Mechanics of Pension Planning. *Coll. & Univ. Bus.*, 22: 22-24, Jan. 1957. (Author: Controller, Mount Holyoke College, Massachusetts.)

Gives a checklist of 14 features to be considered and shows how Mount Holyoke handled each of them.

1287. BECKER, HARRY A. Protecting the Investment in Faculty. *Jour. Educ. Sociol.*, 26: 199-211, Jan. 1953. (Author: Dean of Administration, College of Education, University of Bridgeport, Connecticut.)

"The faculty and other professional personnel constitute the most valuable investment of a college or university. . . . Though the need is admittedly critical, the development of in-service programs during the past 25 years has been slow. If we are going to protect our investment in faculty personnel, the time to act must not be further delayed." Lists 10 functional categories in which to classify 115 different "methods, procedures, and devices" for in-service programs of improvement. Bibliography, 12 titles.

1288. BENDER, JOHN F. Retirement Policies and Practices in Thirty-Seven Colleges and Universities. *Coll. & Univ. Bus.*, 12: 19-22, June 1952. (Author: Professor of School Administration Emeritus, University of Oklahoma.)

Based on an investigation by University of Oklahoma of 37 representative institutions (public, 27; private, 10) whose names are given, as of May 1, 1951. "Provides the facts about prevailing practices on the following matters: (1) normal age of retirement, (2) provisions for service after retirement, (3) amount of the retirement allowance, (4) methods of building up a fund for retirement, (5) disability benefits, (6) death benefits, (7) percentage of faculty retired, (8) total amount paid retired members for the year 1949-50, (9) evidences of ability to meet new and changing conditions."

1289. BENEZET, LOUIS T. Commission on Academic Freedom and Tenure. *Assoc. Amer. Coll. Bull.*, 44: 122-130, March 1958. (Author: President, Colorado College.)

Presents and discusses text of the statement on procedural standards for faculty dismissal hearings "on which the Commission has centered its work for the past two years."

1290. BENZ, MARGARET. A Study of Faculty and Administrative Staff Who Have Retired From New York University, 1945-1956. *Jour. Educ. Sociol.*, 31: 282-293, April 1958. (Author: Associate

Professor of Sociology, New York University.)

Based on questionnaire responses to 314 questions by 76 retired professors, aged 66 to 77 years. Covers marital status, attitudes, preparation, living conditions, financial conditions, activities, medical expenses, and other features. For other articles on various phases of retirement, see same issue of same *Journal*, p. 294-317.

1291. BLACKWELL, THOMAS E. The Professor, and His Contract of Employment. *Coll. & Univ. Bus.*, 13: 47-48, Nov. 1952. (Author: Vice Chancellor and Treasurer, Washington University, Missouri.)

Reports several legal cases and discusses legal principles involving contract rights and practices in both publicly and privately controlled institutions.

1292. ——— College Professor and the Law of Copyright. *Coll. & Univ. Bus.*, 15: 44-45, Oct. 1953. (Author: See No. 1291.)

Discusses copyright law from the first one in 1710, particularly as it affects the college professor for instructional and research purposes, with many citations of court decisions. Considers especially effect of use of such modern techniques as the tape recorder and photographic reproduction of materials.

1293. ——— A.A.U.P. and the College Professor's Contract. *Coll. & Univ. Bus.*, 16: 43, May 1954. (Author: See No. 1291.)

"Although the courts have been called upon many times to pass upon the validity of the contracts of employment of college personnel, apparently no court has ruled squarely on the question of permanent tenure as defined by the American Association of University Professors. Litigation now pending in the California courts, may, at last, give us a judicial interpretation of tenure." Describes also another case in Kentucky and cites numerous other court cases bearing on tenure.

1294. ——— Are Faculty Pensions Taxable Income? *Coll. & Univ. Bus.*, 17: 48, Aug. 1954. (Author: See No. 1291.)

Considers rulings of the U.S. Treasury Department and various court decisions with numerous citations of court opinions.

1295. ——— Faculty Tenure and the Board of Regents. *Coll. & Univ. Bus.*,

17: 47-48, Sept. 1954. (Author: See No. 1291.)

Considers in detail a case at University of Nevada and cites numerous relevant court decisions.

1296. ——— The Professor and His Accusers. *Coll. & Univ. Bus.*, 24: 28, Jan. 1958. (Author: Educational Management Consultant, Washington University, Missouri.)

Reviews legal steps in case of a professor in a California State college discharged for unprofessional conduct but ordered reinstated, who then filed suit for damages against 10 individuals, including president of the college, for malicious conspiracy against him. After 4 years the case reached the Supreme Court of the State. Quotations given from final decision.

1297. ——— Tax Problems. *Coll. & Univ. Bus.*, 24: 33, May 1958. (Author: See No. 1296.)

Discussion of Internal Revenue rulings and court decisions on liability of professors for income taxes on prize awards based on scholarly and scientific achievements.

1298. ——— Faculty Tenure in State Colleges. *Coll. & Univ. Bus.*, 25: 27, Aug. 1958. (Author: See No. 1296.)

Review of legal aspects of tenure cases at North Dakota Agricultural College and University of Nevada.

1299. BRICKMAN, WILLIAM W. Recognition of Professional Merit. *Sch. & Soc.*, 86: 405, Nov. 8, 1958. (Author: Professor of Education, New York University.)

"The awards made recently by President Harlan Hatcher of the University of Michigan to five of his faculty members for 'distinguished faculty achievement' constitutes evidence that one institution is seriously concerned with rewarding teachers. . . . Each winner of the awards received framed citations and a \$1,000 check."

1300. BRIGGS, THOMAS H. On Retiring. *Educ. Forum*, 20: 17-25, Nov. 1955. (Author: Professor of Education Emeritus, Teachers College, Columbia University.)

"What should I do to prepare myself for retirement?" asked a friend. 'I have only two years left before the axe falls.' He is making a late start, though there are yet some things he can do; but he should have begun his preparation years ago." Gives various suggestions.

1301. BROCK, EUGENE H. Rating Teaching Personnel for Advancement Purposes. *Jour. Eng. Educ.*, 44: 583-599, June 1954. (Author: Associate Professor of Engineering Drawing, A.&M. College of Texas.)

Discusses eight factors to be considered in rating teachers for promotion: degrees, teaching experience, industrial experience, tenure, professional registration, professional publications, research, and recommendations by responsible and qualified persons. Suggests use of a weighted scale, illustrated graphically.

1302. BUTTON, DANIEL E. Retirement Practices of State Universities. *AAUP Bull.*, 43: 492-497, Sept. 1957. (Author: Assistant to the President, State University of New York.)

Summary of replies to 14 questions asked of 42 State universities. Reports that a majority of them retire faculty members at age 70, but with some discretionary flexibility.

1303. BYSE, CLARK and JOUGHIN, LOUIS. *Tenure in American Higher Education: Plans, Practices, and the Law*. Ithaca, N.Y.: Cornell University Press, 1959. xvi, 212 p. (Authors: (1) Faculty member, Law School, Harvard University; (2) Representative of American Association of University Professors.)

"This study was undertaken for the American Academic Project at Columbia University, and was financed by a grant from the Fund for the Republic." Based on intensive study of 80 colleges and universities, listed in appendix, which are located in California, Illinois, and Pennsylvania.

1304. CALL, REX V. Faculty and Morale: Similarities Between Personnel Management in Business and Collegiate Institutions. *Jour. Higher Educ.*, 29: 267-271, May 1958. (Author: Professor, College of Business and Public Administration, University of Arizona.)

Lists 10 morale factors which apply to a business organization and suggests their applicability also to the collegiate field. "Other factors could be mentioned which are part of this general problem. . . . Some administrators in responsible positions are searching for ways and means for its solution. Others, it is guessed, are not yet facing the problem."

1305. CAMERON, ANNE. What Criteria for Promotions? *Jour. Home Econ.*, 49:

707-708, Nov. 1957. (Author: Associate Professor of Home Economics, Carnegie Institute of Technology, Pennsylvania.)

"Is it 'publish or perish' in the college home economics department? Or is it doing research which brings the faculty members those coveted promotions in rank and salary?" Reports results of an inquiry on criteria for promotion answered by 20 heads of departments in all parts of the country.

1306. CASE, HARRY W. Promotional System Variables for Engineering Faculties. *Jour. Eng. Educ.*, 41: 464-470, April 1951. (Author: Associate Professor of Engineering and Psychology, University of California, Los Angeles.)

Based on questionnaire responses from 89 institutions all of which had a curriculum in engineering. Tabulates 12 practices and factors involved in promotional procedures. "One thing that stood out clearly was that there is relatively little current knowledge concerning the factors or the systems in use in other institutions."

1307. CHRISMAN, LEWIS H. Should Professors Read? *Sch. & Soc.*, 72: 52-54, July 22, 1950. (Author: Faculty member, West Virginia Wesleyan College.)

Conclusion: "If college professors have but a perfunctory interest in books and reading, the same will be the case with their students."

1308. COARD, ROBERT L. In Pursuit of the Word "Professor": An Exploration of the Uses and Associations of the Title. *Jour. Higher Educ.*, 30: 237-245, May 1959. (Author: Assistant Professor of English, University of Alabama.)

"It is the purpose of this paper to explore uses and associations of the word 'professor' that have been connected, however loosely or facetiously, with the employment of the word to designate a teacher of a certain rank in an American institution of higher learning. The word has been pursued chiefly in the American literature of the last one hundred years. . . . No general dictionary can tell all of the laughter, fear, nostalgia, and respect that have clustered around the word 'professor'."

1309. COLVERT, CLYDE C. Salaries of Junior College Teachers and Administrators in the United States for, 1956-57. *Jun. Coll. Jour.*, 28: 35-43, Sept. 1957. (Author: Professor of Junior College Education, University of Texas.)

Based on reports from 166 public and 88 private junior colleges. Gives maximum, median, and minimum salaries for teachers classified by six geographical areas and by five levels of preparation. Makes comparisons with four earlier periods, 1941-42 and later years.

1310. COOPER, RUSSELL M. A Graduate Program for Experienced Teachers. *Educ. Record*, 34: 275-277, July 1953. (Author: Assistant Dean, General College, University of Minnesota.)

"It may be true that 'the best teachers are born, not made.' But this does not imply the abandonment of college teacher preparation in favor of prepayments to the stork. . . . College teachers, like Nicodemus of old, must be born again—and again—and this is the job of in-service education. . . . Colleges throughout the land are developing systematic programs of in-service education whereby the staff members are impelled continually to re-examine their goals, their methods, and their effectiveness." Describes the special plan developed at University of Minnesota, particularly to meet the needs of Ford Foundation fellows, 80 of whom were at the University during the previous 2 years.

1311. COPELAND, EMILY A. Professional Growth of College Teachers. *Educ. Adm. & Sup.*, 37: 469-477, Dec. 1951. (Author: Faculty member, South Carolina State A.&M. College).

"This paper is concerned with the relationship of in-service training of college teachers to their professional growth and the relationship of both . . . upon the improvement of instruction. It aims to discuss certain factors which the writer believes to be conducive to faculty growth, such as administrative pressure and assistance, desire for higher rank through professional schemes, and an inclination toward self improvement."

1312. CORDASCO, FRANCESCO. Academic Freedom in American Higher Education in the Last Decade: A Preliminary Annotated Bibliography. *Peabody Jour. Educ.*, 36: 166-169, November 1958. (Author: Faculty member, Fairleigh Dickinson College, New Jersey.)

Contains 22 annotated titles.

1313. CORT, JOHN C. Experiment in Conversation. *Commonweal*, 65: 532-534, Feb. 22, 1957.

Reports success of series of conferences between faculty members of Harvard University and Boston College on areas of agreement and disagreement, and resultant reactions.

1314. CRAWFORD, W. H.; KINTZER, FREDERICK; and BATTIE, WILLIAM A. A Faculty Study Program. *Jun. Coll. Jour.*, 28: 423-426, April 1958. (Authors: (1) Assistant Professor and Junior College Consultant, State College of Washington; (2) Dean, Olympic College, Washington; (3) Counselor, Centralia Junior College, Washington.)

Describes plan of voluntary study of college problems on part of 17 instructors at Centralia Junior College, meeting weekly for 2 years, under supervision of Junior College Consultant from State College of Washington.

1315. DAVIS, ALONZO J. and DEBBIGNY, I. A. Toward Objectivity in Faculty Rating. *Sch. & Soc.*, 81: 137-139, April 30, 1955. (Authors: Faculty members, Tuskegee Institute, Alabama.)

Describes plan adopted at Tuskegee Institute. "The ranking system is based upon four definite criteria and a basic formula setting forth minimum requirements for each rank—training, experience, growth, and other characteristics. . . . The plan has undergone only one major policy change since its adoption. The results, after nearly ten years of operation of the plan, are salutary."

1316. DAVIS, PAUL H. How Can We Keep and Enlarge Our Faculty? *Coll. & Univ. Bus.*, 20: 21, Feb. 1956. (Author: Consultant in Institutional Finance and Public Relations, Los Angeles, California.)

"College and university administrators may well take a leaf from the experience of industry. Salaries are important, but industry found that salaries are far from being the top item in motivation. In fact, industry rates salaries about seventh on the motivation list. Highest on their list are recognition, appreciation, and the satisfaction of achievement." But predicts that within the next 10 years "the salary scale for full professors at all first-rate colleges and universities in America will exceed \$10,000 a year."

1317. DAVIS, ROBERT A. Note on Age and Productive Scholarship of a University Faculty. *Jour. App. Psych.*, 38: 318-319, Oct. 1954. (Author: Faculty member, George Peabody College for Teachers, Tennessee.)

Based on a study of publications during a 29-year period of 385 members of the faculty of University of Colorado. Finds that "faculty members as a group reach a peak in research and writing activity around 45 years

of age." Asks many resultant questions. Productivity from ages 25 to 60 shown vividly on a graph.

1318. DECKER, PAUL. Study of White Teachers in Selected Negro Colleges. *Jour. Negro Educ.*, 24: 501-505, Fall 1955. (Author: Graduate student, Stetson University, Florida.)

"In a study of 55 Negro colleges in 20 States there were about 3,600 teachers. Of these, 290 or 8 percent were non-Negroes. . . . Questionnaires were submitted to 147 white teachers in Negro colleges. Fifty-four of these were returned from 20 colleges in 10 states." Conclusion: "This study has offered the reader data concerning the number of white teachers on Negro campuses. It has indicated the type of social relationships which exist and has probed the opinions and attitudes of the respondents. It has shown a picture through the eye of the 'white-folks' which is seldom seen or understood in the United States and especially in the South."

1319. DEES, BOWEN C. Opportunities for Faculty Study in Engineering. *Jour. Eng. Educ.*, 47: 558-564, March 1957. (Author: Deputy Assistant Director, National Science Foundation.)

Discusses sabbatical policies, programs open for advanced study, formal study, new senior awards, on-the-job opportunities, research associateships, and other possibilities.

1320. DELANNAY, GREGORY F. X. Catholic Teachers at Secular Colleges. *Cath. World*, 182: 347-351, Feb. 1956.

"Other things being equal, a Catholic scholar would probably prefer the more congenial, familiar atmosphere of a Catholic college, but unfortunately other things are very far from equal." States various possible advantages of teaching in a non-Catholic college. "Most intangibly rewarding of all, the Catholic professor in a secular college will find himself treated, possibly for the first time, like a respected colleague rather than a necessary evil." For reply by J. K. Durick, see No. 1325.

1321. DERR, PAUL H. Tenure and Retirement: Pension Programs in Institutions of Higher Learning. In *College Physical Education Association Proceedings*, 1952, p. 109-115. (Author: Faculty member, North Carolina State College.)

Treats tenure briefly, retirement more extensively. Tabulates frequency and number of teachers involved in six types of retirement plans in 842 colleges and universities and

149 state teachers colleges. Discusses also survivor benefits and disability.

1322. DETMOLD, GEORGE. Advice to One Entering the Profession—From One Leaving It. *AAUP Bull.*, 37: 365-371, Summer 1951. Discussion of same, 37: 572-587, Autumn 1951. (Author: Assistant Professor of English, Wells College, New York.)

Discusses chiefly the emphasis upon independent research as necessary to professional advancement and the difficulty of getting such research published. Also considers problems of domestic life and economic status. Conclusion: "Tom, all things considered, don't be a teacher!"

1323. DIXON, JOHN. Community and Research on the Faculty Movement. *Christ. Scholar*, 40: 74-76, March 1957.

Progress report on objectives and plans of the Faculty Christian Fellowship. "The national office has been seeking to establish small committees of qualified scholars to work intensively and continuously on the problems of the relation of Christianity to their discipline."

1324. DREHER, GEORGE K. Education-Industry Cooperation for Increasing Planned Faculty Employment in Industry. *Jour. Eng. Educ.*, 45: 454-460, Jan. 1955. (Author: Staff member, Steel Founders Society of America.)

"It is the purpose of this paper to present evidence which would tend to encourage industry in various sections of the country to make increasing use of the faculties of our engineering colleges. The end result of such encouragement would reside in the improved understanding by faculty members of industrial operations." Based on a "survey addressed to educators, selected industry personnel, and engineering college administrators."

1325. DURICK, JEREMIAH K. Catholic Teachers at Catholic Colleges: A Reply to G. F. X. D. *Cath. World*, 183: 126-130, May 1956.

A vigorous reply to G. F. X. Delannay, No. 1320. "Frankly, I have no objection to public washing of our dirty linen by friendly critics in our own automatic washers. After all, the Catholic World is not the Nation. . . . It seems to me that he is chiefly concerned in painting a 'too rosy picture of the secular campus' so that all of the best students we have will take off next semester for good old State U, or more ivy-covered halls. . . . His comparisons of the best in secular education with the worst in Catholic education . . . may

serve to make us poor professors feel sorry for ourselves."

1326. ELLIS, ELMER. Making Competent Teachers of New Instructors. *Jour. Higher Educ.*, 25: 204-206, April 1954. (Author: Dean, College of Arts and Sciences, University of Missouri.)

Suggests several types of in-service training including visits to classes related to a professor's own field and a "seminar or series of lecture-demonstrations of good teaching."

1327. ENOCHS, JAMES B. Preparing for a Fourfold Role. *Improv. Coll. & Univ. Teach.*, 3: 84-87, Mar. 1955. (Author: Specialist on State College Curricula, California State Department of Education.)

Based on questionnaire responses from administrators and instructional staff of 10 colleges in California. "These then are the four general behavioral patterns of the college instructor: the teacher of a subject, the teacher of students, the participant in the professional life of the college, the participant in the professional, business, and social life of the community."

1328. FRED, EDWIN B. Productive Scholarship in Southern Colleges and Universities. In Southern University Conference, *Proceedings*, 1950, p. 70-90. (Author: President, University of Wisconsin.)

Discusses the possibilities, the prerequisites, and the processes of productive scholarship. States 10 features of a successful faculty research committee and eight principles which "must underlie any consideration of productive scholarship: in other words, the climate for creative thinking."

1329. GARRETT, CYRIL D. *A Study of the Inservice Improvement Program of Eight Liberal Arts Colleges*. East Lansing: Michigan State University, 1957. 279 p. Abstract in *Diss. Abstracts*, 19: 274, Aug. 1958.

Unpublished doctoral dissertation (Ed. D.). Covers eight liberal arts colleges in Illinois. Studies faculty reaction to working conditions, use of various teaching devices, student reactions to teaching situations, teacher-student ratio, teacher load, percent of faculty with doctor's degrees, and average years of service of faculty.

1330. GARRISON, LLOYD LEE. A Faculty Looks at Itself. *Improv. Coll. & Univ. Teach.*, 2: 63-65, Nov. 1954. (Au-

thor: Associate Professor of Business Administration, Oklahoma A. & M. College.)

Chairman of a faculty committee on improvement of instruction reports how it was set up and how it has been working since its organization in 1950. Discusses especially examinations, student evaluation of faculty, characteristics of an effective college teacher, and use of part-time staff consultants from business and industry.

1331. GARY, CHARLES L. We "Brainstormed" Faculty Morale. *Lib. Educ.*, 45: 302-305, May 1959. (Author: Former Chairman, Faculty Council, Austin Peay State College, Tennessee.)

Describes plan, borrowed from Madison Avenue, tried by faculty of the college at beginning of year. "Any technique which helps identify the true feelings of the faculty is a valuable one. 'Brainstorming' did this at Austin Peay. It also seemed to open the way for a less restrained exchange of ideas between faculty and administration groups. And it was a lot of fun."

1332. GRAHAM, CLARENCE H. Principles of Tenure: Committee on Academic Freedom and Conditions of Employment. *Amer. Psych.*, 9: 758-759, Nov. 1954. (Author: Professor of Psychology, Columbia University.)

Tentative statement by Committee of American Psychological Association. Lists seven principles with reference to acceptance of a position, work standards, termination of employment, methods for appeal to the American Psychological Association, and special cases making charges of incompetence.

1333. GREENOUGH, WILLIAM C. *A New Approach to Retirement Income*. New York: Teachers Insurance and Annuity Association, 1951. 55 p. (Author: Vice President, Teachers Insurance and Annuity Association.)

Explanation of the College Retirement Equities Fund, "a new method of providing retirement through periodic investments in common stocks and the payment of a variable, or unit, annuity in combination with a traditional fixed dollar annuity."

1334. ———. A New Method of Providing Retirement Income. *Coll. & Univ. Bus.*, 14: 32-34, May 1953. (Author: See No. 1333.)

Based on No. 1333 but with various changes from it. Includes four illuminating charts showing changes in cost of living, stock yield,

and other factors from 1880 to 1950. "We at TIAA hope and trust that the new plan will be part and parcel of the important work of keeping colleges well staffed with outstanding men and women who can apply themselves to teaching and research work without too many worries about their ultimate financial security."

1335. ——— and KING, FRANCIS P. Your Retirement Security—The New OASI and Retirement Plans. *AAUP Bull.*, 40: 357-374, Autumn 1954. (Authors: (1) See No. 1333; (2) Research Associate, TIAA.)

"Almost all educators are affected to a greater or lesser degree by amendments to the Social Security Act signed by President Eisenhower on September 1, 1954." Topics discussed: Highlights of New OASI (Old Age and Survivors' Insurance), OASI Coverage for Publicly Supported Institutions of Higher Education, Coverage for Ministers, Eligibility for OASI Benefits, Taxes, Your Institution's Retirement Plan, Coordination Patterns, Mobility of Academic Talent, Inflation and the Retirement Income.

1336. *Group Insurance for Major Medical Expense*. New York: Teachers Insurance and Annuity Association, 1956. 31 p.

Gives information for guidance of college and university trustees, administrative officers, and insurance committees.

1337. GUTHRIE, EDWIN R. The Improvement of Counseling and Teaching. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1951, p. 81-87. (Author: Executive Officer in Charge of Academic Personnel, University of Washington.)

Describes the plan in use at University of Washington for promotion and for other purposes for evaluation of instructors (1) by students who express their judgment on five features, and (2) by a secret committee of faculty colleagues. Discusses faculty objections to evaluation and the general administration of evaluative procedures.

1338. HALL, DANIEL R. Guiding Principles for In-Service Improvement. *Improv. Coll. & Univ. Teach.*, 7: 52, Spring 1959. (Author: Assistant to the President, Newark College of Engineering, New Jersey.)

"In the last ten years, research personnel in higher education have found that at least

six guiding principles are essential to effective in-service efforts undertaken by colleges to enhance the professional development of their faculties." States them and considers their significance.

1339. HATHAWAY, M. S. The Care and Feeding of Faculty Wives. *Coll. & Univ. Bus.*, 27: 29-30, July 1959. (Author: Business Manager, Taft School, Watertown, Mass.)

"An honest appraisal and appreciation of the important role the faculty wife plays in the school and college community."

1340. HEIMBERGER, FREDERIC W. The Scholar's Time: How It Is Best Used. *North Cent. Assoc. Quart.* 31: 240-248, Jan. 1957. (Author: Faculty member, Ohio State University.)

"The colleges of America are now being overwhelmed by requests, and even demands for the most precious thing they possess—the time of their scholars. In many ways this new demand is most gratifying . . . but there are dangers along the way."

1341. HENDERSON, ALGO D. The College Professor's Workshop. *Jour. Higher Educ.*, 25: 93-95, Feb. 1954. (Author: Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

Description of a 3-weeks workshop in summer of 1953 designed "to be of assistance to faculty from various colleges, junior colleges, and universities in the revision of the courses they teach, in the planning of new ones, and in making their teaching generally effective." Methods outlined and evaluations made.

1342. HENLE, Rev. ROBERT J. The Place and the Function of the Ph.D. in the American Educational System. *Bull. Nat. Cath. Educ. Assoc.*, 55: 144-149, Aug. 1958. (Author: Dean, Graduate School, St. Louis University, Missouri.)

"It will not be enough to train and recruit more and more Ph. D.'s for our faculties. . . . When the doctors enter the colleges, we must make it possible for them to live as scholars."

1343. HILL, GEORGE E. Intercollegiate Cooperation as a Stimulus to Research in Higher Education. *Sch. & Soc.*, 76: 1-3, July 5, 1952. (Author: Faculty member, Ohio University.)

"In committees, college professors are inclined to debate issues, rather than study

them. They seldom have an understanding of educational research." Report of a cooperative project involving 32 teacher-education institutions in the North Central Association. States that in four years faculty groups have completed over 60 investigations classified in 29 groups. Says that a similar project among liberal arts colleges has been in operation over 10 years. Conclusion: "A program of intercollegiate cooperation is one effective way to promote thoughtful, factual investigations of the problems of higher education."

1344. HOFSTADTER, RICHARD and METZGER, WALTER P. *The Development of Academic Freedom in the United States*. New York: Columbia University Press, 1955. xvi, 527 p. (Authors: Professors of History, Columbia University.)

One of two volumes of the Columbia University American Academic Freedom Project. Presents the rise, development, and vicissitudes of academic freedom in the United States. The first comprehensive treatment of the subject. (For second volume by R. M. MacIver, see No. 1379.) Reviews by P. H. Odegard, *Amer. Pol. Sci. Review*, 50: 527-532, June 1956; by L. Wilson, *Amer. Sociol. Review*, 21: 233-234, April 1956; by A. Guerard, Sr., *Books Abroad*, 30: 454-455, Fall 1956; by W. L. Wade, *Coll. & Univ.*, 31: 360-361, No. 3, 1956; by W. P. Sears, *Educ.*, 76: 262, Dec. 1955; by D. Fellman, *Educ. Forum*, 20: 365-372, March 1956; by M. Q. Sibley, *Educ. Research Bull.*, 36: 26-27, Jan. 1957; by A. M. Schlesinger, Jr., *Jour. Higher Educ.*, 27: 338-343+, June 1956; by A. E. Bestor, Jr., *Miss. Val. Hist. Review*, 48: 103-104, June 1956; by H. W. Wilson, *Nation*, 181: 513-514, Dec. 10, 1955; by R. L. Caldwell, *Pac. Hist. Review*, 35: 69-70, Feb. 1956; by G. P. Rice, Jr., *Quart. Jour. Speech*, 42: 80-81, Feb. 1956; by B. Glass, *Science*, 123: 726-727, April 27, 1956; by R. E. Taylor, *Soc. Forces*, 34: 382, May 1956; by R. H. Bauer, *Soc. Studies*, 47: 236, Oct. 1956; and by L. A. Cremin, *Teach. Coll. Record*, 58: 47-48, Oct. 1956.

1345. HOLLENBACH, JOHN and DE GRAAF, CLARENCE. Teaching for Thinking: A Study Made by Faculty Members of Hope College. *Jour. Higher Educ.*, 28: 126-130, March 1957. (Authors: (1) Chairman, Self-Help Committee; (2) Head, Department of English; both of Hope College, Michigan.)

"The study was first of all an attempt on the part of 11 faculty members of Hope College faculty to learn more about how college students learn to think. . . . Second, it was an attempt to learn more precisely what

college teachers do in order to help students learn to think. . . . Finally, the aim and hope of the study were to learn to teach better for the development of sound abilities and habits of thinking."

1346. HONORA, Sister MARY and STEINLE, DANIEL J. A College Examines Its Use of Test Results. *Jour. Educ. Research*, 50: 611-615, April 1957. (Faculty member, Our Lady of Cincinnati College, Ohio.)

Reports results of a faculty study of use of test results in a program of improvement of instruction at the College. Tabulates 18 uses made of six tests. Conclusion: "Tests do have an important role to play in the entire education process, for the benefit both of student and instructor."

1347. How Is the Recommendation for the Promotion of a Faculty Member Made? In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 228-232.

Four replies to the question are given by Dean Francis E. Mineka, Cornell University; by Dean K. L. Knickerbocker, University of Tennessee; by Dean W. L. Ayres, Purdue University; and by Dean A. W. Thompson, State College of Washington.

1348. HUNTER, ROBERT W. Essential Elements Contributing to Institutional Effectiveness. *Educ. Adm. & Sup.*, 41: 277-284, May 1955. (Author: Faculty member, Southern University, Louisiana.)

Considers a variety of theories and practices regarding faculty personnel policies based on review of relevant literature. Includes discussion of selection and appointment, salary and promotion, rank and termination, academic freedom, leaves of absence, conditions of work, housing and services, recreation and social life, and retirement.

1349. INGRAHAM, ALLAN CLARK. A Study of Methods Used to Orient New Members of a College Faculty With a View Toward Improving the Program of Orientation at Ohio Wesleyan University. New York: New York University, 1952. 287 p. Abstract in *Dis. Abstracts*, 13: 521-522, No. 4, 1952.

Unpublished doctoral dissertation (Ed. D.). "The following topics were treated: (1) related literature; (2) the opinions of experts; (3) the program of orientation at Ohio Wesleyan University; (4) the program of orien-



tation at [49] selected liberal arts colleges as revealed by surveys and visitations."

1350. INGRAHAM, MARK H. Committee on Insurance and Annuities. *Assoc. Amer. Coll. Bull.*, 42: 126-131, March 1956. (Author: Dean, College of Letters and Science, University of Wisconsin.)

Discusses six topics: normal retirement age, use of staff after normal retirement age, normal retirement income and means of providing it, group life insurance, group medical insurance, and group disability benefits.

1351. ——— Committee on Insurance and Annuities. *Assoc. Amer. Coll. Bull.*, 43: 159-162, March 1957. (Author: See No. 1350.)

Reports progress in raising of retirement age in some colleges since report 1 year earlier, and changes in insurance and other plans for faculty benefits.

1352. ——— Commission on Faculty and Staff Benefits. *Assoc. Amer. Coll. Bull.*, 44: 138-149, March 1958. (Author: See No. 1350.)

Reports grant of \$205,000 from Ford Foundation for establishment and administration for 5 years of a national register of retired faculty members at Washington, D.C. Gives text of a proposed statement on retirement policies.

1353. JOHNSON, GEORGE E. Is a Compulsory Retirement Age Ever Justified? *Jour. Geront.*, 6: 263-271, July 1951. (Author: Vice President and Secretary, Teachers Insurance and Annuity Association.)

A general discussion with reference to pension plans for various types of workers but with some specific application to college professors. States advantages and disadvantages of compulsory age for retirement. Conclusion: "After examining the pros and cons of all methods, we will probably decide, as nearly all pension committees have, that a compulsory retirement age is the least objectionable of the available methods, and we will therefore recommend it even though we know of its patent weaknesses." Bibliography, 11 titles.

1354. ——— Preparation for Retirement Adjustment. *Assoc. Amer. Coll. Bull.*, 37: 385-392, Oct. 1951. (Author: See No. 1353.)

"Here is information on what industry is doing to help its employees prepare for well-adjusted retirement, along with some suggestions which have been made to in-

crease activity in this field of the college world." Reports plans and practices of Esso Standard Oil Co., Shell Oil Co., General Motors Corporation, and other organizations. Suggests advisability of a Teacher Continuation Service for new placements of some "retired" college professors.

1355. ——— Retirement and Annuities. *Jour. Educ. Sociol.*, 26: 212-220, Jan. 1953. (Author: See No. 1353.)

"I want to focus our attention upon the new TIAA-CREF retirement plan. I want to show how this plan has been designed to meet the individual needs of faculty members." Also suggests a Pre-Retirement Counseling Plan for college professors to include education on problems of the aging, annual interviews during 5 years preceding retirement, periodic medical checkups, and possible job placement.

1356. ——— Preparation for Retirement: A College Program. *Educ. Record*, 34: 141-145, April 1953. (Author: See No. 1353.)

A condensation of the material presented in No. 1355.

1357. ——— The Fundamentals of Retirement Planning for the College Professor. *AAUP Bull.*, 39: 215-230, Summer 1953. (Author: See No. 1353.)

"In this study of retirement planning for the college professor, we will start by analyzing the needs of the professor. . . . These needs can be stated briefly as follows: need for an adequate income, and need for a career after retirement."

1358. JOHNSON, LEE H. Ways to Increase Prestige and Improve Status of the Good Teacher. *Jour. Eng. Educ.*, 46: 132-134, Oct. 1955. (Author: Dean, College of Engineering, Tulane University, Louisiana.)

Lists various methods of recognition by the institution in which the individual is located, by the profession, by industry, and by the public. Gives several specific examples.

1359. JONES, JAMES J. How Can We Improve Our Faculty Meetings? *Educ. Adm. & Sup.*, 42: 178-180, March 1956. (Author: Assistant Professor of Education, University of Virginia.)

"Faculty meetings mean different things to different people. Yet all those who take part should feel that for their own purposes the meeting is worth while." Gives seven specific suggestions for improvement.

1360. JORANSON, PHILIP N.; IERMANN, ROBERT H.; WHITE, FREDERICK R.; and WILLIAMS, J. RODMAN. The Christian Perspective in Liberal Arts Teaching at Beloit College. *Christ. Scholar*, 36: 29-33, March 1953. (Authors: Faculty members, Beloit College, Wisconsin.)

Describes origin and methods of an informal faculty group interested in the college's religious resources and leadership, which "continued its joint studies through approximately 20 meetings, held semi-monthly for nearly two years, with attendance usually ranging from 8 to 20. . . . Group discussion was focused upon possibilities for closer integration of religion and subject matter. . . . The most substantial and enduring issue of the group meetings, however, was the planning and presentation of an experimental course. . . . 'The Christian Tradition as a Cultural Heritage.'" Full outline of course given and methods described. For second report of work of the group by J. E. Williams and others, see No. 1435.

1361. KELLEY, WILLIAM FREDERICK. *The Inservice Growth of the College Teacher With Special Application to Catholic Colleges for Women*. Omaha, Neb.: Creighton University, 1950. xi, 178 p. Summarized under various titles in *Cath. Educ. Review*, 48: 311-315, May 1950; 48: 378-381, June 1950; in *Educ. Adm. & Sup.* 36: 351-358, Oct. 1950; and in *Educ. Record*, 82: 132-141, April 1951.

Doctoral dissertation (Ph. D.) at University of Minnesota. Based on personal interviews at each of 23 Catholic colleges for women. Gives detailed reports on nine groups of practices and discusses their significance. "The findings of the interviews reveal practices which can be beneficial to colleges of any type, but particularly, perhaps, to the small college."

1362. KELLY, HARRY C. National Science Foundation Programs in Science Education. *Higher Educ.*, 15: 33-36, Oct. 1958. (Author: Assistant Director for Scientific Personnel and Education, National Science Foundation.)

Characterizes enlarged programs of various types for prospective and for employed college teachers. Includes predoctoral fellowships, summer study programs, cooperative graduate fellowships, and institutes for training technical school faculties.

1363. KERLINGER, FRED N. The Functions of the University Professor of

Education. *Sch. & Soc.*, 85: 35-37, Feb. 2, 1957. (Author: Assistant Professor of Education, New York University.)

"What I am suggesting for professors of education, in brief, is more ivory tower. . . . The education professor . . . must often slam the door of the tower and keep the community out if he wants to preserve his professional objectivity and integrity."

1364. KROUGH, HAROLD C. Faculty Retirement and Insurance Programs in Midwestern Universities. *AAUP Bull.*, 45: 203-208, June 1959. Reprinted from *Journal of Insurance*, Feb. 1959. (Author: Associate Professor of Business Administration, University of Kansas.)

Tabulates in detail data on retirement programs of the Big 10 and Big 8 midwestern colleges and universities.

1365. KUNTZ, LEO F. Some Reflections on the Policy of Mandatory Retirement. *Cath. Educ. Review*, 57: 332-337, May 1959. (Author: Professor of Education, University of Notre Dame, Indiana.)

"These reflections may be divided into three interrelated classifications, namely, (1) personal implications, that is, significance for the individual himself; (2) social implications; and (3) educational implications."

1366. LAWSON, DOUGLAS E. Society's Stake in Merit Rating for Teachers. *Sch. & Soc.*, 85: 140-142, Apr. 27, 1957. (Author: Faculty member, Southern Illinois University.)

Summarizes arguments favorable and unfavorable to merit rating and reports in detail method followed at Southern Illinois University for rating 250 faculty members. For comments by G. L. Miller, see *Sch. & Soc.*, 85: 402, Dec. 21, 1957.

1367. LAYOOCK, FRANK. . . . And One to Grow On. *AAUP Bull.*, 41: 733-741, Winter 1955. (Author: Assistant Professor of Education, University of California, Riverside.)

"During 1953-54, nearly 250 college teachers spent a year away from their regular jobs at the expense of the Ford Foundation. I was one of them, and found my experience stimulating enough to suggest communicating it." Reports his experiences during a year at University of Chicago. "This sabbatical leave, then, has been a period of needed growth and re-creation. . . . This has, I

know, happened to countless other people. . . . I hope the Fund for the Advancement of Education will be able to continue making available opportunities for professional growth."

1368. LAZARUS, PAUL F. and THIELS, WAGNER, JR. *The Academic Mind: Social Scientists in a Time of Crisis*. Glencoe, Ill.: Free Press, 1958. xiii, 460 p. (Author: (1) Professor of Sociology, Columbia University; (2) Not identified.)

A national survey of the attitudes of 2,451 social science teachers in 165 American colleges and universities toward the pressures exerted on academic freedom in the decade, 1945-1955. Includes an evaluation of the survey by David Riesman, Professor of Social Sciences, University of Chicago. Reviews by W. Moore, *AAUP Bull.*, 45: 289-290, June 1959; and by A. M. Schlesinger, Jr., *Harvard Educ. Review*, 29: 151-153, spring 1959.

1369. LEROY, GAYLORD C. Two Problems in General Education. *Jour. Higher Educ.*, 29: 301-308, 350-351, June 1958. (Author: Associate Professor of English, Temple University, Pennsylvania.)

"Of the many problems growing out of the experiment in general education at Temple University, there are two that I wish to consider, both related to the basic course in the humanities. The first is the problem of freedom for the teacher. . . . The second is a problem of scholarship. Is it possible to teach general education courses and remain a scholar?"

1370. LEVITAN, SARA. Professional Organization of Teachers in Higher Education: Has It a Legitimate Place in Academic Strategy? *Jour. Higher Educ.*, 22: 123-128, March 1951. (Author: Assistant Professor of Economics, Champlain College, New York.)

Studies critically plans and potentialities of three national organizations, Department of Higher Education of the National Education Association, American Federation of Teachers, and American Association of University Professors. "The AAUP, even if it fails to include all the desired elements which have been outlined, looms as the only available organization for college faculty members which has attracted the confidence and support of a considerable proportion of the teachers of higher education. . . . Yet its accomplishments are meagre compared with its possibilities."

1371. LIEBERMAN, MYRON. *Education as a Profession*. New York: Prentice-Hall, 1956. xviii, 540 p. (Author: Faculty member, University of Oklahoma.)

Concerned with professional status of the education profession as a whole, but with many implications for higher education, and some consideration of professional status of college teachers. Critical of American Association of University Professors as a professional organization. Bibliography, 329 titles. Reviews by B. Mehl, *Prog. Educ.*, 33: 185-188, Nov. 1956; by M. W. Watkins, *Soc. Review*, 39: 52, Sept. 8, 1956; and by W. S. Kibree, *Teach. Coll. Record*, 58: 407-407, April 1957.

1372. ———. The Disorganization Man. *Sch. & Soc.*, 86: 165-167, April 12, 1958. (Author: Faculty member, Yeshiva University, New York.)

A vigorous attack on the effectiveness of the American Association of University Professors and to a lesser extent on the Association of Higher Education as professional organizations in contrast to the American Medical Association. "The AHA . . . is no more 'professional' than a society of stamp collectors."

1373. LLOYD, R. GRANN. Retirement and Annuity Plans in Negro Colleges and Universities. *Jour. Negro Educ.*, 22: 201-204, Spring 1953. (Author: Professor of Social Sciences, Savannah State College, Georgia.)

Based on questionnaire responses from business managers of 87 institutions, whose names are given. Present practices described and five benefits stated. Feels that most of the institutions should improve their plans.

1374. LLOYD, R. McALLISTER. College Stocks and a Variable Annuity for College Pension Plans. *AAUP Bull.*, 87: 726-734, Winter 1951. (Author: President, Teachers Insurance and Annuity Association.)

"The prevailing concept, through all pension planning, not just in academic circles, is the constant dollar payment. The fluctuations in the cost of living in the past generation have focused attention on the weakness of this concept. . . . Many readers of the *Bulletin* already know something of a new concept which has never before been applied to pension plans. It is an attempt to provide an annuity which will vary more closely with the cost of living. It is the recently announced proposal to establish the College Retirement Equities Fund." Plan is fully explained and resolutions quoted as

adopted by a special Commission of Educators and Laymen, of which President Henry M. Wriston, Brown University, was chairman.

1375. ——— The Role of TIAA and CREF in Higher Education. *Assoc. Amer. Coll. Bull.*, 42: 462-474, Oct. 1956. (Author: See No. 1374.)

Comprehensive statement of the development and purposes of the two organizations which have grown from 99 participating institutions in 1925 to 702 in 1955.

1376. LOVECKY, GEORGENE B. The Whitney Visiting Professors Program. *Educ. Record*, 36: 137-141, April 1955. (Author: Secretary, Visiting Professors and Whitney-Fulbright Visiting Scholars.)

"The Whitney Visiting Professors program, now in its third year of operation, has gained considerable momentum and registered a strong impact on the colleges which have participated in it. Thirty 'retired' professors have resumed their teaching for one year at colleges other than their own. . . . This article aims to describe and program and its operation."

1377. LUDLOW, H. GLENN. What Attracts the New College Teacher? *Sch. & Soc.*, 87: 323, June 20, 1959. (Author: Faculty member, University of Michigan.)

Based on questionnaires from Bureau of Appointment of University of Michigan to 80 beginning college teachers. "Time and encouragement for research and writing rank high . . . while opportunities to supplement the academic-year salary and institutional help in getting good housing were among the least important factors."

1378. MCGUIRE, CARL. Inflation and Faculty Annuity Programs. *AAUP Bull.*, 38: 74-80, March 1952. (Author: Associate Professor of Economics, University of Colorado.)

"Faculty annuity programs have been designed, up to now, on the basic assumption that the general level of prices would not rise significantly, even over an extended period of time. Fifteen years of experience with inflation have proved this assumption to be invalid and the development of a new type of faculty annuity program to be imperative."

1379. MACIVER, ROBERT M. *Academic Freedom in Our Time*. New York: Columbia University Press, 1955. xiv,

329 p. (Author: Professor Emeritus, Political Philosophy and Sociology, Columbia University.)

