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STUDENT FINANCIAL AID IN HIGHER EDUCATION

An Annotated Bibliography

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Foreword

THERE IS WIDESPREAD INTEREST in financial aid for college students on the part of prospective students and their parents as well as counselors and administrators in secondary schools and colleges. This interest and its own research needs warrant publication by the Office of Education of a comprehensive up-to-date bibliography on financial aid problems and issues. It is limited to published materials on scholarships, fellowships, loan funds, assistantships, and other part-time employment.

This bibliography expands and brings up-to-date U.S. Office of Education Bulletin 1957, number 7, which carried the title *Scholarships and Fellowships: A Selected Bibliography*. It should not be confused with *Financial Aid for College Students: Graduate*, and *Undergraduate*, which were directories of available aid published separately in 1957. A new edition of the undergraduate directory is in preparation and scheduled to be available in 1961.

Dr. Hollis has given general direction and guidance in the preparation of this bulletin, but the arduous task of annotating and otherwise preparing the items included in the bibliography was the work of Dr. Walter Crosby Eells, a nationally known scholar in the field of higher education, and now a part-time consultant to the Division of Higher Education.

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

III

Contents

	Number	Page
FOREWORD.....		iii
INTRODUCTION.....		1
PERIODICALS CITED.....		8
I. GENERAL AND COMPOSITE.....	1	13
II. NATIONAL DEFENSE EDUCATION ACT.....	101	28
III. COSTS.....	139	33
IV. SCHOLARSHIPS.....	180	40
V. FELLOWSHIPS.....	331	59
VI. ASSISTANTSHIPS.....	385	67
VII. LOANS.....	388	68
VIII. PART-TIME EMPLOYMENT.....	424	73
IX. FOREIGN STUDY.....	432	75
INDEX.....		79

Introduction

THE DETERMINATION of need for scholarships and other forms of financial aid is relatively undeveloped and entirely uncentralized." This striking generalization was made by the associate director of the College Entrance Examination Board at the meeting of the Board in April 1954. In the 6 years since this characterization of the field of financial aid for college students was made, the situation has changed significantly. Financial aid in the form of scholarships, fellowships, and loan funds has grown remarkably and the administration of some of these funds has been centralized in Federal, State, and nationwide voluntary agencies.

Several factors account for the marked changes since 1954. These 6 years have witnessed a remarkable increase in the number of students seeking a college education and this increase promises to continue at an accelerated rate in the years ahead. They have also seen widespread increases in tuition and other fees charged in most institutions of higher education as partial payment for the services which they render. The educational world has become aware, as never before, of the "waste of superior talent" in the form of young men and young women of outstanding ability who have been unable to finance a college education. These conditions have resulted in the development of extended programs of additional student aid in the form of scholarships, fellowships, and loan funds to enable more young people of superior ability to initiate and complete their college education.

Notable among these recent developments have been the enactment of the National Defense Education Act in 1958, providing for loans to college students in all qualified institutions of higher education in the country, and for an extensive system of fellowships to encourage graduate study; the enactment of several State student aid programs; the development of the National Merit Scholarships resulting in a nationwide testing for ability of several hundred thousand young people in their last year of high school and the award of freshman scholarships to hundreds of them; and the tenfold increase in the number of Woodrow Wilson Fellowships for graduate study in 1957, made possible by a \$25 million grant from the Ford Foundation. In addition, business, industry, and labor have all supported increased

programs of financial aid, both nationally and locally; and many local communities have added their efforts on a more modest scale.

These significant recent developments in the field of college student aid have been accompanied, of course, by a marked increase in the literature of the field, published both in professional and popular periodicals, as well as in specialized pamphlets, monographs, and a few books. When the U.S. Office of Education 4 years ago published a bibliography on scholarships and fellowships for college students (see No. 59 of the present volume) it included only 121 significant titles covering a 30-year period, and almost a quarter of these were unpublished doctor's dissertations and master's theses. By way of contrast, the present bibliography, which is by no means complete, contains 451 titles,¹ none of them unpublished theses; and 95 percent of them appeared in 1955 or later years.

DEFINITIONS

Unfortunately confusion is found in the literature and in common practice in the use of some of the terms employed to identify different form of student aid. In particular, "scholarships" has often been used loosely to cover various types of aid at both the undergraduate and graduate levels, sometimes involving substantial service on the part of the student for the aid thus granted.

In order to give greater precision to the use of some of these terms, the Office of Education has established the following definitions for the three most commonly used ones—scholarship, fellowship, and loan. These definitions are as follows:

Scholarship: Any grant whether called a scholarship, fellowship, remission of tuition and fees or something else, to an *undergraduate college student*, which enables him to further his education, for which *no return* of service or repayment is required, either while the student is in college or after he leaves college.

Fellowship: Any grant, whether called a fellowship, scholarship, remission of tuition and fees or something else, to a *graduate college student* which enables him to further his education, for which *no return* of service or repayment is required, while the student is in college or after he leaves college.

