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**Administration of
HIGHER EDUCATION**
An Annotated Bibliography

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X. Administration of Curriculum and Instruction

Does not include consideration of curriculum in subject matter fields, except for a few of general nature concerning physical education.

I. GENERAL

2005. AARNES, G. HALE. *The Organization and Administration of Radio Stations Owned and Operated by Educational Institutions*. Columbia: University of Missouri, 1949. 172 p. Abstract in *Micro. Abstracts*, vol. 9, No. 3, 54-56, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies from 86 institutions, 72 per cent of all institutions owning and operating radio stations. Abstract summarizes 15 major features and gives 12 recommendations.

2006. ADAMS, FRANK THOMPSON, JR. *Administering University Non-Credit Programs for Business Groups*. - Gainesville: University of Florida, 1955. 246 p. Abstract in *Diss. Abstracts*, 15: 1540-1541, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Studies practices and procedures at member institutions of National University Extension Association and Association of University Evening Colleges involved in planning, organizing, financing, and administering non-credit services of various types.

2007. BENEZET, LOUIS T. How Many Cooks? Faculty Role in the Administration of Teaching. *Assoc. Amer. Coll. Bull.*, 41: 534-546, Dec. 1955. (Author: President, Allegheny College, Pennsylvania.)

"The underlying argument of this discussion will be that democracy is essential in college because the operation of teaching is not susceptible to command; and improvement in teaching comes only when the teacher feels moved to improve himself."

2008. CALDWELL, IRENE SMITH. *The Organizing Principle in the Curriculum of Christian Education: Protestant Trends*. Los Angeles, Calif.: University of Southern California, 1959. 247 p. Abstract in *Diss. Abstracts*, 20: 391-392, July 1959.

Unpublished doctoral dissertation (Ph. D.). "The problem of this study was to determine trends which seem to be emerging in regard to the nature of the organizing principle in Protestant religious education. Since the organizing principle has its foundations in both theological assumptions and learning theory, a treatment of these two areas became an essential part of the study. . . . It may be concluded that the Church is the organizing principle of the curriculum in Protestant Christian education."

2009. CHERINGTON, ERNEST H., JR. *Ivory Tower of Babel*. *Assoc. Amer. Coll. Bull.*, 41: 260-271, May 1955. (Author: Dean, University of Akron, Ohio.)

Discusses 5 major topics: Financial ability of students, preparation of students, motivation of students, ineffectiveness of instructional programs, and deterioration of quality of instruction.

2010. CHRISTIANSEN, KENNETH ALEXANDER. *The Organization and Administration of College and University Radio Programming*. Columbia: University of Missouri, 1949. 172 p. Abstract in *Micro. Abstracts*, 9: 60-62, No. 3, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies from 280 colleges and universities. Abstract gives summaries of 14 major features and 10 recommendations.

2011. CUMMINS, WILLIAM KENNETH. *College and University Activities in Television*. Iowa City: State University of Iowa, 1954. 684 p. Abstract in *Diss. Abstracts*, 14: 614-615, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on extended personal interviews at 18 institutions. "No attempt was made to include information on all colleges and universities in the nation."

2012. DEFERRARI, ROY J., ed. *The Curriculum of the Catholic College: Integration and Concentration*. Washington: Catholic University of America Press, 1952. viii, 236 p. (Author: Secretary-General, Catholic University of America, Washington, D.C.)

Proceedings of the workshop conducted at Catholic University of America, June 12-22, 1951. Contains 14 chapters on various topics by different authors and reports of seminar discussions on history, philosophy, biology, English, and mathematics.

2013. DEUTSCH, MORRIS E. *The Foes of the Humanities*. In *Western College Association, Proceedings, 1952-1953*, p. 47-54. (Author: Vice President and Provost, University of California.)

Defines "humanities" broadly, and discusses various foes, both external and internal, which limit their fullest recognition in American higher education. "So my plea in simplest terms is: 'Let not the smoke of the world hide the heavens from our eyes!'"

2014. ECKERT, RUTH E. and KELLER, ROBERT J., eds. *A University Looks at Its Program: The Report of the University of Minnesota Bureau of Institutional Research, 1942-1952*. Minneapolis: University of Minnesota Press, 1954. xii, 223 p. (Authors: (1) Professor of Higher Education; (2) Director, Bureau of Institutional Research; both of University of Minnesota.)

"While the present writers had major responsibility for conducting and summarizing these studies, this volume constitutes another evidence of the teamwork so characteristic of the Minnesota program of institutional research." Contains 21 chapters of varied authorship covering enrollment trends, grading practices, curriculum development, various phases of the undergraduate program, specialized and graduate programs, faculty promotion problems, and student ratings of college teachers. Reviews by M. F. Dorsey, *Col.*

Univ., 30: 216-218, Jan. 1955; by T. R. McConnell, *Jour. Higher Educ.*, 25: 499, Dec. 1954; and by E. K. Fretwell, Jr., *Teach. Coll. Record*, 56: 286-288, Feb. 1955.

2015. EDMONSON, JAMES B. *Responsibility for Diploma Mills*. *Higher Educ.*, 10: 88-89, Jan. 1954. (Author: Dean, School of Education, University of Michigan; Chairman, Committee on Fraudulent Schools and Colleges, Association for Higher Education.)

Gives answers to eight questions regarding fraudulent institutions, based on information from State departments of education. Makes recommendations for improvement in the situation.

2016. ELLIS, WALTER CROSSBY. *Norms for Honorary Degrees in American Colleges and Universities*. *Educ. Record*, 38: 371-381, Oct. 1957. (Author: Retired Professor of Education.)

Based on analysis of over 77,000 honorary degrees conferred by 542 regionally accredited 4-year institutions since their founding. Finds a median of 11 honorary degrees per 1,000 earned degrees, but with wide variations for different institutions. Norms given for various groups of publicly and privately controlled institutions, for Negro institutions, for women's institutions, and for members of Association of American Universities. Special reports on numbers conferred in 1954-55 and 1955-56.

2017. FETTY, HOMER D. *The Feasibility of an Alternate Work-Study Program on the College Level for the Los Angeles Area*. Los Angeles: University of Southern California, 1951. Abstract in *University of Southern California, Abstracts of Dissertations*, 1951, p. 328-332.

Unpublished doctoral dissertation (Ed. D.). Based on interviews with 17 heads of colleges in Los Angeles county; questionnaires to 27 colleges in other states maintaining formally organized cooperative courses; and questionnaires to business and industrial firms in Los Angeles area employing 21,000 persons. Of these firms 99 percent approved the plan in principle and 66 percent expressed willingness to serve on advisory committees.

2018. GILLIS, JOHN WILLIAM. *The Attitudes of Purdue Engineering Alumni Faculty, and Students Toward the Goals of General Education*. Lafayette, Ind.: Purdue University, 1958. 360 p. Ab-

stract in *Diss. Abstracts*, 19: 710-711, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of 26 possible goals of college education (16 concerning general education and 10 concerning specialized education), as judged by 3,799 engineering alumni, 173 engineering faculty, 217 engineering seniors, and 246 engineering freshmen. "Many of these results could be of value to teachers, counselors, and administrators engaged in engineering education."

2019. GLANCY, KEITH E. *Administrative Practices and Opinions Relative to Non-Credit Adult Education Programs in Selected Colleges and Universities*. Lafayette, Ind.: Purdue University, 1958. 261 p. Abstract in *Diss. Abstracts*, 18: 2038-2039, June 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 524 individuals in 293 major colleges and universities. Includes 81 statements of opinion concerning administrative practices.

2020. GLICKSBERG, CHARLES I. *Student Ethics and the Honor System*. *Sci. & Soc.*, 85: 181-183, May 25, 1957. (Author: Professor of English, Brooklyn College, New York.)

"If the conclusions, written or oral, frankly made by thousands of students at Brooklyn College are representative of student thinking and student behavior in the United States, then it is rare, indeed, to find a student who, at some time in his academic career, has not engaged in the practice of cheating." Discusses implications of the situation and partial introduction of the honor system at Brooklyn College.

2021. GLYER, RICHARD THEODORE. *Ritual and Ceremony in Higher Education*. Stanford, Calif.: Stanford University, 1957. 465 p. Abstract in *Diss. Abstracts*, 18: 885, March 1958.

Unpublished doctoral dissertation (Ed. D.). "The first and chief enterprise of the study is an exploration of the nature of ritual and ceremony, and their bearing upon cultural continuity. Examples taken from college life show how they are employed in and how they affect higher education. . . . A whole conceptual area which, to judge from materials available on ritual and ceremony, was heretofore largely unexplored."

2022. GRISWOLD, ALFRED WHITNEY. *The Fine Arts and the University*. Atlantic,

203: 53-56, June 1959. (Author: President, Yale University.)

"The rise of the fine arts in the universities has paralleled their rise in the nation to the highest and most promising stage of their development. May we not expect the momentum to continue?"

2023. GRONDAHL, TED C. *The American Universities Field Staff: A New Approach to the Study of Current Developments in Foreign Areas*. *Assoc. Amer. Coll. Bull.*, 41: 389-396, Oct. 1955. (Author: Executive Associate, American Universities Field Staff.)

Reports organization, personnel, and financing of 5-year-old agency for providing American institutions with receipt and authoritative information on developments and conditions in important foreign areas.

2024. HAEFNER, ALFRED E. *Honoris Causa*. *Jour. Higher Educ.*, 29: 321, 351, June 1958. (Author: Professor of Greek, Wartburg College, Iowa.)

"I should like to propose the following seven debatable theses and defend them as fundamental to a sound and respectable policy concerning honorary degrees." Advocates only three honorary degrees.

2025. HAYWARD, SUMNER C. *New Approaches to Collegiate Liberal Arts College-Wide Independent Study*. *Lib. Educ.*, 45: 227-241, May 1959. (Author: Secretary, Chatham College, Pennsylvania.)

Proposes various academic time-tables: 2-day cycle, 3-months cycle, 3-quarter cycle, schedule for a 3-man department, and teaching and vacation schedules for 3-member departments.

2026. HEALD, HENRY T. and MORRISON, DONALD H. *Better Utilization of College Teaching Resources*. New York: Fund for the Advancement of Education, Oct. 1956. 45 p. (Authors: (1) Chancellor, New York University; Chairman of the Committee, 1955-56; (2) Provost, Dartmouth College, New Hampshire; Chairman of the Committee, 1956-57.)

Report of the Committee on Utilization of College Teaching Resources. "The Fund for the Advancement of Education has for several years been concentrating on the question of how the quality of education can be maintained or, hopefully, improved in the face of

rising enrollments at all levels of the educational system." Reports that nearly 1,100 proposals were received from all types of higher education institutions. These were classified into six general categories: (1) Putting a larger responsibility on the student for his own learning, (2) basic revision of the curriculum to eliminate nonessential courses and avoid duplication and overlapping, (3) using nonprofessional assistants to relieve the load on professionally educated faculty members, (4) use of mechanical and electronic devices, (5) variations in class size, (6) institutional arrangements that affect faculty work loads. Proposals for experiments under each of these heads are described. Two-thirds of the published report is devoted to separate descriptions of experiments carried out at 31 institutions.

2027. HENZLIK, FRANK E. What Should Colleges Teach? *Sch. Exec.*, 74: 47-49, Feb. 1955. (Author: Dean, University of Nebraska.)

* Notes that more and more students are attending college. Considers whether they should receive a classical education or preparation for modern life.

2028. HOLT, LEE E. Breaking Departmental Barriers. *Jour. Higher Educ.*, 29: 38-40, 58. Jan. 1958. (Author: Professor of English, American International College, Massachusetts.)

Reports methods used in conducting a successful interession course at University of Massachusetts jointly by a professor of history and a professor of literature, one emphasizing a lecture method, and the other stressing discussion. "The method of conducting such a class is capable of infinite variations. . . . It would seem to this writer that every college should give its students at least one experience like the one afforded by the course here briefly described."

2029. HUDSON, ROBERT LEWIS. *Cooperative Degree Programs in American Colleges and Universities*. East Lansing: Michigan State University, 1955. 145 p. Abstract in *Diss. Abstracts*, 15: 1532-1533, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 46 colleges having cooperative programs, and from 68 employers of graduates of such programs. Cooperative programs were found to exist in 56 colleges with total cooperative enrollment of 18,634 students in 1953. Two-thirds of them were in some type of engineering. "Ample opportunities exist for the expansion of the cooperative system in colleges."

2030. JONES, HOWARD MUMFORD. Undergraduates on Apron Strings. *Atlantic*, 196: 45-48, Oct. 1955. (Author: Professor of English, Harvard University; former Dean, Graduate School.)

Laments the passing of the free elective system and explains why the compulsory and windy courses of today are having such a juvenile effect upon the college undergraduate.

2031. JUSTMAN, JOSEPH and MAIS, WALTER H. *College Teaching: Its Practice and Its Potential*. New York: Harper & Bros., 1956. viii, 257 p. (Authors: (1) Professor of Education; (2) Professor of Physics; both of Brooklyn College, New York.)

"In writing this book . . . we do not presume to tell college teachers how to teach. Our aim is to help the college teacher or prospective college teacher toward a better vision and accomplishment of his professional undertaking. . . . Accordingly the substance of this book represents a considered mean between a discussion of educational principles and a compendium of special practices." In 10 chapters, as follows: I. Goals of College Teaching. II. Responsibility of the College Teacher. III. Professional Growth of the College Teacher. IV. and V. The Teacher and His Students. VI. and VII. The College Curriculum. VIII. Principles of Teaching Method. IX. Techniques of Instruction. X. Evaluating Learning and Teaching.

2032. KELLY, FRED J., ed. *Improving College Instruction*. Washington: American Council on Education, July 1951. vi, 195 p. (Author: With U.S. Office of Education.)

Report of a conference at Chicago, Dec. 7-9, 1950, sponsored by American Council on Education and U.S. Office of Education. Gives text of addresses and full reports of six study groups devoted to (1) program and course objectives, (2) improvement of teaching methods, (3) evaluation of student progress, (4) use of institution-wide agencies in improving teaching, (5) evaluation of teaching effectiveness, and (6) institutional conditions favorable to faculty improvement. Bibliography, 93 titles.

2033. LEONARD, ROBERT W. The Three-Term System. *Jun. Coll. Jour.*, 28: 198-202, Dec. 1957. (Author: Instructor, Green Mountain College, Vermont.)

"The value of three terms against two semesters is being currently debated in many colleges." Summarizes replies to a questionnaire concerning their relative merits.

from 51 institutions. "Green Mountain feels that the advantages [of the term plan] far outweigh the disadvantages." Gives many quotations from responding institutions, especially from those which have tried both systems.

2034. LIMBERT, PAUL M., ed. *College Teaching and Christian Values*. New York: Association Press, 1951. 187 p. (Author: President, Springfield College, Massachusetts.)

"This book grows out of the conviction that college teaching is a crucial and strategic 'front' in the struggle today between Christianity and secularism. . . . The aim was to secure chapters from eight contributors, each of whom is engaged in college or university teaching and has given special attention to the religious and ethical implications of his particular field of study." Includes chapters on physical sciences, biology, history, economics, sociology, psychology, literature, and religion. Review by V. Obenhaus, *Relig. Educ.*, 47: 300, July 1952.

2035. McCUNE, SHANNON; BARBER, C. L.; SHEEHAN, DONALD; and STOKE, STUART M. *The New College Plan: A Proposal for a Major Departure in Higher Education*. Amherst, Mass.: 1958. 55 p. Sumarized in article by same authors as "A Fresh Start," *Grad. Jour.*, 2: 83-94, Spring 1959. (Authors: (1) Provost, University of Massachusetts, Chairman; (2) Professor of English, Amherst College, Massachusetts; (3) Assistant to the President, Smith College, Massachusetts; (4) Professor of Psychology and Education, Mt. Holyoke College, Massachusetts.)

A study supported by a grant from the Fund for the Advancement of Education. Describes plan for the four colleges within a radius of 5 miles, to provide for various types of cooperation—exchange of students for particular courses, joint appointment of specialists, joint broadcasting, and for cooperative graduate programs. Emphasizes especially cooperation in establishment of a fifth college to be created in the area, which the existing institutions would sponsor and with which they would maintain close working relations. For extended editorial comments, see *Jour. Higher Educ.*, 30: 109-111, Feb. 1959; and 30: 285-296, May 1959.

2036. MARCUS, J. D. *A Study of Opinions Toward Off-Campus College Credit Courses*. East Lansing: Michigan State College 1953. 188 p. Abstract in *Dis. Abstracts*, 13: 701-702, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires distributed to off-campus students of the four colleges of education in Michigan in 1952-53; to instructors in departments of these colleges who usually teach off-campus courses; and to the 83 county superintendents of schools of the State.

2037. MARSHALL, MAX S. *Upward by Degrees*. *Sch. & Soc.*, 73: 49-52, Jan. 27, 1951. (Author: Professor of Microbiology, University of California.)

Discusses rapid development of new academic degrees. States that "no degree should be coined without national approval" preferably by a federation of universities.

2038. MILLER, WALTER E. *A Proposed Collegiate Calender*. *Jour. Higher Educ.*, 27: 330-331, 350, June 1956. (Author: Assistant Professor of Chemistry, City College, New York.)

"The proposal herein made is that the school week consist of but four days on which classes are held and one day on which no classes are scheduled, this day preferably being one in the middle of the week. Many advantages of such a scheme are immediately apparent."

2039. MORTON, ROBERT LEE. *Student Opinions of Textbooks*. *Jour. Higher Educ.*, 23: 209-212, April 1952. (Author: Professor of Education, Ohio University.)

Reports ratings by 5,604 students at Ohio University on a 5-point scale of the value of the textbooks used in their courses. "Perhaps there is need for a serious study by college teachers of the problems of textbook selection. Surely there is a need for better textbooks."

2040. ORGAN, TROY WILSON. *The Chapel in a Liberal Arts College*. *AAUP Bull.*, 38: 90-95, Spring 1952. (Author: Professor of Philosophy, Pennsylvania State College for Women.)

Describes and evaluates four types of chapel services in liberal arts colleges.

2041. PEIKERT, CECILIA H. *The Status of the Museum on College and University Campuses Having Accredited Schools of Education*. Iowa City: State University of Iowa, 1956. 248 p. Abstract in *Dis. Abstracts*, 16: 1636-1637, Sept. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaires sent to 144 museums at 127 institutions, and a detailed study of

"ten museums selected from the total group on the basis of program activity, but encompassing a variety of types, sizes, and locations."

2042. PITKIN, ROYCE S. *The Goal of Maturity. Sat. Review*, 41: 20-21, 50, Sept. 18, 1958. (Author: President, Goddard College, Vermont.)

Says that chief thing wrong with American colleges is their expectation of educating creative students with outmoded tools. Students enter college eager for stimulating teachers and ideas, but meet regimentation and frustration. Urges greater emphasis on independent study.

2043. RAUP, R. BRUCH; AXTELL, GEORGE E.; BENNE, KENNETH D.; and SMITH, B. OTHANEL. *The Improvement of Practical Intelligence: The Central Task of Education*. New York, Harper & Bros., 1950. ix, 303 p. (Authors: (1) Professor of Education, Teachers College, Columbia University; (2) Professor of Education, New York University; (3) and (4) Professors of Education, University of Illinois.

"Our book was published originally in 1943 as the 28th Yearbook of the National Society of College Teachers of Education, under the title *The Discipline of Practical Judgment in a Democratic Society*. . . . An insistent and growing demand for additional copies has led to the present republication. The authors have decided reluctantly to limit revisions of the original edition to a minimum." Organized in 14 chapters in three parts: I. Why We Need a Method of Practical Judgment. II. Principles of Method in Practical Judgment. III. Putting the Method to Work. Bibliography, 169 titles, mostly prior to 1943.

2044. Religion in Higher Education: A Journal Symposium. *Jour. Higher Educ.*, 23: 350-371, Oct. 1952.

Includes three major articles: (1) "Native Growth or Import," by Margaret L. Wiley, Brooklyn College, New York; (2) "The Place of Religion in Higher Education," by Gregory Vlastos, Cornell University, New York; (3) "College Faculties and the Religious Viewpoint," by Howard W. Hints, Brooklyn College, New York. Followed by four discussions of Miss Wiley's article by E. E. Aubrey, University of Pennsylvania; Will Herberg, New York University; Douglas Knight, Yale University; and B. E. Melland, University of Chicago.

2045. RIGGLEMAN, LEONARD. Honorary Degrees: Colleges Are Usually Honest. *Pride*, 1: 20-21, May 1957. (Author:

President, Morris Harvey College, West Virginia.)

"Institutions which confer honorary degrees are often accused of favoritism, ulterior motives, politics, and of the desire to curry favor with some particular group. Most colleges and universities, however, are more honorable and honest and maintain a higher level of integrity than this sort of criticism would indicate."

2046. SANDERS, JENNINGS B. The Granting of Academic Degrees by Federal Institutions. *Higher Educ.*, 11: 130-134, May 1955. (Author: With U.S. Office of Education.)

Summarizes the experience of 7 national academies (Military, Naval (2), Air (2), Coast Guard, and Merchant Marine) with granting degrees, showing date of first degrees, total degrees conferred, accreditation, and other features. Total number conferred since 1933 was 26,318.

2047. SCHELSKE, A. H. Semester and Quarter Plan of Organization. *North Cent. Assoc. Quart.*, 32: 342-348, April 1958. (Author: Faculty member, Minnesota State Teachers College, St. Cloud.)

Based on questionnaire responses from 263 member institutions of the North Central Association. Finds 211 of them on the semester plan, 41 on the quarter plan, and 1 on an annual plan; that 21 have changed to semester plan during last 10 years. Presents advantages and disadvantages of each plan.

2048. SIMONITSON, REV. ROLAND G. *Religious Instruction in Catholic Colleges for Men*. Washington: Catholic University of America Press, 1952. 327 p.

Doctoral dissertation (Ph. D.). Based on personal visits to 30 Catholic colleges. Chapters are devoted to curricula, textbooks, content, departmental personnel, student personnel, grading standards, and summary. Conclusion: "For the Catholic educator, the term *Christian Education* can mean nothing but *Catholic Education*." Bibliography, 71 titles.

2049. STIBITZ, E. EARLE. A Religious Point of View in Teaching, the Liberal Arts. *Lib. Educ.*, 45: 240-262, May 1959. (Author: Associate Professor of English, Southern Illinois University.)

Claims that religious perspective can help the student toward greater intellectual unity and a deepened moral sense. "It is clearly no complete answer to the deficiencies of the liberal arts, but in a world of partial answers or no answers at all, even the most fragmentary 'solution' deserves attention."

2050. TRAD, ORDWAY. *The Climate of Learning: A Constructive Attack on Complacency in Higher Education*. New York: Harper & Bros., 1958. 62 p. (Author: Member, Board of Higher Education, New York City.)

The John Dewey Society Lecturship No. 1. States factors that create an environment stimulating to both teacher and student. Evaluates the importance of clear and consistent objectives, flexibility of method, and close faculty-student relationships. Reviews by H. B. Dunkel, *AAUP Bull.*, 45: 294-295, June 1959; by E. F. Dolan, *AAUP Jour.*, 52: 106-107, Jan. 1959; by J. W. Bowyer, *Coll. & Univ.*, 34: 343-345, Spring 1959; by R. W. Hoffman, *Improv. Coll. & Univ. Teach.*, 7: 32, Winter 1959; by W. C. Black, *Am. Coll. Jour.*, 29: 351, Feb. 1959; by E. Ulch, *Harvard Educ. Review*, 29: 63, Winter 1959; and by J. E. Dirks, *Relig. Educ.*, 54: 188, March 1959.

2061. VANDLING, ALFRED LEHMAN. *Some Basic Issues Underlying College Honor Systems*. Philadelphia: Temple University, 1957. 162 p. Abstract in *Diss. Abstracts*, 17: 2189, Oct. 1957.

Unpublished doctoral dissertation (Ed. D.). Examines basic issues inherent in organization and operation of honor systems at the college level. Philosophies of honor systems categorized into four types. Concludes that differences in philosophies make it impossible to establish a set of criteria for honor systems suitable for universal use. "Perhaps the major contribution of this study is the illustration of the many factors which must be considered before an evaluation of any honor system is attempted."

2052. WILEY, JOSEPH BARRON. *An Analysis of Services and Costs of a University Audio-Visual Center With an Integrated Program of Production, Materials, and Professional Education*. Bloomington: Indiana University, 1956. 229 p. Abstract in *Diss. Abstracts*, 16: 2376-2377, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Total expenditures for 1939-1940 through 1954-55 were \$3,400,000, at Indiana University. Makes recommendations for modification of organization and administration.

2063. WILSON, GARY B. *Commencement at the Large University*. *Jour. Higher Educ.*, 23: 89-93, Feb. 1952. (Author: Special Assistant to the President, University of California.)

"The staging of proper commencement ceremonies has become a matter of deep concern to university administrators. Such ceremonies are important. . . . As university enrollments have risen . . . the staging of the traditional commencement ceremony has become increasingly difficult." As result of personal visits, reports procedures used at University of California, Cornell, Yale, Harvard, Columbia, and Massachusetts Institute of Technology. Discusses costs, attendance, procession, program, academic costume, student speeches, and honorary degrees. "Colorful processions, great masses of black-gowned candidates, acres of spectators, and a stately traditional ritual create an impressive and often exciting spectacle . . . 'the greatest academic show on earth'."

2054. YOUNG, HEWITT H. *Why Not a Three-Semester College Year?* *Jour. Eng. Educ.*, 48: 710-714, May 1958. (Author: Associate Professor of Industrial Engineering, Purdue University, Indiana.)

"Such a schedule would seem to offer some distinct advantages for schools which are presently on a two-semester basis." Gives details of possible calendars. "The important thing is that we seriously consider ways for increasing the utilization of our valuable resources."

See also Nos. 21, 48, 55, 58, 70, 98, 142, 181, 195, 205, 207, 217, 219, 223, 224, 225, 228, 232, 236, 243, 249, 256, 261, 266, 267, 268, 273, 275, 278, 279, 282, 285, 286, 288, 289, 295, 297, 299, 321, 323, 335, 350, 352, 374, 376, 379, 384, 386, 391, 401, 410, 463, 466, 472, 473, 604, 605, 646, 851, 856, 962, 966, 991, 1006, 1211, 1449, 1517, 1578, 1580, 1622, 1671, 1737, 1757, 1810, 1878, 1879, 2068, 2287, 2320, 2353, 2407, 2483, 2527.

2. ASSOCIATE DEGREE PROGRAMS

Includes curriculums of junior colleges, community colleges, technical institutes, and other two-year institutions.

2055. ALMSTED, FRANCIS E. *A Program of General Studies for Technical Institutes*. *Am. Coll. Jour.*, 26: 82-87, Sept. 1955. (Author: Assistant to Execu-

tive Dean, State University of New York.)

"My plea is a two-fold one: First, technical institutes and community colleges should offer a well-balanced, fundamental, general education program. . . . Second, the kind, amount, and quality of general education should be adequate to enrich the lives of the young men and women graduating from these institutions."

2056. ALOYSE, Sister TERESA. A Catholic Junior College Checks Up on Outcomes. *Cath. Educ. Review*, 52: 445-455, Oct. 1954. (Author: Dean, Immaculata Junior College, Washington, D.C.)

Describes in considerable detail plan used at Immaculata Junior College for a study of the outcomes of instruction through a study of its graduates. "We wanted to know at least three things about our graduates: (1) What had she learned: that is, what facts, what skills had she acquired? (2) What attitudes of mind had she assumed or crystallized? (3) How had these facts, skills, and attitudes expressed themselves in her actions?" Measured by questionnaire sent to graduates of the college classes between 1939 and 1949. Total of 172 replies received from 17 states and a half dozen foreign countries.

2057. ANKRU, WARD ELWOOD. *The Implementation of Educational Philosophy and a Program of Educational Research in the Curricular Growth of Stephens College*. Columbia: University of Missouri, 1951. 439 p. Abstract in *Micro. Abstracts*, 11: 550-552, No. 3, 1951.

Unpublished doctoral dissertation (Ed. D.). Examines changes brought about through the influence of the Department of Research under Dr. W. W. Charters from 1920 to 1949.

2058. ARMSBY, HENRY H.; ELLS, WALTER CROSBY; and MARTORANA, SEBASTIAN V. *Organized Occupational Curriculums: Enrollment and Graduates, 1956*. Washington: Government Printing Office, 1958. (U.S. Office of Education Circular, No. 512). ix, 237 p. Summary by authors in *Higher Educ.*, 14: 63-65, Dec. 1957. (Authors: With U.S. Office of Education.)

Gives detailed information, by institutions and curricula, for 144,000 students and 37,000 graduates from organized occupational curriculums of less than baccalaureate level in 680 colleges of all types in the United States of which 348 were 4-year institutions.

Data are presented separately for engineering-related and non-engineering-related institutions, and for various classifications of colleges in each group. First of a planned annual series.

2059. ———, ———, ———, *Organized Occupational Curriculums: Enrollment and Graduates, 1957*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular, No. 568.) 200 p. (Authors: See No. 2058.)

Similar in content to No. 2058. Gives information for 205,000 students and 45,000 graduates from organized occupational curriculums of less than baccalaureate level in 797 colleges of all types of which 410 were 4-year institutions.

2060. ELLS, WALTER CROSBY. "Associate's Degree." *Jour. Higher Educ.*, 27: 386-389, Oct. 1956. (Author: Retired Professor of Education.)

Reports on use of associate's degree in 235 accredited 4-year colleges and universities in 1954-55, involving over 14,000 such degrees. Discusses reasons for the degree and its American origin with Pres. William Rainey Harper at University of Chicago in 1900.

2061. ——— and MARTORANA, SEBASTIAN V. Curricular Changes in 2-year Colleges That Became 4-Year Colleges. *Higher Educ.*, 13: 149-153, April 1957. (Authors: With U.S. Office of Education.)

Based on catalog study of 91 junior colleges which changed to 4-year colleges since 1945. Conclusion: "The change in status brings with it a de-emphasis on 'terminal curriculum' offerings. Only in rare and isolated instances is the opposite true."

2062. FISHBACK, WOODSON W. and LAWSON, DOUGLAS E. A Study of Terminal Education in American Colleges and Universities. *Educ. Adm. & Sup.*, 37: 449-458, Dec. 1951. (Authors: Faculty members, Southern Illinois University.)

Based on questionnaire responses from 244 senior colleges and universities, 107 of which operated terminal programs. "Terminal education at the university level in America is at present in the developmental stage, but is offered in one form or another by some of the country's outstanding reputable universities. The tendency to establish such programs is expanding."

2063. FISHER, RICHARD EARL. *Status of the Need for Terminal Vocational*

Technical Curricula in Senior Colleges and Universities. New York: Columbia University, 1956. 166 p. Abstract in *Diss. Abstracts*, 16: 2103-2104, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on data received from 78 colleges and universities in 39 States. Finds about 9 percent of total enrollment in institutions studied was enrolled in terminal vocational-technical curricula. Conclusion: "Senior colleges and universities in general throughout the country appear to be too busy with degree programs and graduate departments to give the time or attention necessary for the development and promotion of terminal curricula."

2064. FOWLER, LITTLE CARMACK. *A Study to Determine Whether or Not the Junior Colleges in Mississippi Are Meeting Adequately the Business Education Needs of Post-Secondary School Youth in the Area Which These Schools Were Organized to Serve.* New York: New York University, 1955. 404 p. Abstract in *Diss. Abstracts*, 16: 1086, May 1956.

Unpublished doctoral dissertation (Ed. D.). Based on catalog data, U.S. census reports, and questionnaire responses from 1,078 individuals attending Mississippi junior colleges in 1952-53.

2065. GORDON, SHIRLEY BLOM. *An Appraisal of Certain Aspects of the Curricula of the Community-Junior Colleges in Washington.* Pullman: State College of Washington, 1957. 150 p. Abstract in *Diss. Abstracts*, 18: 117-118, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on personal interviews with administrative officers of each junior college in the State. Found that the institutions were serving their constituencies in accordance with 11 tested criteria, including adult, terminal, transfer, and general education.

2066. HEINY, W. LOWELL. *The Status of Physical Science Courses for General Education Purposes in Selected Junior Colleges in the United States.* Boulder: University of Colorado, 1956. 256 p. Abstract in *Diss. Abstracts*, 17: 2406, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from science instructors in 71 junior colleges. Cri-

teria for appraisal purposes were established by a jury of 12 science education experts and science instructors in 11 selected 4-year colleges and universities. Teaching loads found to be 20 percent greater than those recommended in the criteria.

2067. INGWELL, PAUL ELMER. *The Present Status of the Program of Studies in Publicly Supported Junior Colleges in the United States.* Minneapolis: University of Minnesota, 1956. 361 p. Abstract in *Diss. Abstracts*, 17: 532-533, March 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 51 institutions. Covers extent of courses offered, relationship between courses offered and those in which there were no enrollments, and course enrollments in terminal and college-preparatory courses. Recommendations and implications stated on Federal, State, and local levels.

2068. JOHNSON, B. LAMAR. *General Education in Action.* Washington: American Council on Education, 1952. xxvi, 400 p. (Author: Dean and Librarian, Stephens College, Missouri.)

Report of the California Study of General Education in the Junior College, sponsored by American Council on Education, California State Junior College Association, School of Education of University of California at Los Angeles. Contains 17 chapters in four parts: I. Identifying the Common Needs of Youth and Society. II. Meeting the Common Needs of Youth and Society. III. Operating the Program. IV. Unfinished Business. Includes 10-page Introduction by Earl J. McGrath, U.S. Commissioner of Education. Review by P. L. Dressel, *Jour. Higher Educ.*, 24: 221-222, April 1953.

2069. LAIRD, BYRON FRANKLIN. *A Survey of the Certificate and Terminal Curricular Offerings of University Extension and Evening Colleges.* Bloomington: Indiana University, 1954. 654 p. Abstract in *Diss. Abstracts*, 14: 1605, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on catalog analysis for 1951-52 of the offerings in 193 institutions and upon three questionnaires on different phases of their offerings. Found 536 different terminal curricula offered by 113 of the 193 institutions.

2070. LARSON, VERNON CARL. *A Survey of Short Course Programs in the Colleges of the United States and Canada.* East Lansing: Michigan State Uni-

versity, 1955. 187 p. Abstract in *Diss. Abstracts*, 17: 1254-1255, June 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires to all land-grant institutions in the United States and agricultural schools and colleges of Canada. More than 80 percent of the institutions made provisions for short-course classes separate from degree classes. Fourteen of the 33 institutions not offering short courses indicated desire to establish such courses.

2071. LOMBARDI, JOHN. Vocational Education in the Junior College. *Soc. & Soc.*, 73: 225-228, April 14, 1951. (Author: Dean of Instruction, Los Angeles City College, California.)

"Whereas formerly junior college educators sedulously pointed out that the junior college concentrated on the middle group of occupations . . . now almost every nonprofessional vocation in which a student may secure employment becomes a proper subject for inclusion in the junior college vocational curriculum." But concludes that "the junior college will perpetuate an injustice on its students and will retard the development of its vocational program, if it fails to insist on the principle that its vocational courses are the equal of its academic."

2072. MENSON, THOMAS B. A Faculty Study of General Education. *Jun. Coll. Jour.*, 24: 260-267, Jan. 1954. (Author: Dean of Instruction, Bakersfield College, California.)

"Evaluating courses of study with an eye toward increasing emphasis on general education instruction may prove to be a challenging experience, as members of the Bakersfield College faculty have learned. The entire staff . . . evolved a detailed statement of the specific instructional items which were considered to be essential to the achievement of the goals of general education in a community college." From 9 to 13 such items stated for each of 12 significant goals covered by the study.

2073. MYERS, MAURICE. A Comparison of Differential Aptitude Test Patterns of Junior College Students in Five Semi-Professional Fields. New York: New York University, 1958. 228 p. Abstract in *Diss. Abstracts*, 19: 3218, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 160 students from each of five fields at the New York City Community College—Dental Hygiene, Executive Assistant (Secretarial), Electrical Technology, Mechanical Technology, and Retail Distribution. Concludes: "It was found that successful

junior college students in one specialization differed significantly from successful students in another specialization in three of the four pairings considered."

2074. PETITJEAN, CHARLES FREDERICK. *A Study of Terminal Education in the Junior Colleges of Connecticut*. New York: New York University, 1959. 167 p. Abstract in *Diss. Abstracts*, 16: 2067-2068, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on catalog study and personal visits to the nine junior colleges and four teachers colleges in the State, and questionnaires to faculty members teaching in terminal curricula in these institutions, and to graduates of such curricula. Conclusion: The institutions "offered a well-diversified selection of terminal curricula, but attracted students from a limited distance. There was little evidence of curricula planned to meet State or community occupational needs. Insufficient cultural offerings were indicated. The faculty members were well qualified in terms of experience and education. Adequate vocational advice was not provided for graduates."

2075. PRICK, HUGH G. Role of the Administration in Excellent Teaching. *Jun. Coll. Jour.*, 24: 27-32, Sept. 1953. (Author: Director, Ventura College, California.)

"The administration and the teacher have interdependent roles to play in the learning process which takes place in our American junior colleges. As a result, they must work together in harmony." Discusses developing a "climate" for teaching, developing a sense of financial security, providing facilities and supporting services, developing in-service training, and selection of staff. "There is no reason why the junior college in America should not provide the highest level of teaching to be found in any of our American educational institutions."

2076. ROCKWELL, ROBERT C. *An Analysis of the Organization and Administration of Certain Functions and Curricular Practices in California Public Junior Colleges*. Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California; *Abstracts of Dissertations*, 1955, p. 298-270.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 41 institutions. Deals especially with the curriculum with reference to transfer, terminal, and remedial functions.

2077. RODES, HAROLD P. Cooperative Technical Education—Pro and Con. *Jun. Coll. Jour.*, 24: 362-366, Feb. 1954. (Author: President, Ohio Mechanics Institute.)

Discusses advantages and disadvantages of cooperative education programs in junior colleges. Considers point of view of students, of colleges, and of cooperating companies.

2078. SCATES, ALICE YEOMANS. *Programs Below the Bachelor's Degree Level in Institutions of Higher Education, 1953-54*. Washington: Government Printing Office, 1955. (U.S. Office of Education Bulletin 1955, No. 9.) v.50 p. (Author: With U.S. Office of Education.)

Finds that 39 percent of 4-year institutions and 96 percent of 2-year institutions offer programs below the bachelor's degree level. The number of these programs has doubled in 20 years. Total of 48,830 students in 878 institutions completed such programs in 1952-53.

2079. SHERMAN, DOUGLAS ROLAND. *The Emerging Role of Vocational-Terminal Education in the Public Community Colleges of Michigan*. Detroit, Mich.: Wayne University, 1956. 305 p. Abstract in *Diss. Abstracts*, 16: 1628-1629, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). "This study involved two fundamental ideas: first, the determination of the status of vocational-terminal education in the public community colleges of Michigan, and, second, the evaluation of that status to determine what direction future growth should take." Results of first idea were circulated in a booklet to 91 selected reviewers in education, industry, labor, and agriculture as a basis for the second idea. States 10 major findings.

2080. WILSON, J. DOUGLAS. Junior College and Apprenticeship Curriculum Construction Through Advisory Committees. *Jun. Coll. Jour.*, 21: 207-216, Dec. 1950. (Author: Staff of Curriculum Division, Los Angeles Public Schools, California.)

Describes use of lay advisory committees in development of junior college advisory programs in Los Angeles junior colleges.

See also Nos. 26, 154, 186, 195, 196, 214, 221, 238, 252, 272, 289, 297, 453, 561, 574, 582, 583, 590, 592, 798, 1794, 2068, 2366, 2528, 2549.

3. BACCALAUREATE DEGREE PROGRAMS

For other references on "general education" see *Journal of General Education*.

2081. ADAMS, Sister MARY MATILDA. *Honors Programs in Catholic Colleges of the North Central Area*. St. Louis, Mo.: St. Louis University, 1957. 233 p. Abstract in *Diss. Abstracts*, 18: 452, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). This study sought to discover the prevalence of honors programs in the 58 Catholic colleges and universities, . . . to examine the general features of the programs which have been established, to ascertain the extent to which students are taking advantage of these programs, and to consider the practice in this select group of colleges. . . . Only nine colleges qualified for inclusion in the study proper. Two hundred twenty-two students, a very small proportion of the total student body, were found enrolled in honors. . . . Little is being done for superior students in the Catholic colleges in the area surveyed."

2082. ALDUS, PAUL J. Revitalizing the Humanities in the Small College. *Jour. Higher Educ.*, 26: 287-293, 341, June 1955. (Author: Chairman, Department of English, Ripon College, Wisconsin.)

Reports an experiment at Ripon College in an effort to provide a better integrated and more effective program of study in the liberal arts.

2083. ANONYMOUS. A Librarian Looks at General Education. *Jour. Higher Educ.*, 24: 177-181, April 1953. (Author: "By One Who Knows.")

Author, with 17 years experience as faculty member and librarian, believes the reforms being sought through so-called general-education courses can be better obtained through other channels.

2084. ARMAJANI, YAHYA. Four College Area Studies: A Cooperative Program in the Understanding of Other Cultures. *Assoc. Amer. Coll. Bull.*, 48: 14-22, March 1957. (Author: Hill Area Study Program in Twin City Colleges, Minnesota.)

"During the past four years, the four independent, Christian, liberal arts colleges in St.

Paul, Minnesota, namely the College of St. Catherine, Hamline University, Macalester College, and the College of St. Thomas, have been cooperatively offering a series of integrated area studies on the upper class level. In our publications we have been making three rather bold claims that we think are true. First, that it is perhaps the only integrated area program in this country on the undergraduate level. Second, that it is the only course in the United States known to be offered cooperatively by the staffs of four independent colleges. Third, that it is the only significant program of cooperative teaching and learning among Roman Catholics and Protestants in the field of higher education." Many details given and results evaluated.

2085. ARMSBY, HENRY H. The "Three-Two" Plan—An Educational Experiment. *Higher Educ.*, 10: 61-64, Dec. 1953; 10: 120-121, March 1954. (Author: With U.S. Office of Education.)

Describes plan for students to spend 3 years in liberal arts college and 2 years in engineering school. Reports 188 liberal arts colleges cooperating in such plan with 25 engineering schools in 1953. "The program is gaining favor, both with engineering colleges and with liberal arts colleges. While it is still new enough to be considered an educational experiment, it holds promise of forming the basis for an effective synthesis of liberal and technical education."

2086. ABONS, A. B. The Amherst Program. *Jour. Higher Educ.*, 26: 75-81, Feb. 1955. (Author: Professor of Physics, Amherst College, Massachusetts.)

In an integrated freshman college science course at Amherst College, a special effort was made to break down the kind of study habits which orient students toward "getting the answers" and mechanical manipulation without understanding. Tests were given in which the student had to explain his rationale for each important step in an experiment. Course emphasis was upon intellectual training and critical thinking rather than accumulation of information.

2087. BLACKMER, ALAN R. *General Education in School and College: A Committee Report by Members of the Faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale.* Cambridge, Mass.: Harvard University Press, 1952. vii, 142 p. (Author: Instructor in English, Phillips Academy, Andover, Massachusetts; Chairman of the Committee.)

Presents a plan for integrating the work of the last 2 years of secondary school and the first 2 years of college. Makes appraisal of eight major areas of study.