Second volume of the Columbia University American Academic Freedom Project. In five parts: I. The Climate of Opinion (3 chapters); II. Academic Government and Academic Freedom (6 chapters); III. The Lines of Attack on Academic Freedom (2 chapters); IV. The Student and the Teacher (2 chapters); V. The University and the Social Order (3 chapters). Bibliography, 306 titles, classified topically. (For first volume by R. Hofstadter and W. P. Metzger, see No. 1344.) Reviews by P. H. Odegard, *Amer. Pol. Sci. Review*, 50: 527-532, June 1956; by L. Wilson, *Amer. Sociol. Review*, 21: 233-234, April 1956; by T. H. Elliot, *Coll. & Univ.*, 31: 361-363, No. 3, 1956; by W. P. Sears, *Educ.*, 70: 261, Oct. 1955; by D. Fellman, *Educ. Forum*, 20: 365-372, March 1956; by R. L. Dewey, *Educ. Research Bull.*, 35: 77-79, March 1956; by A. M. Schlesinger, Jr., *Jour. Higher Educ.*, 27: 338-343+, June 1956; by A. E. Bestor, Jr., *Mtes. Val. Hist. Review*, 43: 103-104, June 1956; by H. H. Wilson, *Nation*, 181: 513-514, Dec. 10, 1955; by R. L. Caldwell, *Pac. Hist. Review*, 35: 69-70, Feb. 1956; by L. E. Metcalf, *Prog. Educ.*, 33: 184-185, Nov. 1956; by G. P. Rice, Jr., *Quart. Jour. Speech*, 42: 80-81, Feb. 1956; by B. Glass, *Science*, 123: 726-727, April 27, 1956; by R. R. Taylor, *Soc. Forces*, 34: 382, May 1956; by A. Johnson, *Soc. Research*, 23: 107-110, Spring 1956; by W. Habbertson, *Soc. Studies*, 47: 237-238, Oct. 1956; and by J. Marshall, *Teach. Coll. Record*, 57: 574-575, May 1956.

1380. MCKEACHIE, WILLIAM J. Student Ratings of Faculty. *Improv. Coll. & Univ. Teach.*, 5: 4-8, Winter 1957. (Author: Professor of Psychology, University of Michigan.)

Discusses method of constructing a new scale, including purpose of the scale, faculty morale, length of the scale, selection of items, and administration of the scale. "Here is an opportunity to see ourselves as others see us! Let us use it wisely."

1381. MARCHETTI, JEROME JOHN. *Condition of Faculty Service in Midwest Jesuit Colleges and Universities*. Minneapolis: University of Minnesota, 1952. 331 p. Abstract in *Dis. Abstracts*, 12: 517-518, No. 4, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on data secured by personal visits to "all of the nine Jesuit colleges in the North Central States." Covers "rank and promotion, tenure and academic freedom, salaries, insurance and retirement provisions, service

load, clerical assistance for faculty members, leaves of absence, provisions for attendance at professional meetings, and faculty welfare services." States weaknesses of the nine institutions as revealed by the study.

1382. MARSHALL, MAX S. Grading the Teacher. *Assoc. Amer. Coll. Bull.*, 38: 257-267, May 1952. (Author: Professor of Microbiology, University of California.)

A vigorous attack on efforts at measurement of teaching competence. "In the endless charting of various qualities of all teachers, 90 percent of the items are not pertinent." Opposes faculty rating by students on moral, statistical, and scientific grounds.

1383. ——— Time to Retire. *Educ. Forum*, 17: 155-159, Jan. 1953. (Author: See No. 1382.)

Opposes fixed retirement age of 65 for college professors. "Three points become axiomatic. First, the age to which men and women can work effectively has risen; even if it had not, the wisdom of experience is the very essence of education. Second, not every teacher ages at the same rate so that some men are older at sixty than are others at sixty-five. Third, the decision to enforce retirement at, say sixty-five, instead of a decision to retire when the clock runs down sufficiently, is logically an absurdity in that it postulates coincidence of age and incompetence." Implications of each of these statements considered. For reply by H. A. Webb, see No. 1432.

1384. ——— The Perquisites of Teaching. *Improv. Coll. & Univ. Teach.*, 1: 3-8, Feb. 1953. (Author: See No. 1382.)

After discussing some perquisites and rewards of a questionable type, considers more fully "several perquisites that are not of the equivocal kind"—opportunity for continued study, the challenge of problems, association with youth, and the privilege of service.

1385. MARTIN, KEN. An Equitable Basis for Faculty Promotions and Salary Increases. *Coll. & Univ. Bus.*, 25: 40-41, Sept. 1958. (Author: Treasurer-Business Manager, Ohio Northern University.)

States 12 criteria for promotion as determined by vote of 68 faculty members at Ohio Northern University. "Our faculty Council believes that if the criteria listed are used instead of the usual one or two standards that administrators tend to lean on substantially, the morale of the faculty will be greatly improved."

1386. MAYHEW, LEWIS B. Colleges Improve Their Programs. *Assoc. Amer. Coll. Bull.*, 41: 284-291, May 1955. (Author: Director, Committee on Liberal Arts Education, North Central Association.)

Describes various problems studied "four week workshops, two of which are held each summer." States that "workshops can be of considerable importance in providing for in-service training of faculty members and at the same time accomplishing needed research. Persons who attend these workshops are changed as a result of their experience, and they do prepare studies and recommendations which are translated into changed policy."

1387. MEYER, PRISCILLA R. and PATTON, ROLLIN M. Can Student Rating of Instructors Be Painless and Foolproof? *Sch. & Soc.*, 80: 200-201, Dec. 25, 1954. (Authors: Faculty members, University of Akron, Ohio.)

"Student ratings are likely to be careless, too general, biased, or unpalatable. . . . The armed forces and private industry have been using a radically different type of rating scale which attacks these objections. It is the forced-choice scale." Gives examples of it and discusses its merits. "To test this method in a university setting, we devised a 25-block, 100-item forced-choice form for college teachers." Describes administration of it to 208 students in two unnamed universities and discusses results. Conclusion: "The forced-choice scale discriminated between good and poor teachers very effectively. . . . was more foolproof than any of the graphic or checklist types. . . . can take the curse of student rating of instructors."

1388. MILLER, VAN. Faculty Committee Advises Dean on Promotion, Rank, Pay. *Coll. & Univ. Bus.*, 12: 45-47, May 1952. (Author: Professor of Education, University of Illinois.)

Outlines the procedures and evaluates the work of such a committee in the College of Education of University of Illinois.

1389. MOORE, ELON H. Professors in Retirement. *Jour. Geront.*, 6: 243-252, July 1951. (Author: Head, Department of Sociology, University of Oregon.)

"Analysis of the records of retirement experience of some 350 retired professors, made possible through the cooperation of the TIAA, gives us information on the adjustments to retirement experience for this occupational group. Such items as their degree of satisfaction and dissatisfaction, their problems of

income, and their employment or attempted employment in retirement years receive attention. The group who move from their home community is compared with those who remain in the location of their last assignment."

1390. MOORES, MERWIN M. A Five-Year Pre-School Conference Plan. *Jur. Coll. Jour.*, 25: 247-252, Jan. 1955. (Author: Librarian, and Chairman of Curriculum and Instruction Committee, Northern Montana College.)

"A new 'five-year' plan has emerged in Northern Montana." Describes 1951, 1952, and 1953 pre-college conferences. First one dealt especially with guidance and mental hygiene, second with general and vocational education, third with goals of college education. Full report given of methods used in 1953 conference.

1391. MORGAN, DAVID H. A New Faculty Member Through the Eyes of a College President. *Coll. & Univ.*, 31: 188-196, Winter, 1956. (Author: President, A. & M. College of Texas.)

A stimulating address at first faculty and staff meeting in fall of 1955. "The new faculty member should be fully informed on the rich traditions and fine work of the institution." Gives several examples. States various ways in which the administration is ready to help the new faculty member. Announces five awards of \$500 each to be given to the faculty, three for outstanding teaching, one for improvement of faculty-student relationships, and one for outstanding research by a teacher.

1392. MORSE, H. TAYLOR. Academic Respectability—How to Attain It. *Sch. & Soc.*, 72: 1-4, July 1, 1950. (Author: Dean, General College, University of Minnesota.)

Satirical advice to young college instructors under headings of relations with students, tests and examinations, and professional relationships and activities. "If you adhere diligently to these principles and practices, you may look forward to a long, and self-gratifying, career as an instructor or assistant professor."

1393. MUELLER, FRANCIS J. *Evaluation of College Faculties by Students*. Baltimore, Md.: Johns Hopkins University, 1951. Summary in *AAUP Bull.*, 37: 319-324, June 1951.

Unpublished doctoral dissertation (Ed. D.). Based on information received from 804 colleges and universities. Finds that of the

296 which reported definite experience with student ratings, four-fifths of them planned to continue use of them. "The indications are that never before has activity in this area even approached its present level of intensity. What is more, this trend is still increasing."

1394. MURPHY, RICHARD. On Being Doctored. *Quart. Jour. Speech*, 44: 453-456, Dec. 1958. (Author: Professor of Speech, University of Illinois.)

Reports results of country-wide questionnaire study and analysis of local campus mail with reference to frequency of use of terms "doctor" or "professor." Of 175 replies received, usage was about equally divided. Discusses desirability and trends.

1395. MYERS, ALONZO F., ed. The Role of Higher Education in Retirement Planning and Counseling. *Jour. Educ. Sociol.*, 30: 210-244, Jan. 1957. (Author: Chairman, Department of Higher Education, New York University.)

Entire issue is devoted to six addresses and reports of four group meetings at Twelfth Annual Higher Education Conference at New York University, Dec. 8, 1956. Authors are Carroll V. Newsom, President of New York University, and faculty members of the University.

1396. NATHAN, NORMAN. Arrive at Sixty-Five: A Proposal for Using the Services of the Emeritus. *Jour. Higher Educ.*, 27: 213-214, 231-232, April 1956. (Author: Associate Professor, Utica College of Syracuse University, New York.)

"There is a way to salvage the assets possessed by the older professor and at the same time permit him to retain that feeling of usefulness toward which he has striven for so many years. A man reaching retirement age should be given the opportunity to remain on the staff as a senior professor teaching one section at an appropriate fraction of his salary. The advantages to both the senior professor and the college will be many." States several such advantages.

1397. NEUBECKER, L. MARK. In-Service Improvement of Teaching. *Improv. Coll. & Univ. Teach.*, 7: 48-51, Spring 1959. (Author: Dean of Academic Administration, Utah State University.)

"A review of current educational literature and visits to the campuses of more than forty colleges and universities have convinced the writer that in-service education is the key which has unlocked the door and opened a new vista in higher education. . . . There

are many types of in-service programs in operation today. The most popular seem to be the seminar and workshop."

1398. NORKM, GRANT M.; BURLITZ, W. F.; SCHEFFER, JOHN D.; and GILBERT, EDNA. An Evaluation Scheme for Academic Ranking. *Pegbody Jour. Educ.* 28: 21-41, July 1950. (Authors: Faculty members, North Dakota State Teachers College, Minot.)

Report of methods used at the college, whose faculty consisted of 60 members. Authors state nine reasons for assigning rank to faculty members. Assignment was in terms of evidence of scholarship and scholarly attainment, evidence of professional services to the college, and certain minimum requirements. Gives a detailed evaluation schedule and a special 12-point faculty rating scale as used by colleagues. Purdue Rating Scale of Instructors was used to secure student evaluations of faculty. Bibliography, seven titles.

1399. NORRIS, ROBERT BAYLESS. *The Improvement of College Teaching Through the Use of In-Service Techniques*. New York: Columbia University, 1951. Partial summaries in *Sch. & Soc.*, 77: 327-329, May 23, 1953; in *Educ. Adm. & Sup.*, 39: 370-374, Oct. 1953; and in *Jour. Educ. Research*, 49: 203-209, Nov. 1955. (Author: Member, Department of Education, Lehigh University, Pennsylvania.)

Unpublished doctoral dissertation. Based in part on questionnaire responses and rating sheets from 270 college teachers in New York State Teachers Colleges. Practices evaluated are classified in 10 main types. "A final conclusion drawn from both analysis of the data and from comments and additional practices suggested by those who completed the questionnaires is that there is much evidence that the teaching staff does not feel that the administrative staff show sufficient sympathy toward, or understanding of, good college teaching."

1400. O'CALLAGHAN, JEREMIAH J. Report of the Committee on Faculty Welfare. *Nat. Cath. Educ. Assoc. Bull.*, 55: 106-107, Aug. 1958. (Author: Chairman of the Committee.)

Discusses faculty orientation programs based on study of practices in 35 colleges.

1401. PARKER, JOHN W. The Place of the Teacher in American Higher Education. *Vital Speeches*, 19: 605-608, July

1953. (Author: President, College Language Association; Faculty member, Fayetteville State College, North Carolina.)

Address before College Language Association April 24, 1953. A college is "a community of scholars, some real, some potential, but nevertheless a group of persons who have elected to devote themselves to cultural and intellectual pursuits. . . . Not always does a college or university dean regard superior teaching as of prime importance. . . . Many of our 'teachers' are not really teachers. They are mathematicians, physicists, historians, linguists, and so on through the list—not teachers. . . . The college teacher is promoted for almost any reason except that he can teach."

1402. PETERSON, BASIL H. Starting a Year. *Jur. Coll. Jour.*, 27: 18-21, Sept. 1956. (Author: President, Orange Coast College, California.)

"Each year the Orange Coast College sets the stage by holding a pre-school workshop and conference for all members of the faculty. . . . The pre-school conference this past year gave consideration to three major topics: (1) freedom to teach; (2) teaching the basic skills; and (3) an evaluation of the educational program of Orange Coast College." Gives a description of techniques used which author feels may be of value to other institutions.

1403. PENNISTER, ALLAN O. Promotion and Tenure Policies in Undergraduate Colleges. *North. Cent. Assoc. Quart.*, 32: 268-275, Jan. 1958. (Author: Instructor in Higher Education, University of Chicago.)

Based on study of policies of 128 colleges in the North Central Association. Chiefly concerned with promotion policies. Bibliography, 14 titles.

1404. PRAY, FRANCIS C. Let's Invest in Scholarship. *AAUP Bull.*, 45: 66-69, March 1959. (Author: Vice President for College Relations, Council for Financial Aid to Education.)

"This article proposes that at least a portion of the funds available for these purposes be segregated as an investment in scholarship and professional improvement and be allocated to each individual faculty member according to a fixed proportion of his base salary."

1405. PRESSKY, SIDNEY L. The Older Psychologist: His Potentials and Problems. *Amer. Psych.*, 10: 163-165, April

1965. (Author: Professor of Psychology, Ohio State University.)

Report of a new committee of the American Psychological Association for study of problems of and possible opportunities for the older psychologist. Reports administrative practices regarding retirement furnished by 123 heads of psychology departments. Also information received from 180 psychologists, over 60 years of age, 48 percent of whom had retired, giving their personal and professional plans. Makes various recommendations.

1406. ——— Certain Findings and Proposals Regarding Professional Retirement. *AAUP Bull.*, 41: 503-509, Autumn 1955. (Author: See No. 1405.)

Gives numerous examples of successful work of professors in various institutions after their retirement. Reports results of questionnaire responses from 180 psychologists, age 60 or over (see No. 1405.) Recommends considerable adjustment in retirement policies and systematization of procedures for securing opportunities for further employment after retirement. "It might turn out that older professional people will become a major reserve pool of professional manpower."

1407. PUNKE, HAROLD H. Ranking, Tenure, and Sex of Junior College Faculties. *Sch. Review*, 62: 480-487, Nov. 1954. (Author: Faculty member, Alabama Polytechnic Institute.)

Based on questionnaire responses from 448 junior colleges. "Primarily concerned in the ways in which junior colleges classify or rank their faculties and the extent to which tenure may be acquired, with subsidiary reference to the composition of junior college faculties as to sex." Data are presented in text and three tables.

1408. REEDER, EDWIN H. The Quarrel Between Professors of Academic Subjects and Professors of Education. *AAUP Bull.*, 37: 506-521, Autumn 1951. (Author: Professor of Education, University of Illinois.)

"That there is a serious cleavage between the professors of academic subjects and those of Education on most, if not all, the campuses of our higher institutions is obvious. . . . The cleavage is not often brought out into the open. . . . Recently, however, on the campus where the writer is teaching, the hostility of the liberal arts professors burst into an open attack." Gives quotations from a hostile address and replies to some of the statements made in it.

1409. RICHARDS, JOHN R. More Effective Utilization of College Facilities. In *Western College Association, Proceedings, Fall 1956*, p. 7-15. (Author: Chancellor, Oregon State System of Higher Education.)

"My summary sentence would be simply this: Our faculties in many cases are not aware of the urgency and the responsibility of the next 10 years as are you, and, that being the case, it is your responsibility not only to finance our colleges but to stimulate leadership within teaching ranks so that our education may be the most effective we have had in the history of American colleges and universities."

1410. ROBBINS, RAINARD B. Academic Retirement and Related Subjects: Report on a Study Conducted by a Joint Committee of the American Association of University Professors and the Association of American Colleges. *AAUP Bull.*, 36: 97-117, Spring 1950; also in *Assoc. Amer. Coll. Bull.*, 36: 308-328, May 1950. (Author: Vice President, Teachers Insurance and Annuity Association.)

A very comprehensive factual study. Based on questionnaires sent to administrators of 1,500 institutions. Major portion of report deals with (1) the age at which or the period within which retirement should normally occur; (2) the provisions to insure an income for retired faculty members; and (3) the treatment of exceptions.

1411. ——— Issues in Retirement: A Collection of Views. *Assoc. Amer. Coll. Bull.*, 36: 534-551, Dec. 1950. (Author: See No. 1410.)

Supplementary to No. 1410, based on the 1,500 questionnaires there mentioned. Quotes from many of them on compulsory retirement, early retirement, late retirement, normal or optional retirement age, early cessation of administrative work, tapering off, size of retirement benefits, and vesting of pension equities.

1412. ROBINSON, ROLAND I. Beyond Retirement. *AAUP Bull.*, 41: 328-335, Summer 1955. (Author: Professor of Banking, Northwestern University, Illinois.)

"Retirement age policy poses a dilemma both for teachers and for academic administrators. . . . The academic climate seems to preserve the health of many." Tabulates



various retirement practices in 380 colleges. Suggests establishment of a Retirement Register in the offices of American Association of University Professors to facilitate placement of retired professors in new positions.

1413. ROENBAUGH, LEWIS H. Rank and Rancor: You Can Determine Which It Will Be. *Coll. & Univ. Bus.*, 25: 29-40, Nov. 1958. (Author: Vice President and Provost, University of Arkansas.)

Reports system developed in "one medium sized publicly supported institution" for equating five teaching ranks, five research ranks, and four library ranks. Discusses advantages and disadvantages of the plan.

1414. ROUCEK, JOSEPH S. The Status and Role of American and Continental Professors: A Comparison of Two Educational Traditions. *Jour. Higher Educ.*, 30: 260-285, May 1959. (Author: Professor of Political Science and Sociology, University of Bridgeport, Connecticut.)

Discusses various differences and similarities of professors in American, British, and Continental universities. "In spite of all the evidence of how much faith the American public has that education can solve most, if not all, of its problems, the American professor is lacking in status as compared with the European."

1415. SCHOTTLAND, CHARLES I. and COHEN, WILBUR J. Social Security Coverage of Higher Education: Effect of the Enactments of 1954. *Higher Educ.*, 11: 45-49, Dec. 1954. (Authors: (1) Commissioner of Social Security; (2) Director, Division of Research and Statistics; both of Social Security Administration, U.S. Department of Health, Education, and Welfare.)

"The Social Security Amendments of 1954 . . . represent a significant advance for the Social Security System instituted 19 years ago. Major changes in the old age and survivors' insurance program are of considerable importance to teachers in publicly controlled schools, colleges, and universities." Describes details under headings: Extension of Coverage, Improvement of Benefits, Retirement Test, Protection of Benefit Rights of the Disabled, and Financing.

1416. SCHWAB, JOSEPH J. Norms for Promotions: A Symposium. *Jour. Gen. Educ.*, 10: 125-144, July 1957. (Au-

thor: Professor of Education, University of Chicago.)

Gives text of a statement of principles and norms prepared at request of a faculty committee of University of Puerto Rico. "I feel that because of its importance and past neglect it is high time that the question of personnel policy be discussed, not only locally, at the University of Puerto Rico, but at large." Followed by comments by Angel G. Q. Alfaro, Dean, University of Puerto Rico; by Edward A. Carlin, Dean, Michigan State University; by Maurice B. Cramer, Professor of Humanities, University of Chicago; by Russell M. Cooper, Assistant Dean, University of Minnesota; by William C. Devane, Dean, Yale College; and by Jose A. Torrea, Director, Social Science Department, University of Puerto Rico.

1417. SEYMOUR, HAROLD. Call Me Doctor! *Educ. Record*, 39: 230-234, July 1958. (Author: Instructor in History, Finch College, New York.)

Asserts that professors "need to assume more responsibility for raising public regard for their calling. . . . Those who are doctors and teachers and Ph. D.'s combined should take at least as much pride in their title as do physicians. They should use the title 'Doctor' at every appropriate opportunity."

1418. SHANNON, GEORGE POPE. Administrative Policies and Faculty Effectiveness. In American Conference of Academic Deans, *Proceedings*, 1951, p. 23-34. (Author: Associate Secretary, American Association of University Professors.)

Analyzes difficulties, aside from academic freedom, in some 50 cases referred to the Association by professors claiming mistreatment by administration. Discusses administrative actions "which can only be described as outrageous or contemptible" and of faculty actions "incredibly stupid, or ignorant, or cowardly, or unprincipled, or just cantankerous."

1419. SMITH, MAX S. National Science Foundation Grants \$47,400 for Junior-Community Teachers. *Jun. Coll. Jour.*, 28: 412, March 1958. (Author: Assistant to Vice President, Michigan State University.)

Report of fund awarded to Michigan State University to cover stipends for 45 teachers in science and mathematics in junior colleges for summer institute of 6 weeks in 1958. States four main objectives for improvement of such teachers.

1420. SMITH, RAYMOND C. What Is Industry's Responsibility in the Training and Development of Engineering Teachers? *Jour. Eng. Educ.*, 47: 301-303, Dec. 1956. (Author: General Supervisor, Salaried Personnel Department, Allison Division, General Motors Corporation, Indianapolis, Indiana.)

States three reasons why "our top management believes that it is good business to provide temporary employment for college engineering teachers during their summer vacations" but says that "we at Allison feel that it is unethical to woo the engineering teachers from the college faculties" on any permanent basis of employment. Reports also policies and practices on the part of other large industrial corporations.

1421. SPALDING, WILLARD B. The Professor as an Educator. *Jour. Higher Educ.*, 21: 293-298, 337-338, June 1950. (Author: Dean, College of Education, University of Illinois.)

Gives a general picture of the work of the university professor with special emphasis on his research activities.

1422. Statement on Procedural Standards in Faculty Dismissal Proceedings. *AAUP Bull.*, 44: 270-274, March 1958.

"The following Statement . . . has been prepared by a joint committee representing the Association of American Colleges and the AAUP. It is intended to supplement the 1950 Statement. . . . The Statement was approved by the Council of the AAUP at its Fall meeting in November 1957, and by the AAC at its annual meeting in January 1958."

1423. STRIPLING, ROBERT O. Orientation Practices for New College Faculty Members. *AAUP Bull.*, 40: 555-562, Winter 1954-55. (Author: Associate Professor of Education, University of Florida.)

"The author recently asked 86 faculty members who had been in their present positions for three years or less to list orientation practices which they felt were helpful or would have been helpful to them in adjusting to their new positions. These faculty members represented 79 institutions of higher learning in 31 different States. . . . Two hundred college administrators who had expressed an interest in the study were also asked to contribute their ideas." Presents two suggestions for use before appointment, nine upon accepting a position, three upon reporting for duty, and nine for subsequent professional adjustment.

1424. TEMPLETON, WILLIAM DABBY. Public Relations for the Scholar. *Jour. Higher Educ.*, 27: 194-200, April 1956. (Author: Professor of English, University of Southern California.)

A discussion of the intellectual integrity of present-day faculty members and their obligation to convey accurate, disinterested information. "Do they, in defiance of the prevailing practical materialism of these times, exercise conscientiously their potentialities for thinking in accordance with evidence, for judging disinterestedly, and for informing other persons in a manner truly proper?"

1425. TRAVERS, ROBERT M. W. Appraisal of the Teaching of the College Faculty. *Jour. Higher Educ.*, 21: 41-42, 56, Jan. 1950. (Author: Associate Professor of Education, University of Michigan.)

Discusses various plans and methods. "The overwhelming weight of evidence, it is hoped, will prevent colleges from adopting ratings of faculty by faculty, or of faculty by students, for assessing teaching effectiveness. . . . The inevitable conclusion to be drawn is that at the present time there are no methods available for appraising the effectiveness of teaching at the higher levels of education."

1426. TROUP, HERBERT. Christianity and the Intellectual Disciplines. *Christ. Cent.*, 75: 582-588, May 14, 1958. (Author: Professor of Sociology, Brooklyn College, New York.)

Brief history of Faculty Christian Fellowship since its organization in 1952, with special emphasis on organization of a study group of professors of sociology.

1427. TURBEVILLE, GUS. Acquiring and Retaining Good Faculty Morale. *Coll. & Univ. Bus.*, 23: 33, Dec. 1957. (Author: President, Northland College, Wisconsin.)

Reports some of the practices at Northland College contributing to exceptionally high faculty morale. "It is necessary always to have positive goals toward which the faculty is striving. . . . We have found it advantageous to send all faculty members copies of the president's weekly letter to the board of trustees. . . . One of the happiest decisions made at Northland College was the decision to abolish all faculty rankings. . . . Obviously there is no simple or sure procedure for guaranteeing good faculty morale. It takes a lot of honesty and courage on the part of both administration and faculty mem-

bers. It can, however, be achieved, and the results are well worth the effort."

1428. TURNER, RALPH H. Retirement Practices in Selected Colleges and Universities. *AAUP Bull.*, 42: 662-666, Winter 1956. (Author: Associate Professor of Psychology, Oberlin College, Ohio.)

Based on information furnished by 26 institutions. "Most of the institutions (92 percent) reported that they had a compulsory retirement age. Questions as to the details of retirement policies indicated that there are often optional aspects to 'compulsory' retirement systems. Only one-third of those reporting a compulsory system had a flat retirement age of 65."

1429. Using Self-Evaluation as an Instrument for Institutional Improvement. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1955, p. 33-51.

Four papers on different phases of the topic: "The Values and Meaning of Self-Evaluation," by Ewald B. Nyquist; "How to Plan and Conduct a Self-Evaluation," by F. Taylor Jones; "The Effects of Self-Evaluation in a Large University," by Albert M. Meder, Jr., Rutgers University; and "The Effects of Self-Evaluation in a Liberal Arts College," Jack T. Johnson, Hofstra College.

1430. VAN DYKE, GEORGE E. Social Security and the Colleges and Universities. *Higher Educ.*, 7: 53-60, Nov. 1, 1950. (Author: With U.S. Office of Education.)

A comprehensive discussion giving general background and applications of the Social Security Act to colleges and universities, including effective date, retirement age, benefits, rates of deductions, and other details. Concludes with 11 answers to specific questions which "may be applicable to colleges and universities generally."

1431. WALGREEN, PAUL A. What's Happening to Retirement Benefits? *Coll. & Univ. Bus.*, 27: 30, Aug. 1959. (Author: Controller, University of Southern California.)

"When social security was made available to educational institutions it was hailed as a second layer to our retirement cake. To many of the older staff members it was not only a second layer to their cake, but also provided a generous amount of frosting." Discusses present conditions and probable developments until 1969 and situation of two groups of staff members in relation to TIAA payments and benefits.

1432. WEBB, HANOR A. Retire in Time. *Educ. Forum*, 17: 423-425, May 1963. (Author: Professor of Science Education, George Peabody College for Teachers, Tennessee.)

A reply to M. S. Marshall, No. 1383. Presents forcefully reasons for a fixed retirement age. "Retirement, after all, is not calamity but opportunity." Gives numerous examples of men who did outstanding creative work after they were 70 years of age.

1433. WEEKS, ILA DELBERT. In-Service Education for College Teachers. *Sch. & Soc.*, 76: 37-39, July 19, 1962. (Author: President, University of South Dakota.)

"The usual procedures, such as workshops, conferences with the head of the department, lectures, and bulletins have value and should be continued. However, there must be more personal guidance if we are to obtain the desired results. This type of help can be obtained best by a well-adjusted program of supervision." Discusses methods and values of such a program.

1434. WHITE, M. M. Distinguished Professorship at the University of Kentucky. *Jour. Eng. Educ.*, 43: 573-574, June 1963. (Author: Dean, College of Arts and Sciences, University of Kentucky.)

"The problem of recognizing merit and holding personnel is met in all professions. . . . As a recognition of service and ability, the College of Arts and Sciences of the University of Kentucky elects each year from its membership the Distinguished Professor of the Year." Describes method of selection, privileges and obligations of the man selected, and functions served by the plan.

1435. WILLIAMS, J. RODMAN; BROWN, ROBERT M.; DAVIS, HARVEY L.; FOSGUM, ROBERT H.; PALMER, R. RONALD; and WILEY, LESTER E. The Christian Perspective in Liberal Arts Teaching at Beloit College. *Christ. Scholar*, 36: 131-134, June 1963. (Authors: Faculty members, Beloit College, Wisconsin.)

Describes second offering of the course "The Christian Tradition as a Cultural Heritage" at Beloit College and reports changes made in method of presentation. (For first presentation, see No. 1360.) "The lecture method was largely abandoned. A joint student-faculty approach was instituted. . . . In almost every respect, the second offering of the course proved more satisfactory. . . . Several discussions have been held recently concern-

ing a third presentation of this type of course."

1436. WITHEY, RAYMOND A., JR. Programs of In-Service Training for College Teachers. *Educ. Adm. & Sup.*, 42: 193-202, April 1956. (Author: Dean, College of Liberal Arts, Drew University, New Jersey.)

Stresses the obligation and opportunity of the dean to devise and organize various methods of improvement of the faculty before and after their appointment. Conclusion: "A happy faculty is a good one. A continual effort should be made to create conditions that will maintain a high level of student and faculty morale. That is the basis of any successful in-service training program."

1437. WOODBURN, LLOYD S. Qualification of Superior Faculty Members. *Jour. Higher Educ.*, 23: 377-382, Oct. 1952. (Author: Dean, College of Arts and Sciences, University of Washington.)

Analyzes the institutional records used by the committee of administrative officers and faculty members at an unnamed midwestern State university in deciding on the promotions of 64 faculty members during a 15-year period. "The representative member of the superior group is a brilliant or highly-qualified research worker, an outstanding or successful teacher, possessing imagination, insight or originality, industry, and integrity."

1438. WOODS, ROY C. Retirement Systems in Institutions of Higher Education. *Jour. Higher Educ.*, 30: 101-104, Feb. 1959. (Author: Professor of Education, Marshall College, West Virginia.)

Reviews several earlier studies in the field. Reports results of questionnaire study on various phases of retirement policy as reported by 28 church colleges, 53 private colleges, and 87 State and municipal colleges. Summaries are given for each group separately. Concludes that compulsory retirement at age 65 is not biologically, professionally, or economically sound.

1439. WORKMAN, JOHN ROWE. *New Horizons of Higher Education: Innovation and Experimentation at Brown University*. Washington: 1959. viii, 88 p. (Author: Associate Professor of Classics, Brown University, Rhode Island.)

From Introduction by John W. Gardner, President, Carnegie Corporation of New

York: "Important innovations in college teaching can only be accomplished by men with a thorough mastery of subject matter and an imaginative grasp of the teaching process. Beyond that they need time, energy, and courage. Any substantial innovation in the curriculum disturbs comfortable habits and threatens vested interests in the faculty. Only a faculty which is intellectually vigorous will attempt such an innovation. And only a faculty which is large-minded and courageous will carry it through. Brown University has accomplished such an innovation in the program described by Professor Workman."

1440. WRIGHT, ROBERT L. A Study of Rank in American Higher Education. *Jur. Coll. Jour.*, 27: 146-149, Nov. 1956. (Author: Assistant Professor of Communications Skills, Michigan State University.)

"This study was undertaken to determine the degree to which concepts of academic rank may be found in American junior colleges, teachers colleges, and other four-year colleges and universities." Based on analysis of college catalogs. Data are tabulated for 72 junior colleges, 106 teachers colleges, and 155 other 4-year institutions. Gives 11 titles of different ranks identified.

See also Nos. 47, 172, 186, 195, 205, 228, 256, 266, 267, 268, 278, 280, 281, 286, 289, 299, 360, 374, 408, 430, 437, 455, 592, 682, 756, 765, 770, 784, 799, 851, 859, 865, 869, 955, 956, 957, 958, 960, 962, 963, 964, 966, 967, 968, 971, 972, 973, 979, 980, 984, 985, 987, 988, 995, 997, 998, 1000, 1001, 1023, 1041, 1042, 1044, 1045, 1049, 1050, 1056, 1058, 1059, 1063, 1070, 1074, 1081, 1086, 1090, 1102, 1105, 1114, 1116, 1127, 1135, 1146, 1150, 1153, 1164, 1178, 1195, 1206, 1296, 1254, 1273, 1442, 1448, 1453, 1460, 1461, 1472, 1483, 1484, 1497, 1505, 1516, 1523, 1540, 1550, 2014, 2026, 2081, 2082, 2183, 2194, 2309, 2294, 2311, 2315, 2320, 2395, 2443, 2502, 2570, 2581.

## 6. WORKING CONDITIONS

Includes salary, fringe benefits, economic status, leaves of absence, class size, teaching load, and relative claims of teaching and research.

1441. ANDERSON, SYLVIA F. Why Don't I Do Research? *AAUP Bull.*, 40: 472-479, Autumn 1954. (Author: Assistant Professor of English, University of Washington.)

Gives a vivid personal recital of varied responsibilities—teaching, conferences, and other activities during a 4-day period which makes any serious research impossible.

1442. ARMENTROUT, WINFIELD D. Relation of Class Size and Other Factors to Student Ratings of Teachers. *Jour. Teach. Educ.*, 1: 102, June 1950. (Author: Vice President, Colorado State College of Education.)

"Student rating of teachers has become a valuable instrument for self-improvement in classroom instruction at the Colorado State College of Education." Discusses influence of such ratings on class size, ability of the student, required courses, and "halo effect."

1443. ARMSTRONG, LINCOLN. Common Misconceptions of the Faculty Concerning the College Store. *Coll. & Univ. Bus.*, 18: 44-46, Nov. 1952. (Author: Instructor in Sociology, University of Delaware.)

Based on questionnaire responses from 20 percent sample of faculty and administrative staff of University of Delaware. Considers seven common misconceptions.

1444. Association Activity for the Improvement of the Economic Status of the Profession. *AAUP Bull.*, 44: 212-213, March 1958.

"A major portion of this issue of the *Bulletin* is devoted to material looking toward the improvement of the economic status of the academic profession." Contains introductory statement, with comments on four important following articles: (1) "Economic Status of the Profession: A Statement of Policy," by William A. Neiswanger, Chairman, University of Illinois, p. 214-216; (2) "Report of the Subcommittee on Standards," by Francis M. Boddy, Chairman, University of Minnesota, p. 217-218; (3) "Grading of Academic Salary Scales," by Frits Machlup, Johns Hopkins University, p. 219-236; (4) "Instructional Salaries in 39 Selected Colleges and Universities for the Academic Year 1957-58: A Study by the Committee on the Economic Status of the Profession of the AAUP: Final Report," by Albert H. Imlaw, Chairman, Tufts University, p. 237-269. Second and third articles present a table of minimum salaries by which the salary scales of any institution can be rated, for four ac-

ademic ranks, and for seven levels of quality, checked against actual practice in over 400 institutions. Last article is sixth report on salaries similar to other biennial reports. (For earlier ones see *College Teachers and College Teaching* (No. 10) entries 896-902.) Shows that mean salaries for all ranks increased 13.5 percent from 1955-56 to 1957-58. Relates these results to changes in purchasing power and makes comparison with income of other professions.

1445. BARTZ, WILLIAM J. The Salary With the Fringe on Top. *Coll. & Univ. Bus.*, 20: 31-32, June 1956. (Author: Bursar, Idaho State College.)

Describes various "fringe benefits" for a college faculty, including housing, meals, coffee break, education of faculty children, retirement systems, and privileges taken for granted.

1446. BAUGHMAN, GEORGE. Academic Salaries. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 65-70. (Author: Business Manager, New York University.)

Extensive quotations from and comments on Ruml and Tickton study (No. 1549). Shows that the university "president over this 50-year period has lost 2 percent of his absolute salary. How has he fared with others?" Compares conditions with faculty salaries and with income of men in other fields. "Let's take the President in California. In 1908 he got \$10,000. The equivalent today would be \$50,400."

1447. BLACKWELL, THOMAS E. Avoiding Litigation Over Faculty Patents. *Coll. & Univ. Bus.*, 10: 42, March 1951. (Author: Treasurer, Washington University, Missouri.)

Discusses case at Rutgers University involving discovery of streptomycin and states general legal principles involved.

1448. BLANDING, SARAH GIBSON. How Can Colleges Attract and Keep First-Rate Professors? *AAUW Jour.*, 51: 146-148, March 1958. (Author: President, Vassar College, New York.)

Discusses various factors including academic freedom, teaching loads, leaves of absence, compensation, summer earnings, fringe benefits, and provisions for retirement.

1449. BRANDIS, ROYALL. A College Teacher Looks at the Future. *Jour. Higher Educ.*, 28: 186-194, 235, April

1437. (Author: Associate Professor of Economics, University of Illinois.)

Discusses various methods of meeting the problem of mounting enrollments, including use of television, improvement in salaries, and greater teaching loads.

1450. BROOKS, ROBERT R. R. Salary With the Fringe on Top. *Assoc. Amer. Coll. Bull.*, 41: 328-332, May 1955. (Author: Dean, Williams College, Massachusetts.)

Discusses four advantages of fringe benefits for college teachers. "They permit the practicable use of payments based on need, they effect compulsory savings against a rainy day, they encourage group action toward benefits which the individual employee cannot buy, and they help make use of unused facilities."

1451. BROWN, J. DOUGLAS. Teaching and Research in the University. *NEA Jour.*, 48: 12, 14, May 1959. (Author: Dean, Princeton University.)

"Teaching in liberal education should be teaching in creativity. . . . There are several reasons why this is true." Gives four reasons. For another view, see G. G. Williams, No. 1565.

1452. BURKE, JOHN EMMETT. Factors Contributing to Faculty Morale in Teachers Colleges. *Teach. Coll. Jour.*, 22: 2-3, 11, Oct. 1950. (Author: Librarian, George Peabody College for Teachers, Tennessee.)

Discusses three major problems in comparison with faculties of liberal arts colleges: (1) considerably lower salary schedules, (2) considerably heavier teaching loads, and (3) inability to compete in the field of creative research.

1453. BUTTON, DANIEL E. For Faculty Families: To Fee or Not to Fee. *Coll. & Univ. Bus.*, 24: 23-24, June 1958. (Author: Former Assistant to the President, State University of New York.)

Reports varying practices in 55 institutions in every State regarding remission of tuition to staff members and even to members of their families. Reports that 36 provide some fee benefits for their faculty members. Lists 10 factors that should be taken into account by an institution in formulation of a policy in the matter.

1454. CAMMAROSANO, JOSEPH R. and SANTOPOLO, FRANK A. Teaching Efficiency and Class Size. *Sch. & Soc.*, 86:

338-341, Sept. 27; 1958. (Authors: (1) Assistant Professor of Economics; (2) Assistant Professor of Political Philosophy; both of Fordham University, New York.)

Report results of teaching classes of 30 and 60 students each in economics, government, and sociology at Fordham University. Find no significant differences in performance of the large and small classes.

1455. CARMICHAEL, A. MAX. A Professor Pleads for Merit Pay and Promotion. *Coll. & Univ. Bus.*, 26: 39-40, June 1959. (Author: Professor of Education, San Diego State College, Calif.)

Asserts that faculty members should work toward self-evaluation. Makes seven suggestions as to what college teachers can and should do to achieve the required state of maturity.

1456. CASE, HARRY W. Student-to-Instructor Ratio: Methods of Meeting the Enrollment Crisis. *Jour. Eng. Educ.*, 48: 165-173, Dec. 1957. (Author: Professor of Engineering, University of California, Los Angeles.)

Gives student-faculty ratios at 26 universities, 10 colleges of arts and sciences, and in eight departments of University of California. Also distribution of total work load per week for different academic ranks from professors to assistants at University of California. Bibliography, 16 titles.

1457. CHERINGTON, ERNEST H., JR. How Many Can We Teach? *Jour. Higher Educ.*, 26: 90-93, 112, Feb. 1955. (Author: Dean, Buchtel College of Liberal Arts, University of Akron, Ohio.)

"In American education we do not spread the intellectual repast before the student and invite him to partake. . . . Instead, we spoon feed him bite by bite, and we even 'burp' him from time to time too. . . . If we dare to throw increasing responsibility for his own education upon the shoulders of the student, three desirable trends will soon become evident. The number of students which the instructor can teach will increase, the drudgery of teaching will gradually disappear, and the college man of tomorrow will be better educated than his counterpart today."

1458. COLLEBY, ARNOLD. What the More Promising Beginning Teacher Costs. *AAUP Bull.*, 45: 223-226, June 1959. (Author: Assistant Professor of

Economica, Amherst College, Massachusetts.)

Gives answers secured from six graduate schools indicating probable salaries for new instructors in each of 11 major teaching fields. For those with Ph. D., anticipated salaries vary from \$4,800 to \$7,500; for those without a Ph. D., from \$3,600 to \$5,500.

1459. CONNIFF, JAMES C. B. I'm a Teacher Who's Getting Rich. *Sat. Eve. Post*, 233: 30, 99-100, Jan. 20, 1951.

"I am a teacher in this America of ours where, if you care to believe all the publicity, teachers are notoriously under privileged, under fed, under loved, under appreciated, and under paid. But I'm getting rich at the job! I teach English at a small Eastern college, for a very modest sum indeed. With a wife and four children, I know the importance of money. In teaching, there never is enough of it. If I were teaching for money, I would have quit it long ago. The kind of wealth I am talking about, I can't jingle in my pants pocket."

1460. COPE, HAROLD C. Fringe Benefits and Prestige Items. *Coll. & Univ. Bus.*, 25: 35-37, Aug. 1958. (Author: Business Manager, Earlham College, Indiana.)

Summarizes questionnaire responses from 67 small colleges. Gives details of practices regarding retirement and insurance plans, tuition remission to faculty children, housing for staff, car mileage allowance, sabbatical leave, travel to professional meetings, and office arrangements.

1461. OULVER, CHARLES A. The Place of Research in the Liberal Arts College. *Christ. Educ.*, 34: 245-247, Sept. 1951. (Author: Professor of Physics, Park College, Missouri.)

Considers beneficial effects of research on the teacher and discusses some of the unsympathetic attitudes shown by instructors in small colleges with heavy teaching loads and many other duties. "In the last analysis, the degree of ambition in the particular teacher will determine whether he will engage in a creative undertaking. It may be that such an effort will involve a curtailment of one's golding effort."

1462. DAVIDOFF, FOSTER. Compton College Teacher Load Survey. *Jun. Coll. Jour.*, 27: 377-380, March 1957. (Author: Employment Counselor, Compton College, California.)

Summarizes results of a telephone survey of 66 public junior colleges in California. Reports teaching loads in each of five areas: English, social science and psychology; biological and physical sciences; art, music, foreign languages; industrial education; and physical education. Also, extra remuneration, if any, for coaching, counseling, sponsorship of student activities, and summer school work. Names and enrollments of cooperating colleges given.

1463. DECKER, GEORGE C. The College Housing Outlook. In *Central Association of College and University Business Officers, Proceedings, 1954*, p. 169-172. (Author: With U.S. Office of Education.)

"Faculty housing conditions tend to parallel those of single students. . . . In a few rare instances, colleges have family housing of permanent type especially designed for student and faculty living. Increasing demands are being made for this type of housing which is difficult to construct and finance at current costs."

1464. DONOVAN, TIMOTHY P. Problems of the Instructor in the Junior College. *Jun. Coll. Jour.*, 22: 494-497, May 1952. (Author: Instructor in History, Oklahoma Military Academy.)

"One of the major dilemmas faced by the instructor is the time factor. . . . Another area of disturbance lies in the relationships between the instructor and his students. . . . Only by allowing their instructors to achieve intellectual and professional security can the junior college program really gain the status in the educational system it seeks and needs."