Loans: Any advance of financial credit or funds, whether called a loan, scholarship, fellowship, or something else, to an *undergraduate* or

¹ Actually there are 459 titles: eight entries were added in galley proof, nos. 69a, 90a, 93a, 101a, 117a, 127a, 165a, 175a, but it was not feasible to change the analyses of the original 451 titles made in this Introduction. Six of those thus added were published in 1960.

graduate college student, which enables him to continue his education, for which *repayment is required* after the student leaves the institution, either in the form of service or in cash.

In classifying the materials in the present bibliography, an effort has been made to hold as closely as possible to these definitions. For example, some articles dealing with scholarships have been reported in Section V—Fellowships when it was clear that they dealt chiefly or entirely with financial assistance for *graduate* students.

SELECTION OF MATERIALS

An effort has been made to include numerous publications which are of special interest to prospective college students or to their parents, many of which have appeared in some of the popular magazines of national circulation. Others will be found, however, which are chiefly of value to counselors and administrators.

A considerable number of publications, particularly local or national lists of scholarships in different fields, appear annually or biennially in order to keep them up to date. In such cases usually only the latest edition has been cited even though earlier ones have been published since 1955. Much ephemeral material, also, has been rejected.

Deliberately rejected, also, have been publications concerned particularly with financial aid for the education of veterans, which was of such significance a few years ago but which is not of much current value since the eligibility of men and women from the armed services under the GI bill and its various modifications has now, for the most part, expired. Also excluded have been the various forms of aid available primarily for foreign students who wish to study in the United States. The bibliography is primarily designed for the use of American educators and students. In the case of some exchange programs, notably the Fulbright awards, information concerning them has been included because they are available not only for foreign students but for students from the United States desiring to work in foreign countries.

CLASSIFICATION PLAN

As shown in the Contents, the 451 titles on student financial aid have been classified in nine sections. The first section, "General and Composite," includes a hundred studies and general reference works, most of which cover two or more forms of student aid which are separately classified in the specialized sections which follow. Suitable

cross references are made in these specialized sections to the appropriate composite entries found in the first section.

The numerous articles and other publications dealing with the National Defense Education Act might have been included in the first section since its most important provisions from the standpoint of student financial aid involve both loans and fellowships. On account of the number of these publications, however, and the convenience of finding them in one place rather than scattered alphabetically among the hundred entries under "General and Composite," they have been placed in a separate section, Section II: "National Defense Education Act," which logically may be considered as a subdivision of section I.

Obviously the need for financial aid and the amount of such aid needed is closely related to the costs of higher education. The costs of tuition and other fees as well as board and room and other expenses have increased markedly in the past 6 years. They vary widely in different types of institutions and in different parts of the country. Therefore Section III: "Costs," reports a number of representative publications showing recent changes and present costs of college education. A prospective student needs to have such information concerning the college or colleges of his choice before endeavoring to secure adequate financial resources to meet them.

The section on "Costs" is followed by five sections in which are grouped some 250 publications under the headings Scholarships, Fellowships, Assistantships, Loans, and Part-Time Employment. A final section reports a score of publications concerning financial aid for American students who may desire to study in foreign countries.

The number and percentage of publications under each of these headings is as follows:

<i>Section</i>	<i>Number</i>	<i>Percentage</i>
I. General and Composite.....	100	22
II. National Defense Education Act.....	38	8
III. Costs.....	41	9
IV. Scholarships.....	151	34
V. Fellowships.....	54	12
VI. Assistantships.....	3	1
VII. Loans.....	36	8
VIII. Part-Time Employment.....	8	2
IX. Foreign Study.....	20	4
	451	100

This distribution, however, may be somewhat misleading if one wishes to judge the number or proportion of entries which concern a particular topic, such as scholarships or loans, on account of the large

number of cross-references to these subjects from sections I and II. These are shown below for the seven specialized fields in the bibliography.

Category	Primary entries	Cross references	Combined primary entries and cross references	Percentage of the 451 entries
Costs.....	41	40	81	18
Scholarships.....	151	91	242	54
Fellowships.....	54	78	132	29
Assistantships.....	3	12	15	3
Loans.....	36	97	133	29
Part-Time Employment.....	8	34	42	9
Foreign Study.....	20	13	33	7

Thus it is seen that more than half of the total number of 451 entries deal with scholarships, more than a quarter with fellowships, and more than a quarter with loans—the three most significant features of the compilation. Some entries deal with three or more fields.

YEAR OF PUBLICATION

The general plan followed in compiling the bibliography was to include chiefly publications appearing in 1955 or later years. In addition, however, a few titles published in earlier years have been included because of their permanent importance or unique contributions or because they cover special aspects not treated in publications after 1955. As shown by the summary below, however, only 5 percent were published before 1955. Considerably more than half of them have appeared in the past 2½ years.