2088. BLOOM, BENJAMIN S. and WARD, F. CHAPMAN. The Chicago Bachelor of Arts Degree After Ten Years. *Jour. Higher Educ.*, 23: 459-467, Dec. 1952. (Authors: (1) Associate Professor of Education; (2) Dean of the College; both of University of Chicago.)

Report of the success to date of the "decision of the University of Chicago in 1942 to award the Bachelor's degree upon completion of a four-year college program which began at the end of the tenth year of schooling."

2089. BONTHIUS, ROBERT H.; DAVIS, F. JAMES; DRUSHAL, J. GARBER; GUILLE, FRANCES V.; and SPENCER, WARREN P. *The Independent Study Program in the United States: A Report on an Undergraduate Instructional Method.* New York: Columbia University Press, 1957. xxi, 259 p. (Authors: Faculty members, College of Wooster, Ohio.)

"This volume reports a study initiated by a small committee of the faculty of the College of Wooster. . . . In order to provide a perspective in evaluating the Wooster program it seemed to the Committee that an examination of other independent study programs would be helpful. With that in mind, twenty institutions with different types of independent study programs, ten of which were compulsory and ten voluntary, were chosen for detailed consideration." Institutions are named. In general the Committee found that of 1,066 four-year colleges investigated, 286 or 26 percent had some type of independent study program. Appendix has copy of 9 forms used. Bibliography, 84 titles. Reviews by R. M. Ludwig, *Coll. English*, 20: 102, Nov. 1958; by J. C. Sherwood, *Jour. Higher Educ.*, 29: 174-175, March 1958; and by E. Hunt, *Quart. Jour. Speech*, 44: 80, Feb. 1958.

2090. BRITT, LAURENCE V. *Liberal Arts Degrees in Jesuit Colleges of Arts and Sciences in the United States.* Minneapolis; University of Minnesota, 1955. 582 p. Abstract in *Diss. Abstracts*, 16: 686-687, April 1956.

Unpublished doctoral dissertation (Ph.D.). Based on analysis of catalogs and other documentary material from 24 colleges. Compares degrees offered, degree objectives, and degree requirements. Also analyzes academic records of 20 representative samples of graduates of the various degree programs in 1939 and 1948.

2001. BRONFENBRENNER, M. A Differentiated Degree for Public Universities. *AAUP Bull.*, 36: 534-540, Autumn 1950. (Author: Associate Professor of Economics, University of Wisconsin.)

Proposes a "pass degree" as distinguished from an "honors degree" in order to "rid the intermediate and advanced portions of the undergraduate program of their present disinterested herds plugging away at requirements."

2002. BROWN, J. DOUGLAS. Curricular Adjustments for Talented Students. *Jour. Higher Educ.*, 27: 57-62, Feb. 1956. (Author: Dean of Faculty, Princeton University.)

On basis of 10 years experience, reports seven ways in which the curricula at Princeton University are adjusted to fit the needs of superior students.

2003. BUIE, GRACE ELIZABETH. *An Evaluation of the Women's Non-Major Physical Education Program in Selected American Colleges and Universities*. Gainesville: University of Florida, 1956. 321 p. Abstract in *Diss. Abstracts*, 16: 2086-2087, Nov. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 50-55.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To discover the extent to which college physical education (non-major) programs were being adapted to meet the needs and demands of the changing role played by women in our present day society." Based on questionnaire responses from 461 accredited 4-year institutions. Found that major features of programs had remained unchanged for 20 years. Recommendations made for 4 significant changes.

2004. BUNTING, J. WHITNEY. The College Graduate in Industry. *Educ. Record*, 38: 141-145, April 1957. (Author: Consultant, General Electric Co.)

Report of survey of opinions of 13,500 college graduates in employ of General Electric Co. Gives their rating of college courses most valuable and least valuable for their careers, most valuable for leisure time, and for management responsibility. Information presented in order to give college administrators "some seeds of information that may allow the colleges and universities to develop courses and programs that will aid in better educating the young men and women of the United States for life in the more complex world of tomorrow."

2005. BUTLER, JUDSON R. Certain Characteristics of General Education. *Jour. Higher Educ.*, 24: 425-431, 452, Nov. 1953. (Author: Dean, Boston University, Massachusetts.)

"Anyone who has ever tried to promote faculty agreement on a proposed general-education program knows how difficult such a task can be." Attempts "to give a brief description of certain characteristics which do, or perhaps should, distinguish general-education programs from traditional curricula."

2006. CARMAN, HARRY J. Reminiscences of Thirty Years. *Jour. Higher Educ.*, 22: 115-122, 168-169, March 1951. (Author: Dean Emeritus, Columbia College, Columbia University.)

Address at Conference on General Education, University of Florida. Recounts the continuous efforts involved in selection of appropriate course content at Columbia and strategy used in securing faculty approval.

2007. CHAMBERS, DWIGHT. The Foreign Language Question Again. *Jour. Higher Educ.*, 29: 13-22, Jan. 1958. (Author: Chairman, Department of Modern Languages, Eastern Montana College of Education.)

Considers critically each of seven reasons commonly given "as prime reasons for language study." Endeavors to answer the questions: Foreign languages, Why? Which ones? How? When?

2008. CLARK, NEIL. Happiest College in the Land. *Sat. Eve. Post*, 227: 28-29, 124-127, Sept. 12, 1954.

An account of Hiram College, Ohio, and its one-course study plan which has been in operation since the 1930's. Discusses both advantages and disadvantages of the plan, and mentions other colleges which have followed the plan in part, if not wholly.

2009. COLE, CLARENCE C., JR. Varying Curricular Patterns for Able College Students. *Coll. Board Review*, No. 36, 23-25, Fall 1958. (Author: Professor of History, Lafayette College, Pennsylvania.)

Based on study under auspices of Carnegie Corporation of New York on what special provisions a number of colleges are making for their superior students.

2100. CONDON, MARGARET E. A Survey of Special Facilities for the Physically

Handicapped in the Colleges. *Pers. & Guid. Jour.*, 35: 579-583, May 1957. (Author: Counselor and Executive Officer, Health Guidance Board, City College, New York.)

A detailed report, in tabular form, for each of 40 institutions in all parts of the country having 1,200 students or more, showing special facilities, if any, for the blind, deaf, cerebral palsy, orthopedic, and other types of physical handicaps.

2101. CUNNINGHAM, WILLIAM F. *General Education and the Liberal College*. St. Louis: B. Herder Book Co., 1953. xviii, 286 p. (Author: Professor of Education, University of Notre Dame, Indiana.)

Contains 3 parts: I. Why Teach—Educational Goals (3 chapters); II. What to Teach—the Curriculum (4 chapters); III. How and Where to Teach—Method and Administration (15 chapters). Reviews by A. P. Farrell, *Americas*, 91: 100, April 24, 1954; by B. T. Rattigan, *Cont. Educ. Review*, 51: 640-641, Nov, 1953; and by J. J. Cribben, *Relig. Educ.*, 49: 300, July 1954.

2102. DECKER, ELLA. Foreign Language Entrance and Degree Requirements for the B.A. Degree: Fifth revision. *PMLA*, vol. 72, No. 4, part 2, p. 33-51, Sept. 1957.

Gives data on each of 1,002 accredited institutions in 1956. "Of the 840 offering the B.A., 704 (or 83.9%) require foreign language for the degree, and 238 (or 28.3%) require foreign languages for entrance."

2103. DEWEY, ROBERT E. Themes, Issues and Solutions: A Proposal for Courses in the Humanities. *Jour. Higher Educ.*, 29: 8-12, Jan. 1958. (Author: Assistant Professor of Philosophy, Dartmouth College, New Hampshire.)

"The purpose of the present paper is twofold. First, I shall briefly examine the typical ways in which we teach humanities and shall urge the rather familiar critical thesis that these courses are poorly designed to accomplish their objectives. I shall then propose that we take seriously the objective of fostering a student's critical capacities as a primary aim, for, when we do so, a re-organization of materials around themes, issues, and solutions is naturally suggested and promises to provide a new and effective type of humanities course."

2104. DODGE, DOROTHY. Teaching Practical Politics on Campus. *Improv. Coll. & Univ. Teach.*, 7: 72-74, Summer 1959.

(Author: Associate Professor of Political Science, Macalester College, Minnesota.)

Reports a program in Macalester College in which an attempt is made to arouse interest of students in practical politics. Each year there is sponsored a Political Emphasis Week, designed as a laboratory situation of practical procedures and processes in politics.

2105. DRESSER, PAUL L. Student Views Regarding General Education. *Jour. Higher Educ.*, 29: 41-46, Jan. 1958. (Author: Director of Evaluation Services, Michigan State University.)

Based on reports from 14 groups of students on seven college campuses. "I am convinced that most students are favorably disposed toward general education—perhaps even more favorably than their professors."

2106. ——— and MAYHEW, LEWIS B. A Selected Bibliography on General Education. *Jour. Gen. Educ.*, 8: 281-286, July 1955. (Authors: Faculty members, Michigan State College.)

Lists 600 titles covering the period 1951-53, arranged under five headings: General Courses, Teaching Techniques, Evaluation, Miscellaneous. Refers to earlier bibliographies of 1940 and 1949. See No. 2100.

2107. EATON, THELMA. A Curriculum in Books and Reading. *Improv. Coll. & Univ. Teach.*, 5: 103-105, Autumn 1957. (Author: Professor of Library Science, University of Illinois.)

"Could a college or university do anything better for a student than to inspire him with a love for books and instill in him the habit of using them? Could not a curriculum in books and in reading serve a useful purpose?" Describes a curriculum of six courses designed to accomplish these ends.

2108. ERMENC, JOSEPH J. Liberal-Arts Engineering Courses in the United States. *Jour. Eng. Educ.*, 47: 670-674, April 1957. (Author: Professor of Mechanical Engineering, Dartmouth College, New Hampshire.)

Discusses development and present status of combined "stratified" courses of 3 years of liberal arts and 2 years of engineering of two types—off-campus and on-campus. Lists 11 engineering schools having such courses in combination with 167 liberal arts colleges. Considers especially methods and results in schools of engineering of Columbia University, Dartmouth College, and Rensselaer Polytechnic Institute.

2100. FORNIA, DOROTHY LOUISE. *Co-educational Physical Education in Institutions of Higher Learning*. Los Angeles: University of Southern California, 1957. Abstract in the University of Southern California, *Abstracts of Dissertation*, 1957, p. 361-363.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 100 members of the College Physical Education Association and 216 members of the National Association for Physical Education of College Women. Conclusion: "College physical education programs are well established in the United States and will continue to expand and develop. . . . [They] are better established in public institutions than in private institutions."

2110. FREEHILL, MAURICE F. ed. *Effective Practices in a Program of General Education*. Dubuque, Iowa: William C. Brown Co., 1954. xi, 108 p. (Author: Director of Research, Western Washington College of Education.)

Report of Northwest Conference on General Education at Western Washington College of Education, May 15-16, 1953. Discusses counseling and instructional practices in sciences, humanities, and social studies. Papers by B. Lamar Johnson, H. M. Gelder, E. Signori, M. F. Freehill, P. L. Dressel, W. R. Hatch, H. K. Beuchner, Max Savella, and H. L. Nostrand.

2111. ———. *Rethinking General Education*. *Improv. Coll. & Univ. Teach.*, 5: 64-66, Summer 1957. (Author: See No. 2110.)

"An excellent program in general education is not established from middle-sized values. The conception of a program requires some daring and imagination." Gives list of "agreements most readily reached" concerning objectives, curriculum, integration, operation, and hazards in programs of general education.

2112. FRENCH, SIDNEY J., ed. *Accent on Teaching: Experiments in General Education*. New York: Harper & Bros., 1954. xii, 334 p. (Author: Dean, Rollins College, Florida.)

"The Committee on General Education of the Association for Higher Education, at its April 1951 meeting, decided that a book on the role of the teacher in general education was much needed. It was the Committee's unanimous opinion, too, that Sidney J. French was, by his insight and accomplishments, the person best qualified to edit such a volume."

Foreword. Organized in 5 parts, with chapters of varied authorship, as follows: I. A Place for Discussion (1 chapter). II. The Humanities (6 chapters). III. The Natural Sciences (4 chapters). IV. The Social Sciences (5 chapters). V. Administration and Evaluation (2 chapters). Reviews by J. P. Treacy, *Osth. Sch. Jour.*, 54: 16A, Dec. 1954; by W. G. Carleton, *Jour. Higher Educ.*, 26: 393-394, Oct. 1955; and by E. K. Fretwell, Jr., *Teach. Coll. Record*, 56: 414-416, April 1955.

2113. GAUSS, CHRISTIAN, ed. *The Teaching of Religion in American Higher Education*. New York: Ronald Press Co., 1951. viii, 158 p. (Author: Dean Emeritus, Princeton University.)

"This volume is addressed primarily to teachers and administrators who have the responsibility for developing programs of higher education and who are interested in the place that religion should occupy and how it can be taught in American colleges today. It was undertaken by a committee appointed for this purpose by the National Council on Religion in Higher Education and the Edward W. Hansen Foundation." Contains five chapters. "Religion and Education in America," by Christian Gauss; "The Meaning of Liberal Education," by Robert Ulich, Harvard University; "The Present Religious Situation in Higher Education," by Howard E. Jefferson, Clark University, Massachusetts; "The Teaching of Religion in Higher Education," by Kenneth W. Morgan, Colgate University, New York; "Responsibility Not Immunity," by J. Hollis Miller, University of Florida. Reviews by G. S. Slogan, *Osth. Educ. Review*, 50: 67-69, Jan. 1952; by B. Drake, *Inter. Jour. Relig. Educ.*, 28: 32, Sept. 1951; by L. B. Enell, *Jus. Coll. Jour.*, 22: 173-178, Nov. 1951; and by M. L. Cunningham, *Relig. Educ.*, 46: 369-370, Nov. 1951.

2114. *General Education in a Free Society: Report of the Harvard Committee*. Cambridge, Mass.: 1945. xix, 267 p. With Introduction by Pres. James Bryant Conant.

Report of the Committee on the Objectives of a General Education in a Free Society. Dean Paul H. Buck, Chairman. "The very influential and oft-quoted "Harvard Report." In six chapters: I. Education in the United States. II. Theory of General Education. III. Problems of Diversity. IV. Areas of General Education: The Secondary Schools. V. General Education in Harvard College. VI. General Education in the Community.

2115. GILKEY, HELEN H. *Does Higher Education Have an Obligation for Nurs-*

ing Education? *Sch. & Soc.*, 77: 101-103, Feb. 14, 1953.

"In 1951 there were 9,184 young women enrolled as students in basic nursing education programs leading to a bachelor's degree in 195 schools of nursing with college or university affiliation. Yet how much consideration has the general academic faculty in these colleges and universities given to the educational values and worth of the nursing curriculum? Presents evidence to show that inadequate consideration is given in many institutions. Conclusion: "It is necessary that this obligation be met by affording the same status to its students in nursing as to its students in chemistry, education, the humanities, and engineering."

2116. GRANT, GEORGE C. An Approach to Democratizing a Phase of College Education. *Jour. Negro Educ.*, 27: 463-475, Fall 1958. (Author: Dean, Morgan State College, Maryland.)

Detailed description of factors leading to establishment of three curriculums at Morgan State College for bright, average, and dull students.

2117. GREENBAUM, ROBERT HENRY. *Efforts to Reduce the Length of the American College Course to Three Years*. Stanford, Calif.: Stanford University, 1952. Abstract in the Stanford University, *Abstracts of Dissertations . . . 1951-52*, p. 27-30.

Unpublished doctoral dissertation (Ph. D.). "Colleges which operated on a three-year basis are analyzed from the viewpoint of tracing the reason which gave rise to the three-year course, how the three-year course operated, and the reasons for the return to the traditional four-year course." Studies especially Yale, Harvard, Columbia, Johns Hopkins, Clark, and Brown Universities, and Universities of Virginia, Pennsylvania, and Missouri.

2118. HAMMOND, HARRY P. Contributions of the Liberal Arts to the Training of Engineers. *Jour. Higher Educ.*, 21: 189-193, April 1950. (Author: Dean, School of Engineering, Pennsylvania State College.)

Feels that objectives of pre-engineering courses in liberal arts colleges should be to develop in students "orderly habits of thought, clarity of expression, and capacity to work hard and purposefully."

2119. HASSEL, MILTON JOHN. *Analyses and Classification of Follow-Up Practices in Selected Teachers Colleges*. Lincoln:

University of Nebraska, 1957. 149 p. Abstract in *Diss. Abstracts*, 17: 1271, June 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 216 colleges of education which were members of the American Association of Colleges for Teacher Education, visits for intensive study to six of them, and reactions secured from 401 graduates of them. Found that 29 percent had organized follow-up programs, 57 percent had incidental programs, and 14 percent had no programs of any type.

2120. HENDRICKS, ELBRIDGE TROY. *The Organization and Administrative Operation of Physical Education Programs in Land-Grant Colleges*. Columbia: University of Missouri, 1951. 307 p. Abstract in *Micro. Abstracts*, 11: 292-294, No. 2, 1951.

Unpublished doctoral dissertation (Ed. D.). Based on data from 50 land-grant colleges in information blanks, departmental handbooks, and general catalogs; and on opinions of authorities obtained by review of textbooks and periodicals. Gives summary of 10 major findings and 10 recommendations.

2121. HENRY, NELSON B., ed. *General Education*. Chicago: University of Chicago Press, 1952. (51st Yearbook of the National Society for the Study of Education, Part I. T. R. McConnell, Chancellor, University of Buffalo, New York, Chairman.) xiii, 377 p. (Author: Professor of Education, University of Chicago.)

Consists of 16 chapters by various authors. Discusses meaning and significance of general education and its implementation in each of several subject-matter fields. Considers problems of effective instruction, organization and administration, evaluation, and preparation of college teachers of general education. Reviews by E. W. Harrington, *Quart. Jour. Speech*, 38: 345-347, Oct. 1952; and by R. C. Bauer, *Teach. Coll. Record*, 54: 56-58, Oct. 1952.

2122. HUNTER, SAMMIE RUSHING. *Attitudes of Women Students Toward College Physical Education*. Gainesville: University of Florida, 1956. Abstract in the University of Florida, *Abstracts of Doctoral Studies in Education, 1956*, p. 10-16.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 687 women students at University of Florida of

whom 142 were strongly favorable and 70 were strongly unfavorable to the required course in physical education.

2123. IDZERDA, STANLEY J. The Honors College of Michigan State University. *Sch. & Soc.*, 85: 227-228, June 22, 1957. (Author: Assistant to Academic Vice President, Michigan State University.)

"Beginning in September 1957, Michigan State University will have in operation an Honors College. . . . The new college gives formal recognition to the University's special responsibility for students of superior ability and achievement."

2124. JACOBS, MARY G. *An Evaluation of the Physical Education Service Program for Women in Certain Selected Colleges*. New York: New York University, 1957. 242 p. Abstract in *Diss. Abstracts*, 18: 1715-1716, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 84 publicly controlled 4-year institutions attended predominantly by Negroes, and questionnaire responses from 20 of them. Conclusion: "There is a definite need for the improvement of physical education service programs for women now conducted by the institutions included in this study."

2125. JOHNSON, KERMIT KENT. *An Investigation of Employment Techniques With Special Reference to the Selection of College Graduates by Business and Industry*. Peoria, Ill.: Bradley University, 1956. 83 p. Abstract in *Diss. Abstracts*, 16: 2074-2075, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of characteristics and traits emphasized by personnel officers of 219 business and industrial firms interviewing students at Bradley University.

2126. JORDAN, ANNIE WILHELMINA. *Relationship Between Selected Collegiate Experience and Beginning Jobs for Women*. Columbus: Ohio State University, 1956. 143 p. Abstract in *Diss. Abstracts*, 17: 1041, May 1957.

Unpublished doctoral dissertation (Ph. D.). Studies relation of salary in beginning jobs to (1) grade-point-ratio, (2) major field of study, and (3) extra-class activity of 289 women graduates of Ohio State University, June 1954. Conclusion: "The inferences drawn from the major portion of the findings were a reminder to the counselor to be cautious in making any generalizations about the relationship between grades and salary."

2127. KANGLEY, LUCY, ed. *Effective Practices in a Program of General Education*. Dubuque, Iowa: Wm. C. Brown Co., 1954. xi,108 p. (Author: Professor of English, Western Washington College of Education.)

Report of Northwest Conference on General Education, held at Western Washington College of Education, May 15-16, 1953. Six chapters contain papers by various authors and summaries of discussions concerning different aspects of general education, especially instruction and counseling.

2128. KENNEDY, GAIL, ed. *Education at Amherst: The New Program*. New York: Harper & Bros., 1955. xi,330 p. (Author: Faculty member; Chairman of Committee; Amherst College, Massachusetts.)

Shows how recommendations of a Faculty Long Range Policy Committee were carried out at Amherst College in fields of curriculum, admissions, athletics, fraternities, and other phases of college life. Reviews by J. W. Bower, *Coll. & Univ.*, 31: 378-380, no. 3, 1956; by W. A. Stumpf, *Educ. Forum*, 20: 490, May 1956; and by M. Watchman, *Jour. Higher Educ.*, 27: 47-49, Jan. 1956.

2129. KIMPTON, LAWRENCE A. Undergraduate Education at the University of Chicago. *Jour. Gen. Educ.*, 8: 166-170, April 1955. (Author: Chancellor, University of Chicago.)

An address to the undergraduate students of the University of Chicago, explaining principles underlying the recent curriculum changes in the College of the University.

2130. LAYTON, ELIZABETH N. *General Education: Bibliography*. Washington: Government Printing Office, 1954. (U.S. Office of Education Bulletin, 1954, No. 3.) v,22 p. (Author: With U.S. Office of Education.)

"The continual interest in the development and improvement of general education programs in the colleges and universities has prompted the Office of Education to publish this *Bibliography on General Education for the period 1949 to 1955*." Contains 144 annotated titles.

2131. LONG, H. OWEN. A Proposed College Curriculum. *Educ. Forum*, 18: 149-153, Jan. 1954. (Author: Registrar, Kentucky Wesleyan College.)

Mentions "new plans" in 16 institutions. Proposes a curriculum of 52 required hours and 68 elective hours and discusses its merits.

2132. McCLUSKEY, K. LUCILLE and MARTIN, SISTER MARIE THERESE. Growth in General Education: A Study of the Review of the Saint Xavier College General Education Program, 1945-1952. *North Cent. Assoc. Quart.*, 27: 361-416, April 1952. (Authors: (1) Chairman, 1946-1949; (2) Chairman, 1949-1952; both of Saint Xavier College, Illinois, North Central Study Committee.)

"This report is a chronological account of the North Central Association Study . . . from the inception of the Study in 1945 until the present." Bibliography, 31 titles.

2133. McCracken, JUNIA JEWELL. *The Teaching of Humanities in Programs of General Education in Southern Association Colleges.* Nashville, Tenn.: George Peabody College for Teachers, 1956. 253 p. Abstract in *Diss. Abstracts*, 17: 277, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on intensive study following personal visits to 25 courses in 20 institutions of the 235 colleges of the Southern Association. Describes content, teaching methods, and other features of the courses.

2134. McDONALD, GERALD EDMUND. *Educational Philosophies in Collegiate General Education.* Stanford, Calif.: Stanford University, 1955. 249 p. Abstract in *Diss. Abstracts*, 16: 82, Jan. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on judgments expressed by administrators of five unnamed institutions. "The appointed administrators in Colleges A and B chose Experimentalism; the administrators in Colleges C and D chose Scholasticism; while the appointed administrator in College E chose Idealism." Significance of these judgments discussed and evaluated.

2135. McGRATH, EARL JAMES. The Future of General Education. *Jour. Higher Edno.*, 24: 121-126, 168, March 1953. (Author: U.S. Commissioner of Education.)

Discusses various factors which may advance or impede the development of general education.

2136. ———. Professional Curricular in Liberal Arts Colleges. *Soc. & Sec.*, 87: 188-191, April 25, 1959. (Author: Executive Officer, Institute of Higher Education, Teachers College, Columbia University.)

"Professional schools, through the years, have increased the proportion of the total curriculum devoted to general education, while liberal arts colleges, in recent years, have been adding instruction with a vocational orientation. This paper is concerned with the professional subject matter in the programs of 50 small or medium sized independent liberal arts colleges. . . . The arresting fact is that the programs of even the most conservative liberal arts colleges have been revolutionized in the past several decades through the addition of programs with specific vocational objectives."

2137. ——— and RUSSELL, CHARLES H. *Are Liberal Arts Colleges Becoming Professional Schools?* New York: Teachers College, Columbia University, 1958. iv, 28 p. (Authors: (1) Executive Officer; (2) Assistant to Executive Officer, both of Institute of Higher Education, Teachers College, Columbia University.)

"Many liberal arts colleges over the past three-quarters of a century have added professionally oriented courses to their traditional subject matter. A systematic analysis of these trends reveals that substantial, though little noticed, changes have occurred in the aims and the progress of independent liberal arts colleges." Gives detailed comparison of professional and preprofessional curricula offered in 26 liberal arts colleges in 1900 and 1957.

2138. MAOLEAN, MALCOLM S. The Role of the Administration in General Education. *Improv. Coll. & Univ. Teach.*, 3: 11-18, Dec. 1955. (Author: Professor of Education, University of California, Los Angeles.)

Reports faculty conferences at Stephens College, San Francisco State College, Fresno State College, and University of Minnesota. Shows how the administration can contribute to more effective college teaching by providing physical facilities and tools, diagnostic testing and counseling, research and evaluation, and recognition for accomplishment.

2139. MARTORANA, SEBASTIAN V. and GITTLER, STEVEN. Student Attitudes Toward the Objectives of General Education. *Jur. Coll. Jour.*, 21: 226-235, Dec. 1950. (Authors: (1) Assistant Professor of Education, State College of Washington; (2) Instructor, Wauconda Community School, Illinois.)

Reports reactions of 651 students at State College of Washington to 11 stated objectives of general education. Results are analyzed by sex, veteran status, age, and varying degree of academic success.

2140. MAYHEW, LEWIS B. Characteristics of Integration at Different Levels: Illustrative Courses and Programs of Colleges and Universities. In *The Integration of Educational Experience* (57th Yearbook of National Society for Study of Education, Part III, Chicago: University of Chicago Press, 1958), p. 218-250. (Author: Associate Professor, Michigan State University.)

Describes, analyzes, and evaluates programs of general education at Boston University, Michigan State University, Sarah Lawrence College, St. Olaf College, and more briefly at other institutions.

2141. MILES, LELAND. A Small College Declares War on Bonehead Grammar. *Sch. & Soc.*, 77: 145-149, March 7, 1953. (Author: Faculty member, Hanover College, Indiana.)

"This is the story of how the faculty of one small college came to declare war to the finish on bad grammar. . . . It has significance and value for everyone concerned with the national farce of granting Bachelor of Arts degrees to young people who cannot adequately speak and write their own native tongue."

2142. New Ideas in the Four-Year Chemistry Curriculum. *Jour. Chem. Educ.*, 35: 164-177, April 1958; 35: 246-260, May 1958.

A series of 51 papers on various aspects of the curriculum in chemistry, particularly at Earlham College, Tufts University, Brown University, University of Minnesota, Harvey Mudd College, Pennsylvania State University, Massachusetts Institute of Technology, California Institute of Technology, Wabash College, and Northwestern University. Also a summary of developments in 49 institutions.

2143. NEWSOM, N. WILLIAM. Curriculum Building Practices on the College Level. *Peabody Jour. Educ.*, 35: 160-171, Nov. 1957. (Author: Faculty member, Eastern Washington College of Education.)

Deals with curriculum patterns or plans found in different colleges and universities, classified in five types of patterns.

2144. NIXON, JOHN BRANKIN. *The Organization of Physical Education in American Colleges and Universities*. Los Angeles: University of Southern California, 1950. Abstract in the Uni-

versity of Southern California, *Abstracts of Dissertations*, 1950, p. 314-317.

Unpublished doctoral dissertation (Ed. D.). Based on library sources, sponsorship of College Physical Education Association, and questionnaire responses from 402 accredited colleges and universities. Sets forth desirable interrelationship between physical education, athletics, health instruction, health sciences, recreational programs, and safety instruction.

2145. PHILLIPS, BYRON MILO. *An Evaluation of the Physical Education Service Programs in the Liberal Arts and Teachers Colleges of New York State*. New York: New York University, 1953. 478 p. Abstract in *Dis. Abstracts*, 14: 296-297, Feb. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in part on personal visits to 14 institutions. Develops and validates dual standards (optimal and essential) as bases for evaluating the total program of higher education.

2146. PIERSON, GEORGE WILSON. The Elective System and the Difficulties of College Planning, 1870-1940. *Jour. Gen. Educ.*, 4: 165-174, April 1950. (Author: Professor of History, Yale University.)

Endeavors to answer two questions: "Why was it that the improvement or modernization of the college program so resisted our best efforts? and why did the elective system, in particular, finally fall so far short of giving enduring satisfaction?"

2147. POWERS, MARSHALL K. Area Studies. *Jour. Higher Educ.*, 26: 82-89, 113, Feb. 1955. (Author: Associate Professor of Social Sciences, Nebraska State College, Peru.)

Traces the prewar history of area studies and shows impetus given them by American experience in World War II. Summarizes arguments for and against them.

2148. A Proposal for the Establishment of an Experimental College. *Ltd. Educ.*, 45: 205-215, May 1959.

Report of a Hofstra College, New York, Study Committee. "Trends indicate that the college of the future will be the commuting college rather than the residential college." Makes detailed proposals for a branch experimental college with discussion of curriculum, guidance, cocurricular activities, and a work policy.

2149. PURRUS, EDWARD B. Illiteracy at the University Level. *Jour. Higher*

Educ., 22: 67-74, 112-113, Feb. 1951. (Author: Assistant Professor of English, Louisiana State University.)

Discusses appalling lack of ability of college students to read with comprehension and to write with precision.

2150. RATTIGAN, BERNARD THOMAS. *A Critical Study of the General Education Movement*. Washington: Catholic University of America Press, 1952. xiv, 247 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Written strongly from the Catholic point of view, with implications for the Catholic college. Good treatment of the origin and history of general education movement. Bibliography, 500 titles. Review by W. H. Stickler, *Jour. Higher Educ.*, 25: 52-53, Jan. 1954.

2151. RAUCH, STANLEY E. *Cooperative Programs of Study With Liberal Arts Colleges and Universities*. *Educ. Record*, 35: 141-144, April 1954. (Author: Professor of Mathematics, University of California, Santa Barbara.)

"The student obtains unique opportunities if he enters a cooperative program for the obtaining of his professional training." States five advantages of such a program, usually consisting of 3 years in a liberal arts program followed by 2 years in a professional school. Describes especially the Massachusetts Institute of Technology cooperative program.

2152. REALS, WILLIS HOWARD. *The Education of the Aging in Institutions of Higher Learning*. *Sch. & Soc.*, 79: 177-184, June 12, 1954. (Author: Dean, University College, Washington University, Missouri.)

Reports extent to which courses designed especially for the aging are given in 99 selected institutions and nature of such courses.

2153. REEVES, WARREN EDGAR. *A Method for Evaluating a University Physical Education Program*. Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 150-152.

Unpublished doctoral dissertation (Ph. D.). Based on opinions of administrators, opinions of physical education students, and analysis of the activity class examination at University of Southern California.

2154. RICHARDS, IRVING T. *The General Education Fanfare*. *Assoc. Amer.*

Coll. Bull., 36: 386-390, Oct. 1950. (Author: President, Cambridge Junior College, Massachusetts.)

"The term 'general education' is probably a fortunate coinage as a replacement for the older term 'liberal arts education.' . . . The conclusion that the present writer would draw from these considerations is that the best general education yet conceived is the liberal arts education of our prewar colleges and that the sooner we return to it the better."

2155. ROBINSON, DAVID WALTER. *Implications of Liberal Arts Training at DePauw University as It Relates to the Vocational Success of Selected Male Graduates*. Bloomington: Indiana University, 1956. 232 p. Abstract in *Dis. Abstracts*, 17: 65-66, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 67 percent of all male graduates who received A.B. degrees from 1936 to 1951. Summarizes 14 major findings.

2156. SAMSON, RUTH DAWSON. *A Study of Community Occupational Needs to Establish Criteria for Curriculum Study at the College Level*. Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1955, p. 366-369.

Unpublished doctoral dissertation (Ed. D.). A Foundation sponsored survey by the faculty of Los Angeles State College of Applied Arts and Sciences. Based on data from 400 employers of 20 or more employees each in the Los Angeles area to find the employment needs for the 4-year college graduate.

2157. SANDERS, JENNINGS B. *Social Science Requirements for Bachelor's Degrees: A Study of Anthropology, Economics, History, Political Science, and Sociology in General Graduation Requirements*. Washington: Government Printing Office, 1959. (U.S. Office of Education Bulletin 1959, No. 8.) vi, 68 p. Summarized in *Higher Educ.*, 15: 123-142, April 1959. (Author: With U.S. Office of Education.)

Based on replies to questionnaire sent to heads of the five departments named in 219 institutions, including 206 of the largest institutions and a sample of 111 (one-eighth) of the smaller ones. "The survey just completed provides the first data ever assembled on a large scale of social science requirements

for bachelor's degrees. . . . It then proceeds to a study in depth of the courses most frequently taken by students for this purpose."

2158. SCHALK, IRMA. *Service Program Standards for Physical Education in Women's Catholic Liberal Arts Colleges*. New York: New York University, 1950. 271 p. Abstract in *Micro. Abstracts*, 11: 147-148, No. 1, 1951.

Unpublished doctoral dissertation (Ed. D.). Plan: "To ascertain first, what are existing conditions of organization, administration, and curriculum of physical education; second, what should constitute acceptable standards; and third, what recommendations should be made for improving existing programs." Based on questionnaire responses from 102 colleges and on personal visits to 15 of them.

2159. STEVENS, DAVID H. *The Changing Humanities: An Appraisal of Old Values and New Uses*. New York: Harper & Bros., 1953. xiv, 272 p. (Author: Former Director for the Humanities, Rockefeller Foundation, New York.)

An analysis of the importance of the humanities in liberal education. Separate chapters devoted to languages, history, philosophy, literature, and new areas of research.

2160. STIGLER, WILLIAM HUGH; STOKES, JAMES PAUL; and SHORES, LOUIS. *General Education: A University Program in Action*. Dubuque, Iowa: W. C. Brown Co., 1950. ix, 280 p. (Authors: (1) Director, Educational Research and Service; (2) Professor of English; (3) Dean, School of Library Training and Service; all of Florida State University.)

Includes a bibliography on general education, 1940-1948, compiled by Edwin R. Walker and LaNelle Vandiver. (See No. 2104.) Review by R. L. Buntington, *Jus Coll. Jour.*, 21: 378-381, Feb. 1951.

2161. ———, ed. *Organization and Administration of General Education*. Dubuque, Iowa: W. C. Brown Co., 1951. viii, 431 p. (Author: See No. 2160.)

Contains 24 chapters, of varied authorship, chiefly concerned with organization and administration of general education at 22 different institutions. Reviews by J. H. Green, *Educ. Research Bull.*, 32: 24, Jan. 1953; and by C. E. Erickson, *Jour. Higher Educ.*, 23: 241, June 1952.

2162. ———. Senior Courses in General Education. *Jour. Higher Educ.*, 23:

139-146, 171, March 1954. (Author: See No. 2160.)

"It is the purpose of this study to examine representative senior courses in general education in selected colleges and universities, to present the purposes, attendant problems, and results of these courses, and to point out dangers which may be encountered when such courses are established prematurely." Lists 42 institutions whose courses were used in the study.

2163. ———. Whence and Whither General Education? *Jour. Higher Educ.*, 28: 195-201, 235-236, April 1957. (Author: See No. 2160.)

"What have been the most important developments in general education during the past third of a century? What will probably be the most significant developments in the movement during the next third of a century?" Reports replies to these questions from 107 "educators and other leaders of American thought."

2164. SWANSON, JOHN CHARLES. *The Graduates of a Midwestern Liberal Arts College Evaluate Their College Experiences*. Evanston, Ill.: Northwestern University, 1957. 309 p. Abstract in *Diss. Abstracts*, 17: 2942-2943, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses to a 79-item questionnaire by 442 graduates of seven classes from 1935 to 1953 of Wheaton College, Illinois. "The graduates showed their satisfaction with the training received at Wheaton College. Over 93 percent of them would attend the school if they had the choice to make again."

2165. TAYLOR, WARREN. Integration in the Humanities. *Jour. Higher Educ.*, 21: 84-85, 111-112, Feb. 1950. (Author: Associate Professor of English, Oberlin College, Ohio.)

An outline of a year-long course for juniors and seniors at Oberlin College. "The Oberlin plan, in contrast to that followed at many universities and colleges, places integration at the end rather than at the beginning of the college course."

2166. THOMAS, RUSSELL. General Education in American Colleges, 1870-1914. *Jour. Gen. Educ.*, 12: 83-99, April 1950. (Author: Professor of Humanities, University of Chicago.)

Good historical treatment. Part of a larger study of the "General Education Movement" in progress under grant from Carnegie Corporation of New York.

2167. THROSKELL, WILBUR IRVING. *Organizational Approaches to the Development of Communication Courses in College Programs of General Education*. Gainesville: University of Florida, 1954. 311 p. Abstract in *Diss. Abstracts*, 14: 2018, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). "The central problem of this study has been to determine whether or not college courses in communication may be characterized by the organizational approaches used and, if so, which organizational approaches might be most effective."

2168. TROWBRIDGE, HOTT. *Forty Years of General Education*. *Jour. Gen. Educ.*, 11: 161-169, July 1953. (Author: Professor of English, University of New Mexico.)

Slightly revised form of opening chapter of author's book *General Education in the Colleges of Arkansas*, published in April by the Arkansas Experiment in Teacher Education. Reports results of a study under grant from Fund for the Advancement of Education. States that the 15 degree-granting institutions in the State have been engaged since 1952 in a statewide effort to improve undergraduate liberal curricula. (Copies of report available from AETE office, 112 Baptist Medical Arts Building, 12th & Marshall Sts., Little Rock, Ark.)

2169. WALKER, ROBERT H. *American Studies in the United States: A Survey of College Programs*. Baton Rouge: Louisiana State University Press, 1953. x, 218 p.

Shows increasing attention paid since the 1930's to advanced study of American civilization. Based on questionnaires, interviews, and conferences. Finds 26 undergraduate and nine graduate programs in operation, with over 200 Ph. D. candidates in nine universities of which Minnesota, Pennsylvania, Harvard, New York, Western Reserve, and Yale have largest share. Bibliography, 12 titles. Review by R. H. Spiller, *Jour. Higher Educ.*, 20: 287-288, May 1950.

2170. WARD, F. CHAPMAN, ed. *The Idea and Practice of General Education: An Account of the College of the University of Chicago by Present and Former Members of the Faculty*. Chicago: University of Chicago Press, 1950. xi, 333 p. (Author: Dean of the College, Professor of Philosophy, University of Chicago.)

"At the University of Chicago, the long struggle of the College to control, define, and

construct an intelligible and effective curriculum in general education has passed through the uphill stage. . . . The major purpose of this book is to contribute . . . an account of the academic program of the College as it is today, after nearly two decades of debate and development." Consists of 12 chapters by 17 authors.

2171. WYNNE, JOHN P. *General Education in Theory and Practice*. New York: Bookman Associates, 1952. 251 p. (Author: Faculty member, Longwood College, Virginia.)

Written "to assist in the systematic, critical analysis of the idea of general education." Contains 12 chapters covering ends, subject matter, organization, methods of teaching, extracurricular activities, and evaluation. Reviews by K. I. Brown, *Christ. Cent.*, 69: 1002-1003, Sept. 3, 1952; by F. H. Horn, *Jour. Higher Educ.*, 24: 276-277, May 1953; by H. T. Morse, *Soc. Review*, 35: 20-21+, Sept. 13, 1952; by L. V. Kosa, *Sch. Review*, 61: 184-186, March 1953; and by R. C. Bauer, *Teach. Coll. Record*, 54: 56-58, Oct. 1952.

See also Nos. 15, 26, 40, 41, 48, 66, 76, 110, 125, 228, 238, 260, 289, 297, 367, 376, 384, 402, 453, 475, 540, 608, 611, 1360, 1369, 1435, 1439, 1593, 1806, 1811, 1817, 1842, 1917, 1935, 2032, 2048, 2061, 2063, 2069, 2070, 2187, 2219, 2247, 2248, 2290, 2310, 2314, 2333, 2335, 2336, 2342, 2344, 2370, 2526, 2535.

4. GRADUATE PROGRAMS

2172. ANDERSON, EARL W. and RICHARDSON, O. T. *Bases for Evaluating the Master's Program*. *Jour. Higher Educ.*, 24: 376-381, Oct. 1953. (Authors: (1) Professor of Education, Ohio State University; (2) Faculty member, Washington University, Missouri.)

States and discusses 13 bases of evaluation to ensure master's degree work of the highest quality.

2173. ANDERSON, ROBERT C. *A Process for Selecting Doctoral Candidates*. New York: New York University, 1950. 253 p. Abstract in *Micro. Abstracts*, 11: 39-40, No. 1, 1951.

Unpublished doctoral dissertation (Ph. D.). Based on extensive study of 50 doctoral candidates at New York University. Finds that use of five criteria "would provide relatively

accurate data for the identification of those applicants who would probably not be successful in the doctoral program."

2174. ARMENTROUT, WILLIAM WINFIELD. *The Master's Degree in California*. Stanford, Calif.: Stanford University, 1953. 288 p. Abstract in *Diss. Abstracts*, 14: 263, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on historical sources, practices in 49 institutions in California granting master's degrees, and questionnaire responses from 39 of them. Makes recommendations for improvement in requirements.

2175. ARMSBY, HENRY H. Graduate Student Enrollments, Fellowships, and Assistantships. *Higher Educ.*, 12: 58-59, Dec. 1955. (Author: With U.S. Office of Education.)

Summarizes National Science Foundation Bulletin No. 3, based on study of 152,000 resident graduate students in 330 institutions of higher education. Finds that 25 percent of them were receiving some form of financial assistance. Of total number, approximately one-third were enrolled in field of education, one-fifth in natural sciences, one-tenth in engineering, one-tenth in humanities and arts.

2176. AXELBOD, JOSEPH, ed. *Graduate Study for Future College Teachers*. Washington: American Council on Education, 1959. xiv, 111 p. (Author: Professor of Humanities, San Francisco State College, California.)

Report of a Conference on College Teacher Preparation Programs, sponsored by Committee on College Teaching of the American Council on Education, April 30-May 1, 1958, with 41 participants. Summarizes seminar discussions on three major topics: (1) Is the Present Ph. D. the Best Degree for College Teachers? Gives descriptions of programs designed especially for preparation of college teachers at Vanderbilt University, Oregon State College, University of Michigan, and Tulane University. (2) Can a First-Rate Master's Program for College Teachers be Designed? (3) Graduate Study for Prospective College Teachers in Undergraduate Colleges. Gives description of plan introduced at Sarah Lawrence College, New York.

2177. BEACH, LEONARD B. Report of the Committee on Policies in Graduate Education. In *Association of Graduate Schools in the Association of American Universities, Proceedings, 1955*, p. 11-47. (Author: Dean, Graduate School, Van-

derbilt University, Tennessee; Chairman of the Committee.)