1465. DRAVES, DAVID DANIEL. *A Study of Class Size and Instructional Methods*. Madison: University of Wisconsin, 1957. 321 p. Abstract in *Dis. Abstracts*, 17: 2524-2525, Nov. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of five classes, enrolling 156 students, in a course in Education at University of Wisconsin. Enrollments of two large classes were 59 and 64; of three small classes, 28, 30, 31. Result: Mean achievements of all small-class students were higher than those of all large-class students on 11 measures of achievement. Their mean attitudes were more favorable on all 10 items of an attitude scale.

1466. ELLI, KENNETH E. Once Again—Faculty Salaries: The Place of Salaries in the Evaluation of Higher Education. *Jour. Higher Educ.*, 20: 72-80,

115-116, Feb. 1958. (Author: Instructor in English, University of Utah.)

Comments on various salary studies of past 60 years, noting similarity of many of their conclusions regarding inadequacy of college salaries. Discusses relative claims of teaching, research, and administration and possible recognition for these types of service in appropriate compensation. Presents "four rules of thumb by which one might measure the adequacy of a college teacher's salary."

1467. EISENHOWER, MILTON S. How to Get Better Schooling: Interview With Dr. Milton S. Eisenhower, President of Johns Hopkins University. *U.S. News*, 44: 66-75, Feb. 21, 1958.

Discusses inadequacy of university salaries, supplementary income, and related economic factors.

1468. ELLISON, ALFRED. Faculty Load in a School of Education. *Soc. & Soc.*, 86: 87-89, Feb. 15, 1958. (Author: Associate Professor of Education, New York University.)

Based on a study made at New York University. "It seems reasonable to establish teaching time and counseling time as two main professional tasks." Considers numerous other factors also in attempt to determine total professional load of a college professor.

1469. EURICH, ALVIN C. Maintaining and Improving the Quality of Instruction; Better Instruction With Fewer Teachers. *Jour. Higher Educ.*, 27: 230-244, 253-255, May 1956. (Author: Director and Vice President, Fund for the Advancement of Education.)

Discusses chiefly relative value of small and large classes. Gives useful summary of the small-class concept dating from middle of third century, A.D.

1470. EVANS, JOHN M. The Credit-Hour Doesn't Provide a Sound Basis for Measuring the Teaching Load. *Coll. Univ. Bus.*, 22: 42-48, Jan. 1967. (Author: Instructional Representative, California and Western Conference Cost and Statistical Study.)

"This article will discuss the most widely accepted measurements of faculty teaching load and point out the weaknesses of the credit-hour when it is used for this purpose." Analyzes five methods based on credit hours and class hours. Gives two illustrative statistical tables.

1471. EVERETT, JOHN R. Professors' Salaries—What Should They Be? *Coll. & Univ. Bus.*, 17: 17, Dec. 1954. (Author: President, Hollins College, Virginia.)

"The simple fact is that college professors need a larger share of the prosperity which they were and are so instrumental in creating. How much? In terms of the present price level, no qualified person should be a full professor at less than \$10,000 per year and no instructor should start below \$5,000 per year. . . . Unless these minimal salaries are met, the future will note but not mourn the passing of a literate civilized America. Mankind never mourns thoughtless fools."

1472. FAY, ELFOR G. Teaching and/or Research. *AAUP Bull.*, 36: 676-678, Winter 1950. (Author: Associate Professor of Romance Languages, Emory University, Georgia.)

"Some universities, by means of promotions in rank and salary, encourage the members of their faculties to do research. Other universities appear to care very little whether their professors do research or not. Still others take the almost incredible point of view that if a man is a success as a scholar he must, for that reason, be a failure as a teacher." Defends the thesis that ordinarily a productive scholar makes an inspiring teacher.

1473. FELS, WILLIAM C. The Faculty Salary Problem at Independent Colleges. *AAUW Jour.*, 50: 221-224, May 1957. (Author: Associate Provost, Columbia University.)

"On the average, salaries are lowest at Catholic institutions, somewhat higher at independent institutions; highest at public colleges and universities. . . . We must complete the transition from medieval to modern methods of college financing."

1474. Financing of Self-Liquidating College Projects. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1957, p. 80-88.

A panel discussion by Walter C. Cleave, Vice President, Mythe & Co., Chicago; Jay duVea, College Housing Branch, Community Facilities Administration, Washington, D.C.; R. B. Stewart, Vice President and Treasurer, Purdue University, Indiana; and Eugene Clark, Dean, School of Economics and Business, State College of Washington.

1475. Foss, Foss C. Salary Survey of "Top Management" Positions. *Coll. &*



*Univ. Bus.*, 14: 36-37, Jan. 1953. (Author: Director of Personnel, University of Mississippi.)

Summarizes for 71 reporting institutions, classified in four groups by size, salaries (maximum, mean, minimum), salaries for 15 college and university positions as follows: auditor, business manager, bursar, chief accountant, book store manager, dormitories manager, food services manager, buildings and grounds superintendent, librarian, laundry manager, hospital superintendent, personnel director, public relations director, purchasing agent, and registrar. Maximum salaries vary from \$3,200 to \$19,296.

1476. FOSTER, F. LEROY, and HARRINGTON, T. W., JR. Engineering Teaching and Research Salaries Versus Industrial Research Salaries. *Jour. Eng. Educ.*, 48: 597-607, April 1958. (Authors: (1) Director; (2) Assistant to Director; both of Division of Sponsored Research, Massachusetts Institute of Technology.)

Summary of survey of salary conditions in 21 educational and industrial organizations performing research and development and comparisons with salaries for similar work in 45 universities. Find the university scale considerably below the industrial scale and discuss implications and limitations of the situation. For comments by S. B. Folk, Ohio State University, see *Jour. Eng. Educ.*, 49: 212-218, Dec. 1958.

1477. FRYMIER, JACK R. Financial Status of Teachers in the South. *Jour. Higher Educ.*, 28: 163-166, March 1957. (Author: Faculty member, University of Florida.)

Summary of data from 418 questionnaires returned by persons in 89 institutions of higher education in 13 Southern States. Mean salary for group was \$6,072, varying from \$2,600 to \$11,500. Data given also on summer employment, number of dependents, debts, and professional expenses.

1478. GAARDER, ROGER M. Here is a Guide for the Statewide Salary Survey. *Coll. & Univ. Bus.* 16: 22-25, Feb. 1954. (Author: Assistant Personnel Director, Civil Service Commission, San Joaquin County, California.)

"I will describe one particular type of survey that has been used successfully in determining comparability of salary rates paid to State and university employees with those paid to private employees in the same State."

1479. GAITHER, H. BOWAN, JR. The President's Review. In *The Ford Foundation, Annual Report*. Oct. 1, 1954, to Sept. 30, 1955, p. 1-10. (Author: President, Ford Foundation.)

Reports discussions and steps leading up to grant of \$260,000,000 for raising faculty salaries in American colleges and universities. "The trustees and officers are fully aware that these appropriations are only an approach to and not a solution of the problem." A significant graph compares relative purchasing power in 1939 and 1955 of men in the four faculty ranks with that of factory workers. Purchasing power of professors has dropped to 76 percent of 1939; of instructors to 95 percent; while that of factory workers has increased to 143 percent. The subject is further discussed in section "The Advancement of Education," (p. 11-13), no author indicated.

1480. GLANDER, LEONARD H. Let's Bring Salary Scales and Benefits in Line With Those of Business. *Coll. & Univ. Bus.*, 18: 27-28, May 1955. (Author: Director of Personnel, Michigan State College.)

"College personnel directors should do everything they can to bring their salary scales and benefits in line with business and industry. If they cannot be leaders in the field, they should not lag far behind."

1481. GRAMPP, WILLIAM D. A Standard of Occupational Equivalence for Academic Salaries. *AAUP Bull.*, 40: 18-35, Spring 1954. (Author: Associate Professor of Economics, Chicago Undergraduate Division, Navy Pier, University of Illinois.)

"This study proposes a standard which would cause academic salaries to increase continuously as the growth of the economy raises incomes from other occupations. It is a standard of occupational equivalence. Its purpose is to bring to the academic profession the benefits of economic growth. Most other occupations now receive these benefits automatically. Teaching does not. . . . It is proposed that teaching salaries be regulated so that their purchasing power will increase three percent a year. . . . It was first proposed in a report of the Committee on the Economic Status of the Profession (of which the writer was chairman) of the Chapter of the American Association of University Professors at the Chicago Undergraduate Division of the University of Illinois. The report was approved by the Chapter and submitted to the University administration for its consideration in preparing future budgets."

1482. GREENOUGH, WILLIAM C. Should You Be Thinking About "Major Medical?" *Assoc. Amer. Coll. Bull.*, 43: 327-333, May 1957. (Author: Vice President, Teachers Insurance and Annuity Association.)

Discusses need for protection of faculty members against major medical expenses. Outlines plan of the TIAA to meet this need, under grant from Ford Foundation of \$5,000,000 to encourage such planning.

1483. GOSHONG, JAMES W. Teacher or Scholar: Whom to Reward? *Improv. Coll. & Univ. Teach.*, 4: 56-58, Summer 1956. (Author: Professor of English, Oregon State College.)

"In many American colleges and universities today Socrates himself would be refused tenure for having failed to 'publish.' In other institutions Plato would win more recognition for effective performance in the classroom or on institutional committees than for the *Republic*." Discusses relative values of teaching and research as bases for promotion and concludes the conflict in many institutions is unnecessary and unfortunate.

1484. HANDLIN, OSCAR. The Crisis in Teaching. *Atlantic*, 198: 33-37, Sept. 1956. (Author: Professor of History, Harvard University.)

A general statement of conditions in elementary, secondary, and higher education and the effect of the anticipated tidal wave of students. "The colleges and institutions of higher education are least prepared and therefore will suffer most." Discusses inadequacy of salaries and "most important, there are no inspiring goals." Claims that at the college level "are the products of the dead weight of petty jealousy, timidity, and inflexible seniority rules."

1485. HANWAY, JEAN. Maintaining the Scholarly Productivity of the College Faculty. *AAUP Bull.*, 39: 483-488, Autumn 1953. (Author: Associate Professor of English, Kent State University, Ohio.)

Portrays the difficulty of scholarly work in the face of a multiplicity of administrative and social duties and "although a faculty member must be scholarly, he must not forget that teaching is important too."

1486. HARRIS, SKYMOUR E. Faculty Salaries. *AAUP Bull.*, 43: 581-596, Dec. 1957. (Author: Professor of Economics, Harvard University.)

Discusses fully, with extensive documentation and examples, deterioration in economic

status of the professor, reasons for the deterioration, and how much salaries should be raised to compensate for it. Suggests a 50 percent rise as soon as possible. Conclusion: "At present, we may look forward to continued exploitation of faculty, or inadequate plant, and probably deterioration of the product."

1487. ——— Who Gets Paid What? *Atlantic*, 201: 35-38, May 1958. (Author: See No. 1486.)

"The pay of a head of a distiller's corporation is close to \$400,000; the highest paid college president receives \$45,000; the lowest, \$1,000; and the average \$11,000." Gives an extensive table showing pay for 32 groups of occupations, including college coaches, librarians, faculty, and presidents, with notes and comments.

1488. ——— College Salaries, Financing of Higher Education, and Management of Institutions of Higher Learning. *AAUP Bull.*, 44: 589-595, Sept. 1958. (Author: See No. 1486.)

"The object of this paper is to estimate how much a doubling of faculty salaries would cost, and how the additional resources may be made available." Estimates need for \$6 billion per year additional by 1968. Suggests raising half of it by increase in tuition rates. Discusses possible sources of major economies including change in student-faculty ratio from 10 to 1 to 15 to 1.

1489. HARTUNG, BRUNO J. *A Study of the Economic Status of the Professor in American Colleges and Universities*. Washington: Catholic University of America Press, 1952. xii, 17 p. (Catholic University of America, Studies in Economics, Abstract Series No. 3).

Printed abstract of doctoral dissertation (Ph. D.) at Catholic University of America. "An attempt has been made to synthesize material from a wide variety of sources, thus presenting a complete picture of the economic status of the members of the profession. It is not a historical study, nor a study of any one group or groups of college professors, but rather an objective synthesis of the results of many studies and other observations of the total problem."

1490. HEISES, RALPH E. On Sabbatical Leave. *Peabody Jour. Educ.*, 32: 6-8, July 1954. (Author: Dean, Pennsylvania State Teachers College, Indiana, Pa.)

"No doubt every institution of higher education would like to grant sabbatical leaves

to members of its staff if finances permitted." Discusses three major values of such leaves. "Study, travel, and the restoration of health—these three comprise a sabbatical leave—but the greatest thing will be to return to the job."

1491. HENNING, KENNETH K. and MASTERSON, THOMAS R. A Proposal Equitably to Determine the Teaching Load. *Coll. & Univ. Bus.*, 23: 23-24, Oct. 1957. (Authors: Faculty Members, Department of Management, De Paul University, Illinois.)

Presents clearly both the administrative view and the faculty view and recommends establishment of standing committee to make equitable adjustments.

1492. HOYT, OLGA. Ford's \$200,000,000 College Grants: What Happened? *Soc. Review*, 41: 11-13, 74, Oct. 25, 1958.

Based on replies received from 88 colleges and universities reporting their use of their portions of the Ford salary grants. "Most of the educators felt that the Ford Foundation grants were only a beginning; that it would take an enlightened, interested, alert public to create any kind of a 'golden era' for the college teacher of the future."

1493. HUBELSON, EARL. *Class Size at the College Level*. Minneapolis: University of Minnesota Press, 1928. xxii, 299 p. (Author: Professor of Education, University of Minnesota.)

The first extensive experimental study of the subject of class size. Gives detailed reports and summaries of 51 experiments carried out at the University of Minnesota from 1924 to 1927. Includes extensive review of earlier studies of class size. Bibliography, 60 titles.

1494. HUMPHREY, GEORGE DUKE. Statutory Control of College and University Salaries. *Sch. & Soc.*, 35: 185-186, May 25, 1957. (Author: President, University of Wyoming.)

Based on replies from 70 heads of land-grant colleges. "According to the survey, 67 schools have no limitations on salaries of presidents. . . . In 42 colleges and universities, the president's salary is higher than that of the governor. In 8 institutions the salaries are the same."

1495. ———. Improved Status of Land-Grant Colleges. *Sch. & Soc.*, 36: 185-186, March 15, 1958. (Author: See No. 1494.)

Summary of report at annual meeting of land-grant colleges. "With the exception of one Negro college, all schools participating in the study reported salary raises for 1957-58. . . . Average raises varied from fractions of 1 percent to increases running to 20, 25, 30 percent and more."

1496. HUNSBERGER, GEORGE. An Experiment in Educational Methods. *Jour. Bus. Educ.*, 33: 283-284, April 1958. (Author: Faculty member, University of Arkansas.)

Reports experiment at University of Arkansas with 600 students in economics and business in small classes and in large lecture classes. Conclusion: "The advantage accruing to the small class was not great enough to indicate that the lecture method is infeasible."

1497. HUTCHINSON, ELMER. An Economic Study of College Salaries and Academic Rank Distribution. *Educ. Record*, 87: 277-284, Oct. 1956. (Author: Dean, Graduate School, Case Institute of Technology, Ohio.)

A somewhat technical analysis, using basic mathematical equations and seven graphs, with various assumptions of relative numbers in the four common faculty ranks and various relations of salary of full professor to that of an instructor. Suggests a faculty organization of 100 members, for example, to consist of 40 instructors, 30 assistant professors, 20 associate professors, and 10 professors. Suggests minimum salaries of \$4,000; average, \$7,750; maximum, \$16,000. "In summary we may say that the foregoing analysis brings out clearly the conditions which are needed to provide academic salaries competitive with industry."

1498. IMLAW, ALBERT H. By How Much Are College Teachers Underpaid? *AAUP Bull.*, 42: 511-516, Autumn 1956. (Author: Professor of History, Tufts College, Massachusetts; Chairman AAUP Committee on the Economic Status of the Profession.)

A reply to article by Lee Seltow, No. 1554. Considers the same topical heads used by Professor Seltow. Conclusion: "All in all, the report hardly seems to be as far off the beam as Seltow suggests. For all its admitted statistical imperfections, its findings—and its emphasis—probably provide a truer answer than the one he invites by his title and his argument."

1499. JOHNSON, KENNETH W. Teaching Loads: The Case of Part-Time Fac-

uity Versus Extra Pay for Extra Work by Regular Faculty. *Coll. & Univ. Bus.*, 36: 25-28, June 1959. (Author: Treasurer, University of Massachusetts.)

Discusses inadequate source of supply for part-time instructors. Advocates greater than normal 19-hour teaching load with extra compensation for it.

1500. KELLER, A. C. State University Professors Meet the State. *AAUP Bull.*, 36: 67-74, Spring 1950. (Author: Assistant Professor of Romance Languages, University of Washington.)

"Washington professors cavort with farmers and business men, show Charles Chaplin films to children, are interviewed on the radio, and make the morning headlines. All this is part of an imaginative program to bring the university to the community." Describes the work of 60 professors from 25 departments in community forums and other extra mural activities.

1501. KIDD, JOHN W. The Question of Class Size. *Jour. Higher Educ.*, 23: 440-444, Nov. 1952. (Author: Assistant Professor of Social Science, Michigan State College.)

General discussion, with numerous references to previous studies and summaries of them.

1502. KING, FRANCIS P. *Financing the College Education of Faculty Children. A Study Conducted by the Teachers Insurance and Annuity Association for the Fund for the Advancement of Education.* New York: Henry Holt & Co., 1954. xii, 115 p. Summaries in different forms in *AAUP Bull.*, 40: 401-423, Autumn 1954; in *Educ. Record*, 35: 281-285, Oct. 1954; and in *Assoc. Amer. Coll. Bull.*, 40: 512-520, Dec. 1954. (Author: Research Associate, Teachers Insurance and Annuity Association.)

"This report deals with the problem college faculty members have in financing or otherwise providing for the undergraduate college education of their children. The report attempts to determine the desirability of, and to recommend appropriate methods for, aid to college teachers in the college education of their children." Based on interviews with college and university faculty members and administrative officers in 28 institutions, and upon data from various other sources. Details given in 13 tables and eight charts. "As a result of this report, the Fund for the Advancement of Education made a grant to

assist the Faculty, Children's Tuition Exchange." Names of 78 institutions, members of the Exchange, given. Bibliography, 27 titles. Review by S. A. Nock, *Coll. & Univ.*, 30: 77, Oct. 1954.

1503. ——— The First Year of the Tuition Exchange. *Educ. Record*, 36: 349-350, Oct. 1955. (Author: See No. 1502.)

Reviews establishment of the Tuition Exchange for faculty children, reports its rapid first-year growth, stating number of co-operating institutions more than doubled from 73 to 165. Reports four lessons learned during first year of the organization.

1504. KIRKLAND, EDWARD C. Learn American. *Coll. & Univ.*, 32: 319-323, Spring 1957. (Author: Professor of History, Bowdoin College, Maine.)

Criticizes A. C. Eulich's advocacy of large college classes with extensive use of television in them.

1505. KRISTOF, FRANK S. *A Statistical Analysis of Factors Influencing Instructional Salaries in Three Institutions of Higher Learning.* New York: Columbia University, 1952. 180 p. Abstract in *Diss. Abstracts*, 12: 707-708, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). "This is a statistical study which attempts to isolate some factors influencing academic salaries of individual faculty members in three large mid-western land-grant institutions. The 1948-49 salaries of 1215 individuals were studied. . . . The regression equation for the combined effect of age, publication, and possession of the Ph. D. degree were computed. The three variables accounted for 58.8% of the total salary variation among individuals."

1506. LAMPMAN, ROBERT J. and BUCHHEIT, HENRY T. The Pressure to Teach: The University Professor and His Dilemma. *Jour. Higher Educ.*, 27: 68-72, 114-115, Feb. 1956. (Authors: Professors of Economics, University of Washington.)

"Are university professors encouraged to neglect undergraduate teaching? It is our contention that they are." Discusses the strong competition of research and community services for the time and ability of the professor. "Students will get the kind of teaching service they deserve only if university administrators exert a strong pressure to counter the pressure to publish, and, to a lesser extent, the pressure to serve business,

Government, and community groups." For comments by K. Dato, see *Jour. Higher Educ.* 37: 364-368, Oct. 1956.

1507. LATHAM, EARL. The Young Prometheus. *New Leader*, 41: 8-10, May 5, 1958.

Takes issue with the common feeling that young instructors are not being paid enough to make college teaching attractive. Feels they are better off than they were a few decades ago.

1508. LEAN, ARTHUR S. Professor vs. Student. *Soc. & Soc.*, 86: 84-86, Feb. 15, 1958. (Author: Faculty member, Southern Illinois University.)

Quotes an anonymous professor: "We could get something done around here if it weren't for these blankety-blank students!" Discusses various desirable and undesirable attitudes of professors toward students. "Many a toiler in the academic vineyard has remarked upon the spectacle of professors who seem to assume that the institution which they serve exists primarily for them and their convenience and only incidentally for the students who are treated as 'the lowest form of life.'"

1509. LEGATON, B. C. A Teacher Can Live. *Assoc. Amer. Coll. Bull.*, 37: 574-578, Dec. 1951.

Personal experiences of a professor with a wife and three children after "a lifetime has been spent in teaching, most of it in a Midwest college, with a salary about as low as is known in the profession."

1510. LEWIS, ALTON LEROY. *The Interest of College Teachers in Relation to Their Non-Teaching Functions*. New York: Columbia University, 1953. 76 p. Abstract in *Diss. Abstracts*, 14: 68, Jan. 1954.

Unpublished doctoral dissertation (Ph. D.). Based on a study of 414 faculty members. Describes construction of inventory of 100 items representing a wide variety of non-teaching functions.

1511. LEWIS, JOHN P.; PINNELL, WILLIAM G.; and WELLS, HERMAN B. Needs, Resources, and Priorities in Higher Educational Planning. *AAUP Bull.*, 43: 431-442, Autumn 1957. (Authors: (1) Professor of Business Administration; (2) Associate Dean, School of Business Administration; (3) President; all of Indiana University.)

A paper prepared in November 1956 for private circulation to leaders in higher edu-

cation for use of Educational Policies Commission. Discusses, with much supporting data, needs for next 15 years. "There is an urgent, nonpostponable need for more than a tripling of the 'pie' devoted to faculty salaries. If this does not happen, the whole character and purpose of higher education will be gravely threatened. . . . In the final analysis, the choice we face in American higher education during the next 15 years is between protecting and re-enforcing the intellectual vitality of our enterprise, even at the expense of some student and faculty overcrowding and inconvenience—that, on the one hand, and on the other, convenient, come-one-come-all, proliferating mediocrity. We must choose one or the other."

1512. LOHMANN, MELVIN R. Basic Considerations in Salary Administration. *Jour. Eng. Educ.*, 48: 81-84, Nov. 1957. (Author: Dean, College of Engineering, Oklahoma State University.)

Develops four basic considerations of salary administration for a college faculty.

1513. LONG, CLARENCE D. Professors' Salaries and the Inflation. *AAUP Bull.*, 38: 577-588, Winter 1952. (Author: Professor of Economics, Johns Hopkins University, Maryland.)

States that a typical colleague at Johns Hopkins University, in terms of buying power, "earns 5 percent less if he is an instructor, 10 percent less if he is an assistant or associate professor, and 27 percent less if he is a full professor than he would have earned had he held the same rank a dozen years ago." Presents a graph showing changes in purchasing power of median salaries of teachers in 40 large public universities from 1916 to 1950.

1514. LONGENECKER, HERBERT E. *University Faculty Compensation Policies and Practices in the United States*. Urbana: University of Illinois Press, for the Association of American Universities, 1956. xii, 271 p. (Author: Vice President in charge of the Chicago Professional Colleges, University of Illinois.)

Report of a study of policies with reference to employment of faculty members outside the university, financed by grant from Carnegie Corporation of New York. Based on hundreds of conferences with men and women in higher education and in business and industry, and on visits to 34 leading universities. Extensive appendix (p. 191-362) gives detailed statements of policies and practices of 25 prominent universities, identified by

name, affecting employment of faculty members outside their universities.

1515. ——— University Policies and Practices With Respect to Outside Employment. In *Association of Urban Universities, Proceedings, 1956*, p. 80-97. (Author: See No. 1514.)

Summary of No. 1514 followed by nine pages of discussion.

1516. LUDMAN, W. W. You Can Keep Them by Keeping Them Happy. *Coll. & Univ. Bus.*, 25: 17, July 1958. (Author: President, Southern State Teachers College, South Dakota.)

"A checklist of 20 factors in faculty contentment was sent to 20 colleges . . . in South Dakota, North Dakota, Iowa, and Nebraska. Staff members were asked to rate the top five factors in order of importance." Gives tabulation of several hundred replies, top three being adequate salary, academic freedom, and sensible teaching load.

1517. MACDONALD, FRANKLIN. *Conceptions of Leading Twentieth Century Educators Concerning the Relationship of Teaching and Research*. Stanford, Calif.: Stanford University, 1951. Abstract in the Stanford University, *Abstracts of Dissertations . . . 1950-51*, p. 26-29. Summarized by author in *Jour. Higher Educ.*, 23: 319-322, June 1952.

Unpublished doctoral dissertation (Ph. D.). "The positions of twentieth century educators range from the conviction that research should be combined with teaching on all levels to the belief that new structures should be created for research and the training of researchers. This dissertation describes the origin of the problem relating teaching and research, reviews the nineteenth century efforts to handle the problem, . . . and cites six positions of twentieth century educators on the relation of teaching and research."

1518. McFADDEN, DUNCAN I. Rulings on Royalties as Self-Employment Income After Retirement. *Coll. & Univ. Bus.*, 11: 38-39, July 1951. (Author: Controller, Stanford University.)

Reports several rulings by Commissioner A. J. Altmeyer, Federal Security Agency. Most important one was "whether the receipt of royalties after retirement from books written or inventions made prior to retirement will constitute net earnings from self-employment requiring the reduction of the maximum monthly benefits otherwise payable under Section 202 and 203." The ruling of the

Commissioner was negative. Considers also two cases when the book was written or the invention made after retirement.

1519. MCGRAW, DONALD C. Financial Aid to Higher Education: Our Colleges and Universities Are Living on Borrowed Time—Time Borrowed From Underpaid Faculty Members. *Bus. Educ. World*, 36: 4-5, Jan 1956. (Author: President, McGraw-Hill Publishing Co., New York.)

Presents and comments on a graph showing increases in salary between 1940 and 1954 for physicians (80 percent), industrial workers (48 percent), lawyers (10 percent), and college faculty member (minus 5 percent). Conclusion: "Vastly more must be done, and quickly, to stop the financial beating taken by our college and university faculty members if the nation's welfare and safety are to be properly protected."

1520. ——— After the Great Ford Foundation Gift: What Still Remains to Be Done to Provide Decent Faculty Pay? *Bus. Educ. World*, 36: 8-10, March 1956. (Author: See No. 1519.)

For our privately supported colleges and universities, is needed "an increase in faculty salaries at least five times as great as that made possible by the Ford gift, merely to restore salaries to their 1939 purchasing power level, and an increase fifteen times as great to provide adequate salaries today." Repeats the graph (See No. 1519.) showing changes between 1940 and 1954 in salaries of physicians, industrial workers, lawyers, and college faculty members.

1521. ——— Pay of College Teachers—Where the Russians Are the Capitalists. *Jour. Bus. Educ.*, 38: 9-10, Jan. 1958. (Author: See No. 1519.)

Compares unfavorably situations in United States and Russia. "In the US, the average faculty salary is little more than the average income of industrial workers. . . . The head of a department in a Russian university can command a salary . . . about 8 times the income of the average Russian worker. . . . What this adds up to is that Communists—*not us*—have become the shrewd capitalists in the vital field of education."

1522. McMULLEN, HAYNES. Why College Professors Don't Read. *Sch. & Soc.*, 77: 17-19, Jan. 10, 1953. (Author: Faculty member, Indiana University.)

"The findings set forth below are not based on a formal questionnaire, but are based

rather on a long series of extremely informal interviews—confessions perhaps is a better word—in which the author, formerly a college librarian, has listened to the whispered confidences of a large number of college professors. . . . The data gathered during these interviews seem to indicate that, when college professors fail to read, their failure may be related to one or more of seven situations." States and discusses each of the seven.

1523. MACHLUP, FRITZ. Academic Salaries, 1958-1959. *AAUP Bull.*, 45: 157-194, June 1959. (Author: Professor of Political Economy, Johns Hopkins University; Chairman, AAUP Committee Z on the Economic Status of the Profession.)

"The following report deals mainly with the salary grading program which was developed by the Committee in 1957 and described in the *Bulletin* in 1958. [See No. 1444.] The report was approved by the Council on April 23, 1959, and accepted by the annual meeting on April 25, 1959." Appendixes give detailed data for individual institutions as reported by local AAUP chapters.

1524. MACOMBER, FREEMAN G. and SIEGEL, LAURENCE. A Study in Large-Group Teaching Procedures. *Educ. Record*, 38: 220-229, July 1957. Also in briefer form in *Phi Delta Kappan*, 38: 198-201, Feb. 1957. (Authors: Associate Provost, and Director; (2) Assistant Director; both of Experimental Study in Instructional Procedures, Miami University, Ohio.)

"The primary purposes of the Study are to determine the effectiveness of large-group instructional procedures, including the use of television for course instruction, and to find ways and means of improving upon present large-group practices in college teaching."

1525. MARTIN, CLYDE V. Should Colleges Encourage Research and Writing? *Sch. & Soc.*, 86: 376-377, Oct. 25, 1958. (Author: Assistant Professor of Education, Long Beach State College, California.)

Contends that research and writing serve to reinforce the college faculty member's teaching efforts rather than competing with them.

1526. MAUL, RAY O. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957-58.*

(NEA Research Report, Higher Education Series, 1958-R1). Washington: National Education Association, 1958. 55 p. Briefer presentation of major aspects of same basic material in *NEA Jour.*, 47: 417, Sept. 1958; *Sch. & Soc.*, 86: 461-462, Dec. 20, 1958; and *NEA Res. Bull.*, 38: 90-95, Oct. 1958. (Author: Assistant Director, Research Division, National Education Association.)

Third in annual series of very important and comprehensive salary studies and the most recent one available. (For earlier studies see *College Teachers and College Teaching*, No. 10, Entries No. 942 and 943.) Based on questionnaire returns from 1,074 institutions or 72 percent of the 1,484 invited to participate in the study. Principal data are reported separately for 11 groups of institutions: State universities, non-public universities, municipal universities, land-grant colleges, State colleges, teachers colleges, non-public colleges (large, medium, small), public junior colleges, non-public junior colleges. Results are presented in two summary graphs and 49 detailed tables, many of them giving salary distributions by \$200 intervals for each class of institutions, by region, and by rank of faculty members. Includes also salaries of administrative officers, average salary increases, salary schedules, opportunities for summer employment, and part-time employment. Shows median salaries for all faculty ranks combined in colleges and universities as \$6,015; for professors, \$8,072; associate professors, \$6,563; assistant professors, \$5,595; instructors, \$4,563.

1527. MILLHAUSER, MILTON. Wheelhorse. *AAUP Bull.*, 44: 742-752, Dec. 1958. (Author: Assistant Professor of English, University of Bridgeport, Connecticut.)

Describes reactions of a tired professor at end of year, suddenly faced with urgent request to continue work during summer session in a field outside his specialty.

1528. MITTS, EUGENE S. How Can the Smaller Colleges Provide Increased Opportunity for Research and Publication by Faculty Members? In *Western College Association, Proceedings*, Spring 1956, p. 35-42. Also, with some variations, as "Promoting Research and Publication in the Small College." *Jour. Higher Educ.*, 28: 131-136, 177-178, March 1957. (Author: Chairman, Department of Psychology, Whittier College, California.)

Discusses many aspects of the problem. Gives list of 11 questions "for further study by college faculty, administration, and board." Conclusion: "The encouragement of research and publication by faculty members is more a matter of educational philosophy than of educational mechanics."

1529. MOGNIS, ROBERT F. An Analysis of Salary Schedules in the California Public Junior Colleges. *Jup. Coll. Jouv.*, 20: 133-135, Nov. 1958. (Author: Instructor in English, Yuba College, California.)

An analysis of 53 institutional salary schedules showing ranges and medians for faculty members with each of three earned degrees and with four amounts of experience. Extreme range from \$3,800 for instructor with bachelor's degree and no experience, to \$9,260 for one with doctor's degree and 15 years experience. Conclusion: "Young people at the point of their careers when they are raising families would be hesitant to enter a profession that even at the end of 15 years of teaching is barely beginning to offer a fairly comfortable living."

1530. MORRIS, BRUCE R. Faculty Salaries, Class Size, and Sound Education. *AAUP Bull.*, 45: 195-202, June 1959. (Author: Professor of Economics, University of Massachusetts.)

Points out the dilemmas inherent in increased college enrollments and in demand for higher faculty salaries. Resulting skyrocketing costs will be anathema to State legislators. Suggests several possible solutions, none of which is completely satisfactory.

1531. MUELLER, WILLIAM R. Report From Upper Upanished. *AAUP Bull.*, 43: 477-483, Sept. 1957. (Author: Associate Professor of English, Woman's College of North Carolina.)

Report of student life and faculty conditions in an imaginary Utopian university. "The faculty members bore some resemblance to our own, though they'd seem somewhat more concerned with intellectual and curricular matters and less concerned with the size of classes, the working load, and breadwinning problems; there was a strange and wonderful vitality, and I looked in vain for the haggard ones."

1532. MURPHY, RICHARD. Sabbaticals and Fringe Benefits. *Quart. Jouv. Speech*, 45: 90-104, Feb. 1959. (Author: Professor of Speech, University of Illinois.)

Reports results of a half dozen studies of sabbatical leave. Summarizes an independent investigation by the author based on replies from 175 degree-granting institutions. Finds that some type of sabbatical leave was in existence in 20 countries in 1951.

1533. NEILLY, VIRGIL E. Remuneration Policies of Engineering Colleges in Regard to Research and Counseling. *Jour. Eng. Educ.*, 45: 449-453, Jan. 1955. (Author: Assistant Professor of Electrical Engineering, Pennsylvania State University.)

Based on questionnaire responses from 98 institutions. The questionnaire "was divided into five sections, headed consulting work, sponsored research, administration, general work regulations, and work regulations for sponsored research." Answers to all questions are tabulated. "This report is intended only to present the results of the survey; the reader may make his own conclusion."

1534. NEISWANGER, WILLIAM A. Economic Status of the Profession: A Statement of Policy. *AAUP Bull.*, 44: 214-216, March 1958. (Author: Professor of Economics, University of Illinois; Chairman, Association's Committee Z on the Economic Status of the Profession.)

"The economic status of professors in institutions of higher education is now of unprecedented importance. . . . Professional salaries in some 1,800 institutions of higher learning have not increased as rapidly as the value of the salary dollar has fallen." States five important policies and urges association chapters to work for their implementation. First policy: That "highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level within five or ten years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure."

1535. NEHOLSON, DOUGLAS G. College Teaching Loads, 1951-52. *Jour. Chem. Educ.*, 30: 148-150, March 1953. (Author: With Fisher Scientific Co., Pittsburgh, Pa.)

Report of a questionnaire on teaching loads in chemistry, answered by 75 institutions having undergraduate enrollments in chemistry varying from 57 to 3,384 students. Presented in six tables, with discussion of each. Comparisons made with teaching loads of non-physical science staffs.



1536. NOEHRN, THEODORE H. Teaching in All Four Years of Medical School by a Single Instructor. *Jour. Med. Educ.*, 32: 20-24, Jan. 1957. (Author: Assistant Professor of Medicine, Buffalo School of Medicine, New York.)

"The principle upon which the present program has been based is that if a class of medical students could identify itself with at least one physician who teaches them through their four years of study, he might personify for them in some measure the practical goal of their studies and help them to fit the parts in the whole." Reports his personal experience as such an instructor and evaluates the experience.

1537. OLIVA, PETER F. Before You Say 'Yes' to an Overseas Assignment. *AAUP Bull.*, 44: 422-427, June 1958. Same, condensed, in *Readers' Digest*, 24: 36-38, Nov. 1958. (Author: Associate Professor of Education, University of Florida.)

Suggests a large number of pertinent questions regarding salary and living expenses, living conditions, travel restrictions, and other practical matters.

1538. OLIVER, WILLIAM W. Sabbatical Leave Travel Expense and the Federal Income Tax. *AAUP Bull.*, 43: 507-511, Sept. 1957. (Author: Assistant Professor of Law, Indiana University.)

"Recently there have been reports of many instances in which the Internal Revenue Service has questioned or disallowed deductions for travel expenses while on sabbatical leave. This article reports the experience of Indiana University in three such cases in the hope that this experience will provide helpful guidance for others who may have such deductions challenged."

1539. OWEN, JOHN E. This Pressure to Publish. *AAUP Bull.*, 40: 638-642, Winter 1954-55. (Author: Associate Professor of Sociology, Florida Southern College.)

"It is the thesis of this short paper that the unwholesome features of the much-maligned pressure to publish have been exaggerated and that other facets of the actual situation need to be pointed out in order to bring the problem as it exists into better focus."

1540. PATTILLO, MANNING M., JR. and PFKISTER, ALLAN O. Faculty Training and Salaries in Institutions of Higher

Education. *North. Cent. Assoc. Quart.*, 29: 374-404, April 1955. (Authors: Staff members, University of Chicago.)

Based on study of about 80,000 teachers in 380 member institutions of North Central Association. Data are reported in terms of 12 classifications of institutions. Reports percentage of faculty holding three types of degrees for each rank in these groups. Also gives extensive salary data (maximum, minimum, median, mean) for same teaching fields. "In our treatment of salaries we have stressed salary relationships rather than absolute salary levels. The levels change from time to time—they have risen about 8 percent since 1952-53, according to our estimates—but we believe the significant relationships change more slowly."

1541. RAY, JACK N. Salary Administration: Formal or Informal. *Coll. & Univ. Bus.*, 25: 36-38, Oct. 1958. (Author: Personnel Director, Indiana University.)

A discussion of general principles, contrasting those needed in large and small institutions. "The formal salary administration system can be what it is made to be. The dog wags the tail. . . . Its success does not rest with the idea, but with those who develop and apply it."

1542. REDFORD, GRANT H. Publish or Else. *AAUP Bull.*, 38: 608-618, Winter 1952. (Author: Assistant Professor of English, University of Washington.)

"Administrators in universities who are placing increasing emphasis on publication as the measure of a faculty member's worth are doing grave harm both to their institutions and to human beings. . . . Reasons why this is so, together with some thoughts on how it can be altered, is the burden of this paper."

1543. RICE, C. (Pseud.) Flight of the Professor. *America*, 85: 543-548, Sept. 8, 1951. (Author: A professor with 12 years teaching experience in Catholic institutions of higher education.)

Deploras inadequate salaries paid lay professors in Catholic colleges and universities. "Administrators . . . would like to pay their faculties adequate salaries but funds are limited and there are more pressing demands for these limited funds. . . . This disturbing condition has long existed, . . . has hurt Catholic scholarship and Catholic teaching generally in the past. . . . It sounds almost 'un-American' to assert that education and scholarship in Catholic colleges will not be healthy as long as quarterbacks and basket-

ball coaches are more sought after than classical scholars and biology teachers."

1544. RICHARDS, C. F. *Toward the Equalization of Teaching Loads.* *Jour. Higher Educ.*, 21: 39-41, Jan. 1950. (Author: Dean, Denison University, Ohio.)

Recommends as a measure of teaching load "the ratio of out-of-class work (preparation, student conferences, correcting assignments) to clock or contact hours of instruction. . . . Such a standard of measure cannot be rigidly adhered to but may, if used in conjunction with known factors of class size, teaching methods, and number of preparations, constitute a more adequate guide in equalizing teaching loads than the commonly used bases of credit or contact hours."

1545. RICHARDSON, HAROLD D. and MENKE, ROBERT F. *A Relative Salary Scale.* *Coll. & Univ. Bus.*, 16: 28-29, March 1954. (Authors: (1) Vice President and Professor of Education; (2) Director of Placement and Assistant Professor of Education; both of Arizona State College, Tempe.)

Proposes a relative salary scale in which the full professor receives double the salary of the beginning instructor. Gives details of such a scale, advancing by steps for different grades and years of service, from \$3,500 to \$7,000. "In summary, recruitment, promotion, and retention can be improved by this simple yet comprehensive relative type of salary schedule plan."

1546. RODELL, FRED. *Ah, Scholarship.* *Progressive*, 20: 12-13, April 1956. (Author: Professor of Law, Yale University.)

Criticizes sharply college faculties, graduate students, and scholars. Example: "As scholars have become mice nibbling at minutiae—as they have become mocking birds, mimicking acceptable sounds—they have been betraying . . . the great traditions of genuine scholarship."

1547. ROHRER, JOHN H. *Large and Small Sections in College Classes.* *Jour. Higher Educ.*, 28: 275-279, May 1957. (Author: Director, Urban Life Research Institute, Tulane University, Louisiana.)

Reports experiments at University of Oklahoma with large and small classes of 300 and 30 students each. "The most significant finding of this study is that the amount of achievement . . . varied as a function of the

course instructor and did not vary as a function of the size of class."

1548. RUMI, BEARDSLEY. *Pay and the Professor.* *Atlantic*, 199: 47-50, April 1957. (Author: Former Chairman, Federal Reserve Bank, New York City.)

Summarizes his Rumi-Tickton volume (No. 1549) and discusses reasons for discrepancies in salaries shown in it. "In my opinion, for the liberal arts college professor an average of \$15,000 is required under prevailing cost-of-living and tax circumstances."

1549. ——— and TICKTON, SIDNEY G. *Teaching Salaries Then and Now; A 50-Year Comparison With Other Occupations and Industries.* New York: Fund for the Advancement of Education, 1955. 93 p. (Authors: (1) See No. 1548; (2) Not identified.)

"The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations." Makes numerous comparisons for 50 and 25 year periods, 1904-1953, and 1929-1953. Discusses amount of absolute and relative deterioration in salaries of college presidents and professors. Comparisons made with earnings of physicians, dentists, and other professional and industrial groups. The "Technical Report" which occupies two-thirds of the published volume, shows in 29 full-page tables, annually as far as possible, average salaries received since 1904 and salaries "deflated to real purchasing power" in 1953 for presidents, professors, associate professors, assistant professors, and instructors in large State universities and for various groups of elementary-school teachers and administrators, and for physicians, dentists, railroad officials, telephone operators, and workers in automobile, furniture, electrical machinery, tobacco, and coal industries.

1550. SERKIN, OSCAR N. *Fringe Benefit Programs and Salaries in 49 Colleges and Universities.* *Higher Educ.*, 14: 17-22, Oct. 1957. (Author: Associate Professor of Insurance, Columbia University.)

Based on questionnaire responses from 49 institutions of "national or regional academic excellence." Reports 81 benefit programs, major ones being retirement, Federal old age and survivors' insurance, group life insurance, medical benefits, salary during disability, and group disability insurance.

1551. **SHERER, HARVEY.** Do We Provide Enough Funds for Travel? *Coll. & Univ. Bus.*, 17: 48, Oct. 1954. (Author: Assistant Business Manager, Oregon State College.)

Advocates greater allotment of funds to permit larger number of faculty members to attend meetings of professional organizations.

1552. **SNEYOCK, RICHARD H.** The Academic Profession in the United States. *AAUP Bull.*, 38: 32-70, Spring 1952. (Author: Director, Medical Institute, Johns Hopkins University, Maryland.)

Address of president of American Association of University Professors. General historical presentation including consideration of several topics concerning university professors and college teaching, research work, administrative responsibility, and academic freedom.

1553. **SIMONDS, ROLLIN H.** To Increase Man-Hour Output in Higher Education. *Educ. Record*, 39: 332-339, Oct. 1958. (Author: Professor of Business Administration, Michigan State University.)

"Can we increase productivity of college teachers? . . . I want to indicate, first, several reasons why this is much more difficult in the field of education and then to suggest an approach (based on recognition of the key position of the professor) that I believe has not been seriously tried as yet."