Following is a summary of the number and percentage of titles in this bibliography by year of publication:

Year	Number	Percentage
1960 (to June only).....	72	16
1959.....	104	23
1958.....	81	18
1957.....	71	16
1956.....	66	15
1955.....	33	7
	427	95
1950-54.....	21	5
1940-49.....	2	
1930-39.....	1	
	451	100

AUTHORSHIP

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

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

It has been possible to identify the authors of more than 90 percent of the publications which are the work of individuals or groups of individuals. The State in which an author's institution or organization is located is given unless its name is already included in the name of the institution or organization.

ANNOTATIONS

The most important characteristic of this bibliography, in the judgment of the compilers, and that which required the greatest amount of time and professional judgment, is the annotation which accompanies each entry. A title alone often gives little or no information concerning the nature and value of the contents. Sometimes it is positively misleading.

In the present case a serious effort has been made to give compact but significant information concerning each entry. Frequently a brief quotation has been used when it was felt that it would best represent succinctly the spirit and content of the original contribution.

These annotations are sufficient in many cases, it is hoped, to give the user the substance of the contents even if his available library resources do not permit reference to the original publication.

INDEX AND CROSS-REFERENCES

A comprehensive index is provided. This includes in a single alphabetical list the names of all authors and other individuals mentioned

in titles or annotations, names of all educational institutions mentioned, names of all other organizations and locations of their headquarters as far as feasible, and numerous topical headings. These topical headings supplement the topical organization of the bibliography and the numerous cross-references given in connection with them.

Periodicals Cited

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

AAUP Bull. American Association of University Professors Bulletin, Washington, D.C.

AAUW Jour. American Association of University Women Journal, Washington, D.C.

Agric. Educ. Mag. Agricultural Education Magazine, Danville, Ill.

ALA Bull. American Library Association Bulletin, Chicago, Ill.

America. America, New York, N.Y.

Amer. Banker. American Banker, New York, N.Y.

Amer. Fed. American Federationist, New York, N.Y.

Amer. Home. American Home, New York, N.Y.

Amer. Jour. Physics. American Journal of Physics, New York, N.Y.

Amer. Mag. American Magazine, New York, N.Y.

Amer. Psychol. American Psychologist, Washington, D.C.

Amer. Scholar. American Scholar, Washington, D.C.

Amer. Sch. Board Jour. American School Board Journal, Milwaukee, Wisc.

Annals Amer. Acad. Annals of the American Academy of Political and Social Science, Philadelphia, Pa.

Assoc. Amer. Coll. Bull. Association of American Colleges Bulletin, Washington, D.C. (Changed to Liberal Education after 1958.)

Bal. Sheet. Balance Sheet, Cincinnati, Ohio.

Best Art. & Stor. Best Articles and Stories, Bloomington, Ind.

Bus. Educ. World. Business Education World, New York, N.Y.

Bus. Week. Business Week, New York, N.Y.

Calif. Jour. Sec. Educ. California Journal of Secondary Education, Berkeley, Calif.

Cath. Educ. Review. Catholic Educational Review, Washington, D.C.

- Cath. Sch. Jour.* Catholic School Journal, Milwaukee, Wisc.
- Challenge.* Challenge, New York, N.Y.
- Chang. Times.* Changing Times, The Kiplinger Magazine, Washington, D.C.
- Christ. Cent.* Christian Century, Chicago, Ill.
- Clear. House.* Clearing House, New York, N.Y.
- Col. Univ. Forum.* Columbia University Forum, New York, N.Y.
- Coll. & Univ.* College and University, Allentown, Pa.
- Coll. & Univ. Bull.* College and University Bulletin, Washington, D.C.
- Coll. & Univ. Bus.* College and University Business, Chicago, Ill.
- Coll. Board Review.* College Board Review, New York, N.Y.
- Congr. Digest.* Congressional Digest, Washington, D.C.
- Congr. Record.* Congressional Record, Washington, D.C.
- Coronet.* Coronet, New York, N.Y.
- Diss. Abstracts.* Dissertation Abstracts, Ann Arbor, Mich.
- Educ.* Education, Boston, Mass.
- Educ. Digest.* Educational Digest, Ann Arbor, Mich.
- Educ. Forum.* Educational Forum, Tiffin, Ohio.
- Educ. Leader.* Educational Leadership, Washington, D.C.
- Educ. Record.* Educational Record, Washington, D.C.
- Educ. Research Bull.* Educational Research Bulletin, Columbus, Ohio.
- Esquire.* Esquire, New York, N.Y.
- Fortune.* Fortune, New York, N.Y.
- Freeman.* Freeman, Irvington-on-Hudson, N.Y.
- Good House.* Good Housekeeping, New York, N.Y.
- Grad. Jour.* Graduate Journal, Austin, Texas.
- Harvard Educ. Review.* Harvard Educational Review, Cambridge, Mass.
- High Points.* High Points, Brooklyn, N.Y.
- High Sch. Jour.* High School Journal, Chapel Hill, N.C.
- Higher Educ.* Higher Education, Washington, D.C.
- IIE News Bull.* Institute of International Education News Bulletin, New York, N.Y.
- IUD Digest.* Industrial Union Department (AFL) Digest, Washington, D.C.
- Jour. Chem. Educ.* Journal of Chemical Education, New York, N.Y.