Report presented in 6 sections: (1) The Ph. D. Program—1955 Style; (2) Ph. D. Research and Dissertation; (3) The Major for the Ph. D.; (4) The Master's Degree; (5) Preparation of College Teachers in the Graduate School; (6) The Professionalizing of the Ph. D. Degree. Each section followed by extended discussion, reports of which total 25 pages.

2178. BEAN, MARY VERNACE. *Development of the Ph. D. Program in the United States in the Nineteenth Century*. Columbus: The Ohio State University, 1953. 344 p. Abstract in *Diss. Abstracts*, 18: 1325-1328, April 1958.

Unpublished doctoral dissertation (Ph. D.). Discusses background at University of Bologna and other European universities. Full consideration of developments at Yale, Harvard, Cornell, Michigan, and Johns Hopkins universities, selected because "it was felt that each represented a different type of leadership in the development of the Ph. D. program in the United States."

2179. BENSON, WILLARD A. *Measurable and Observable Factors in Selection of Doctoral Candidates With Special Implications for Industrial Education*. Detroit, Mich.: Wayne State University, 1959. 256 p. Abstract in *Diss. Abstracts*, 19: 3185, June 1959.

Unpublished doctoral dissertation (Ed. D.). "The study was conducted in two parts: the first, an investigation of selection and retention procedures used in the Industrial and Vocational Education Departments of nine major universities; and the second, a statistical analysis of test scores and records of Education Doctoral Students at Wayne State University." Statistical section involves various doctoral students, and determination of a cut-off line that would have eliminated 94 percent of the unsuccessful ones.

2180. BENT, HENRY E. Traditions in Graduate Education. In *Association of Graduate Schools in the Association of American Universities, Proceedings, 1953*, p. 11-21. (Author: Dean, Graduate School, University of Missouri.)

Presidential address. Discusses four "traditions" and possible modifications of them; selective admission of graduate students, testing and examinations, administration of graduate work, and research leading to a thesis. "This brief analysis of four traditions in graduate education has led me to the conclusion that research is of such great

importance in our graduate program as to make it desirable to subordinate to its fullest support many of our time honored activities."

2181. BERELSON, BERNARD R. *The Studies of Graduate Education. Grad. Jour.*, 1: 155-167, Fall 1958. (Author: Professor of Behavioral Sciences, University of Chicago; Director of the Study of Graduate Education.)

"I am doing a two-year study of graduate education that will result in a report in early Fall, 1959. This study will include a broad view of the history of graduate education and its institutions. . . . In scope the study is concerned with those disciplines and fields that typically lead to the Ph. D. degree or its equivalent. . . . In time, the study covers the first century of graduate study in this country, 1876-1976, but it will focus on the periods just past and just ahead. . . . I shall be pleased if in the end my report consists of four chapters—what has happened in graduate study, what is happening, what will happen, and what should happen." Present article deals chiefly with what has happened. "There are several limitations that the past of graduate education places on the present, and perhaps some lessons that it teaches about present controversies." Discusses some 35 major pronouncements on graduate education since 1900. States 10 major criticisms.

2182. ——— Report on a Study of the Graduate School in the United States. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 106-107. (Author: See No. 2181.)

Report of progress in two-year study of graduate education under grant from Carnegie Corporation of New York. Promises a report "next year." For further details see No. 2181.

2183. BESS, DEMAREE. Where the Biggest Ideas Are Born. *Sat. Eve. Post*, 228: 25, 119-120, Oct. 22, 1955. (Author: Editorial Staff, *Saturday Evening Post*.)

Describes origin, methods, and success of Institute for Advanced Study at Princeton, N.J.

2184. BEYERS, WILLIAM EVERETT. *An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh.* Pittsburgh, Pa.: University of Pittsburgh, 1954. 234 p. Abstract in *Diss. Abstracts*, 14: 764-765, May 1954.

Unpublished doctoral dissertation (Ed. D.). Based on study of 478 graduate students and recent graduates of University of Pittsburgh. "This study has produced a consolidated list of leadership competencies in educational administration. It has also developed an instrument for appraising graduate training programs that lead to the doctorate in educational administration."

2185. BORNET, VAUGHN D. *Doctoral Dissertations and the Stream of Scholarship. Coll. & Univ.*, 28: 17-30, Oct. 1952. (Author: Research Associate in History, Stanford University.)

Suggests various means for making doctoral dissertations more widely available for scholarly use, including revision of postal rates and use of microfilm.

2186. ——— Microfilm Publication of Doctoral Dissertations. *AAUP Bull.*, 39: 501-513, Autumn 1953. (Author: See No. 2185.)

An excellent account of the increasing use of the microfilm process for publication of doctoral dissertations, its advantages for new doctors, costs, methods, abstracts, copyright, and other practical details. "Of the 7,000 dissertations prepared in the United States and Canada in the academic year 1951-52, about 2,000 were photographed on microfilm."

2187. CHIAPPETTA, MICHAEL. Higher Education: Graduate or Undergraduate. *Sch. & Soc.*, 77: 306-310, May 16, 1953. (Author: Faculty member, University of California.)

Urges a distinction in goals and methods of graduate education. Claims that to label "additional work 'graduate' merely because it occurs after the completion of a baccalaureate degree needlessly confuses the functions of university-level institutions and causes untold deterioration of both college and university teaching."

2188. CLARK, KENNETH E. and MOORE, BRUCE V. Doctoral Programs in Psychology, 1957-1958. *Amer. Psych.*, 13: 631-633, Nov. 1958.

Report of Education and Training Board Task Committee of American Psychological Association. Gives a variety of data regarding staff, student-faculty ratio, and other features in 51 departments having approved programs for the doctorate in psychology. Also a table showing trends annually since 1947-48.

2189. CURRINSON, DONALD R., ed. Midwest Conference on Graduate Study and Research. *Proceedings*, of the 18th An-

nual Meeting, Chicago 1957. Iowa City, Iowa: Midwest Graduate Study and Research Foundation, Inc., 1957. 60 p. (Author: Dean, Graduate College, Ohio University; Secretary of the Foundation.)

Contains a variety of addresses, reports, and panel discussions on various topics connected with graduate study. Similar contents in *Proceedings* of earlier annual meetings.

2190. COLLIER, JOSEPH M. Proposals for the Ph. D. *CEA Critic*, 20: 1, 6-7, Nov. 1958. (Author: Instructor in English, El Camino College, California.)

"Being a junior college instructor filled with self-interest, I would like to suggest the possibility of altering current doctoral programs or making additions to them so as to bring the Ph. D. work more in line with the type of teaching in a junior college (or lower division of a university) an instructor does."

2191. CREE, SARA HELEN. *A Critical Evaluation of the Masters' Theses in Physical Education at the Pennsylvania State University*. University Park: Pennsylvania State University, 1954. 136 p. Abstract in the Pennsylvania State University, *Abstracts of Doctoral Dissertations*, vol. 17, 1954, p. 596-599.

Unpublished doctoral dissertation (Ed. D.). Develops criteria of approximately 175 questions, as validated by a jury of research experts, for evaluation of a Master's thesis, and applies it to all theses for 20 years at the university written for the master's degree in physical education.

2192. CRONKHITE, BERNICE BROWN. *Graduate Education for Women: The Radcliffe Ph. D.* Cambridge, Mass.: Harvard University Press, 1956. 135 p. (Author: Dean, Radcliffe College, Massachusetts.)

Report of a Faculty-Trustee Committee, Mrs. Cronkhite, Chairman. Based in large part on questionnaire responses from 321 of the 400 living holders of the Ph. D. from Radcliffe College. Radcliffe confers the Ph. D. degree on more women than any other institution in the United States except Columbia University and University of Chicago. Contains discussion of who should go to graduate school; statements concerning the faculty, the dean, and the student; financing of graduate education; and a look into the future. Review by V. C. Gilmer, *Jour. Higher Educ.*, 37: 401-402, Oct. 1956.

2193. CURTIN, WYLMA R. Requirements for the Master's Degree With a Major in Education. *Cath. Educ. Review*, 57: 78-96, Feb. 1959; 57: 145-161, March 1959. (Author: Associate Professor of Education, Catholic University of America, Washington, D.C.)

An extended answer to the question: "What is the nature of the Master's degree with a major in Education as it is being offered in the Catholic institutions of higher learning in the United States today?" Includes review of related literature and detailed data on conditions and requirements in 44 institutions. Bibliography, 26 titles.

2194. DIEKHOF, JOHN SIMON. The Responsibility for the Training of College Teachers. *Jour. Gen. Educ.*, 5: 224-231, April 1951. (Author: Associate Professor of English, Queens College, New York.)

"There are at least three institutions . . . which contribute to the training of the college teacher: the undergraduate college, the graduate school, and the employing institution." Considers the responsibility of each, but stresses the deficiencies and need for improvement of Ph. D. programs.

2195. *Dissertation Abstracts*. Microfilm Abstracts, Ann Arbor, Michigan. Vol. 20.

This monthly journal, now in its 20th year, is devoted entirely to abstracts of doctoral dissertations accepted by leading American universities. In July 1959, 97 universities and colleges were cooperating in this form of publication, many of them having abandoned publication of their former separate institutional abstract series. In 1959 approximately 6,000 abstracts were published accounting for about two-thirds of the annual output of doctoral degrees in the country. All dissertations abstracted can be secured on microfilm at a cost of about 1½ cents per page; or on Xerox (5¼" x 8½") at cost of about .4½ cents per page. Exact costs of such reproductions are given at end of each published abstract.

2196. *Doctoral Programs Offered by Southern Universities*. Atlanta, Ga.: Southern Regional Education Board, 1955. vii, 175 p.

Lists doctoral programs offered by accredited institutions in 14 southern States in 1954. Includes name of degree, number of degrees awarded since 1949, and sources of additional information. Basic arrangement is by subject-matter fields.

2197. DUNCAN, WILLIAM H. *A Study of Factors in the Development of Master's Degree Programs for Teachers, With Implications for a Graduate Program in the State Teachers Colleges of Pennsylvania.* University Park: Pennsylvania State University, 1956. 292 p. Abstract in *Diss. Abstracts*, 17: 272-274, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on review of current literature, survey of master's degree programs in 42 State teachers colleges and 80 other institutions, personal interviews with 28 school administrators, and questionnaire responses from 1,735 teachers and administrators. "In the opinion of more than 75 percent of the teachers and administrators in the study, teachers need preparation beyond the baccalaureate program to meet their responsibilities effectively."

2198. DYKSTRA, JOHN W. The Ph. D. Fetish. *Soc. & Soc.*, 86: 237-239, May 24, 1958. (Author: Instructor in Sociology, Syracuse University, New York.)

"The Ph. D. program has about as much relation to classroom competence as a course in bullfighting has to proficiency in agriculture. . . . If the acquisition of the Ph. D. is to continue to be the key to academic respectability for a college faculty, the requirements for the degree should be made to bear a more meaningful relationship to the work expected of such professionals." For comment by J. M. Davis, see *Soc. & Soc.*, 86: 458-459, Dec. 20, 1958.

2199. EBLE, KENNETH E. The Scholar Must Also Teach. *Improv. Coll. & Univ. Teach.*, 4: 15-17, Winter 1956. (Author: Instructor in English, University of Utah.)

"I have been struck by the vast gap which separates the graduate school scholar from the college or university teacher which he becomes. . . . Unfortunately, the shock of scholar becoming teacher is one for which the graduate school inadequately prepares its graduates. . . . It is in the actual teaching skills that the graduate school fails to prepare its future scholars and teachers." Describes programs at Princeton University, University of Michigan, and Oregon State College as "graduate schools which have taken steps toward producing the scholar-teacher."

2200. ELLIS, WALTER CROSBY. Doctorates Earned at American Educational Institutions. *Coll. & Univ.*, 32: 24-28,

Fall 1956. (Author: Retired Professor of Education.)

Points out six major shortcomings and limitations of data published by U.S. Office of Education with reference to earned doctorates, and methods for adjusting or correcting some of them. Supplementary to No. 64.

2201. ———. Earned Doctorates for Women in the Nineteenth Century. *AAUP Bull.*, 42: 644-651, Winter 1956. (Author: See No. 2200.)

Gives data on 229 women who earned doctorates between 1877 and 1900 in 29 American institutions.

2202. ———. Leading American Graduate Schools. *Assoc. Amer. Coll. Bull.*, 43: 563-576, Dec. 1957. (Author: See No. 2200.)

Determines ranking of leading graduate schools of the country in terms of number of doctorates conferred, 1948-1955, and the five most outstanding institutions in each of 48 principal fields of graduate study. Makes comparisons with other rankings 1925-1933.

2203. ———. Graduate Students in American Universities. *Assoc. Amer. Coll. Bull.*, 44: 459-464, Oct. 1958. (Author: See No. 2200.)

An analysis of data published in F. W. Nears' *A Guide to Graduate Study: Programs Leading to the Ph. D. Degree* (No. 2243). Shows distribution by subject-matter fields of more than 100,000 graduate students in 1954-57. Makes comparisons with distribution as reported in 1907. "The change in emphasis in graduate work in the past sixty years is very striking. In 1907 the natural sciences engaged the attention of a little more than a quarter of the graduate students; in 1957 of almost half of them. On the other hand, enrollments in the humanities and social sciences decreased from almost three quarters of the total number to barely half."

2204. ELDER, JOHN P. Report of Committee on Policies in Graduate Education. In *Association of Graduate Schools in the Association of American Universities, Proceedings, 1958*, p. 31-49. (Author: Dean, Graduate School, Harvard University.)

"The report falls into two parts. Part one aims at resoundingly affirming last year's report [See No. 2221.] Specifically, it believes in revitalizing the Master's degree, looking forward to that degree as ultimately the college teaching degree. Second—part two—the

report believes that we should press on toward redesigning the Ph. D." Advocates limitation on time permitted and on length of Ph. D. dissertation, and establishment of a Graduate Entrance Examination Board to devise and administer three kinds of examinations. Presentation of report (8 pages) followed by 11-page discussion of it by many deans of graduate schools.

2205. ELLSWORTH, RALPH E. Toward Publishing Doctoral Dissertations. *Jour. Higher Educ.*, 23: 241-244, May 1952. Same, in briefer form, *Higher Educ.*, 9: 19-20, Sept. 15, 1952. (Author: Director of Libraries, State University of Iowa; Chairman, Committee of Association of Research Libraries.)

Gives details of plan adopted by Association of Research Libraries for publication of doctoral dissertations by microfilm in cooperation with University of Michigan and with publication of abstracts in *Dissertation Abstracts*.

2206. FIGUEROA, JOHN J. Postgraduate Teacher Education: Some Experiments in the U.S. *Univ. Quart.*, 13: 74-82, Nov. 1958. (Author: Lecturer in Education, University College of the West Indies.)

Describes sympathetically visits to study experimental programs at Harvard University, Johns Hopkins University, and Cornell University. Most attention given to Harvard.

2207. FIRREBAUGH, JOSEPH J. Teachers and Graduate Training. *Jour. Higher Educ.*, 23: 254-259, 285, May 1952. (Author: Instructor in English, University of Washington.)

Condemns the rigid specialization of the graduate school. Urges greater breadth as the guiding principle in graduate education.

2208. FROST, ARTHUR A. and HUSSAY, ALLEN B. Cumulative Examinations for the Ph. D. Degree. *Jour. Chem. Educ.*, 35: 599-600, Dec. 1958. (Authors: Professors of Chemistry, Northwestern University, Illinois.)

"Cumulative examinations are a set of short, often single question, written examinations in the major field of the candidate. They are given at regular intervals during the year. . . . The cumulative examination was first used at Harvard University in the late 1840's. It has since been adopted by a few other institutions."

2209. GANT, GEORGE F. Self-Evaluation in Southern Universities. *Educ. Record*, 33: 184-192, April 1952. (Author: Consultant on Graduate Programs, Southern Regional Education Board.)

Describes development of the *Guide* (No. 2225) and its use by a number of southern universities "a dozen of which are now concluding some form of systematic self-evaluation."

2210. ——— The Future of Graduate Education in the South. In Southern University Conference, *Proceedings*, 1953, p. 120-130. (Author: See No. 2209.)

Predicts that 13 percent of the total college enrollment in the South in 1970 will be graduate students, or 126,000 as compared with 84,000 in 1950. Considers implications of this great increase—financial, staff, leadership, special programs, and interinstitutional cooperation.

2211. GARDNER, ERIC F. *Tomorrow's Graduate School of Education*. Syracuse, N.Y.: Syracuse University Press, 1958. 60 p. (Author: Professor of Education, Syracuse University, New York.)

The 1958 J. Richard Street Lecture at Syracuse University. "It will be my purpose to consider the graduate school of education—its history, its current status, and, in particular its role in the future."

2212. HAMMOND, LEWIS M. The Master's Degree Program. *Assoc. Amer. Coll. Bull.*, 44: 65-70, March 1958. (Author: Dean, Graduate School, University of Virginia.)

"Assuming not enough Ph. D.'s will graduate in the next few years to meet the great demand for college teachers, how can the scholarly master's degree be rehabilitated to serve its original purpose of preparing teachers in the liberal arts?" Presents five proposals for such rehabilitation.

2213. HANNAPOND, JOHN W. An Experimental Effort in General Education at the Graduate Level. *Jour. Gen. Educ.*, 9: 156-160, April 1956. (Author: Assistant Professor of Social Sciences, Ball State College, Indiana.)

Reports experiences of a class of 36 graduate students at Ball State College and their comparisons of its value with other graduate courses.

2214. HANSON, ANSEL A. Graduate Work in Educational Promotion and Fund Raising. *Pride*, 1: 20, Jan. 1957.

(Author: General Secretary, Teachers College, Columbia University.)

Description of course given in the subject for first time at Teachers College, Columbia University, in 1955-56.

2215. HARRISON, R. W. Graduate and Professional Education in a Changing Scene. *Hosp. Admin.*, 4: 21-32, Summer 1959.

"An educator states the case for the Ivory tower as a bulwark against the 'tyranny of the despot majority' seeking overprofessionalization of our education system."

2216. HEDRICK, JAMES A. *The Negro in Southern Graduate Education*. Denton: North Texas State College, 1954. 354 p. Abstract in *Diss. Abstracts*, 15: 299-300, Feb. 1955.

Unpublished doctoral dissertation (Ed. D.). Based in part on field work in 1954 on campuses of seven graduate schools in Texas, Oklahoma, Arkansas, and Louisiana, and on questionnaire responses from 448 graduate students of whom 83 were Negro.

2217. HENRY, NELSON B., ed. *Graduate Study in Education*. (50th Yearbook of the National Society for the Study of Education, Part I.) Chicago: University of Chicago Press, 1951. xix, 369 p. (Author: Professor of Education, University of Chicago.)

"This is the first of the Society's yearbooks to be devoted entirely to the consideration of the graduate division of the American system of formal education." Presented in three major sections. First section consists of nine chapters, of varied authorship, on various aspects, as follows: "History of Graduate Education," by Carter V. Good; "Functions of Graduate Departments," by Ralph W. Tyler; "Organization," by T. R. McConnell; "Professional and Scientific Objectives," by W. W. Charters; "Means and Ends," by Frank N. Freeman; "Critique of Research," by W. A. Brownell; "Role of the Laboratory School," by W. C. Olsen; "Personnel Services," by Ruth Strang; and "Standards" by W. E. Lessinger. Second section consists of 28 chapters, averaging over seven papers each, describing the provisions for graduate study in education in each of 28 leading institutions. Third section summarizes results of a questionnaire study of progress of graduate students in education in 85 institutions. Review by C. H. Jones, *Jour. Higher Educ.*, 23: 328-339, June 1952.

2218. HESTER, RALPH G. *An Evaluation of Requirements for Master's De-*

grees with Major Study in Physical Education in Texas Colleges and Universities. Austin: University of Texas, 1958. 377 p. Abstract in *Diss. Abstracts*, 18: 2053, June 1958.

Unpublished doctoral dissertation (Ed. D.). Based on judgments of jury of 99 leading educators for identifying critical requirements; and a questionnaire checklist together with follow-up visits and interviews in Texas institutions. Finds 137 policies and practices prevalent in the Texas institutions studied.

2219. HILGARD, ERNEST R. General Education at the Graduate Level. *Jour. Higher Educ.*, 26: 294-297, June 1955. (Author: Dean, Graduate Division, Stanford University.)

States that general education should properly be a continuous process, not something which can be safely relegated to a few undergraduate courses. Describes actual programs of continuing general education at the graduate level at Stanford University. Suggests appropriate modification of Ph. D. requirements.

2220. HOSSE, MARCUS E. Report of the Committee on Policies in Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1956, p. 8-81. (Author: Dean, Graduate School, Duke University, North Carolina.)

Includes two major reports, Ph. D. program time requirements, and supply and demand of graduate students, each based on replies from 30 member institutions. Projects, by years, probable number of doctorates for 15 years, reaching 20,940 in 1970-71 (men, 19,310; women, 1,630.) Includes nine pages of discussion by various deans.

2221. ——— Report of the Committee on Policies in Graduate Education: "Doctors and Masters—Good and Bad." In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1957, p. 33-48. (Author: See No. 2220.)

"If we do not take some steps toward defining and tightening the Ph. D. program and toward rehabilitation of the A. M., we shall gradually lose the power to get our houses in order. For doctors and masters will be called for in the next decade with a relentless intensity." Presentation of this important report is followed by six pages of discussion by various deans. For comments by E. Walters, see *Sch. & Soc.*, 56: 110-111, March 1, 1958.

2222. HOLLIS, ERNEST V. *Toward Improving Ph. D. Programs: Prepared for the Commission on Teacher Education.* Washington: American Council on Education, 1945. xii, 204 p. (Author: With U.S. Office of Education.)

An analysis of expert opinion on the methods and results of the educational preparation of college teachers, with specific suggestions for directing graduate education into channels most likely to assure its richest development. Informative historical sketch traces forces that have shaped doctoral work through the last several decades. Chapter titles: I. Long Range Forces That Have Shaped Doctoral Work. II. A Decade of Graduate School Experiences. III. Employment Analyzed by Major Duties. IV. Suggestions from Lay Employers of Ph. D. Graduates. V. Suggestions from Academic Employers of Ph. D. Graduates. VI. The Opinion of Graduates in Active Service. VII. Toward Improving Ph. D. Programs. Chapter II is based on extensive analysis of 22,500 holders of the Ph. D. degree, by years from 1930-31 to 1939-40, by institutions, and by other factors. Review by J. P. Mitchell, *American Association of Collegiate Registrars Journal*, 21: 295, Apr. 1946; by P. H. Landis, *Amer. Sociol. Review*, 11: 755-759, Dec. 1946; by W. A. Shimer, *Assoc. Amer. Coll. Bull.*, 32: 312-313, May 1946; by M. E. P. McGuire, *Cath. Educ. Review*, 44: 223-228, April 1946; by B. L. Ullman, *Classical Journal*, 41: 363-368, May 1946; by E. H. Reiser, *Educ. Forum*, 11: 112-114, Nov. 1946; by E. H. Eckelberry, *Educ. Research Bull.*, 26: 54-56, Feb. 1947; by M. TenHoor, *Jour. Higher Educ.*, 17: 301-302, Oct. 1946; by A. K. Banks, *Jour. Home Econ.*, 28: 603-604, Nov. 1946; by F. A. Shannon, *Misc. Vol. Hist. Review*, 23: 292-307, Sept. 1946; by C. E. Scansone, *North Central Assoc. Quart.*, 20: 293, Jan. 1946; by A. F. Dodge, *Occupations*, 24: 439, April 1946; and by C. Atkinson, *Sch. & Soc.*, 64: 207, Sept. 4, 1946.

2223. HUDSON, N. PAUL. Graduate Education and the Association of Graduate Schools. In *Association of Graduate Schools in the Association of American Universities Proceedings, 1954*, p. 11-18. (Author: Dean, Graduate School, Ohio State University.)

Presidential address. States nine "current issues worthy of consideration by the Association of Graduate Schools as an organization and on which it could profitably and forcefully express itself, and with authority." Urges enlarged membership of the association.

2224. ——— and MOYER, HARVEY V. A Study on the Objectives of Graduate

Education. *Educ. Record*, 32: 371-379, Oct. 1951. (Authors: (1) Déan, Graduate School; (2) Professor of Chemistry; both of Ohio State University.)

Based on data secured by Committee on Policy and Standards of Ohio State University in autumn of 1948 from 259 candidates for the master's degree and 457 candidates for the doctor's degree, all answering the single question: "What are your purposes in going to graduate school?" Answers are summarized in two tables. "Preparation for careers in teaching was mentioned specifically by 23 percent of master's candidates and 55 percent of Ph. D. candidates." Gives analysis and seven recommendations by the Committee.

2225. *Improving Graduate Education: A Guide to Institutional Self-Evaluation.* Atlanta, Ga.: Board of Control for Southern Regional Education, 1951. 117 p.

Indicates how institutions may organize for self-evaluation, describes programs and resources of departments, and evaluation of departmental programs. For development of the *Guide* see G. F. Gant, No. 2209.

2226. JACKSON, WILLIAM VERNON. The Distribution of Doctorates in Post War Years. *Jour. Higher Educ.*, 28: 41-44, Jan. 1957. (Author: Librarian, University of Illinois.)

An analysis of 52,000 doctorates, by years 1945 to 1954, by 132 institutions conferring them, and by 48 fields of study. Conclusion: "Doctoral study remained concentrated in relatively few institutions and subjects."

2227. JAMES, RICHARD WARREN. *Selection of Graduate Students: (1) The Adequacy of Certain Measures for Differentiating Between Two Groups of Master's Candidates, (2) The Value of These Measures in Prognosing Graduate Academic Achievement.* New York: New York University, 1950. 117 p. Abstract in *Micro. Abstracts*, 11: 53-54, No. 1, 1951.

Unpublished doctoral dissertation (Ph. D.). Studies significance of nine measures on 225 candidates for master's degree at New York University.

2228. JANZEN, J. MARC and COHN, EMERSON G. A Teaching Doctorate Degree for Junior College Instructors. *Jour. Coll. Jour.*, 20: 213-214, Dec. 1958. (Authors: (1) Dean, School of Education; (2) Chairman, Department of

Chemistry; both of College of the Pacific, California.)

Describes program for a doctor's degree at College of the Pacific through cooperative planning of School of Education and Department of Chemistry. "It attempts to bridge the gap between the research-centered Ph. D. program and the undue concentration on professional education of the Doctor of Education degree."

2229. JARACE, WILLIAM A. Trends in Graduate Education. *Higher Educ.*, 11: 87-89, Feb. 1955. (Author: With U.S. Office of Education).

Gives in both tabular and graphic form comparative data on graduate degrees from 1900 to 1954. "If past trends are any indication of future events, this expansive graduate education will continue to become larger as higher education is further developed."

2230. KRAUS, CHARLES G. The Evolution of the American Graduate School. *AAUP Bull.*, 37: 497-505, Autumn 1951. (Author: Professor of Chemistry Emeritus, Brown University, Rhode Island.)

Address at 25th anniversary of establishment of graduate school at Brown University. Traces factors in development of graduate education since 1876, with founding of Johns Hopkins University. "It was not until after the founding of new institutions, such as Johns Hopkins, Clark, and Chicago, which had no traditions, no graduates, and no alumni, that graduate education was able to get under way."

2231. LAMPE, TOM ARTHUR. The Extent and Kind of Master's Research in Education. *High School Jour.*, 38: 37-43, Nov. 1954. (Author: Coordinator of Research, Iowa State Teachers College.)

An analysis of 2,606 master's theses in education written at 241 institutions in 1951-52 and of 2,594 master's theses at 221 institutions in 1952-53. Finds that of the institutions which conferred 24,528 master's degrees in education in 1951-52, 29 percent always required a thesis or other permanent paper; 5 percent never required one; 66 percent made a thesis optional or conditional. Teachers College, Columbia University, reported 2,465 master's degrees but only five master's theses. Conclusion: Any worthwhile findings should be disseminated widely." Basis for series described in No. 2232.

2232. ——— and SILVEY, H. M., eds. *Master's Theses in Education, 1957-1958*. Cedar Falls: Iowa State Teachers College, 1958. Vol. 7. x, 170 p. (Authors:

(1) See No. 2231; (2) Director, Bureau of Research, Iowa State Teachers College.)

An annual publication, listing, without annotations, authors, titles, and institutions for master's theses in education. Vol. 7 reports 2,887 theses written at 423 American and Canadian universities. Classified in 90 topical groups.

2233. LEYS, WAYNE A. R. The Terminal Master's Degree. *Harvard Educ. Review*, 28: 233-240, Summer 1956. (Author: Dean, Graduate Division, Roosevelt University, Illinois.)

Suggests establishment of special program for graduate students who for some reason do not plan to proceed to the doctorate. Such a degree would have three objectives: (1) creating a basis for technical competence, (2) maintaining habits of reading and inquiry, (3) developing professional attitudes.

2234. LOKERS, RAYMOND JAMES. *An Evaluation of the Doctoral Program in Education at the University of Michigan in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University*. Ann Arbor: University of Michigan, 1959. 247 p. Abstract in *Dis. Abstracts*, 19: 3191, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses for 376 recipients of the doctorate in education at the University before 1956. "The findings show that the post-doctoral careers of the recipients of the doctorate from the University of Michigan School of Education reasonably fulfill the occupational expectations the institution may hold for them and that the graduates are also predominantly satisfied with their preparation at the University."

2235. LUCAS, KEITH EDWARD. *Criteria for Evaluation of Programs of Study Leading to the Master's Degree That Prepare Teachers of Business Subjects for the Secondary Schools*. Columbus: Ohio State University, 1958. 380 p. Abstract in *Dis. Abstracts*, 20: 214-216, July 1959.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on study of programs in 71 institutions offering a master's degree in business education. States 21 criteria, developed from a variety of data secured from different sources.

2236. McALLISTER, DOROTHY M. *Library Resources for Graduate Study in*

Southern Universities for Negroes. *Jour. Negro Educ.*, 23: 51-59, Winter 1954. (Author: Circulation Librarian, Howard University, Washington, D.C.)

A study of the budgets, book collections, and staffs of 11 Negro institutions in the South that started offering graduate work after 1937. Makes comparisons with Howard University and Fisk University, the two earliest Negro colleges to offer graduate work.

2237. McBRIDE, WILLIAM BYRL. *An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program*. Gainesville: University of Florida, 1951. 241 p. Abstract in *Dis. Abstracts*, 14: 1977, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To determine the extent to which selected doctoral requirements, practices, and objectives are established by the scientific attitude." Based on data for 120 graduate deans, bulletins, and other sources.

2238. McCLOY, CHARLES H. A Letter to the Dean of the Graduate College. *Mod. Lang. Jour.*, 42: 45-46, Jan. 1958. (Author: Faculty member, State University of Iowa.)

Urges retention of foreign language requirements for Ph. D. degree and suggests method for making them more effective. For comments see *Mod. Lang. Jour.*, 42: 333-343, May 1958.

2239. McCULLOCH, ROBERT W. The Impact of Public School Teachers on Graduate Schools. *AAUP Bull.*, 41: 721-732, Winter 1955. Also as "The Role of Graduate Schools in Teacher Education: A Study of Ten Graduate Programs." *North Cent. Assoc. Quart.*, 30: 211-218, Oct. 1955. (Author: Chairman, Graduates Studies, Western State College of Colorado.)

Personal observations, based on visits to 10 institutions in territory of North Central Association. Emphasizes the significance of the fifth year program and award of the master's degree "probably without requiring either a thesis or a foreign language for the degree."

2240. McKEEVERY, WILLIAM J. How Can Instruction in Colleges and Universities Be Improved? *North Cent. Assoc. Quart.* 28: 401-408, April 1954. (Author: Dean and Professor of Religion, Alma College, Michigan.)

Summary of a panel discussion at meeting of North Central Association. States five ways in which a graduate school can improve instruction at the undergraduate level.

2241. McPRAKE, THOMAS EVERETT. *The Development of the Doctor of Education Degree*. New York: New York University, 1957. 287 p. Abstract in *Dis. Abstracts*, 18: 1711-1712, May 1958.

Unpublished doctoral dissertation (Ph. D.). Reports on developments in Ed. D. programs in 22 universities which have been granting the degree for 20 years or more. Studies the following factors: admission to candidacy, course requirements, tools, examinations, and thesis. Based on analysis of published data and on personal visits to 12 of the institutions. Separately prepared reports on each institution were sent to their respective deans for review and comment.

2242. *Midwest Conference on Graduate Study and Research*. Proceedings of the Thirteenth Annual Meeting, Chicago, April 1-2, 1957. Iowa City, Iowa: Midwest Graduate Study and Research Foundation, Inc., 1957. 60 p.

Contains minutes, committee reports, and several major addresses on various phases of graduate study. Similar information in earlier annual volumes of proceedings.

2243. NESS, FREDERIC W. *A Guide to Graduate Study: Programs Leading to the Ph. D. Degree*. Washington: Association of American Colleges, 1957. xi, 385 p. Distributed by American Council on Education. (Author: Administrative Vice President, Dickinson College, Pennsylvania.)

Valuable reference volume giving extensive information concerning graduate programs for the Ph. D. degree in 135 institutions. Also reports number of graduate students and number of faculty members in each field of study for most institutions. Contains bibliography of 19 titles on "College Teaching as a Career" (all since 1945), and of 31 titles on "Preparation for College Teaching" (all since 1933.) Review by T. C. Bligen, *Jour. Higher Educ.*, 20: 343-349, June 1958. (Second Edition in preparation.)

2244. NOCK, FRANCIS J. Foreign Languages as a Graduate Study Requirement. *Coll. & Univ.*, 33: 154-162, Winter 1958. (Author: Associate Professor of German, University of Illinois.)

"In this paper I will try: (1) to give a picture of the situation, and (2) to make

suggestions for change and improvement." Reports judgments of 43 departmental heads at University of Illinois.

2245. O'ROWAN, EGON. Our Universities and Scientific Creativity. *Bull. Atomic Scientists*, 15: 236-239, June 1959.

After showing that Americans have always depended upon European discoveries for their own advances, claims we cannot in the future take this chance. Tells how our academic practices must be changed if we are to realize the creative scientific research we need.

2246. OWENS, Sister M. LILLIANA. Origin and History in Brief of the Academic Costume. *Cath. Educ. Review*, 48: 175-184, March 1950.

Includes discussion of origin and early use of gowns, caps, and hoods, and variations for different faculties as well as present standards and usage.

2247. PARKER, WILLIAM R. Foreign Languages and Graduate Study. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1953. p. 22-33. (Author: Professor, New York University; Executive Secretary, Modern Language Association.)

Emphasizes the increased interest of the Modern Language Association in problems of teaching of foreign languages. Reports that of 767 colleges queried, 30 percent have a foreign language entrance requirement, and 85 percent a foreign language graduation requirement. Includes two pages of discussion.

2248. PEACH, HARRY. The M.A. or M.S. at Eighteen. *Sch. & Soc.*, 73: 359-360, June 9, 1951. (Author: Faculty member Brooklyn College, New York.)

"The writer believes that the M.A. or M.S. degree can be achieved at age 18 with no drastic change, dislocation, or reorganization of the present educational set up. . . . By following this plan, the education acquired by these students, all before draft age, could be utilized to the best possible advantage and their scholastic careers would not be interrupted."

2249. POWER, EDWARD J. What Is Graduate Instruction? *Cath. Educ. Review*, 50: 15-23, Jan. 1952. (Author: Assistant Professor of Education, University of Detroit, Michigan.)

Discusses the differences in viewpoint and method between graduate and undergraduate

instruction. States and comments upon seven criticisms of graduate instruction: logical presentation, comprehensiveness, profundity, research-mindedness, criticism and analysis, delimitation, and professional goals.

2250. PRAXEDES, Sister MARY. Practices and Opinions on Masters' Nonresearch Degrees. *Sch. & Soc.*, 75: 72-74, Feb. 2, 1952. (Author: Faculty member, Bishop DuBourg High School, Missouri.)

Based on replies to personal letters sent to deans of graduate schools in 68 representative universities. "Practical experience, field work, and laboratory work are becoming increasingly encouraged, and the nonresearch plan is generally accepted as having a definite place in the program for the master's degree."

2251. Problems and Policies of Graduate Education: A Symposium. *Jour. Higher Educ.*, 30: 119-145, March 1959.

Introductory note by R. H. Eckelberry, editor, followed by six articles by deans of graduate schools, as follows: "Freedom and Discipline in Graduate Programs," by Leonard B. Beach, Vanderbilt University; "The Ambiguous Position of the Graduate-School Dean," by Roy F. Nichols, University of Pennsylvania; "How Can Graduate Schools Increase the Supply of College Teachers?" by Theodore C. Blegen, University of Minnesota; "Revising the Master's Degree for the Prospective College Teacher," by J. P. Elder, Harvard University; "The Organization of the Graduate School," by Morris A. Stewart, University of California, Berkeley; and "Professionalization of the Ph. D. Degree," by Henry E. Bent, University of Missouri.

2252. Programs of Post-Baccalaureate Study for Teachers Leading to the Master's Degree. *North Cent. Assoc. Quart.*, 31: 29-35, July 1956.

A statement on policy adopted by the Association's Commission on Colleges and Universities. Covers students, financing, relation to undergraduate programs, curriculum, and staff.

2253. QUAAL, VAN EARL. An Appraisal of the Doctoral-Student Instructorship Program in the College of Education at Wayne State University. Detroit, Mich.: Wayne State University, 1959. 202 p. Abstract in *Diss. Abstracts*, 19: 8193-8194, June 1959.

Unpublished doctoral dissertation (Ed. D.). The College of Education "since 1946 has uniquely provided a program wherein, to date, 40 selected graduate students in education have been permitted to pursue their doctoral studies while concurrently employed as

full-time instructors in the College. This study appraises the value of the program from the viewpoint of the faculty and the students." Considers especially six features of the plan. Investigates also conditions in 82 other institutions, half of which had similar plans.

2254. REED, GLENN A. *Critique of the American Graduate School, 1900-1945*. Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations* . . . 1950-51, p. 32-35. Published in abbreviated form, *Educ. Record*, 33: 5-23, Jan. 1952.

Unpublished doctoral dissertation (Ph. D.). Major conclusions: "The graduate school has failed to change to meet the changing conditions of society. . . . The need for reconciliation between the two major functions of teaching and research becomes even more imperative."

2255. RICE, PHILIP BLAIR. What Does the College Faculty Member Expect of the Graduate School? In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1954, p. 19-31. (Author: Professor of Philosophy, Kenyon College. Ohio.)

Suggests three desirable changes in typical graduate schools: (1) Improvement and extension of teaching assistantships, (2) interdepartmental program aimed at fostering breadth of student interests, (3) introduction for future liberal arts teachers of courses in history, psychology, and philosophy of education. Includes 7-page discussion.

2256. SAALBACH, RAYMOND C. The Doctor of Education Degree. *Jour. Higher Educ.*, 26: 37-41, Jan. 1955. (Author: Field Representative, University of Pennsylvania.)

A comprehensive presentation of principal facts, problems, and changes in the Ed. D. degree in 53 institutions of higher education (33 public, 21 private) since the degree was first established at Harvard University in 1920. Data obtained from catalogs and by personal correspondence. "Approximately 1,800 graduate students were enrolled in the programs in 1950-51; 4,335 students received the Doctor of Education degree in its first three decades.

2257. SCHAEFER, ROBERT J. The Functions of Graduate Schools: Claims and Counterclaims. *Harvard Educ. Review*, 1: 107-114, Spring 1951. (Author: Di-

rector of Program for Master of Arts in Teaching, Harvard University.)

Reviews several recent studies and conferences and quotes from their findings. Describes newer practices in some graduate schools to improve their preparation of college teachers including seminars in higher education and apprenticeship teaching. "The trend seems to be clearly established to make such internships available to more students."

2258. SIMKINS, STANTON WAYNE. *A Study of the Admissions Variables Used in the Selection of Candidates for the Doctoral Program of the School of Education of the University of Pittsburgh*. Pittsburgh, Pa.: University of Pittsburgh, 1956. 188 p. Abstract in *Diss. Abstracts*, 17: 551, March 1957.

Unpublished doctoral dissertation (Ed. D.). Admissions variables considered: University of Pittsburgh examination, undergraduate quality-point average, graduate quality-point average, personal references, and oral examination.

2259. SINNOTT, EDWARD WARE. Length, Breadth, and Depth: Three Dimensions in Graduate Education. *Grad. Jour.*, 2: 54-60, Spring 1959. (Author: Dean Emeritus, Graduate School, Yale University.)

"I should like to consider the character of graduate education as if it were a problem in geometry and to discuss the length, breadth, and depth that should distinguish a graduate program that is truly solid and satisfactory."

2260. SPIVEY, HERMAN E. The Role of the Graduate School in the Promotion of Scholarship. *Grad. Jour.*, 1: 144-154, fall 1958. (Author: Dean, Graduate School, University of Kentucky.)

"Only half-hearted scholarship exists on any level of the American school system. . . . The American campus resembles a country club more than a cloister—using more horsepower than brainpower. The conspicuous lack of scholarship in our schools is shameful, quite unnecessary, and, in this precarious age, positively dangerous. . . . Let me mention six of the handicaps impeding the production and promotion of scholarship in many of our graduate schools, and then let me follow that list with fifteen suggestions. Perhaps a few of our 615 graduate schools are free from all the handicaps I shall mention, but most of them are hampered by all of them in one degree or another."

2261. STOKER, HAROLD W. Some Observations on Graduate Study. *Jour. Higher Educ.*, 25: 287-291, 340-341, June 1954. (Author: Dean, Graduate School, University of Washington.)

Believes there should be less duplication of effort and more division of labor among graduate schools, so that the major schools may be national rather than regional in their services.

2262. STOTHMANN, FRIEDRICH W. *The Graduate School Today and Tomorrow: Reflections for the Profession's Consideration*. New York: Fund for the Advancement of Education, 1955. 42 p. (Author: Professor of German, Stanford University; Chairman of the Committee.)

"In the fall of 1954, fourteen college and university teachers and administrators met at the invitation of the Fund for the Advancement of Education to discuss certain critical problems of graduate schools and to review several Fund-supported experiments. . . . The experiments on which the group was asked to comment included an internship training program for college teachers, a new Ph. D. interdepartmental program in a group of seven Southern California colleges, a new Ph. D. program at Vanderbilt University, and the new Graduate Humanities Program at Stanford University." Gives full report of discussions of these and related problems. Written on behalf of the Committee by Jacques Barsun and others.

2263. TATE, VERNON D. Defrosting of a Frozen Asset: The Publication of Doctoral Dissertations. *Coll. & Res. Lib.* 14: 35-38, 45, Jan. 1953. (Author: Director of Libraries, Massachusetts Institute of Technology.)

Report of Special Committee of Association of Research Libraries. Recommends increasing publication of doctoral dissertations by microfilm, especially through *Dissertation Abstracts*.

2264. TAYLOR, LILY ROSS. Objectives of the Graduate School. *Jour. Higher Educ.*, 23: 18-23, Jan. 1952. (Author: Professor of Latin, and Dean, Graduate School, Bryn Mawr College, Pennsylvania.)

Stimulating discussion of the place of the graduate school in training college teachers, and the relation between research and teaching abilities. "Research and teaching are then similar activities. The critics to the contrary, it is not unusual to find individuals

who achieve success in both, and in the careers of such individuals teaching and research contribute to each other. . . . It is a good thing that the graduate faculties have been reminded of their responsibility for the training of college teachers."