1554. **SMILEY, DEAN F.** Defining "Full-Time" for College Professors. *Jour. Med. Educ.*, 31: 566-567, Aug. 1956. (Author: Editor, *Journal of Medical Education*.)

"Any attempt to define a full-time teacher as one who devotes his whole time to his university duties and receives his total income from the university is unrealistic and short-sighted, and would do irreparable damage to higher education if it were adopted. . . . In the opinion of the writer any well-qualified college professor who is devoting four-fifths or five-sixths of his work-week to his university duties is entitled to classification as a full-time teacher, even though he may be devoting one-fifth or one-sixth of his time to outside consultation work."

1555. **SMITH, EDWIN DUBERT.** *Conceptions of Leading Nineteenth Century Educators Concerning the Relationship of Teaching and Research.* Stanford,

Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations* . . . vol. 25, 1949-50, p. 33-37.

Unpublished doctoral dissertation (Ph. D.). "The present study traces the positions taken by nine important nineteenth century educators on the relation of teaching and research: Jefferson, Wayland, and Tappan during the pre-Civil War period; White, Gilman, and Eliot during the 1870-1890 period; and Hall, Jordan, and Harper during the period at the end of the century."

1556. **SOLTOW, LEE.** Are College Teachers Really Underpaid? *AAUP Bull.*, 42: 504-510, Autumn 1956. (Author: Associate Professor of Statistics, Ohio State University.)

"Recent studies of college teachers salaries by the American Association of University Professors, the Ford Foundation [No. 1549], and the McGraw-Hill Publishing Co. [No. 1519], continue to show that remuneration of teachers in higher education is deficient. It is the purpose of this article, in particular, to qualify the statistics and inferences of the recent report of the Committee on the Economic Status of the Profession [No. 1444]. . . . It will be argued that the above report is not only a deficient historical analysis, but that its emphasis detracts from the main factors determining the remuneration of college teachers." For reply by A. H. Imlaw, see No. 1493.

1557. **STICKLER, WILLIAM HUGH.** *A Survey of Sabbatical Leave Policies and Practices in State Universities and Land-Grant Institutions, 1957-58.* Tallahassee: Florida State University, 1957. Summary in *Higher Educ.*, 14: 118-119, March 1958. (Author: Director of Educational Research and Service, Florida State University.)

Based on data from 71 institutions. Finds that 45 have programs of sabbatical leave, others do not. Gives details of plans in operation.

1558. **STRIFLING, ROBERT O.** Problems of New Members of the College Faculty. *Clear. House*, 27: 356-362, Feb. 1953. (Author: Associate Professor of Education, University of Florida.)

Eighty-six faculty members in 79 institutions in 31 States who had been in their present positions not over three years were asked "to rank fifty selected personal, social, and professional problems according to the degree of difficulty they caused during the

teacher's first year of employment in his present position." Complete list of 50 problems is given with percentage reporting some degree of difficulty with each. Also quotations regarding many of them made by individual professors.

1559. VOLPE, EDMUND L. Schizophrenia on the Campus. *Sch. & Soc.*, 82: 165-167, Nov. 26, 1955. (Author: Faculty member, City College, New York.)

"The successful American college professor is a healthy schizophrenic. His body houses two incompatible personalities. His is a teacher and a scholar." Discussion of opportunities, obligations, and difficulties to act as both teacher and scholar.

1560. WEEKS, IRA DELBERT. The Plus in Developing Faculty Morale. *Coll. & Univ. Bus.*, 22: 17, June 1957. (Author: President, University of South Dakota.)

Discusses salaries, working conditions, professional growth, opportunities for research, praise, and personal relationships. "Much can be accomplished to make college teaching more attractive if a friendly atmosphere prevails on the campus. The president is a tremendous influence toward creating such an atmosphere if he so wishes."

1561. WHITE, HELEN C. The Scholar's Time: How It Is Best Used. *North. Cent. Assoc. Quart.*, 31: 235-239, 246, Jan. 1957. (Author: Faculty member, University of Wisconsin.)

Advocates reduction of teaching load of faculty members to provide more time for their research.

1562. WHITEHALL, ARTHUR M., JR. What's So Bad About a Professor's Job? *Sat. Eve. Post.*, 222: 29, 128-130, March 18, 1950.

"The author, a college professor and proud of it, presents a refreshing rebuttal to those who complain that teachers are deplorably ill-rewarded. When you read what he says, you may wish you were lucky enough to have a faculty job yourself."—Editorial Note. Author's conclusion: "The truth of the matter is that in terms of stimulating challenge, opportunity, flexibility, prestige, and just plain downright satisfaction with a total work situation, a professor's life is hard to beat."

1563. WILKINSON, FRANK RAY. Class Size in Higher Education. *Jour. Higher Educ.*, 39: 149-157, March 1958. (Au-

thor: Assistant Professor of Psychology, Brigham Young University, Utah.)

An extensive survey of the relevant literature from 1928 to 1955. Conclusion: "The general consensus of objective and experimental studies is that mere size of class as such has little if any effect on the degree to which the student can acquire a knowledge of facts as measured by his performance on an objective examination." Discusses seven variables not adequately considered in the studies reviewed. Bibliography, 79 classified titles.

1564. WILLEY, DARRELL S. Merit-Incentive Salary Plans. *Improv. Coll. & Univ. Teach.*, 7: 33-35, Spring 1959. (Author: Faculty member, New Mexico State University.)

States 10 factors which need to be considered by a joint faculty-administrative committee in considering merit of a professor as a basis for increase in salary.

1565. WILLIAMS, GEORGE GUION. Teaching and Research in the University. *NEA Jour.*, 48: 13-14, May 1950. (Author: Associate Professor of English, Rice Institute, Texas.)

"A professor is a good teacher only if he stimulates his students to engage lovingly, vigorously, and seriously in the process of learning. . . . The strong drift of the universities away from their teaching responsibilities is tragic and terrifying." For another view, see J. D. Brown, No. 1451. For other views, briefly expressed, by Mark Van Doren, Henry S. Canby, Russell S. Poor, and Luella Cole, see p. 14 of same issue.

1566. WILLIAMS, MENTOR L. Place of Teaching in Higher Learning. *AAUP Bull.*, 36: 669-675, Dec. 1950. (Author: Associate Professor of English, Illinois Institute of Technology.)

"It is my intention to cite some of the evidence to show that teaching has fallen to a secondary or even tertiary level in the scale of values accepted in our educational institutions and to point to some of the dangers resulting from this development." Shows how much administration and research overshadows teaching. "The research men are those who 'have something on the ball'; they are the men of power, of position, of renown. The mere teacher, on the other hand, is now regarded as a person of lesser capacity and industry, who, through lack of talent or inclination, cannot do research."

1567. WILLIAMS, ROBERT L. Are We Spending Too Much on Higher Educa-

tion? *Sch. & Soc.*, 84: 83-86, Sept. 15, 1956. (Author: Faculty member, University of Michigan).

"About 80 percent of the budget for operations of a university goes into salary and wage payments to the supporting faculty and supporting staff. . . . But faculty salaries are too low and must be increased substantially if we are to attract a sufficient number of young men and young women of high intellectual promise into the teaching profession." Discusses faculty-student ratios, teaching load, other responsibilities of a professor, and other factors. "Some departments perform quite satisfactorily with a ratio of 1:20, while other may require a ratio of 1:4."

1568. WOLFE, WAYNE. A College Faculty's "Brainstorming." *Sch. & Soc.*, 86: 78-79, Feb. 15, 1958. (Author: Professor of Journalism, Wisconsin State College, Beaver Falls.)

"Borrowing a thread from the fabric of business and industry, faculty members of Wisconsin State College applied a 'brainstorming' approach to an academic problem. Describes system used and some of the results at a faculty conference held prior to opening of college."

1569. WOODMORE, T. B. Professor or Bricks, Which? *Coll. & Univ. Bus.*, 23: 32-34, Sept. 1957. (Author: Bursar, Middle Tennessee State College.)

"We would be wise not to postpone making substantial improvements in faculty salaries in our haste to build more classrooms, residence halls, and laboratories."

1570. YEAGER, WILLIAM A. The Service Load of Faculty Members in Education. *Educ. Res. Bull.*, 35: 39-46, 56, Feb. 8, 1956. Same, in briefer form, *Jour. Higher Educ.*, 27: 150-155, 174, March 1956. (Author: Professor of Education, University of Pittsburgh, Pennsylvania.)

"The activities within this total service load may be classified as follows: teaching assignments (including off-campus assign-

ments), student advisement, part-time administrative assignments, direction of research, participation in research, office routines, and community (public) and professional services." Discusses each of these factors and makes recommendations for their distribution on equitable basis to faculty members. Recommendations are based on practice in 17 large universities, whose names are given, as determined by replies to a questionnaire sent to deans of schools of education in these universities.

1571. YOUNG, LLOYD P. Fourth Biennial Study of Salary Schedules and Salaries Paid in Colleges for Teacher Education: College Year 1954-55. In American Association of Colleges for Teacher Education *Eighth Yearbook*, 1955, p. 194-203. (Author: President, Kenne Teachers College, New Hampshire.)

Based on data received from 206 institutions. Gives maximum, minimum, and median salaries for four faculty ranks for institutions in six geographical areas and for United States as a whole. Also a graphic comparison of salaries for the four faculty ranks for 1948-49, 1950-51, 1952-53, and 1954-55.

See also Nos. 186, 195, 205, 210, 218, 228, 231, 253, 254, 261, 266, 267, 268, 278, 290, 281, 283, 299, 315, 374, 445, 455, 592, 651, 677, 682, 756, 765, 798, 831, 851, 859, 865, 869, 884, 891, 918, 938, 950, 953, 956, 960, 962, 963, 966, 967, 968, 971, 973, 978, 979, 980, 984, 985, 987, 990, 993, 997, 998, 1000, 1001, 1006, 1023, 1045, 1049, 1053, 1057, 1058, 1064, 1065, 1070, 1074, 1077, 1081, 1085, 1087, 1102, 1115, 1116, 1119, 1104, 1180, 1195, 1205, 1248, 1304, 1316, 1319, 1324, 1329, 1348, 1367, 1377, 1381, 1385, 1388, 1391, 1345, 1927, 2025, 2026, 2082, 2188, 2265, 2315, 2319, 2375, 2381, 2395, 2402, 2407, 2431, 2432, 2468, 2492, 2494, 2517, 2525, 2532, 2534, 2569, 2570, 2593.

# IX. Administration of Students

## 1. GENERAL

Includes student participation in college and university administration.

1572. ALDRICH, ANITA. *A Comparison of Sectarian College Women and University Women in Motor Ability, Personality Adjustment, Scholastic Aptitude, and Background.* University Park: Pennsylvania State University, 1957. 109 p. Abstract in *Diss. Abstracts*, 18: 141, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Based upon data from all 77 women enrolled at the National College for Christian Workers and 94 women at the University of Kansas. Conclusion: "It would seem to be necessary to extend a broader interpretation of education for Christian service to the church membership which furnished future students."

1573. BERMAN, DEMORAH. *Evolving Patterns of Democratic Social Control at Brandeis University.* *Jour. Edu. Sociol.*, 28: 353-360, April 1955. (Author: Senior student, Brandeis University, Massachusetts.)

"Brandeis, one of our youngest universities (October 1948) has offered a challenge to its members to build new campus patterns of human relations that will grow with the University. . . . In seeking a realistic balance between student freedom and responsibility . . . the administration and students have shared some problems of interaction, inevitable because of little campus tradition and a pressure for dynamic social action and change." Describes especially problems involving housing of freshmen, editorial policy of the student newspaper, and appropriate dress at meals.

1574. BLACKWELL, THOMAS H. *The College Disciplinary Committee and the Courts.* *Coll. & Univ. Bus.*, 8: 44, May

1950. (Author: Treasurer, Washington University, Missouri.)

"From the earliest times, the courts have been alert to protect the college student against arbitrary and unreasonable actions on the part of the college Administration." Reports various cases, beginning with one in 14th century at University of Oxford, England.

1575. BONOFF, DAVID. *Imperial Harvard.* *Harpers*, 217: 27-34, Oct. 1958.

Finds a calm sobriety and a sense of casual greatness, rectitude, modesty, good manners, quiet conformity, and tolerance of idiosyncrasy at Harvard. "An imperial but modest colossus in American higher education; at once both the nation's oldest and most contemporary college."

1576. ——— Sarah Lawrence: For the Rich, Bright, and Beautiful. *Harpers*, 217: 37-44, Nov. 1958.

A progressive campus life somewhat tamed from the experimental 1930's, but still far ahead of the academic procession. The student and not the curriculum remains the center of attention.

1577. ——— Brooklyn College: Culture in Flatbush. *Harpers*, 217: 42-50, Dec. 1958.

Finds more individuality among Brooklyn's 15,000 students in their subway status than among those of Harvard or Sarah Lawrence despite their predominantly local and Jewish background. Sees the College as a tribute to the nation's belief in public education.

1578. BROMLEY, ANN. *A Study of Women Matriculants of the Chicago Undergraduate Division of the University of Illinois.* Evanston, Ill.: Northwestern University, 1954. 223 p. Abstract in *Diss. Abstracts*, 14: 1617-1618, Oct. 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 310 women enrolled at least one semester 1946 to 1953 and tape-recorded interviews with 23

of them. Studies personal history, secondary school background, college experiences, and suggestions for improvement of curricular and extra-curricular programs.

1579. CARMICHAEL, OLIVER C., JR. Should Students Share in Policy Making? *Coll. & Univ. Bus.*, 23: 27-28, July 1957. (Author: President, Converse College, South Carolina.)

"College and universities that have devised successful systems for cooperative planning and sharing of responsibility for policy making have found these systems to be among the most important educational offerings, as well as their most effective devices for administration."

1580. DIXON, HENRY ALDOUS. How Can Faculty Members Personally Develop Greater Civic, Moral, and Social Responsibility in Their Students? In Utah Conference on Higher Education, *Proceedings*, 1951, p. 7-11. (Author: President, Weber College, Utah.)

Answers: "(1) By placing greater emphasis on general and Christian education; (2) by resolving to educate the heart as well as the head; (3) by making the university 'a nursery of principle and honor'; (4) by having faith in themselves and in the power of Christian education to bring about the transformation; (5) by acting in the light of that faith." Discusses each of these in detail.

1581. EDDY, EDWARD DANFORTH, JR. *The College Influence on Student Character: An Exploratory Study in Selected Colleges and Universities Made for the Committee for the Study of Character Development in Education*. Washington: American Council on Education, 1959. xii, 185 p. Excerpts as "Do the Colleges Expect Enough?", *Jour. Higher Educ.*, 30: 155-160, March 1959. Summarized as "A Larger Task for the American College," *Educ. Record*, 40: 113-117, April 1959. (Author: Vice President and Provost, University of New Hampshire.)

"This report is the result of visits, extending over a period of one year, to twenty American colleges and universities, whose names are given. 'Everywhere we travelled we found the majority of students willing and sometimes anxious to talk about their own educational experiences, about influences upon them, and about their own actions and reactions. . . . We have made an honest attempt to describe the scene on the campuses

of the twenty colleges which we visited. Our conclusions are based on literally hundreds of conversations and interviews with students and faculty members. . . . This is our answer to questions such as these: What is the college's responsibility for and relationship to the character development of its students? How does such a responsibility become related to the professed aim of most colleges to develop and sharpen the intellect? What positive and negative influences on character now operate on the campus? In what direction should colleges be moving to meet the increasing demand for men and women educated for both competence and conscience? Bibliography, 14 titles. Review by Sarah G. Blanding, *N.Y. Times Book Review*, 64: 6 Aug. 23, 1959.

1582. FALVEY, FRANCES E. *Student Participation in College Administration*. (Teachers College Studies in Education.) New York: Bureau of Publications, Teachers College, Columbia University, 1952. xi, 206 p.

Doctoral dissertation (Ed. D.) at Columbia University. "The purpose of this study is to examine the present status and emergent trends of student participation in college administration. As a background, the philosophical bases of such participation and the nature of the college as a social institution are considered. Various types of student participation, their values, limitations, and objectives, are described and methods of stimulating satisfactory forms of participation are included. . . . It is intended as a handbook for students, faculty, and administrative officers concerned with the establishment and promotion of student participation in college administration." Reviews by H. G. Johnston, *Proc. & Guid. Jour.*, 31: 482-484, April 1953; by D. McGregor, *Jour. Higher Educ.*, 25: 51-52, Jan. 1954; and by P. G. Bulger, *Teach. Coll. Record*, 54: 363-364, March 1952.

1583. FRIMSON, ELIOT, ed. *Student Government, Student Leaders, and the American College*. Philadelphia: United States National Student Federation, 1953. xi, 95 p. plus unpagged appendix of 38 tables.

Report of research into student participation in college policymaking, under grant from Ford Foundation. Based chiefly on two questionnaires, one for deans of students, and one for student body presidents, mailed to 331 accredited colleges in United States in 1954-55. Replies were received from 464 deans and 406 student body presidents in 630 institutions. "Presidents of colleges and presidents of student governments alike will agree that it is high time somebody under-

took an appraisal of the developing role of organized students on college campuses, and presented student organizations in their proper perspective."—President Edward K. Graham, Woman's College of North Carolina, in Introduction.

1584. HARRIN, MARGARET L., ed. *Spotlight on the College Student*. Washington: American Council on Education, 1950. vii, 80 p. (Author: Dean, Fairmount College, Municipal University of Wichita, Kansas.)

Report of a special meeting of the Problems and Policies Committee of the American Council on Education in June 1947. Consists of major papers and discussions concerning them as follows: (1) "Introduction to the Subject," by James R. Killian, Jr., President, Massachusetts Institute of Technology; (2) "Student Culture and Faculty Values," by David Riesman, Professor of Social Sciences, University of Chicago; (3) "Student Capabilities for Higher Education," by Philip E. Jacob, Professor of Political Science, University of Pennsylvania; (4) "Knowledge of Students Through Social Studies," by Nevitt Sanford, Professor of Psychology, University of California.

1585. HAO, PETER TE-YUAN. *An Analysis of Certain Learning Difficulties of Chinese Students in New York City*. New York: New York University, 1955. 373 p. Abstract in *Disc. Abstracts*, 15: 1551-1552, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on studies of scores made by 113 China-born students in Columbia, Fordham, and New York Universities on American Council on Education Psychological Examination. All test scores except one were significantly lower than those made by American college freshmen. Learning difficulties were found to be linguistic rather than quantitative in nature.

1586. HOOPER, ROBERT and MARSHALL, HUNTER. *The Undergraduate in the University: A Report to the Faculty by the Executive Committee of the Stanford Study of Undergraduate Education, 1954-56*. Stanford, Calif.: Stanford University, 1957. viii, 129 p. (Authors: (1) Director, and (2) Assistant Director of the Study.)

Contains chapters devoted to admissions, quality of undergraduate teaching, lecture system, intellectual motivation, and the new curriculum. Review by W. C. H. Prentice. *Jour. Higher Educ.*, 30: 115-116, Feb. 1959.

1587. HOUNTRAS, PANOS TIMOTHY. *Factors Associated With the Academic Achievement of Foreign Graduate Students at the University of Michigan from 1947 to 1949*. Ann Arbor: University of Michigan, 1955. 147 p. Abstract in *Disc. Abstracts*, 15: 762-763, May 1955.

Unpublished doctoral dissertation (Ph. D.). Based on an analysis of records of 587 foreign graduate students of whom 287 were on probation at some time within their period of academic study. Compares them with 330 who were not on probation with respect to various factors.

1588. KAMM, ROBERT B. A Student-Faculty Approach to Campus Government. *Sch. & Soc.*, 79: 186-188, June 12, 1954. (Author: Dean of Students, Drake University, Iowa.)

"Most significant of all is the Student-Faculty Council, a governing body with wide responsibility and influence on the campus [of Drake University], composed of 8 students and 7 faculty members." Describes method of selection and operation. "The Student-Faculty Council, considered a decade ago to be somewhat of an 'experiment,' has now gone far beyond that stage and become a meaningful and contributing part of the University's program."

1589. KERINS, FRANCIS J. Student Autonomy and Administrative Control: The Fallacy of Absolute Cooperation Between Student and Administrator. *Jour. Higher Educ.*, 30: 61-66, Feb. 1959. (Author: Assistant Professor of Philosophy, Loretto Heights College, Colo.)

"The area of student autonomy may be severely confined because of the philosophies, personalities, and circumstances of the particular situation; but it can be an area of genuine autonomy. The influence of the student voice in deciding serious matters may be limited for the same reasons. But it should be an honest voice. Otherwise, the student is being mistreated for democratic living."

1590. LEHMAN, CARL M. Can Students Help Run a College. *Coll. & Univ. Bus.*, 14: 23-24, March 1953. (Author: Treasurer, Bluffton College, Ohio.)

"Bluffton College has for many years successfully followed the practice of faculty participation in administration. But morale was extremely low until the students also were



permitted to participate in many administrative decisions. . . . There seems to be no question that student participation in the administration of Bluffton College is here to stay."

1591. LLOYD-JONES, ESTHER; BARRY, RUTH; and WOLFE, BEVERLY. *Case Studies in College Student-Staff Relationships*. New York: Teachers College, Columbia University, 1956. ix,117 p. (Authors: Faculty members, Teachers College, Columbia University.)

Contains 22 case studies, vividly presented, concerning various administrative and personnel aspects of college relationships. Each case includes a half dozen or more incisive questions for discussion.

1592. LONG, SAMUEL MURRAY. *The Coordination of Instructional, Administrative, and Student Personnel Services in Pennsylvania's State Teachers Colleges*. University Park: Pennsylvania State University, 1958. 421 p. Abstract in *Diss. Abstracts*, 19: 2830-2831, May 1959.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to each of the colleges. Conclusion: "In accordance with the criteria which were established for this study, a Director of Student Personnel should be appointed to coordinate the over-all student personnel program and the work of the Deans of Men and Women and the Directors of Recruitment and Admissions, and Placement."

1593. LUDEMAN, W. W. We Give Students a Voice in Shaping College Policies. *Coll. & Univ. Bus.*, 22: 25-26, Jan. 1957. (Author: President, Southern State Teachers College, South Dakota.)

Lists 18 standing committees at the College and shows extent of student representation on each of them. "Southern State Teachers College has been practicing such a plan for the last four years with tremendous success."

1594. LUNN, HARRY H., JR. *The Students' Role in College Policy Making*. Washington: American Council on Education, 1957. x,100 p.

A report prepared for the Commission on Student Personnel of the Council. "It was decided at the outset that this Study would not be a series of recommendations with respect to desirable practices in this area. Institutions differ widely in their philosophies of this matter. Diversity of practice is a good thing. Consequently this is largely a

descriptive report, emphasizing throughout specific examples of different forms of student involvement in administration and policy formation. . . . There is, however, a presumption on the Commission's part that student leadership can make useful contributions to educational policy-making."

1595. McMURRAY, HELEN B. *Personnel Services in Catholic Four-Year Colleges for Women*. Washington: Catholic University of America Press, 1958. ix,177 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 114 institutions and on personal visits to 20 of them. Separate chapters devoted to organization and administration, orientation and housing, religious guidance, discipline and student activities, counseling services, vocational guidance, financial aid, and health services. Bibliography, 230 titles.

1596. SPECTORSKY, AUGUSTE C., ed. *The College Years*. New York: Hawthorne Books, 1958. 509 p.

An anthology of fact, fiction, satire, humor and reminiscence about college and university life. Authors quoted range from Chaucer to the present time.

1597. STONE, HURFORD E. A Project in Campus-Community Co-operation: The Development of a Campus-City Coordinating Council for Student Affairs. *Jour. Higher Educ.*, 30: 255-259, May 1959. (Author: Dean of Students, University of California.)

"It is our belief, on the basis of the experiences related, that the Campus-City Coordinating Council for Student Affairs, functioning the year round, has an important role to play in the areas of student conduct, student welfare, public relations, and campus-city relationships. . . . It should serve as a continuing resource for better communication and increased cooperation between students of the college and citizens of the community."

1598. TAYLOR, LYNN FRANKLIN. *Administration-Student Relationships in Nebraska Church-Related Colleges*. Lincoln: University of Nebraska, 1951. Abstract in the University of Nebraska, *Abstracts of Doctoral Dissertations*, 1951, 245-252.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to seven institutions. Investigated six areas of administration: academic preparation of students, student pro-

curement, continuation in college, college work actually used, student government, and relationship of church and college.

1599. TOUCHSTONE, MADELAINE MAUDE. *The Administration of Foreign Student Affairs in Colleges and Universities in the United States*. Columbia: University of Missouri, 1949. 322 p. Abstract in *Micro. Abstracts*, 9: 84-86, No. 3, 1950.

Unpublished doctoral dissertation (Ph. D.). Based on data from foreign students at University of Missouri and administrators of institutions enrolling foreign students. Abstract gives summary of opinions of foreign students concerning eight of the more significant problems faced by them, nine institutional practices and opinions of administrators, and 11 recommendations for changes.

1600. WEEKS, ILA DELBERT. Student Participation in College Administration. *Sch. & Soc.*, 71: 385-387, June 24, 1950. (Author: President, University of South Dakota.)

Shows ways in which students can participate in and assume responsibility for certain administrative practices, particularly athletics, social affairs, alumni activities, fraternities, and evaluation of teaching.

See also Nos. 1, 2, 27, 55, 58, 142, 187, 189, 195, 198, 207, 214, 217, 219, 223, 224, 228, 248, 250, 251, 252, 257, 266, 272, 273, 278, 289, 293, 328, 335, 365, 401, 427, 433, 466, 477, 590, 679, 729, 740, 779, 793, 812, 828, 836, 856, 874, 943, 955, 975, 995, 1066, 1211, 1531, 1676, 1705, 1743, 2050, 2638.

## 2. RECRUITMENT AND ADMISSION

1601. BOWLES, FRANK H. A Unified Program of Student Recruitment. *Educ. Record*, 34: 291-296, Oct. 1953. (Author: Director, College Entrance Examination Board.)

"My key proposition is just this: The size and quality of the freshman class entering a given institution in a given year is the end product of that institution's relation with its community during the preceding year."

1602. ———. The Past, Present, and Future of Admission Requirements.

*Coll. & Univ.*, 31: 309-327, Spring 1956. (Author: See No. 1601.)

States "some principles that seem broadly applicable" and applies them to the past in two periods, 1630-1870 and 1870-1940; to the present, especially as affected in three ways by the war, and to the future, making two predictions beyond which "I do not dare to go."

1603. ———. *How to Get Into College*. New York: Dutton, 1958. viii, 157 p. (Author: President, College Entrance Examination Board.)

"This is a book on the problems of entering college. There are an appalling number of such problems—they begin with the basic decision on whether a son or daughter should go to college, go on through the implications of preparation, of choosing, of financing, and the actual process of application and admission until the final possibilities have been weighed and the last formality has been dealt with. . . . This book undertakes to identify the problems, to define them, to explain why they exist, and to break them down into their component parts." Written in form of 358 questions and answers. Reviews by W. G. Bowling, *Coll. & Univ.*, 34: 326-330, Spring 1959; and by R. N. Scott, *High School Jour.*, 42: 143, Jan. 1959.

1604. BRICKMAN, WILLIAM W. The Impending Ebb Tide in Higher Education. *Sch. & Soc.*, 83: 207-208, June 9, 1956. (Author: Associate Professor of Education, New York University.)

An editorial. "Careful consideration of all pertinent developments along social, economic, political, diplomatic, and educational lines will yield but one conclusion, namely, that the future years will be marked by a strong ebb tide, rather than a tidal wave, in enrollment in higher education." Enumerates 11 factors to sustain this conclusion. Comments, pointing out possible satirical character of the editorial, by Richard H. Hill, *Sch. & Soc.*, 85: 75, March 2, 1957.

1605. BROUGHTON, Mrs. T. R. S. Early Decision Plans at 24 Colleges. *Coll. Board Review*, No. 38, 24-25, Spring 1959. (Author: Dean of Freshmen and Director of Admissions, Bryn Mawr College, Pennsylvania.)

"During the current academic year at least 24 independent colleges for women, all of them members of the College Entrance Examination Board, have been experimenting with 'early decision' plans for a limited number of applicants." Gives names of institutions and makes tentative appraisal of the plan.

1606. BRYAN, ROY C. Some Reactions on the Evaluation Report: "They Went to College Early." *Bull. Nat. Assoc. Sec. Sch. Prim.*, 41: 1-10, Nov. 1957. (Author: Director, Campus School, Western Michigan University.)

Sees little merit in the idea of early admission to college. Discusses some of the problems involved, and alternatives to early admissions.

1607. BURTON, PHILIP WARD. Keep Women Out of College! *This Week Mag.*, Feb. 9, 1958, p. 10-12, 36-39. (Author: Professor of Journalism, Syracuse University, New York.)

States that an obvious solution to the problem of overcrowded colleges is to cut down on the number of women allowed to enter co-educational institutions. Asserts that men need a college degree more than women. For reply by Dorothy Thompson, see No. 1658.

1608. CROSS, GEORGE LYNN. Selective Admissions as a Solution of the Problem of Increasing Enrollments in State Universities. In *National Association of State Universities, Proceedings, 1955*, p. 57-67. (Author: President, University of Oklahoma.)

States six arguments opposing and six favoring selective admission of students in State-supported institutions. Reports reactions of legislature and of general public to announcement by University of Oklahoma of new policy of marked restriction on enrollment of freshmen. Suggests desirability of inter-state cooperation in the matter of selective admission. Includes 3-page discussion.

1609. DAVIS, JAMES M. Will the Foreign Student Be Squeezed Out? *Sch. & Soc.*, 85: 299-301, Oct. 26, 1957. (Author: Faculty member, University of Michigan.)

"Will the increasing pressure of American students seeking admission to our colleges and universities result in these institutions cutting sharply or even eliminating their admissions of students from other lands?" Conclusion: "In the years ahead, the foreign student will be squeezed; . . . he will not be squeezed out."

1610. ELLIS, WALTER CROSBY. Higher Education of Negroes in the United States. *Jour. Negro Educ.*, 24: 428-434, Fall 1955. (Author: Retired Professor of Education.)

Compares proportion of Negroes enrolled in higher educational institutions in the United

States with proportion of total population securing higher education in 25 foreign countries.

1611. FARWELL, GAIL FREDERIC. *An Analysis of Factors and Criteria Related to the Administration of Borderline Cases at Michigan State College, Fall Quarter, 1952*. East Lansing: Michigan State College, 1954. 211 p. Abstract in *Diss. Abstracts*, 14: 1177, Aug. 1954.

Unpublished doctoral dissertation (Ed. D.). Comparison of three groups of 228 students each: (1) a borderline group admitted on basis of individual testing and counseling, (2) those admitted on regular basis of high school record and recommendations, (3) those refused admission.

1612. FISHER, CLYDE PALMER. *A Forecast of Enrollment in Accredited Senior Colleges and Universities in California, 1955-56 to 1970-71*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 127-130.

Unpublished doctoral dissertation (Ed. D.). Based on data secured from 26 private and 16 public institutions in the State with enrollments in 1954-55 of 124,000 students. Makes five forecasts, on basis of different assumptions, varying from 253,000 to 399,000 students in 1970-71.

1613. FONTANELLA, MARION A. The Pre-Medical Student: A Martyr. *Jour. Higher Educ.*, 22: 138-144, 169, March 1951. (Author: Instructor in Biology, Fordham University, New York.)

Discusses plight of thousands of ambitious students who, having completed the pre-medical courses given in liberal arts colleges, are each year refused admission to medical colleges. Proposes an alternative plan.

1614. FRICKE, BENNO G. How Colleges Should Pick Their Students. *Coll. Board Review*, No. 34: 17-22, Winter 1958. (Author: Lecturer in Psychology, University of Michigan.)

Summarizes results of questionnaire sent to 230 college admissions officers to show present practices in college admissions. Includes suggestions for certain improvements.

1615. FUND FOR THE ADVANCEMENT OF EDUCATION. *They Went to College Early*. New York: The Fund, 1957. ix, 117 p.

"In the fall of 1951, eleven American colleges and universities opened their doors to

420 freshmen who differed from the average college freshman in two striking respects: they were roughly two years younger, and only a few of them had finished high school. These Early Admission students were the pioneers to an experiment . . . to determine the wisdom and feasibility of allowing carefully selected students of high academic promise to break out of the educational 'lock step' and complete their school at their own best pace." For discussion by R. C. Bryan, see No. 1606. Reviews by W. E. Kettlekamp, *Coll. & Univ.*, 33: 60-61, fall 1957; by A. M. Hayes, *Jour. Gen. Educ.*, 10: 177-179, July 1957; and by K. S. Jones, *Jour. Higher Educ.*, 28: 513-518, Dec. 1957.

1616. FUNKENSTEIN, DANIEL H. Some Myths About Medical School Admissions. *Jour. Med. Educ.*, 30: 81-88, Feb. 1955. Reprinted from *Harvard Medical Alumni Bulletin*, Oct. 1954. (Author: Clinical Associate in Psychiatry, Harvard University Medical School.)

"Although the admissions committee is looking for the mature, broadly educated man of integrity, the myth that certain specific criteria guide the selection process persists. These are some of the myths concerning your son's entrance into medical school: all that is required is to reside in certain States, go to the right college, major in science, and take as many science courses as possible." Considers these and other myths, nine in all, and disproves each by giving relevant data from practice and policy of Harvard Medical School.

1617. GARDNER, JOHN W. A Time for Decision in Higher Education. In Carnegie Corporation of New York, *Annual Report, 1954*, p. 9-18. (Author: President, Carnegie Corporation of New York.)

Discusses who should go to college, what kinds of education should be provided, perils of "mass production," how shall we pay for higher education, and the challenge. Graph shows that 30 percent of 18-year-old population in the United States is in college as compared with 5 percent in Great Britain.

1618. ——— How to Think About College. In Carnegie Corporation of New York, *Annual Report, 1957*, p. 11-27. (Author: See No. 1617.)

"Over the dinner table this winter several million Americans will argue the same perplexing questions: Should Johnny (or Jane) go to college? And if so, to which college?" Discusses responsibility of parents, many roads to success, the late bloomer, diversity of choice, coeducation, prestige institutions,

career considerations, and the lure of security.

1619. GEE, HELEN HOFER and COWLES, JOHN T. The Appraisal of Applicants to Medical Schools. *Jour. Med. Educ.*, 32: Part II, xix, 228 p., Oct. 1957.

Report of Fourth Teaching Institute, Association of American Medical Colleges, Colorado Springs, Nov. 7-10, 1956. Consists of 10 chapters in four groups: The Broad Perspective, The Intellectual Characteristics of Applicants, The Non-Intellectual Characteristics of Applicants, Overall Appraisal of the Admissions Process. Bibliography, 77 titles, annotated.

1620. GERRITZ, E. M. and THOMAS, ALFRED, JR. The Admissions Office in Twenty-Eight Selected Colleges and Universities. *Coll. & Univ.*, 29: 65-68, Oct. 1953. (Authors: (1) Admissions officer, University of Minnesota; (2) Registrar, Arizona State College, Tempe.)

Finds that "the admissions work in the colleges and universities surveyed has been centralized in one office, sharing a coordinate function with the registrar or recorder." Considers fundamental causes for the origin of the office.

1621. HANFORD, GEORGE H. Free Enterprise in College Admissions. *Coll. Board Review*, No. 37: 8-11, Winter 1959. (Author: Vice President, College Entrance Examination Board.)

An analysis of past and present competition between selective colleges and statement of need for further restraints. Suggests six alternatives, the last of which is "chaos," if none of the others are accepted.

1622. HANNAH, JOHN A. Education for Inequality: There Is a Great Deal of Difference in Individuals. *Vital Speeches*, 22: 595-596, July 15, 1956. (Author: President, Michigan State University.)

States that we must recognize inequality in the talents and potentialities of individuals and we must see to it that those with unusual capabilities are enabled to get a good education. Claims that too much stress is placed on right of everyone to an education and too little on the education of the gifted. "We lose only three potential Ph. D.'s out of 100 at the high school age. But we lose a potential of 44 for failure to enter college."

1623. HANSON, ROBERT J. *A Study of College Admission Counseling in Michigan*. Detroit, Mich.: Wayne University.

1956. 204 p. Abstract in *Diss. Abstracts*, 16: 1641, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from chief admissions officers of 44 institutions, all accredited institutions in the State except theological seminaries, and personal interviews with admissions officers of 25 of them. Studies organizational structure, admissions procedures, and relationships to Michigan secondary schools.

1624. HARDAWAY, CHARLES WALLACE. *The Status of Entrance Requirements and Admissions Policies of State-Supported Teachers Colleges and Proposed Guides for Admissions for Indiana State Teachers College*. Bloomington: Indiana University, 1958. 256 p. Summary in *Teach. Coll. Jour.*, 30: 25-27, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of literature from 1825 to 1958 and on questionnaire returns from 180 State teachers colleges.

1625. *Helping Qualified Students to Continue Their Education: A Symposium*. *Educ. Record*, 37: 85-93, April 1956.

Consists of four papers: (1) "Factors Which Prevent Able Young People from Going to College," by Sherman E. Smith; Director, Student Affairs, University of New Mexico; (2) "How Do We Offer Assistance to Students Who Would Not Otherwise Go to College?" by Richard L. Plaut, Executive Vice Chairman, National Scholarship Service and Fund for Negro Students; (3) "How Can Academic Ability Be Identified and Made Known," by William W. Turnbull, Vice President, Educational Testing Service, New Jersey; (4) "Sources of Scholarship Funds," by Ralph C. M. Flynt, U.S. Office of Education.

1626. HENDERSON, ALGO D. *Balm for a Troubled Conscience*. *Educ. Record*, 35: 165-177, July 1954. (Author: Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

"The purpose of this article is to review the progress that is being made" with reference to "more genuine equality of opportunity for Negroes, Jews, and other minority youth." Gives many data on graduate and professional education, undergraduate admissions, social life, the role that the law has played, and the help of voluntary groups. Conclusion: "Much remains to be done . . . but a good beginning toward the easing of the conscience of the American college has been made."

1627. HILL, HENRY T. *Changing Options in American Education*. New York: Macmillan & Co., 1958. xii, 111 p.

The 30th Kappa Delta Pi Lecture. Treats three controversial problems: Private, parochial, and public schools; racial desegregation in education; and basis for increasing higher educational enrollments. Review by O. Tead, *Jour. Higher Educ.*, 30: 60, Jan. 1959.

1628. HOLLINGSHEAD, BYRON S. *Who Should Go to College?* New York: Columbia University Press, 1952. xviii, 190 p. (Author: President, Coe College, Iowa.)

Estimates the number of high school graduates who go to college and the number who would go if they had the economic opportunity. "We are not trying to say precisely how many young people should go to college or what they ought to study if they go, except in very general terms. We are advocating a program which would assist young people with ability who want a college education, but cannot personally afford it." Section "Selections from the Literature" (p. 166-184) contains extracts from 26 pertinent articles and reports. Reviews by G. K. Chalmers, *Jour. Higher Educ.*, 24: 445-448, Nov. 1953; and by K. W. Bigelow, *Teach. Coll. Record*, 54: 410-412, April 1953.

1629. HUMMEL, ERRETT E. *Problems in Selective Enrollment*. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1956, p. 55-62. (Author: Assistant to the President, Portland State College, Oregon.)

Discusses advantages and disadvantages of various types of selective admissions in both public and private institutions, including past academic record, examinations, and character and personality traits. Conclusion: "Truly it is the United States that is the loser when we deny any boy or girl the privilege to gain more wisdom."

1630. HURD, CHARLES P. *The New Admissions Plan*. *Jour. Higher Educ.*, 22: 28-30, Jan. 1951. (Author: Assistant Director of Admissions, Columbia University.)

Describes plan initiated at Columbia University by which adults who do not meet the usual entrance requirements may enter candidacy for a baccalaureate degree.

1631. JOHNSON, GUY B. *Racial Integration in Public Higher Education in the South*. *Jour. Negro Educ.*, 23: 317-329, Summer 1954. (Author: Professor

of Sociology, University of North Carolina.)

Reviews history of admission of Negro students to Southern institutions since 1935. Tabulates 453 regular session and 907 summer session Negro students admitted to 22 publicly supported southern colleges in 1952-53. Discusses administrative attitudes and policies, academic adjustments, attitudes of white students, and situation in privately controlled colleges.

1632. ———. **Score on Integration—In the Colleges.** *Nation*, 181: 527-532, Dec. 17, 1955. (Author: See No. 1631.)

Reports that integration in southern higher education has almost been accomplished since 1948 when Negroes were first admitted to graduate and professional schools of several State universities. States there are 125 formerly all-white southern institutions which admit Negroes and that about 2,000 Negro students are enrolled in these institutions.

1633. KEARNS, JAMES A. **Present Problems in the Recruitment of Students.** *Amer. Jour. Pharm. Educ.*, 22: 66-69, Winter 1958. (Author: Instructor in Applied Science, International Business Machines Corporation, New York.)

"Regardless of the devices and techniques that are employed to recruit students for colleges of pharmacy, the profession of pharmacy will always be working with the odds against it."

1634. KIRK, GRAYSON. **Education for the Future.** *Vital Speeches*, 25: 118-121, Dec. 1, 1958. (Author: President, Columbia University.)

Address at 75th anniversary of University of North Dakota. Claims that the high school curriculum must be toughened, college admissions limited, and less promising students be taught in junior colleges.

1635. LINCOLN, WINFRED JOHN. **Admission Practices and the Success of Specially-Admitted Students at the University of New Mexico and Selected State Colleges in New Mexico, 1935-1955.** Los Angeles, Calif.: University of Southern California, 1959. 349 p. Abstract in *Diss. Abstracts*, 20: 196, July 1959.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study was to determine (a) what changes in admissions requirements had been made in colleges in the State of New Mexico during the years 1935-55, (b) how effective such changes were, and (c) what additional changes would be desirable."

1636. McCONNELL, THOMAS R. **The Diversification of American Higher Education: A Research Program.** *Educ. Record*, 88: 300-315, Oct. 1957. (Author: Professor of Education, University of California; former Chancellor, University of Buffalo, New York.)

Outlines some of the problems to be studied at the Center for the Study of Higher Education, University of California, Berkeley, including selective admission of students for State institutions, facilities for lower ability students, selective admission for private colleges, and general pattern of higher institutions in a diversified system of State education.

1637. McDONALD, LEWIS JOSEPH. **An Evaluation of College Information Programs.** Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 296-299.

Unpublished doctoral dissertation (Ed. D.). "An informational and evaluational study of the problem of the dissemination of college information to high school students." Based on questionnaire responses from 1,981 college freshmen in institutions in California and Arizona, and from 283 school officials in institutions which were members of the North Central Association.

1638. MACMITCHELL, T. LESLIE. **Urban Colleges and the Tidal Wave.** *Coll. Board Review*, No. 28; 22-24, Winter 1956. (Author: Assistant to Director, College Entrance Examination Board.)

After visiting 43 urban colleges, author concludes that they are doing very little planning for expected increases in enrollment in next 10 years. Advocates careful review of admissions policies.

1639. MANNOS, NICHOLAS THOMAS. **Factors That Deter College Attendance: A Comparative Study of Selected 1955 Indiana High School Graduates.** Bloomington: Indiana University, 1957. 173 p. Abstract in *Diss. Abstracts*, 18: 473, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews with 240 high school graduates in upper 10 percent of 1955 graduating classes of 51 Indiana high schools, and with 80 Indiana University students from same 10 percent group who could be matched with 80 of the nonattending group. Twelve significant findings stated. Among

them: "The most significant factors that deterred college attendance were lack of interest and marriage. . . . Positive parental attitudes are a vital influence toward students' attendance at college."

1640. MILLER, JAMES FURMAN, SR. *A Comparison of Overachievers and Underachievers at the University of Georgia*. Athens: University of Georgia, 1958. 177 p. Abstract in *Diss. Abstracts*, 19: 1656-1657, Jan. 1969.

Unpublished doctoral dissertation (Ed. D.). Compares two groups of University of Georgia freshmen entering in the fall of 1953. Conclusion: "The findings of this study should definitely impress upon principals and admissions officers that there are many, varied, and yet statistically significant differences in certain factors operating independently of intelligence, and that these must be taken into consideration in both the preparation and selection of college freshmen."