- Jour. Educ. Sociol.* Journal of Educational Sociology, New York, N.Y.
- Jour. Eng. Educ.* Journal of Engineering Education, Urbana, Ill.
- Jour. Exp. Educ.* Journal of Experimental Education, Madison, Wis.
- Jour. Gen. Educ.* Journal of General Education, Chicago, Ill.
- Jour. Geog.* Journal of Geography, New York, N.Y.
- Jour. Health Phys. Educ. Rec.* Journal of Health, Physical Education, and Recreation, Washington, D.C.
- Jour. Home Econ.* Journal of Home Economics, Washington, D.C.
- Lad. Home Jour.* Ladies Home Journal, Philadelphia, Pa.
- Lib. Jour.* Library Journal, New York, N.Y.
- Machinist.* The Machinist, Washington, D.C.
- Mod. Lang. Jour.* Modern Language Journal, St. Louis, Mo.
- Nat. Assoc. Sec. Sch. Prin. Bull.* National Association of Secondary School Principals Bulletin, Washington, D.C.
- NBA Jour.* National Education Association Journal, Washington, D.C.
- Nat. Cath. Educ. Assoc. Bull.* National Catholic Education Association Bulletin, Washington, D.C.
- Nat. Par.-Teach.* National Parent-Teacher, Chicago, Ill.
- Nat. Republic.* National Republic, Washington, D.C.
- Nat. Review.* National Review, Orange, Conn.
- Nation's Schools.* Nation's Schools, Chicago, Ill.
- New Leader.* New Leader, New York, N.Y.
- Newsweek.* Newsweek, New York, N.Y.
- Overview.* Overview, New York, N.Y.
- Parents Mag.* Parents Magazine, New York, N.Y.
- Pers. & Guid. Jour.* Personnel and Guidance Journal, Washington, D.C.
- Phi Delta Kappan.* Phi Delta Kappan, Bloomington, Ind.
- Pride.* Pride, Washington, D.C.
- Quart. Jour. Speech.* Quarterly Journal of Speech, Baton Rouge, La.
- Readers Digest.* Readers Digest, Pleasantville, N.Y.
- Regional Action.* Regional Action, Atlanta, Ga.
- Reporter.* The Reporter, New York, N.Y.
- Rotarian.* Rotarian, Evanston, Ill.
- Sat. Eve. Post.* Saturday Evening Post, Philadelphia, Pa.
- Sat. Review.* Saturday Review, New York, N.Y.

- Sch. & Soc.* School and Society, New York, N.Y.
- Sch. Exec.* School Executive, New York, N.Y.
- Sch. Lib.* School Libraries, Chicago, Ill.
- Sch. Life.* School Life, Washington, D.C.
- Sch. Manag.* School Management, Greenwich, Conn.
- Sch. Review.* School Review, Chicago, Ill.
- Science.* Science, Washington, D.C.
- Science Teach.* Science Teacher, Washington, D.C.
- Sen. Schol.* Senior Scholastic, New York, N.Y. (Includes, bound with each issue, Scholastic Teacher.)
- Smith Alum. Quart.* Smith Alumnae Quarterly, Northampton, Mass.
- Think.* Think, New York, N.Y.
- Today's Living.* Today's Living, New York, N.Y.
- U.S. News.* U.S. News and World Report, Washington, D.C.
- Wall St. Jour.* Wall Street Journal, New York, N.Y.
- Wash. Univ. Law Quart.* Washington University Law Quarterly, St. Louis, Mo.
- Wilson Lib. Bull.* Wilson Library Bulletin, New York, N.Y.

I. General and Composite

1. AMERICAN LIBRARY ASSOCIATION. *Fellowships, Scholarships, Grants-in-Aid, Loan Funds, and Other Assistance for Library Education*. Chicago: The Association, October 1956. 27 p.

Gives details regarding funds in three groups: (1) Funds without restrictions as to residence of candidates, (2) Funds available from library schools, and (3) Funds available only to residents of specific States or cities.

2. ANDREWS, F. EMERSON. *Corporation Giving*. New York: Russell Sage Foundation, 1952. 361 p. (Author: Director of Publications, Russell Sage Foundation.)

A general treatment of all phases of Corporation giving. Chapter XI, "Education and Research," (p. 193-219), discusses especially the importance of higher education, state 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.

3. ANGEL, JUVENAL E. *National Register of Scholarships and Fellowships*. New York: World Trade Academy Press. Vol. I. 1959. xxx,435 p. Third edition. Vol. II. 1958. viii,232 p. Second edition. (Author: Director, Modern Vocational Trends Bureau, New York.)