2265. TOPETZES, NICK JOHN and BLUM, LAWRENCE P. The Selection of Graduate Students. *Jour. Higher Educ.*, 25: 157-158, March 1954. (Authors: (1) Assistant Professor of Education, Marquette University, Wisconsin; (2) Staff of Milwaukee Extension Division, University of Wisconsin.)

Based on questionnaire responses from 87 deans of graduate schools in territory of North Central Association. Reports relative weights given to interviews, recommendations, and tests in selection of graduate students.

2266. TRAXLER, ARTHUR E. Tests for Graduate Students. *Jour. Higher Educ.*, 23: 473-482, 502, Dec. 1952. (Author: Director, Educational Records Bureau.)

Description and evaluation of Graduate Record Examination "one of the most elaborate batteries of tests ever prepared."

2267. TRINKAUS, CHARLES, ed. *A Graduate Program in an Undergraduate College: The Sarah Lawrence Experience*. Middletown, Conn.: Wesleyan University Press, 1956. (Sarah Lawrence College Publications, No. 6). XI, 119 p. (Author: Faculty member, Sarah Lawrence College, New York.)

Various members of the faculty describe methods and success of programs for the master's degree introduced at Sarah Lawrence College.

2268. VAN COURT, S. WOODROW. *Program Design in Research: An Exploratory Study of Cooperatively Planned Doctoral Dissertations in Educational Psychology*. New York: New York University, 1951. 265 p. Abstract in *Diss. Abstracts*, 12: 156-157, No. 2, 1952.

Unpublished doctoral dissertation (Ph. D.). Based in part on study of 1,048 doctoral candidates, chairman of their committees, and 50 scientists representative of all levels of experience in coordinated research. Includes nine comparable schools of education and six governmental defense agencies engaged in research programs. Conclusion: "The increasing complexity of human knowledge, the possibility of improving research by the unique advantages of a coordinated approach

the chance to make educational studies pay, and the opportunity to teach sound and fruitful interpersonal relationships all point in the direction of increased use of Program Design in Research." Accordingly recommends "that several doctoral candidates and professors with similar interests in a central problem be encouraged to work together in the formulation of the problem, the preparation of an outline, collection and treatment of the data, and the writing of a final, integrated report."

2260. VIENS, CLAUDE P. and WADSWORTH, PHILIP. Foreign Language Entrance and Degree Requirements for the M.A., M.S., and Ph. D. Degrees. *PMLA*, vol. 72, No. 4, part 2, p. 22-32, Sept. 1957. (Authors: (1) Associate Professor of French; (2) Professor of French; both of University of Illinois.)

This is the first attempt on the part of the FL [Foreign Language] Program to investigate the foreign language requirements in graduate schools throughout the United States." Based on "a lengthy questionnaire to . . . (1) all graduate schools which granted any Ph. D. degrees, and (2) all schools . . . which granted 30 or more master's degrees" in 1953-54. Replies were received from 304 institutions of which 121 had a program leading to the Ph. D. These institutions accounted for at least 90 percent of the M.A., M.S., and Ph. D. degrees in the United States. Detailed requirements for each institution are tabulated. Finds that foreign languages play a decidedly minor role in obtaining master's degrees. Other advanced degrees, except the Ph. D., notably the Ed. D., usually do not involve any language requirement.

2270. VILHAUER, MARIE C. *A Study of Doctoral Teacher-Education as It Relates to the School Experience of Men and Women Graduates Who Earned Doctorates in the School of Education of New York University During the Period 1935-1948*. New York: New York University, 1954. 5 vols., 1978 p. Abstract in *Dis. Abstracts*, 16: 1106-1109, June 1956.

Unpublished doctoral dissertation (Ph. D.). An analysis, by sex and type of degree, for 128 Ph. D.'s and 148 Ed. D.'s in Education in the University over a 9-year period, based on office records and questionnaire responses from the cooperating groups. Extensive tabular presentation in 209 tables. Compares purpose and results of the two degrees and makes recommendations for improvements in administration of the doctoral program.

2271. WANLQUEST, JOHN T. Calling New College Teachers. *Educ. Forum*,

20: 215-218, Jan. 1956. (Author: President, San Jose State College, California.)

"Undoubtedly, the faculty members of the typical public institution of higher learning must double in the next decade. . . . In spite of the disrepute in which pedagogy finds itself, the graduate school could afford to spend some time on the professional aspects of college teaching. Too many professors go on talking themselves to death when they should be emphasizing improved teaching techniques more nearly related to the preparation of students for life in a democracy."

2272. WEAVER, JOHN C. Federal Aid to Research and Graduate Education. *Jour. Higher Educ.*, 30: 146-154, March 1959. (Author: Dean, Graduate College, University of Nebraska.)

"I advocate substantial and continuing block grants to graduate schools, grants which they may utilize at their own discretion for increasing the staff, extending library resources and equipment, and even expanding classroom space. . . . Many respected graduate schools are in a fight as urgent as survival itself. We cannot afford to let them lose the struggle."

2273. WENTZ, GEORGE. *A Study of the Requirements for the Degree of Doctor of Education in Institutions of Higher Learning in the United States*. Houston, Texas: University of Houston, 1954. 267 p. Abstract in *Dis. Abstracts*, 14: 1341, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). Analyzes conditions and requirements in 64 institutions currently conferring Ed. D. degree. Finds that five institutions have granted more than half the Ed. D. degrees conferred. Shows that standards for the degree have improved and that the demand for it and the number of institutions conferring it are increasing. "The Ed. D. programs of today are stronger, better adapted to the needs of members of the profession, and more functional."

2274. WHITE, LUCIEN W. What's Wrong With the Ph. D. Language Requirement? *Jour. Higher Educ.*, 25: 150-152, 172, March 1954. (Author: Professor of French, Augustana College, Illinois.)

"There are several reasons why, in the majority of graduate schools, foreign languages are not related more closely to the student's course work and research." States and discusses them.

2275. WRIGHT, BENJAMIN F. The Ph. D. Stretch-Out and the Scholar-

Teacher. In *Vital Issues in Education* (Report of 21st Educational Conference of the Educational Records Bureau, 1956), p. 140-151. (Author: President, Smith College, Massachusetts.)

Urges simplification and shortening of Ph. D. requirements to meet present needs. "We do need . . . a Ph. D. which is as definitely prior to the practice of the profession of teacher, of researcher, or of scholar-teacher, as the LL.B. is prior to the profession of the law, and the M.D. to the profession of medicine."

2276. WRIGHT, WILLIS LIBERT. *An Analysis of Doctoral Programs in Guidance and Personnel Work in Colleges and Universities of the North Central Association*. East Lansing: Michigan State University, 1958. 163 p. Abstract in *Dis. Abstracts*, 19: 3201-3203, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on data collected from 16 institutions in 12 States and on questionnaire responses from 100 counselors who were graduates in this program.

2277. YOUNG, BURNS BYRON. *The Rise and Development of Instructional Courses in Higher Education*. Stanford, Calif.: Stanford University, 1952. Abstract in Stanford University, *Abstracts of Dissertations*, 1951-52, p. 50-51.

Unpublished doctoral dissertation (Ph. D.). "This study has been undertaken to discover the number of existing teaching-research units in American universities in the new field called 'higher education' to learn the number and types of courses they offer, to plot the history of the two movements which brought them into existence, and to appraise their prospects." Finds that 31 universities offered 110 such courses in 1949-50. Reviews at length such courses at Columbia, Chicago, Ohio State, and Stanford Universities.

2278. ZETLER, ROBERT C. and CROUCH, W. GEORGE. *The Graduate School in General Education*. *Higher Educ.*, 21: 239-242, May 1950. (Authors: (1) Chairman, Department of English, Pennsylvania State College for Women; (2) Professor of English, University of Pittsburgh, Pennsylvania.)

Points out the inadequacy of the present Ph. D. as preparation for college teaching, especially in institutions which stress general education, and propose a new graduate school curriculum to meet the need. "Certainly our

graduate schools are partly to blame for turning out young men so poorly trained for the jobs which they will frequently be asked to do. . . . Let us decide to add courses in good, proved methods of education to our proposed graduate-school curriculum. The only other reasonable thing to do is to evict all our education departments."

See also Nos. 11, 15, 26, 48, 64, 76, 90, 110, 111, 122, 185, 187, 228, 239, 260, 262, 297, 299, 316, 375, 406, 453, 651, 655, 677, 691, 823, 863, 926, 941, 961, 962, 996, 1050, 1076, 1092, 1093, 1105, 1117, 1122, 1124, 1127, 1128, 1130, 1133, 1136, 1145, 1147, 1148, 1156, 1158, 1159, 1163, 1184, 1186, 1189, 1190, 1194, 1202, 1203, 1207, 1216, 1223, 1235, 1240, 1251, 1259, 1262, 1267, 1323, 1754, 1760, 1774, 1793, 1823, 1824, 1827, 1832, 1841, 1906, 1967, 2014, 2065, 2322, 2331, 2583.

4. PROFESSIONAL SCHOOL PROGRAMS

For other references, see the journals of the various professional organizations.

2279. BLAUCH, LLOYD E. and WEBSTER, GEORGE L. *The Pharmaceutical Curriculum: A Report Prepared for the Commission on Curriculum, American Association of Colleges of Pharmacy*. Washington: American Council on Education, 1952. xvi, 257 p. (Authors: (1) With U.S. Office of Education; (2) Professor of Chemistry, College of Pharmacy, University of Illinois.)

"The report brings together in a single volume a large number of facts and observations about pharmaceutical education. Many of these were drawn from the studies conducted by the Pharmaceutical Survey."

2280. BLOOM, SAMUEL W. *The Role of the Sociologist in Medical Education*. *Jour. Med. Educ.*, 34: 667-673, July 1959. (Author: Assistant Professor of Sociology, College of Medicine, Baylor University, Texas.)

"Modern medical education has developed a new awareness of the importance of the acquisition of attitudes and values."

2281. BOYLE, RENA ETHEL. *A Study of Programs of Professional Education*

for Teachers of Nursing in Nineteen Selected Universities. Minneapolis: University of Minnesota, 1953. 304 p. Abstract in *Diss. Abstracts*, 13: 520-521, No. 4, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to all 19 institutions and questionnaire responses from administrators, instructors, supervisors, and student teachers.

2282. BRIDGE, EDWARD M. The Relationships Between Liberal and Professional Education. *Educ. Record*, 37: 267-276, Oct. 1956. Also in *Jour. Med. Educ.*, 32: 501-511, July 1957. (Author: Professor, School of Medicine, University of Buffalo, New York.)

Based on a survey of 12 professions in search of a common denominator that might relate them to each other and to the liberal arts.

2283. BUNNELL, KEVIN P. Liberal Education and American Medicine. *Jour. Med. Educ.*, 33: 319-340, April 1958. (Author: Research Assistant, Institute of Higher Education, Teachers College, Columbia University.)

Historical treatment, beginning with colonial times. "The lesson of history is clear: again there is a choice to make between the immediate goals of technical skill and the deferred goals of liberal education. The pressure of present-day scientific needs is great. It will take clear vision and monumental tenacity to maintain an optimum balance between technical and liberal studies." Bibliography, 55 titles.

2284. ——— Liberal Education and American Pharmacy. *Amer. Jour. Pharm. Educ.*, 23: 35-73, Winter 1959. (Author: Research Associate, New England Board of Higher Education.)

Outlines history of pharmaceutical education from before 1900 to present time. Shows increasing emphasis on need for liberal education, giving numerous quotations from educators. "Pharmacy is in the enviable position of being able, within the next two or three years, to make significant adjustments in its educational program." Bibliography, 87 titles.

2285. CHUAN, RAYMOND L. Internal Organization of the Universities in Maintaining Stability of Research Programs in the Engineering College. *Jour. Eng. Educ.*, 49: 606-671, April 1958.

(Author: Director, Engineering Center, University of Southern California.)

"I should like to restrict myself to those areas of research which have a direct bearing on and contribute significantly to the educational function of the engineering college." Conclusion: "It is now up to the engineering colleges themselves to face up to this challenge and . . . to vitalize engineering education and to help this country maintain its technological leadership in the world."

2286. DARLEY, WARD. Studies and Research in Medical Education; Their Timeliness and Importance. *Jour. Med. Educ.*, 24: 625-630, July 1959. (Author: Executive Director, Association of American Medical Colleges.)

Reviews various studies and recommendations already made. "The studies and research that are needed embrace two broad areas: one, activity that includes the seeking and dissemination of the information needed for the improved understanding, administration, and financing of facilities, faculties, and student bodies which our system of medical education must have . . . and the other, research aimed at investigating behavioral measurement."

2287. DEOKER, JOHN P. General Education for the Instructor in a Professional College. *Sch. & Soc.*, 72: 312-314, Nov. 11, 1950. (Author: Faculty member, New York State College of Forestry, Syracuse University.)

"What is the responsibility of the instructor in a professional college toward general education, and how can he meet that responsibility? . . . A few members of the instructional staff of the New York State College of Forestry held a series of informal group discussions in an attempt to collect their thoughts on the subject. . . . For the most part each member of the discussion group found that contributions by outstanding men in his own past fall into one or more of these categories:—clear thinking, communication, philosophy, human dignity, human rights, and citizenship.

2288. DRAKE, Mrs. G. G. The Humanities in the Technical School. *Jour. Higher Educ.*, 21: 292-299, May 1950. (Author: Assistant Professor of Languages, Michigan College of Mining and Technology.)

"Technological schools which cannot afford to adopt a two- or six-year curriculum to humanize their students must find a simple and relatively inexpensive answer to the

problem. . . . I propose to discuss first, the function, methods of teaching, and content of this course; and, second, the teacher himself."

2289. **ECKLES, ROBERT B.** *Engineering Education and the Social Sciences: A Criticism.* *Jour. Higher Educ.*, 22: 476-479, Dec. 1951. (Author: Director of Liberal Science Curriculum, Purdue University, Indiana.)

"The problem of how to provide engineers with a more liberal education is one of the most serious that confronts our colleges and universities."

2290. **FISCHETTE, Rev. ROBERT M.** *A Study of the Professional Sequence of Teacher Education Programs in Catholic Institutions of Higher Learning of New York State.* Buffalo, N.Y.: University of Buffalo, 1959. 326 p. Abstract in *Dis. Abstracts*, 19: 3230-3231, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 53 institutions having teacher education programs.

2291. **GINTZIS, LEON.** *Hospital Administration in Higher Education: A Curriculum in Hospital Administration Education.* Iowa City: State University of Iowa, 1958. 85 p. Abstract in *Dis. Abstracts*, 18: 2077, June 1958.

Unpublished doctoral dissertation (Ph. D.). "The need for well-trained hospital administrators is not new. . . . Professional education for hospital administration cannot be adequate unless it includes portions of general and special education interwoven with supervised practical experience."

2292. *Graduate Enrollment Data, September 1957, and Graduate Study in Member Colleges for 1956-1959.* *Amer. Jour. Pharm. Educ.*, 22: 233-234, Spring 1958.

Third annual report on graduate study in 53 colleges of pharmacy, giving institutions having graduate programs for master's or doctor's degrees. Reports 375 candidates for master's degree and 294 for doctor's degree.

2293. **GRIFFIN, LINTON H.** *Report on Evaluation of Engineering Education, 1953-1955.* New York: American Society for Engineering Education, 1955. 36 p. Also in *Jour. Eng. Educ.*, 45: 40-66, Sept. 1954. (Author: Dean, Graduate School, University of Florida.)

Report of the Committee (45 members) on Evaluation of Engineering Education of the

American Society for Engineering Education. Chiefly concerned with curricular developments and evaluation of them. Contains one section "The Selection and Development of an Engineering Faculty" (p. 8-10). Brief appendix gives history of previous evaluation studies. For comments by P. J. Hess, see *Jour. Eng. Educ.*, 45: 411-412, Jan. 1955.

2294. ——— *A Survey of Current Changes That Are Modernizing Engineering Education.* *Jour. Eng. Educ.*, 49: 559-572, March 1959. (Author: See No. 2293.)

A summary of changes which have taken place since publication of No. 2293. Based in part on analysis of 71 articles concerning the work of the Committee on Evaluation of Engineering Education since publication of its report, and on information furnished by more than half of the engineering colleges. Tabulates faculty changes, 1954 to 1958; and changes in curricula. Includes eight pages of quotations from more than 100 institutions "that briefly and succinctly clarify areas of curricular revision."

2295. **HENNESSY, BERNARD.** *Sophocles and the Slide Rule.* *Educ. Forum*, 23: 239-242, Jan. 1959. (Author: Assistant Professor of Political Science, University of Arizona.)

Discusses increasing emphasis on humanities and social sciences at Massachusetts Institute of Technology, California Institute of Technology, and other engineering schools.

2296. **HERNDON, BOOTON.** *What Future Executives Must Know.* *Nation's Bus.*, 44: 34-35, 74-75, Aug. 1956.

Describes one year of work, preliminary to setting up a graduate school of business at University of Virginia, and makes observations based on the first year of the school's operation.

2297. **LEVY, CHARLES S.** *From Education to Practice in Social Group Work: The Relevance of Social Work Education to Agency Responsibilities Assumed by Trained Social Group Workers Upon Receipt of the Master's Degree From Accredited Schools of Social Work in the United States in 1955.* New York: Columbia University, 1955. 490 p. Abstract in *Dis. Abstracts*, 19: 269, Aug. 1958.

Unpublished doctoral dissertation (D.S.W.). Based on questionnaire responses from 95 graduates of 29 of the 31 accredited schools of social work which offer a concentration in social group work.

2298. LEWIS, JUSTIN C. and ARMSBY, HENRY H. *Engineering Enrollments and Degrees 1858*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 555). vii, 50 p. (Authors: With U.S. Office of Education.)

Gives detailed data on enrollments and graduates at each institution in 30 specific curricular fields of engineering study. "For the first time in 7 years, total engineering enrollment . . . declined from the previous year. The total reported in the fall of 1958 was 299,690; this was 2.5 percent below that reported in the fall of 1957. . . . The number of students enrolled for advanced engineering degrees continued to rise to new peaks at all levels. . . . The number of engineering degrees awarded in 1957-58 exceeded the number awarded in 1956-57 at all levels. . . . bachelor's or first engineering degrees, 85,832; master's degrees, 5,699; . . . doctor's degrees, 647. At each level in 1957-58 more degrees were awarded in the field of electrical engineering than in any other engineering field."

2299. MILLER, GEORGE E. and ROSINSKI, EDWIN F. A Summer Institute on Medical Teaching. *Jour. Med. Educ.*, 34: 449-495, May 1959. (Authors: (1) Coordinator; (2) Director of Research; both of Project in Medical Education, University of Buffalo, New York.)

Report of Conference at University of Buffalo sponsored by the University and by the Association of American Medical Colleges, June 16-23, 1958, with 25 participants. Includes special reports on The Medical School in Perspective, Problems in Learning, Student and Teacher, The Tools of Instruction, and Evaluation of Students and Programs.

2300. A Preview of the Next Decade in Dentistry. *Jour. Dental Educ.*, 21: 183-208, May 1957.

Symposium at American Dental Trade Association, Chicago, Nov. 1, 1956. Consists of 4 papers: (1) "Graduate and Postgraduate Dentistry," by Paul H. Jenschik, Dean, School of Dentistry, University of Michigan; (2) "Research in Dental Schools," by Maynard K. Hines, Dean, School of Dentistry, Indiana University; (3) "Problems Involved in Increasing Facilities in Dental Education," by Raymond J. Nigro, Dean, College of Dentistry, New York University; (4) "Trends in the Dental Curriculum in the Next Decade," by Harold J. Weyen, Dean, Dental School, University of Oregon.

2301. BOSS, MARGERY ROBERTA. *Influences Affecting the Development of Un-*

dergraduate Social Work Education in Seven Michigan Colleges from 1920 to 1955. Ann Arbor: University of Michigan, 1957. 300 p. Abstract in *Dis. Abstracts*, 19: 82-83, July 1958.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to the seven colleges considered.

2302. SAND, OLE. *Curriculum Study in Basic Nursing Education*. New York: G. P. Putnam's Sons, 1955. xxviii, 225 p.

A report of the curriculum study at the University of Washington with cooperation of faculty members of the University and of the School of Nursing. Primary objective: To determine the most effective program of basic nursing education. Bibliography, 48 titles. Reviews by R. P. Kuehn, *Jour. Higher Educ.*, 37: 343-349, June 1956; and by S. M. Corey, *Teach. Coll. Record*, 57: 56-57, Oct. 1955.

2303. SAWYER, HERBERT A. Humanities for Engineering Students. *Jour. Higher Educ.*, 22: 470-475, Dec. 1951. (Author: Associate Professor of Civil Engineering, University of Connecticut.)

Describes how University of Alabama attempted to meet the problem of providing education in the humanities to engineering students and discusses some of the lessons learned in a 2-year experience.

2304. STEWART, WARD. Executive Development Programs in Collegiate Schools of Business. *Higher Educ.*, 14: 137-142, May 1958; 15: 7-12, Sept. 1958; 15: 142-147, April 1959. (Author: With U.S. Office of Education.)

Executive development programs are defined as efforts to provide a significant learning experience and a broadened managerial perspective to executives in midcareer. These three articles describe such programs carried on in each of 27 collegiate schools of business in the United States. Descriptions of other related programs in the United States and in foreign countries are promised for a later article.

2305. STRUNK, ORLO, JR. Clinical Pastoral Training: Experiment in Theological Training. *Sch. & Soc.*, 88: 189-193, May 26, 1956. (Author: Staff of Institute of Pastoral Care, Inc., Massachusetts General Hospital.)

"To date, very little reputable research has been done in clinical pastoral training. Higher education researchers may find in the clinical pastoral training of American minis-

ters data which they will consider well worth investigating."

2308. **TRASURE, EDNA H.** *Implementation of the Nursing Curriculum in the Clinical Fields.* Washington: Catholic University of America Press, 1957. viii, 309 p.

Proceedings of the Workshop at Catholic University of America, June 15-26, 1956. Attendance limited to 200 participants from 31 States and a few foreign countries. Contains papers on 12 main topics by different speakers and summaries of 11 seminars devoted to discussion of problems presented. Appendix contains "Criteria for Evaluating the Curriculum," by Ole Sand, Wayne University, Michigan.

2307. **TRUMP, ROSS M.; JACOBY, NEIL H.; SAXE, EMANUEL; WALLIS, W. ALLEN; MANNERS, GEORGE E.; and WINN, WILLIS J.** *Seasoning B-Schools With a Dash of Liberal Arts: What Six Deans Think the Business School Should Be.* *Bus. Week*, No. 1559, p. 112-120, July 18, 1959. (Authors: Deans of Collegiate Schools of Business: (1) Washington University, Missouri; (2) University of California, Los Angeles; (3) City College, New York; (4) University of Chicago; (5) Georgia State College; (6) Wharton School of Finance and Commerce, University of Pennsylvania.)

"There are about 100 full-fledged schools of business in United States universities. . . . Nearly all these schools are in the grip of changing times. . . . Everywhere the emphasis is switching from concentration on subjects pertaining strictly to business to studies of a definite broader interest." Portraits of the six authors and comments by them.

2306. **VAN BUSKIRK, CHARLES, and SMITH, DIETRICH C.** *Relating Man to His Environment for the Freshman Medical Student.* *Jour. Med. Educ.*, 34: 509-511, May 1959. (Authors: Faculty members, School of Medicine, University of Maryland.)

"Recently there has been an increasing recognition of the fact that the physician should be a broadly educated individual; not only well grounded in the techniques and skills of his profession but in the humanities."

2309. **WESTBERG, GRANGER.** *Religious Aspects of Medical Teaching.* *Jour. Med. Educ.*, 32: 204-209, March 1957. (Author: Faculty member, University of Chicago.)

Advocates placing a clergyman, perhaps first a clinically trained chaplain, on faculty of a medical school. States 12 subjects of joint interest to religion and medicine.

2310. **WOLF, GEORGE A., JR.** *Integration of the Last Year of College and the First Year of Medical School.* *Jour. Med. Educ.*, 32: 573-579, Aug. 1957. (Author: Dean, College of Medicine, University of Vermont.)

Describes the plan followed at the University of Vermont. States three advantages of it.

See also Nos. 26, 76, 110, 111, 118, 124, 143, 185, 198, 301, 375, 475, 512, 517, 519, 522, 527, 528, 530, 534, 540, 541, 542, 544, 605, 1097, 1141, 1536, 1613, 2065, 2108, 2115, 2118, 2136, 2137, 2151, 2211, 2215, 2235, 2378, 2526, 2568, 2611, 2659.

6. INSTRUCTIONAL METHODS

No effort has been made to make this section comparable in any sense with other sections of the bibliography. The literature in this field is very extensive. It has been made the subject of a special bibliography compiled by the writer, *College Teachers and College Teaching* (See No. 10) published by the Southern Regional Education Board in 1957, and of a *Supplement* to that volume published in 1959.

The main volume (p. 169-262) contains 973 annotated references, similar to those of the present volume, to publications concerned with the methodology of college teaching, most of them published from 1945 to 1956. The *Supplement* (p. 64-121) contains 542 similar references, most of them published in 1957 and 1958. In addition to these 1,515 direct references,

the two volumes contain more than 1,700 cross references to publications on college teaching.

The fact that the number of significant references for the 2-year period, 1957 and 1958, was more than half as great as the number for the previous 11-year period (using the same methods of compilation and criteria for selection) is indicative of the increasing attention this phase of college and university administration is receiving at the hands of administrators, deans, and other students of higher education. Greater emphasis is being placed on the *how* of college teaching, as well as on the *why* and *what*.

The 1,515 annotated references in *College Teachers and College Teaching* are divided into two major groups: General Teaching Methods (782 references), and Teaching Methods in Special Fields (733 references).

The group concerned with General Teaching Methods is subdivided into groups devoted to audio-visual, case, cooperative, demonstration, discussion, individual, laboratory, lecture, library, recitation, and seminar methods. The section on audio-visual methods includes approximately 200 references on college teaching by television, more than half of them published in 1957 and 1958.

The group concerned with Teaching Methods in Special Fields is subdivided into 30 specific subject-matter fields, classified under four headings: Humanities (348 references), Social Sciences (94), Natu-

ral Sciences (223), and Professional Fields (68).

In the present bibliography, only a very few references of unusual importance are given for the period covered by *College Teachers and College Teaching*. Other references are to publications not available when that volume or its *Supplement* were compiled.

2311. ADAMS, JAMES F.; SIGGEL, LAURENCE; and MACOMBER, F. G. Recorded Student Interviews in Improving Instruction. *Imp. Coll. & Univ. Teach.*, 7: 75-78, Summer 1959. (Authors: Faculty members, Miami University, Ohio.)

Reports experience, as part of an experimental study of instructional procedures at Miami University, with recording student interviews. Gives several quotations from them. Conclusion: "After recording student interviews for several semesters and observing changes in the classroom, the writers are convinced that the technique has considerable merit for the improvement of instruction, for ongoing evaluation of course objectives, and for the training of college instructors."

2312. ADAMS, JOHN C.; CARPENTER, C. RAY; and SMITH, DOROTHY R. *College Teaching by Television*. Washington: American Council on Education, 1958. xii, 234 p. (Authors: (1) President, Hofstra College, New York; (2) Director, Division of Research and Service, Pennsylvania State University; (3) Secretary, Committee on Television, American Council on Education.)

Report of important conference on use of television in higher education held at Pennsylvania State University, Oct. 20-22, 1957. Contains many papers and reports of panel discussions. For titles of papers and their authors see *College Teachers and College Teaching: Supplement* (No. 10) p. 72. Bibliography, 31 titles "primarily recent reports from colleges and universities and references judged useful for TV teachers." Reviews by R. A. Vitulli, *Coll. & Univ.*, 24: 340-342, spring 1959; by W. G. Butt, *Nich. Educ. Jour.*, 36: 248, March 1959; and by S. L. Becker, *Quart. Jour. Speech*, 45: 220-221, April 1959.

2313. ARMSBY, HENRY H. *Cooperative Education in the United States*. Wash-

ington: Government Printing Office, 1954. (U.S. Office of Education Bulletin, 1954, No. 11.) vii, 58 p. (Author: With U.S. Office of Education.)

Covers all cooperative programs at college and technical institute levels. Tabulates data on 16 engineering curricula enrolling 13,161 students and 17 non-engineering programs enrolling 5,945 students, leading to degrees in 35 institutions. Bibliography, 33 titles.

2314. CODD, WILLIAM JOSEPH. *A Survey of the Status of Honors Programs in American Colleges and Universities for 1954*. Seattle: University of Washington, 1958. 379 p. Abstract in *Diss. Abstracts*, 19: 1611-1612, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 707 institutions granting the baccalaureate degree, of which 195 reported some form of honors work. Average enrollment for honors work was 3 or 4 percent of total enrollment. Many aspects of honors work considered.

2315. COOPER, RUSSELL M., ed. *The Two Ends of the Log: Learning and Teaching in Today's College*. Minneapolis: University of Minnesota Press, 1958. xviii, 317 p. (Author: Dean, General College, University of Minnesota.)

Report of Centennial Conference on College Teaching at University of Minnesota under sponsorship of association of Minnesota Colleges. "Deals with one of the most urgent and challenging problems of higher education: how to improve academic standards in the face of ever-increasing enrollments." Consists of 27 chapters of varied authorship. For titles and authors see *College Teachers and College Teaching; Supplement* (No. 10) p. 1-2. General bibliography, 73 titles. About half of the chapters also contain bibliographies varying from 2 to 48 titles each. Reviews by T. A. Ringness, *Phi Delta Kappan*, 40: 222-223, Feb. 1959; and by Editor, *Improv. Coll. & Univ. Teach.*, 7: 62-63, Spring 1959. For report on the Conference by H. T. Morse, see No. 2322.

2316. DOUGLASS, PAUL FRANKLIN. *Conant's Administrative Discovery of Teaching*. *Improv. Coll. & Univ. Teach.*, 6: 42-48, Spring 1958. (Author: Director, Center for Practical Politics, Rollins College, Florida.)

"As he became familiar with Harvard's past, he [President Conant] saw as his major problem the identical issue which had challenged Lowell and Eliot before him: the improvement of teaching." Outlines various

aspects of President Conant's work in this field over a period of 20 years.

2317. *Emphasis on Excellence*. *Carnegie Corp. Quart.*, 7: 1-7, July 1959.

Summarizes programs of various types for education of superior students at University of Kansas, Boston College, University of Michigan, University of Arkansas, and University of North Carolina—supported in part by grants from the Carnegie Corporation of New York.

2318. EURICH, ALVIN C. *A Foundation Looks at College Teaching by Television*. *Jour. Educ. Sociol.* 31: 329-336, May 1958. (Author: Director and Vice President, Fund for the Advancement of Education.)

Recommends use of television as one means of meeting the growing shortage of college teachers. "There is no new educational resource which has ever been so widely adopted in so short a time at all levels of our educational system. The Fund for the Advancement of Education has financed many ways to utilize television in teaching." Lists three types of projects it has aided. States 11 "questions which remain unanswered" concerning use of television in education.

2319. FUND FOR THE ADVANCEMENT OF EDUCATION. *Better Utilization of College Teaching Resources: A Summary Report*. New York: The Fund, May 1959. 63 p.

A report by the Committee on Utilization of College Teaching Resources, appointed by Fund for the Advancement of Education. Gives a brief history of the program of grants and discusses experiments for better use of resources as carried on in 49 colleges to which grants were made and whose names are given. Principal headings: Independent Study, Teaching Machines, Television and Films, Class Size, Miscellaneous Studies, Use of Faculty Assistants, Part-Time Faculty Members. Reproduces table of extent of use of 21 faculty and instructional practices as reported by 1,450 institutions of higher education by C. B. Lindquist, in *Higher Educ.*, 15: 41-47, Nov. 1958. For this report, see *College Teachers and College Teaching; Supplement* (No. 10), p. 2.

2320. HAMLIN, WILFRID G. *A College Faculty Looks at Itself: The Report of a Study of Teaching*. *Jour. Higher Educ.*, 28: 202-206, 236, April 1957. (Author: Professor of Literature and Communications, Goddard College, Vermont.)

Reports methods and results of a self-study and evaluation by faculty of Goddard College under grant from Eliot Pratt Foundation.

Describes 6 kinds of tools used in the evaluation, including tape-recording of 40 class sessions and judgments of students. States three major results of the study.

2321. HIGHT, GILBERT ARTHUR. *The Art of Teaching*. New York: Alfred A. Knopf, 1950. xviii, 291 p. (Author: Professor of Latin Language and Literature, Columbia University.)

"This is a book on the methods of teaching. It does not discuss the subjects which are taught (or should be taught) in schools, colleges, and elsewhere. There are thousands of books on the subjects, but not nearly so many on the general principles of teaching.

The book begins by considering the character and abilities which make a good professional teacher, and then goes on to examine his methods. After that, it branches out further. One of the forces which have helped to make our civilization is certainly the influence of famous teachers; therefore the most powerful teachers of the past are examined." For usefulness of the volume as background for college fund-raising, see statement by Paul H. Davis, No. 2686. Reviews by W. P. Sears, *Educ.*, 71: 200, Nov. 1950; by H. I. Christ, *High Points*, 22: 69-76, Dec. 1950; by O. Tread, *Jour. Higher Educ.*, 22: 165-166, March 1951; by M. G. Hunt, *Mich. Educ. Jour.*, 28: 373, Feb. 1951; by G. Gonsmer, *Nation*, 161: 291, Sept. 20, 1950; by D. C. Bryant, *Quart. Jour. Speech*, 37: 86-88, Feb. 1951; by H. M. Jones, *Soc. Rev. Lit.*, 34: 17, June 30, 1951; and by W. D. Boutwell, *Scholastic*, 57: 107, Nov. 1, 1950.

2322. KELLY, FRED J. *Toward Better College Teaching*. Washington: Government Printing Office, 1950. (U.S. Office of Education Bulletin, 1950, No. 13). (Author: With U.S. Office of Education.)

"Based primarily upon returns from checklists dealing with certain devices which have as their purpose the improvement of college teaching. One checklist concerns practices in the graduate schools which prepare college teachers; the other, practices in the undergraduate colleges to strengthen the work of already employed teachers." Graduate checklist was checked by 97 graduate schools; the undergraduate checklist by 727 institutions.

2323. MOUSE, H. TAYLOR. Conference on College Teaching: The Minnesota Centennial Conference on College Teaching. *Jour. Higher Educ.*, 20: 293-300, June 1950. (Author: Dean, General College, University of Minnesota.)

Report of Conference at University of Minnesota, April 17-19, 1950, with attendance of 200 faculty members. "This conference

appears to be extremely significant in setting a pattern which might well have implications for conferences in other States. . . . The conference was excellently planned and expertly run. . . . The planning committee sent to each delegate a 6-page prospectus about three weeks before the opening of the conference. . . . Many delegates found special value in a 5-page bibliography distributed to all who attended." For fuller report, see No. 2315.

2324. POSTER, DOUGLAS. A Critical Review of a Portion of the Literature on Teaching Devices. *Harvard Educ. Review*, 27: 126-147, Spring 1957.

Tabulates 89 aids and devices and critically reviews the literature concerning six of them. Bibliography, 124 titles.

2325. RASEY, MARIE L. *This Is Teaching*. New York: Harper & Bros., 1950. xii, 217 p. (Author: Professor of Educational Psychology, Wayne University, Michigan.)

"It has been my purpose in this book to compass three things: (1) To make concrete the abstractions of the holistic approach to personality growth, which I conceive to be the first business of a teacher; (2) to present these concretions within the framework of university teaching; . . . (3) to present a few substitutes for the old devices of lecture, required readings, and required papers." Entire volume is presented in conversational form, reporting 15 meetings of a college seminar with 15 members. Author says: "Let me hasten to say that I have never been as able to do as good work in any single clock hour as here reported, yet there is no item in any of these presentations which has not occurred in my classes." Reviews by R. Rushmore, *America*, 84: 501, Jan. 27, 1951; by W. B. Alexander, *Coll. & Univ.*, 27: 440-441, April 1952; by A. D. Henderson, *Coll. Eng. Mag.*, 12: 355, March 1952; by H. N. Rivlin, *Educ. Forum*, 15: 374-375, March 1951; by H. Schueler, *Jour. Higher Educ.*, 72: 377-378, May 1951; by F. G. Walcott, *Mich. Educ. Jour.*, 28: 517-519, May 1951; and by R. Hunt, *Quart. Jour. Speech*, 37: 345-346, April 1951.

2326. SUTTON, RICHARD M. Reflections on Teaching I Have Seen. *Jour. Eng. Educ.*, 49: 957-960, June 1959. (Author: Professor of Physics, California Institute of Technology.)

"After more than 26 years of conducting classes I was asked . . . to turn my attention to ways of improving the classroom instruction of engineering students. . . . I attended nearly a dozen classes taught by as many

instructors, mostly younger men" at Case Institute of Technology. Discusses some things to cultivate and some things to avoid. Gives 10 "Advices."

2327. TAYLOR, HAROLD, ed. *Essays in Teaching*. New York: Harper & Bros., 1950. ix, 230 p. (Author: President, Sarah Lawrence College, New York.)

Consists of 13 chapters of varied authorship covering principal fields of the curriculum. "We wrote the essays in this book to set down some of the things which we believe it is important to teach to young people and to show how we go about teaching them. What brings us together in one book is the fact that we have all been working in the same college, we have developed a set of ideas about how we think teaching should be carried on, and we have put them into practice. . . . When we first decided to do this book, we began by writing what each of us thought about the things we are teaching. Each essay was then read by all the other authors and discussed at meetings devoted to the separate chapters. As a result of the meetings a great deal was rewritten." Reviews by J. D. Bennett, *Coll. & Univ.*, 26: 433-435, April 1951; by R. L. Loughlin, *High Points*, 33: 74-75, Nov. 1951; by J. W. Hudson, *Philo. Review*, 60: 598-599, Oct. 1951; by E. Hunt, *Quart. Jour. Speech*, 37: 245-246, April 1951; and by L. Wilson, *Soc. Review Lit.*, 34: 18, June 30, 1951.

2328. WICKE, MYRON F. *On Teaching in a Christian College*. Nashville, Tenn.: Methodist Board of Education, 1958. 63 p. (Studies in Christian Education, No. 6.)

Contains six chapters. I. The Profession. II. The Teacher Himself. III. Discipline and Method. IV. The Teacher and Student. V. The College a Community. VI. The Teacher and Religious Faith. Bibliography, 18 titles, annotated.

See also Nos. 10, 44, 47, 58, 108, 224, 228, 250, 263, 268, 269, 270, 271, 272, 289, 297, 370, 483, 515, 553, 677, 690, 869, 967, 972, 979, 990, 1131, 1134, 1147, 1169, 1174, 1176, 1199, 1200, 1203, 1204, 1224, 1232, 1329, 1399, 1425, 1439, 1449, 1457, 1465, 1504, 1524, 1536, 1547, 1563, 1565, 1586, 1776, 2009, 2010, 2011, 2018, 2025, 2026, 2028, 2031, 2034, 2089, 2101, 2112, 2121, 2277, 2330, 2333, 2348, 2363, 2364, 2365, 2370, 2371, 2372, 2377, 2381, 2384, 2387, 2391, 2392, 2393, 2442, 2535, 2545, 2628.

7. EVALUATION

2329. ANDERSON, PAUL R. *College Testing: A Guide to Practices and Programs*. Washington: American Council on Education, 1959. x, 189 p. (Author: President, Chatham College, Pennsylvania; Chairman, Committee on Measurement and Evaluation, American Council on Education.)

Organized in two parts. Part I presents seven aspects of the role of measurement in relation to educational problems of the college. Part II gives descriptions of representative programs in action at Chatham College, University of Chicago, Dartmouth College, University of Louisville, University of Minnesota, Pasadena City College, and San Francisco State College.

2330. BAKER, JANET BASSETT. *Using Examinations to Promote Learning*. *Improv. Coll. & Univ. Teach.*, 6: 122-125, Autumn 1958. (Author: Faculty member, Marywood College, Pennsylvania.)

"Consideration in this article is given to (1) preparation of questions, (2) marking and using examinations, (3) comments written on tests, and (4) additional suggestions for increasing the usefulness of examinations."

2331. BEARDSLEY, SEYMOUR WILLIS. *Specialized Achievement in Higher Education (Relation Between Advanced and Profile Tests of the Graduate Record Examination)*. New York: Columbia University, 1950. 52 p. Abstract in *Micro. Abstracts*, vol. 10, No. 3, p. 44-46, 1950.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of tests taken by 1,828 seniors in Eastern liberal arts colleges.

2332. COLE, LUELLE (Mrs. R. H. Lowie). *Four Suggestions About Examinations*. *Improv. Coll. & Univ. Teach.*, 4: 3-4, Winter 1956. (Author: Former Professor of Psychology, Ohio State University.)

"I am setting down some ideas developed many years ago but perhaps just as useful today as then. The first suggestion deals with the ever-bothersome problem of the make-up examination and outlines a procedure for avoiding this nuisance altogether. The second describes a type of examination that is half way between an objective and a written test and retains some of the values

of each. The third explains a simple procedure that greatly improves the coherency of essay examinations, while the fourth presents a method of testing for use in small advanced classes."

2333. DRESSER, PAUL L., ed. *Evaluation in General Education*. Dubuque, Iowa: Wm. C. Brown Co., 1954. viii, 333 p. (Author: Faculty member, Michigan State College.)

Gives a series of reports by different authors on practices in evaluating programs of general education in 18 colleges and universities. Concluding chapter points out administrative patterns of evaluation agencies, variations in emphasis on evaluation, and relation of evaluation to instruction.

2334. ———. *Evaluation in the Basic College at Michigan State University*. New York: Harper & Bros., 1958. viii, 248 p. (Author: Director of Evaluation Services, Michigan State University.)

Describes various aspects of the work of the Office of Evaluation Services. Principally concerned with examinations and grades. Includes evaluation of courses and teaching methods by about half of 5,000 graduates of classes of 1954, 1955, and 1956. Reviews by H. T. Morse, *Jour. Higher Educ.*, 29: 407-408, Oct. 1958; by L. R. McCann, *Educ. Forum*, 23: 112-113, Nov. 1958; and by F. H. Knower, *Quart. Jour. Speech*, 45: 87, Feb. 1959.

2335. ——— and MAYHEW, LEWIS B. *General Education: Explorations in Evaluation. The Final Report of the Cooperative Study of Evaluation in General Education of the American Council on Education*. Washington: American Council on Education, 1954. xxiii, 302 p.

"This volume . . . is a composite product undertaking several different tasks. It presents a brief description of the way the Study has operated. It reports on some of the research conducted by the several committees of the Study. It deals with some of the technical problems of educational testing and indicates some of the contributions which the project may have made toward their solution. Being a report written entirely by the Director and Assistant Director of the Study, it also involves a distinguishable, although not necessarily distinctive, point of view regarding general education and the role of evaluation in education." Appendixes list available materials developed by the Study and information on objective tests in the area of communications. Review by H. T. Morse and N. W. Moen, *Jour. Higher Educ.*, 26: 277-280, May 1955.

2336. EGNER, ROBERT E. *Evaluation in General Education*. *Jour. Coll. Jour.*, 28: 455-458, April 1958. (Author: Professor of Philosophy, Northland College, Wisconsin.)

Describes some of the plans of evaluation developed at workshops at University of Chicago, University of Minnesota, and Michigan State University, and efforts made to apply them at Northland College.