1641. MILLETT, JOHN D. *Restrictive Admission in State-Supported Higher Education*. *Jour. Higher Educ.*, 27: 175-178, April 1956. (Author: President, Miami University, Ohio.)

Defends the open-door policy of admissions required by law of many publicly supported institutions, although recognizes that a restrictive admissions policy has a number of justifications.

1642. MORGAN, THOMAS B. *How to Keep Pace in the Hectic Race for Higher Learning*. *Cosmopolitan*, 147: 75-77, Sept. 1959.

"Driven by a diploma fixation unparalleled in history, parents are scrambling to get infants into the 'right' nursery schools, hiring tutors, moving to prestige neighborhoods. But the inside track in the college admissions rat race is something only students themselves can find."

1643. MORSE, ARTHUR D. *They're Breaking the Lock Step in Our Schools*. *Nat. Par. Teach.*, 51: 7-10, Oct. 1956. (Author: Freelance writer associated with Edwin R. Murrow's series of programs on American schools.)

Discusses trend among colleges toward early admission of gifted children, illustrating by several case studies.

1644. MUELLER, HILBERT EUGENE. *An Inquiry Into Factors That Influenced Beginning Freshmen to Select the University of Missouri*. Columbia: Univer-

sity of Missouri, 1955, 444 p. Abstract in *Diss. Abstracts*, 15: 2065-2066, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,537, or 92 percent, of the eligible freshmen at the University of Missouri in 1955. Major conclusions: "Parents exerted a greater influence upon beginning freshmen than any other individual. . . . Of the high school personnel studied in this report, the teacher was most influential. . . . No single factor was more important than all other factors."

1645. Panel Discussion on Admission and Other Factors of Post-Secondary Education. In *Middle States Association of Colleges and Secondary Schools, Proceedings*, 1957, p. 45-74.

Representatives of various colleges answer numerous questions regarding selection practices, racial and religious factors, multiple applications, and class standing as factors in admissions.

1646. PEARSON, RICHARD. *The Students' View of Early Admissions*. *Coll. Board Review*, No. 28: 10-13, Winter 1956. (Author: College Entrance Examination Board Program Director.)

Early admissions program was launched in 1951-52 to see if gifted high school students could successfully enter college early. Reviews problems encountered and lessons learned. Reaction of students, generally favorable.

1647. PLAUT, RICHARD L. *Racial Integration in Higher Education in the North*. *Jour. Negro Educ.*, 23: 310-316, Summer 1954. (Author: Executive Vice Chairman, National Scholarship Service and Fund for Negro Students.)

"In the past five years the National Scholarship Service and Fund for Negro Students has alone found places and \$500,000 worth of scholarship assistance for more than 2,800 Negro students in over 280 different interracial colleges in 27 States. It might have found places for five times that number, had the qualified candidates been available."

1648. PUNKER, HAROLD H. *Junior College Admission and Non-Curricular Provisions for Students*. *Sch. Review*, 60: 39-45, January 1952.

An analysis of admissions policies and provisions of a non-curricular nature as shown by catalogs of 196 junior colleges.

1649. RICE, DOROTHY ALYNE. *A Comparative Study of Freshmen Entering*

*the Public Junior Colleges and the State-Supported Coeducational Senior Colleges of Mississippi.* East Lansing: Michigan State University, 1958. 194 p. Abstract in *Diss. Abstracts*, 19: 1632, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,875 students in four senior white colleges and 2,438 students in 18 white public junior colleges, and scores on standardized academic aptitude test for most of them. Finds that significant differences exist between the two groups in six factors studied: (1) social status, (2) economic status, (3) academic aptitude, (4) education of parents, (5) place of residence, and (6) educational and vocational plans.

1650. SHAFER, DWIGHT THOMAS. *Analysis of Certain Factors in the Preparation of Iowa High School Graduates Entering Selected Iowa Colleges.* Iowa City: State University of Iowa, 1956. 259 p. Abstract in *Diss. Abstracts*, 16: 1620, Sept. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of records of students entering State University of Iowa, Iowa State College, Iowa State Teachers College, Drake University, and Wartburg College in 1952. Major results: "The findings of this study do not support the argument that colleges are being forced to change their entrance requirements because of increased curricular offerings of the secondary schools. . . . Scholarship in high school is one of the important pre-requisites for successful scholarship in college. . . . The size of high school attended is not a determining factor for a student who achieves scholastic success in the first year of college."

1651. SHUTTLEWORTH, FRANK K. *Discrimination in College Opportunities and Admissions: A Critique of Two Publications of the American Council on Education.* *Coll. & Univ.*, 28: 49-72, Oct. 1952. (Author: Professor, Department of Student Life, City College, New York.)

A vigorous and detailed criticism of validity of statements in two 1949 publications regarding anti-Semitic discrimination in admission to colleges.

1652. SNETHEN, HOWARD. *How Real Is the Crisis?* *Johns Hopkins Mag.*, 10: 7-9, 31-32, Oct. 1958. (Author: Member, Admissions Staff, Johns Hopkins University, Maryland.)

"For the 396 openings in the freshman class this fall, 1,500 completed applications were received."

1653. STOUT, RUTH ALBERTINE. *A Study of Admission and Retention Practices in College and University Programs of Teacher Education.* Minneapolis: University of Minnesota, 1957. 348 p. Abstract in *Diss. Abstracts*, 17: 1953-1954, Sept. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on 31-page questionnaire responses from 785 accredited institutions. Finds that some selection procedures are employed in three-fourths of the institutions. Conclusion: "The present study provides evidence of a positive relationship between selection programs and quantity of production. Efforts to extend and improve programs of selective admission and retention for teacher education should therefore be greatly accelerated."

1654. STOWE, LELAND. *What You Need Nowadays to Get Into College.* *Readers' Digest*, 71: 40-45, July 1957.

"Here is a list of the personal qualities colleges are looking for, and suggestions for youngsters and their parents on how to develop them."

1655. STURGIS, HORACE W. *Trends and Problems in College Admissions.* *Coll. & Univ.*, 28: 5-16, Oct. 1952. (Author: Associate Registrar, Georgia Institute of Technology.)

Summarizes early college admission requirements from 1643, and gives current arguments for and against entrance examinations and certificate as methods of entrance. States reasons given by students for their choice of Georgia Institute of Technology. Conclusion: "The general practice in college admissions during recent years has been to admit those students who have graduated from accredited secondary schools and who have earned credits in specific patterns of secondary school subjects." Bibliography, 11 titles.

1656. SULLIVAN, RICHARD H. *Cautions and Speculations on Enrollments.* *Educ. Record*, 35: 250-256, Oct. 1954. (Author: Educational Vice President, Educational Testing Service, New Jersey.)

Based on observations made as a result of series of visits to colleges and universities under grant from Carnegie Corporation of New York. Discusses enrollment prospects for several types of institutions. "We may hope, we may even trust, that the changes in prospect are neither more sweeping, nor more difficult, nor more discouraging than those already experienced. It seems certain that they will be stimulating."



1657. THACKREY, RUSSELL I. Some Facts on College Enrollment Trends in the Past Fifteen Years. *Educ. Record*, 37: 189-191, July, 1956. (Author: Executive Secretary, Association of Land-Grant Colleges and State Universities.)

"The primary purpose of this report is to call attention to what actually happened to college and university enrollments between 1939 and 1954, in the belief that there has been far too much attention paid to comparisons with the artificial situation of 1950, and guesses as to future trends."

1658. THOMPSON, DOROTHY. Oh, Professor! *Lad. Home Jour.*, 75: 11-16, June 1958. (Author: Lecturer and newspaper columnist.)

A reply to P. W. Burton, No. 1607. Claims "that women need the values provided by a liberal arts education as much as men do."

1659. THRESHER, B. ALDEN. The Problems of College Admissions. *Tech. Review*, 61: 195-198, Feb. 1959; 61: 247-249. March 1959.

A discussion of the complex problems involved in college admissions.

1660. THURSTON, LEE M. How Can High Schools and Colleges Agree on a Plan for College Admissions Regardless of the Pattern of High School Offerings? *North. Cent. Assoc. Quart.*, 25: 203-209, Oct. 1950. (Author: Superintendent of Public Instruction, Michigan.)

Discusses general principles and reports in detail on Michigan Secondary School-College Agreement, its methods and its success.

1661. TWIFORD, DONALD D. *Factors Which Influence the College Enrollment of Nebraska Girls*. Lincoln: University of Nebraska, 1954. 224 p. Abstract in *Diss. Abstracts*, 14: 637-638, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 336 girls who attended college and 436 who did not, and on personal interviews with 50 from each group—all from girl graduates of 1951 and 1952 of 24 selected Nebraska high schools.

1662. *Who Should Go to College?* Boulder, Colo.: Western Interstate Commission for Higher Education, 1956. 20 p.

Discusses problems of selective admission for Western State colleges and universities.

1663. WILSON, EUGENE S., JR. Order or Chaos in College Admissions? *Coll.*

*Board Review*, No. 24, 8-10, Fall 1954. (Author: Director of Admissions, Amherst College, Massachusetts.)

Offers five solutions to the problem of multiple applications for admission. Favors plan by which a student would be allowed to list his first choice college only on his College Board test application blank.

1664. WORMALD, F. L. College Enrollment Plans for the Next Fifteen Years. *Assoc. Amer. Coll. Bull.*, 42: 504-509, Dec. 1956. (Author: Assistant to the Executive Director, Association of American Colleges.)

Report of a questionnaire study of 515 member colleges of the Association of American Colleges with total enrollments of over 700,000 students. "It appears that in full-time undergraduate enrollments, an increase of 20 percent across the board is all that can be expected of four-year liberal arts colleges in the next four or five years unless they obtain capital resources beyond what can now be foreseen."

1665. YOUNG, KENNETH E. *Who Can and Should Go to What Kind of College?* Stanford, Calif.: Stanford University, 1953. 214 p. Abstract in *Diss. Abstracts*, 13: 735-736, No. 5, 1953.

Unpublished doctoral dissertation (Ph. D.). Considers eight student characteristics, historic and current points of view, and "at least a score of different kinds of post-high-school institutions" fitted to a wide variety of interests, needs, and abilities of students.

See also Nos. 12, 14, 44, 67, 70, 174, 182, 184, 189, 203, 222, 228, 232, 233, 242, 260, 261, 267, 272, 273, 278, 280, 281, 282, 285, 288, 289, 290, 291, 294, 296, 324, 350, 365, 374, 396, 430, 444, 480, 496, 578, 580, 701, 858, 865, 871, 879, 991, 996, 1107, 1578, 1586, 1592, 1595, 1598, 1667, 1705, 1709, 1719, 1731, 1821, 1835, 1904, 2009, 2014, 2102, 2128, 2258, 2265, 2415, 2624, 2629, 2670.

### 3. ORIENTATION AND COUNSELING

For other references see journals, yearbooks, and proceedings of American College Personnel Association, American Personnel and Guidance Association, Division of

Counseling of American Psychological Association, National Association of Student Personnel Administrators (formerly National Association of Deans and Advisers of Men), National Association of Women Deans and Counselors (formerly National Association of Deans of Women), and National Vocational Guidance Association. The issues of *Review of Educational Research* for April 1951, April 1954, and April 1957 are devoted entirely to 3-year critical summaries and reviews of pertinent literature in the entire field of counseling and guidance, including publications at the higher educational level.

1666. ARBUCKLE, DUGALD S. The Faculty Interview. *Jour. Higher Educ.*, 23: 212-215, April 1952. (Author: Director of Personnel, School of Education, Boston University, Massachusetts.)

In the past four years the interview of groups of students by a committee of faculty members has become a standard practice at the Boston University School of Education. Reports procedures, benefits, and weaknesses.

1667. ———. *Student Personnel Services in Higher Education*. New York: McGraw-Hill Book Co., 1953. x,352 p. (Author: See No. 1666.)

"This book is addressed to all faculty members of institutions of higher learning with the belief that their basic concern and interest is the individual student. The organized services described in the book take the time, the effort, and the ingenuity of specialized personnel workers, but all faculty members should have some understanding of these services." Reviews by W. P. Sears, *Educ.*, 74: 465, April 1954; by E. I. F. Williams, *Educ. Forum*, 19: 117, Nov. 1954; by W. F. Johnson, *Educ. Outlook*, 28: 121-122, March 1954; by F. McKinney, *Jour. Consult. Psych.*, 19: 75, Feb. 1955, and by A. C. Abrahamson, *Jour. Higher Educ.*, 26: 169-170, March 1955.

1668. ARJONA, ADOREACIÓN QUIJANO. *An Experimental Study of the Adjustment Problems of a Group of Foreign Gradu-*

*ate Students and a Group of American Graduate Students at Indiana University*. Bloomington: Indiana University, 1956. 164 p. Abstract in *Diss. Abstracts*, 16: 1838, Oct. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses on Mooney Problem Check List by 50 foreign and 50 American graduate students, and personal interviews with some of them. Major conclusion: "Foreign students seem to have more problems than do American students in each of the four major areas of adjustment—the personal, emotional, social, and academic." Gives detailed analysis of the different types of problems.

1669. BLAESSER, WILLARD WILLIAM. *The Contributions of the American Council on Education to Student Personnel Work in Higher Education*. Washington: George Washington University, 1953. Abstract in the George Washington University, *Summaries of Doctoral Dissertations*, 1953, p. 103-111.

Unpublished doctoral dissertation (Ed. D.). Traces development since founding of the Council in 1918, stressing especially work of various committees and commissions in the student personnel field.

1670. BROOKS, THOMAS EDWARD. *The Inception and Development of Student Personnel Services at Tuskegee Institute*. Bloomington: Indiana University, 1955. 220 p. Abstract in *Diss. Abstracts*, 1955: 2447, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Covers period from 1881 to 1953 under first three presidents of the Institute. "Restricted to a description of the emergence and development of the 12 student personnel services of Tuskegee Institute which are listed by the American College Personnel Association as essential to a sound personnel program in higher education."

1671. BROWN, JAMES I. *Explorations in College Reading*. Boston: D. C. Heath & Co., 1959. viii, 248 p. (Author: Faculty member, University of Minnesota.)

"The 44 essays in this collection of readings were chosen to serve a twofold purpose—to provide the student with worthwhile models of good writing, and to provide a range and selection of writing useful in promoting effective readings." Arranged in groups of 3 to 6 extracts each under following headings: Setting Your Course, Sharpening Your Tools, The Role of Education, Words and Their Ways, Thinking to a Pur-

pose. Personalities, The Opposite Sex, Scientific Explanation, Man and the Arts, Man in Society.

1672. BUCKTON, LAVERNE. Services of the ERB Provided for Member Institutions on the College Level. In *Vital Issues in Education* (Report of the 21st Educational Conference of the Educational Records Bureau, 1956, Arthur E. Traxler, ed.), p. 101-106. (Author: Professor of Education, Brooklyn College, New York.)

Reports the variety of publications and services available from the Educational Records Bureau in field of test scoring and interpretation. In one year the Bureau scored 600,000 tests for colleges and universities.

1673. BUNCH, ARVIL NEWTON. *An Evaluation of the Guidance Programs in Nine Selected Colleges*. College Park: University of Maryland, 1950. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1952, p. 40.

Unpublished doctoral dissertation (Ph. D.). Examines effectiveness of guidance programs in nine Seventh-Day Adventist Colleges in the United States. Based on questionnaire responses from college officials and from 1,606 juniors and seniors in the colleges studied.

1674. BYRNE, Rev. JOHN T. *A Study of Student Problems in Catholic Men's Colleges*. Washington: Catholic University of America Press, 1957. xi, 116 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 1,603 men students in eight institutions in eight States. Considers vocational, moral, financial, family life, personality adjustment, religious, and health problems. Special consideration of relation of students to consultants. Bibliography, 81 titles.

1675. CARR, JAMES FRANCIS. *The Problem Areas of a Selected Group of Students at Florida State University as Indicated by the Mooney Problem Check List*. Tallahassee: Florida State University, 1955. 202 p. Abstract in *Diss. Abstracts*, 15: 1524-1525, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 300 undergraduates at the University in 1952, divided into two groups, those in upper 10 percent as shown by grades and scores on American Council on Education Psychological Examinations, and those in lowest 10 percent by same measures. Purpose: "To evolve conclusions

from the findings which will make it possible to work more intelligently with the problems of superior and inferior students." Major problems are identified in each of the areas of the Mooney Check List.

1676. CIESLAK, EDWARD CHARNWOOD. *A Study of Administrative and Guidance Practices for Students From Abroad in Representative Collegiate Institutions of the United States*. Detroit, Mich.: Wayne University, 1954. 301 p. Abstract in *Diss. Abstracts*, 14: 944-945, June 1954.

Unpublished doctoral dissertation (Ed. D.). "The increasing numbers of foreign students that have been coming to the United States (in absolute numbers and in distribution) have sharpened the problems of organization, administration, objectives, and counseling attendant upon their presence in American colleges and universities." Based on questionnaire responses from 122 colleges and universities, and from 354 foreign students enrolled in them. Two conclusions: "There is real need for greater coordination and direction of community groups and resources as they relate to foreign students. . . . There is need for a realistic appraisal of the effects of an education in America after foreign students return home."

1677. COULSON, ROGER WAYNE. *Relationships Among Personality Traits, Ability, and Academic Efficiency of College Seniors*. Iowa City: State University of Iowa, 1958. 120 p. Abstract in *Diss. Abstracts*, 19: 1647-1648, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 180 seniors in the five undergraduate colleges of Butler University, Indiana.

1678. COWLEY, WILLIAM H. *Student Personnel Services in Retrospect and Prospect*. *Sch. & Soc.*, 85: 19-22, Jan. 19, 1957. (Author: Professor of Higher Education, Stanford University.)

Proposes that National Association of Student Personnel Administrators, "in cooperation with any or all of the other 15 in existence which care to join, undertake the establishment of an agency to serve all higher educational personnel workers."

1679. COX, JOHN ELMER. *A Study of Freshmen Orientation Programs in Liberal Arts Colleges in Texas*. Greeley: Colorado State College of Education, 1950. 104 p. Abstract in the Colorado State College of Education, *Abstracts of*

*Field Studies for the Degree of Doctor of Education*, vol. 12, 1951., p. 40-44.

Unpublished doctoral dissertation (Ed. D.). Based on a variety of information from 24 colleges, including checklists from 577 freshmen in the cooperating colleges. Finds that 92 percent of the liberal arts colleges have some type of freshman orientation.

1680. CUNNINGGIM, MARGARET LOUISE. *Dormitory Counseling Programs in Selected Colleges and Universities Which Utilize Undergraduate Women Counselors*. Evanston, Ill.: Northwestern University, 1958. 221 p. Abstract in *Diss. Abstracts*, 19: 1265, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). "The three-fold purpose of the study was to determine the extent of the practice, to examine various aspects of the administration of residence hall counseling programs in which undergraduates counselors participate, and to appraise the effectiveness of such programs." Based on questionnaire responses from 84 institutions and personal visits to 15 of them.

1681. DAUGHTREY, JOHN PATRICK. *An Analysis of Student and Faculty Reaction to Student Personnel Services at the University of Florida*. Gainesville: University of Florida, 1958. 210 p. Abstract in *Diss. Abstracts*, 14: 786, May 1954. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1953, p. 30-37.

Unpublished doctoral dissertation (Ed. D.). "The findings showed student reaction favorable toward the present program of personnel services, with marked intergroup differences. Faculty reactions were also favorable, but less positive than that of the students."

1682. EASTWOOD, CHARLES SHIRLEY. *An Examination and Analysis of the Resident Counseling Program for Freshmen Men at Northwestern University*. Evanston, Ill.: Northwestern University, 1956. 112 p. Abstract in *Diss. Abstracts*, 16: 2381-2382, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on data secured from 484 men who lived in freshman residence halls and from their nine resident counselors by means of questionnaires and Mooney Problem Check List.

1683. PAUL, GEORGE JOHNSON. *Organization of Student Personnel Services in*

*a Community College*. Stanford, Calif.: Stanford University, 1954. 269 p. Abstract in *Diss. Abstracts*, 14: 1630, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "This study examines the problem of student personnel services in a new community college—West Contra Costa Junior College. No precedent in community or junior college organization was available to serve as a guide for this new school." Conclusion: "All of the services that affect the welfare of students must be brought into close coordination. . . . Without such a team approach, considerable effort and efficiency would be lost."

1684. FEDER, DANIEL DUNN; BISHOP, JOAN FISS; DYSINGER, WENDELL S.; and JONES, LEONA WISE. *The Administration of Student Personnel Programs in American Colleges and Universities*. Washington: American Council on Education, 1958. vii, 47 p.

Discusses functions, operation, staffing, and evaluation of different phases of college personnel programs, including records, counseling, health service, housing, food service, student activities, financial aid, placement, discipline, and special clinics.

1685. FINLEY, THOMAS MCCLURE. *The Scope and Effectiveness of the Student Personnel Services of the Junior Colleges of Pennsylvania*. Pittsburgh, Pa.: University of Pittsburgh, 1958. 174 p. Abstract in *Diss. Abstracts*, 19: 1268-1269, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from administrators of 21 institutions and from 993 students in the junior colleges of Pennsylvania. Summarizes 10 phases of student personnel services as reported by administrators and students.

1686. FORM, ARNOLD LINCOLN. *Student Attitudes Toward Counselors and the Counseling Center at Michigan State College*. East Lansing: Michigan State College, 1952. 372 p. Abstract in *Diss. Abstracts*, 12: 720-721, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of data supplied by 544 students "selected by a proportional stratified sampling technique." Results: "Approximately 84 percent of the sample strongly endorsed the Center. . . . Generally older students, upper-classmen, veterans, and married students had slightly more unfavorable attitudes toward counselors and the Center."

1687. GARRISON, ROGER H. *The Adventure of Learning in College: An Undergraduate Guide to Productive Study*. New York: Harper & Bros., 1959. xii, 270 p. (Author: Instructor in English, Briarcliff College, New York.)

Intended to provide young adults with a useful and inspirational guide to the aims, problems, and expectations of higher education.

1688. GEX, R. STANLEY. How the College Teacher and the Student Personnel Worker Can Cooperate Effectively. *Jour. Teach. Educ.*, 10: 94-96, March 1959. (Author: Dean of Teacher Education, Eastern Michigan College.)

"Both the professor and the personnel worker have much to offer toward the attainment of the objectives of higher education." Illustrates by case study of a student at Eastern Michigan College, and states five implications of the study.

1689. GLAZER, STANFORD HOWARD. *Development of Michigan College Counseling Programs, 1940-1950*. Detroit, Mich.: Wayne University, 1954. 160 p. Abstract in *Diss. Abstracts*, 14: 1993, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Historical study based on development in 23 Michigan colleges and universities accredited by the North Central Association.

1690. GORDON, IRA J. Guidance Training for College Faculty. *Jour. Nat. Assoc. Deans Women*, 16: 69-76, Jan. 1953. (Author: Faculty member, University of Maryland.)

Gives suggestions regarding many aspects of the interpersonal relationships involved in developing a guidance point of view among the members of a college faculty. Bibliography, 15 titles.

1691. HAGE, ROBERT SILVERS. *A Revision of the Rackham Student Personnel Services Inventory*. Iowa City: State University of Iowa, 1957. 200 p. Abstract in *Diss. Abstracts*, 18: 119, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Describes process, based on experimental work at 19 Kansas colleges, of reducing the Inventory from 848 to 323 items and simplifying the scoring system. Resultant form correlated 0.96 with original.

1692. HANSON, ERNEST EDWARD. *A Study of the Structural Organization of*

*Student Personnel Services in Certain State Colleges and Universities*. East Lansing: Michigan State College, 1952. 184 p. Abstract in *Diss. Abstracts*, 12: 723-724, No. 5, 1952.

Unpublished doctoral dissertation (Ed. D.). Based on study of institutions with enrollments of less than 5,000 students. Answers five major questions: "(1) In what proportion of state colleges and universities is there a coordinated program of student personnel services? (2) Who is responsible for its direction? (3) What student personnel services are provided? (4) For which functions are those concerned with student personnel services responsible? and (5) What techniques are being used to coordinate the various elements of a student personnel program?"

1693. HARDER, MELVINE DRAHEIM. *The Faculty in College Counseling*. New York: McGraw-Hill Book Co., 1959. xi, 391 p. (Author: Coordinator of Counseling, Florida State University.)

"As an idea, faculty counseling is not altogether new, but the coordination of the work of faculty members who counsel with other aspects of counseling is relatively new." Designed for use of college and university administrators, college counselors, and faculty members. Bibliography, 136 books, 271 periodical references, and 81 other references.

1694. HENRY, NELSON B., ed. *Personnel Services in Education*. (The 58th Yearbook of the National Society for the Study of Education.) Chicago: University of Chicago Press, 1959. xi, 303, xcvi p. (Author: Professor of Education, University of Chicago.)

Prepared by the Society's Committee on Personnel Services in Education, Melvine D. Harder, chairman. Contains 11 chapters, of varied authorship, on many aspects of the field, some of them with brief bibliographies.

1695. HENZE, ARTHUR LOUIS. *Relation of Parental Authoritarianism to the Adjustment of Home-Resident College Students*. Ann Arbor: University of Michigan, 1952. 205 p. Abstract in *Diss. Abstracts*, 12: 511-512, No. 4, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on data reported voluntarily by 260 students at University of Toledo. Finds that poor adjustment on part of students is most clearly associated with authoritarian parents.

1696. HORWOOD, KATHRYN LOUISE. *Expectations of University Freshmen*

**Women.** Columbus: Ohio State University, 1953. 139 p. Abstract in *Diss. Abstracts*, 19: 1652-1656, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Part of a study sponsored by a committee appointed by the President of the University to consider the problems of higher education as they affect women. Based on study of 67 freshman women living in a residence hall.

1697. JENSEN, VERN HARMON. *An Analysis and Comparison of the Adjustment Problems of Nonachieving College Students of Low Scholastic Ability and Other Groups of Achieving and Nonachieving Students.* Boulder: University of Colorado, 1957. 303 p. Abstract in *Diss. Abstracts*, 19: 70-71, July 1959.

Unpublished doctoral dissertation (Ed. D.). Based on group of tests and other data concerning 458 freshmen at Brigham Young University, 1955-56.

1698. JOHNSON, LYLE H. *Faculty Advising Practices of Western Colleges of Education.* Greeley: Colorado State College of Education, 1950. 163 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 12, 1951, p. 63-68.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from directors of student personnel, heads of departments, and student body presidents of 83 colleges of education west of Mississippi River.

1699. KAUFFMAN, JOSEPH FRANK. *A Study of Student Personnel Services as Found in Liberal Arts Colleges.* Boston: Boston University, 1958. 129 p. Abstract in *Diss. Abstracts*, 19: 1247-1248, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 186 accredited, privately controlled, liberal arts colleges, not affiliated with a university and having enrollments of less than 500 students each. Studies six main areas: orientation, housing services, health services, financial aid sources, counseling and student problems, and self-government.

1700. KOILE, EARL A. *Faculty Counseling in Colleges and Universities.* *Teach. Coll. Record*, 55: 384-389, April 1954. (Author: Professor of Counseling Psychology, East Texas State College.)

"Faculty participation in college and university counseling activities continues to in-

crease as faculty advising programs multiply." Discusses some of the unsatisfactory conditions in many institutions and steps being taken to improve them. Conclusion: "The faculty counseling program may become a major educational vehicle by which the college will serve its students individually during the latter half of this century."

1701. LANDRUS, WILFRED MASON. *An Historical Study of the Organization and Development of Student Personnel Services at the State College of Washington.* Pullman: State College of Washington, 1956. 313 p. Abstract in *Diss. Abstracts*, 17: 781-782, April 1957.

Unpublished doctoral dissertation (Ed. D.). Covers period from organization of the institution in 1891 to 1951. Includes as background material chapter on history of student personnel work in other colleges and universities.

1702. LAPIDUS, GEORGE. *A Comparison of Education and Non-Education Students With Respect to Their Choice of Vocational Objectives.* New York: New York University, 1955. 234 p. Abstract in *Diss. Abstracts*, 15: 1704, Oct. 1955.

Unpublished doctoral dissertation (Ph. D.). Involves comparisons between education and non-education students with respect to scholarship, interests, personality, and socio-economic background. Based on study of 650 students, approximately half of the June 1953 graduating class of Brooklyn College, with comparable representation from the 20 departments of the College.

1703. LEONARD, EUGENIE ANDRUS. *Origins of Personnel Services in American Higher Education.* Minneapolis: University of Minnesota Press, 1956. 146 p. (Author: Professor of Education, Catholic University of America.)

Contains four chapters. I. The Colonial Period, 1630-1780. II. The Early Federal Period, 1780-1812. III. The Years of Expansion, 1812-1862. IV. The Evolution of Personnel Services. Bibliography. 260 titles.

1704. LEWIS, CHARLES LEONARD. *Possible Determinants and Outcomes of the Orientation Program at the University of Minnesota.* Minneapolis: University of Minnesota, 1955. 269 p. Abstract in *Diss. Abstracts*, 16: 283-284, Feb. 1956.

Unpublished doctoral dissertation (Ph. D.). Study of groups of students in two colleges of the University, one of which entered with a 2-day orientation-registration program, the

other without this program. Major conclusions: "(a) Oriented students tend to continue University of Minnesota registration longer than the non-oriented students. (b) There are no differences in the use of personnel services by the two populations. (c) Oriented students tend to participate in activities more frequently than non-oriented students."

1705. LLOYD-JONES, ESTHER, and SMITH, MARGARET RUTH, eds. *Student Personnel Work as Deeper Teaching*. New York: Harper & Bros., 1954. v,361 p. (Authors: Professor of Education, Teachers College, Columbia University; (2) Assistant Professor of Education, Wayne University, Michigan.)

Volume of composite authorship with 26 contributors writing on many phases of student entrance and campus life. Chapter bibliographies. Reviews by L. B. Morrill, *Amer. Coll. Bull.*, 40: 288-289, May 1954; by M. Habelin, *Coll. & Univ.*, 30: 86-87, Oct. 1954; by E. I. F. Williams, *Educ. Forum*, 19: 117-118, Nov. 1954; by E. G. Williamson, *Jour. Higher Educ.*, 25: 395-397, Oct. 1954; by E. C. Glans, *Jur. Coll. Jour.*, 25: 121-122, Oct. 1954; by C. A. Ullman, *Pers. & Guid. Jour.*, 33: 52, Sept. 1954; by M. R. Brown, *Sch. Review*, 63: 59-60, Jan. 1955; by L. Price, *Scien. Month.*, 80: 137, Feb. 1955; and by W. M. Wise, *Teach. Coll. Record*, 56: 52-53, Oct. 1954.

1706. LOUGHEED, VIRGIL ROBERT. *A Study of Administration, Counseling, and Social Practices Affecting Foreign Students at an Urban University*. Detroit, Mich.: Wayne University, 1956. 309 p. Abstract in *Diss. Abstracts*, 16: 1625, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses to 36-item questionnaire by 161 foreign students at Wayne University. Deals with problems of housing, finances, health, extracurricular activities, community contacts, and home visits. Considers administrative and counseling responsibilities of Foreign Student Adviser.

1707. McDIFFERT, KENNETH EDWARD. *An Analysis of Selected Characteristics, With Particular Reference to the Educational and Vocational Plans of Indiana University Freshmen*. Bloomington: Indiana University, 1957. 180 p. Abstract in *Diss. Abstracts*, 18: 474-475, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 466

students (men, 248; women, 218), comprising a 30 percent random sample of dormitory freshmen at the university in September 1955. States 14 major findings.

1708. MCKINNEY, FREDERICK J. D. *The Guidance Program in Selected Negro Institutions for Higher Education*. Bloomington: Indiana University, 1953. 210 p. Abstract in *Diss. Abstracts*, 14: 272, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 37 institutions in southern States. "It was felt that the evidence gathered would aid college administrators in setting up a guidance program, aid in the expansion and improvement of current programs . . ."

1709. MILLER, ELEANOR P. Nonacademic Changes in College Students. *Educ. Record*, 40: 118-122, April 1959. (Author: Professor of Psychology, Illinois College.)

Based on analysis of a battery of clinical tests given to 50 freshmen entering Illinois College in 1954 and repetition of same tests to all of them who graduated in 1958. Resultant data cause some doubt regarding some of the conclusions of Jacob's Study *Changing Values in College* (No. 2338): "Our investigation at Illinois College is only a pilot study, but we could use such measures with selected freshmen as a guide toward making these changes we consider desirable."

1710. MUELLER, KATE HEVNER. Criteria for Evaluating Professional Status. *Pers. & Guid. Jour.*, 37: 410-417, Feb. 1959. (Author: Professor of Education, Indiana University.)

"For professional efficiency, security, and prestige, it seems necessary to revise the present broad statements of purposes in three directions: First, to differentiate them from educational objectives in general; second, to reduce their unjustifiable pretentiousness; and third, to bring them into better alignment with the training and skills of the individual practitioners."

1711. NELSON, A. GORDON. The College Teacher as a Counselor. *Educ. Forum*, 18: 349-357, March 1954. (Author: Associate Professor of Educational and Vocational Guidance, Cornell University, New York.)

"The counseling of students by faculty members is not a recent innovation in higher education in America. In early collegiate institutions in this country, the function variously called counseling or guidance or student

personnel service was an undifferentiated, inherent component of a teacher's work." Considers what counseling responsibilities a modern college teacher should have, how his effectiveness can be evaluated, and how faculty counseling programs can be improved.

1712. NEERSON, OBERLIN B. *The Evaluation of College Student Personnel Programs by Faculty and Specialists*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 390-391.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this investigation was to evaluate the student personnel program in six California state colleges by two methods . . . One method involved the judgments of the faculty concerning the importance and effectiveness of the student personnel practices; the other was based on a rating of the student personnel services by a committee of student personnel specialists." Found "substantial differences" between judgments of the two groups. Concludes that "there is a need to improve the effectiveness of most of the services."

1713. NEVISON, MYRNE BURDETTE. *Differing Perceptions of Residence Counseling*. Minneapolis: University of Minnesota, 1957. 234 p. Abstract in *Diss. Abstracts*, 18: 153, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). "This study provides a comparison of women students and their residence counselors with respect to what they consider important for a residence counselor to do and the personality traits they believe she should have to function effectively." Based on students in two large dormitories at University of Minnesota and their half-time residence counselors. The students and their counselors rated 28 job functions and 28 personality traits and their importance.

1714. NOREM, GRANT M. *Faculty Organization for Counseling in a Small College*. *Peabody Jour. Educ.*, 29: 42-47, July 1951. (Author: Faculty member, North Dakota State Teachers College, Minot.)

"It is the purpose of this article to present a flexible, basal plan of organization for counseling which represents sound present-day experience that can be adapted to the needs of the small college."

1715. OLDENBURG, RICHARD CHARLES. *A Descriptive Analysis of the Methods Utilized in Problems of Student Disci-*

*pline Among the Colleges and Universities of the Ivy League*. Ithaca, N.Y.: Cornell University, 1957. 182 p. Abstract in *Diss. Abstracts*, 18: 907, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based upon historical materials and personal visits to each of the institutions involved.

1716. ORWIG, JAMES PRESTON. *An Examination of Problems Relating to Value Judgment as Expressed by a Selected Group of Basic College Students*. East Lansing: Michigan State College, 1953. 290 p. Abstract in *Diss. Abstracts*, 14: 274-275, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To gain information concerning the types and frequency of problems students have relating to their value standards of truth, good, beauty, right, and religion, and to examine the sources in the college community where students feel they should receive help and where they feel they have received help relative to these problems." Based on 100-item questionnaire administered to 522 freshman and sophomore students of Briarcliff College and Michigan State College. Answers are analyzed by sex, class, scholastic ability, general academic area, frequency of church attendance, and occupation of father.

1717. PARBOTT, LESLIE. *A Study of Student Personnel Services in Six Liberal Arts Church Colleges*. East Lansing: Michigan State University, 1958. 227 p. Abstract in *Diss. Abstracts*, 20: 189-190, July 1959.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To study the student personnel services in the six liberal arts colleges of the Church of the Nazarene. This was done from three aspects: (1) The perceptions of the administrators concerning the available student personnel services, (2) the perceptions of the students and faculty concerning the available student personnel services, and (3) the students' own perception of their problems."

1718. PERKINS, HAROLD WILLIAM. *A Proposed Pre-College Counseling Program for Larger Colleges and Universities in the United States*. University Park: Pennsylvania State University, 1957. 149 p. Abstract in *Diss. Abstracts*, 17: 1011-1012, May 1957.

Unpublished doctoral dissertation (Ed. D.). Administrators of 104 large institutions were asked to report on their precollege practices and materials. Found that 45 of them had



organized precollege counseling programs, of which 27 cooperated in a more thorough final study.

1719. PHELPS, REGINALD H. Problems of Foreign Students. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1955, p. 88-108.

Report of the Committee on Foreign Students, by its chairman. Considers perennial problems, financing of foreign students, publications, evaluation of credentials, and English-language competence. Includes 6-page discussion.

1720. POWELL, FRANK VAVASOR. A Comparison Between the Vocation Interest Patterns of Students in Five Colleges of a State University. Madison: University of Wisconsin, 1955. 168 p. Abstract in *Diss. Abstracts*, 15: 2471-2472, Dec. 1955.

Unpublished doctoral dissertation (Ph. D.). Based on scores made by 317 students at University of Wisconsin in Colleges of Letters and Science, Education, Engineering, Agriculture, and Commerce, on Strong's Vocational Interest Blank. Conclusion: "Counselors should continue to channel students toward areas of occupations rather than toward specific occupations. Furthermore, the Strong Vocational Interest Blank should probably be revalidated for each particular university student body."

1721. PULTZ, FREDERICK DICKINSON. The Significance for Educational Guidance of the Data on the Application for Admission Form Used at the Ohio State University. Columbus: Ohio State University, 1952. 87 p. Abstract in *Diss. Abstracts*, 18: 932-933, March 1958.

Unpublished doctoral dissertation (Ph. D.). Analyzes statistically, by factor analysis, information on application forms for 394 students who entered the University in 1947. Conclusion: "The Application for Admission Form does not contain information which has statistical significance for predicting achievement or persistence. . . . If the success of college training were measured in terms other than grades and persistence, then some of the factors extracted might have significance for guidance."

1722. RACKHAM, ERIC NEWTON. The Determination of Criteria for the Evaluation of Student Personnel Services in Institutions of Higher Learning. Ann Arbor: University of Michigan, 1951.

586 p. Abstract in *Micro. Abstracts*, 11: 307-308, No. 2, 1951.

Unpublished doctoral dissertation (Ph. D.). Describes construction and characteristics of a 225-item scale, each item to be rated as done either *never, rarely, sometimes, usually, or invariably*. "The criteria here presented should aid in defining objectives and in evaluating outcomes."

1723. RAFFERTY, KERN. Mama, Stay Away From My Door. *AAUP Bull.*, 44: 439-443, June 1958. (Author: Professor of Journalism, University of New Mexico.)

"A relatively small number of parents, fathers as well as mothers, can cause more trouble for university teachers and administrators than the students do." Gives numerous instances, both serious and humorous.

1724. RAINES, MAX REID. The Role of the Part-Time Student Assistant in the Men's Residence Halls of the Big Ten Universities. East Lansing: Michigan State College, 1952. 402 p. Abstract in *Diss. Abstracts*, 13: 344, No. 3, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire listing 36 tentative functions of the student assistant. Makes recommendations to reduce conflicts found and to make work of the student assistant more effective and in keeping with his qualifications.

1725. REDENSKY, LOUIS W. How Can College Instructors Assist in the College Guidance Program? *Educ. Adm. & Sup.*, 39: 45-50, Jan. 1953. (Author: Faculty member, Michigan State College.)

Lists 12 functions in the field of guidance for which "the instructional staff could assume some responsibility." Conclusion: "The specific activities which college instructors could perform are not superlative but are commonplace activities which could easily be incorporated in the general college program." Bibliography, three titles.

1726. REEVES, DOROTHY MAE. A Survey to Ascertain How Widely Job-Getting Techniques Are Presented by Colleges and Universities, the Manner of Presentation, and Reactions to Them. New York: New York University, 1957. 392 p. Abstract in *Diss. Abstracts*, 18: 894, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 775 institutions, of which 426 indicated substantial assistance, 349 little assistance.

1727. RODGERS, LELAND THORPE. *Characteristics of Junior College Women Having Personnel Problems Hindering Adjustment*. Columbia: University of Missouri, 1954. 467 p. Abstract in *Diss. Abstracts*, 15: 87-88, Jan. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on detailed records of women at Stephens College who required the help of the Psychological Counseling Service of the College, compared with a control group of women who succeeded without special help. Numbers of students involved not stated in abstract.

1728. ROGERS, Sister MARY ELAINE. *The Attitude of College Sophomores and Seniors Toward Counseling Procedure With Reference to Certain Personality Factors and Personal Problem Frequency*. St. Louis, Mo.: St. Louis University, 1957. 165 p. Abstract in *Diss. Abstracts*, 18: 503-504, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on administration of three tests to "a random population of 2,020 college sophomores and senior men and women" in both public and private institutions.

1729. SCHOTT, JAMES DAVIS, JR. *Appraisal of the Counseling Facilities in the College of Literature, Science, and the Arts, University of Michigan*. Ann Arbor: University of Michigan, 1955. 168 p. Abstract in *Diss. Abstracts*, 15: 1555-1556, Sept. 1955.

Unpublished doctoral dissertation (Ph. D.). Reports judgments of a 4 percent random sampling of entire student population and total counselor population of the University on various factors and compares the judgments of the two groups.

1730. SCHWEREL, MILTON. *The Faculty and the Guidance Program. Occupations*, 28: 364-369, March 1950. (Author: Faculty member, School of Education, New York University.)

"This study has two purposes: (1) to learn the attitudes of college teachers to a guidance program, (2) to test for correlates of positive attitudes to guidance." Based on questionnaire responses from 37 members of a faculty of 70 members "in a college which had been in operation one academic year." Bibliography, seven titles.

1731. SHAFFER, ROBERT H. *Effect of Large Enrollments on Student Personnel Services*. *Pers. & Guid. Jour.*, 37: 626-

632, May 1959. (Author: Dean of Students, Indiana University.)

Based on visits of one week each to following universities: Iowa, Minnesota, Michigan, Illinois, Wisconsin, California (Berkeley), Texas and Ohio State. Discusses precounseling practices, selection and admission, orientation procedures, counseling and advisory system, extracurricular activities, housing, financial aids, automobiles ("an annoying and time-consuming problem on many campuses"), and records. Conclusion: "The basic problem involved in the administration of these services on the large campus is one primarily of effective communication, not administrative organization itself."

1732. SHANNON, ERNEST BOYD. *Personnel Services Extended to Students of Selected Church-Related Colleges in Solving Their Problems*. Norman: University of Oklahoma, 1955. 251 p. Abstract in *Diss. Abstracts*, 15: 2135, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 12 selected colleges with combined enrollments of 8,243. Problems of students were found to fall into six general areas. "The results of this investigation, supplemented by a search of the literature, failed to indicate any appreciable difference between the problems of students in church-related colleges and those of students in other institutions."

1733. SPONBERG, HAROLD EUGENE. *A Study of the Organization and Administration of the Teacher Placement Services in Ten Selected Universities*. East Lansing: Michigan State College, 1952. 197 p. Abstract in *Diss. Abstracts*, 14: 487, March 1954.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to each institution. Purpose: "To determine those placement procedures that appeared to be educationally sound and functionally effective, and to recommend those which appeared to be worthwhile and desirable."

1734. STRANG, RUTH. *Personnel Research: Theory and Practice*. *Jour. Nat. Assoc. Women's Deans & Couns.*, 22: 161-171, June 1959. (Author: Professor of Education, Teachers College, Columbia University.)

Answers following questions: "What research methods have been used in other fields? What are the major trends of research applicable to our fields? What is a sound theoretical framework for our research studies? How can research aid us? What are its limitations? How can we keep up

with research findings? What can we contribute to research in personnel work?" Bibliography, 12 titles.