Vol. I contains sections on (1) National Scholarships—Private Organizations, (2) National Scholarships—Federal Agencies, (3) Geographical Scholarships, by States, and (4) General Alphabetical Index. Vol. II contains "all available facts on fellowships and grants in more than 80 separate professions. . . . The fellowships and grants have been classified according to profession and listed under the sources which can offer the

greatest amount of information concerning eligibility, value, application, deadline dates, etc." For each source the volume lists number of fellowships, their average value, average loans to students, and part-time employment possibilities.

4. Assistantship and Fellowship Opportunities. *Agric. Educ. Mag.*, 29: 237, Apr. 1957.

Gives information concerning assistantships and fellowships in eleven universities for students contemplating graduate study in agricultural education.

5. AXT, RICHARD G. *The Federal Government and Financing Higher Education*. New York: Columbia University Press, 1952. xiv,295 p.

Published for the Commission on Financing Higher Education. In three parts: I. The Issues and the Historical Background (four chapters); II. The Major Federal Programs in Higher Education (four chapters); III. Federal Aid, Scholarships, and Defense (three chapters). Review by W. P. Sears, *Educ.*, 73: 397, Feb. 1953.

6. ———. The Josephs' Report—Toward a Federal Policy in Higher Education. *Educ. Record*, 38: 291-299, Oct. 1957. (Author: Assistant Director, Western Interstate Commission for Higher Education, Colorado.)

Compares recommendations of the Zook Commission (No. 100) and Josephs' Commission (Nos. 50, 51) with reference to Federal aid for education, including Federal scholarships.

7. BARRIDGE, HOMER D., JR. *Student Financial Aid: Manual for Colleges and Universities*. Washington: American College Personnel Association, 1960. (Student Personnel Series No. 1.) iv,56 p. (Author: With U.S. Office of Education.)

Contains many practical suggestions, arranged in seven chapters: 1. Some Basic Con-

cepts. 2. Measuring Student Needs (Resources, income-tax method for parent support, student contributions). 3. Gift Scholarships. 4. Loan Assistance (Loans to freshmen, loans to women, repayment conditions and schedules). 5. Student Employment. 6. Non-Institutional and Miscellaneous Forms of Aid (Athletic scholarships, alumni relations, seven sources of outside aid). 7. Effective Administration (Policy committee, time savers, minimal records). Appendix gives 19 pages of financial aid forms. Bibliography, 24 titles.

8. BANE, FRANK, *chm.* *Physicians for a Growing America: Report of the Surgeon General's Consulting Group on Medical Education.* Washington: U.S. Department of Health, Education, and Welfare: Public Health Service, Oct. 1950. xiv, 95 p. (Author: Former Executive Director, Council of State Governments.)

Finds that "the number of physicians graduated annually by schools of medicine and osteopathy must be increased from the present 7,400 a year to some 11,000 by 1975—an increase of 3,600 graduates." Contains section, "Sources of Student Support" (p. 20-24), discussing student earnings, family support, scholarships, and loans. "Eleven percent of the unmarried students and 21 percent of those who are married have debts of \$5,000 or more by the time of graduation. . . . The newly established Federal student loan program under the National Defense Education Act of 1958 will be of only minor help in relieving the present shortage of low-cost loan funds for medical students."

9. BERKOWSKI, JOSEPH A. Shortage of Catholic College Scholarships. *America*, 91: 417-418, July 24, 1954. (Author: Registrar, University of Detroit, Mich.)

"We preach Catholic education, but do not seem to be as generous as public or endowed schools in helping our boys and girls financially to secure a Catholic education. Students wonder about this, and their parents wonder. . . . But students and parents should be patient and understanding and realize that we are not yet in a position to help all who ask our help. Tomorrow looks brighter."

10. BLAUCH, LLOYD E. Higher Education and the Federal Government. *Higher Educ.*, 13: 53-50, Dec. 1956. (Author: With U.S. Office of Education.)

Outlines some of the principal Federal programs which relate to higher education, including aid to institutions, and assistance to students.

11. ——— Federal Relationship to Higher Education. *Higher Educ.*, 15: 30-32, Oct. 1958. (Author: See No. 10.)

"A more detailed statement than this article was published in *Higher Education*, December 1956." See No. 10. Includes section on financial aid to students.

12. BORING, M. M. Will Scholarships Give U.S. Better-Trained Scientists? *U.S. News*, 44: 78-80, Jan. 24, 1958. (Author: Chairman of Advisory Board on Education, National Academy of Sciences, Washington, D.C.)

Verbatim report of an interview with Dr. Boring. States reasons for General Electric Co. changing from scholarship aid for undergraduates to full aid for graduate students. "I'd like to know why students don't borrow money instead of asking for a handout." Discusses the question: "Will industry and other groups still continue to give scholarships and fellowships if the Government goes into a big one? [scholarship program]. Will they dry up those already in existence?"