2337. HARVEY, PHILIP RICHARD. *An Analysis of Various Factors Related to Marking Practices in Undergraduate Courses*. Storrs: University of Connecticut, 1958. 234 p. Abstract in *Dis. Abstracts*, 19: 1028-1029, Nov. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of all undergraduate marks at two course levels on Storrs Campus of the University, 1953-54.

2338. JACOB, PHILIP E. *Changing Values in College: An Exploratory Study of the Impact of College Teaching*. New York: Harper & Bros., 1957. xvi, 174 p. (Author: Professor of Political Science, University of Pennsylvania.)

Summarizes results of an extensive survey, conducted under auspices of Hasen Foundation, which sought to discover whether college courses in social sciences had caused significant changes in the beliefs and values of students. Based chiefly on analysis of large number of published and unpublished studies, supplemented by personal visits to 30 institutions. The report, in preliminary form, was sent to several hundred educators and brought forth 150 "thoughtful letters of comment." For discussion by I. Abrams, see *Phi Delta Kappa*, 39: 310-313, April 1958. See also No. 1709. Reviews by D. T. Ordeman, *Coll. & Univ.*, 33: 361-363, Spring 1958; by Editor, *Improv. Coll. & Univ. Teach.*, 6: 30-31, Winter 1958; by R. L. Hunt, *Inter. Jour. Ed. Educ.*, 34: 40, Feb. 1958; by W. G. Rice, *Jour. Higher Educ.*, 29: 345-347, Sept. 1958; by A. O. Pfnister, *Sch. Review*, 66: 238-244, June 1958; and by P. H. Phenix, *Teach. Coll. Record*, 59: 429-430, April 1958.

2339. JAMBICH, JOHN. *Evaluation in College Teaching and Administration*. *North Cent. Assoc. Quart.*, 33: 288-293, April 1959. (Author: Faculty member, Michigan State University.)

States four general purposes of evaluation and discusses several "persistent problems and rather evident prospects for the near future."

2340. MCINTYRE, PAUL H. *The Construction and Evaluation of a Work Sample—Test for College Freshmen*. Boston: Boston University, 1957. 144 p. Abstract in *Diss. Abstracts*, 17: 2921, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Describes construction of the test and its validation by administration to 685 freshmen at University of New Hampshire. "This study has demonstrated that . . . it is possible to construct a work sample test that has both immediate and long range validity for the prediction of academic success at the collegiate level."

2341. MARSHALL, MAX S. Who Cheats? *Educ. Forum.*, 17: 77-84, Nov. 1952. (Author: Professor of Microbiology, University of California.)

"Ultimately all 'systems' for control of cheating can be reduced to the honor system because the whole matter is one of honor . . . In a group in which 95 percent or more are honest it is common sense and common decency to assume that a person is honest."

2342. MILLER, ROBERT D., ed. *Evaluation in Higher Education*. Tallahassee: Florida State University, 1954. 88 p. (Author: Professor of Philosophy, Florida State University.)

Report of a Conference on Evaluation in Higher Education at Florida State University, Feb. 12-13, 1954. Includes 13 papers by various authors on different aspects of evaluation in general, and in particular of evaluation in humanities, social sciences, natural sciences, and communications.

2343. MORRISSETT, IRVING. An Experiment with Oral Examinations. *Jour. Higher Educ.*, 29: 185-190, April 1958. (Author: Assistant Professor of Economics, Purdue University, Indiana.)

Proposes a third type of examination to compete at the undergraduate level with essay examinations and objective tests. Gives summaries and quotations from evaluations of the plan by 93 students.

2344. SIMPSON, RAY H. and BROWN, E. S. *College Learning and Teaching*. Urbana: June 1952 (University of Illinois Bulletin, Vol. 49, No. 75). 80 p. (Authors: (1) Professor of Education; (2) Formerly Assistant; both of College of Education, University of Illinois.)

"This monograph reports the results of an attempt to measure some of the learnings

being practiced in eight institutions of higher education . . . by enlisting the help of eight instructors and 570 college students each of whom has had some training in psychology. Each of the students used a comprehensive and detailed rating scale to evaluate two of his classes."

2345. TOMLINSON, LAURENCE ELLIOTT. Improving Testing and Marking Practices. *Improv. Coll. & Univ. Teach.*, 6: 115-121, Autumn 1958. (Author: Librarian and Professor of Education, Lewis and Clark College, Oregon.)

Discusses variations in marking, improvement of marking, accumulation of points, types and frequency of tests, changing numerical scores into letter grades, and determination of semester letter grades. Lists five recent books on tests and measurements.

2346. TRIPPET, BYRON K. Teaching: A Teacher's Appraisal. *Assoc. Amer. Coll. Bull.*, 42: 86-90, March 1958. (Author: President, Wabash College, Indiana.)

"How can a college dean or a college president as he broods about the problems of his faculty and his students be confident in his appraisal of effective teaching?" Discusses various methods, their advantages and their limitations.

2347. WRIGHTSTONE, JACOB WAYNE; JUSTMAN, JOSEPH; and ROBBINS, IRVING. *Evaluation in Modern Education*. New York: American Book Co., 1956. xi, 481 p. (Authors: (1) (2) Director, and Member, Bureau of Educational Research, Board of Education, New York City; (3) Member, Department of Education, Queens College, New York.)

"This book has been designed and written to acquaint the reader with (a) the modern concepts of evaluation and their historical development; (b) the major methods and techniques of evaluation; . . . (c) the specific tests and measures that may be used. . . . This textbook is designed for use by educational personnel in college and school situations." Contains 23 chapters, each with bibliography. Reviews by G. F. VanderBeke, *OstA. Sch. Jour.*, 56: 6A, March 1956; and by R. M. Keefe, *Coll. & Univ.*, 31: 233-234, No. 2, 1956.

See also Nos. 58, 142, 261, 280, 281, 282, 296, 379, 824, 1253, 1255, 1265, 1329, 1346, 1536, 1600, 1748, 1757, 2014, 2031, 2032, 2048, 2051, 2112, 2127, 2133, 2171, 2184, 2228, 2340, 2315, 2320.

XI. Administration of Library

Chiefly devoted to relations of the librarian to president and faculty and to instructional aspects of the library. For other references on general library administration, see the various library journals, especially *College and Research Libraries* and the *Library Quarterly*, and the references in *Library Literature*.

2348. ASHEIM, LESTER and others. *The Humanities and the Library: Problems in the Interpretation, Evaluation, and Use of Library Materials*. Chicago: American Library Association, 1957. xix, 352 p.

Discusses basic literature of the humanities, new developments in library education, and effect of subject matter in each area on library practices, with separate chapters on religion, philosophy, art, music, and literature.

2349. BARNES, E. B. The University Library—Services or Resources? *Lib. Quart.*, 22: 177-179, July 1952. (Author: Head Acquisitions Librarian, University of Oregon.)

"Most of our universities (and their libraries) must recognize three distinct groups and on three distinct levels of importance: the instruction of students, so that they may become intelligent and useful citizens; the preparation of future scholars; and definite contributions to knowledge by students and members of the faculty. These groups are by no means disparate; each is closely related to the others, and each presents its own problems."

2350. BARNETT, ABRAHAM N. The Professor and the Librarian: The View From the Reference Desk. *Lib. Educ.*, 45: 242-248, May 1959. (Author: Librarian, Social Science Reference Service, Purdue University, Indiana.)

Urges that professors treat the reference librarian as a colleague instead of a mere housekeeper.

2351. BENJAMIN, PHILIP M. The Relation Between the Librarian and the

College Administrator. *Coll. & Res. Lib.*, 16: 350-352, 359, Oct. 1955. (Author: Librarian, Allegheny College, Pennsylvania.)

"The president of a college may well be judged by the librarian he appoints, for the selection may reveal a basic educational policy of his administration." Discusses three phases of relation of the librarian to the president.

2352. BERNINGHUSSEN, DAVID K., ed. *Undergraduate Library Education: Standards, Accreditation, Articulation*. Minneapolis: University of Minnesota Press, 1959. 136 p.

Proceedings of the Institute on Undergraduate Library Education, Minneapolis, Oct. 31-Nov. 1, 1958.

2353. BLACKWELL, THOMAS E. Colleges and the Law of Copyright. *Coll. & Univ. Bus.*, 8: 31-32, Feb. 1950. (Author: Treasurer, Washington University, Missouri.)

"A survey of current procedures on the typical college campus probably would reveal many violations of the copyright statutes and of the common law right of an author in his unpublished works." Gives and discusses various examples, especially those resulting from modern methods of photographic reproduction.

2354. BLEGEN, THEODORE C. The Scholar Looks at Inter-Library Co-Operation. *Lib. Quart.*, 22: 13-17, Jan. 1952. (Author: Dean, Graduate School, University of Minnesota.)

Address at dedication of Midwest Inter-Library Center, Oct. 5, 1951. "The scholar, looking at inter-library co-operation, will, I

believe, hall this center as a desirable pool of research materials for the entire mid-western region."

2355. BOYD, JULIAN P. The Librarian Reports to the President. In Southern University Conference, *Proceedings*, 1950, p. 101-113. (Author: Librarian, Princeton University.)

Discusses the usefulness of the library report, if properly written, in securing better appreciation of the place of the library in higher education.

2356. BROADUS, ROBERT N. Where, in the Academic Economy, Do We Place the College Library? *Coll. & Univ. Bus.*, 9: 42-43, Nov. 1950. (Author: Librarian, George Pepperdine College, California.)

"Money devoted to the library generally brings richer returns than money spent elsewhere on the campus."

2357. BROUGH, KENNETH J. *Scholar's Workshop: Evolving Conceptions of Library Service*. Urbana: University of Illinois Press, 1953. xv, 197 p. Foreword by Robert B. Downs, Librarian, University of Illinois.

Based primarily upon a study of the libraries of Chicago, Columbia, Harvard, and Yale Universities. Traces development of the concepts of library use and of professional preparation and services of the university librarian. "The Brough study is a noteworthy addition to the limited literature dealing with American library history. It is much more, however, than a historical treatise, for it provides a sound basis on which the future can be built."—Foreword. Bibliography, 168 titles.

2358. BUTLER, PIERCE. The Cultural Function of the Library. *Lib. Quart.*, 22: 79-91, April 1952. (Author: Professor of Library History, University of Chicago.)

"To realize the true significance of the library, one should not merely observe the effects of its presence but contemplate, in his imagination, the results that would follow from its absence. Obviously, if by some catastrophe all public and private libraries were obliterated (as has almost happened in Germany), every cultural routine would slacken and many of them would cease. The library contributes not merely to the well-being of civilization but to its own existence."

2359. CAIN, STITH MALONE. The College Library: An Opportunity for the College President. *Assoc. Amer. Coll. Bull.*, 37: 266-277, May 1951. (Author: Librarian, Central College, Missouri.)

"Every college library needs the kind of presidential leadership which will stimulate and inspire librarians to be creative, scholarly, resourceful, and inspirational. . . . More and more college presidents now are vitally concerned with every aspect of their colleges, especially their libraries." Discusses role of the library in the college, government of the library, library staffs, building, functions—each topic with special reference to the responsibility of the president for it. States seven ways a president can aid a library staff. Gives checklist of 10 questions regarding the college library for the president to answer.

2360. ——— The Library Committee: Asset or Liability? *Assoc. Amer. Coll. Bull.*, 38: 507-512, Dec. 1952. (Author: See No. 2359.)

"The amount and kind of contribution a library can make to the educational program of a college depends chiefly upon the kind of administration a library has, the financial and moral support from the president, and the cooperation from the faculty, students, and other users of the library." Discusses especially the role of the president and of the library committee.

2361. ——— The Library Presents a Business Opportunity to the Business Manager. *Coll. & Univ. Bus.*, 14: 22-24, June 1953. (Author: See No. 2359.)

States five ways the librarian can help the business officer and 13 ways the business officer can help the librarian.

2362. CHENEY, FRANCES NEEL. The Reference Librarian Looks to the Faculty. *Peabody Jour. Educ.*, 28: 275-279, March 1951. (Author: Associate Professor of Library Science, George Peabody College for Teachers, Tennessee.)

Answers the question: "What should the faculty expect from the reference librarian?" in terms of services and securing of new books.

2363. CLARK, EDWARD MURRAY. How Motivate Student Use of the Library? *AAUP Bull.*, 39: 418-420, Autumn 1953. (Author: Professor of English, Centenary College of Louisiana.)

Discusses several ways the faculty should not, as well as ways it should, encourage

students in the use of the library. "It all depends on the devoted and curious teacher who makes his own curiosity clear and contagious."

2364. COWLEY, WILLIAM H. College and University Teaching, 1858-1958. *Educ. Record*, 89: 311-320, Oct. 1958. (Author: Professor of Higher Education, Stanford University.)

Contrasts methods in use in 1858 and today. Stresses especially developments in use of the library as an essential college teaching tool.

2365. EHRHARDT, ALFRED; GERLETTI, JOHN D.; and CRAWFORD, CLAUDE E. How Shall I Manage My College Library Assignments? *Improv. Coll. & Univ. Teach.*, 3: 44-47, Aug. 1954. (Authors: (1) Associate Professor English, Los Angeles State College of Applied Arts and Sciences; (2) Associate Professor of Public Administration, University of Southern California; (3) Professor of Education, University of Southern California.)

Discuss most effective ways of directing students to desirable references, relieving congestion at the library, and checking library assignments.

2366. GRIFFITH, ALICE GROOMBRIDGE. The Library and the General Education Program in the Community College. *Jun. Coll. Jour.*, 29: 486-489, April 1959. (Author: Assistant Librarian, Mohawk Valley Technical Institute, New York.)

"Specific library practices which have been undertaken at Mohawk Valley Technical Institute . . . to further the purposes of general education include those which offer services to both faculty and students." Gives description of these practices. Conclusion: "Under adequate leadership and with faculty cooperation, the library can be a determining factor in the success of the general education program."

2367. JOHNSTON, W. T. A Glance at Junior College Libraries. *Jun. Coll. Jour.*, 29: 195-201, Dec. 1958. (Author: Librarian, Abraham Baldwin Agricultural College, Georgia.)

Based on reports from 79 junior colleges in all parts of the country. One section deals with faculty cooperation in use of the library.

2368. JONES, ROBERT C. Administrative Relationships of the Library and the Junior College. *Jun. Coll. Jour.*, 29: 324-328, Feb. 1959. (Author: Librarian, American River Junior College, California.)

Based on author's doctoral dissertation, institution not stated. Involves study of the literature and interviews at six public junior colleges in Colorado. Considers (1) the college and the library, (2) the president and the librarian, (3) the dean and the librarian, (4) faculty and students, (5) faculty-library committee, and (6) the library and the community.

2369. KIENZLE, ELIZABETH. The College Librarian and the Library Committee. *Lib. Quart.*, 21: 120-126, April 1951.

Summary of master's thesis at Graduate Library School, University of Chicago, 1949. Based on study of 103 midwestern colleges. Describes current practices and evaluates relationships of the president and the library committee to each other and to the library.

2370. KNAPP, Mrs. PATRICIA B. A Suggested Program of College Instruction, in the Use of the Library. *Lib. Quart.*, 26: 224-231, July 1956. (Author: Associate Professor of Library Science, Rosary College, Illinois.)

"The usual college-level instruction in library use is simply incapable of developing such competence. At the same time, current developments in higher education indicate an increasingly urgent need for good instruction in library use." Conclusion: "This paper has provided an analysis of the objectives of instruction in the use of the library, some examples of possible ways to achieve these objectives, and some suggested steps to implement an over-all program."

2371. ———. *College Teaching and the College Library*. Chicago: American Library Association, 1959. (ACRL Monograph, No. 23.) 110 p. (Author: See No. 2370.)

Based on author's doctoral dissertation at University of Chicago, 1957. Considers "the role of the library of a given college in implementing the course and non-course objectives of that college." Refers to Knox College, Illinois.

2372. LAYT, HERBERT L. The Library in College Instruction. *Jour. Gen. Educ.*,

6: 100-106, Jan. 1952. (Author: Librarian, Harpur College, New York.)

"There has been a growing concern on the part of librarians, other educators, and educational agencies, with the quality of college instruction and the proper use of the library in college instruction." Reviews several recent books in the library field but devotes most of the article to an outline of L. E. Wilson's *The Library in College Instruction* (No. 2392). "It is not too much to say that the faculty members having a thorough acquaintance with this book will be able to improve the quality of their college teaching. There has been an urgent need for a book of this type."

2373. LIGHTFOOT, ROBERT M., JR. *The Library—Campus Catchall: An Exposition of Lightfoot's Law.* *Jour. Higher Educ.*, 30: 77-82, Feb. 1959. (Author: Librarian, Bradley University, Illinois.)

Intended primarily for "presidents, deans, and such." A vigorous protest against the use of library buildings for many types of activities and interests entirely unrelated to the functions of a library and disturbing to them. Gives many concrete examples.

2374. MCCARTHY, STEPHEN A. *Advisory Committee or Administrative Board?* *Lib. Quart.*, 22: 223-231, July 1952. (Author: Director of Library, Cornell University, New York.)

Advocates certain administrative functions rather than purely advisory ones for a university library committee.

2375. McMULLEN, HAYNES. *College Teachers and Their Libraries.* *Jour. Higher Educ.*, 25: 421-424, Nov. 1954. (Author: Associate Professor of Library Science, Indiana University.)

Considers, semi-humorously, various reasons why the professor may acquire books for his personal library. "If you take into account the presence of a well-rounded collection of scholarly materials in the college library, and if we consider the teacher's personal working habits, we can understand the reason behind the acquisition of most of the books on his shelves."

2376. MAPP, EDWARD. *Instructor-Librarian Collaboration in a Community College.* *Jwn. Coll. Jour.*, 28: 404-406, March 1958. (Author: Librarian, Alexander Hamilton High School, New York; formerly Assistant Librarian, New York City Community College.)

Conclusion: "Attention has been focused on several interprofessional mergers possible within a community college framework. . . . Any institution of higher learning should derive inestimable benefit from an educationally-minded library staff and a library-conscious instructional staff."

2377. MATTIS, SYDNEY. *The College Library and the Teaching Process.* *Jour. Higher Educ.*, 23: 313-318, June 1952. (Author: Assistant Librarian, Queens College, New York.)

Proposes a plan for the closer integration of the college library with the instructional program, based on the concept of the librarian as a teacher. Suggests establishment of a group of divisional libraries.

2378. *Medical Libraries in Relation to Medical Education.* *Jour. Med. Educ.*, 30: 489-532, Sept. 1955.

Nine articles by librarians of various medical libraries.

2379. MILCZEWSKI, MARION A. *Cloak and Dagger in University Library Administration.* *Coll. & Res. Lib.*, 13: 117-121, April 1952. (Author: Assistant Librarian, University of California.)

"Librarians must find out in advance what they may be required to do before official notification is given them. . . . There is, of course, no more productive source than personal contact between the librarian and the faculty and administrative officers."

2380. *Nineteenth Annual Conference of the Graduate Library School.* *Lib. Quart.*, 24: 273-391, Oct. 1954.

Report of Conference of Graduate Library School of University of Chicago. Includes 11 papers on various topics including Relationship Between the Library and College Objectives, Government and Control of the College Library, Liberal Arts Function of the University Library, Book Collections, Budgeting, and Finance.

2381. OBOLEK, ELI M. *Faculty-Library Cooperation.* *Improv. Coll. & Univ. Teach.*, 4: 38-43, Spring 1956. (Author: Librarian, Idaho State College.)

A good historical statement, tracing librarianship from the older custodial or "watch dog" function to the modern conception of constant use. "Let us now see what the librarian can do for the faculty member and, as I am sure you anticipated, what the faculty member can do for the library and librarian." Suggests five ways: "(1) The library should be an extension of the in-

structional activities of the classroom; (2) serving as a laboratory in which the student may develop the ability to use the tools of learning; (3) serving as a source of information on non-academic subjects; (4) as a reservoir of knowledge; and (5) as an aid in developing social responsibility among students."

2382. RATHER, JOHN CARSON. *Library Statistics of Larger Colleges and Universities*. Washington: Department of Health, Education, and Welfare 1958. (U.S. Office of Education Circular No. 578). 13 p. (Author: With U.S. Office of Education.)

Gives basic library statistics for 185 colleges and universities having enrollments of 5,000 or more students, institutions having almost half of the college students of the country. Median size of libraries, 349,250 volumes.

2383. ROWELL, MARGARET K. and CIOLLI, ANTOINETTE. *Faculty Day and the Library at Brooklyn College: A Report*. *Coll. & Res. Lib.*, 15: 171-175, April 1954. (Authors: (1) Chief Catalog Librarian; (2) Reference Librarian; both of Brooklyn College, New York.)

Describes the general library participation and the exhibit program during Faculty Day at Brooklyn College, showing efforts at integration of the library with the instructional program.

2384. RUSH, N. ORWIN. *The Library—the Focus of the Classroom*. *Assoc. Amer. Coll. Bull.*, 36: 412-423, Oct. 1950. (Author: Librarian, University of Wyoming.)

"An adequate library is the basis of all teaching and study." Discusses many phases of faculty cooperation in instructional uses of the library including research, book selection, reserve books, departmental meetings, faculty library committees, bibliographical instruction, divisional arrangement, subject specialists, faculty status for librarians, undergraduate libraries, and storage.

2385. *Standards for College Libraries*. *Coll. & Res. Lib.* 20: 273-280, July 1959.

Text of standards prepared by Committee on Standards of Association of College and Research Libraries. "These standards are designed to provide a guide for the evaluation of libraries in American colleges and universities which emphasize four-year undergraduate instruction." Cover functions

of the college library, structure and government, budget, staff, library collections, building, quality of the service and its evaluation, and interlibrary cooperation.

2386. TANIS, NORMAN EARL. *Cooperative Program to Improve the Community College Library*. *Jun. Coll. Jour.*, 29: 405-411, March 1959. (Author: Librarian, Henry Ford Community College, Michigan.)

Describes several ways that the library's usefulness can be increased through a cooperative program involving librarians, instructors, and administrators.

2387. WEDEMEYER, JOSEPHINE A. *Student Attitudes Toward Library Methods Courses in a University*. *Coll. & Res. Lib.*, 15: 285-289, July 1954. (Author: Staff member, Library, University of Maryland.)

Reports in detail most important and least important factors, and other features, as judged by 237 students at University of Maryland.

2388. WILLIAMS, EUGENE P. *The Library in Catholic College and University: A Survey*. *Cath. Educ. Review*, 49: 228-238, April 1951. (Author: Librarian, Catholic University of America, Washington, D.C.)

Based on questionnaire responses from 142 institutions. Gives detailed data on staff, book and periodical collections, budget, and expenditures. Institutions are ranked in terms of books and periodicals. Conclusion: "If a single norm were to be selected at this time, that of current periodicals might well be chosen."

2389. ———. *The Catholic College and University Library: A Second Survey*. *Cath. Educ. Review*, 51: 577-591, Nov. 1953. (Author: See No. 2388.)

Supplementary to No. 2388. For 143 libraries, reports number of volumes added and discarded, interlibrary loans, and microfilm duplication. Conclusion: "Far too much money has been lavished on buildings in the past when the essential elements of library science have been neglected. . . . Our two surveys indicate that only about 30 percent at most of these libraries can be called active in the sense of developing collections that are representative of modern library traditions."

2390. WILLIAMS, GORDON R. *The Relationship of the Faculty and Adminis-*

stration to the College and University Library. In Western College Association, *Proceedings*, Spring 1956, p. 43-49. (Author: Assistant Librarian, University of California, Los Angeles.)

Urges better understanding on part of both administration and faculty members of true function of a library in both liberal arts colleges and universities. Answers criticism of J. D. Millett that liberal arts college libraries ought to have less than 100,000 volumes. See Nos. 2418 and 2419.

2391. WILLIAMSON, W. L. Relating the Library to the Classroom: Some Specific Suggestions. *Coll. & Res. Lib.*, 14: 167-171, April 1953. (Author: Fellow, Graduate Library School, University of Chicago.)

"Now we are on the spot. We have sold good library service as essential to good instruction. As a result we are faced with the necessity to provide that kind of service." Discusses four specific ways for doing it.

2392. WILSON, LOUIS ROUND; LOWELL, MILDRED HAWKSWORTH; and REED, SARAH REBECCA. *The Library in College Instruction: A Syllabus on the Improvement of College Instruction Through Library Use*. New York: H. W. Wilson Co., 1951. 347 p. (Authors: (1) Dean Emeritus, Graduate Library School, University of Chicago; (2) Former Librarian, Eastern Oregon College of Education; (3) Librarian, Graduate Library School, University of Chicago.)

"The idea underlying the preparation of this syllabus has been the improvement of college teaching through the better integration of library use and instruction. . . . The syllabus is planned for the use of prospective college teachers or college teachers in service." Consists of five major units as follows: I. General Bibliographical Sources Useful to the College Instructor; II. Teaching Materials for General Education at the College Level; III. The Selection of Materials for Effective College Instruction; IV. Reading Guidance: A Function of the Entire Faculty; V. The College Library as a Teaching Instrument. Review by L. C. Branscomb, *Jour. Higher Educ.*, 24: 493-494, Dec. 1953. For extended discussion by H. L. Leet, see No. 2372.

2393. ——— and TAUBER, MAURICE F. *The University Library: The Organization, Administration, and Functions of Academic Libraries*. Chicago: University of Chicago Press, 1956. 2nd edition. xiii, 641 p. (Authors: (1) See No. 2392; (2) Professor, School of Library Service, Columbia University.)

First edition (1945) was a standard work for more than a decade. In 17 chapters, covering all phases of the field. One chapter, "The Teaching Function of the University Library" (p. 425-448). Extensive chapter bibliographies. Reviews by E. P. Willging, *Can. Educ. Rev.*, 54: 496-498, Oct. 1954; by A. J. Eaton, *Coll. & Univ.*, 32: 92-94, No. 1, 1956; and by R. E. Ellsworth, *Jour. Higher Educ.*, 27: 406-407, Oct. 1956.

See also Nos. 181, 185, 189, 228, 243, 260, 265, 286, 325, 824, 913, 902, 2083, 2205, 2236, 2268.

XII. Administration of Business and Finance

I. GENERAL

For other references see monthly issues of *College and University Business*, and *Proceedings* of the six national and regional associations of college and university business officers.

2394. ALDEN, VERNON R. College Administration in a Rapidly Changing Economy. *Assoc. Amer. Coll. Bull.*, 43: 534-548, Dec. 1957. (Author: Associate Dean, Graduate School of Business Administration, Harvard University.)

"For all of us in education, the years immediately ahead provide a magnificent opportunity to test well-worn educational traditions, to venture out into bold new experiments, and to demonstrate to the American people the vital character of our institutions. I have no doubt that we shall meet this challenge." Discusses especially rising level of living costs, need for long-range planning, raising the price of college education, cutting costs of operation, determining the objectives of our institutions, and necessity of convincing our public.

2395. ANDERSON, ROBIN C. The Professor and the Business Office. *Coll. & Univ. Bus.*, 23: 22-24, July 1957. (Author: Professor of Chemistry, University of Texas.)

Recommends that the business office give more sympathetic attention to needs of the faculty for favorable working conditions, attendance at professional meetings, and equipment for research work.

2396. ARNETT, TREVOR. *College and University Finance*. New York: General Education Board, 1922, xi, 212 p. (Author: Secretary, General Education Board; Auditor, University of Chicago.)

An early basic volume by a recognized authority on college finance. "The general purpose in writing this book has been to lighten the tasks of college administrators and to help make their work more satisfactory both to themselves and to those who have at heart the welfare of American colleges. The particular purpose in writing it, in response to many requests, has been to put into book form a statement of principles underlying college accounting and the use and care of trust funds, and to describe a complete, yet simple, system of college accounts which has been tried and found satisfactory."

2397. BAIRD, ROBERT EUGENE. *Finance in the Administration of Higher Education*. Ithaca, N.Y.: Cornell University, 1957. 337 p. Abstract in *Dis. Abstracts*, 18: 898, March 1958.

Unpublished doctoral dissertation (Ph. D.). Based on varied library resources and "the opinions and experiences of administrative and academic staffs of many colleges and universities as gathered from personal interviews and the responses to written questionnaires."

2398. BART, PETER B. Campus Financing: Educators Claim Many Colleges Are Good Fund Raisers, Inept Spenders. *Wall St. Jour.*, 151: 1, 21, April 24, 1958.

"According to top authorities, many U.S. colleges are falling down in the following areas: They are failing to map out comprehensive long-range projection of future needs, they are wasteful in utilizing human and physical resources, they are overly conservative in considering new ideas, . . . they are sloppy in their financial and administrative operations."

2399. BLACKWELL, THOMAS E. *College and University Business Administration*. Washington: American Council on Education. Vol. I, 1952. xiv, 217 p. Vol. II, 1955. xii, 267 p. (Author:

Treasurer, Washington University, Missouri.)

Compiled by the National Committee on the Preparation of a Manual on College and University Business Administration as a result of 10 years of work. Supersedes the earlier *Financial Reports for Colleges and Universities*, published in 1936, which was accepted as the definitive work on the subject. "A statement of general principles and is not intended to be a manual of detailed procedures. Each institution should develop its own procedural manual for internal use." Vol. I includes chapters on the principles of college and university business administration, basic principles of college and university accounting, budgets and budgetary accounting, financial reports, audits, allocation of indirect expenditures, determination of costs, and depreciation of real property. Includes a detailed classified bibliography, 50 pages, over 900 titles, covering entire field of college and university business administration through August 1951. Vol. II similarly discusses purchasing, physical plant, insurance, inventory, auxiliary enterprises, student affairs, nonacademic personnel, staff welfare (retirement, life insurance, health care), investment management, sponsored research, and legal problems. Contains similarly classified bibliography, May 1951 through 1954, 60 pages, more than 1,100 references. Reviews of Vol. I by R. E. Egan, *Coll. & Univ.*, 28: 424-425, April 1953; and by L. N. Henderson, *Educ. Forum.*, 18: 487, May 1954. Reviews of Vol. II by G. F. Donovan, *Cont. Educ. Review*, 53: 570-571, Nov. 1955; by M. E. Gladfelter, *Coll. & Univ.*, 31: 372-374, No. 2, 1956; and by O. Teed, *Jour. Higher Educ.*, 27: 166-167, March 1956.

2400. — Are State Scholarships an Answer to Increasing Demand for Higher Education? *Coll. & Univ. Bus.*, 22: 38-39, May 1957. (Author: Educational Management Consultant, Washington University, Missouri.)

Considers court decisions in Nebraska, South Dakota, Nevada, Illinois, Virginia, New York, New Jersey, and Pennsylvania on right of the State to establish scholarships for use in privately controlled educational institutions.

2401. BOKELMAN, W. ROBERT. The Practices of 100 Assorted Colleges in Making Student Loans. *Coll. & Univ. Bus.*, 16: 22-25, April 1954. (Author: Business Manager-Bursar, University of Kansas City, Missouri.)

Reports on maximum loans permitted, time when repayment begins, interest rates

charged, amount of loan funds available, percent of student body receiving financial assistance, and other related features in 100 institutions.

2402. — *Survey of Financial Data in 330 Colleges and Universities*. Bloomington: Indiana University, 1955. 195 p. Abstract in *Diss. Abstracts*, 15: 2069-2070, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To collect from an adequate sample of colleges and universities selected items of information that could be useful to the administrations of higher educational institutions in making their budgets and in comparing their operations with the operations of other somewhat similar colleges and universities." Studies enrollment, salaries, board and room charges, housing of married students, costs of buildings, tuitions and fees, and limitations of enrollment.

2403. BUCKLEY, RAYMOND G. Is the Educational Questionnaire Overdone? *Coll. & Univ. Bus.*, 14: 49, Feb. 1953. (Author: Controller, Bryn Mawr College, Pennsylvania.)

"This is intended as a protest against the increasing number of questionnaires that are flooding the country—at least our educational country. . . . I have seen a lot of questions whose answers I would gamble were never used by the perpetrator or, if they were, they led him astray rather than helped him."

2404. CALKINS, ROBERT D. An Economist Looks at Higher Education. In *American Association of Land-Grant Colleges and State Universities, Proceedings*, 1958, p. 57-61. Also in *Bus. & Econ. Review*, 6: 3-6, Feb. 1959. (Author: President, Brookings Institution, Washington, D.C.)

"In view of the importance of higher education to the future of this nation, it is shocking that so little attention has been given to the economic aspects of this enterprise."

2405. DAVIDSON, CARTER. Blind Alleys in College Finance. *Educ. Record*, 34: 108-112, April 1953. (Author: President, Union College, New York.)

Discusses the two volumes published under direction of J. D. Millett (Nos. 2418 and 2419). Quotes another educator as asking: "I have read the staff report and some of the supplementary volumes with interest, but I find it difficult to picture the process by which this staff work was transmitted

into the report of the Commission. Can you enlighten me?" Author states that present article "is an attempt to do so."

2406. EMMERICH, CHARLES O.; DEWBERRY, J. H.; BAUGHMAN, G. F.; and STEWART, ROBERT B. Panel on "Management Surveys in Colleges and Universities." In Southern University Conference, *Proceedings*, 1955, p. 79-102. (Authors: (1) Business manager, Emory University, Georgia; (2) Director, University System of Georgia; (3) Vice President, University of Florida; (4) Vice President, Purdue University.)

Discuss a variety of methods and characteristics of management surveys, their values and their limitations.

2407. FAUST, CLARENCE H. Problems and Opportunities in Higher Education: The Role of the Business Officer. In Southern Association of College and University Business Officers, *Proceedings*, 1957, p. 40-53. (Author: President, Fund for the Advancement of Education.)

"The pressure of necessity, under which we shall be working may, I believe, be a blessing if we can muster the courage and insight required to meet it." Discusses "spoon feeding," faculty-student ratio, space utilization, proliferation of courses, instruction by television, and related topics. Followed by 5-page discussion.

2408. FLEGER, URRAN H. Trends in American Higher Education. *Assoc. Amer. Coll. Bull.*, 43: 479-484, Oct. 1957. (Author: Associate Secretary, College and University Department, National Catholic Education Association.)

"A business that collects only 65 cents for every dollar's worth of merchandise is headed for bankruptcy. It is time we overhauled our financial policies in higher education. . . . Continuing to offer for public consumption the valuable services of faculty members at 23 percent discount is bound to disrupt either the quality of our service or our good standing in the community, or both."

2409. FRENCH, IRWIN K. *A Study of Income and Expenditure in Sixty Colleges—Year 1953-54*. n.p. n.d. 183 p. [Secretary of the Association, 1953-58, Eimer Jagow, Knox College, Galesburg, Illinois.] (Author: Business Manager, Wellesley College, Massachusetts.)

Report of a study under the direction of the National Federation of College and University Business Officers Associations, financed by a grant from Fund for the Advancement of Education. Covers 60 privately supported liberal arts colleges (38 co-educational, 11 for men, 11 for women) in all parts of the country. Detailed analyses given in 35 "exhibits" of income and expenditures on comparable bases for institutions classified by type of student body, by enrollment, and by geographic location. Useful discussion of "How the Study Results Can Be Used." Twelve institutions attended predominantly by Negroes are shown separately in most tables. "The report on this study contains all the detailed and summary information needed to determine where the 60 participating colleges obtained their money in 1953-54, and how they used it. The report also contains a manual for the guidance of any college which may wish to place its own data on a comparable basis."

2410. HARRIS, SEYMOUR E. The Economics of Higher Education. *Amer. Econ. Review*, 43: 344-357, June 1953. (Author: Professor of Economics, Harvard University.)

Comments on report of Commission on Financing Higher Education, *Financing Higher Education in the United States*, and on 10 research volumes in the 500-page staff report of the Commission (No. 2410). Discusses symptoms of financial distress in higher education and how income of colleges may be increased, especially by higher student fees, Government contributions, and gifts and income from endowment. "The Report and the supplementary volumes are the most important study of the economics of higher education yet made available."

2411. ——— Pricing Higher Education. In Eastern Association of College and University Business Officers, *Proceedings*, 1958, p. 61-73. Followed by extensive panel discussion: "Meeting the Cost of Education: (1) The Institutional View; (2) The Students' View," (p. 74-112) in which Professor Harris participated. (Author: See No. 2410.)

"I would like to discuss, first, the problem of tuition, and then that of scholarships, and then related questions." Comments on marked variations in tuition in different types of institutions and in different components of the same institution. Argues for higher tuition, especially in public institutions. Discusses also problem of free choice of institutions for students receiving national scholarships, and need of additional funds for student loans.

2412. HUNGATE, THAD L. *Finance in Educational Management of Colleges and Universities*. New York: Teachers College, Columbia University, 1954. vi, 202 p. Portion of one chapter in *Teach. Coll. Record*, 54: 68-76, Nov. 1952. (Author: Comptroller, Teachers College, Columbia University.)

States six principles to guide institutional financial practice. Discusses financial support, financial policy, the budget, management of institutional funds, and operation of an accounting system. Reviews by J. D. Millett, *Jour. Higher Educ.*, 26: 283-284, May 1955; by P. Thompson, *Jour. Teach. Educ.*, 6: 243, Sept. 1955; and by A. W. Peterson, *Teach. Coll. Record*, 56: 418-414, April 1955.

2413. KEYES, FENTON. Publications on College Business Management. In Eastern Association of College and University Business Officers, *Proceedings*, 1953, p. 84-88, 164-169. (Author: Vice President, Skidmore College, New York.)

A list of books, pamphlets, and journals (1950-1953), arranged in 13 groups, with frequent brief annotations.

2414. KOLB, BURTON ARTHUR. *Financial Policies of Six Midwestern Private Liberal Arts Colleges*. Seattle: University of Washington, 1957. 570 p. Abstract in *Diss. Abstracts*, 17: 1941-1942, Sept. 1957.

Unpublished doctoral dissertation (D.B.A.). Covers years 1940 to 1954, based on "frequent personal interviews with responsible officers of the institution as well as examination of its records." Conclusion: "The study provides, by example, methods of research and analysis by which the financial policies of other institutions of higher education may be examined critically. The value of such examination, both by administrators and benefactors of these institutions, is strongly suggested by the findings in the six institutional case studies which comprise the body of the thesis."

2415. KRAUSE, VICTOR C. *An Opinion Analysis of the Supporting Clientele of Concordia Teachers College, River Forest, Illinois*. Minneapolis: University of Minnesota, 1955. 308 p. Abstract in *Diss. Abstracts*, 15: 2452, Dec. 1955.

Unpublished doctoral dissertation (Ph.D.). Based on questionnaires sent to various college-related groups which support the institution by providing students and funds.

"All samples, with the exception of the laymen, provided high returns. One hundred percent of the students, 91 percent of parents and pastors, 90 percent of the alumni, and 52 percent of the laymen responded to the invitation to participate in the survey. . . . Further study is needed to discover more effective methods of interpretation of the college and its program at the pastor and layman level."

2416. MCCALLUM, WILLIAM JACKSON. *The Financial Support and Control of Public Junior Colleges in the United States*. Stanford, Calif.: Stanford University, 1955. 153 p. Abstract in *Diss. Abstracts*, 16: 53, Jan. 1956.

Unpublished doctoral dissertation (Ed.D.). Based on questionnaires sent to administrators of all public junior colleges. "In general, junior college administrators express satisfaction with present controls over educational policy. Junior colleges desire improvement in the financing of their institutions."

2417. *Methods of Financing Higher Education*. *Annals Amer. Acad.*, 301: 93-210, Sept. 1955.

Contains 11 papers presented at a conference at Philadelphia, May 20-21, 1955, commemorating centenary of birth of Edmund J. James. Covers various phases of the subject, including Government support of colleges and universities, alumni support, corporation support, tuition charges, operating costs, and financing of higher education in the future.

2418. MILLETT, JOHN D. *Nature and Needs of Higher Education: Report of the Commission on Financing Higher Education*. New York: Columbia University Press, 1952. xi, 191 p. (Author: Executive Director of the Commission; On leave as Professor of Public Administration from Columbia University.)

"In April 1951, the Commission agreed to publish two different documents as a final report. The executive director has prepared an extensive account of the findings and conclusions of the research staff. The volume entitled *Financing Higher Education in the United States* [No. 2419] presents in detail the research work done for the Commission and provides broad factual information which underlies this present report. In this volume the Commission as a group presents its own conclusions in brief compass. The main purpose here is to provide a general view of the status of higher education in American culture, its economic problems, and the choices for future financial devel-

opment." In 5 chapters: I. The Nature of Higher Education. II. Diversity the Key to Freedom. III. Economic Problems of Higher Education. IV. Sources of Support. V. Conclusion. For extended discussions of this important report, see C. Davidson, No. 2405 and S. E. Harria, No. 2410. Reviews of one or both volumes by E. J. Mortola, *Coll. & Univ.*, 29: 452-455, April 1954; by W. A. Stumpf, *Educ. Forum*, 17: 484-485, May 1953; by E. D. Grissell, *Educ. Outlook*, 28: 81-82, Jan. 1954; by W. P. Sears, *Educ.*, 73: 397, Feb. 1953; by F. C. Ward, *Jour. Higher Educ.*, 24: 449, Nov. 1953; and by A. D. Simpson, *Jour. Higher Educ.*, 25: 169-170, March 1954.

2419. ——— *Financing Higher Education in the United States: The Staff Report*. New York: Columbia University Press, 1952. xix, 503 p. (Author: See No. 2418.)

For partial characterization, see No. 2418. "The present report has two primary characteristics which must be clearly understood. First of all, the purpose of this study is primarily factual, to present the scope of the data collected by the staff of the Commission in the course of this inquiry. Secondly, most of the original work of collecting these data was undertaken by staff members other than myself. . . . I have not refrained . . . from expressing my own personal judgments whenever I was moved to do so." Presented in 5 parts: I. The Objectives of Higher Education (4 chapters). II. Costs and Administration (9 chapters). III. Sources of Income (7 chapters). IV. Possibilities of Future Financing (5 chapters). V. The Task Ahead (1 chapter). For comments on library phases by G. R. Williams, see No. 2390.

2420. NATIONAL SCIENCE FOUNDATION. *Scientific Research and Development in Colleges and Universities: Expenditures and Manpower, 1953-54*. Washington: Government Printing Office, 1959. iii, 173 p.

Based on data received from 1,120 institutions of higher education, excluding junior colleges and certain classes of professional schools. Contains 63 tables and 6 charts presenting a mass of information concerning costs and manpower.

2421. ORMES, FENOUSON R. Wabash College Finds the Record Good on Repayment of Student Loans. *Coll. & Univ. Bus.*, 22: 23-25, March 1957. (Author: Controller, Wabash College, Indiana.)

Based on analysis of record of past 30 years covering loans, chiefly for tuition, to several hundred students. "For this institution, final losses on student loans can be limited to about 5 percent, and 90 percent or more of money can be expected back within 5 years after the borrowers depart from college."

2422. PAGET, RICHARD M. *Business Administration in Educational Institutions*. In Southern University Conference, *Proceedings*, 1951, p. 66-78. (Author: Partner; Cresap, McCormick, & Paget; Engineering Management Services, New York.)

Discusses from standpoint of management organization more efficient college and university management. Includes investment policies, classroom space, design of new buildings, dormitory operation, and other factors.

2423. POLLARD, JOHN A. and BARRETT, NORMAN W. The Financial Status of Colleges and Universities in the United States. *Higher Educ.*, 11: 125-129, May 1955. (Authors: (1) Director; and (2) Staff Member; Council for Financial Aid to Education.)