1735. STROUP, HERBERT. *The College Teacher as Counselor. Sch. & Soc.*, 85: 120-122, April 14, 1957. (Author: Dean of Students, Brooklyn College, New York.)

"The college instructor who worships at the leaden calf of scholarship divorced from social responsibility can hardly be expected to understand fully his role as counselor of students. . . . Fortunately a small but growing group of educators is increasingly showing concern and some understanding for the counseling responsibility of college instructors. . . . Teaching and counseling at many points are very close to each other."

1736. SYLAR, JAMES ANDREW. *An Experimental Study to Determine the Effectiveness of the Freshman Orientation Lectures at the Arkansas State Teachers College.* Bloomington: Indiana University, 1956. 162 p. Abstract in *Diss. Abstracts*, 17: 1697, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). The Mooney Problem Check List was administered twice to all entering freshmen, before and again after the orientation lectures. Half of the students attended the lectures, constituting the experimental group; half did not, constituting the control group. Result: "Both men and women in the experimental group showed greater percentages of reduction in specific problems after having attended the orientation lectures than did members in the control group."

1737. TEAD, ORDWAY. *Integrating Personnel and Teaching Functions in College. Educ. Forum*, 17: 401-411, May 1953. (Author: Chairman, Board of Higher Education, New York City.)

Urges closer cooperation between instructional and counseling functions among instructors in higher education.

1738. THOMPSON, CHARLES H. *A Survey of Orientation Practices in Selected Colleges and Universities in the United States With Implications for the University of Wyoming.* East Lansing: Michigan State College, 1954. 187 p. Abstract in *Diss. Abstracts*, 14: 783, May 1954.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 123 colleges of 2,000 to 5,000 enrollment (comparable in size to University of Wyoming);

also on questionnaire responses from 750 high school seniors who planned to enter the University of Wyoming, and from 500 freshmen at the University, more than 85 percent of the entering class. "Suggested improvements for the present orientation program at the University of Wyoming include more emphasis on pre-enrollment orientation, greater participation by students in organization of orientation, extension of the orientation program through the first year of college, and continuation of evaluation and study of orientation."

1739. TINGEY, DALE THOMAS. *A Study of the Guidance Problems of Washington Junior College Students Transferring to the State Four-Year Institutions of Washington.* Pullman: State College of Washington, 1957. 227 p. Abstract in *Diss. Abstracts*, 18: 125-126, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on interviews with personnel officers and registrars in 10 junior colleges and five senior colleges in the State and questionnaire responses from 580 former junior college students enrolled in the five senior colleges. None of the senior colleges provided an orientation program for transfer students. Need for such a program clearly indicated.

1740. TOLLE, DONALD JAMES. *Identification of Troublesome Problems Affecting St. Petersburg Junior College Students With Implications for Guidance Program Improvement.* Tallahassee: Florida State University, 1957. 228 p. Abstract in *Diss. Abstracts*, 17: 1262, June 1957.

Unpublished doctoral dissertation (Ed. D.). Based on use of Mooney Problem Check List with 519 students and 24 faculty members.

1741. TORRANCE, ELLIS PAUL. *Self-Concepts and Their Significance in Learning and Adjustment of College Freshmen.* Ann Arbor: University of Michigan, 1951. 444 p. Abstract in *Micro. Abstracts*, 11: 607-609, No. 3, 1951.

Unpublished doctoral dissertation (Ph. D.). Based on study of 1,215 entering freshmen at Kansas State College in 1949. "This is a study of the ability of entering college freshmen to evaluate their scholastic aptitudes, achievement in English and reading, and vocational interests. It examines changes occurring in these self-evaluations during the course of a five-day orientation program."

1742. TOWNSEND, AGATHA. *College Freshmen Speak Out.* New York: Har-

per & Bros., 1956. x,186 p. (Author: Consultant, Education Records Bureau.)

Prepared for the Committee on School and College Relations of the Educational Records Bureau. Based on questionnaire responses from 470 freshmen (209 men, 261 women) in 27 colleges. Text of questionnaire and names of institutions are given. Deals with various questions of academic and personal adjustments to college life. Review by J. M. Rhoads, *Coll. & Univ.* 32: 361-363, no. 3, 1957.

1743. TRUITT, JOHN WILLARD. *A Study of Student Disciplinary Programs in Ten Selected Universities*. East Lansing: Michigan State University, 1955. 201 p. Abstract in *Diss. Abstracts*, 15: 1537-1538, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "(1) To study the organization, administration, and operation of student disciplinary programs in 10 selected universities; (2) to compare these programs; (3) to determine those disciplinary procedures that appeared to be educationally sound and functionally effective; and (4) to recommend those procedures that appeared to be worthwhile and desirable."

1744. WALTHALL, NANCY. *A Study of the Effectiveness of the Resident Counselor in the Adjustment of a Selected Group of Freshman Women*. Evanston, Ill.: Northwestern University, 1957. 267 p. Abstract in *Diss. Abstracts*, 17: 2944, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of "103 freshman girls living in a dormitory some distance from the campus of a midwestern university," with three counselors, two graduate students, and one senior. Problems of the girls were studied by use of Mooney Problem Check List. "The strongest implication from the study was the need for better screening of resident counselors, particularly in respect to personality and basic attitudes."

1745. WILLIAMS, CHARLES CURREN. *An Experimental Study to Determine the Effectiveness of the Freshman Orientation Course at North Texas State College*. Bloomington: Indiana University, 1958. 127 p. Abstract in *Diss. Abstracts*, 19: 3241-3242, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on comparisons of 150 students at North Texas State College and East Texas State Teachers College involving use of Mooney Problem Check List and other data.

1746. WOOLF, LEE. *A Comparison of Attitudes of Students and Staff Members in the Freshman Orientation Programs of Three Large Universities*. Gainesville: University of Florida, 1956. 207 p. Abstract in *Diss. Abstracts*, 16: 2355, Dec. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 156, 162.

Unpublished doctoral dissertation (Ed. D.). Based on study of conditions at University of Florida, Florida State University, and University of Miami. Opinions were secured through questionnaire and personal interviews. Survey was also made of practices in other universities with enrollments of 5,000 or more students.

1747. WRENN, C. GILBERT. *Student Personnel Work in College, With Emphasis on Counseling and Group Experiences*. New York: Ronald Press, 1951. ix,589 p. (Author: Professor of Educational Psychology, University of Minnesota.)

Consists of 17 chapters in five parts: I. Basis of Student Personnel Work. II. Counseling Services. III. Group Experiences. IV. Further Student Personnel Services. V. Significant Areas of General Institutional Administration. Appendix contains various illustrative campus forms and reports, an extensive evaluation form for evaluating each of 14 student personnel services, and "Suggestions on Personnel Programs Made to College and University Administrators." Letter consists of selected quotations from reports made by the author to administrators of 25 colleges to which he had acted as special consultant on student personnel problems. Bibliography, 94 titles; also chapter bibliographies, many of them annotated. Reviews by E. A. Leonard, *Cath. Educ. Review*, 49: 708-709, Dec. 1951; by M. Habel, *Coll. & Univ.*, 27: 313-315, Jan. 1952; by W. P. Sears, Jr., *Educ.*, 72: 157, Nov. 1951; by J. H. Rohrer, *Educ. & Psych. Mess.*, 12: 150-152, no. 1, 1952; by R. B. Cunliffe, *Educ. Forum*, 16: 370, March 1952; by E. S. Bordin, *Jour. Higher Educ.*, 24: 164-165, March 1953; by R. H. Shafer, *Occupations*, 30: 66-67, Sept. 1951; and by J. B. Schwertman, *Sch. Review*, 59: 499, Nov. 1951.

See also Nos. 25, 44, 154, 187, 189, 201, 228, 232, 261, 270, 271, 272, 278, 279, 282, 286, 288, 289, 290, 297, 299, 374, 450, 471, 624, 824, 875, 928, 930, 933, 940, 941, 1146, 1578, 1591, 1592, 1594, 1595, 1598, 1599, 1623, 1756, 1767, 1789, 1835, 1848,

1857, 1868, 1928, 1941, 2024, 2110, 2126, 2127, 2217, 2276, 2338, 2519, 2538, 2553, 2557.

#### 4. MORTALITY AND SUCCESS

1748. AINSWORTH, LABAN LINTON. *An Exploratory Study of the Academic Achievement of Arab Students*. Austin: University of Texas, 1957. 140 p. Abstract in *Diss. Abstracts*, 17: 1702-1703, Aug. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of 50 undergraduate engineering students selected from the 148 Arab students attending the University of Texas, 1955-56.

1749. ANDERSON, WILLIAM F., JR. *Attitudes of University Students Toward Cheating*. *Jour. Educ. Research*, 50: 581-588, April 1957. (Author: Faculty member, Syracuse University, New York.)

Based on questionnaire concerning 28 behavioral situations administered to 505 students at University of Alabama. Conclusion: "In general the mean responses indicate that the students clearly discriminated among the twenty-eight situations labelled as cheating. Certain situations were ranked high in justification . . . while a different group of situations were ranked low in justification."

1750. BAER, JEAN HITCHCOCK. *A Study of Certain Selected Factors Related to the Persistence of Liberal Arts Students at the State University of Iowa*. Iowa City: State University of Iowa, 1958. 205 p. Abstract in *Diss. Abstracts*, 19: 1644-1645, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 909 freshmen entering the University in 1953, of whom 452 had graduated 4 years later or were still enrolled and 457 who were not enrolled and had not graduated. Former group analyzed according to six factors: high school grades, scores on placement tests, father's occupation, parental education, vocational choice, and number of years of education planned.

1751. BASILIUS, HAROLD. *College Graduates in Industry*. Detroit, Mich.: Wayne State University Press. 2nd edition, 1957. vi, 47 p. (Author: Director

of Humanities Program, Wayne State University.)

Based on personal interviews with 123 senior executives of 38 leading industrial firms in Detroit. Gives numerous detailed tables.

1752. BERGERON, WILBUR LEE. *An Analysis of the Relationship Between Selected Characteristics and Academic Success of Freshmen at the University of Arkansas*. Fayetteville: University of Arkansas, 1953. 214 p. Abstract in *Diss. Abstracts*, 13: 505, No. 4, 1953.

Unpublished doctoral dissertation (Ed. D.). Studies, primarily by correlation coefficients, relations of 12 factors for freshmen in 1950-51 and 1951-52. Most significant factor was high school cumulative grade-point ratio with correlations from 0.64 to 0.67.

1753. BLACKWELL, THOMAS E. *Does a Student Have a Legal Right to Earned Academic Credits?* *Coll. & Univ. Bus.*, 20: 34-35, April 1956. (Author: Vice President and Treasurer, Washington University, Missouri.)

Reports various court decisions, some favorable some unfavorable, in Pennsylvania, Missouri, Nebraska, Montana, and Tennessee.

1754. BLISS, ELEANOR A. *Bryn Mawr Studies Its Ph.D.'s*. *AAUW Jour.*, 48: 14-16, Oct. 1954. (Author: Dean, Graduate School, Bryn Mawr College, Pennsylvania.)

On 65th anniversary of granting of first Ph. D. by Bryn Mawr College, reports on many aspects of the careers of 366 alumnae holders of the doctorate, of whom 45 were known to be deceased. Based chiefly on questionnaire responses from 258 of them. "The first striking facts to emerge from the survey are the high record of professional employment, the predominance of college teaching as a profession, and the long term of service that is usual for these Ph. D.'s."

1755. BOYD, JOSEPH DON. *The Relative Prognostic Value of Selected Criteria in Predicting Beginning Academic Success at Northwestern University*. Evanston, Ill.: Northwestern University, 1955. 182 p. Abstract in *Diss. Abstracts*, 15: 1780, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on records of 1,426 beginning freshmen in 1952 and 1953 at the University. Studies relationships between 8 selected objective criteria and subsequent first quarter grades at the University.

1756. BOYER, ROSCOE ALLEN. *A Study of the Academic Success of Undergraduate Students as Identified by Aptitude Test Profiles*. Bloomington: Indiana University, 1956. 171 p. Abstract in *Diss. Abstracts*, 17: 89-90, Jan. 1957.

Unpublished doctoral dissertation (Ph. D.). "This study was undertaken to investigate whether profiles of a college level orientation test battery could be used to aid counselors in the prediction of grades and major areas of concentration." Based on academic records of approximately 2,000 freshmen boys and 1,400 freshman girls at Indiana University, 1948 and 1950. Profiles studied are based on American Council on Education Psychological Examination and Cooperative English Test—Reading Examination.

1757. BREEN, LELWYN CLYDE. *The Relation of Reading Ability to College Mortality of Certain Entering Freshmen at the University of Washington in the Year 1950-1951*. Seattle: University of Washington, 1953. 259 p. Abstract in *Diss. Abstracts*, 14: 483-484, March 1954.

Unpublished doctoral dissertation (Ph. D.). Studies relation of three reading test scores to college success, using all-university grades, average grades in 26 subject areas, and eight independent variables for 1914 freshmen at the University. Conclusion: "Students who are low in a specific reading skill, should be given training in that skill."

1758. BROMFIELD, LOUIS. *The Shame of Our Colleges*. *Esquire*, 39: 91-92, 94, March 1953.

Says that the results in terms of genuine education which result from college experience in comparison with amount of time, money, and energy spent is appallingly weak and small, resulting in "tragic general ignorance."

1759. BRUCE, WILLIAM JOHN. *The Contribution of Eleven Variables to the Program of Academic Success in Eight Areas at the University of Washington*. Seattle: University of Washington, 1953. 263 p. Abstract in *Diss. Abstracts*, 13: 505-506, no.4, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on records of 1,914 freshmen who entered the University in fall of 1950. Most important predictor variables for the university as a whole were found to be Reading Comprehension, High School Mathematics, and High School Electives. Numerous variations found for the seven subject-matter areas.

1760. CLARK, CLARENCE CHARLES. *A Follow-Up of University of Oklahoma Graduates in Education, 1931-56*. Norman: University of Oklahoma, 1957. 164 p. Abstract in *Diss. Abstracts*, 18: 1345-1346, April 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of records of 134 individuals (Ed. D., 87 percent; Ph. D., 13 percent), and questionnaire responses from 90 of them. Median age at conferring of the doctorate was 41 years, varying from 28 to 62 years. Sixty percent were employed in college positions.

1761. COOPER, MATTHEW NATHANIEL. *To Determine the Nature and Significance, if Any, of Certain Differences in the Social and Personal Adjustment of Fifty-One Successful and and Fifty-One Non-Successful College Students at Texas Southern University*. New York: New York University, 1955. 233 p. Abstract in *Diss. Abstracts*, 16: 497, March 1956.

Unpublished doctoral dissertation (Ph. D.). The successful students were defined as those with grade-point average of at least one, the non-successful as having averages of less than one. Comparisons between the two groups made in nine factors, securing a multiple correlation coefficient of 0.56.

1762. COPE, WILLIAM, JR. *A Study of Selected Characteristics of the Drop-Outs at Dillard University*. Bloomington: Indiana University, 1953. 137 p. Abstract in *Diss. Abstracts*, 19: 3169-3170, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on study of records of 302 students, a random sample of 1,353 dropping out during a 10-year period, and on personal interviews with 10 percent of the group. Involves a detailed investigation of the drop-out as a high school student, as a college student, his educational training and plans after leaving college, employment status since withdrawal, and family background.

1763. CORLEY, CLIFFORD LEE. *The Incidence of Certain Factors Relating to Drop-Outs From the 1948-52 Class at the University of Missouri*. Columbia: University of Missouri, 1954. 253 p. Abstract in *Diss. Abstracts*, 14: 1972, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Finds that of the group that began as freshmen in 1948, 31 percent had graduated, 12

percent were still in the University, 13 percent had transferred to other institutions, and 45 percent had dropped out of school by fall of 1952. Characteristics of this latter group and reasons for their dropping out analysed in detail.

1764. CORVINI, RUDOLPH. A Closer Look at College Recruiting. *Month. Labor Review*, 81: 373-375, April 1958. (Author: Associate Professor, Cornell University, New York.)

Based on questionnaire responses from placement officers in 46 colleges and universities, in an attempt to determine the effectiveness of college placement and industry recruitment efforts. Shows need for changes in some cases.

1765. COSTAR, JAMES WILLIAM. *Academic Adjustment of Selected Male Students Reported for Disciplinary Action at Michigan State University*. East Lansing: Michigan State University, 1959. 110 p. Abstract in *Diss. Abstracts*, 19: 3208, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 226 men at Michigan State University. Conclusion: "A majority of male students reported for disciplinary action have committed minor offenses which do not differ greatly from acceptable behavior."

1766. CREWS, GRAYDON TALMADGE. *Selected Factors in Relation to College Success for Science Majors at Oregon State College*. Corvallis: Oregon State College, 1957. 204 p. Abstract in *Diss. Abstracts*, 18: 145, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Compares 21 intellectual and nonintellectual factors with college success, based on analysis of the records of 326 graduates of the School of Science of Oregon State College, 1933 to 1952.

1767. DAVIDSEN, OLUF MEJER. *Visiting Scandinavian Students at the University of Wisconsin, 1952-1954: A Study in Cross-Cultural Education*. Madison: University of Wisconsin, 1956. 263 p. Abstract in *Diss. Abstracts*, 16: 2381, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of academic and social adjustments and success of 40 students. "The data were obtained primarily through intensive interviews conducted at intervals during the students' stay. Each interview was recorded on tape and later transcribed

into typewritten form." Conclusion: "In general the Scandinavian students' approach to the new environment was found to be practical and emotionally uninvolved. Their impressions of the American culture were highly differentiated and evaluated in a non-global fashion."

1768. DIENER, CHARLES L. *A Comparison of Over-Achieving and Under-Achieving Students at the University of Arkansas*. Fayetteville: University of Arkansas, 1957. 67 p. Abstract in *Diss. Abstracts*, 17: 1692, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on study of 74 over-achieving and 64 under-achieving students for differences in scholastic aptitude, grade average, reading ability, mechanics of expression, high school marks, age, time spent in study, extra-curricular activities, work for pay, class attendance, and place of residence. Two groups also studied separately for each sex, 108 men and 80 women.

1769. EDWARDS, TROY WALTER. *Student Drop-Out at Southern Illinois University*. Bloomington: Indiana University, 1954. 247 p. Abstract in *Diss. Abstracts*, 14: 1596-1597, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from more than 40 percent of the 692 students who entered as freshmen in 1949 but failed to graduate. Major reasons for dropping out summarized and recommendations made for improvement.

1770. BELLS, WALTER CROSBY. Student Mortality in Junior Colleges. *Jun. Coll. Jour.*, 27: 132-137, Nov. 1956. (Author: Retired Professor of Education.)

"For every 100 freshmen enrolled in accredited junior colleges in the United States in 1954-55, only 45 sophomores were enrolled. Of these sophomores, less than half graduated. Thus it would appear that less than one-fourth of the students entering American junior colleges graduate from them. These striking facts . . . raise serious questions whether or not the junior college is serving American youth as satisfactorily as it should." For discussion by John Lombardi, see *Jun. Coll. Jour.*, 27: 308-309, Feb. 1957.

1771. EILENEGG, JEANETTE H. *A Survey of Attendance Regulations in American Colleges*. *Soc. & Soc.*, 75: 329-332, May 24, 1952. (Author: Faculty member, Brooklyn College, New York.)

Based on responses to a 25-item questionnaire from 226 colleges and universities.

Gives full account of system used at Brooklyn College.

1772. FAUNCE, L. DALE. *A Study of Within-Term Male Drop-Outs at Michigan State College for the School Years 1947-1949*. East Lansing: Michigan State College, 1952. 139 p. Abstract in *Diss. Abstracts*, 13: 191-192, No. 2, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on official records and questionnaires sent to all male freshmen and sophomore drop-outs at the College in 2 years.

1773. *First Jobs of College Women: Report of Women Graduates, Class of 1957*. Washington: Government Printing Office, 1959. (U.S. Department of Labor, Women's Bureau, Bulletin No. 206.) vi, 44 p.

Based on questionnaires to 88,000 women graduates in winter of 1955-58. Reports average starting salary of \$3,739 compared with \$3,446 for June 1956 graduates, and \$3,141 for 1955 graduates. Gives data on occupations, activities, and other features.

1774. GARRISON, LLOYD LEE. *A Follow-Up Study of Doctoral Graduates in Education, University of Missouri*. Columbia: University of Missouri, 1951. 349 p. Abstract in *Micro. Abstracts*, 10: 568-570, No. 3, 1951.

Unpublished doctoral dissertation (Ed. D.). Based on records of 197 individuals who received the doctorate in education from 1916 to 1950, and questionnaire responses from 182 of them.

1775. GILES, LEROY HUBERT. *The Effectiveness of Certain Factors in Predicting Collegiate Success in the Selection of Out-of-State Freshmen at the University of Colorado, College of Arts and Sciences*. Boulder: University of Colorado, 1956. 291 p. Abstract in *Diss. Abstracts*, 17: 2478-2479, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on records of 616 out-of-state students at the University, 1950-1951. Analyzed possible value of 18 factors, 11 of which proved to be significant.

1776. GLEASON, GEORGE W. *The Student's Background and College Teaching: An Engineer's Viewpoint*. *Improv. Coll. & Univ. Teach.*, 1: 12-15, May 1953.

(Author: Dean of Engineering, Oregon State College.)

"In the technical-professional college curricula, one person completes the requirements for a first degree out of every two who start. . . . If college teaching in technical areas is to be improved, such improvement must be measurable in either the quality or the quantity or both of the technical graduates." Presents and discusses 10 suggestions for improving the situation.

1777. GORLE, ROBERT IRWIN. *A Study of the Student Drop-Out Problem at Miami University*. Bloomington: Indiana University, 1956. 220 p. Abstract in *Diss. Abstracts*, 17: 61, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires or interviews and study of records of 163 freshmen of 1950 who failed to graduate, and data from 163 carefully matched students who did graduate in 1954. Of reasons given for withdrawal, military service for men and marriage for women were given most frequently. Six recommendations made for improvement of guidance services.

1778. GROEBBOK, EDWARD GEORGE. *From Community College to University: Interrelations of Certain Adjustment Factors*. Ann Arbor: University of Michigan, 1954. 328 p. Abstract in *Diss. Abstracts*, 14: 1041-1042, July 1954.

Unpublished doctoral dissertation (Ph. D.). A study of 192 students who transferred from Michigan community or junior colleges to University of Michigan. Includes scholastic, social, and religious factors. Practically all received lower grades in first semester at the University but considerable recovery was made in later semesters. "They liked most of all the University's cosmopolitan yet friendly atmosphere, the great academic facilities, the cultural advantages, and the services of good instructors who were authorities in their fields."

1779. HACKLER, RUSSELL M. *The Nature, Extent, and Reasons for Withdrawals and Their Implications for University Services to Student Personnel*. Los Angeles: University of Southern California, 1952. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1952, p. 247-251.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,315 student withdrawals at the University of Southern California and data concerning them in registrar's office.



1780. HANKS, CHARLES JEROLD. *A Comparative Study of Factors Related to Retention and Withdrawal of Freshman Students at the University of Arkansas*. Fayetteville: University of Arkansas, 1954. 192 p. Abstract in *Diss. Abstracts*, 14: 1171-1172, Aug. 1954.

Unpublished doctoral dissertation (Ed. D.). Analysis of reasons for withdrawal of 595 of 1,902 freshmen (81 percent mortality) at the University in three academic years, 1950-51 to 1952-53. "The reasons given most frequently for withdrawal were transfer to another school, entered military service, had financial difficulties, to enter employment, married, deficiencies in scholarship, lack of interest, personal and family difficulties, and wrong vocational objectives."

1781. HARRIS, BERNARD B., and SOHRENK, QUENTIN F. *Financial Need and College Scholarships*. *Pers. & Guid. Jour.*, 37: 497-499, March 1959. (Authors: (1) Dean of Men, Wisconsin State College, Platteville; (2) Associate Professor, School of Social Work, University of Missouri.)

"This article reports some of the findings of this follow-up study which investigated a group of 86 applicants, half of whom received scholarships and half of whom did not receive them" at the University of Wisconsin.

1782. HARRIS, KENNETH EARL. *A Five-Year Occupational History of the 1947 Class of Stanford Graduates*. Stanford, Calif.: Stanford University, 1955. 259 p. Abstract in *Diss. Abstracts*, 15: 380-381, March 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 760 students comprising 66 percent of all baccalaureate graduates of the class of 1947.

1783. HAVEMAN, ERNEST and WEST, PATRICIA SALTER. *They Went to College: The College Graduate in America Today*. New York: Harcourt, Brace & Co., 1952. 277 p.

An account of the college graduate in America—his opinions, political, religious activities, marriage, and many other facets of his life. Compares graduates of different kinds of colleges. Based on survey made by *Time* magazine involving reports from 9,064 graduates of 1,047 American colleges. Reviews by J. E. McClellan, *Amer. Teacher*,

37: 25-26, Nov. 1952; by F. J. Donohue, *America*, 37: 82-83, April 19, 1952; by R. Bendix, *Amer. Jour. Sociol.*, 58: 313-314, Nov. 1952; by A. B. Hollingshead, *Amer. Sociol. Review*, 17: 640, Oct. 1952; by J. P. Treacy, *Ooth. Sch. Jour.*, 58: 28A+, Jan. 1953; by W. E. Garrison, *Christ. Cent.*, 69: 2165, April 16, 1952; by G. M. Happ, *Coll. & Univ.*, 28: 120, Oct. 1952; by N. Glazer, *Commentary*, 18: 486-490, May 1952; by D. Grumbach, *Commonweal*, 56: 122, May 9, 1952; by E. V. Ross, *Indep. Woman*, 31: 171-172, June 1952; by L. J. Lina, *Jour. Educ. Research*, 46: 148-149, Oct. 1952; by O. Tead, *Sat. Review*, 35: 25-26, April 19, 1952; by I. L. Kandel, *Sch. & Soc.*, 75: 234, April 12, 1952; and by W. H. Cartwright, *So. Atlantic Quart.*, 52: 185-187, Jan. 1953.

1784. HOLMES, CHARLES H. *Why They Left College*. *Coll. & Univ.*, 34: 295-300, Spring 1959. (Author: Assistant to the Dean, Syracuse University, New York.)

A study of 165 voluntary freshman withdrawals from College of Liberal Arts of Syracuse University in 1956. Finds that 84 percent withdrew to enter another college.

1785. HOOD, ALBERT BULLARD. *Certain Non-Intellectual Factors Related to Student Attrition at Cornell University*. Ithaca, N.Y.: Cornell University, 1957. 71 p. Abstract in *Diss. Abstracts*, 17: 2919-2920, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). A comparison of many differentiating factors between students who did not complete 2 consecutive years of college with those who did. Conclusion: "Students who have had a strong and satisfying family life . . . and who possess self-confidence and feelings of security in personal relationships, are likely to be happy and successful in college and are unlikely to be found on drop-out lists."

1786. IFFERT, ROBERT E. *Retention and Withdrawal of College Students*. Washington: U.S. Government Printing Office, 1958. (U.S. Office of Education Bulletin 1958, No. 1.) xiii, 177 p. Preliminary report, with tentative findings, in *Coll. & Univ.*, 31: 435-447, Summer 1956. (Author: With U.S. Office of Education.)

"The purpose of this study has been to inquire into the extent and character of retention, transfer, and withdrawal of undergraduate students in a group of representative institutions of higher education. . . . About 60 percent of the students who enter

colleges eventually graduate, although fewer than 40 percent graduate from the institutions of first registration in normal progression. The 10 percent who transfer do so mainly because of general dissatisfaction, change in curriculum interests, desire to be nearer home, and need to attend a less expensive institution." Based on information secured on 12,667 entering freshmen in fall of 1950 in 149 institutions. Bibliography, 156 titles.

1787. JENSEN, VERN H. and CLARK, MONROE H. Married and Unmarried College Students: Achievement, Ability, and personality. *Pers. & Guid. Jour.*, 37: 123-125, Oct. 1958. (Authors: Faculty members, Brigham Young University, Utah.)

Based on study of 86 married and 86 single men for entire 4-year course at Brigham Young University. Few significant differences found.

1788. JOHNSON, THEODORE DAVID. A Twenty-Year Follow-Up Investigation of Graduates of North Park (Junior) College. Evanston, Ill.: Northwestern University, 1957. 397 p. Abstract in *Diss. Abstracts*, 17: 2638-2639, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 365 graduates of five classes at 5-year intervals from 1932 to 1952.

1789. JONES, PAUL HENRY. A Follow-Up Study of the Graduates and Drop-Outs Enrolled in the Highland Park Junior College for the School Years 1953-54 Through 1955-56. Detroit, Mich.: Wayne State University, 1958. 230 p. Abstract in *Diss. Abstracts*, 19: 3189-3190, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on college records and questionnaire data from 58 percent of random sample of 63 graduates and 253 drop-outs as related to eight different factors. Conclusion: "The data indicate the junior college is operating as an effective institution. Facilities are the most pressing problem. Student personal services are understaffed; the faculty must assume a more active role in the guidance of students."

1790. KASDON, LAWRENCE M. *Some Characteristics of Highly Competent Readers Among College Freshmen*. Stanford, Calif.: Stanford University, 1955. 294 p. Abstract in *Diss. Abstracts*, 15: 1785-1786, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). An attempt to identify characteristics of the superior reader among college freshmen. Based on questionnaire study of 50 superior readers from nine colleges in Los Angeles area. Studies nine factors: personal adjustment, intelligence, eye movements, family background, use of leisure time, health, academic success, college major and vocational objective, and reading background.

1791. KIM, KI SUK. *The Use of Certain Measurements of Academic Aptitude, Study Habits, Motivation, and Personality in the Prediction of Academic Achievement*. Baton Rouge: Louisiana State University, 1957. 65 p. Abstract in *Diss. Abstracts*, 18: 150, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on data concerning 300 male freshmen at Louisiana State University. "The study indicates that such non-intellectual factors as study habits, motivation, and personality, as well as academic aptitude appear to play significant roles in determining college grades."

1792. KNAK, NANCY KATHERINE. *A Study of the Characteristics of Academically Successful and Unsuccessful Freshman Women Who Entered Northwestern University in the Fall of 1954*. Evanston, Ill.: Northwestern University, 1956. 230 p. Abstract in *Diss. Abstracts*, 17: 304-305, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of 35 honors students and 44 students on probation. Information secured from university records, test data, personal interviews, and questionnaires.

1793. KNAPP, ROBERT H. and GREENBAUM, JOSEPH J. *The Younger American Scholar: His Collegiate Origins*. Chicago: University of Chicago Press, 1958. xiii, 122 p.

A statistical study, financed by Fund for the Advancement of Education. "It is intended as a straight-forward and simple report on the undergraduate origins of younger American scholars who have won academic distinction in graduate schools since 1946." Based on detailed analysis of some 7,000 individuals, winners of fellowships or holders of Ph. D.'s from 25 leading graduate schools—graduates of 562 colleges. Reviews by G. T. Nygren, *Amer. Sociol. Review*, 18: 722, Dec. 1953; by F. Moore, *Coll. & Univ.*, 29: 119-121, Oct. 1953; by E. W. Anderson, *Educ. Research Bull.*, 22: 165-167, Sept. 1954; by E. B. Blanchard, *Jour. Educ. Re-*

search, 48: 475-476, Feb. 1955; by C. Brinton, *Jour. Higher Educ.*, 24: 389-390, Oct. 1953; by T. H. Hamilton, *Pers. & Guid. Jour.*, 32: 242, Dec. 1953; by P. Thomson, *Sch. Review*, 62: 244-246, April, 1954; and by K. W. Bigelow, *Teach. Coll. Record*, 55: 163-165, Dec. 1953.

1794. KRAFT, JACK ARTHUR. *A Ten-Year Follow-Up Study of Graduates of a California Junior College*. Stanford, Calif.: Stanford University, 1951. Abstract in the Stanford University, *Abstracts of Dissertations . . . 1950-51*, p. 433-439.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 329 graduates of classes from 1938 through 1948 of College of Marin. Approximately 72 percent of the graduates continued their college education beyond junior college.

1795. LALENE, MELBA DE LA MOTTE BROWN. *Conditions Associated with Women Student Withdrawals at the University of Southern California*. Los Angeles: University of Southern California, 1953. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1953, p. 125-127.

Unpublished doctoral dissertation (Ph. D.). A study of 603 women who registered as freshmen in 1946 and withdrew before March 1951. Based on university records and questionnaire responses.

1796. LANDE, LEON ALVIN. *The Relationship of Selected Interests of Male College Freshmen to Three Academic Levels of Achievement*. Ann Arbor: University of Michigan, 1958. 298 p. Abstract in *Diss. Abstracts*, 19: 471, Sept. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 3,538 students at University of Michigan classified as superior, average, and inferior, with reference to nine vocational groups: architecture, business administration, dentistry, education, engineering, law, medicine, science, and literature and arts.

1797. LEHR, MILTON W. *A Statistical Description of Factors Related to Drop-Outs and Non-Drop-Outs at Northwestern State College*. Norman: University of Oklahoma, 1956. 87 p. Abstract in *Diss. Abstracts*, 16: 1336, July 1956.

Unpublished doctoral dissertation (Ed. D.). A comparison of 243 non-drop-out and 174

drop-out students, 1950-1954. Analyzes 12 factors. Finds that level of intellectual ability has no appreciable connection with continuation in college.

1798. LERNER, RUTH S. and MARTIN, MARION. *What Happens to the College Student With a Physical Handicap?* *Pers. & Guid. Jour.*, 34: 80-85, Oct. 1955. (Authors: (1) Member, Bureau of Educational and Vocational Guidance, Hunter College, New York; (2) Staff member, New York State Department of Education.)

Report on the success of 50 young people with physical handicaps who attended Hunter College during previous 10 years, with emphasis on their vocational rehabilitation.

1799. LIEBERMAN, HAROLD. *Characteristic and Citizenship Activities of Graduates of Ohio Northern University*. Syracuse, N.Y.: Syracuse University, 1957. 185 p. Abstract in *Diss. Abstracts*, 17: 1693-1694, Aug. 1957.

Unpublished doctoral dissertation (D. S. S.). Based on questionnaire responses from 53 percent of a sample of 1,500 graduates, every fourth one in alumni files. Questionnaire was patterned after 1947 study by *Time, Inc.*, thus facilitating comparisons with that national study. See no. 1783. One conclusion: "The generally-educated are more active in civic and political affairs than the specially-educated."

1800. LITTLE, J. KENNETH. *The Persistence of Academically Talented Youth in University Studies*. *Educ. Record*, 40: 237-241, July 1959. (Author: Director of Institutional Studies and Professor of Education, University of Wisconsin.)

A detailed study of the characteristics and progress of 1,940 students who entered University of Wisconsin as freshmen in 1953. "The findings of this study suggest that there is need to cultivate as much as to cull the youth who are entering the colleges and universities."

1801. LIU, YUNG-SZU. *The Academic Achievement of Chinese Graduate Students at the University of Michigan (1907-1950)*. Ann Arbor: University of Michigan, 1956. 181 p. Abstract in *Diss. Abstracts*, 16: 2380, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of 1,077 native-born Chinese students. Their achievement was highest in

medical sciences, followed by engineering and the physical sciences; lowest in social sciences. Of the group, 73 percent had returned to China, 20 percent were in the United States, and 7 percent were elsewhere. Information was received from 629 of those who had returned to China of whom the largest number entered higher education, with engineering second, and government service third.

1802. McDONALD, ARTHUR SMITH. *An Experimental Study of the Influence of a College Reading Program on Academic Performance.* Ithaca, N.Y.: Cornell University, 1956. 147 p. Abstract in *Diss. Abstracts*, 16: 1402, Aug. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of more than 250 students in experimental and control groups, the experimental group having completed the Cornell Reading Improvement Program in 1954. General conclusion: "The Cornell Reading Program favorably influenced the academic performance of students."

1803. MACDONALD, GORDON LUNDY. *Predicting Collegiate Survival From Pre-Admission Data.* New York: New York University, 1949. 177 p. Abstract in *Micro. Abstracts*, 10: 42-44, No. 1, 1950.

Unpublished doctoral dissertation (Ph. D.). Purpose: To determine whether data available at college entrance provides reliable predictive basis to determine which students may remain in college more than one year. Based on records of 1,823 students at University of Toledo, Ohio.

1804. MAIER, GLEN EMIL. *The Contribution of Interest Test Scores to Differential Academic Prediction.* Seattle: University of Washington, 1967. 161 p. Abstract in *Diss. Abstracts*, 18: 150-151, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 45 predictor variables, including Strong Vocational Interest Blank and Kuder Preference Record, for 687 students who entered University of Washington in 1950.

1805. MANF, Sister M. JACENTA. *Relationships Among Certain Variables Associated With College and Post-College Success.* Madison: University of Wisconsin, 1958. 175 p. Abstract in *Diss. Abstracts*, 19: 253-254, Aug. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses and univer-

sity records of 290 men graduates of University of Wisconsin 8 years after graduation. Analyzed in terms of 12 college and seven post-college factors.

1806. MARSH, JAMES DONALD. *A Follow-Up Study of Male Liberal Arts College Graduates of Wayne University.* Detroit: Wayne University, 1956. 398 p. Abstract in *Diss. Abstracts*, 16: 1626-1627, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,092 graduates. Major conclusions: "The controversy and extreme positions sometimes encountered with respect to questioning the relative importance of the University's academic and student activities programs appear unwarranted. . . . It is evident that their judgment is predicated upon an acceptance of such co-curricular activities as integral to the total educational program of the University."

1807. MATSON, JANE ELIZABETH. *Characteristics of Students Who Withdrew from a Public Junior College.* Stanford, Calif.: Stanford University, 1955. 109 p. Abstract in *Diss. Abstracts*, 15: 1787-1788, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 144 students who withdrew in 1953-54 from East Contra Costa Junior College, California. Comparisons made on various factors with 217 students still enrolled. Conclusion: "This study and an analysis of the literature in this field suggest that dropout studies in a particular institution designed for the particular needs of that institution are more likely to yield constructive results than general dropout studies."

1808. MILLS, DONALD FRANK. *An Iterative Selection of Variables for Predicting Certain Criteria of Academic Success at the University of Washington.* Seattle: University of Washington, 1957. 178 p. Abstract in *Diss. Abstracts*, 18: 152, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). An intensive study of the significance of 27 predictor variables and various combinations of them as judged by the records of the 1949 freshman group in each of 32 university subject areas.

1809. MOORE, FOREST G. *Factors Affecting the Success of Foreign Students in American Universities.* Minneapolis: University of Minnesota,

1953. 619 p. Abstract in *Diss. Abstracts*, 14: 492-493, March 1954.

Unpublished doctoral dissertation (Ph. D.). Based on study of 576 foreign graduate students at University of Minnesota and intensive case studies of 76 of them. Special emphasis on students from China and India.

1810. MOORE, Sister M. ALICE JOSEPH. *Catholic College Student Retention in the United States*. Washington: Catholic College of America Press, 1957. xii, 156 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 2,400 college girls (1,300 sophomores and 1,100 seniors) in 67 Catholic colleges. Analyzes responses in terms of admissions, curriculum, finances, college-high school motivation, spiritual items, public relations, and special regions of responsibility. Bibliography, 136 titles.

1811. MUKHERJEE, GOURIE. *Characteristics of Honor Graduates of the University of Nebraska*. Lincoln: University of Nebraska, 1957. 140 p. Abstract in *Diss. Abstracts*, 18: 499-500, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on data concerning 445 graduates of classes from 1939 to 1951. "Honor graduates were defined as those students (1) whose cumulative grade-point average at graduation places them in the upper 3 percent of their graduating class, and (2) who are graduated with distinction or high distinction."

1812. MUNGER, PAUL FRANCIS. *Factors Related to Persistence of Students Who Were Admitted to the University of Toledo From the Lower Third of Their High School Classes*. Ann Arbor: University of Michigan, 1954. 171 p. Abstract in *Diss. Abstracts*, 14: 633-634, April 1954. Summary in *Soc. & Soc.*, 81: 120-122, April 16, 1955.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of records of 891 General Division students, classified into nine persistence groups. "Since 5 percent of the 891 students persisted 4-8 or more semesters and did not graduate, and 8 percent graduated, it is indicated that persistence and graduation are not synonymous."

1813. ———. *Unpromising College Students Who Graduate*. *Soc. & Soc.*, 87: 92-93, Feb. 28, 1959. (Author: Assistant Professor of Psychology, University of North Dakota.)

"The subjects of this investigation are 81 graduating, unpromising college students and 45 near-graduating, unpromising college students who completed eight or more semesters. These are part of a group of 891 students who had graduated in the lower third of their high school classes and who were admitted on a trial basis to the University of Toledo." Conclusion: "Students who enter college from the lower third of their high school graduating classes will continue to be doubtful risks and those who graduate will require an additional semester."

1814. *No Royal Road for 1959 Graduates*. *Bus. Week*, April 4, 1959, p. 34-36.

Prospects of employment for the 1959 college graduate, as indicated by reports from various institutions. "Though it looks better than 1958, few foresee a return to the seller's market of 1957."

1815. PARRIS, JOHN GEORGE. *Prediction of Academic Success in the Undergraduate Schools of the University of Pennsylvania*. Philadelphia: University of Pennsylvania, 1955. 261 p. Abstract in *Diss. Abstracts*, 15: 2105-2106, Nov. 1955.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To investigate the value of test scores, previous school marks, and certain other variables in the selection of students for the undergraduate schools of the University of Pennsylvania, and to determine which variable or combination of variables contributed most to the forecasting of academic success." Numerous correlations reported but nature and number of populations involved are not stated in abstract.

1816. PATTON, BEN KEATON. *A Study of Drop Outs from the Junior Division of Louisiana State University, 1953-1955*. Baton Rouge: Louisiana State University, 1958. 157 p. Abstract in *Diss. Abstracts*, 19: 484-485, Sept. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of relation of 21 selected factors to dropout for 1,791 students. Finds significant relationships for 13 of the factors.

1817. PRASE, ROBERT DEXAL. *The Occupational Achievements of Graduates of a Technical Institute*. Buffalo, N.Y.: University of Buffalo, 1959. 295 p. Abstract in *Diss. Abstracts*, 19: 3175-3176, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 2,208

graduates of Rochester Institute of Technology from 1927 to 1956. Questionnaire of 85 items was in two parts: one dealing with first job secured; the other with present job.

1818. PETERSON, CARL ALFRED. *A Two-Year Study of Causal Factors in Male Student Drop-Outs at the University of Pittsburgh, 1955-1957*. Pittsburgh, Pa.: University of Pittsburgh, 1958. 178 p. Abstract in *Dis. Abstracts*, 19: 1255-1256, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 1,113 students who entered the University in 1955, of whom 376 dropped out by fall of 1957. Reasons for dropout secured from 289 of these, 209 of them by personal interviews in their homes, usually in the presence of their parents. Ten reasons for dropping out given. Most important: academic failure, 49 percent; financial need, 25 percent; transfer to other colleges, 7 percent; military service, 5 percent; lack of interest, 5 percent.

1819. PHILLIPS, CABELL. Another Trial of Integration. *N.Y. Times Mag.*, March 4, 1956, p. 14, 40-46.

Reports experiences at University of North Carolina where 22 Negro students, both graduate and undergraduate, have attended. States reasons why they have not attended in larger numbers.

1820. The Principles and Practices of College Recruiting. *Jour. Eng. Educ.*, 49: 620-631, March 1959.

Statement adopted by General Council of American Society for Engineering Education to guide industrial organizations in campus recruiting for employment of prospective college graduates. Includes four general principles, 17 responsibilities of the employer, 11 responsibilities of the college, and 10 responsibilities of the student.

1821. PUTNAM, IVAN J., JR. *Admission Data and the Academic Performance of Foreign Graduate Students at Columbia University*. New York: Columbia University, 1953. 301 p. Abstract in *Dis. Abstracts*, 13: 343-344, No. 8, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on university records of 546 graduate students from 15 countries who attended the University from 1945 to 1950.

1822. REEDER, C. W. How Many College Graduates Will Be Living in 1960? *Sch. & Soc.*, 72: 187-189, Aug. 26, 1950.

(Author: Staff member, Ohio State University.)