13. BOSTELMAN, GAIL, *ed.* *Financial Aid Available in the Southern Region for Training in the Mental Health Professions.* Atlanta, Ga.: Southern Regional Education Board, 1957 (?) 47 p.

"This brochure embodies an attempt to compile a list of all the grants, stipends, fellowships, and scholarships available in the region for training in the mental health professions—psychiatry, psychology, psychiatric social work, psychiatric nursing. There is also a section on such information as was available for the fields of occupational therapy and rehabilitation counseling. The data were collected in the winter of 1956-57." Covers institutions in the 16 States in the territory of the Southern Regional Education Board.

14. BROWN, CLEMENTS D. *Scholarships, Loans, and Self-Help Opportunities in West Virginia Colleges.* Charleston, W. Va.: West Virginia State Board of Vocational Education, Sept. 1960. 118 p. (Author: State Supervisor, Guidance Services.)

Gives detailed information on scholarships, loan plans, and self-help opportunities in each of 20 colleges and universities in West Virginia.

15. BULGER, PAUL G. "Financial Realities and Resources." In Esther Lloyd-Jones and Margaret B. Smith's *Student Personnel Work as Deeper Teaching*

(New York: Harper & Bros., 1954), p. 215-226. (Author: Associate Professor of Education, Teachers College, Columbia University.)

Considers need for more funds for student financial aid, costs to students, financial counselling, organization, scholarships and fellowships, loans, part-time work, and cooperative housing. Conclusion: "In a collegiate financial aid program the needs of students for financial counselling or teaching are as important and first consideration. All faculty and staff members should be sensitized to its educational potentialities and to its philosophy and policies." Bibliography, 11 titles.

16. BURCKEL, CHRISTIAN E. *ed.* *The College Blue Book*. Yonkers-on-Hudson, N.Y.: Christian E. Burckel, 1959. xxxii, 1168 p. Ninth edition.

Gives detailed data on 11,586 institutions of higher education, including their professional schools and other subdivisions, including total number of scholarships and number available to freshmen; and costs per term for tuition, fees, and board and room. Also sections on "Cooperative Education" (p. 319-332); and "Scholarships" (p. 667-701). Latter section gives data on scholarship service organizations, State and Federal financial aid to students, aid by nongovernmental agencies, international financial aids, and other related topics. Includes both scholarships and fellowships.

17. CALDWELL, JOHN T. *Proposals for Federal Aid to Higher Education*. In *National Association of State Universities, Transactions, 1956*, p. 58-63. (Author: President, University of Arkansas.)

Gives special consideration to legislation regarding Federal scholarships and fellowships.

18. California PTA Scholarships for 1958-59. *Calif. Jour. Sec. Educ.*, 33: 286, May 1958.

Announcement of plans of the California Congress of Parents and Teachers to assist young people in securing college education by loans and scholarships. Has \$187,500 available for the year in loan fund and 55 \$54 scholarships and one fellowship. Conditions for these aids stated.

19. Can You Afford To Send 'Em to College? *Chang. Times*, 11: 39-42, Mar. 1957.

Gives numerous concrete suggestions for student financing, including long-time savings,

part-time work, scholarships, and loans. "Put two, three, or six of the suggestions in this article together, and its a clench you can help get your youngster through college. . . . If he has scholastic ability and the desire to get a degree, whatever the cost and effort, going to college will be worth it."

20. CHAMBERS, MERRITT M. *Charitable Trusts for Student Aid*. *Sch. & Soc.*, 88: 31-33, Jan. 16, 1960. (Author: Visiting Professor of Education, University of Michigan.)

"In two earlier papers (1934, 1946) I have reviewed cases involving gifts for student aid. A third look at the subject will serve to illustrate further the range of choices open to the donor of trust funds, and to exemplify the ever-strengthening tendency of courts of equity to sustain the validity of such trusts against attacks by heirs of the donor or from other sources. Eight testamentary trusts are about to be discussed. Seven were contested. All were upheld."

21. COLE, CHARLES C., JR. *What Values Do Financial Aid Programs Have in Improving Quality?* In *Current Issues in Higher Education, 1959* (Washington: Association for Higher Education, 1958), p. 84-89. (Author: Associate Dean, Columbia College, Columbia University.)

General discussion of present conditions, recent trends, certain deleterious practices which should be eliminated, and four recommendations for improvements.

22. COSTAR, JAMES W. *and others.* *What a Counselor Should Know About Financial Aid for College Students*. East Lansing, Mich.: College of Education, Michigan State University, 1958. 10 p. (Guidance Series: Twelfth Annual Edition.) (Authors: Staff members, Department of Guidance and Counselor Training, Michigan State University.)

Covers scholarships, fellowships, grants in aid, loans, and part-time employment. Bibliography, 10 titles.