Reports for 753 higher education institutions, in nine groups, a variety of financial data, including deficits, costs of operation, tuition and fees, student aid, faculty salaries, alumni contributions, and need for funds.

2424. PUSEY, NATHAN M. The Need for Public Support. *Educ. Record*, 40: 29-34, Jan. 1959. (Author: President, Harvard University.)

"The financial difficulty of higher education in America at the moment is large and serious, simply because we are not, and have not been, spending enough on our educational system." Discusses various sources of additional support including alumni, tuition increases, Federal Government, business and industry. Illustrates by frequent references to experience at Harvard University.

2425. REESE, HAROLD DAVIS. *A Cost Estimate of Proposed Community Colleges in Pennsylvania, With a Proposal for Legislative Action*. College Park: Pennsylvania State College, 1951. 228 p. Abstract in the Pennsylvania State College, *Abstracts of Doctoral Dissertations*, vol. 14, 1951, p. 296-301.

Unpublished doctoral dissertation (Ed. D.). Estimates costs of public community colleges if established in 35 districts in the State, and additional cost "on the assumption that free

public education in the thirteenth and fourteenth grades had been made available to all youth and adults in the Commonwealth."

2426. RUSSELL, JOHN DALE. *The Finance of Higher Education*. Chicago: University of Chicago Press, 1954. 2nd edition. xix, 416 p. (Author: Executive Secretary, New Mexico Board of Educational Finance.)

A comprehensive treatment of all major phases of the field. With the possible exception of two or three chapters, the work may be classified as non-technical, easy reading for those engaged in administration of higher education in non-technical capacities. Each of the 15 chapters contains an extensive bibliography. Reviews by E. J. Mortola, *Coll. & Univ.*, 31: 235, no. 2, 1956; and by W. T. Middlebrook, *Jour. Higher Educ.*, 27: 114, Feb. 1956.

2427. SAUNDERS, ROBERT LAWRENCE. *A Study of the Financial Program of Public Higher Education in Tennessee, 1955-56*. Auburn: Alabama Polytechnic Institute, 1957. 403 p. Abstract in *Diss. Abstracts*, 48: 915-916, March 1958.

Unpublished doctoral dissertation (Ed. D.). "Conducted as part of the Survey of Public Higher Education in Tennessee." Chiefly a status analysis. Average educational expenditure was \$774 per fulltime student. Average cost per student credit hour, \$5.13, ranging from \$2.64 to \$11.33 for different subjects. Median salary, \$3,915. Recommendations made for changes, including expansion of program to accommodate possible increase in enrollment of 220 percent by 1973-74.

2428. SMITH, ARTHUR BION, JR. *Local Financial Resources of Six Southern Baptist Colleges in Texas: Present Utilization and Suggestions for Future Utilization*. Houston, Texas: University of Houston, 1955. 820 p. Abstract in *Diss. Abstracts*, 15: 1528, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to the six colleges. "The investigation reached the conclusion that there were financial resources within the local area of each school sufficient to meet an increasing part of the financial needs of each school." Gives several suggestions for utilization of such resources.

2429. SMITH, CRAIG R. *The Banker's Part in the Rise of Business Aid to Education*. *Banking*, 47: 120-125, June 1955.

Discusses need for funds by institutions of higher learning and criteria used by some companies in making gifts to them. Suggests

how a bank can function as a go-between or an agent.

2430. SPRIGAL, WILLIAM ROBERT and LANHAM, E. *Job Evaluation in Colleges and Universities*. Austin: University of Texas, 1954. (Bureau of Business Research, Personnel Studies, No. 7). vii, 136 p. (Authors: (1) Dean, College of Business Administration; (2) Lecturer in Business Sciences; both of University of Texas.)

Detailed report on the job evaluation plan operated at 21 of 75 colleges and universities studied. Bibliography, 89 titles.

2431. *Survey of State Support, Fees, Salaries, Non-Resident Restrictions, and Junior Colleges*. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1957, p. 370-378.

Presentation and discussion of results of a questionnaire, sent to all members of the Association, by five presidents: John T. Caldwell, University of Arkansas; Oliver S. Willham, Oklahoma State University; A. L. Strand, Oregon State College; Carl E. Woodward, University of Rhode Island; and C. Clement French, State College of Washington. Finds that at most recent sessions of State legislatures appropriations were increased from 13 to 35 percent; student fees were increased from 3 to 11 percent; salaries were raised from 0 to 30 percent; little restriction was placed on admission of non-resident students; and that a majority of the States have public junior colleges which receive direct State support, but with little coordination.

2432. WELLS, HARRY LUMM. *Higher Education Is Serious Business: A Study of University Business Management in Relation to Higher Education*. New York: Harper & Bros., 1953. xiii, 237 p. (Author: Vice President and Business Manager, Northwestern University, Illinois.)

"This book is an effort to attach educational implications to certain business aspects of university administration. . . . No attempt has been made to present a manual for the business management of institutions engaged in higher education. . . . Part II deals with business men and educational administration, and the business management for education. The trustee system of management in educational institutions, time honored though it is, has been severely criticized, and in some cases with reason. In this section I have gone into the various plans, the faults and virtues of the trustee system. . . . Part III

is devoted to the student, his problems, and what we are doing to him. . . . Part IV has to do with personal relationships. . . . Part V is designed to reflect certain management problems in which the solutions require basic changes in educational philosophy." Reviews by C. A. Weber, *Educ. Forum*, 18: 113, Nov. 1953; by O. S. Willard, *Harvard Educ. Review*, 23: 144, No. 2, 1953; and by A. W. Peterson, *Jour. Higher Educ.*, 34: 390-391, Oct. 1953.

2433. WELLS, HERMAN B. Investment in Survival. *Bus. Horizons*, 2: 49-52, Spring 1959. (Author: President, Indiana University.)

On basis of his observations as one of a group of seven university presidents that toured Soviet Union in 1956, studying higher education, says: "American higher education . . . is gravely challenged, in that it has certain needs that insistently demand attention. I have two propositions to advance concerning these needs. One is that we need to invest more in higher education; the other is that we need to invest what we invest as wisely as possible."

2434. WELLS, RALPH G., ed. *New England Council Educational Study: The Economic Value of Educational Institutions to New England*. Boston: College of Business Administration, Boston University, 1961. 26 p. Summary by J. B. Sanders, *Higher Educ.*, 8: 103, Jan. 1, 1962.

Reports values of endowments, buildings and equipment, payments by over 50,000 students from outside New England, and other economic factors.

2435. WEST, ELMER D. *Background for a National Scholarship Policy*. Washington: American Council on Education, 1956. ix, 160 p. (Author: Staff member, American Council on Education.)

Compiled for Subcommittee of American Council on Education. Discusses the problem, sources of funds, motivational factors, administration of scholarship programs, and studies needed. Bibliography, 347 titles, many of which are quoted from in the text.

2436. WOLFSON, LEO. *The Financing of California Public Junior Colleges*. Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1955, p. 293-296.

Unpublished doctoral dissertation (Ed. D.). Based on detailed data from 49 of the 53 districts maintaining junior colleges in 1953-

54. Purpose: To determine the amount and the sources of income and amount of expenditures for 1953-54, and to consider the relationship of their financial structure to that of other higher educational institutions in the State.

See also Nos. 1, 12, 142, 168, 171, 181, 182, 187, 188, 189, 190, 191, 200, 201, 203, 207, 214, 215, 217, 218, 219, 222, 224, 225, 228, 235, 237, 239, 253, 258, 264, 267, 270, 271, 272, 278, 282, 284, 286, 287, 288, 291, 295, 317, 350, 433, 445, 470, 492, 502, 544, 552, 575, 592, 631, 638, 651, 667, 669, 682, 720, 744, 815, 816, 828, 903, 935, 991, 1617, 1810, 1953, 1972, 1983, 1989, 1994, 2003.

2. ACCOUNTING

- Includes budgets, reports, and audits.

2437. CATE, ROSCOE. Faculty Participation in Budget Making. *Coll. & Univ. Bus.*, 13: 22-23, Dec. 1952. (Author: Vice President and Business Manager, University of Oklahoma.)

States six ways in which the faculty may helpfully participate in budget making of the university. See also No. 2435.

2438. FRANKLIN, CARL M. Democratic Budget-Making Procedures. *Jour. Higher Educ.*, 23: 245-253, May 1952. (Author: Executive Vice President, University of Oklahoma.)

Describes plan at University of Oklahoma for inclusion of faculty representatives in making the university budget as an example of democracy in action. States and answers six disadvantages of the plan that "are usually alleged." See also No. 2437.

2439. GETZENDANNER, JOSEPH W., JR. Setting Up a Small College Budget. *Coll. & Univ. Bus.*, 8: 27-28, March 1950. (Author: Treasurer, Trinity College, Connecticut.)

Discusses five factors in the procedure of budget making successfully followed at Trinity College.

2440. PERKINS, JOHN ALANSON. Procedures in Budget Making. In National Association of State Universities, *Proceedings*, 1956, p. 54-58. (Author: President, University of Delaware.)

"It was most disillusioning, upon looking into the subject of university budgeting, to

find that almost no one has put pen to paper setting forth the true gospel on the topic. There is probably no other annual expenditure so large (two and a half billion) in which the budget procedures and methods have been so little explored or theorized upon." States for discussion 10 groups of basic questions.

2441. POWELL, PAUL E. *Administration of Departments of Industrial Teacher Education: Budgets and Accounting Systems*. Detroit, Mich.: Wayne University, 1955. 323 p. Abstract in *Diss. Abstracts*, 15: 527-528, April 1955.

Unpublished doctoral dissertation (Ed. D.). Based on 64-item questionnaire answered by 139 departmental chairmen, of whom 50 percent were dissatisfied with their budget practices. Develops one basic system of budget and accounting practice, adaptable for use in all departments studied.

2442. RUSSELL, JOHN DALE. Break-Even Point in the Organization of Instructional Programs. *Coll. & Univ. Bus.*, 27: 25-26, Aug. 1959. (Author: Director, Office of Institutional Research, New York University.)

Discusses three possible measures of the break-even point. Gives chart of mathematical formulas for determination of it.

2443. WOODBURN, LLOYD S. The Projection of Faculty Budget Cost. *Assoc. Amer. Coll. Bull.*, 39: 582-588, Dec. 1953. (Author: Dean, University of Washington.)

Makes projections based on three possible bases of faculty retirement, 3, 7, or 14 members retiring per year for a faculty composed of 445 individuals.

2444. *Yardsticks and Formulas in University Budgeting*. Boulder, Colo.: Western Interstate Commission for Higher Education, 1959. 69 p.

Report of a seminar on budgeting procedures for higher educational institutions in the Western States.

2445. YOUNG, HARDING B. The Budget Doesn't Belong to the Business Manager: Rather, It's the Instrument of the President. *Coll. & Univ. Bus.*, 22: 46-48, March 1957; 22: 51-54, April 1957. (Author: Assistant to the President, Agricultural, Mechanical, and Normal College, Arkansas.)

Gives case studies of two business managers with an overzealous approach to budget

control. Five other cases presented and discussed in detail.

2446. ——— Certain Cost Concepts: The Application of Them to the Budget Problems of the Small College. *Jour. Higher Educ.*, 29: 89-94, 116, Feb. 1958. (Author: See No. 2445.)

"Here we have viewed certain cost concepts and the use to which these have been put in small colleges studied, determination of institutional policy on size of enrollment, cost control, cost reduction, and budget preparation and planning."

See also Nos. 189, 228, 256, 278, 299, 720, 723, 818, 1000, 2396, 2399, 2402, 2412, 2426, 2500, 2664, 2678.

3. INCOME

Includes current income, capital income, gifts for endowment, gifts for current expenses, gifts for buildings. For income from student tuition, see Nos. 1960-2004. For financial campaigns, see Nos. 2682-2708.

2447. ABRAMS, FRANK W. Growth of Corporate Giving to Education. *Sch. & Soc.*, 86: 28-30, Jan. 18, 1958. (Author: Chairman, Executive Committee, Council for Financial Aid to Education; formerly Chairman, Standard Oil Company of New Jersey.)

Reviews marked developments since the Internal Revenue Act of 1935 "first permitted business deductions up to five percent of net income for philanthropic contributions, including gifts to higher education."

2448. ADERHOLD, OMER C. Trends in State Support of Public Higher Education. In Southern University Conference, *Proceedings*, 1954, p. 43-42. (Author: President, University of Georgia.)

"It is my purpose to review for you the trends in State support of higher education as it pertains to the Nation and to the Southern region." In six tables summarizes for each of 14 States and for the Nation significant factors for 1930, 1940, and 1950. Considers the outlook for future State support of higher education.

2449. *Aids to Corporate Support of Higher Education: Methods of Helping*

Colleges and Universities. New York: Council for Financial Aid to Education, Inc., June 1955. 24 p.

"This pamphlet is designed primarily to help corporations (and corporate foundations) which already are interested in financial aid to higher education but are uncertain of the best way to formulate and administer a company program for that purpose."

2450. ALLEN, HARRY K. and AXT, RICHARD G. *State Public Finance and State Institutions of Higher Education in the United States.* New York: Columbia University Press, 1952. xix, 196 p. (Authors: (1) Professor of Economics, University of Illinois; (2) Staff member, Commission on Financing Higher Education.)

"This study has been based on statistical data about two major subjects: the income of State institutions of higher education, and the public finances of the State governments which provide their principle support. . . . The three most obvious sources for additional income are State appropriations, student fees, and the Federal government. There are few prospects of obtaining impressively larger amounts from endowment earnings, gifts, and private grants which traditionally have played only a small part in the financing of State institutions. . . . A 50 percent increase in State appropriations for higher education would mean only a 2 or 3 percent increase in total State expenditures." Presents extensive statistical data, none later than 1949. Review by T. L. Hungate, *Teach. Coll. Record*, 54: 109-112, Nov. 1952.

2451. ANDREWS, F. EMERSON. *College Deficits? Coll. & Univ. Bus.*, 13: 17, Oct. 1952. (Author: Director of Publications, Russell Sage Foundation.)

"Though its promise has been exaggerated, Corporation giving to higher education is already substantial, and it can be increased."

2452. ———. *Corporation Giving.* New York: Russell Sage Foundation, 1952. 361 p. (Author: See No. 2451.)

A general treatment of all phases of Corporation giving. Chapter XI, "Education and Research," (p. 193-219), discusses especially the importance of higher education, stake of business in education, scholarships, fellowships, the local college, statewide college funds, and National college funds. Conclusion: "No single pattern emerges as the best way business can aid higher education. The educational situation is fluid and the interests and resources of corporations differ. Many forms of educational aid will prove

mutually beneficial." Review by L. Bell, *Jour. Higher Educ.*, 24: 278-280, May 1953.

2453. APPLGATE, KENNETH P. *Should Utilities Invest in the Universities? Pub. Util. Fort.*, 56: 789-791, Nov. 10, 1955. (Author: President, Government Research Institute, Hartford, Conn.)

"More and more, large corporations are establishing new funds to help colleges and universities. Public utilities as well as non-utility industries naturally have an interest in this movement and for supporting our institutions of learning."

2454. AUBURN, NORMAN P. *Financing Higher Education During the Next Decade.* In American Association of Land-Grant College and State Universities, *Proceedings*, 1957, p. 66-75. (Author: President, University of Akron, Ohio; Acting President, Council for Financial Aid to Education.)

Discusses three types of existing or impending inflation. Predicts need of \$5 billion budget for higher education by 1970 and gives details of various possible methods of meeting it. Evaluates the work of the Council for Financial Aid to Education, especially in "improving the climate of giving."

2455. BALL, RALPH K. *A New Approach to the Solicitation of Capital Gifts.* *Assoc. Amer. Coll. Bull.*, 43: 582-588, Dec. 1957. (Author: Attorney; former Counsel for Northwestern University, Illinois.)

"The colleges of this country are falling by a very large margin to obtain the capital gifts they deserve and for which ample funds are available. Every day they are selling their birthright for a small, immediate donation. . . . Gifts and bequests are solicited, but not estates. . . . In order to encourage estate gifts, the institution should consider special trust devices. . . . Unless our colleges can develop this type of approach to prospects, they will generally have to remain content with small cash bequests aggregating less than one percent of the sums potentially available."

2456. BLACKWELL, THOMAS E. *The Stockholder and Corporate Giving.* *Coll. & Univ. Bus.*, 13: 43-44, Oct. 1952. (Author: Vice Chancellor and Treasurer, Washington University, Missouri.)

Discusses case of a stockholder who brought suit to prevent a corporation from making a contribution to Princeton University. Includes valuable bibliography of eight

titles, published from 1925 to 1952, introduced by the statement: "A major factor in altering the thinking of the general public on this subject has been the publication of a series of very persuasive articles, pamphlets, and books beginning with Lair Bell's article in the *Atlantic* for May 1948."

2457. — Are Pledges Valid Obligations? *Coll. & Univ. Bus.*, 12: 45-46, Jan. 1952. (Author: See No. 2456.)

"Colleges are frequently compelled to rely upon the validity of charitable subscriptions. Plans must be based upon the assumption courts will enforce, if necessary, the payment of pledges to support the work of the institution undertaken in reliance on such pledges." Reports and discusses several such court decisions.

2458. CAIN, J. HARVEY. Non-Salaried Services and Living Endowment. *Nat. Cath. Educ. Assoc. Bull.*, 55: 7-15, Nov. 1958. (Author: Consultant on College Finance.)

Shows increase in value of contributed services of faculty members reported (92 percent by Roman Catholic colleges) from \$5,000,000 in 1932 to \$32,000,000 in 1956. Discusses principles which should be followed in defining, reporting, and evaluating such services. Answers six questions commonly asked concerning such services.

2459. CARR, G. G. Colleges Seek Aid from Industry. *Iron Age*, 172: 44-45, July 30, 1953.

Reports policy of Bethlehem Steel Company in offering financial aid to 45 institutions, and statement of President Eugene G. Grace concerning the responsibility of industry for college support. Reports a National Better Business Bureau survey showing 30 college funds or foundations, operating on a local or regional basis, which solicit funds for support of member institutions. Most common basis of distribution—equal shares for 60 percent of gifts, remaining 40 percent being allocated on basis of enrollment.

2460. COOKENBOO, LESLIE, JR. The Future of Private Giving in the United States to 1965. *Pride*, 1: 8-11, Oct. 1957. (Author: Associate Professor of Economics, Rice Institute, Texas.)

Tabulates private giving in the United States annually from 1929 to 1955, and predicts its increase until 1975 on three hypotheses concerning Gross National Product. "Private giving in the past has followed general economic activity closely. There is no reason to expect it to do otherwise in the future. High income taxes have not caused a decline

in giving; indeed, they may have actually promoted an increase in the propensity to give."

2461. DALEY, BILLY CLAUDIUS. *The Development of Public Junior College Financing in Texas*. Austin: University of Texas, 1959. 172 p. Abstract in *Diss. Abstracts*, 20: 179, July 1959.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this investigation was to find answers to the questions: What are the sources of the operating income for the public junior colleges of Texas and how did this procedure of financing develop?" Concludes that proportion of income from tuition and fees will decrease; that from State appropriations will increase.

2462. DRUCKER, PETER F. Will the Colleges Blow Their Tops? *Herpers*, 213: 63-68, July 1956.

Examines four aspects of higher education's "financial nightmares"—tuition deficit, cost of faculty, residential or nonresidential instruction, and the family budget for higher learning.

2463. EURICH, ALVIN C. The Role of Philanthropic Foundations in Higher Education. In *Middle States Association of Colleges and Secondary Schools, Proceedings*, 1951, p. 27-33. (Author: Director and Vice President, Fund for the Advancement of Education.)

A general statement of policy with reference to various types of grants for institutions of higher education.

2464. Financing Liberal Education. *Assoc. Amer. Coll. Bull.*, 40: 44-106, March 1954.

A series of addresses from standpoints of different types of colleges, as follows: Independent Colleges, by E. Wilson Lyon, President, Pomona College, California; Institutions Attended Predominantly by Negroes, by Hardy Liston, President, Johnson C. Smith University, North Carolina; Municipal Institutions, by Norman P. Auburn, President, University of Akron, Ohio; Independent Universities, by T. R. McConnell, President, University of Buffalo, New York; State-Supported Institutions, by J. D. Williams, Chancellor, University of Mississippi; Land-Grant Colleges, by G. D. Humphrey, President, University of Wyoming; Liberal Arts College, by Wilson M. Compton, President, Council for Financial Aid to Education; Alumni Giving, by James E. Armstrong, Executive Secretary, Notre Dame University Alumni Association, Indiana.

2465. GANNON, ROBERT I. Colleges in the Marketplace. *America*, 94: 392-393, Jan. 7, 1956. (Author: Former President, Fordham University.)

Discusses liberal arts colleges and the corporations which are increasingly making gifts to higher educational institutions. Reports ups and downs in relationships between the two groups. "The liberal arts can be directly subsidised, protected, and developed, so that in the future we see General Motors or Standard Oil or the International Ladies Garment Workers Union giving millions for the preservation of the liberal arts as a channel of tradition. We can attribute their motives, not to sentimentality, but to sound common sense."

2466. GARDNER, JOHN W. The State University and Non-Public Sources of Support. In National Association of State Universities, *Proceedings*, 1956, p. 32-37. (Author: President, Carnegie Corporation of New York.)

Shows that public institutions have always received some private support, and private institutions especially in their earlier years received public support. Reviews valid and invalid arguments in favor of and against both types of support. States for the Carnegie Corporation: "We shall not vary our policy of supporting creative individuals wherever they may be found. Nor shall we alter our policy of supporting pioneer projects wherever they appear."

2467. *Going Up: Voluntary Support of American Colleges and Universities, 1956-1957*. New York: Council for Financial Aid to Education, Inc., April 1958. 48 p.

Official report on a survey conducted jointly during 1957 by American Alumni Council, American College Public Relations Association, and the Council for Financial Aid to Education. Includes lengthy table listing over 900 colleges and universities and showing their income from corporations, religious denominations, alumni, welfare foundations, Government, and other sources. Makes comparisons with similar survey for 1954-55.

2468. HARRIS, SEYMOUR E. *How Shall We Pay for Education? Approaches to the Economics of Education*. New York: Harper & Bros., 1948. x,214 p. (Author: Professor of Economics, Harvard University.)

Consists of 18 chapters, arranged in five parts, as follows: I. Inflation (1 chapter). II. Supply and Demand for Teachers and for

Educated Men and Women (3 chapters); III. Where Is the Money Coming From? (5 chapters. Considers Federal and State aid, taxes, endowment). IV. Financial and Related Problems of Institutions of Higher Learning (2 chapters). V. Tuition and College Salaries (3 chapters).

2469. HASSE, EDMUND C. Pressures Building for Aid to Colleges. *Nation's Bus.*, 45: 102-109, Oct. 1957.

Reviews pressures upon colleges to turn to the Federal Government for financial aid, pressures such as growing enrollments, need for increased plants, expanding services, and others. Uses University of Southern Illinois as an illustrative case study.

2470. HILL, JOHN W. and AYARS, ALBERT L. More Money for Our Colleges—And Where Its Coming From. *Sat. Review*, 38: 7-10, 28-29, July 30, 1955. (Authors: (1) Chairman of the Board; (2) Educational Director; both of Hill & Knowlton, Inc.)

A comprehensive review of the status of corporate giving to private colleges and universities. Includes a two-page chart summarizing details of 10 typical corporate programs for financial aid. Shows that corporate giving increased from \$6,000,000 in 1936 to over \$70,000,000 in 1953, with indications of continual gain. Gives a 12-point guide for corporations planning to embark upon aid programs.

2471. How to Support Higher Education. *Managt. Record*, 21: 162-165, 172-179, May 1959.

Panel discussion under chairmanship of Richard H. Anderson, Executive Director Corning Glass Works Foundation. Participants were John A. Pollard, Vice President, Council for Financial Aid to Education, and representatives of General Electric Company, Proctor and Gamble, General Foods Corporation, American Brake Shoe Company, and Parker Pen Company. Mr. Pollard states six basic principles for corporation aid to education. Mr. Anderson says: "Industry is aiding higher education at the rate of \$130-\$140 million annually. This area of corporate support now accounts for about a quarter of total company contributions. I know of several companies in which educational support runs as high as two-thirds of the company's contribution budget. Just a decade ago the average was about 10 percent and many budgets failed to include this item at all."

2472. HUNGATE, THAD L. *A New Basis of Support for Higher Education: A Study of Current Practices, Issues, and Needed Changes*. New York: Bu-

reau of Publications, Teachers College, Columbia University, 1957. iv, 65 p. (Author: Controller and Professor of Education, Teachers College, Columbia University.)

"This study is designed to measure broad aspects of support and effort, and to avoid detailed differentiation among individual institutions. The general goals are: (1) to ascertain State levels of support; (2) to compare State patterns of sources of support; (3) to measure State effort to provide higher education; (4) to assess the adequacy of effort of each State for the current support of the higher education of its youth; and (5) to aid in developing objective bases for Federal support to equalize opportunities for higher education among the States." Reviews by J. E. Corbally, *Educ. Research Bull.*, 36: 241, Oct. 1957; and by O. Tead, *Jour. Higher Educ.*, 28: 515, Dec. 1957.

2478. Industry, and Colleges: Partners in Development. *Steel*, 139: 119-126. Nov. 12, 1956.

Reports on several educational programs sponsored by some of the Nation's largest industrial enterprises. Lists 12 factors most important to a donor, as shown by a summary of data from 81 business concerns. Conclusion: "Without adequate support from industry, colleges will go downhill at a time when industry's needs for the college product are on the increase. To protect an already heavy investment, and to meet tomorrow's certain needs, industry is lavishing attention on higher education, its outside training department."

2474. *Institutional Needs in Higher Education and Corporation Practices in Aid: Summary Results of Two Questionnaires and Surveys Conducted During 1954*. New York: Council for Financial Aid to Education, Inc., 1955. 22 p.

"This staff report summarizes the main results of two surveys conducted by the Council for Financial Aid to Education during 1954. Their purpose was to throw light on the question most frequently asked of Council staff members by interested corporation executives: What do the colleges need? and What are other companies doing? Based on questionnaire responses from 753 colleges and universities and from 367 large corporations.

2475. JOSEPHS, DEVEREUX C. The Corporations Debt to the Great Schools. *Fortune*, 59: 142-143, 152, April 1959. (Author: Chairman, New York Life Insurance Co.)

"To its regular contributions to higher education, the business community should add 'something extra' for the bellwether institutions." Names 17 institutions to which special contributions have been made through the efforts of an informal committee of 21 business men.

2476. LORD, ARTHUR S. Last Frontier: How Much Should Corporations Finance the Colleges? *Barrow's*, 32: 5, Aug. 18, 1952. (Author: Associate Director of University Development, Yale University.)

States several reasons why corporations should contribute liberally to higher education. "Also, corporations should recognize that the people will not permit our private educational institutions to go under, even at the cost of Federal support, and that voluntary donations now are preferable to additional taxes later."

2477. MARTORANA, SEBASTIAN V. and MORRISON, D. G. Pattern of Organization and Fiscal Support in Public 2-Year Colleges (By Martorana only), *Higher Educ.*, 14: 151-157, May 1958. Financing Public 2-Year Colleges, According to Patterns of Organization and Region, *Higher Educ.*, 15: 62-66, Dec. 1958. Financing Public 2-Year Colleges Affiliated with 4-Year Colleges, Universities, and University Systems. *Higher Educ.*, 15: 122-127, March 1959. (Authors: With U.S. Office of Education.)

Three articles, all based on data secured for the academic year 1955-56 from 247 or 68 percent of the public 2-year colleges that were in operation at that time. Fourth article in the series, Fiscal Support Pattern of Wisconsin 2-Year Colleges, planned and announced, but plans changed so that the complete series of four articles, including the unpublished fourth one were consolidated in one booklet, entitled *Patterns of Organization and Support in Public 2-Year Colleges*.

2478. MARTS, ARNAUD C. A Growing Trend in Corporation Support for Private Philanthropy. *Assoc. Amer. Coll. Bull.*, 36: 230-234, May 1950. (Author: President, Marts & Lundy, Inc., New York.)

"There has been a growing trend in the past 10 years on the part of corporation management to make grants and gifts out of corporation income to support the educational, religious, character-building, health, and welfare agencies in America." Gives numerous examples. "At the present time cor-

porations are giving to our voluntary agencies about one percent of their net before taxes, while at the same time individual income taxpayers are giving about 4 percent of their adjustable gross income. It will be a happy day for those agencies and for America when the growing trend in corporation support will catch up percentagewise with the generosity of private citizens in the nation."

2479. NEISWANGER, WILLIAM A. Tuition Policy and Benefits Received. *Educ. Record*, 40: 189-196, July 1959. (Author: Professor of Economics, University of Illinois.)

A careful comparison of two methods of financing higher education in 1869-70, at an added cost of several billion dollars, as proposed by Seymour E. Harris of Harvard University through increases in tuition (No. 2468) and by John A. Pollard of the Council for Financial Aid to Education through increased governmental support (No. 2699). Expresses regret that "the methods of estimation used and the conditions and policies implicitly assumed by Harris and the CFAE have not yet been published." Argues strongly against the concept implicit in the Harris proposal that a student should pay all or the major part of the cost of his college education by tuition (and debt if necessary), since greatest value of higher education is to the public welfare not to the individual student.

2480. OSTHEIMER, RICHARD H. *Student Charges and Financing Higher Education*. New York: Columbia University Press, 1953. xx, 217. Published for the Commission on Financing Higher Education.

Doctoral dissertation (Ph. D.) at Columbia University. "The purpose of this book is to study what the consequences may be should colleges and universities seek to increase their revenues by raising student charges. The first question, of course, is whether higher charges would in fact yield higher revenues. Second, what would be the effect on society's goal of equality of educational opportunity. . . . A third and related concern is the possible effect on the quality of higher education." An extensive use of statistical analysis with numerous tables in attempting to answer these basic questions. Reviews by R. J. Mortola, *Coll. & Univ.*, 29: 452-455, April 1954; and by C. C. DeLong, *Jour. Higher Educ.*, 25: 110-111, Feb. 1954.

2481. PARTON, CLARENCE ELMER. Is Your State Closing the Door to Higher Education? *Phi Delta Kappan*, 39: 61-64, Nov. 1957. (Author: Dean Emeri-

tus, School of Education, Rutgers University, New Jersey.)

Presents data for judging whether a State is providing enough support to meet the State's responsibility for higher education. Gives regional emphasis to a problem frequently dealt with only from a national standpoint.

2482. POLLARD, JOHN A. Corporation Support of Higher Education. *Harvard Bus. Review*, 30: 111-126, Sept.-Oct. 1952. (Author: Consultant on Educational Public Relations and Fund Raising, New York.)

Analyzes current trends in corporate giving, with numerous examples of types and amounts. Suggests that corporation philanthropy may be expected to amount to 3 percent of total taxable income, of which one-quarter might well be for education. Quotes numerous college presidents.

2483. RAPPOBT, VICTOR A. Education and Money. *Sch. & Soc.*, 87: 213-214, May 9, 1959. (Author: Dean, Wayne University, Michigan.)

"A new factor should be added to the qualifications for accreditation of colleges and universities—the amount of money which the institution *refuses*, annually, to accept. . . . As one views the colleges and universities across the land, one becomes convinced that only too often specialized grants do lead to disruption of sound academic programs."

2484. *Reference Book: Corporate Aid to American Higher Education*. New York: Council for Financial Aid to Education, Inc., 1955. Various paging.

"In the months since the Council for Financial Aid to Education began its operations, it has undertaken to provide objective factual information on corporate aid to higher education. Among questions frequently asked have been: What are the real needs of the colleges and universities? Are their own alumni, trustees, and constituents helping? Are the colleges making good use of the funds they have? What are the most useful forms of financial aid? What are other corporations doing? How should we go about selecting institutions for support? This book contains a digest of information on these and similar questions. Sources are shown from which additional more specialized information may be obtained."

2485. RICHARDS, JOHN R. When Corporations Give to Higher Education. *Coll. & Univ. Bus.*, 16: 19-21, Feb. 1954.

(*Author*: Vice-Chancellor, Oregon State System of Education.)

Discusses need for an orderly, logical set of procedures that may be followed.

2486. STEWART, ERNEST T., JR. *The Myth of the Philanthropic Dollar. Educ. Record*, 39: 327-331, Oct. 1958. (*Author*: Executive Director, American Alumni Council.)

"Educational fund-raising, now at the half-billion mark annually, must become a billion-dollar enterprise. Can it be done? Many observers are doubtful. I happen to be in the ranks of those who believe that we can double the ante." States various reasons for his belief.

2487. WARD, JOHN W. *Private Business and Private Education. West. Hum. Review*, 12: 209-216, Summer 1958.

Questions wisdom of large contributions from corporations to independent colleges and universities. Wonders whether strings may be attached to them even though they may not be viable.

2488. WEEKS, ILA DELBERT. *Principles Governing Legislative Requests for Educational Institutions. Sch. & Soc.*, 77: 193-194, March 28, 1953. (*Author*: President, University of South Dakota.)

States and discusses three principles: "It is imperative that the chief executive of a state-supported institution accept the principle that the college over which he presides is of, for, and by the people and that it is their wishes which must determine the amount and nature of support that the institution will receive. . . . In the second place, an administrator should be honest in presenting the needs of his institution. . . . The third principle governing a college administrator's relations with the law-making body is that he should not lobby for his appropriations."

2489. *Where's the Money Coming From?* New York: Council for Financial Aid to Education, Inc., 1959.

Shows that the \$9 billion a year needed by American colleges and universities by 1970 can be obtained without greatly increasing tuition charges.

2490. WILSON, LOGAN. *How Can State Universities Get Increased Appropriations for Increased Enrollments?* In *National Association of State Universities, Proceedings*, 1955, p. 68-74. (*Author*: President, University of Texas.)

"I believe that our task is fundamentally one of extracurriculum education on a wide scale. If the American people can be brought to realize what is really at stake, then I think we need have no fears about getting the necessary financial support for the important job ahead."

See also Nos. 12, 53, 186, 189, 205, 208, 221, 228, 242, 249, 256, 267, 278, 285, 294, 306, 436, 437, 438, 463, 492, 546, 638, 640, 643, 644, 650, 653, 658, 661, 663, 674, 675, 676, 758, 798, 1474, 1479, 1488, 1492, 1502, 1503, 1511, 1973, 1984, 2399, 2409, 2410, 2411, 2412, 2415, 2417, 2418, 2419, 2423, 2426, 2431, 2433, 2435, 2436, 2442, 2560, 2567, 2583, 2619, 2654, 2682, 2686, 2687, 2688, 2694, 2696, 2697, 2707, 2708.

4. EXPENDITURES

Includes education, auxiliary, and capital expenditures. For expenditures for salaries, see Nos. 1441-1571 and entry "Salaries" in Index.

2491. BADGER, HENRY G. *Expenditures of Junior Colleges. Higher Educ.*, 10: 11-12, Sept. 1953. (*Author*: With U.S. Office of Education.)

Reports total expenditures by 501 junior colleges in 1949-50 for different categories including capital outlay. Makes comparisons with earlier studies of 1949-50, 1939-40, and 1929-30.

2492. HEALD, HENRY T. *The Program of the Ford Foundation. In Southern University Conference, Proceedings*, 1957, p. 37-43. (*Author*: President, Ford Foundation.)

A comprehensive statement of all major aspects of the Ford Foundation, with amounts of appropriations for each, but with greatest emphasis on gift for improvement of college faculty salaries.

2493. HEILMAN, E. BRUCE. *A Warning About Refund Policies in Small Colleges. Coll. & Univ. Bus.*, 16: 23-25, May 1954. (*Author*: Business Manager, Kentucky Wesleyan College.)

Reports refund policies on students withdrawing from college for 47 colleges throughout the country. States five elements of the policy adopted at Kentucky Wesleyan College.

2494. PROBST, ROBERT L. Catholic Colleges and the Ford Foundation Grant. *Nat. Cath. Educ. Assoc. Bull.*, 54: 161-163, Aug. 1957. (Author: Associate Professor of Chemistry, College of St. Thomas, Minnesota.)

Reports answers to four questions by 37 Catholic institutions: What was done with the principal of the Grant? How was the income from the Grant used? What problems arose from the use of the Grant? What beneficial effects did the Grant have?

See also Nos. 12, 189, 218, 228, 242, 249, 253, 254, 278, 498, 487, 659, 723, 867, 1053, 1404, 1458, 1511, 1567, 2052, 2356, 2399, 2400, 2422, 2423, 2426, 2427, 2431, 2436, 2632.

5. AUXILIARY ENTERPRISES

Includes residence halls, food services, bookstores, college unions, and transportation.

2495. BRYANT, DAVID L. *Management of Retail Services in California State Colleges*. Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 277-280.

Unpublished doctoral dissertation (Ed. D.). Analyzes the various policies in organization and administration, financial structure and operation, and legal status and liabilities of bookstores and food service operations in 10 California state colleges. Based on personal interviews with the responsible officers at each of the institutions.

2496. COLLIER, KENNETH MILBURN. *Analysis of the Financial Status of Men's and Women's Residence Halls of Selected State Teachers Colleges*. Bloomington: Indiana University, 1953. 227 p. Abstract in *Diss. Abstracts*, 14: 1320-1330, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to nine institutions in nine midwestern States. Conclusion: "It would seem advantageous for colleges to give more thought to the cost per program unit, rather than to the initial capital outlay and the yearly cost of maintenance and operation.

Cost accounting is becoming a necessity for every college administering finances of residence halls for their students."

2497. GREEN, CALVIN C., JR. *Transportation Picture at 40 Colleges*. *Coll. & Univ. Bus.*, 20: 46-47, Jan. 1956. (Author: Director, Plant and Grounds Division, University of Florida.)

Based on questionnaire responses from 40 institutions "comparable to the University of Florida in scope and operation . . . operating fleets ranging in size from 5 to 306 vehicles."

2498. JUSTICE, WILLIAM JOSEPH. *Administration of Student Body Finances in the Public Junior Colleges of California*. Stanford, Calif.: Stanford University, 1955. 244 p. Abstract in *Diss. Abstracts*, 15: 1767, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of practice in 58 institutions. Major problems found: (1) Financial management, accounting, and budgetary procedures; (2) lack of revenue, (3) inexperience of students, advisers, and teachers, (4) division of responsibility between the student body and the district with reference to expenditure of funds.

2499. MCALXANDER, WELLINGTON GRIER. *An Evaluation of Pupil Transportation in Eighteen Public Junior Colleges*. Houston, Texas: University of Houston, 1957. 239 p. Abstract in *Diss. Abstracts*, 18: 906, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based on evaluation of 18 of the 31 public junior colleges in Texas which transport students to the campus. Uses the Isenberg Scale for rating in four areas—safety, efficiency, adequacy, and economy.

2500. SIMAY, ALBERT A. *Management of Retail Services in California Junior Colleges*. Los Angeles: University of Southern California, 1952. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1952, p. 276-279.

Unpublished doctoral dissertation (Ed. D.). Studies the administration of bookstores and food services in 23 institutions. Based on checklist of 125 items used in personal interviews with operating officials at each of the colleges.

2501. SWARTERBAUGH, WILLIAM LAMSON. *A Study of College Unions, With Particular Reference to the Ohio Union, the Ohio State University*. Columbus:

Ohio State University, 1957. 226 p. Abstract in *Diss. Abstracts*, 17: 2199, Oct. 1957.

Unpublished doctoral dissertation (Ph. D.). Traces history of College Unions from their origin in England, and especially that of the Ohio State University Union. Chiefly concerned with the financial administration and educational responsibility of college unions in general and of the Ohio Union in particular.

See also Nos. 189, 228, 254, 278, 436, 437, 824, 1684, 1918, 1925, 2399, 2422, 2426, 2541.

6. ENDOWMENT AND INVESTMENTS

2502. BALL, RALPH K. Variable Gift Annuities. *Lit. Educ.*, 45: 296-301, May 1959. (Author: Attorney; formerly Counsel, Northwestern University, Illinois.)

"There is no apparent reason why any institution that is now accepting capital gifts subject to fixed dollar annuity payments to the donor or to others, cannot accept similar gifts under an arrangement which will provide for payment to the annuitants of an amount that may vary with changes in the investments of the institution, the income thereof, or the cost-of-living indices."

2503. BANKS, GERARD. Investment Pattern for a Small College. *Coll. & Univ. Bus.*, 10: 23-25, Jan. 1951. (Author: Bursar, College of Puget Sound, Washington.)

Statement of methods and principles used by College of Puget Sound in keeping an endowment of \$1,500,000 satisfactorily invested.

2504. BETTS, EDGAR H. The Management of Endowment Funds. *Coll. & Univ. Bus.*, 9: 26-28, Oct. 1950. (Author: Vice Chairman, Board of Trustees, Russell Sage College, New York.)

Gives a checklist for trustees of endowment funds, showing best practice and other common practices.

2505. BOKELMAN, W. ROBERT; CAIN, J. HARVEY; and HOLLIS, ERNEST V. *College and University Endowment Investments: A Survey as of June 30, 1958*. Washington: Government Printing Office,

1959. (U.S. Office of Education Circular No. 579.) vi,48 p. Summary by J. H. Cain, "What Is Happening to College Endowment Funds?" in *Higher Educ.*, 15: 103-106, Feb. 1959. Also summary by W. R. Bokelman in *Pride*, 3: 11-12, April 1959. (Authors: With U.S. Office of Education. "Mr. Cain is nationally recognized for leadership in the business and financial administration of higher education, and more specifically as a student of college and university investment problems."—Foreword.)

Based on data furnished "by a selected group of 300 institutions that have 85 percent of the endowment of the Nation's 1,957 colleges and universities." Includes also "a discussion of general investment policy and investment administration," including discussion of practices of life insurance companies and other non-educational investing agencies. Market value of endowment funds of these institutions was \$4.8 billion; book value, \$3.8 billion. Based on market value, 52 percent of the total endowment was invested in stocks, 34 percent in bonds, 9 percent in real estate and mortgages. Endowment fund income has declined from providing 14 percent of total educational and general income in 1930 to 5 percent in 1956. Appendix gives names of all cooperating institutions, market value of their endowment, and average value per student. Five institutions with largest endowments: Harvard University, \$535,102,249; University of Texas, \$283,642,596; Yale University, \$250,237,447; University of Chicago, \$185,848,744; Columbia University, \$164,922,251. Seven others with over \$100,000,000 each. Five institutions with largest market value per student: Academy of the New Church, Pennsylvania, \$191,730; California Institute of Technology, \$94,090; Chicago Theological Seminary, \$82,980; Union Theological Seminary, New York, \$65,230; Harvard University, \$62,930. Four others with over \$50,000 each. Bibliography, 40 titles. "These references represent a limited list of books, bulletins, and articles dealing specifically with college endowments and investments and related problems."

2506. CAIN, J. HARVEY. College Investment Funds and How They Grow. *Coll. & Univ. Bus.*, 13: 25-28, July 1952. (Author: Chief Accountant, Board of Higher Education, New York City.)

A study based on 29 colleges and universities whose names are given.

2507. ———. Long Term Investing. *Coll. & Univ. Bus.*, 23: 22-23, Aug. 1967.

(*Author*: Consultant on College Finance, Washington, D.C.)

Reports how 25 colleges and universities, whose names are given, have invested their permanent funds, naming the 100 stocks held by 10 or more of the institutions each.