Using a variety of census data, estimates 6,494,594 college graduates will be living in 1960, which "is probably an underestimate."

1823. ROSENHAUPT, HANS, and CHINLUND, THOMAS J. *Graduate Students' Experience at Columbia University, 1940-1956*. New York: Columbia University Press, 1958. xi, 129 p.

Report of a study financed by Fund for the Advancement of Education. "The following facts and thoughts about the graduate student, his origins, his career, his success, his failures, and his future are associated with the Divisions of Columbia University in which master's and doctor's programs in the liberal arts and sciences are offered, namely the Graduate Faculties of Political Science, Philosophy, and Pure Science. . . . Well over 30,000 records of students registered under Columbia's Graduate Faculties were studied." Contains 60 tables showing wide variety of data.

1824. ROTH, JULIUS A. A Faculty Conception of Success in Graduate Study. *Jour. Higher Educ.*, 26: 350-356, 398-399, Oct. 1955. (Author: Research Associate, University of Chicago.)

Describes characteristics of most successful and least successful graduate students in 10 departments of the Division of Social Sciences, University of Chicago.

1825. RUSSELL, JAMES WARD. *A Comparison of Michigan State First Term Freshman Dropouts and Non-Dropouts According to Certain Factors*. East Lansing: Michigan State College, 1952. 169 p. Abstract in *Dis. Abstracts*, 12: 715, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Studies six factors concerning 373 dropout students enrolled in fall terms of 1948 and 1949 who did not return for winter term. "The most significant differences found to exist between dropouts and non-dropouts were with respect to intelligence, education of parents, and occupations of parents."

1826. RYAN, SULEN ELDON. *Some Characteristics of the 1948 Freshman Class at the University of Missouri and the Relation of These Characteristics to Academic Success*. Columbia: University of Missouri, 1950. 175 p. Abstract

In *Micro. Abstracts*, 10: 84-85, No. 3, 1950.

Unpublished doctoral dissertation (Ed. D.). Factors studied: high school rank, psychological test scores, English test scores, sex, age, parental occupation, size of high school attended, high school credits in certain fields. Conclusion: "High school rank was the most reliably predictive factor studied on which to base prediction of academic success at college."

1827. SHARPE, DONALD MARTIN. *A Follow-Up Study of Former Graduate Students of the College of Education, University of Illinois*. Urbana: University of Illinois, 1949. 434 p. Abstract in *Micro. Abstracts*, 10: 50-51, No. 1, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies to a 15-page questionnaire by 1,310 students at the University who had earned a master's degree or equivalent between 1939 and 1948.

1828. SHUMAN, H. BAIRD. *College Dropouts: An Overview*. *Jour. Educ. Sociol.*, 29: 347-350, April 1956. (Author: Faculty member, Department of English, University of Pennsylvania.)

"American colleges and universities are presently faced with the costly and distressing problem of having about half of their entering freshmen withdraw before graduation." Considers conditions in different institutions, their causes, and possible improvement.

1829. SLINGER, GEORGE EDWARD. *Freshman Problems and Academic Achievement*. Gainesville: University of Florida, 1955. 128 p. Abstract in *Diss. Abstracts*, 15: 2474, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on administration of Mooney Problem Check List to a representative sample of 251 freshmen at University of Florida. Comparisons with scores made by same students on American Council on Education Psychological Examination and with their academic grades.

1830. SMOKE, E. EILEEN. *A Comparison of the Graduates and Non-Graduates of the Class of 1951 at Indiana University*. Bloomington: Indiana University, 1955. 169 p. Abstract in *Diss. Abstracts*, 15: 2445, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 28 factors regarding 635 students, one-third of the students enrolled in Junior Division of the University for first time in 1947. Of the 635 students, 57 per cent did not remain to graduate.

1831. STANFORD, T. SHERMAN. *Students Entering the Pennsylvania State University From the Highest Fifth of Their High School Graduating Class in Bachelor Degree Programs*. University Park: Pennsylvania State University, 1956. 278 p. Abstract in *Diss. Abstracts*, 17: 285, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on records of 1,377 students who withdrew before graduation and 600 who graduated or were still in residence. "Out of every 100 students entering the Pennsylvania State University from the highest fifth of their graduating class, 86 graduate in 4 years with a bachelor's degree, 9 will still be enrolled; 5 will be dropped and not reinstated; 7 will withdraw sometime during a semester and not be readmitted; 23 will not return after completing one or more semesters. Out of every 100 leaving, . . . 51 will enter other educational institutions, 18 will enter the Military Service; 15 will take a full-time job; 13 (all women) will marry; 2 will return home to help; and 1 will be unclassified."

1832. TRISTLETHWAITE, DONALD L. *College Environments and the Development of Talent: Characteristics of Colleges Are Related to the Parentage of Graduates Who Attain the Ph. D.* *Science*, 130: 71-76, July 10, 1959. (Author: Director of Research, National Merit Scholarship Corp., Evanston, Ill.; and Lecturer in Psychology, Northwestern University.)

This analysis "tests and affirms the general hypothesis that the nature of contacts between undergraduate students and faculty partly determines whether or not the student will seek advanced training." A method for comparing the effectiveness of undergraduate colleges in stimulating their students to seek the Ph. D is described. Based on analysis of records of over 9,600 talented students from more than 500 colleges.

1833. ———. *Merit Scholarships and the Higher Education of Gifted Students: The Effects of Financial Aid on Talented Youth*. *Jour. Higher Educ.*, 30: 295-304, June 1959. (Author: See No. 1832.)

Based on same material as No. 1832, but presented in different form with emphasis on effects of financial aid.

1834. THOMPSON, ABDOULPHUS PAUL. *Factors Related to the Academic Achieve-*

ment of Students Who Transferred to the College of Literature, Science, and the Arts at the University of Michigan From Four-Year Institutions in the State. Ann Arbor: University of Michigan, 1959. 338 p. Abstract in *Diss. Abstracts*, 19: 3181-3182, June 1959.

Unpublished doctoral dissertation (Ph. D.). "This is a comparison of the relative academic achievements of 106 male and 70 female transfers with a matched sample of native students. The transfers entered the University in 1952-53 and 1953-54. The non-transfers, or 'natives', matriculated in the Fall of 1951." Studies relationship between achievement and 10 other factors. States seven main conclusions. One of them: "The transfer students did not significantly maintain their pre-transfer levels of scholarship."

1835. TOWNSEND, AGATHA. (Mrs. G. L. Tawney). *College Freshmen Speak Out*. New York: Harper & Bros., 1956. x, 136 p. (Author; Consultant, Educational Records Bureau.)

Prepared for the Committee on School and College Relations of the Educational Records Bureau. Based on questionnaire responses from 470 freshmen in 27 colleges. Presents difficulties of students in meeting academic, social, and moral requirements of their freshman year. One out of five freshmen questioned felt that their first year in college was unsatisfactory. Review by J. M. Rhoads, *Coll. & Univ.*, 32: 361-363, Spring 1957.

1836. TRAXLER, ARTHUR E. Many Colleges Lead in Successful Graduates. *Coll. Board Review*, No. 35, 18-20, Spring 1958. (Author; Director, Educational Records Bureau.)

Based on analysis of baccalaureate origins of 7,788 men graduates of 302 colleges listed in *Who's Who in America*. Found that one of every 186 graduates was listed in this volume. "The 25 highest ranking institutions include 7 Ivy League colleges, 11 State universities, 4 independent universities outside the Ivy League, a military academy, a naval academy, and a technical institution."

1837. VOLPEL, MARVIN CHESLEY. *A Study to Determine Why Freshmen Scholarship Students at Michigan State College Fail to Renew Their Scholarships*. East Lansing: Michigan State College, 1952. 282 p. Abstract in *Diss. Abstracts*, 12: 529, No. 4, 1952.

Unpublished doctoral dissertation (Ed. D.). "At the end of the freshman year, it was

found that 41 percent of (scholarship) freshmen failed to earn a renewal of the scholarship award. This alarming figure presented a problem which warranted an investigation. . . . A survey of the literature failed to uncover any study similar." Based on detailed analysis of numerous factors regarding 586 scholarship students at the College. States seven major conclusions regarding the group.

1838. WEBSTER, HAROLD. Changes in Attitude During College. *Jour. Educ. Psych.*, 49: 100-117, June 1958. (Author; Faculty member, Vassar College, New York.)

Gives an extensive developmental scale used for differentiation of freshman and senior attitudes and reports its use at Vassar College and at two other colleges. The results "do not support the view that college students become more alike in their general attitudes while attending college." Bibliography, 20 titles.

1839. WELLINGTON, JOHN ADAM. *Factors Related to the Academic Success of Resident Freshman Men at a Midwestern Liberal Arts College During the Academic Year 1952-1953*. Evanston, Ill.: Northwestern University, 1955. 189 p. Abstract in *Diss. Abstracts*, 16: 69, Jan. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on detailed study of records of 86 men in an unnamed institution. Conclusion: "There are no simple reasons which explain degree of academic achievement realized by students."

1840. WILLIAMS, ROBERT DELBRIDGE. *Student Mortality in the Academic Program at Olympic Community College*. Pullman: State College of Washington, 1955. 193 p. Abstract in *Diss. Abstracts*, 15: 2445-2446, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Studies relative values of 28 possible predictors, using 428 graduates and 562 non-graduates, a 25-percent sample, for years 1946-47 to 1950-51. Graduation rate for the 4-year period was 16 percent. Four best predictors of mortality, in order, were "no activities in junior college, one year or less between schools, below 2.00 grade average in junior college, and below 2.00 grade average in high school."

1841. WOLFE, DAEL. *America's Resources of Specialized Talent: A Current Appraisal and a Look Ahead*. New York: Harper & Bros., 1954. xviii, 332 p. (Au-



thor: Director, Commission on Human Resources and Advanced Training, Associated Research Councils.)

Gives a wealth of material dealing with occupational distribution of college graduates since 1900, supply and demand in specialized fields, and improvement in utilization of the potential supply. Preface gives references to 14 articles by the author published in various periodicals, 1951-1953. (p. xii, xiii)

See also Nos. 2, 70, 228, 272, 278, 364, 430, 539, 623, 858, 1092, 1093, 1149, 1585, 1587, 1595, 1640, 1653, 1667, 1671, 1684, 2053, 2056, 2179, 2420.

## 5. LIVING CONDITIONS

Includes health, social, religious, and dormitory conditions.

1842. ARNOLD, EUGENE RONE. *Survey of Religious Activities of Liberal Arts Colleges Related to Churches Composing the National Council of the Churches of Christ in the United States of America*. Pittsburgh, Pa.: University of Pittsburgh, 1957. 106 p. Abstract in *Diss. Abstracts*, 17: 1008-1009, May 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire returns from 103 church-related colleges. Reports on college chapel and other worship services and required attendance at them; number with college ministers or directors of religious activities; library use; student religious organizations; and courses in the field of religion. Conclusion: "Church-related colleges as a whole are strongly emphasizing this phase of college life at this time."

1843. ATKINSON, BYRON H. and BRUGER, A. T. Do College Students Drink Too Much? *Jour. Higher Educ.*, 30: 305-312, June 1959. (Authors: (1) Associate Dean of Students; (2) Assistant Dean of Students; both of University of California, Los Angeles.)

Historical study of student drinking since the Middle Ages, and in various parts of the United States at different periods. "Perhaps the best policy was stated some one hundred and fifty years ago, when the authorities of William and Mary ordained that the drinking of spirituous liquors (except in that moderation which becomes a prudent and industrious student) be prohibited."

1844. BEDISON, GEORGE V. *A Comparative Study of the Social and Economic Status of Students Enrolled in Schools of Education in the Universities in Pennsylvania and Neighboring States*. Pittsburgh, Pa.: University of Pittsburgh, 1955. 212 p. Abstract in *Diss. Abstracts*, 15: 2437, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 944 students in 12 universities. "The results of the study indicated that students who were enrolled in the schools of education in the cooperating universities represented a high intellectual, social, economic, and educational background."

1845. BUTTS, PORTER. Is Student Union the Right Name? *Coll. & Univ. Bus.*, 13: 17, Aug. 1952. (Author: Editor of Publications, Association of College Unions.)

Urges use of term "college union" rather than "student union" in order to include faculty and alumni in scope of its services.

1846. COVINGTON, G. EDWIN. *What They Believe: A Survey of Religious Faith Among Groups of College Students*. New York: Philosophical Library, 1956. xiii, 109 p.

Based on 844 replies to a questionnaire "administered in person by the writer to students during the regular class periods."

1847. DOLE, ARTHUR A. *College Students Report on Their Use of Time*. *Pers. & Guid. Jour.*, 37: 633-637, May 1959. (Author: Director, Bureau of Guidance and Testing, University of Hawaii.)

Based on analysis of various activities during a typical week as reported by 200 students at the University of Hawaii, and comparisons with other similar studies. Bibliography, 15 titles.

1848. ETHERIDGE, ROBERT FILES. *A Study of Campus Protective and Enforcement Agencies in Selected Universities*. East Lansing: Michigan State University, 1958. 269 p. Abstract in *Diss. Abstracts*, 19: 3186-3187, June 1959.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To analyze the organization and administration of campus protection and enforcement programs; to determine the objectives and functions of these programs; to determine and compare the relationships between these functions and the regulatory

functions of the student personnel programs; and to indicate trends in the development of campus police programs. . . . The study was limited to certain larger public universities with comparable educational programs, similar geographic locations, and analogous administrative organizations."

1849. FARNSWORTH, DANA L. *Mental Health in Colleges and Universities*. Cambridge, Mass.: Harvard University Press, 1957. ix, 244 p. (Author: Director of University Health Services, Harvard University.)

Indicates the responsibility of the college for the mental health of its students and what it can do about that responsibility. Bibliography, 44 titles.

1850. FLANAGAN, GEORGE FRANCIS. *An Investigation of Religious Attitudes Among Catholic Seniors in College Who Have Had Varying Amounts of Catholic Schooling*. Minneapolis: University of Minnesota, 1957. 369 p. Abstract in *Diss. Abstracts*, 18: 1721, May 1958.

Unpublished doctoral dissertation (Ph. D.). "The main purpose of this study was to discover whether the religious attitudes of Roman Catholic seniors in college are related to the amount and level of their Catholic schooling." Based on 14-page Inventory of Religious Attitudes administered to 937 Catholic seniors in seven Catholic colleges and four State colleges in Minnesota.

1851. FOSTER, CONSTANCE J. *The Truth About Drinking in College*. *Parents Mag.*, 28: 50-51, 128-132, Nov. 1953.

Summarizes a study by Yale University Center for Alcoholic Studies, based on testimony of 17,000 men and women in 27 representative American colleges. Shows most drinking in private, non-sectarian colleges, but that frequent or excessive drinking is rare.

1852. FRITZ, ROGER JAY. *A Comparison of Attitude Differences and Changes of Freshmen Living in Various Types of Housing*. Madison: University of Wisconsin, 1956. 125 p. Abstract in *Diss. Abstracts*, 16: 2071-2072, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on administration of 150-item attitude scale to 486 freshmen at Purdue University in October 1954 and to 390 of these same men in April 1955. Studies conditions, particularly for students living in residence halls, fraternity houses, and off-campus rooming houses. Also in apartments, homes of parents or relatives, cooperative houses, Federal

housing projects for married veterans, trailers, and homes owned by the student.

1853. FULTS, DAN ANDERSON. *An Inquiry Into the Housing Status and Housing Needs of Married Students at Indiana University*. Bloomington: Indiana University, 1958. 163 p. Abstract in *Diss. Abstracts*, 19: 2002, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based in part on questionnaires personally delivered to 249 student families living in university housing at the university and to 150 student families living in private housing.

1854. GATES, EDWARD DWIGHT. *The Religion of College Students With Special Reference to Bradley University Students*. Peoria, Ill.: Bradley University, 1953. 200 p. Abstract in *Diss. Abstracts*, 14: 268-269, Feb. 1952.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on administration of Allport's Attitude Inventory on Aspects of Religious Belief to 1,402 undergraduate students at Bradley University, comprising about 60 percent of the total day enrollment, and comparison of results with conditions in other institutions.

1855. GRIFFETH, PAUL LYMAN. *Type of Residence as a Factor in Academic Achievement at the State University of Iowa*. Iowa City: State University of Iowa, 1958. 161 p. Abstract in *Diss. Abstracts*, 19: 1617, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 514 undergraduate men and 293 undergraduate women at the university, classified according to residence; (1) resident halls, (2) fraternities and sororities, (3) rooming houses, (4) homes, (5) married, and (6) changed housing. "It was concluded that the type of residence of women undergraduate students has no differential effect upon their undergraduate achievement" but for men the situation "is not made clear from the results of this investigation."

1856. HAVEMAN, ERNEST. *To Love, Honor, Obey . . . And Study*. *Life*, 38: 152-153, 159-166, May 23, 1955. Same, condensed, in *Readers' Digest*, 67: 21-24, Oct. 1955.

Discusses increasing frequency of attendance of married students in colleges, advantages and disadvantages. Included is a survey made by *Life* showing number of married students in 23 colleges and universities.

1857. HODINKO, BERNARD A. *The Relation Between Personal Factors and*

*Opinions Regarding Conduct Situations in a Sample of Pennsylvania State University Students.* University Park: Pennsylvania State University, 1957. 149 p. Abstract in *Diss. Abstracts*, 17: 2879-2880, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To ascertain the nature of the opinions of undergraduate students . . . with respect to the relative censure they would place on students committing certain violations of University conduct regulations." Based on judgments expressed by 520 students. Conclusions: "Students . . . differ in their views on the importance of many campus behavior problems. . . . The wide differences in opinion found between men and women, for example, concerning several types of misbehavior suggest a need for more attention to these issues in college educational programs."

1858. How a Western University is Providing for Its Married Students. *Coll. & Univ. Bus.*, 27: 46-48, Aug. 1959.

Describes how "Stanford University is tackling the problem of housing married students with a building project consisting of 250 units, now under construction."

1859. HULET, RICHARD EARLE. *Leadership Behavior in Independent and Fraternity Houses.* Urbana: University of Illinois, 1958. 92 p. Abstract in *Diss. Abstracts*, 19: 1015, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on "a questionnaire of 66 items administered to the presidents and to seniors in each fraternity, independent house, and dormitory having 25 or more members" at the University of Illinois.

1860. MCGINNIS, ABBIA GRIFFITH. *A Study of the Social Relations Governing Women Students in American Colleges and Universities.* Evanston, Ill.: Northwestern University, 1952. Abstract in the Northwestern University, *Summaries of Doctoral Dissertations*, 1952, p. 295-300.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 462 accredited colleges and universities. Studies degree of agreement regarding areas covered by regulations; relation to size, type, and location of institutions; and agencies responsible for making and enforcing regulations.

1861. MILLER, MAXINE MURI. *A Study of the Health Behavior Potential of College Students.* Evanston, Ill.: North-

western University, 1956. 231 p. Abstract in *Diss. Abstracts*, 17: 810, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses of 448 students to a 112-unit test covering 10 health areas, each unit consisting of three items—(a) a true statement of a health fact, (b) a false statement of the same health fact, and (c) a behavior-eliciting statement examining practice concerning the health fact of the unit. Conclusion: "College students need increased opportunities for learning in health."

1862. PHILLIPS, FLORENCE LOUISE. *A Socio-Economic Study of College Women.* Bloomington: Indiana University, 1958. 107 p. Abstract in *Diss. Abstracts*, 19: 1955, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on study of 1,852 students at Texas Technological College. Factors considered: College residence, size of home town, college class, marital status, employment, education of parents, major subject, grades, extra-curricular participation, and fraternity membership.

1863. POE, WESLEY A. *Differential Value Patterns of College Students.* Lincoln: University of Nebraska, 1954. 121 p. Abstract in *Diss. Abstracts*, 14: 1997-1998, Nov. 1954.

Unpublished doctoral dissertation (Ph. D.). Describes construction and validation of an evaluative instrument of 150 items designed to measure patterns of personal values in eight areas: aesthetic, material, intellectual, power, social contact, religious, prestige, and humanitarian.

1864. SILVER, ROBERT EUGENE. *The Effect of Self-Support Upon Student Success in Walla Walla College.* Seattle: University of Washington, 1956. 188 p. Abstract in *Diss. Abstracts*, 16: 1819-1820, Oct. 1956.

Unpublished doctoral dissertation (Ed. D.). Records of 996 students were used to compute interrelations between achievement, high school record, American Council on Education test scores, hours of work per week, and hours of study per week. States 19 major conclusions. Chief one: "The relationship between amount of time spent in work and achievement in college is not significant."

1865. SNOW, BARBARA M. *An Analysis of the Relationship of Certain Factors to the Social Acceptance Status of College Freshman Women.* University Park:

Pennsylvania State University, 1957. 98 p. Abstract in *Diss. Abstracts*, 18: 142-143, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). An investigation of social acceptance status of 168 freshman women at State University of New York Teachers College at Geneseo "in relation to 20 selected variables to determine likely causes or conditioning factors which might account for variances in social acceptance status."

1866. STICKLER, WILLIAM HUGH. Yes, Freshmen Do Better in Dorms. *Coll. & Univ. Bus.*, 24: 39-40, May 1958. (Author: Director, Department of Educational Research and Service, Florida State University.)

Based on study of 364 men students at Florida State University. Finds university-owned residence halls most desirable in terms of academic achievement and withdrawal rate. Least desirable is housing in town. Fraternity houses and homes of parents fall between these extremes.

1867. STRICKLAND, JOHN T. Student Health Service. *Coll. & Univ. Bus.*, 8: 45-46, May 1950. (Author: Director, Student Health Services, Alabama Polytechnic Institute.)

"If it is finally agreed that technical, scientific, and personal health education of the student is desirable, then it is the responsibility of the college administration to do something about it." Describes organization and operation of the health service at Alabama Polytechnic Institute.

1868. SYMMS, DOROTHY EUGENIA. *A Survey of Housing for Women Students and Implications for Educational Development Through Housing Experiences.* Boulder: University of Colorado, 1957. 303 p. Abstract in *Diss. Abstracts*, 18: 1745, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 288 deans of women and other professional workers in 44 states, and from 40 student leaders. Chief finding: "The crying need for personalization of the collegiate 'home life' of students."

1869. VANDERBOSCH, HAROLD C. *A Study of Factors Which Influence Local Students to Seek Dormitory Housing at Wayne University—an Urban University.* Detroit, Mich.: Wayne University,

1954. 228 p. Abstract in *Diss. Abstracts*, 14: 2246, Dec. 1954.

Unpublished doctoral dissertation (Ed. D.). Finds that approximately half of dormitory residents at the university come from homes within the local area. Analyzes reasons for this condition as shown by questionnaire responses from 258 dormitory residents.

1870. VINCENT, LENA PEARL DUELL. *The Religious Concepts and Attitudes of One Hundred College Students.* Ann Arbor: University of Michigan, 1956. 456 p. Abstract in *Diss. Abstracts*, 17: 1710, Aug. 1957.

Unpublished doctoral dissertation (Ph. D.). Attitudes, ideologies, and conduct relative to God and the Church were measured from data submitted by 56 Protestant, 20 Jewish, 14 Catholic, and 10 "other" students.

1871. WILLIAMSON, EDMUND G.; HUBNER, JOHN; and JOHNSTON, WILLARD. Students Live Off Campus. *Educ. Record*, 37: 216-223, July 1956. (Authors: (1) Dean of Students; (2) Assistant Director Student Housing Bureau; (3) Student Personnel Worker, Student Housing Bureau; all of University of Minnesota.)

Based upon experience at University of Minnesota. "In attempting to achieve the general objective formulated by the Board of Regents—ensuring safe, hygienic, and morally satisfactory quarters for students—the Bureau staff performs essentially eleven kinds of tasks." Names and discusses each of them.

See also Nos. 38, 44, 93, 125, 189, 228, 268, 278, 297, 475, 497, 1573, 1591, 1595, 1598, 1671, 1674, 1684, 1705, 1706, 1716, 1719, 1724, 1731, 1901, 1933, 1940, 1975, 2128, 2402, 2519, 2554, 2557.

## 6. STUDENT ACTIVITIES

Includes athletics, fraternities, sororities, publications, forensic activities, college unions, recreation, and student self-government. For student participation in college or university government, see Nos. 1,572-1,600.

1872. AIGLER, RALPH W. Memorandum Regarding Intercollegiate Athletics. *North Cent. Assoc. Quart.*, 29: 197-201, Oct. 1954. (Author: Faculty member, University of Michigan.)

Presents a tentative statement on intercollegiate athletics as formulated by a committee. "The Committee wishes to point out that its statement is one of principles; it does not go into the details one would expect to find in a code of rules."

1873. ALOIA, ALEX DOMINIC. *The Organization of Student Recreation Programs in Selected Large Institutions of Higher Learning*. Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 131-134.

Unpublished doctoral dissertation (Ph. D.): Purposes: "(1) To determine and to analyze the existing organizations of student recreation programs in selected large institutions of higher learning; (2) to attempt to describe the most prevalent patterns of organization; and (3) to develop a set of criteria for the valuation of such patterns of organization." Based on study of conditions in 43 universities in the United States with enrollments of 9,000 or more regular students and in 3 largest universities of Canada.

1874. BARNES, SAMUEL EDWARD. *Criteria for Evaluating the Administration of Intercollegiate Athletics*. Columbus: Ohio State University, 1956. 230 p. Abstract in *Diss. Abstracts*, 17: 1023-1024, May 1957.

Unpublished doctoral dissertation (Ph. D.). Reports steps involved in development of a "measuring stick" based on judgments of 221 specialists. Resulting instrument measures 7 phases: administrative policies, organization and administration, equipment and facilities, medical and health services, financial aid, eligibility and participation, and publicity. "The developed criteria are valuable guides for objectively evaluating athletics. With these evaluative criteria as 'measuring sticks,' institutions may preserve the values which are inherent in sports. Athletics will then contribute unequivocally to the aims and purposes of higher education."

1875. BIERHAUS, FREDERICK W. *The Organization and Administration of Intramural Sports for Men in Selected Colleges and Universities*. Boulder: University of Colorado, 1956. 240 p. Ab-

stract in *Diss. Abstracts*, 17: 2205, Oct. 1957.

Unpublished doctoral dissertation (Ed. D.). A study of the small State-supported colleges and universities in the Central States. "This study should have greatest significance and value to college administrators who are attempting to improve ineffective intramural programs. It could also serve as a guide for those who are initiating intramural programs."

1876. BIRMINGHAM, STEPHEN. Are Fraternities Necessary? *Holiday*, 24: 50, 124-136, Oct. 1958.

Sketches history and present status of college fraternities. Conclusions: Fraternities are necessary. They fill a gap in student life by relieving the boredom of student life and the tedium of classes and study.

1877. BLACKWELL, THOMAS E. Can a University Bar National Fraternities? *Coll. & Univ. Bus.*, 18: 26-27, Feb. 1955. (Author: Vice President and Treasurer, Washington University, Missouri.)

Devoted chiefly to situation in State University of New York, ultimately appealed to Supreme Court of the United States. Reviews briefly other cases in other institutions beginning in 1880, especially in Indiana and Mississippi.

1878. BOLDT, ALBERT WALTER. *The Honorary Leadership Fraternity in American Society: A Survey Analysis of Florida Blue Key Members and Non-Members*. Gainesville: University of Florida, 1956. 164 p. Abstract in *Diss. Abstracts*, 16: 1613-1614, Sept. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 43-49.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 302 Blue Key members and 229 non-Blue Key members, all graduates of University of Florida not later than June 1948. Numerous comparisons made between the two groups. "The Blue Key member was a better student scholastically" and "averaged \$2,000 per year more mean income," but "no conclusive proof can be claimed for the superiority of one group over the other."

1879. BOYCHOFF, KOOMAN. *Intercollegiate Athletics and Physical Education at the University of Chicago, 1892-1958*. Ann Arbor: University of Michigan,

1954. 122 p. Abstract in *Diss. Abstracts*, 14: 626-627, April 1954.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To discover the factors responsible for the drastic changes in policy and practice which have taken place in the programs of intercollegiate athletics and physical education at the University of Chicago." Contrasts philosophies and policies of William Rainey Harper, Amos Alonzo Stagg, and Robert M. Hutchins. Conclusion: "The struggle between two opposing philosophies of education has been a chief deterrent in the rise and fall of programs . . . at the University of Chicago."

1880. BROWN, HERBERT L. The Case for Fraternities. *Amer. Weekly*, Oct. 21, 1956, p. 13-14. (Author: Past Chairman, National Interfraternity Conference.)

A reply to S. Wilson, No. 1957. Claims that fraternities are helpful to the college as well as to their own members in matters of conduct, grades, athletics, and cooperative living.

1881. BROWN, KENNETH IRVING. Salt on a College Campus. *Jour. Higher Educ.*, 21: 57-65, Feb. 1950. (Author: President, Denison University, Ohio.)

"At their best, the fraternities (I use the word to include sororities as well) can be as salt to a university community. But if the salt have lost its savor, it is good for nothing. And even so, with fraternities that lose sight of their major objectives." A careful discussion of both advantages and disadvantages of the organizations.

1882. BURNS, JAMES MCGREGOR. Debate Over Collegiate Debates. *N.Y. Times Mag.*, Dec. 5, 1954, p. 12, 30. (Author: Professor of Political Science, Williams College, Massachusetts.)

States seven values in intercollegiate debating. Discusses some of the controversy over the current debate question on recognition of Red China.

1883. BUTTS, PORTER. The State of the College Union. *Jour. Higher Educ.*, 22: 75-84, Feb. 1951. (Author: Professor of Social Education and Director of College Union, University of Wisconsin.)

Address at Conference of Association of College Unions. Considers the social and educational goals of campus centers which have increased in a half century from two to 150, with many more in prospect.

1884. CARLSON, WILLIAM S. Fraternities: Evil Force on the Campus. *Sat. Review*, 38: 28, 59-61, Sept. 10, 1955. (Author: President, State University of New York.)

A vigorous indictment of college fraternities and sororities. Says that the "strong" influence of national fraternity organizations over the activities of local campus chapters is dangerous, particularly in their being forced to exercise discrimination on racial and religious grounds in election of members. Reports action of Trustees of State University of New York in requiring all nationally-affiliated fraternities and sororities to go on a "local" basis on the 27 campuses of the University, resulting in a lawsuit against the university by the National Interfraternity Conference. Suit was dismissed by the District Court and its action was upheld by the U.S. Supreme Court.

1885. CHARLES, MILTON ROSS. *The Development of the Extracurriculum in Higher Education*. Stanford, Calif.: Stanford University, 1953. 224 p. Abstract in *Diss. Abstracts*, 13: 511, No. 4, 1953.

Unpublished doctoral dissertation (Ph. D.). Traces development of the extracurriculum from medieval European to modern American institutions. Points out certain weaknesses and makes recommendations for reducing them and for capitalizing on certain positive measures of improvement.

1886. CRAWFORD, MELVIN MICHAEL. *Critical Incidents in Intercollegiate Athletics and Derived Standards of Professional Ethics*. Austin: University of Texas, 1957. 386 p. Abstract in *Diss. Abstracts*, 18: 489, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "A total of 300 senior colleges and universities of all sizes and types, representing all States and 60 Collegiate Conferences were utilized in the study." Based in large part on "critical incident reports" covering 1,104 "incidents of ethically critical behavior" from college presidents, faculty representatives, directors of athletics, coaches, and game officials. Finds that 82 percent of the ethically critical actions reported involved football and basketball. Final "statement of ethical standards constituted a major finding of the study."

1887. DANZIG, ALLISON. Progress Toward Sanity in Intercollegiate Athletics. *Educ. Record*, 35: 261-274, Oct. 1954.

(Author: Athletic Editor, *New York Times*.)

Condensed from a series of three feature stories in *New York Times* of March 22, 23, 24, 1954. A comprehensive review of scandals of 1951, suggestions of the National Collegiate Athletic Association, proposals of a Committee of the American Council on Education, and the agreement of the eight Ivy League colleges. Compares different proposed codes and quotes several university presidents.

1888. DeLONG, EDMUND S. Responsibilities of the College Newspaper. *Pride*, 3: 18-20, April 1959. (Author: Director of Public Information, Princeton University.)

Describes three seminars in journalism at Princeton University, sponsored by the *Daily Princetonian*, "to raise the sights of its staff with respect to quality and performance and to provide a better understanding of the responsibility a newspaper bears for the welfare of its constituency."

1889. EDMONSON, JAMES B. Athletic Policies of the North Central Association of Colleges and Secondary Schools. *North Cent. Assoc. Quart.*, 27: 175-179, Oct. 1952. (Author: Dean, School of Education, University of Michigan; Chairman, North Central Association Committee on Athletics.)

Statement prepared for annual meeting of Football Writers of America. Summarizes 18 policies of the Association and presents other significant material.

1890. ——— The New Athletic Regulations. *North Cent. Assoc. Quart.*, 27: 297-302, Jan. 1953. (Author: See No. 1889.)

Discusses 18 features of the new athletic regulations of the North Central Association. "The new athletic regulations will be enforced through the regular accrediting machinery of the Association and an unsatisfactory athletic situation may be the cause for the denial of further accreditation."

1891. FAUROT, DON, as told to JOSEPH N. BELL. Is College Football Worth Saving? *Sat. Eve. Post.*, 231: 86, 99-100, Oct. 18, 1958. (Author: Director of Athletics, University of Missouri.)

Says that integrity in collegiate football has deteriorated steadily since World War II. Blames a few double-standard institutions. To save the situation, institutions' presidents must enforce conference standards at

their own institutions and coaches' jobs must be secure from alumni pressure.

1892. Fraternity Rushing. *Life*, 41: 141-149, Sept. 24, 1956.

Presents pictures taken at the University of Illinois, reported to have more fraternities than any other institution. States total number of fraternity chapters has grown from 2,600 to 3,500 on 800 campuses since 1946; that racial-eligibility clauses have been removed from the rules of all but seven national groups.

1893. GALBREATH, CARROLL VERNON. *Leadership Behavior in College Social Groups*. Stanford: Stanford University, 1954. 198 p. Abstract in *Diss. Abstracts*, 14: 497-498, March 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To discover the patterns of leadership behavior preferred by members of fraternities and sororities at the University of Denver." Based on questionnaires administered to 166 fraternity men representing nine groups, and to 181 sorority women representing seven groups. The leaders, whose behavior was described, were the retiring presidents.

1894. GALLAGHER, BUELL G. Why Not Salaries for College Athletes? *Parade*, Aug. 14, 1955, p. 12-13. (Author: President, City College, New York.)

Suggests putting an end to hypocrisy, especially in football, by openly hiring players. Believes that everyone would be better off for eliminating "the sham . . . and the shame . . ." of college athletics."

1895. GARDINER, ROBB GOLDER. *A Study of Selected Areas of the System of Social Fraternities at Michigan State University*. Syracuse, N.Y.: Syracuse University, 1956. 364 p. Abstract in *Diss. Abstracts*, 19: 1028, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Studies six areas of fraternity operation—membership, member selectivity, indoctrination, scholarship, activities, and administration. "The study is primarily a qualitative analysis rather than a quantitative one."

1896. GOTTLIEB, SEYMOUR L. Present Status of Student Government in United States Dental Schools. *Jour. Dental Educ.*, 21: 337-342, Nov. 1957. (Author: Student, College of Dentistry, University of Illinois.)

Based on a 10-point questionnaire sent to "representative students in all 48 accredited dental schools in the United States."

1897. GREEN, LAWRENCE JAMES. *A Chronology of Changes in Collegiate Football Rules, 1873 to 1954*. Iowa City: State University of Iowa, 1955, 278 p. Abstract in *Diss. Abstracts*, 15: 2086-2087, Nov. 1955.

Unpublished doctoral dissertation (Ph. D.). Traces regulations that have undergone most frequent changes and that have had the greatest effect on the game, and makes three predictions concerning needed further changes.

1898. GUSTAFSON, JOHN ALFRED. *A Study of Those Extra-Curricular Activities Which Contribute to Nature and Conservation in Certain Liberal Arts Colleges*. Ithaca, N.Y.: Cornell University, 1954. 491 p. Abstract in *Diss. Abstracts*, 15: 63-64, Jan. 1955.

Unpublished doctoral dissertation (Ph. D.). Describes in detail and evaluates outdoor extra-curricular activities at Dartmouth College and Bowdoin College, and in summary form programs of 83 liberal arts colleges. Based in part on questionnaire responses from Dartmouth and Bowdoin graduates.

1899. GUTHRIE, HUNTER. No More Football for Us! *Assoc. Amer. Coll. Bull.*, 37: 493-502, Dec. 1951. Reprinted from *Sat. Eve. Post.*, 224: 24-25+, Oct. 13, 1951. (Author: President, Georgetown University, Washington, D.C.)

States the various reasons, both educational and financial, which caused Georgetown University to abandon intercollegiate football after 77 years. "The extravagances of football have forced us to re-examine our educational, institutional, and social objectives. On no count could we see justification for big-time football. We acted accordingly. Georgetown University, mother of Catholic education in the United States, will be the better for it."

1900. HAHN, HARRY THOMAS. *A Sociometric Study of Friendship and Work Companion Choices of Fraternity Men in a University*. Philadelphia: Temple University, 1956. 179 p. Abstract in *Diss. Abstracts*, 16: 1101-1102, June 1956.

Unpublished doctoral dissertation (Ed. D.). Compares and analyzes "the responses of members of high, average, and low scholarship and work companion choices" in 15 of the 80 fraternities which provide living quarters for their members at Lehigh University.

1901. HANNAH, JOHN A. Council Action on Athletic Policy. *Educo. Record*, 83: 246-255, April 1952. (Author: President, Michigan State College; Chairman, Special Committee on Athletic Policy.)

Comment by Everett N. Case, Colgate University, New York; Chairman, Executive Committee, American Council on Education: "The objectives so eloquently set forth and the general recommendations so clearly stated have raised public discussion of athletics to a new high level and deserve the support of all who sincerely believe in intercollegiate athletics not as an end in themselves, but as a valuable part of a well-rounded program of higher education."

1902. HART, JAMES EARL. *Administration of Athletic Scholarships at the University of Missouri*. Columbia: University of Missouri, 1956. 219 p. Abstract in *Diss. Abstracts*, 16: 2366-2367, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 386 scholarship recipients in the years 1951-52 to 1954-55. Athletic scholarships are awarded on basis of athletic ability, scholarship, citizenship, and need. Promise to participate in athletics cannot be a condition of the awards. Approximately 60 percent of athletic scholarships were awarded to football players. Conclusion: "The University of Missouri has controlled grants-in-aid to athletes within the limits prescribed by the Missouri Valley Intercollegiate Athletic Association."

1903. HAUGH, ROBERT DARRELL. *The Student Council in the Junior Colleges of California*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 271-274.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews or questionnaire responses from 59 institutions. Finds that every junior college in the State had a student council and belonged to the California Junior College Student Government Association. Makes 42 recommendations for better organization and administration of student councils.

1904. HENDERSON, JOHN WAYNE. *A Follow-Up Study of the Members of Greek Letter Social Fraternities at Michigan State University*. East Lansing: Michigan State University, 1958.



222 p. Abstract in *Diss. Abstracts*, 19: 261, Aug. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 332 men. Studies their socio-economic attributes, reactions to the fraternity program, and other aspects of fraternity influence and relationships.

1905. HILL, JOSEPH E. *The Development and Application of a Method for Evaluating Defined Phases of Student Activity Programs in Institutions of Higher Education*. Detroit, Mich.: Wayne State University, 1957. 324 p. Abstract in *Diss. Abstracts*, 18: 1352-1353, April 1958.

Unpublished doctoral dissertation (Ed. D.). "This study presents a methodology for making a systematic attack on the problem of student activities program evaluation. It is a dynamic one that calls for active analyses instead of passive, static criteria for program evaluation. Illustrated by evaluation of 20 fraternities at Wayne State University which gave adequate testimony as to the practicality, usability, and workability of the proposed methodology."

1906. HOLLIS, ADELYN F. *Factors Related to Student Participation in Campus Activities in a Midwestern Teachers College*. Ann Arbor: University of Michigan, 1953. 216 p. Abstract in *Diss. Abstracts*, 18: 337-338, No. 3, 1953.

Unpublished doctoral dissertation (Ph. D.). Analyzes factors concerned with participation in student activities by college women at Michigan State Normal College, Ypsilanti. Based on data furnished by 517 women living in residence halls.

1907. HORST, JOSEPH JEFFREY. *A Study of First Quarter Freshman Participation in Campus Affiliated Student Organizations at the Ohio State University*. Columbus: Ohio State University, 1952. 293 p. Abstract in *Diss. Abstracts*, 18: 147-150, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 2,264 students, more than two-thirds of whom reported that they belonged to, at least one campus organization—men, 65 percent; women, 85 percent. Less than 10 percent had no interest in such organizations.

1908. HUBER, FREDERICK ROLAND. *The Student Activity Program in the Junior*

*Colleges of California*. Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1955, p. 252-254.

Unpublished doctoral dissertation (Ed. D.). Based on interviews or questionnaires from administrators and faculty members responsible for student activities in all California junior colleges. Describes current practices, indicates their strengths and weaknesses, and proposes standards for their more effective operation.

1909. HURY, GEORGE ARTHUR. *Factors Associated With Participation by Men in Campus Activities in a Midwestern College*. Ann Arbor: University of Michigan, 1957. 205 p. Abstract in *Diss. Abstracts*, 18: 1302, April 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of 298 men living in dormitories at Eastern Michigan College. Working for expenses, demands of study, disinterest, and other plans, were most frequently given reasons for lack of participation.

1910. *Improving the Administration of Intercollegiate Athletics: A Symposium*. *Educ. Record*, 33: 439-470, Oct. 1952.

Seven papers presented at annual meeting of American Council on Education, May 2-3, 1952: (1) "The Report of the Special Committee: A Guide to Action," by John A. Hannah, President, Michigan State College; (2) "The Press Looks at Intercollegiate Athletics," by G. W. Taylor, Sports Editor, *Des Moines Register and Tribune*, Iowa; (3) *Collegiate Athletic Policies from the Point of View of the Secondary School*, by Charles A. Semler, Principal, Benton Harbor High School, Michigan; (4) "The NCAA Program for Promoting High Athletic Standards," by H. C. Willett, Director of Admissions, University of Southern California; (5) "How Coaches Feel About Proposed Changes in Athletic Policy," by Everett D. Barnes, Assistant Director of Athletics, Colgate University, New York; (6) "The Conference and the ACE Recommendations," by K. L. Wilson, Commissioner of Athletics, The Western Conference; (7) "The Revised Athletic Policy of the North Central Association," by Milo Ball, President, University of Omaha, Nebraska.

1911. KELSEY, JOHN MARVIN. *Study of Program of Recreation in Selected Institutions of Higher Learning in North, Central, and South America*. Iowa City: State University of Iowa,

1956. 215 p. Abstract in *Diss. Abstracts*, 16: 1834-1935, Oct. 1956.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To survey and to analyze the program of recreation for the students, the faculty, and the non-faculty employees in selected institutions of higher learning." Based on questionnaire returns from 80 institutions in the United States, seven in Canada, three in Central America, and three in South America. Responses analyzed in terms of (1) organization and administration, (2) leadership personnel, (3) programs of activities, (4) facilities and equipment, and (5) finances. Conclusion: "Most institutions of higher learning make some provision for the recreational welfare of the students and the faculty, but few institutions of higher learning make similar provisions for the non-faculty employees."

1912. KING, CHARLYCE ROSS. *Attitudes of College Women Toward Student Organizations at the University of Oklahoma*. Norman: University of Oklahoma, 1957. 202 p. Abstract in *Diss. Abstracts*, 17: 1698, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on a 15-percent stratified sample of women at the University. Attitudes measured were classified in four groups: (1) Governing, (2) Social, (3) Service and university-wide, and (4) Honorary—departmental—other. "Approximately one half, 51 percent, of the respondents estimated that the present student organizations are good, and 32 percent rated these organizations as being fair."