23. COUNCIL ON SOCIAL WORK EDUCATION. *Social Work Fellowships and Scholarships in the United States and Canada for the Academic Years 1959-60 and 1960-61*. New York: The Council, Nov. 1958.

Gives information in tabular form on (1) grants available in member schools of the

Council, (2) grants by voluntary agencies and foundations, and (3) Government grants. Revised and published biennially.

24. CRAIG, W. BRADFORD. *How To Finance a College Education*. New York: Henry Holt & Co., 1959. xiii, 79 p. (Author: Director, Bureau of Student Aid, Princeton University.)

"The purpose of this book is to point out plans which will assist families in meeting college expenses. No student of ability should be discouraged from going to college because of expense." Contains eight informative chapters: I. Planning, How, When, Where? II. College Costs. III. Employment. IV. Loans. V. Prepayment Plans. VI. Savings and Insurance. VII. Scholarships. VIII. The College Viewpoint. Bibliography, nine titles.

25. CRANDALL, ROBERT. College on the Installment Plan. *Amer. Mag.* 161: 20-21, 109-112, June 1956.

"University officials, like realtors, air lines, auto dealers, and refrigerator salesmen have at last decided to let you enjoy it now and pay for it later—out of future earnings. They've also come up with a lot of brand-new work-your-way-through and scholarship plans. It's the best news ever for hard-pressed parents and ambitious youngsters!" Reports costs per year, varying from \$850 to \$2,688 in 39 institutions grouped in five classes. Suggests seven ways "to investigate scholarships and other financial aid possibilities that may be available."

26. DANIELS, WALTER M. *Educational Opportunities for Youth*. New York: H. W. Wilson Co., 1955. 201 p. (Reference Shelf, Vol. 27, No. 3.)

Selections from many sources on both sides of college and high school debate issue for 1955-56. Section III, "Financial Aid to Students" (p. 99-124), contains selections from seven articles by Russell T. Sharpe, Charles A. Quattlebaum, Earl J. McGrath, Henry F. Pringle, Fred H. Turner, and Ralph G. Engels published from 1946 to 1955.

27. DE CICCO, ERNEST M. The Economics of College Tuition. *New Leader*, 41: 9-10, Jan. 20, 1958. (Author: Professor of Economics, Loyola University, Illinois.)

Advocates increases in tuition, but also feels many costly services promised the student should be either reduced or eliminated.

28. EISELEN, ELIZABETH. Fellowship Aid for a Geographic Education. *Jour.*

Geog., 56: 172-177, Apr. 1957. (Author. Faculty member, Wellesley College, Massachusetts.)

Gives sources of financial aid—scholarships, fellowships, and loan funds—for students specializing in geography, both graduate and undergraduate. Bibliography, seven titles.

29. FEDER, DANIEL DUNN; BISHOP, JOAN FISS; DYSINGER, WENDELL S.; and JONES, LEONA WISE. *The Administration of Student Personnel Programs in American Colleges and Universities*. Washington: American Council on Education, 1958. vii, 47 p.

Discusses functions, operation, staffing, and evaluation of different phases of college personnel programs, including financial aid.

30. FEINGOLD, S. NORMAN. *Scholarships, Fellowships, and Loans*. Vol. 1 and 2, Cambridge, Mass.: Vol. 3, Boston: Bellman Publishing Co. Vol. 1, 1949. 254 p. Vol. 2, 1951. 312 p. Vol. 3, 1955. 471 p. (Author: Executive Director, Jewish Vocational Service of Greater Boston.)

Vol. 1 gives, in a single alphabetical list by organizations, information on agency, qualifications, funds available, special fields of interest, and where to apply to "nearly 300 administering agencies which offer thousands of various types of student assistance." Vol. 2 gives similar information for 245 additional administering agencies. Vol. 3 gives such information for 365 agencies. There is some duplication of agencies but none in descriptions of student aid in the three volumes. Each volume contains three indexes, one of subject matter, one of agencies and scholarship funds, and one of fields of vocational interest. Vol. 1 has bibliography, 73 titles; Vol. 2, 214 titles; Vol. 3, 413 titles, but most of those in Vol 1 and 2 are included in bibliography of Vol. 3. Earliest title 1930.

31. *Fellowships and Scholarships Available to New York State Residents for Training in Rehabilitation: A Summary Prepared by the Committee on Rehabilitation*. Albany, N.Y.: Jan. 1949. 15 p.

Lists various funds available, with amounts and conditions for their award.

32. *Financial Assistance To Attend Virginia Colleges and Universities*. Richmond, Va.: State Board of Education, February 1960. vi, 96 p.

Gives detailed information on scholarships, loans, and student employment in each of 44 Virginia colleges and universities, and certain supplementary information.

33. FINE, BENJAMIN. *Fine's American College Counselor and Guide*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1957. (1958-59 edition.) xiv,240 p. (Author: Educational Editor, *New York Times*.)