2508. CAMP, WILLIAM E. Have You Considered Compiling an Endowment Digest? *Coll. & Univ. Bus.*, 17: 45, Sept. 1954. (*Author*: Treasurer, Wells College, New York.)

"Endowments are so important as a source of income for institutions, and the responsibility for their proper administration is so great, that this phase of financing deserves diligent care in the assembling and use of material."

2509. JOHNS, RALPH S. Some Observations on Accounting for College and University Endowment Funds. In *How to Improve Accounting and Tax Services to American Business (Papers Presented at 63rd Annual Meeting)*. New York: American Institute of Accountants, 1950. p. 157-163. (*Author*: Partner, Haskins & Sells, New York.)

Discusses income from investments, provision for depreciation, amortization of premiums, stock dividends, investment of endowment funds, and other related subjects. Bibliography on accounting for educational institutions, 18 titles.

2510. KIRKPATRICK, JOHN I. Endowment: How Much Did Your College Earn Last Year? *Coll. & Univ. Bus.*, 9: 19-21, July 1950. (*Author*: Treasurer, Lehigh University, Pennsylvania.)

Discusses five important factors in making valid comparisons of investment returns for different colleges.

2511. PHILLIPS, CHARLES F. College Investments in the Real Estate Business. *Assoc. Amer. Coll. Bull.*, 36: 227-229, May 1950. (*Author*: President, Bates College, Maine.)

"The purpose of this brief note is to raise a voice in opposition to the present trend for colleges to enter the real estate business." Gives various examples, including one of an institution which bought \$16 million of real estate in seven widely separated cities with total endowment of less than \$7 million, borrowing several million dollars to finance the transactions. "It was not a case of investing endowment; it was a case of going into the real estate business."

See also Nos. 1, 228, 258, 278, 735, 2396, 2399, 2412, 2422, 2426, 2434.

7. STAFF WELFARE AND BENEFITS

Includes retirement, hospitalization, insurance, leave, housing especially for non-academic staff. For these benefits for faculty members, see Nos. 1278-1440 and 1441-1571.

2512. ALBRIGHT, WILBUR DONALD. A Study of Personnel Practices for College and University Office and Clerical Workers. Champaign, Ill.: College and University Personnel Association, 1954, vi, 131 p. (*Author*: Admissions Officer, Sacramento State College, California.)

Doctoral dissertation (Ed. D.), Columbia University, 1953. A study of methods and conditions in 10 selected institutions of higher education and two non-educational institutions. Special attention given to four factors—recruitment, selection, orientation, and training.

2513. CROTEAU, JOHN T. Federal Credit Unions in Colleges and Universities. *Higher Educ.*, 11: 29-31, Nov. 1954. (*Author*: Associate Professor of Economics, University of Notre Dame, Indiana.)

Gives a variety of data concerning Federal Credit Unions organized in 54 colleges and universities in 29 States.

2514. DICKASON, DONALD E. Points to Consider in Starting a Pension Plan. *Coll. & Univ. Bus.*, 10: 19-22, Jan. 1951. (*Author*: Director, Non-Academic Personnel, University of Illinois.)

"The discussion that follows . . . is intended to set up the basic questions that must be answered by any institution about to offer for the first time a retirement plan to its employees or by the institution that wishes to improve a present inadequate system. . . . There is no basic difference in the needs of the retiring janitor and the retiring full professor."

2515. ———. *An Outline of Non-Academic Personnel Administration in Higher Education*. Champaign, Ill.: The

Author, 1952. 52 p. (Author: See No. 2514.)

"There are nine administrative practices which can contribute to a successful employer-employee relationship on the campus. They may be listed as: selection, compensation, consideration, participation, information, education, supervision, negotiation, and organization." Considers each of these in some detail.

2516. ——— What Are Fringe Benefits Costing You? *Coll. & Univ. Bus.*, 13: 28-29, July 1952. (Author: See No. 2514.)

"The 15-minute coffee break in the morning and afternoon amounts to 119 hours of 'lost time' [and] . . . is costing colleges and universities thousands of dollars each year." For comment by an employee, "The Coffee Break Increases Efficiency and Morale," see *Coll. & Univ. Bus.*, 13: 25, Aug. 1952.

2517. KRETSCHMER, VERNON. Faculty Housing Facilities. *Coll. & Univ. Bus.*, 22: 36-38, May 1957. (Author: Director of Residence Halls, University of Illinois.)

Based on questionnaire responses from 12 large midwestern universities. All believe that they have no obligation to provide housing facilities for permanent members of the faculty and staff, but most of them recognize need to provide temporary facilities for new members of faculty and staff and for visiting professors or others on temporary appointments. Reports various plans in use, with costs and rental rates.

2518. KROENING, HENRY FORD. Non-academic Employee Unionism at the University of Wisconsin. Madison: University of Wisconsin, 1952. Abstract in the University of Wisconsin, *Summaries of Doctoral Dissertations*, vol. 13, 1951-52, p. 331-333.

Unpublished doctoral dissertation (Ph. D.). "This study, covering the period from 1930 to 1951, was undertaken to determine why University of Wisconsin nonacademic employees sought unionism, the union's accomplishments, and the impact of the union's activities upon university administration."

See also Nos. 228, 253, 278, 1445, 2399, 2426, 2430.

8. PHYSICAL PLANT

Includes planning, operation, and protection.

2519. BARNES, RONALD EMON. *Residence Hall Housing in Selected Colleges and Universities in the United States*. Boulder: University of Colorado, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 2817-2818, May 1959.

Unpublished doctoral dissertation (Ed. D.). "This study was planned and initiated to gain information about current thinking and practices of housing officers in four areas of residential housing, i.e., planning and construction, financing, counseling, and management." Based in part on questionnaire responses from housing officers in 35 institutions.

2520. BENNETT, RICHARD M. Style, Not Styles, for College and University Buildings. *Coll. & Univ. Bus.*, 8: 29-32, May 1950. (Author: Architect, Chicago, Ill.)

"Style is not an objective but is a result of architectural design. The problem is one of achieving a good modern building." Illustrated by photographs of recent buildings at Massachusetts Institute of Technology and Florida Southern College.

2521. BOKELMAN, W. ROBERT and RORK, JOHN B. *College and University Facilities Survey, Part I. Cost and Financing of College and University Buildings*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 540). 53 p. (Authors: With U.S. Office of Education.)

"This is a report on what the people of the United States invested in higher education buildings during the 5-year period from 1951-1955. It is the first of five related reports now planned for publication by the U.S. Office of Education on the adequacy of college and university plants, and on the replacements and expansions needed each year to 1970 to provide essential facilities for a rapidly expanding enrollment. These reports . . . are based on the first nationwide building-by-building survey of higher educational facilities ever to be made in this country." Covers expenditures for buildings completed (totaling about \$1.8 billion), sources of building funds, and types of security. Based on questionnaire responses from 1,382 institutions.

2522. ——— College and University Plant Development to 1970: Academic and General Facilities. In *Eastern Association of College and University Business Officers, Proceedings*, 1956, p. 40-51. (Author: See No. 2521.)

Presents and discusses many facts from *College and University Facilities Survey* (No. 2521) applying them especially to colleges in the territory of the Eastern Association.

2523. ——— What Are the Plant Needs in Higher Education? In Southern Association of College and University Business Officers, *Proceedings*, 1956, p. 64-77. (Author: See No. 2521.)

Reports estimates by various agencies of needed expenditures for additions to college plants, until 1970, nationally, and for particular institutions. Gives tables of detailed estimates from 1956 to 1965 separately for instructional and residential buildings, totaling more than \$11 billion.

2524. BURSTEIN, HARVEY. On-Campus Parking Means Registration, Fees, and Some Type of Control. *Coll. & Univ. Bus.*, 27: 39-41, July 1959. (Author: Security Officer, Massachusetts Institute of Technology.)

Shows that no campus parking plan can be effective without complete support of the administration and cooperation of the entire academic community. Considers various practical details.

2525. BUTLER, JOHN H. Formula for Faculty Offices. *Coll. & Univ. Bus.*, 25: 25-27, Sept. 1958. (Author: Executive Dean, San Francisco State College, California.)

States and discusses a formula which will result in classroom buildings in which there will never be any appreciable shortage or surplus of faculty office space.

2526. GOWEN, PHILIP A. *Needs and Facilities in Higher Education in New York State*. Albany: State Education Department, 1957. 124 p. (Author: Director, Division of Research in Higher Education, New York State Education Department.)

Discusses probable needs for extension of facilities, especially for 2-year technical programs, for 4-year programs, and for engineering programs.

2527. CRAIG, ROBERT E. *Administering the Use of Instructional Space in Texas State-Supported Colleges and Universities*. Denton: North Texas State College, 1957. 156 p. Abstract in *Diss. Abstracts*, 17: 2894, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Reports development of 10-point rating scale

and application of it in 15 Texas institutions to determine and evaluate their administration of instructional space.

2528. DAVENPORT, LAWRENCE CONRAD. *An Analysis of Certain Problems in the Operation and Maintenance of College and University Buildings as a Guide to the Planning of Future Buildings*. Fayetteville: University of Arkansas, 1955. 195 p. Abstract in *Diss. Abstracts*, 15: 1340, Aug. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires sent to 225 college and university physical plant administrators. Classifies 73 items according to difficulty of administration as judged by respondents.

2529. DECKER, GEORGE C. and RORR, JOHN B. The College Housing Situation, December 1954. *Higher Educ.*, 11: 64-66, Jan. 1955. (Authors: With U.S. Office of Education.)

"In general it may be stated that student and faculty housing is inadequate to meet present needs." Lists six sources available for financing new college housing.

2530. DIAMOND, ARNOLD H. The College Housing Program: Its History and Operation. *Educ. Record*, 38: 204-219, July 1957. (Author: College Housing Program Economist, U.S. Housing and Home Finance Agency, Washington, D.C.)

Reviews developments since 1934 with special emphasis on results of Housing Act of 1950 (Public Law 475, 81st Congress). Gives analysis of applications received and loans made, reporting separately for public and private institutions.

2531. ——— An Economic and Financial Appraisal of the College Housing Program. *Coll. & Univ. Bus.*, 24: 38-41, March 1958; 24: 49-54, April 1958. (Author: See No. 2530.)

Detailed analysis, with 13 tables, of the college housing program as administered by U.S. Office of Education and Community Facilities Administration, covering loans to 295 institutions.

2532. DOI, JAMES I. Planning for Faculty Office Space. *Higher Educ.*, 14: 96-99, Feb. 1958. (Author: Director of Institutional Research, University of Colorado.)

Discusses desirable size and characteristics of office space for faculty members, averaging

120 square feet each in eight institutions studied in detail.

2533. *Fire Safety for College Residence Buildings.* Washington: National Education Association, 1952. 33 p. Compiled by National Association of Deans of Women and the National Commission on Safety Education of the National Education Association.

"A fire-proof environment in any college or university residence building can result only from a real cooperation of many groups: administration, faculty, physical plant personnel, student personnel officials, and students themselves. This bulletin is not intended to minimize the importance of any of these groups in bringing about a fire-safe environment. It is, however, addressed to student personnel officials, and limited in scope to those things which they can do toward promoting and carrying out a fire-safe program."

2534. FOSTER, EMERY. *Married Students and Faculty Housing.* In Southern Association of College and University Business Officers, *Proceedings*, 1955, p. 69-73. (Author: Manager of Dormitories and Food Services, Michigan State University.)

Gives details of extensive program at Michigan State University of apartment house building, principally for married students but also for "the increased number of faculty families."

2535. JOHNSTON, MARJORIE C. and SEERLEY, CATHERINE C. *Foreign Language Laboratories in Schools and Colleges.* Washington: Government Printing Office, 1958. (U.S. Office of Education Bulletin 1958, No. 3.) vi, 86 p. (Authors: With U.S. Office of Education.)

Gives data on laboratories in 240 higher educational institutions in 41 States in 1957-58. Includes chapters on purposes, organization, equipment, costs, techniques, and evaluation. Bibliography, 20 titles.

2536. JONES, DONALD A. *Physical Facilities Analysis for Colleges and Universities: A Handbook of Techniques.* Oswego, N.Y.: American Association of Colleges for Teacher Education, 1958. 211 p. (Author: Educational Coordinator of Planning, Indiana University.)

"This Handbook is designed (1) to give to college or university administrators methods, techniques, and instruments for collecting,

processing, and reporting data concerning the physical facilities of their institutions, and (2) to permit them to compare this information with information from institutions of like size and type or from institutions having similar programs." Three sections give instructions and methods for the building inventory, the room inventory (both residential and non-residential), and classroom-laboratory utilization study. Appendix gives two pilot studies for Glenville State College, W. Va., and Mississippi Southern College. Bibliography, 20 annotated titles.

2537. KLAGER, BENJAMIN. *How to Select an Architect.* *Coll. & Univ. Bus.*, 24: 29-31, Jan. 1958. (Author: Controller, Eastern Michigan College.)

Based on experience with 20 architectural and engineering firms over a 20-year period. Gives a 2-page detailed questionnaire of 30 items for use in selecting an architect.

2538. LIPPINCOTT, LINCOLN H. *Accident Prevention in a University.* In Eastern Association of College and University Business Officers, *Proceedings*, 1954, p. 86-97. (Author: Director of Accident Prevention, Yale University.)

"Accident prevention in a university is an opportunity. It is a challenge. It is something that needs a great deal of attention." Illustrates by numerous incidents of the program at Yale University which has resulted in reduction of 55 percent in number of accidents in one year.

2539. LOFT, BERNARD I. *A Campus-Wide Safety Program.* In Southern Association of College and University Business Officers, *Proceedings*, 1960, p. 105-119. (Author: Director of Safety Training, University of Florida.)

Discusses numerous factors and methods in a campus-wide safety campaign. Gives regulations for use of automobiles on campus of University of Florida and detailed safety-inspection checklist of 72 items for a campus-wide program, and one of 22 items for dormitory conditions.

2540. LONG, JOHN D. and BLACK, J. B., JR. *Needed Expansion of Facilities for Higher Education, 1958-70: How Much Will It Cost?* Washington: American Council on Education, 1958. ix, 48 p. (Authors: (1) Associate Professor; (2) Teaching Associate; both of School of Business, Indiana University.)

"This report presents two basic estimates of the amount of funds needed by colleges

and universities in the United States to develop a physical plant (buildings and service equipment) of minimum adequacy to accommodate all the qualified students who will seek admission in 1970. . . . In each case the range is almost astronomical in absolute terms but is reasonably small in relative terms." Estimates student enrollment in 1970 between 5,044,000 and 5,878,000; need for new housing, between \$11,000,000,000 and \$15,000,000,000. Bibliography, 68 titles, including 42 State surveys and other studies of higher education in individual states. "All of the publications of individuals and groups cited in the bibliography were used in one way or another in the preparation of this report."

2541. ——— and WEIMER, ARTHUR M. *Financing of College and University Student Permanent Housing*. Washington: American Council on Education, 1957. xiii, 456 p. Also *Summary* of same, xii, 47 p. (Authors: (1) Associate Professor; (2) Dean; both of School of Business, Indiana University.)

A research report prepared at request of the Council's Committee on Relationships of Higher Education to the Federal Government. Based on extensive questionnaire (28 pages, reproduced in appendix) responses from 733 institutions and various other sources. Covers specific information from 1920 to 1956 and projections to 1969. Includes discussion of debt financing, demand for loans, cost of private borrowing, interest costs, legal restrictions, and other topics. "No attempt was made to present recommendations for future action. The purpose was simply to make available objective information which may serve as a basis for policy decisions in the future." Many tables and graphs. Bibliography, 116 titles.

2542. McCOWN, HENRY Y. Space Utilization. In *Central Association of College and University Business Officers, Proceedings, 1954*, p. 37-47. (Author: Registrar and Dean of Admissions, University of Texas.)

Describes methods used at University of Texas to determine number of hours that classroom or laboratory is used, and use made of the individual seats in a classroom by students. Refers to "only four studies available" at time the Texas study was made. Shows need for over 600,000 square feet of additional space, costing \$15,000,000, by 1961—"and the biggest increases in enrollment will not come until about 1964."

2543. McREADY W. STEWART. Insurance Is a Safeguard for College Fi-

nances. *Coll. & Univ. Bus.*, 8: 17-19, Feb. 1950. (Author: Business Manager, Geneva College, Pennsylvania.)

Discusses fire, rent, liability, automobile, and other insurance needs of a college.

2544. MARIKO, PETER, JR. Here's a College That Approaches Complete Use of Classroom Space. *Coll. & Univ. Bus.*, 20: 23-24, May 1956. (Author: Dean, Crane and Wright Junior Colleges, Chicago, Ill.)

"The purpose of this article is to indicate how it is possible to approach 100 percent utilization of lecture rooms and regular classrooms in any college operating on a five-day schedule. This has been accomplished at Wright Junior College regularly for many semesters."

2545. MALTER, MORTON S. Audio-Visual Teaching Facilities on College and University Campuses. In *American School and University*, Volume 27, 1955-56, p. 355-360. (Author: Associate Professor of Education, Oregon State System of Higher Education, Portland, Ore.)

Discusses museums on 70 campuses, teaching aids centers, off-campus services, on-campus services, radio tape-recording centers, television, and additional campus facilities.

2546. Master Planning for the Future. In *Association of Governing Boards of State Universities and Allied Institutions Proceedings, 1957*, p. 53-64.

A panel discussion by John W. Bartram, Assistant to President, University of Colorado; George F. Trautwein, Consulting Architect, Philadelphia; and Waldo E. Brockway, Director of Plant Development, University of Colorado.

2547. MIDDLEBROOK, WILLIAM T. *How to Estimate the Building Needs of a College or University: A Demonstration of Methods Developed at the University of Minnesota*. Minneapolis: University of Minnesota Press, 1958. 169 p. (Author: Vice President, University of Minnesota.)

A detailed study of methods of projecting space needs, and needs for buildings, lands, housing, and food services. Appendix gives inventory of buildings and building uses on each of the numerous campuses of the University. Review by C. O. Westby, *Jour. Higher Educ.*, 30: 176-177, March 1959.

2548. MILLER, JAMES M. A Large University Finds That Fooling of Cars Pays

Off. *Coll. & Univ. Bus.*, 10: 26-28, Jan. 1951. (Author: Assistant Business Manager, University of California.)

"Pooling of university vehicles is probably advantageous when total usage exceeds 50,000 miles a month. Overhead should not exceed 1½ cents per mile."

2549. MORRISON, D. GRANT. Planning Community Junior College Buildings. *Higher Educ.*, 14: 57-59, Dec. 1957. (Author: With U.S. Office of Education.)

"How should community junior colleges be planned? Should they be modelled on high school facilities? Should they copy the plans of liberal arts colleges, or should they be unique in design?" Discusses "five logical steps to planning a junior college plant."

2550. *Nearing the Breakthrough*. New York: Council for Financial Aid to Education, Inc., 1959. 12 p.

Report of a survey of plant needs among 885 leading colleges and universities in the decade 1957-1967. Shows that they will need at least \$11.5 billion by 1967 in new money for plant and equipment expansion. Cost per student of plant investment amounted to \$2,974 in 1955-56 and will reach \$3,834 in 1967 if the total needed is realized. Fifty-three percent of the total will be needed by public 4-year institutions, 37 percent by private 4-year institutions; and 10 percent by junior colleges, both public and private.

2551. O'CONNOR, ROBERT B. Trends in College Architecture. *Coll. & Univ. Bus.*, 22: 40-44, May 1957. (Author: With O'Connor & Kilham, Architects, New York City.)

Shows that our new-found interest in longer-range planning and visual delight must not be swept aside in the sheer necessity of additional space. Gives six illustrations of college buildings.

2552. RAPEL, WILLIAM ELMER. *A Study of Physical Plants and Their Utilization in Tennessee State-Supported Institutions of Higher Education*. Knoxville: University of Tennessee, 1957. 188 p. Abstract in *Diss. Abstracts*, 17: 2900, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on data from nine institutions in the State. Presents 12 conclusions from the study.

2553. *The Residence Hall for Students: A Handbook of Information for Those*

Interested in Its Organization, Administration, and Educational Program. Washington: National Association of Women Deans and Counselors, 1957. vii,40 p.

Prepared by an association committee, Kate Hevener Mueller, Indiana University, chairman. Contains four chapters: The Sociology of Residence Halls, The Educational Program of the Residence Hall, Staffing Modern Halls for Women, The Multiple Relationships of Residence Halls.

2554. RIKER, HAROLD C. *Planning Functional Student Housing*. New York: Bureau of Publications, Teachers College, Columbia University, 1956. xii,240 p. (Teachers College Studies in Education). Extensive summary in Southern Association of College and University Business Officers, *Proceedings*, 1955, p. 51-68.

Doctoral dissertation (Ed. D.), at Columbia University. Based upon information from U.S. Office of Education and U.S. Housing and Home Finance Agency, questionnaires, interviews, and inspection trips covering 1,026 institutions of higher education, 1951 to 1954. Bibliography, 77 titles. Review by P. D. Morrill, *Jour. Higher Educ.*, 28: 464-465, Nov. 1957.

2555. RUSSELL, JOHN DALE and DOI, JAMES I. *Manual for Space Utilization in Colleges and Universities*. Athens, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1957. xiv,130 p. (Authors: (1) Executive Secretary; (2) Research Associate; both of Board of Educational Finance, New Mexico.)

Designed to assist administrators in making studies of space utilization. Describes functions, limitations, and current status of studies of space utilization. Gives forms, procedures, and norms. For comprehensive discussion of plans for the volume and summary of some of its methods, see article by same authors in *Coll. & Univ.*, 32: 481-493, Summer 1957. Reviews by A. Thomas, Jr., *Coll. & Univ.*, 33: 358-359, Spring, 1958; and by A. C. Tjomsland, *Jour. Higher Educ.*, 30: 292, May 1959.

2556. STOTZ, CHARLES M. Student Union, Wells College. *Coll. & Univ. Bus.*, 26: 34-38, June 1959. (Author: Architect, Pittsburgh, Pa.)

Describes new student union building at Wells College. Includes six photographs and two floor plans.

2557. STROZIER, ROBERT M. and LITZENBERG, KARL. *Housing of Students*. Washington: American Council on Education, 1950. v, 68 p.

States issues which must be dealt with in housing students as part of educational program of higher institutions. Principal topics: The Place of Housing in Higher Education, The College Residence Hall, Special Problems of Student Housing.

2558. TAYLOR, ROGER. Space Utilization. In Eastern Association of College and University Business Officers, *Proceedings*, 1958, p. 134-140. (Author: Vice President, Space Utilization Analysis, Inc., New York City.)

"It has been demonstrated that intensive analysis of the use of existing facilities and the proper programming of that use can materially reduce the need for new construction. Such an approach can result in reduction of as much as 20 to 30 percent or, in some cases, more, of the space initially thought necessary." Gives numerous examples.

2559. VAN ZWOLL, JAMES A. Policy and College Housing. *Higher Educ.*, 13: 134-137, March 1957. (Author: Professor of Education, University of Maryland.)

"The magnitude of the student-housing problem . . . is such that careful and yet bold, imaginative, and comprehensive planning is the order of the day, from now until at least 1970." Discusses various aspects of such policy. Based in part on questionnaire responses from 51 land-grant colleges.

2560. WELLS, HERMAN B. Financing Capital Plant Needs in the Next Decade. In National Association of State Universities, *Proceedings*, 1955, p. 75-79. (Author: President, Indiana University.)

"With the help of our space analyst we have prepared a master plan to meet our capital needs for the next 20 years, and have developed a specific program for financing each projected structure during this period." Describes details of 10-year plan for four State institutions, and degree of success in meeting it through legislative appropriations.

See also Nos. 154, 185, 189, 190, 195, 207, 218, 219, 225, 228, 232, 235, 240, 243, 267, 272, 273, 275, 278, 282, 288, 294, 299, 324, 357, 436, 437, 450, 512, 548, 590, 592, 640, 641, 645, 648, 654, 657, 665, 669, 670, 718, 720, 723, 744, 955, 991, 992, 1006, 1086, 1474, 1684, 1858, 2399, 2402, 2407, 2418, 2419, 2422, 2426, 2496, 2564.

9. COST AND USE ANALYSIS

2561. BRAMMER, LOWELL HOWARD. *A Technique for the Study of Unit Costs of Higher Education in Colleges for Teacher Education*. - Bloomington: Indiana University, 1954. 193 p. Abstract in *Diss. Abstracts*, 15: 363-364, March 1955.

Unpublished doctoral dissertation (Ed. D.). Based on cost analysis of 53 instructional programs in three institutions. Three methods of allocating indirect expense were examined. Eight forms developed for use in accumulating the needed data and carrying out the necessary computations.

2562. COLVERT, CLYDE C. Cost Per Student in the Public Junior Colleges in the United States. *Jun. Coll. Jour.*, 27: 396-401, March 1957. (Author: Professor of Junior College Education, University of Texas.)

For 92 institutions, classified by region and by size, gives cost per student for each of nine subdivisions of administrative and general expense, and for instruction, library, and plant operation. Median total costs varied from \$334 to \$971 per student. Based on unpublished doctoral dissertation by A. B. Martin at University of Texas, 1949.

2563. ——— Cost Per Student in the Private Junior Colleges in the United States. *Jun. Coll. Jour.*, 27: 455-459, April 1957. (Author: See No. 2562.)

Similar to No. 2562. Based on questionnaire data received from 167 institutions.

2564. ——— and BAKER, MARVIN L. A Study of Junior College Buildings and Equipment Costs in the United States. *Jun. Coll. Jour.*, 28: 262-268, Jan. 1958. (Authors: (1) See No. 2562; (2) Vice President, Howard County Junior College, Texas.)

Reports building costs, per square foot, for various types of buildings, according to region and type of construction of 403 new buildings at 138 institutions. "Building costs have risen since 1955 . . . as much as a 50 percent increase. Equipment costs, however, indicate a raise in costs only up to 10 percent."

2565. EVANS, JOHN M. Here's How to Go About Finding the Total Cost of Educational Programs. *Coll. & Univ. Bus.*,

17: 41-45, Sept. 1954. (Author: Internal Auditor, Indiana University.)

Shows that most colleges already have the necessary operational statistics because they are used in other unit analyses inherent in organizational planning and control. Outlines two possible plans.

2566. KETTLER, RAYMOND W. What's Wrong With the Unit Cost Idea? *Coll. & Univ. Bus.*, 14: 17, May 1953. (Author: Business Manager and Controller, Purdue University, Indiana.)

"Colleges and universities do not fear the application of unit cost analyses to higher education. They fear only the misuse of inappropriate technics that will ultimately result in the deterioration of higher education."

2567. ——— The Cost of Higher Education. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 55-64. (Author: Controller, University of California.)

Discusses factors involved in determining unit costs, changes in total costs, and implications of increasing enrollments for future costs. Considers three questions: Are present costs too low? Will the present economic level be maintained? Can we effect economies in operation in the future?

2568. KNOTT, LESLIE W.; GOOCH, MARJORIE; and HILLIARD, HUGH E. The Cost of Medical Education: A Pilot Study. *Jour. Med. Educ.*, 33: 429-444, May 1958. (Authors: (1) Chief; (2) Research Analyst; both of Health Professions Education Branch, U. S. Department of Health, Education, and Welfare; (3) Chief Accountant, Emory University, Georgia.)

A study of costs at School of Medicine of Emory University. "Designed to serve two general purposes: (a) to provide the school of medicine with information on medical education expenditures that would be more accurate than the university had had previously; and (b) to develop basic concepts and methods for analyzing costs of medical education that might be useful to other schools." Four detailed tables given. Expenditures per student were found to range between \$2,400 and \$3,800 depending upon definitions of functions used.

2569. MIDDLEBOOK, WILLIAM T. Survey of Unit Costs in State Universities. In National Association of State Uni-

versities, *Proceedings*, 1955, p. 79-90. (Author: Vice President, University of Minnesota.)

Discusses difficulties and fallacies in some unit cost studies. Outlines plans for unit cost studies of administration, service, research, and instruction in 11 large universities. Includes consideration of teaching load. Presentation followed by 7-page discussion.

2570. WOODBURN, LLOYD S. A New Formula for Calculating the Cost of Higher Education. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1951, p. 39-44. (Author: Dean, College of Arts and Sciences, University of Washington.)

"Two aspects of the problem of cost calculation will concern us. One is the projection of the faculty salary items 5 or 10 years ahead of the present. The second is the method of calculation of fixed charges of a college or university irrespective of the number of students enrolled." Illustrates with two charts based on data from University of Washington.

See also Nos. 1, 186, 187, 189, 228, 236, 244, 247, 256, 548, 590, 2052, 2399, 2417, 2418, 2419, 2420, 2422, 2426, 2432, 2446, 2572.

10. SPONSORED RESEARCH

2571. ADAMS, ARTHUR S. What Is Sponsored Research Doing to Our Educational Program? *Coll. & Univ. Bus.*, 15: 17, July 1953. (Author: President, American Council on Education.)

Makes six recommendations to institutions with reference to sponsored research. "These recommendations have far-reaching implications. They represent a well-considered approach to one of the great problems facing higher education."

2572. DE LONG, C. O. Determining Costs on Sponsored Research. *Coll. & Univ. Bus.*, 9: 40-41, Nov. 1950. (Author: Bursar, University of Illinois.)

Gives an example showing indirect costs as high as 46 percent. Lists 11 factors not included in common calculation of indirect costs.

2573. DU BRIDGE, LEE A. An Open Letter to Federal Agencies on Principles for Determination of Indirect Costs on

University Research Costs and Grants. *Educ. Record*, 40: 48-52, Jan. 1959. (Author: President, California Institute of Technology; Chairman, American Council on Education's Special Committee on Sponsored Research.)

"Urgently requests that government agencies recognize and adopt the principles set forth above as providing a just and equitable basis on which indirect-cost determinations can be made in government research grants and contracts with universities."

2574. GREEN, GEORGE W. Who Should Pay the Overhead on Sponsored Research—The University or the Sponsor? *Coll. & Univ. Bus.*, 9: 24-27, Aug. 1950. (Author: Business Manager, California Institute of Technology.)

States five guiding principles that should control.

2575. HANCHER, VIRGIL M. *Sponsored Research Policy of Colleges and Universities: A Report of the Committee on Institutional Research Policy*. Washington: American Council on Education, 1954. vii, 93 p. (Author: President, State University of Iowa; Chairman of the Committee.)

Presents conclusions and recommendations of the Committee with reference to research undertaken with Government, industrial, or Foundation support, and provides supplementary information and observations. Bibliography, 66 titles. Review by O. C. Woolpert, *Jour. Higher Educ.*, 26: 455-456, Nov. 1955.

2576. LUNDEN, LAURENCE R. Fiscal Implications of Federally Supported Research. *Educ. Record*, 35: 87-93, April 1954. (Author: Controller, University of Minnesota.)

Comments on the recently appointed Committee of American Council on Education on Institutional Research Policy (No. 2573). "This brief, if it can be called such, expresses my philosophy which favors full reimbursement for sponsored research and raises serious questions with respect to the seductive principle of cost participation."

2577. MIDDLEBROOK, WILLIAM T. Some Administrative Problems in Contract Research. In *Association of Governing Boards of State Universities and Allied Institutions, Proceedings, 1953*, p. 64-70.

(Author: Vice President, University of Minnesota.)

Lists 19 problem areas and discusses four of them—overhead or indirect costs, proper accountability, patents, and security.

2578. NOYES, W. ALBERT. Is Sponsored Research a Danger to the Academic Tradition? In *Association of Graduate Schools in the Association of American Universities, Proceedings, 1950*, p. 37-50. (Author: Chairman, Department of Chemistry, University of Rochester, New York.)

"The dangers in governmental research are obvious to anyone who gives serious thought to the problem. . . . We have described the dilemma, and we have recognized that sponsored research in some form or other is here to stay." States five rules "which institutions of higher learning must follow if they are to fulfill the functions which they and they alone can fulfill for the future good of the country." Includes three pages of discussion.

2579. Panel on Problems of Contract Research Supported by the Federal Government. In *Central Association of College and University Business Officers, Proceedings, 1952*, p. 94-106.

Includes discussion by W. T. Middlebrook, University of Minnesota, and others.

2580. SCATES, ALICE Y. Office of Education Launches New Program of Co-operative Research. *Higher Educ.*, 13: 86-89, Jan. 1957. (Author: With U.S. Office of Education.)

Describes the program authorized by Public Law 531, 83rd Congress, initiated by an appropriation of \$1,020,000. Reports signing of 20 contracts for such research with colleges and universities, and 17 others pending.

2581. *Scientific Research and Development in Colleges and Universities: Expenditures and Manpower, 1953-54*. Washington: Government Printing Office, 1958. (National Science Foundation.) iii, 173 p.

Analyses expenditures of \$482,000,000 for research, of which \$278,000,000 was for research in colleges and universities proper. Also an analysis of 62,000 members of science faculties of whom one half were engaged in research and development.

2582. WATERMAN, ALAN T. Government Support of Research and Education in the Sciences. In *Association of*

Land-Grant Colleges, *Proceedings*, 1951, p. 38-45. (Author: Director, National Science Foundation.)

Gives answers to the question: "Why should the Government lend support to research and education in the sciences?"

2583. WEAVER, JOHN C. Federal Aid to Research and Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 82-93. Also in *Grad. Educ.*, 2: 42-53, Spring, 1959. (Author: Dean, Graduate School, University of Nebraska; Travelling fellow, Carnegie Corporation of New York.)

Based on visits to 21 institutions in United States and Canada. Discusses advantages and problems of Federally sponsored research and scholarship aid. "Most universities are

quick to concede that while sponsored research is putting a new and substantial drain on general operating funds, it has brought benefits which more than justify the overall costs. . . . It tends to throw some segments of the academic enterprise out of balance with others."

2584. WOODROW, RAYMOND J. Those Government Contracts for Research. *Coll. & Univ. Bus.*, 16: 27-29, Jan. 1954. (Author: Executive Officer and Secretary, Princeton University.)

"Despite the large volume of Federal funds being used for contracts and grants to colleges and universities, it is remarkable to note how few of the institutions involved are fully aware of the obligations they have assumed by the terms and conditions of contract or grant instruments."

See also Nos. 285, 638, 657, 665, 668, 669, 673, 996, 1476, 1533, 2399, 2426.

XIII. Administration of Public Relations and Development

1. GENERAL

For other references see *College Public Relations Quarterly*, and *Pride*.

2585. ALLEN, GLENN L. Public Relations and the Business of Education. *Assoc. Amer. Coll. Bull.*, 42: 386-393, Oct. 1956. (Author: Vice President, Northwestern Bell Telephone Co.)

"I shall try to deal with the philosophy of public relations rather than flirt with the techniques of handling problems." Discusses four aspects of the subject.

2586. AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION. Convention Reports. 41st Annual Meeting, Omaha, Neb., June 24-27, 1957. 66 p.

Contains summaries of panel and other discussions under headings: Communications, Development, Medical, Sports, General. See also earlier Reports of the Association's annual conventions (organized 1917) and copies of its monthly magazine *Pride*, and *College Public Relations Quarterly*.

2587. ARMSBY, JAMES W. The Care and Feeding of Public Relations People. *Assoc. Amer. Coll. Bull.*, 41: 303-309, May 1955. (Author: Assistant to the Chancellor, New York University.)

Discusses policy, performance, and publicity as the essential ingredients of public relations. States desirable qualifications for a public relations officer.

2588. ——— Fable of Higher Education: The Time, 2000 A.D. *Pride*, 1: 23-25, June 1957. (Author: Assistant to the President, Ford Foundation.)

"Once upon a time there was a medium-sized university, in a medium-sized town, with a medium-sized faculty, of medium-sized talents . . . known as Mediocre University."

Describes effects of various appeals on its behalf in field of public relations. "They dissipated all their energies fussing about who should work for whom. They never could decide that they ought to pool their talents and all work for the University."

2589. BAILEY, RICHARD P. Give the Editor What He Wants. *Coll. & Univ. Bus.*, 22: 27-28, June 1957. (Author: Director of Public Information, Board of Wisconsin State College Regents.)

Reports success in Wisconsin of securing publication of large percentage of short "filler" articles. Gives useful lists of "do's" and "don'ts".

2590. BAKER, JOHN NEWTON. Your Public Relations Are Showing. In Southern Association of College and University Business Officers, *Proceedings*, 1954, p. 59-66. Also condensed as "Is Your Public Relations Showing?" *Coll. & Univ. Bus.*, 17: 19-21, Sept. 1954. (Author: Assistant to the President, University of Richmond, Virginia.)

Gives a self-administering 10-point test of the principal factors in public relations for colleges. "These, then, are 10 points on your check list for personal public relations or for the public relations of your business office. How did you come out? Add your scores. If they come to less than 90 percent, you should not be satisfied."

2591. BALINSKY, ALEXANDER S. Public Relations and the Faculty. *Pride*, 1: 16-18, March 1957. (Author: Assistant Professor of Economics, Rutgers University, New Jersey.)

"Ten years of membership in the academic community has made me more than aware of the friction that exists between the faculty and university public relations departments." Discusses three types of faculty members and the attitudes of each group toward public relations.

2592. BARLOW, WALTER G. *The Organization of Public Relations in American Colleges and Universities*. Washington: American College Public Relations Association, 1953. 26 p.

Based on questionnaire responses from 390 institutions affiliated with Association of American Colleges. Answers with considerable statistical detail three questions: Where does public relations stand organizationally? How large are staffs and what are salary ranges? What background and training do colleges and universities look for in the public relations people they employ? Finds that 77 percent of institutions reporting have at least one person assigned full-time to public relations duties.

2593. BEAUREGARD, ERVING E. A Suggestion to Professors. *AAUP Bull.*, 39: 616-617, Winter 1953. (Author: Assistant Professor of History, University of Dayton, Ohio.)

"My purpose in writing this article is to urge all members of the American Association of University Professors to render an important service to the public—to read their home town newspapers scrupulously, especially the editorial page, and then to write to the editor when they detect the assailing of truth. . . . As professors, we are dedicated to the search and dissemination of truth. Therefore we are impelled to joust with any who are guilty of falsehood. . . . Let me express the development of my own interest in combating the all-knowing columnists, the modern dragon who belches poison." Reports several experiences with his local newspaper.

2594. BOGUE, JESSE P. The Functions of Good Public Relations in Junior Colleges. *Jun. Coll. Jour.*, 28: 223-228, Dec. 1957. (Author: Executive Secretary, American Association of Junior Colleges.)

"Good public relations in junior colleges is not essentially different from that in any other type of higher educational institution." States and discusses four functions of good educational public relations.

2595. CLARKE, JAMES F. A Survey of Public Relations in Junior Colleges. *Jun. Coll. Jour.*, 22: 201-206, Dec. 1951. (Author: Director of Public Relations, Sinclair College, Ohio.)

Based on data furnished by 236 member institutions of American Association of Junior Colleges of whom 150 had definite public relations programs and 85 were members of the American College Public Relations Association.

Reports on various features of their programs, separately for 123 public and 118 private institutions.

2596. College Relations and the Press. In Utah Conference on Higher Education, *Proceedings*, 1956, p. 114-135.

Contains 7 papers and discussion of the newly organized section on public relations, covering press, radio, and television.

2597. CUMINGS, EDGAR O. O Mater, *Academica! Sch. & Soc.*, 73: 97-99, Feb. 17, 1951. (Author: President, Coe College, Iowa.)

"Having just finished a quick perusal of college advertisements in a national magazine, I am struck by the extravagant claims of the majority, as well as by the insistently returning theme, with variations by the publicity writers, that 'we build character.'" Gives various examples and comments upon them.

2598. CUTLIP, SCOTT M. Effective Public Relations for Higher Education. *AAUP Bull.*, 36: 646-658, Winter 1950. (Author: Assistant Professor of Journalism, University of Wisconsin.)

Discusses two questions: Why public relations? What is public relations? "As each institution takes up this public relations challenge, it contributes not only to its immediate welfare but to the cause of higher education as a whole. . . . That means a program of honest, skilled public relations now!"

2599. DANILOV, VICTOR J. Four Ways of Figuring Whether Your Public Relations is Paying Off. *Coll. & Univ. Bus.*, 22: 34-35, May 1957. (Author: Manager of Public Relations, Illinois Institute of Technology.)

"A recent survey of 272 colleges and universities revealed that few of them had developed any effective methods for evaluating their public relations programs." States seven aspects of "the barometer of success." Conclusion: "If the enrollment, financial contributions, and student and alumni interest have increased, and if faculty and staff morale and community and trustee relations have improved, it is a safe bet that the institution's public relations program has met the challenge."

2600. DAVIDSON, ROBERT O. *The Growth and Development of Public Relations Programs in American Colleges and Universities*. Los Angeles: University of Southern California, 1956. Abstract in the University of Southern

California, *Abstracts of Dissertations*, 1956, p. 249-252. Summary by author, "The Growth of College Public Relations," in *Coll. Pub. Rel. Quart.*, 7: 15-19, July 1956.

Unpublished doctoral dissertation (Ed. D.). Primarily a historical study covering period from 1636 to 1955. Makes seven recommendations for improvements in public relations programs.

2601. DAVIS, PAUL H. Public Relations Can Be Profitable. *Assoc. Amer. Coll. Bull.*, 36: 235-243, May 1950. (Author: Vice President in Charge of Development, Columbia University.)

Defines public relations and answers nine questions concerning the field, such as: What do you have that is outstanding? What are the liabilities? Who are your publics? What are the methods for reaching our publics? What do we want from each of our publics?

2602. ——— Public Relations as an Aid to College Fund Raising. *Assoc. Amer. Coll. Bull.*, 40: 373-381, Oct. 1954. (Author: Former Vice President in charge of Development, Columbia University.)

Gives numerous examples of successful and of unsuccessful public relations programs in particular institutions. "The first job is for the president and trustees to locate, select, enlist, appoint, and position a competent, small, hard-working, volunteer public relations committee."

2603. DONOVAN, HERMAN LEE and WILD, RAYMOND W. President and the Public. *Peabody Jour. Educ.*, 26: 258-263, March 1949. (Authors: (1) President; (2) Director of Public Relations; both of University of Kentucky.)

Gives numerous answers to the question: "What are the best means of getting information about the college or university to the people?" Conclusion: "What we have been trying to say is that a college or university president deals with publics, not a public. . . . Any public relations program that ignores this fact is not a good public relations program."

2604. ELAM, STANLEY M. Testing Public Relations Procedures. *Coll. Pub. Rel. Quart.*, 7: 28-30, Jan. 1956. (Author: Director of Public Relations and Alumni Services, Eastern Illinois State College.)

Based on author's doctoral dissertation. Reports changes in enrollment at Eastern Illinois State College attributable to public relations efforts.

2605. FISSINGER, WILLIAM D. Volunteers Helped Us Build a Public Relations Program. *Pride*, 3: 10-11, May 1959. (Author: Director of Public Relations, St. Louis University, Mo.)

"On the second week of every month a group of the most distinguished public relations and related experts in St. Louis sits down to lunch and a two-hour meeting to lend their brains (and sometimes resources) to Saint Louis University as a part of an unusual, if not unique, educational undertaking." Describes the outstanding work of the group "now in its sixth year of operation."

2606. FROMAN, LEWIS A. "Communication Skills" of College Faculties. *Educ. Record*, 35: 257-260, Oct. 1954. (Author: President, Russell Sage College, New York.)