1918. KINNEY, STANLEY NEWELL. *The Selection of Outside Speakers by Student Organizations at the University of Michigan (1854-1935)*. Ann Arbor: University of Michigan, 1957. 138 p. Abstract in *Diss. Abstracts*, 18: 1302-1303, April 1958.

Unpublished doctoral dissertation (Ph. D.). "The evidence indicated that the University's policy of increasing control over student discussion organizations and over the student selection of outside speakers was a result of a growing concern over the public relations of a State institution, and that the policy came to be more and more a matter of estimating the possible repercussions of public opinion."

1914. LEE, ALFRED MCCLUNG. *Discrimination in College Fraternities and Sororities*. *Sch. & Soc.*, 79: 198-199, June 26, 1954. (Author: Faculty mem-

ber, Brooklyn College, New York; President, National Committee on Fraternities in Education.)

Reviews progress in various institutions of policies of local fraternities in attempting to remove racial discrimination in membership. "By and large, the struggle is being led neither by the colleges nor by national fraternity leaders but by undergraduates." Reply by Duncan McConnell, *Sch. & Soc.*, 80: 123, Oct. 16, 1954. Reply to Duncan McConnell by George E. Axtelle, *Sch. & Soc.*, 81: 10-11, Jan. 8, 1955; and by Jacob A. Ornstein, *Sch. & Soc.*, 81: 11, Jan. 8, 1955. Further replies by Duncan McConnell, *Sch. & Soc.*, 81: 74-75, March 5, 1955; by Chester B. Vernon, *Sch. & Soc.*, 82: 10-11, July 9, 1955; and by George E. Axtelle, *Sch. & Soc.*, 82: 11, July 9, 1955.

1915. ———. Can Social Fraternities Be Democratic? *Jour. Higher Educ.*, 26: 173-179, 228-229, April 1955. (Author: See No. 1914.)

"With few exceptions, the accusation still stands: American colleges fraternities and sororities are training schools in antidemocratic racial and religious snobishness rather than democratic microcosms. . . . Is this necessary?" Believes that it is not. Cites examples of Amherst College and Princeton University and explains the efforts at democratization undertaken by the National Committee on Fraternities in Education.

1916. LEE, JULIUS W., JR. *The History of Phi Delta Kappa, 1906-1954*. Bloomington: Indiana University, 1954. 271 p. Abstract in *Diss. Abstracts*, 15: 371-372, March 1955.

Unpublished doctoral dissertation (Ed. D.). Traces development of the graduate educational fraternity having, in 1954, 80 campus chapters, 54 field chapters, and membership of approximately 60,000.

1917. LEWIS, VIVIAN FLOYD. *A Study of the Informational Needs of College Women Sports Spectators*. Columbus: Ohio State University, 1953. 165 p. Abstract in *Diss. Abstracts*, 20: 198-200, July 1959.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study was fourfold: (1) To ascertain what information college women sports fans feel they need to know about spectator sports in order to understand and appreciate them; (2) to ascertain what coaches of these sports think college women need to know about the game in order to be understanding and appreciative specta-

tors: (3) to determine how the data obtained from students and adults could be adjusted, combined, and compiled so as to serve as suggested subject matter for a course in sports appreciation; and (4) to show the extent to which these data can be used intelligently in teaching a class in sports appreciation." Based chiefly on reports secured from 2,425 women students in 12 Ohio colleges. Of 20 sports first considered, five were retained for intensive study—football, baseball, basketball, tennis, track and field.

1918. LOSKE, FERREN CLARK. *The Organization and Administration of Intercollegiate Athletics in the California State Colleges*. Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 295-297.

Unpublished doctoral dissertation (Ed. D.). Based on wire-recorded interviews with responsible officials at each of the 19 State colleges. Information analyzed under seven heads: policies and status, organization, student personnel, athletic staff personnel, business management, equipment and facilities, and public relations.

1919. MACKEY, ANN. *A National Study of Women's Intramural Sports in Teachers Colleges and Schools of Education*. Boston: Boston University, 1957. 165 p. Abstract in *Diss. Abstracts*, 17: 2912-2913, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 221 directors of women's physical education in institutions in 45 States, ranging in size from 200 to 22,000 students each.

1920. MITCHELL, ELMER D. A Survey of the Athletic Purposes of Colleges of the North Central Association. *North Cent. Assoc. Quart.*, 28: 370-377, April 1954. (Author: Professor of Physical Education, University of Michigan.)

Based on questionnaire responses from 269 institutions. Replies to six questions are summarized and their implications discussed.

1921. MOTT, ALLISON W. *The Educational Value of College Physical Education, Including Intercollegiate Athletics, and Their Preservation*. *Educ. Forum.*, 16: 409-419, May 1952. (Author: Chairman, Department of Physical Education and Athletics, Amherst College, Massachusetts.)

Deals chiefly with "what is being done to deemphasize the exaggerated position of our intercollegiate sports, and what still needs to be done to reemphasize the values to be obtained from them."

1922. MOTT, ROBERT ARTHUR. *Athletic Control in Member Institutions of the Pacific Coast Intercollegiate Athletic Conference*. Stanford, Calif.: Stanford University, 1953. 134 p. Abstract in *Diss. Abstracts*, 14: 295, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To ascertain the definite location of authority and responsibility to determine the policy and to administer the intercollegiate athletic program in member institutions." Based on documentary sources and personal interviews at each institution. Makes numerous recommendations for improvement.

1923. NABORS, D. J., JR. *The Historical Development of Intercollegiate Forensic Activities, 1915-1956*. Norman: University of Oklahoma, 1957. 227 p. Abstract in *Diss. Abstracts*, 17: 2908-2909, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Includes study of debate, oratory, extemporaneous speaking, student forensic fraternities, and judging. Discusses Delta Sigma Rho, founded in 1906; Tau Kappa Alpha, 1908; and Pi Kappa Delta, 1913. Now almost 400 chapters of forensic fraternities. Intercollegiate debating began in 1881 with Knox College and Illinois College.

1924. OLPIN, A. RAY. *What Price Athletic Scholarships?* In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1952, p. 74-78. (Author: President, University of Utah.)

"Financial assistance to athletes, as to any students, should open the doors of opportunity and thus be a means to an end and should be considered a reward for competition in sports. Scholarship aid should be administered without regard for external pressures, under complete institutional control, and in keeping with regularly established standards of acceptable practice."

1925. PAGE, FRANK L. *Financial Support of the Student Activity Program in the California Public Junior Colleges*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 304-307.

Unpublished doctoral dissertation (Ed. D.). Answers seven basic questions regarding fi-

ancing of student activities. Makes several recommendations for improvement.

1926. PARKS, JAMES R. The College Teacher and Extracurricular Activities. *Sch. & Soc.*, 86: 89-90, Feb. 15, 1958. (Author: Assistant Professor of Business, Concord College, West Virginia.)

"Student activities must have a friendly, cooperative, counseling and stimulating relationship with faculty members. The faculty member should develop initiative and freedom of action in the students, if a club is to be successful."

1927. PATTILLO, MANNING M., JR. The North Central Association and Intercollegiate Athletic Reforms. *AAUP Bull.*, 38: 209-219, Summer 1952. (Author: Instructor in Education, University of Chicago; Member, Committee on Athletics, North Central Association.)

"Those of us in the North Central Association who have given intensive thought to the athletic problem have concluded that this problem will not be solved until college and university faculties take a more active part in examining and reformulating athletic policy."

1928. PERRY, J. WARREN. *A Study of the Characteristics of Male Student Leaders in Co-Curricular Activities at Northwestern University*. Evanston, Ill.: Northwestern University, 1955. 369 p. Abstract in *Diss. Abstracts*, 16: 66-67, Jan. 1956.

Unpublished doctoral dissertation (Ph. D.). A case study of 60 student leaders at the University in 1953-54. Conclusion: "College personnel workers charged with admission responsibilities would do well to scrutinize the school records for evidences of past leadership promise; the identification and development of potential leaders should become an important guidance function."

1929. POLITELLA, DARIO. A Guide for the Operation of Student Publications. *Coll. & Univ. Bus.*, 11: 29-30, Sept. 1961. (Author: Assistant Professor of Journalism, Kent State University, Ohio.)

"What are the roles of the university administration and the student in the production of a student publication?" Describes the 44-page handbook developed at Kent State University to answer the question.

1930. PRATOR, RALPH. Administering Junior College Athletics. *Jun. Coll. Jour.*, 24: 278-284, Jan. 1954. (Author:

President, Bakersfield College, California.)

Reports statements of policy for organizing junior college athletic conferences, for the junior college administration in dealing with athletic problems, and gives a suggested code of sportsmanship for spectators.

1931. REED, WILLIAM R. Programs of Financial Aid to Athletes Adopted by Big Ten. In Association of Governing Boards of State Universities and Allied Institutions. *Proceedings*, 1957, p. 44-52. (Author: Assistant Commissioner, Intercollegiate Conference, Chicago, Ill.)

"What I would like to do today is to give you an account of how one group of universities, the Big Ten Conference, has approached the problems that lie in the affected area of athletics, and how we hope we have attacked them successfully."

1932. RION, WILLIAM E. Games Equipment. *Coll. & Univ. Bus.*, 9: 38-40, 1950. (Author: Director, Florida Union, University of Florida.)

Reports policies of 91 institutions with reference to equipment for games in College Union buildings.

1933. ROGERS, EVERETT M. The Effect of Campus Marriages on Participation in College Life. *Coll. & Univ.*, 33: 198-199, Winter 1958. (Author: Assistant Professor of Sociology, Ohio State University.)

Based on questionnaire responses from 725 students at Iowa State College, comparing participation in campus activities, attendance at athletic events, and participation in college social life of married and unmarried students. Bibliography, six titles.

1934. ROGERS, NOLA-STARK. Why Sororities Survive. *Seventeen*, 12: 82-83, 112-118, Oct. 1953. (Author: Assistant Dean of Students, University of California, Los Angeles.)

Defends college sororities, stating that among major reasons for their continued existence and even expansion is that they serve a matchmaking function, give a young woman social training, and a familiar atmosphere which encourages development of social grace and poise.

1935. ROSKENS, RONALD W. *The Relationship Between Leadership Participation in College and After College*. Iowa City: State University of Iowa,

1958. 168 p. Abstract in *Diss. Abstracts*, 19: 473-474, Sept. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of college and post-college activities of 896 male graduates of State University of Iowa at four 10-year periods, 1922 and 1923, 1932 and 1933, 1942 and 1943, and 1952 and 1953. "Extremely high correlations were obtained between measures of leadership and measures of participation at both the college and post-college levels."

1936. SALOMA, JOHN S., 3D. An Evaluation of Student Government. *Tech. Review*, 58: 31-32, 70, Nov. 1955.

Report on a Ford Foundation research project, "The Role of Student Government in Higher Education." States five characteristics of "an ideal form of student government." Says that "The Ford Study showed that the majority of American student governments measured up to this ideal miserably." But feels that "student government must and will assume its position of responsibility alongside the Administration, Faculty, Corporation, and Alumni."

1937. SCANLON, KATHRYN. Student Government in Catholic Colleges for Women in the United States. *Educ. Adm. & Sup.*, 44: 103-120, March 1958. (Author: Director of Teacher Training, Fordham University, New York.)

Based on questionnaires sent to instructors and to presidents of student governments in 104 institutions. Findings summarized under five heads: Organization, Accomplishments, Problems, Principles, and Outside Influences.

1938. SHEA, EDWARD J. *A Critical Evaluation of the Policies Governing American Intercollegiate Athletics: With the Establishment of Principles to Guide the Formation of Policies for American Intercollegiate Athletics*. New York: New York University, 1955. 807 p. Abstract in *Diss. Abstracts*, 15: 1194-1195, July 1955.

Unpublished doctoral dissertation (Ph. D.). Evaluates 24 representative athletic policies for educational professional groups. Finds that three classifications of athletic policies satisfactorily meet all educational criteria.

1939. SHELDEN, MIRIAM A. *A Study of Certain Factors in Relation to Selection and Non-Selection of Sorority Members*. New York: New York University, 1958. 115 p. Abstract in *Diss. Abstracts*, 19: 3197, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 854 women at University of Illinois who sought sorority membership in 1957.

1940. SHUTT, DAROLD LEE. *Attitude Changes Among First Year College Men Living in Fraternities and Residence Halls*. Urbana: University of Illinois, 1955. 91 p. Abstract in *Diss. Abstracts*, 15: 749-750, May 1955.

Unpublished doctoral dissertation (Ed. D.). Based on pre-tests and post-tests given at 20-week intervals to 50 fraternity pledges and 49 dormitory students. Conclusion: "Although changes were observed in morale, social life, emotionality, acceptance of adults, and acceptance of self, the extent of change did not reach the five percent level of confidence."

1941. SISKE, JAMES HARDING. *The Development of the Guidance Concept in the College Social Fraternity*. Charlottesville: University of Virginia, 1956. 722 p. Abstract in *Diss. Abstracts*, 17: 805, April 1957.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To determine what college social fraternities have done in the past and are doing in the present to provide guidance to their members." Carried out with full endorsement of National Interfraternity Conference. Based on questionnaires sent to headquarters of 62 national fraternities, to 146 fraternity chapter officers at individual colleges, to deans of men in 75 colleges where these chapters were located, and to fraternity historians in each of the national headquarters.

1942. STANCIL, CHARLES TAYLOR. *Participation Areas and Interest Areas in the Recreation of College Students With Diverse Curricula*. University Park: Pennsylvania State University, 1957. 178 p. Abstract in *Diss. Abstracts*, 17: 2914, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses to a checklist of 237 activities, administered personally by the author to 815 male undergraduate students in eight selected colleges and universities. Conclusion: "Both the type of curriculum and the institutional environment are important factors in recreational patterns. The recreational administrator should weigh both in setting up his program for students."

1943. STANDIFER, JAMES WILLIAM, SR. *A Study of the Permanence of Recreational Interests of College Graduates in*

*Selected Professions.* Ann Arbor: University of Michigan, 1957. 169 p. Abstract in *Diss. Abstracts*, 18: 2055-2056, June 1958.

Unpublished doctoral dissertation (Ed. D.). Based on 800 cases, 100 each among lawyers, physicians, business men, engineers, dentists, pharmacists, teachers of academic subjects, and physical education teachers. Respondents checked 50 recreational activities for participation in them since graduation. Conclusion: "The hypothesis on which this investigation was based, namely that the recreational interests of professional men as they are manifest by participation are permanent, must be rejected."

1944. STEERS, DAVID KENNETH. *Attitudes and Interests of Senior Students in the University of Delaware as Related to Athletic Participation.* Philadelphia: Temple University, 1956. 247 p. Abstract in *Diss. Abstracts*, 17: 298, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on responses of Class of 1955 to a 107-item opinionnaire. Differences in percentages of favorable responses of athletes and non-athletes were compared and tested for statistical significance. Additional data were secured by interviews with 30 men judged by their classmates as most outstanding and least outstanding.

1945. STEVENS, SAMUEL N. *Professionalized Athletics in Our Colleges Is a Malignant Disease.* *Coll. & Univ. Bus.*, 11: 19-20, July 1951. (Author: President, Grinnell College, Iowa.)

States a 7-point program as a result of which "within 5 years 90 percent of the diseases which now are so malignant in our colleges and university life, and which have their causes in our misguided intercollegiate programs, will be eliminated."

1946. STEWART, IRVIN. *Student Government as a University President Sees It.* *Assoc. Amer. Coll. Bull.*, 36: 90-97, March 1950. (Author: President, West Virginia University.)

"To me, that student government is best which vests in the study body the greatest amount of authority and responsibility which the students are prepared to exercise properly at any time. The administration should stand ready with advice and assistance as needed to make that government a success."

1947. STOKE, HAROLD W. *College Athletics—Education or Show Business?*

*Atlantic*, 193: 46-50, March 1954. Same, condensed, in *Readers' Digest*, 33: 73-75, May 1954. (Author: Dean, Graduate School, University of Washington; formerly President, University of New Hampshire.)

States that many of the current problems of college athletics have arisen from efforts to conceive of athletics as education when in reality they have become a form of public entertainment. Proposes that athletics be not required to meet academic standards, and that formal academic control of athletics be relinquished.

1948. STROUP, HERBERT. *The Role of Student Activity in the University.* *Assoc. Amer. Coll. Bull.*, 41: 436-447, Oct. 1955. (Author: Dean of Students, Brooklyn College, New York.)

"The older behavior of university students often makes modern students at their worst look like pastoral nymphs who dance lightly across verdant fields sprinkling rosewater from sacred urceoles." Illustrates by examples of student excesses in medieval universities from year 1228 onward. Emphasizes place of rational student activities in the total program of a university.

1949. ———. *The Intentions of Student Activities Systems.* *Jour. Higher Educ.*, 27: 256-263, 290, May 1956. (Author: See No. 1948.)

Discusses aims, purposes, and goals of student activities.

1950. THOMPSON, FLORENCE M. and HARDAWAY, CHARLES W. *Sorority Rushing and Pledging Methods.* *Jour. Higher Educ.*, 21: 324-325, June 1950. (Authors: (1) Assistant Dean of Women; (2) Research Consultant; both of Indiana State Teachers College.)

"The question of the best time and method for holding sorority rushing and pledging has been under consideration for some time at Indiana State Teachers College. . . . In general there are three main outlooks from which this issue is approached: those of the rushees, the sorority chapter, and the college administration." Based on a study of practices in 55 coeducational colleges.

1951. THOMPSON, ROBERT VERNON. *An Experimental Study of Freshman Social Fraternity Pledges and the Factors Affecting Eligibility for Initiation.* Bloomington: Indiana University, 1954. 179 p.

Abstract in *Diss. Abstracts*, 15: 361-362, May 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 257 students at Indiana and DePauw Universities.

1952. Unusual Athletic Programs. *North Cent. Assoc. Quart.*, 27: 332-376, April 1953.

Nine articles (one introductory) by different authors on athletic conditions at Johns Hopkins University, University of Chicago, Haverford College, Amherst College, Swarthmore College, Harvard University, Massachusetts Institute of Technology, and Oberlin College.

1953. WALZ, EDGAR. This Small College Has Made a Good Beginning at a Unified System of Administering Student Organization Funds. *Coll. & Univ. Bus.*, 19: 24-25, July 1955. (Author: Business Manager, Concordia College, Indiana.)

Gives eight "guidelines" for faculty advisors, five for business administrators, and 15 for financial officers of student organizations.

1954. WILEY, MARY STEVENS. *The Evaluation of Policies for the Organization and Administration of Extra-Curricular Recreational Programs in the State Colleges of California*. New York: New York University, 1954. 344 p. Abstract in *Diss. Abstracts*, 14: 1615, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "In order to evaluate policies, it was necessary to establish principles as criteria, to collect background material on the policies that influence the student activities in these colleges, to identify and compile existing policies, and to evaluate these in the light of selected principles."

1955. WILLERMAN, BEN. Changing the Attitude of Fraternity Members Toward University Control. *Pers. & Guid. Jour.*, 37: 542-550, April 1950. (Author: Associate Professor of Psychology, University of Minnesota.)

Describes an experiment at University of Minnesota to determine whether attitudes of fraternity members toward university control could be modified. Used 11 fraternities most opposed to university regulations in the experiment.

1956. WILLIAMSON, EDMUND G.; LAYTON, W. L.; and SNOKE, M. L. *A Study*

*of Participation in College Activities*. Minneapolis: University of Minnesota Press, 1954. xii, 99 p. (Authors: Faculty members, University of Minnesota.)

A study planned to discover changes, if any, since 1933 when a similar study was made. Based on questionnaires sent to a 10-percent stratified sample of 4,679 students at University of Minnesota. Results presented in 103 tables and text. Found that "71 percent of the women and 60 percent of the men participated in one or more activities."

1957. WILSON, SLOAN. The Case Against Fraternities. *Amer. Weekly*, Oct. 14, 1956, p. 10-11. (Author: Assistant Professor of English, University of Buffalo, New York.)

Claims that fraternities are "stupid, witless, juvenile, and purposeless associations." Thinks that no mature student today would consider joining a fraternity. For reply by H. L. Brown, see No. 1890.

1958. YARDLEY, WILLIAM AUGUSTUS. *An Analysis of Greek Letter Social Fraternities as a Factor in Student Life at Ohio State University*. Columbus: Ohio State University, 1958. 248 p. Abstract in *Diss. Abstracts*, 20: 173-175, July 1959.

Unpublished doctoral dissertation (Ph. D.). An intensive study of three major issues: "(1) Whether or not fraternities are functioning on a democratically acceptable basis; (2) Whether, and to what degree, fraternities contribute to or detract from the personal-social growth and development of individual members; and (3) Whether or not fraternities, as organized groups, affect total campus life positively or negatively."

1959. YOUNG, SHERMAN PLATO. Extra-Classroom Activities for Liberal Education. *Jour. Higher Educ.*, 27: 264-265, 289-290, May 1956. (Author: Professor of Latin and Greek, Drew University; with 30 years experience as coach of college basketball.)

"This paper holds to the position that academic achievement is the hard central core of a real college education. But the academic procedures of the classroom are not sufficient to prepare a college student for living in modern society. They must be supplemented by a soundly conceived program of extra-classroom activities which have a definite educational purpose."

See also Nos. 47, 55, 62, 189, 228, 266, 272, 273, 278, 286, 297, 325, 375, 798, 948,

992, 1588, 1591, 1595, 1597, 1600, 1648, 1699, 1705, 1719, 1731, 1806, 1859, 1974, 2128, 2144, 2171, 2498, 2501, 2556.

## 7. COSTS TO STUDENTS

Includes tuition charges, student loans, scholarships, and fellowships.

1960. ALDEN, VERNON R. College Policy and the Economy in the Years Ahead. *Coll. Board Review*, No. 34, 27-32, Winter 1958. (Author: Associate Dean, Graduate School of Business Administration, Harvard University.)

"Tuition increases, extensive student loans, and extended student enrollments are recommended for private colleges."

1961. BERRY, CHARLES ALBERT, JR. *Student Part-Time Employment Policies and Practices in Negro Land-Grant Colleges*. Bloomington: Indiana University, 1964. 163 p. Abstract in *Diss. Abstracts*, 14: 622-623, April 1964.

Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To analyze student employment policies and practices in these colleges, (2) to determine the extent to which the needs of students for employment might affect administrative policies, and (3) to develop conclusions and recommendations for possible revision or modification of present practices."

1962. CAMERON, MEREDITH E. Women's Colleges and Scholarships. *Assoc. Amer. Coll. Bull.*, 42: 233-239, May 1966. (Author: Academic Dean, Mount Holyoke College, Massachusetts.)

"College thinking about scholarships is changing; the thinking of students and their families, of schools and of alumnae has not kept pace with it." Poses and answers two questions: "What role do scholarships play in the economy and make up of privately endowed colleges in general and of women's colleges in particular?" and "Who should receive scholarships, and in what amount?"

1963. CRAIG, W. BRADFORD. *How to Finance a College Education*. New York: Henry Holt & Co., 1969. xiii, 79 p. (Author: Director, Bureau of Student Aid, Princeton University.)

"The purpose of this book is to point out ways which will assist families in meeting

college expenses. No student of ability should be discouraged from going to college because of expense." Contains eight information chapters: I. Planning. How, When, Where? II. College Costs. III. Employment. IV. Loans. V. Prepayment Plans. VI. Savings and Insurance. VII. Scholarships. VIII. The College Viewpoint. Bibliography, nine titles.

1964. DE CICCIO, ERNEST M. The Economics of College Tuition. *New Leader*, 41: 9-10, Jan. 20, 1958.

Advocates increases in tuition, but also feels many costly services promised the student should be either reduced or eliminated.

1965. FKLS, WILLIAM C. Charging the Full Cost of Tuition. *Coll. Board Review*, No. 36, 17-19, Fall 1958. (Author: President, Bennington College, Vermont.)

Reports increase in tuition, board, room, and health services at Bennington College to the full cost, \$2,650. "However, the plan encompassed a provision for adjusting fees to family resources. . . . Thus total charges range downward from \$2,650 to \$1,050."

1966. FONTAINE, THOMAS D. The Impact of National Science Foundation Fellowships on Scientific Training and Education. *Grad. Jour.*, 2: 95-108, Spring 1959. (Author: Head, Fellowship Section, National Science Foundation.)

States five guiding principles of the fellowship programs of the Foundation and gives detailed reports on four groups of fellowships, chiefly those for graduate students. Tabulates, by years, 12/391 applications received, resulting in award of 3,701 fellowships, 1952 to 1959.

1967. GOREN, ROBERT F. The National Woodrow Wilson Fellowship Program of the Association of Graduate Schools in the Association of American Universities. In *Association of Graduate Schools in the Association of American Universities, Proceedings, 1955*, p. 49-80. (Author: National Director, Woodrow Wilson Fellowship Program.)

Report for 1954-55 of the program's third year of operation, with 1,522 nominations and 161 fellowships granted. Gives status of present fellows and record of previous fellows. Includes 18-page discussion.

1968. GRESHAM, PERRY EYLER. College Giveaway. *Assoc. Amer. Coll. Bull.*, 48:



406-409. Oct. 1957. (Author: President, Bethany College, West Virginia.)

"Last June a bright high school senior in a Midwestern town received scholarship offers totaling more than \$25,000. . . . A top football player has a still better opportunity. . . . The college loan fund appears to be a casualty. Why should a student borrow funds when he can get his academics for nothing? . . . A constructive solution to the problem is not easy. A new public attitude must emerge. . . . Four corrective measures appear to be indicated. Scholarships should be confined to need, parents who pay full tuition for their children should be honored, educational loans should replace many scholarships, and a new system of recognition devised for scholastic excellence."

1969. HACKETT, ROGER C. Tuition Rates in Public Junior Colleges. *Jun. Coll. Jour.*, 25: 229-230, Dec. 1954. (Author: Dean, Canal Zone Junior College.)

Tabulates tuition charges for 267 public junior colleges, varying from \$0 to \$800 or more per year. "More than 38 percent of all public junior colleges in the United States charge no tuition at all to local residents."

1970. HARRIS, SEYMOUR E. Charging the Student Tuition on the Basis of Costs. *Educ. Record*, 40: 24-28, Jan. 1959. (Author: Professor of Economics, Harvard University.)

Discusses some of the difficulties involved in determination of true costs, but advocates the plan as a basis of substantial increases in tuition. "A fuller version of the problem of pricing of college services, presented in a three-year study financed by the Ford Foundation, will be available in about a year. That version, which includes material not presented here, stresses the case for higher tuition on grounds of equity and practicality."

1971. ——— Student Credit Could End Colleges' Financial Plight. *Coll. Board Review*, No. 37, 18-22, Winter 1959. (Author: See No. 1970.)

"In view of this plight of institutions on the one hand and of families on the other, I propose a revolutionary expansion of loans for college expenses: provisions of loans totaling one and a half billion dollars a year within a few years and rising to a total of two and a half billion dollars a year by 1970. These sums of course far exceed the maximum of 90 million dollars a year for college student loans to be provided under the National Defense Act of 1958. . . . My proposal envisions furnishing loans that would average \$1,000 per year . . . to all students in private colleges and universities who need

them. . . . Loans averaging \$500 annually would be furnished all students in public colleges and universities needing them."

1972. HOLLIS, ERNEST V. and associates. *Costs of Attending College: A Study of Student Expenditures and Sources of Income*. Washington: Government Printing Office, 1957. (U.S. Office of Education, Bulletin, 1957, No. 9.) v, 91 p. Summarized in articles by E. V. Hollis in *Higher Educ.*, 13: 141-143, April 1957; and in *Assoc. Amer. Coll. Bull.*, 43: 595-601, Dec. 1957; (Authors: With U.S. Office of Education.)

Based on questionnaire returns from random sample of 15,316 students in 110 institutions in 42 states. "The cost of attending undergraduate college during 1956-57 averaged \$1,500 a school year at public institutions, and \$2,000 at private ones. . . . Students and their families paid more than three-fifths of the cost. . . . Scholarships accounted for slightly less than 5 percent of total income of all students." Bibliography, 25 titles.

1973. IFFERT, ROBERT E. College Scholarship Funds—Investment or Speculation? *Higher Educ.*, 13: 143-146, April 1957. (Author: With U.S. Office of Education.)

Based on No. 1786. "Some of the gross findings of this study which bear on the relationship between scholarship funds and the characteristics of the users are reported here. During the period 1950-54 about 25 percent of all college students in the Retention and Withdrawal Study [No. 1786] received some form of scholarship aid." Analyzes scholarship holders from various viewpoints. Conclusion: "Available evidence indicates that under present practices of awarding scholarships there is waste and inefficiency."

1974. ——— Scholarship Funds and Extracurricular Activities. *Higher Educ.*, 14: 41-55, Nov. 1957. (Author: See No. 1973.)

A continuation of the study (No. 1973) based upon No. 1786. "Further data from the Study are presented here, largely in tabular form, to compare the contribution being made to organized extracurricular activities on the campus by students who received no scholarship assistance with those having some but less than half of their college expenses paid from scholarship funds and with those having half or more of their expenses paid from scholarship funds." Conclusion: "Expressed in terms of the marketplace, schol-

arship money bought more participation in extracurricular activities among men than among women. Among men, the best buy was in intercollegiate athletics, and the poorest buy was in curriculum-related activities. Among women, the best buy was at the student government counter, and the poorest investment was in management."

1975. ISAACSON, LEE E. and AMOS, LOUISE C. Participation in Part-Time Work by Women College Students. *Pers. & Guid. Jour.*, 35: 445-448, March 1957. (Authors: (1) Assistant Professor of Education, Purdue University, Indiana; (2) Teacher-Counselor, Huntsville High School, Alabama.)

A questionnaire study "designed to investigate the extent and nature of participation in part-time work by women students in a midwestern, State-supported university. The types of jobs held, the rates of pay, the hours worked, and the reasons for working were included in the study." Covers "all undergraduate women students living on campus during the fall semester of the 1954-55 school year."

1976. JOHNSON, ELDON L. Is the Low-Tuition Principle Outmoded? *Coll. Board Review*, No. 88: 16-18, Spring 1959. Also in remarks of Senator Styles Bridges, *Congressional Record*, 105: 15095-15097, Aug. 20, 1959. (Author: President, University of New Hampshire.)

A denunciation of the view that only higher tuition and student loans can solve the financial problems of higher education.

1977. JOSEPHS, DEVEREUX C. College on Credit. *Think*, 25: 7-9, May 1959. (Author: Chairman of the Board, New York Life Insurance Co., New York.)

"The solution to the problem is clear and simple: Colleges should raise tuition fees to charge to the students the full cost of his education, and what the student or his parents cannot pay from past savings and current earnings they should borrow. After all, this is the decision that 70 percent of American families make when confronted with the purchase of an automobile. . . . The time has come for all of us to regard borrowing for an education as a sensible and natural act. For too long it has been regarded as slightly disreputable."

1978. LUDLUM, ROBERT P. How High Should Tuition Go? *Educ. Record*, 89: 306-310, Oct. 1958. (Author: President, Blackburn College, Illinois.)

"To suggest that tuition should be raised to the point where it would cover the cost of instruction is to make not only a new suggestion but also one that runs counter to convictions we have held for centuries." States various reasons for the change and quotes several individuals as opposed to the plan on the basis of broad social values.

1979. MATTINGLY, RICHARD C. *Scholarships and Fellowships: A Selected Bibliography*. Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 7.) iii, 28 p. (Author: With U.S. Office of Education.)

"An attempt has been made to include in this bibliography articles and other material describing research studies in the field of financial aid to students and in related areas. These areas cover plans of high school seniors, academic performance of scholarship holders, problems of administration of scholarship programs, and proposals for more student financial aid." Includes 120 annotated titles.

1980. ———. *Financial Aid for College Students: Graduate*. Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 17.) vi, 151 p. (Author: See No. 1979.)

Lists data on graduate fellowships, loans, and teaching and research assistantships available in each of 330 institutions in 1955-56. Fellowships are listed separately for each major field of study. Reports a total of 24,885 fellowships available, with value of \$18,000,000. Review by F. W. Ness, *Assoc. Amer. Coll. Bull.*, 43: 644-647, Dec. 1957.

1981. MONRO, JOHN USHER. Capitalizing on the Federal Loans for Students. *Coll. Board Review*, No. 87, 12-17, Winter 1959. (Author: Dean, Harvard College, Harvard University.)

"The new National Defense Student Loan Program confronts the American college and university community with a quite remarkable opportunity and some equally remarkable problems."

1982. *New Ways to Finance a College Education: More Millions for Loans to Students*. *U.S. News*, 47: 52-54, Aug. 17, 1959.

"Now, if you're short of cash, you can still go to college by borrowing. More loan money is available to students today than before. And more students are willing to borrow. It's an important new trend in education." States that in 1955-56 loans to students amounted to \$40 million. Quotes

W. W. Hill, Jr., of College Life Insurance Company of America, as predicting that in less than 10 years such loans will exceed a billion dollars a year.

1983. OWENS, ROBERT LEON, III. *Financial Assistance for Negro College Students in America: A Social Historical Interpretation of the Philosophy of Negro Higher Education*. Iowa City: State University of Iowa, 1953. 227 p. Abstract in *Dis. Abstracts*, 14: 51-52, Jan. 1954.

Unpublished doctoral dissertation (Ph. D.). "The purposes of this study were to collect as much data as possible concerning financial assistance accessible for the education of Negro college students, to ascertain the aims of Negro higher education, and to relate, if possible, the extent to which financial assistance available influences the general philosophy of Negro higher education." Based on data secured from 250 Foundations, State departments of education, Negro fraternal and religious organizations, and numerous other sources.

1984. PERKINS, JOHN ALANSON. *Financing Higher Education: Perspectives and Possibilities*. In *Association of Graduate Schools in the Association of American Universities, Proceedings*, 1958, p. 71-81. Also in *Educ. Record*, 40: 99-107, April 1959. (Author: President, University of Delaware.)

"There have been, broadly speaking, two ideas put forth on how to get the needed money—from the students or from the Government. The first has been promoted by some industrialists and popularized by *Pertene Magazine* and the ubiquitous Mr. Beardley Ruml. It suggests that higher education, private and public alike, should charge students the full cost of that education. States arguments against this method and in favor of the second.

1985. PHILLIPS, CHARLES F. *Meeting the Cost of a College Education Without Federal Aid*. *Assoc. Amer. Coll. Bull.*, 43: 339-348, May 1957. (Author: President, Bates College, Maine.)

"Personally I believe that private means can be found to solve this problem of the able student who lacks the money for college . . . without recourse to the Federal government." Discusses increasing tuition costs, what the student and his family can do, current outside aids, and a private loan program, especially the work of the newly organized Massachusetts Higher Education

Assistance Corporation, formed by a group of private citizens.

1986. PIERPONT, WILBUR K. *A Sense of Proportion is Needed on Our Tuition and Fee Charges*. *Coll. & Univ. Bus.*, 27: 30-33, July 1959. (Author: Vice President, University of Michigan.)

Discusses various factors to be considered in setting fair tuition fees, including program costs, future earning power, institutional objectives, social interest and need, income levels of economic groups, and financial resources.

1987. PIRKLE, WILLIAM BROUGHTON. *A Study of the State Scholarship Aid Program for Negroes in Georgia, 1944-1955*. Auburn: Alabama Polytechnic Institute, 1956. 208 p. Abstract in *Dis. Abstracts*, 16: 2078-2079, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Purpose: To collect and organize data on scholarship programs for the higher education of Negroes in the State. Cost of the program rose from \$1,044 in 1944 to \$208,000 in 1955. There were five recipients in 1944 and 1,790 in 1955, with a total of 5,118 for the entire period. Recipients attended 121 colleges in 30 states and pursued 92 fields of study. Recipients were drawn from 188 of the 159 counties in the State.

1988. POTTER, VIRGINIA BOSCH. *Fellowships in the Arts and Sciences, 1959-1960*. Washington: Association of American Colleges, 1958. 2d edition. viii, 195 p.

First edition (1957, 126 p.) by L. Virginia Bosch. Second edition contains descriptions of fellowship offerings from private foundations, Government agencies, professional societies, industry, and other sources outside the universities themselves. Includes names and addresses of fellowship programs, deadline dates for applications, requirements for applicants, stipend levels, citizenship requirements, and other details. Seven chapters: I. Advice to Applicants. II. Predoctoral Fellowships. III. Postdoctoral Fellowships. IV. Senior and Faculty Awards. V. Fellowships for Study Abroad. VI. Summer Awards. VII. Loans. Appendix contains alphabetical list of all awards and bibliography of other publications.

1989. RADLIFF, SHIRLEY. *College and University Student Loan Programs*. *Higher Educ.*, 15: 1-6, Sept. 1958. (Author: With U.S. Office of Education.)

Analysis of extent of use of loan funds in 1,050 colleges, of which 90 percent had

such funds available. Slightly over half of the available loan funds were borrowed in 1955-56.

1990. ROSENHAUPT, HANS. Report of Woodrow Wilson National Fellowship Foundation. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 60-70. (Author: Director, Woodrow Wilson National Fellowship Foundation.)

Covers the period July 1957 to Oct. 1958, beginning with incorporation of the Foundation July 8, 1957, and embracing the Foundation's first year of operation under the \$24.5 million grant from the Ford Foundation. Gives many details concerning 255 fellows who entered graduate schools in 1957, and discusses selection and recruitment, and relations with graduate schools and with the U.S. Office of Education.

1991. ROTH, SYDNEY M. Why Shouldn't We Finance Careers as We Do Houses? *Coll. & Univ. Bus.*, 21: 24-26, Dec. 1956. (Author: With Roth Brothers & Co., Chicago.)

Presents a plan in considerable detail for financing a college education through long-term student loans. "A good college education, according to authoritative figures, adds an average of \$100,000 to lifetime earnings. . . . A property having sufficient earning power to be worth \$100,000 should be considered adequate collateral for a loan of the full cost of a college or university course, including advanced degrees."

1992. RUMMELL, FRANCES V. Education While You Work. *Readers' Digest*, 182-184, Sept. 1958. Condensed from *Today's Living*, Aug. 10, 1958.

States that 75 percent of men and 50 percent of women students earn part of their expenses in college and one out of seven pays his entire way. Reports various methods used, and changing nature of them.

1993. SHERWOOD, PAUL MILTON. *Student and Family Attitudes Toward Financing the College Experience*. Pittsburgh, Penn.: University of Pittsburgh, 1956. 96 p. Abstract in *Diss. Abstracts*, 17: 66, Jan. 1957.

Unpublished doctoral dissertation (Ph. D.). "The basic assumption of this thesis is that students and their families should do all in their power to make it possible for the student to devote his full time during the academic year to the total college experience.

The problem of the thesis is to test the extent to which students and their families accept the assumption." Based on personal interviews with, and financial summaries by, 72 men at University of Pittsburgh who were working 20 hours per week or more, and 54 also at the University, who were not working at all. Students and their families were rated on a 5-point scale. Conclusion: "The findings of this study challenge colleges and universities to take more aggressive steps to acquaint students and their families with the values to be derived from college in both its curricular and extra-curricular aspects."

1994. SHIPPS, HERMAN M. Scholarships Do Education a Great Disservice. *Coll. & Univ. Bus.*, 11: 17, Oct. 1951. (Author: Vice President and Director of University Relations, Ohio Wesleyan University.)

"It is my opinion that granting scholarships is the poorest method of interesting students that has been devised and that it has done more disservice to the cause of education than any other factor." States six reasons for his opinion.

1995. SLINKARD, TOM. How to Stay in College on \$100. *Coronet*, 38: 91-95, Sept. 1955.

Says that an average high school graduate should be able to appear on a college campus with as little as \$100 and have a good chance of parlaying it into 4 years of higher education. A survey made by *Coronet* showed that even more students than earlier are now working their way through college.

1996. SOLOW, HERBERT. Colleges Are Too Cheap. *Fortune*, 56: 161-163, 186-192, Sept. 1957. (Author: Editor, *Fortune Magazine*.)

"Tuition fees, though high, nowhere near cover costs. With a three-million student body and a \$3-billion teaching budget, both due to double by 1970, U.S. colleges need more gifts, more efficiency, still higher fees."

1997. STOKLER, W. HUGH. Graduate Fellowships and Assistantships in State Universities and Land-Grant Colleges. *Higher Educ.*, 18: 124-127, March 1957. (Author: Director of Educational Research and Service, Florida State University.)

Reports practices in each of 34 institutions, showing number of appointments, funds available for support, and sources of these funds.

1998. *Student Loans: Their Place in Student Aid*. Washington: Kiplinger Associates, 1956. v.73 p.

Based on questionnaire responses from 588 institutions, 386 of which had loan funds for students, 202 of which had no such funds. Gives answers to these questions: How much money is available for student loans? How much is loaned? At what interest rates? Under what terms and conditions? Average size of loan? What do educators think about student loans?

1999. TURNER, FRED H. Student Loans? No Thanks. *Rotarian*, 83: 22-24, Sept. 1953.

States that many students who need help are unwilling to borrow and some are apparently unwilling to work part time to assist themselves financially. However, students will accept scholarships.

2000. WALKER, EDWIN R. A New Plan for Financing a College Education. *Sch. & Soc.*, 83: 10-11, Jan. 7, 1956. Reprinted in *Coll. Board-Review*, No. 28, p. 16, Winter 1956. (Author: President, Queens College, North Carolina.)

Describes plan adopted at Queens College and commented on favorably in *The American Banker* and *The Wall Street Journal*. "The purpose of this plan is to allow parents of selected students to spread the cost of a college education over a period of from six to eight years and to pay for it monthly."

2001. WEST, ELMER D., ed. *Background for a National Scholarship Policy*. Washington: American Council on Education, 1956. ix,160 p. (Author: Staff member, American Council on Education.)

"A scholarship program should have these general features. It should (1) Identify the talented. . . . (2) Inspire the talented to want the maximum intellectual development possible. . . . (3) Implement the aspirations developed." Titles of four sections: The Problem, Sources of Funds, Motivational Factors Relating to College Attendance, Administration of Scholarship Programs. Bibliography, 347 titles.

2002. WILKINS, THERESA BIRCH. *Financial Aid for College Students: Undergraduate*. Washington: Government

Printing Office, 1957. v.232 p. (U.S. Office of Education Bulletin, 1957, No. 18.) (Author: With U.S. Office of Education.)

Lists data on undergraduate scholarships, loans, and employment opportunities available in each of 1,562 institutions of higher education in 1955-56. Reports total of 237,370 scholarships with value of \$66,000,000. Refers to similar compilations in 1931, 1936, and 1951. Review by F. W. Nease, *Assoc. Amer. Coll. Bull.*, 48: 644-647, Dec. 1957.

2003. WITTEKIND, WARREN O. How 62 American Colleges Are Handling Short-Term Emergency Loans. *Coll. & Univ. Bus.*, 24: 39-40, June 1958. (Author: Field Relations Director, Nebraska State Teachers College, Chadron.)

Based on study, under grant from Carnegie Corporation of New York, of practices in 62 colleges in nine States of the Great Plains area. Purpose: To find the best way to handle short-time loans to students.

2004. YOUNG, FRANCIS ROMAN. *Subsidiation of Students in Teacher Training Institutions*. Ann Arbor: University of Michigan, 1950. 101 p. Abstract in *Micro. Abstracts*, 10: 152-153, No. 4, 1950.

Unpublished doctoral dissertation (Ph. D.). "This study was undertaken with the purpose of determining the extent to which students in teacher training institutions are being subsidized by public and private funds, the policies which govern the administration of these funds, and the judgments of the administrators concerning the effectiveness of present programs as well as their recommendations for changes." Based on questionnaire responses from 153 member institutions of American Association of Colleges for Teacher Education.

See also Nos. 125, 191, 222, 228, 232, 253, 254, 266, 287, 470, 638, 640, 641, 645, 651, 652, 655, 656, 657, 665, 667, 671, 676, 678, 680, 681, 682, 716, 1109, 1133, 1453, 1468, 1502, 1508, 1595, 1625, 1647, 1684, 1781, 1781, 1833, 1837, 1864, 1902, 1924, 1981, 2175, 2192, 2400, 2401, 2402, 2411, 2421, 2423, 2424, 2435, 2452, 2468, 2479, 2490.