Criticizes the excessive use of technical terms by sociologists, economists, psychologists, and others in presenting their findings to the public. "The professional educator, of which the college president certainly is one (or should be one), has also succumbed to the pitfall of using specialized terminology in explaining his objectives and programs." Gives several striking examples.

2607. FROOM, WILLIAM PETER. *Publicity Practices in Coeducational Colleges of From 2,000 to 3,000 Students: A Study by Questionnaire and by Content Analysis of News Releases*. Bloomington: Indiana University, 1956. 232 p. Abstract in *Diss. Abstracts*, 16: 2365-2366, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on materials secured from 31 institutions in 27 states, including 3,205 news releases for a 6-months period. Releases are classified in 11 groups. Studies relationships of the news bureau with the administration, with the faculty, and with the college newspaper.

2608. GAYMAN, L. VAUGHN. How One-Man Publicity Campaign Pays Off. *Coll. & Univ. Bus.*, 25: 23-24, Aug. 1958. (Author: Publicity Director, Loras College, Iowa.)

Based on experience with various types of publicity at Loras College.

2609. GLEAZER, EDMUND J., JR. The Junior College—Bigger! Better? *Jun. Coll. Jour.*, 28: 484-487, May 1958. (Author: Director of Public Information, American Association of Junior Colleges.)

Suggests five ways in which the junior college can become better, as aspects of an effective public relations program.

2610. HARLACHER, ERWIN L. Public Relations in the Junior Colleges of California. *Jun. Coll. Jour.*, 29: 34-39, Sept. 1958. (Author: Director of Public Information, Foothill College, California.)

Report of a survey of public relations programs in 63 junior colleges in California. Lists 12 duties and responsibilities of the public relations officer.

2611. HARRAL, STEWART. Public Relations Courses in Schools of Journalism. *Coll. Pub. Rel. Quart.*, 7: 11-12, April 1956. (Author: Director of Public Relations Studies, University of Oklahoma.)

Finds that major programs in public relations have increased from 12 in 1951 to 19 in 1955. States 10 conclusions from study of the situation in 88 schools of journalism.

2612. HARVEY, E. PAUL. The Organization and Practice of College Public Relations. *Pride*, 1: 14-16, Dec. 1957. (Author: Director of Public Relations, Marycrest College, Iowa.)

Based on the author's dissertation *A Study of the Organization and Promotion of Public Relations Departments in Five Middle Western States*. Studies 73 midwestern institutions.

2613. HARVEY, P. CASPER. A Decalog for Public Relations. *Pride*, 2: 9-11, Nov. 1958. (Author: Former Director of Public Relations, William Jewell College, Missouri.)

On basis of 44 years experience in field of college public relations, states and discusses 10 basic principles for successful work.

2614. HEDLEY, GEORGE. College Public Relations as a Christian Vocation. *Pride*, 2: 5-8, Dec. 1958. (Author: Chaplain and Professor of Sociology, Mills College, California.)

"Many of you have been called to be members of Christian colleges and universities. Our position is openly and unashamedly a Christian one. . . . The Christian college officer need seek no cheap and easy successes, for he sees all things within the framework of eternity. He need publish no fictions for he is content in his commitment to the truth." Notes that the Roman Catholic Church recognizes Saint Bernardine of Siena (1380-1444) as the Patron Saint of Public Relations.

2615. HEYL, ARNOLD A. Faculty Members Are in the Public's Eyes. *Jun. Coll. Jour.*, 22: 498-501, May 1952. (Author: Assistant, Teaching and Guidance Bureau, University of Texas.)

"A junior college faculty member . . . is, in addition to being a classroom teacher, a full-time public relations agent. Thus it becomes the obligation of every member of a junior college faculty to consider whether or not what he says and does will cause favorable reaction to himself as an individual and to his college as a whole."

2616. HILDEBRAND, JOEL H. The Professor and His Public. *Bull. Atomic Scientists*, 9: 23-25, Feb. 1953. (Author: Professor of Chemistry, University of California.)

"I suggest that three general means are available to professors for improving the public relations of universities. . . . The first is for the professor to gain the respect of his immediate public, the thousands of students who, during the course of his career, attend his classes. . . . Secondly, the public should be given a clearer idea of the way in which the scholar goes about his work. . . . My third point is that a professor suffers in public esteem if he fails to display in his non-professional activities the same sense of moral and intellectual responsibility that he exercises in his professional work."

2617. HILLER, ELDRIDGE. Higher Education—A \$2,000,000-a-Year Advertising Client. *Educ. Record*, 39: 37-43, Jan. 1958. (Author: Vice President, Council for Financial Aid to Education.)

"We have reached the midpoint in the two-year period of the nationwide public service advertising campaign on behalf of higher education. There is no precedent against which to measure progress; no criteria to test results. But many have contributed time, skills, and money, and it is their right to know, so far as it can be told, 'how fares the advertising campaign.'" Tabulates some of the results in newspapers, car-

cards, billboards, television, radio, consumer magazines, business publications, and company publications.

2618. HOLMES, GEORGE H., ed. *Public Relations for Teacher Education: A guide for Colleges and Universities*. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1950. 109 p.

Prepared by Joint Committee on Public Relations of American Association of Colleges for Teacher Education and College Public Relations Association. "This publication is designed to serve teachers colleges and colleges of education in establishing and improving programs of planned public relations." Contains 14 chapters. Bibliography, 70 titles, annotated.

2619. HOPKINS, EVERETT HAROLD. *The Advancement of Understanding and Support of Higher Education: A Conference on Organizational Principles and Patterns of College and University Relations*. Washington: American College Public Relations Association, 1958. ix, 83 p.

"This publication is an outgrowth of the cooperative efforts of the ACPRA and the American Alumni Council. Both the study which is reported here and the publication itself were made possible by a grant from the Ford Foundation." Section headings: The College and Its Internal Organization, The College and Its Public Relations, The College and Its Alumni Relations, The College and Its Financial Support. Appendix presents in graphic form results of questionnaire to college and university presidents and to members of the ACPRA regarding existing and desirable patterns of organization for most effective handling of public relations.

2620. HORNER, JOHN E. *The Four P's of Public Relations*. *Coll. & Univ. Bus.*, 24: 37, Feb. 1958. (Author: Assistant to the President, University of Omaha, Nebraska.)

Discusses Policies, Performance, People, and Publicity.

2621. JORDAN, JAMES R. *The People vs. Educational Public Relations: Court of Public Opinion, 1965*. *Pride*, 2: 13-17, April 1958. (Author: Director of University Relations, State University of Iowa.)

Gives reasons for belief that "with our best efforts, on a solid front, we can win the

case of 'The People vs. Educational Public Relations in the Court of Public Opinion, 1965'."

2622. KILLIAN, JAMES R., JR. *An Educational Administrator Looks at Public Relations*. *Coll. Pub. Rel. Quart.*, 5: 19-23, Jan. 1954. (Author: President, Massachusetts Institute of Technology.)

"Fundamental to our public relations problems in industry, education, and all other fields is the importance of achieving a climate of good will."

2623. LOVE, MALCOLM A. *The Administrator and Community Relations*. *Coll. & Univ.*, 25: 251-272, Jan. 1950. (Author: Dean, University of Denver, Colo.)

Considers relations of the administrator to various publics—students, faculty, alumni, parents, and the press.

2624. MAHN, ROBERT E. *Our Contacts With the Parents of a Student Who Is the First of His Family to Enter College—A Fine Public Relations Opportunity*. *Coll. & Univ.*, 26: 405-407, April 1951. (Author: Registrar, Ohio University.)

Gives a sample letter designed to create goodwill toward higher education. Suggests 14 questions for parents to consider.

2625. MICHELFELDER, PHYLLIS. *Internal Relations With Faculty and Staff*. *Pride*, 2: 14-15, Dec. 1958. (Author: Director of Public Relations, Barnard College, New York.)

"My private definition of public relations is 'Good sense and good manners.' This certainly applies to internal public relations with faculty and staff." Lists 17 useful "internal communications media."

2626. MORRILL, JAMES LEWIS. *What Constitutes an Adequate Public Relations Program for a State University? In National Association of State Universities, Proceedings, 1955, p. 114-129*. (Author: President, University of Minnesota.)

"We believe on our campus intelligently organized public relations are indispensable to a public understanding, and thereby public support, of our purposes and of our vast and diverse program of teaching, research, and public service. We budget \$65,000 annually, plus many special allotments to our Department of Public Relations." Discusses many elements of the Minnesota program.

2627. NELSON, ROBERT E. Development Directors—A New Breed of Pseudo-Academic Soul. *Coll. & Univ. Bus.*, 26: 28-30, May 1959. (Author: Assistant to the Chancellor for Development, University of Kansas City, Missouri.)

States their characteristics and duties and suggests their organization on a regional or national basis.

2628. O'BYRNE, ELEANOR M. Good Teaching and Public Relations. *Assoc. Amer. Coll. Bull.*, 36: 37-43, March 1950. (Author: President, Manhattan College of the Sacred Heart, New York.)

Claims that good college teaching makes for more effective public relations, giving many specific examples from history.

2629. PAINE, H. RUSSELL. *Public Opinion Concerning the Junior College in California*. Los Angeles: University of Southern California, 1953. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1953, p. 296-299.

Unpublished doctoral dissertation (Ed. D.). Based on 3,140 questionnaire responses from junior college students, high school seniors, and parents in seven junior colleges—large, medium, and small, in all parts of the State. Nearly 90 percent of the parents believed junior colleges were worth while.

2630. ———. Planned Community Relations. *Jun. Coll. Jour.*, 29: 388-391, March 1959. (Author: Head, Department of Journalism, East Los Angeles Junior College, California.)

"A sound community relations program should be a continuous process and not merely a selling device to put across a junior college bond issue. This philosophy prompted the establishment of a permanent Community Relations Committee among the seven junior colleges in Los Angeles." Describes the work and plans of the Committee and states 15 "fruitful ideas considered by this committee that could well apply elsewhere."

2631. PETTITT, GEORGE A. The Evaluation of Public Relations Programs. *Pride*, 2: 9-11, March 1958. (Author: Assistant to the President, University of Chicago.)

"The real measure of the success of a public relations program . . . [is] to be found not in statistics or what we do to inspire public relations, but what results are achieved."

2632. PORTER, HAROLD T. The Public Relations Aspect of Purchasing. *Coll. & Univ. Bus.*, 8: 24-26, March 1950. (Author: Purchasing Agent, Tulane University of Louisiana.)

Shows various ways in which a purchasing agent may contribute much toward better public relations for his institution.

2633. RECK, WALDO EMERSON. *Public Relations for Colleges and Universities*. New York: Harper & Bros., 1946. xiv, 286 p. (Author: Director of Public Relations, Colgate University, New York.)

A volume endorsed by Association of American Colleges, American College Public Relations Association, and American Council on Public Relations. "This is not a publicity book. . . . This book is concerned with public relations. As such it seeks to clarify the relationships between publicity and public relations, now confusing to many educators, and to emphasize the steps and the means, the policies and the people, through which good public relations can be achieved." Contains 24 chapters dealing with all major aspects of college public relations.

2634. ———, ed. *College Publicity Manual*. New York: Harper & Bros., 1948. x, 246 p. (Author: See No. 2633.)

A volume planned by committee of five members of American College Public Relations Association, with contributions by 18 authors. In 21 chapters, covers all major aspects of college publicity.

2635. Report on Foundations. *Higher Educ.*, 9: 189-191, April 15, 1953.

Extracts from report of the Select Committee of Congress to Investigate Foundations and Other Organizations, Jan. 1, 1953. Expresses judgments on extent to which major foundations have used funds for support of subversive interests.

2636. ROWLAND, ALBERT WESTLEY. *A Study of Three Selected Factors in the Public Relations Programs of Colleges and Universities in the United States*. East Lansing: Michigan State University, 1955. 198 p. Abstract in *Diss. Abstracts*, 17: 1712, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). The three factors: (1) philosophy and objectives of educational public relations, (2) evaluation of the public relations programs, (3) the most important public relations problems facing colleges and universities. Based on questionnaire responses from chief public relations officers in 273 institutions in 48 states. Conclusion: "This study indi-

rates that the meaning, place, and nature of public relations are not firmly established in institutional policy; mechanics of the trade demand a majority of the time of public relations practitioners; and that the student seems to be forgotten in most public relations programs."

2637. SCARLETT, MELVIN B. Who Is Responsible for College Public Relations? *Coll. Pub. Rel. Quart.*, 7: 31-33, April 1956. (Author: Director of Public Relations, Northwestern State College, Oklahoma.)

Reports tendency for college public relations men to be made institutional vice presidents and states four reasons favorable to the plan.

2638. SCHOENFELD, CLARENCE A. *The University and Its Publics: Approaches to a Public Relations Program for Colleges and Universities*. New York: Harper & Bros., 1954. 284 p. (Author: Chairman, Extension Department of Journalism, University of Wisconsin.)

"This is a book about the human realities which condition university public relations. It is about the communication and interpretation of ideas and information to all the various specific groups or publics which comprise an academic institution; and about the communication and interpretation of information, ideas, and opinions from those publics to those guiding the institution, in an effort to bring the two into harmonious and fruitful adjustment." Contains 18 chapters including ones on students, professors, the alumni, and the trustees. Review by P. G. Bulger, *Teach. Coll. Record*, 57: 56, Oct. 1955.

2639. SPENCER, WILLIAM A. Publicity Mailing Lists. *Pride*, 2: 15-16, Nov. 1958. (Author: Director, Office of Information Services, New York University.)

"Media mailing lists are essential tools of the publicity trade. Good lists are hard to build." Reports methods used at New York University, Pennsylvania State University, University of Illinois, University of Colorado, Johns Hopkins University, Wittenberg College, University of Michigan, Marquette University, and Oberlin College.

2640. TAYLOR, BERNARD P. Public Relations in Fund Raising. *Pride*, 1: 12-13, Jan. 1957. (Author: Executive Secretary, Penn State Foundation of Pennsylvania State University.)

Says that we must remember that the trained practitioners in the social sciences

"have given us tools and not formulae; that we are still dealing with people—imponderables, unpredictable, and, most important to public relations in fund raising, individualists."

2641. WEEKS, ILA DELBERT. The Layman and Higher Education. *ScA. & Soc.*, 81: 67-69, March 5, 1955. (Author: President, University of South Dakota.)

Discusses attitude of the layman toward purpose and value of college education, married students, academic freedom, the professor, and college catalogs. "Colleges and universities need to plan an organized program of public relations designed to acquaint the people with the purposes of higher education, the crucial problems confronting this area of education, and possible solutions to these problems."

2642. WILLARD, DONALD C. A Statistical Manual Helps in Graphic Presentation. In Eastern Association of College and University Business Officers, *Proceedings*, 1951, p. 43-49. (Author: Comptroller, Mount Holyoke College, Massachusetts.)

Shows values in graphic presentation of basic college statistics. Illustrates by figure showing five types of useful presentation of statistics of Mount Holyoke College.

2643. YOUNGBLOOD, ELIZABETH. Public Relations and the Junior College. *Jun. Coll. Jour.*, 22: 90-94, Oct. 1951. (Author: Staff Writer, *Texas Outlook*.)

"Nothing comprehensive has been written in regard to public relations or publicity and the junior college." Gives a list of 22 possible types of activity for a junior college publicity director.

See also Nos. 171, 185, 228, 248, 266, 272, 273, 276, 280, 281, 297, 325, 417, 471, 659, 729, 746, 751, 756, 769, 798, 802, 803, 815, 824, 828, 835, 836, 879, 1424, 1597, 1601, 1637, 1810, 1913, 1918, 2045, 2214, 2355, 2394, 2398, 2408, 2415, 2490, 2664, 2668, 2682, 2686, 2699, 2700.

2. ALUMNI RELATIONS

For other references see *American Alumni Council News* and alumni publications of various colleges and universities.

2644. AMERICAN ALUMNI COUNCIL. *1954 Yearbook*. Washington: The Council, 1954. 226 p.

Report of the 39th General Conference, Edgewater Park, Miss., July 11-15, 1954, and articles reprinted from 1954 issues of *American Alumni Council News*. Material, mostly short contributions, is grouped under following headings: The Alumni Office, Fund Raising, The Alumni Publication, Big Ideas. Covers every phase of alumni work.

2645. ———. *1955 Yearbook: The "How To" of Educational Fund Raising*. Washington: The Council, 1955. 270 p. + 190 p.

Report of the 40th General Conference, Bretton Woods, N.H., June 26-30, 1955. First part similar in content to *1954 Yearbook* (No. 2444). Section on Fund Raising, edited by Ernest T. Stewart, Jr., separately pagged, constitutes 'The How To' of Educational Fund Raising."

2646. ———. *1956 Yearbook*. Washington: The Council, 1956. 228 p.

Report of the 41st General Conference at French Lick, Ind., June 24-28, 1956. Similar in content to *1954 Yearbook* (No. 2644.)

2647. ———. *1957 Yearbook*. Washington: The Council, 1957. 188 p. + unpagged 35-page supplement.

Report of the 42nd General Conference at Pasadena, Calif., June 30-July 4, 1957. Supplement contains very detailed report under 38 headings, by institutions, for more than one million donors to alumni funds. Otherwise similar to *1954 Yearbook* (No. 2644.), but final volume of the series. "This, the fourth American Alumni Council *Yearbook* and the forty-second in the Council's series of annual book-size publications, is also the last. . . . In future years, bound volumes of the *American Alumni Council News* will replace the old *Conference Reports* and the more recent *Yearbooks*, as the permanent printed repository for the Council's lore."

2648. ARMSTRONG, JAMES E. If These Suggestions Are Carried Out, Alumni Support Can Be Substantial. *Coll. & Univ. Bus.*, 17: 25-27, July 1954. (Author: Executive Secretary, Notre Dame Alumni Association, Indiana.)

States various important motives for alumni gifts. Shows that since the student has paid only 68 percent of his educational costs, perhaps he should feel an obligation to repay a 32 percent subsidy to his alma mater.

2649. DEUTSCH, MONROE E. Frank Words to Alumni. *Sch. & Soc.*, 82:

40-41, Aug. 6, 1955. (Author: Vice President and Provost Emeritus, University of California.)

"My fundamental thesis . . . is that alumni should constantly think of the well-being of the college." Discusses their relation to athletics, finances, community understanding, and other features.

2650. DIEKHOFF, JOHN SIMON. The Alumni University: A Wider Definition of Adult Education. *Jour. Higher Educ.*, 28: 353-360, 407, Oct. 1957. (Author: Dean, Cleveland College, Western Reserve University.)

Discusses the educational responsibility of a college to its graduates of several years standing. "I confidently expect alumni associations the country over to insist that their alma maters treat their members as adults, credit them with intellectual interests, recognize their learning readiness, afford them opportunities to poke their minds into renewed activity, to keep up to date in their specialized knowledge, to restore their culture to the level of their twentieth year, and to revive the social conscience with which they voted in their first elections." For comments by Myron Brender, see *Jour. Higher Educ.*, 30: 56-57, Jan. 1959.

2651. ———. The Alumnus and His Alma Mater. *Assoc. Amer. Coll. Bull.*, 43: 557-562, Dec. 1957. (Author: See No. 2650.)

"I think I have not been unfair in accusing universities and colleges of neglecting the intellectual welfare of their graduates. Typically, I think they do neglect it. . . . The alumni association is preeminently the right agency to undertake the education of the university faculty and administration in this area. . . . It will not be the first time that offsprings have recalled their parents to their duty."

2652. FULLEN, JOHN B. Features of an Ideal Alumni Program. In *National Association of State Universities, Proceedings*, 1953, p. 33-52. (Author: Alumni Secretary, Ohio State University.)

"As far as I can count, there are four principal ways in which to put the alumni to work. They are (1) to interpret the institution, (2) to steer in new students, (3) to clear in advice, and (4) to raise money." Discusses each in detail.

2653. HICKERSON, LOREN. Alumni and the Future of State Institutions. In *National Association of State Universities*,

Proceedings, 1953, p. 53-61. (Author: Alumni Secretary, State University of Iowa.)

"Of the total of some 58,000 individuals who have received degrees in the last 95 years [from State University of Iowa] more than 80 percent are still living. . . . In the face of such a fact, it is understandable why the alumni secretary of a State institution of learning takes the long view of his business. The majority of present graduates . . . will be around for some time to come." Discusses implications for institutional progress.

2654. STEWART, ERNEST T., JR. The Profession of Alumni Work. In *National Association of State Universities, Proceedings*, 1953, p. 62-75. (Author: Executive Secretary, American Alumni Council.)

Summarizes the 40-year history of organized alumni secretaries. Outlines the present membership of 598 institutions with specialized interests in general alumni activity, financial programs, and alumni publications, and the many activities and interests of the organization. Stresses especially possibility of alumni funds for State institutions.

2655. ———. Alumni—Your Former Students. *AAUP Bull.*, 40: 253-268, Summer 1952. (Author: See No. 2654.)

Address at annual meeting of American Association of University Professors. Explains development of American Alumni Council since its organization in 1918, representing alumni officers, editors, and fund raisers in 687 institutions. Closes with quotation from Father C. Steiner, University of Detroit: "If our alumni are liabilities, then God help us. For what else do we who are in education have to show for our time."

2656. WILKINSON, RACHEL ELIZABETH DIGGS. *The Determination of Goals for Alumni Relations in the Colleges for Negroes in North Carolina*. New York: New York University, 1952. 235 p. Abstract in *Diss. Abstracts*, 13: 66-67, No. 1, 1953. See also No. 2657.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 615 recent graduates, 236 faculty members, and 11 presidents of the 11 Negro colleges in the State. Studies 18 goals of effective alumni relations and recommends five of them, with suggestions for their implementation, including a competent alumni secretary; publicity placement and follow-up programs; alumni representation on college committees; and constant research and evaluation of college and alumni programs.

2657. ———. Goals for Alumni Relations. *Jour. Negro Educ.*, 23: 133-138, Spring 1954. (Author: Lecturer in Education, Hunter College, New York.)

Based on author's doctoral dissertation, No. 2656. States 18 goals for alumni relations as determined by "a jury of noted experts," and uses them in an appraisal of the alumni relations of 11 4-year accredited colleges for Negroes in North Carolina.

See also Nos. 142, 185, 198, 202, 228, 256, 258, 266, 273, 280, 740, 783, 812, 824, 835, 836, 954, 992, 1157, 1783, 1822, 1841, 1845, 2018, 2164, 2417, 2423, 2424, 2464, 2467, 2619, 2623, 2638, 2681, 2684, 2692, 2696, 2699, 2708.

3. PUBLICATIONS

2658. BING, ROLAND. The Role of the College Press: Student Newspapers. *Jour. Higher Educ.*, 26: 382-385, 400, Oct. 1955. (Author: Instructor in Journalism, Victoria College, Texas.)

Discusses two classes of student newspapers, their functions and their shortcomings. Makes five concrete proposals "which might help bring order out of chaos and restore a measure of responsibility to the college newspaper."

2659. BOECK, AL, JR. Medical College Catalogs Need Modernizing. *Jour. Med. Educ.*, 30: 221-223, April 1955. (Author: Director of Public Relations, State University of New York Upstate Medical Center, Syracuse.)

"Organization is the key to serviceability in a catalogue. It seems logical to put the material in demand where it can be found easily and to have the copy arranged in some sort of progressive order. . . . It is inescapable that most medical colleges today are not effecting the maximum benefits from their catalogues." Most of the criticisms and recommendations apply as well to catalogs of general universities and colleges as to those of medical schools.

2660. BOWLING, WILLIAM GLASGOW. An Appraisal of College and University Publications Used for Promotional Purposes. *Coll. & Univ.*, 29: 69-80, Oct. 1953. (Author: Dean of Admissions, Washington University, Missouri.)

Based on questionnaire responses from 77 secondary schools. "It is my purpose here

to discuss the results of this questionnaire insofar as the answers pertain to catalogs, bulletins of general information, college year-books or annuals, informative leaflets or folders, and scholarship posters and brochures. I shall also consider the basic principles which underlie certain of these publications."

2661. — In Praise of College and University Catalogues: Old Style. *Sch. & Soc.*, 79: 104-106, April 3, 1954. (Author: See No. 2660.)

Criticizes the tendency in many modern catalogs with evidences of "the efforts of the commercial artist, expensive paper and printing, and the persuasive language of the professional writer." Asserts that "it must always be remembered that the catalogue is a publication intended for many purposes and directed toward a variety audience. It is not primarily a document of greatest interest and value to prospective students and their parents."

2662. — The Role of an Admissions Officer in the Preparation of Promotional Publications. *Coll. & Univ.*, 30: 146-150, Jan. 1955. (Author: See No. 2660.)

"The plan which I have just described is much the harder of the two general methods of preparing a promotional publication, but it is the one that is vastly the more rewarding."

2663. — Cantaloupes and College Catalogs and Minimum Essentials. *Coll. & Univ.*, 31: 197-206, Winter 1956. (Author: See No. 2660.)

"Like the cantaloupe before it, the college catalog is nowadays also the subject of experiment, undertaken in the hope of improving the product. . . . There are other similarities and differences between the cantaloupe and the college catalog." Discusses several of them. Suggests 24 headings, with brief notes on contents under them, as minimum essentials for the well-planned college catalog.

2664. CAIN, J. HARVEY. YOUR Financial Report Should Inspire Confidence. *Coll. & Univ. Bus.*, 23: 35-57, July 1957. (Author: Consultant on College Finance, Washington, D.C.)

"Corporate gifts to college have doubled in three years. If such gifts are to continue on the increase, as most college presidents hope, colleges must be prepared to explain to businessmen in terms they understand how efficiently college money is being spent."

2665. CARTER, CORNELIA. Survey of Handbooks in Small Colleges and Uni-

versities. *Jun. Coll. Jour.*, 23: 508-509, May 1952. (Author: Dean, Vincennes University, Indiana.)

An analysis of 70 campus handbooks—their makeup, contents, and other features.

2666. *Catalogs Are for Students Too*. Athens, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1958. 36 p.

Practical handbook, prepared by the Association's Committee on Catalogs. See No. 2671.

2667. CHURCH, DAVID M. Fund Raising Principles Applied to Printed Publications. *Pride*, 1: 18-19, Jan. 1957. (Author: Executive Director, American Association of Fund Raising Counsel, Inc.)

Gives practical suggestions on most effective "10 or 12 pieces of printed literature" needed for the usual fund raising campaign.

2668. College Catalogs and Promotional Materials. *Coll. & Univ.*, 30: 458-463, July 1955.

Report of panel discussion, including brief papers as follows: "Who Should Edit College Promotional Materials?" by William F. Adams, University of Alabama; "How Can One Evaluate the Effectiveness of Promotional Materials?" by Floyd W. Hoover, University of Nebraska; "Are College Catalogs Like Cantaloupes?" by William G. Bowling, Washington University, Missouri; and "Critique of Current Catalog Practice," by Thomas A. Garrett, St. Michael's College, Vermont.

2669. DAVIS, WAYNE. The College Catalog Talks Back. *Assoc. Amer. Coll. Bull.*, 40: 255-257, May 1954. (Author: Public Relations Consultant, Boston, Mass.)

"I am the college catalog. I have come in for quite a lot of criticism lately, and while none of us are above improvement, much of the criticism I believe is unfounded and I'll tell you why."

2670. GIBSON, BEN W., JR. United We Stand, Divided We Fall. *Coll. & Univ.*, 34: 283-290, Spring 1959. (Author: Liaison Officer between colleges and universities and Board of Education, Atlanta, Georgia.)

Discusses some of the shortcomings in college catalogs, especially in failing to give adequate and intelligible information regarding admission procedures.

2671. HOOVER, FLOYD W. An Editorial Policy for College Catalogues. *Pride*, 2: 11-13, May 1958. (Author: Registrar, University of Nebraska.)

An analysis of 20 catalogs of major universities for ease of reading. "The American Association of Collegiate Registrars and Admissions Officers has selected Dr. Hoover's article to appear as Chapter II of its forthcoming monograph, *Catalogues Are for Students Too*." (See No. 2666.)

2672. INCE, GEORGE W. House Magazine Serves a Real Purpose on the Campus. *Coll. & Univ. Bus.*, 9: 40-41, Sept. 1950. (Author: Former Director of Public Relations, Alfred University, New York.)

"No matter how far abroad your public relations may extend, it can be no stronger than the relation you enjoy with faculty and staff members. The house magazine, long used by industry, is finally going to work for colleges to build employee *esprit de corps*."

2673. KESSLER, MORRIS S. Financial Reports Should Be Easy to Read and to Grasp. *Coll. & Univ. Bus.*, 16: 32-33, March 1954. (Author: Supervising Accountant, University of Illinois.)

States that 8 years of experience will go into the preparation of the next "popular report" to be issued by University of Illinois. Estimates that it "can be published for from 20 to 25 cents a copy in quantities of 10,000 or more. We feel that this is a good investment."

2674. LOMBARDI, JOHN. Bulletins of Information. *Jun. Coll. Jour.*, 24: 132-134, Nov. 1953. (Author: Dean of Instruction, Los Angeles City College, California.)

Describes method of construction, criteria, contents, and usefulness of *Faculty Handbook*.

2675. LOUGHRAN, VERNON. Savings Through Biennial Issue of the College Catalog. *Coll. & Univ. Bus.*, 9: 24-25, Sept. 1950. (Author: Bulletin Editor, University of Colorado.)

Reports that five of 41 State universities stated they had adopted biennial issuing of their college catalogs—Arizona, Minnesota, Nebraska, Texas, and Wisconsin. Discusses economies and other factors involved in the change.

2676. Please Send Me a Copy of Your Current Catalog. *Peabody Jour. Educ.*, 32: 1-2, July 1954.

Compares Harvard College catalog of 1830 with modern college catalogs. "Here is perhaps the greatest compounding of classical fact ever achieved on this continent, but leaving perhaps a numb void in the mind of any bright young high school graduate looking for a college with high standing."

2677. RULKOETTER, AUBREY. Development of the College Catalog at Harvard College. *Higher Educ.*, 7: 22-23, Sept. 15, 1950. (Author: Dean, Emmanuel Missionary College, Michigan.)

Traces development of the catalog from 1798 to 1847, with antecedents back to 1648.

2678. SAVAGE, WILLIAM W. Higher Education's Recruitment Bulletins. *Jour. Higher Educ.*, 25: 269-272, May 1954. (Author: Assistant Director, Midwest Administration Center, University of Chicago.)

Suggests several criteria for development and evaluation of most effective bulletins for attracting desired types of new students.

2679. SCHNEERER, WILLIAM. Designing and Writing the College Catalog. *Coll. & Univ. Bus.*, 25: 19-21, Aug. 1958. (Author: Director of Publications, Case Institute of Technology, Ohio.)

Describes in detail process of planning, writing, and publishing an entirely new catalog for Case Institute of Technology.

2680. SCHRAMM, HENRY W. College Catalogs ARE Hard to Read. *Coll. Pub. Rel. Quart.*, 6: 23-24, July 1955. (Author: Publications Editor, College of Forestry, State University of New York.)

Reports experience in attempting to read and evaluate 30 college catalogs. Most of them were too difficult to understand, except for college graduates.

2681. SHOCKLEY, MARTIN STAPLES. The Sheepskin Myth. *Jour. Higher Educ.*, 25: 481-487, Dec. 1954. (Author: Professor of English, North Texas State College.)

An analysis of the contents of the alumni magazines of 20 institutions, whose names are given. "If you would witness an even lower representation of higher education than you thought possible, even in your role of campus cynic, I suggest that you read alumni magazines."

See also Nos. 26, 228, 284, 871, 879, 969, 1573, 1888, 1929, 2185, 2586, 2607, 2641, 2644.

4. FINANCIAL CAMPAIGNS

2682. BUGSTAHLER, HERBERT JOHN. *How to Raise Funds for Schools and Colleges*. Nashville, Tenn.: Board of Education, Methodist Church, 1950. 105 p.

In 14 chapters, outlines techniques that have been successful. Includes chapters on campaign procedures, public relations, support from sponsoring church, and corporation finances.

2683. BUTLER, RAYMOND S. and CLARK, DON. The Indiana Conference of Higher Education. *State Gmt.*, 30: 121-124, 136, June 1957. (Authors: (1) Assistant to the Dean, School of Education; (2) Vice President and Treasurer; both of Indiana University.)

Reviews financial accomplishments of 30 Indiana institutions, both public and private, in 10 years of the conference's existence. Preceded by commendatory statements from Thomas E. Jones, President, Earlham College, and President of the Indiana Conference on Higher Education; and by Herman B. Wells, President, Indiana University.

2684. CHURCH, DAVID M. *Fund Raising: Here Are the ABC's From a Professional*. *Coll. Pub. Rel. Quart.*, 5: 30-34, April 1954. (Author: Vice President, John Price Jones, Inc., New York.)

Discusses "four of the present principal types of fund raising"—alumni annual giving, the special campaign, the low-pressure development programs, and a bequest program.

2685. DAVIS, PAUL H. *Easy Ways of Fund Raising for Independent Colleges and Universities*. *Assoc. Amer. Coll. Bull.*, 37: 515-522, Dec. 1951. (Author: Former Vice President in Charge of Development, Columbia University.)

Discussion of a variety of methods. "My main and concluding point is that in fund raising for colleges and universities we should not copy the methods of the Red Cross and other great relief agencies but should select methods which for us are easier methods and are more in harmony with our institutions, with our objectives, and with our ideals."

2686. ———. *Recommended Reading on Financing Gift-Supported Colleges and Universities*. *Assoc. Amer. Coll. Bull.*, 42: 514-516, Dec. 1956. (Author: Consultant in Institutional Finance and Public Relations, Los Angeles, Calif.)

"The list of books I recommend surprises many people. Some are old; some are new—but here it is. Section I is on fund-raising techniques and public relations; Section II on management; Section III on the philosophy of fund raising and development." Lists 14 titles with comments on most of them. Concerning Gilbert Highet's *Art of Teaching* (No. 2321) says: "A masterpiece—beautifully written, clear, concise, and effective. If a college administrator can find time to read only one of the list, for 'know-how' of the continuous fund-raising and development programs, then this book of Highet's is my selection."

2687. DUKE, ELLEN. *Formula for Saving Colleges: Privately Supported Schools Need an Extra \$400,000,000 a Year. In Indiana They've Found a Way for Corporations to Contribute*. *Nation's Bus.*, 41: 84-89, Oct. 1953.

Describes organization, development, and increasing success of the Association of Indiana Colleges, under leadership of Frank Sparks, President, Wabash College.

2688. DULING, G. HAROLD. *Approach to Foundations*. *Assoc. Amer. Coll. Bull.*, 39: 329-336, May 1953. (Author: Assistant Secretary, Lilly Endowment, Inc.)

Gives numerous practical suggestions and list of publications to read before seeking foundation support for educational purposes.

2689. FISSINGER, WILLIAM D. *Professional Men Helped Us Set Up a Bequest Program*. *Pride*, 1: 11-12, Sept. 1957. (Author: Director of Public Relations, St. Louis University, Missouri.)

Describes work of St. Louis University's recently organized Bequest and Gift Council resulting already in \$1,000,000 in bequests. "The only regret the University has about the bequest program is that it didn't start it a long time ago."

2690. FRANTZEE, ARTHUR C. *Bequests Campaign: A Unique Idea*. *Pride*, 1: 12-14, Feb. 1957. (Author: Director of University Development, Rutgers University, New Jersey.)

Description of plan in operation at Rutgers University by which "more than 25,000 lay

people throughout the nation will receive constant reminders of the bequest opportunities at Rutgers."

2691. HANSON, ABEL A. Essentials of a Bequest Program. *Pride*, 2: 10-12, April 1958. (Author: General Secretary, Teachers College, Columbia University.)

"I am impressed by the number of fallacies and false assumptions which seem to persist in college bequest programs." States and discusses seven such fallacies.

2692. HAWTHORNE, EDWARD L. *Fund-Raising for the Small College*. New York: Bureau of Publications, Teachers College, Columbia University, 1950. x, 251 p.

Doctoral dissertation (Ed. D.) at Columbia University. Based chiefly on study of available published data for 50 colleges usually of 500 to 1,500 students each. Studies potential sources of benefactions, role of the president and alumni, and outlines practical programs for guidance of the administration of the small college. Appendix contains six case studies of college fund raising. Bibliography, 57 titles.

2693. KNOPP, HERBERT W., SR. Seven Deadly Sins of Omission. *Lib. Educ.*, 45: 306-311, May 1959. (Author: Consultant in Institutional Finance and Public Relations.)

States and discusses seven sins of omission often found among college fund raisers.

2694. LANGELEER, GEORGE HARRIS. *Financial Development Programs in Institutions of Higher Education: With Special Reference to Selected Colleges*. Ann Arbor: University of Michigan, 1959. 218 p. Abstract in *Diss. Abstracts*, 10: 3190-3191, June 1959.

Unpublished doctoral dissertation (Ph. D.). "The purpose of the study is to explore the field of financial development in medium-sized, private, liberal arts, coeducational colleges with special reference to the factors which have led to the increasing need for attention in this field of administration." Based on study of a group of colleges in Illinois, Indiana, Michigan, and Ohio. Author had personal interviews with presidents and development officers of these institutions. Conclusion: "The presidents of most of these institutions do not seem to be prepared to offer much leadership and guidance in establishing a sound development program."

2695. LONG, HENRY J. Some Tips on Financing Private Colleges. *Coll. & Univ. Bus.*, 11: 30-31, Oct. 1951. (Au-

thor: President, Greenville College, Illinois.)

Reports what he learned from 350 interviews with reference to college fund-raising techniques, including alumni clubs, life insurance plans, booster banquets, and united college appeals.

2696. MARTS, ARNAUD C. Trends in Giving and Fund-Raising for Colleges and Universities. *Assoc. Amer. Coll. Bull.*, 36: 361-373, Oct. 1950. (Author: President, Marts & Lundy, Inc., New York City.)

"Trends in giving are upward and climbing still higher." Gives income tax data and quotes numerous erroneous and pessimistic prophecies of previous two decades. Gives several examples of new wealth created by college-trained men, and makes suggestions for more effective fund-raising campaigns.

2697. MORRIS, JOE ALEX. The Small Colleges Fight for Their Lives. *Sat. Eve. Post*, 226: 42-43, 107-114, May 15, 1954.

Describes organization and methods of the Associated Colleges of Indiana which in one year secured \$356,000 from 180 business corporations for benefit of the 12 member colleges. Describes methods used by similar groups in Michigan and Ohio.

2698. PARKER, CARL F. Alphabet for Fund Raisers. *Coll. & Univ. Bus.*, 24: 23-25, May 1958. (Author: Finance Examiner, Texas Commission on Higher Education.)

"This is a restatement of certain obvious but fundamental principles for fund raising for small privately supported colleges and universities. . . . I have resorted to the use of a mnemonic device of the ABC's from A to H inclusive."

2699. POLLARD, JOHN A. *Fund-Raising for Higher Education*. New York: Harper & Bros., 1958. xix, 255 p. (Author: Vice President, Council for Financial Aid to Education.)

This book "is designed to aid colleges and universities in their constituency relations. It endeavors to identify the various constituencies of United States colleges and universities and to set forth ways and means used to cultivate them. It represents educational fund raising as, in fact, it is: a regular and continuing administrative function, best managed through a development program, or 'continuous campaign.'" States 20 principles of fund raising and illustrates them fully in 15 chapters dealing with public relations, alumni

funds, estate planning, foundation grants, business cooperation, and tax benefits to donors. Reviews by R. L. Bittern. *Coll. & Univ.*, 34: 337-338, Spring 1959; and by A. A. Hanson, *Tesch. Coll. Record*, 60: 236-237, Jan. 1959.

2700. PRAY, FRANCIS C. Nine Steps Toward Understanding and Support. *Pride*, 3: 5-8, June 1959. (Author: Vice President for College Relations, Council for Financial Aid to Education, Inc.)

"I have been asked to sketch, as well as I can, the first steps in the strategy to build public understanding and support of the program of higher education, and to win public commitment to its eternal success. These are the steps which too many presidents and fund raisers attempt to hurdle at a bound in their anxiety to get at the business of fund raising."

2701. QUAY, JAMES KING. The Romance and the Technique of Raising Money. *Coll. & Univ. Bus.*, 13: 19-21, Oct. 1952. (Author: Vice President, Princeton Theological Seminary, New Jersey.)

"Raising money is very much like fishing, and it can be just as exciting and interesting."

2702. SCHELLENGER, HAROLD K. The How and Why of the Ohio Federation of Independent Colleges. *Coll. & Univ. Bus.*, 13: 26-27, Sept. 1952. (Author: Executive Director, Ohio Federation of Independent Colleges.)

"Twenty-two Ohio colleges not supported by taxes have been applying the community chest approach to fund raising since Nov. 14, 1951—with encouraging success!" Reports methods and results.

2703. Special Development Issue. *Pride*, 2: 5-25, Oct. 1958.

Contains 10 articles by different authors on various aspects of development campaigns for different types of higher educational institutions.

2704. *Stimulating Voluntary Giving to Higher Education and Other Programs*. Washington: Surveys and Research Corporation, 1958. 177 p.

Covers four major topics: (1) The Need to Increase Philanthropic Giving in the Coming Decade (for higher education, health, and welfare); (2) Volume of Philanthropic Giving Under Present Tax Laws; (3) Proposals for Revision of the Tax Laws to Stimulate More Giving; (4) Other Approaches to the

Problem of Increasing the Income of Institutions and Agencies Receiving Philanthropic Support.

2705. TAYLOR, BERNARD. Are Donors Properly Cultivated? *Coll. & Univ. Bus.*, 8: 22-23, April, 1950. (Author: Vice President, Westminster College, Missouri.)

"The college dollars spent annually on the cultivation of prospective donors would build a large size college and endow it. . . . It is no wonder that college and university business officials want to know more about the processes involved in fund raising."

2706. TRENT, WILLIAM J., JR. Co-operative Fund Raising in Higher Education. *Jour. Negro Educ.*, 24: 6-15, Winter 1955. (Author: Executive Director, United Negro College Fund.)

Summarizes accomplishments and methods of the United Negro College Fund since its organization in 1944. Gifts secured increased from \$765,000 in 1944 to \$1,441,000 in 1953. Membership consists of 31 privately controlled institutions. The fund has begun "a new chapter in the history of American education. It was the first group to attempt such a fund raising venture."

2707. TRIBBLE, HAROLD W. Denominational Support for Church-Related Colleges. In Southern University Conference, *Proceedings*, 1954, p. 53-57. (Author: President, Wake Forest College, North Carolina.)

Makes three statements of general principles followed by personal experience in organization of financial campaign for Wake Forest College.

2708. VOSE, PRESCOTT, H. Report of a Survey of Money Raising Tactics in 26 Smaller Land-Grant Institutions. *Coll. & Univ. Bus.*, 17: 33-35, July 1954. (Author: Controller, University of Maine.)

"The study was made to determine what policies are now in effect with reference to private endowments and revenue from the State in Land-Grant and State Universities similar to the University of Maine." Discusses enabling legislation, trust funds for annuitants, fund raising personnel, State tax revenues, corporate foundation affiliates, and alumni funds.

See also Nos. 30, 142, 228, 824, 833, 2214, 2321, 2447, 2452, 2455, 2459, 2470, 2476, 2482, 2484, 2486, 2586, 2602, 2619, 2640, 2644, 2645, 2646, 2647, 2648, 2652, 2655, 2667.

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