Chapter 5, "Scholarships Are Available" (p. 12-14). Chapter 6, "Working Your Way Through College" (p. 14-17). Section 4, "Accredited American Colleges and Universities" (p. 119-209) gives for each college: tuition; cost of board, room, and estimated total; and number and total value of student scholarships available. Bibliography, 15 titles. Review by G. P. Tuttle, *Coll. & Univ.*, 31: 371-372, Spring 1956.

34. ———. *How To Be Accepted by the College of Your Choice*. Great Neck, N.Y.: Channel Press, 1957. x,134 p. (Author: See No. 33.)

Chapter 14, "The Matter of Money" (p. 75-85), considers college education costs and ways of defraying these costs, including scholarships, work-study programs, and loans. Lists 169 colleges participating in the College Scholarship Service. "College Fact Finder" (p. 101-134), tabulates information on each accredited college, including estimated annual costs.

35. ——— and FINE, LILLIAN. *How To Get the Best Education for Your Child*. New York: G. P. Putnam's Sons, 1959. 251 p. (Authors: Dean, Graduate School, Yeshiva University, N.Y., and his wife.)

Informally written, full of practical information for parents regarding education of their children from cradle to college. "Lack of money need not deprive a bright, energetic youngster of a college education." Describes various forms of aid including scholarships, work-study plans, and part-time employment.

36. GLEAZER, EDMUND J., JR., ed. *American Junior Colleges*. Washington: American Council on Education, 1960. xi,564 p. Fifth edition. (Author: Executive Director, American Association of Junior Colleges, Washington, D.C.)

Contains detailed data on most significant aspects of organization and administration for each of 576 recognized junior colleges in the United States. Includes information on tuition, fees, board and room, scholarships, and

other student aid for each institution. Published quadrennially.

37. GORDON, DONALD H. *Scholarship and Fellowship Grants as Income: A Search for Treasury Policy*. *Wash. Univ. Law Quart.*, Apr. 1960, p. 144-157.

Contents: Prior law and the present statutory treatment. The role of scholarships and fellowships and its relevance to Treasury policy. Relevance of the expense deduction of student and scholar to Section 117.

38. GULF OIL CORPORATION. *Aid to Education: A Six-Part Program*. Pittsburgh, Pa.: The Corporation, 1957. 24 p.

Describes six types of aid to higher education, including 10 Merit Scholarships and 12 Graduate Fellowships awarded annually by the Corporation.

39. HAWES, GENE R. *The New American Guide to Colleges*. With an Introduction by William C. Fels, President, Bennington College. New York: New American Library of World Literature, 1959. (Signet Key Book.) 256 p. (Author: Editor, College Entrance Examination Board, New York.)

Gives brief information, with many abbreviations, concerning colleges and universities in 12 major groupings, including data for each of more than 2,000 institutions, on costs of tuition, board, and room; percentage of students receiving financial aid; average and maximum amounts of aid; and percentage of students working.

40. HAZLETT, MCCREA. *Scholarships and Student Aid*. In *Britannica Book of the Year, 1960*. (Chicago: Encyclopedia Britannica), p. 612-613. (Author: Dean College of Arts and Science, University of Rochester, New York.)

"In the year 1959 there was a great increase in the amount and kind of aid provided to students in the colleges and universities throughout the United States. All of the three main sources of financial aid (individual colleges and universities, private organizations, and State, Federal Government) continued to provide liberal assistance to college students at all levels, but the most striking development was the expansion of existing programs and the introduction of new programs of student aid by the Federal Government." Describes especially expanded programs of fellowships and assistantships by the National Science Foundation and fellowships and loans provided by the National Defense Education Act. "Approximately 5 percent of

all college students in the United States were being assisted by the Federal loan funds in the autumn of 1959."

41. **Helping Qualified Students To Continue Their Education: A Symposium.** *Educ. Record*, 37: 85-93, Apr. 1956.

Consists of four papers: (1) "Factors Which Prevent Able Young People from Going to College," by Sherman E. Smith, Director, Student Affairs, University of New Mexico; (2) "How Do We Offer Assistance to Students Who Would Not Otherwise Go to College?" by Richard L. Plaut, Executive Vice Chairman, National Scholarship Service and Fund for Negro Students; (3) "How Can Academic Ability Be Identified and Made Known?" by William W. Turnbull, Vice President, Educational Testing Service, New Jersey; (4) "Sources of Scholarship Funds," by Ralph C. M. Flynt, U.S. Office of Education. Latter discusses four sources: institutional funds, States, Federal Government, and private gifts and grants.

42. **HENRY, DAVID D.** From a University President—"Maturity Is the Key" to Successful College Marriage. *U.S. News*, 48: 86-89, June 6, 1960. (Author: President, University of Illinois.)

Report of an interview with President Henry. Answers questions regarding financial problems of married students and sources of income, including part-time work, working wives, and loans. States that 22 percent of the more than 20,000 students at University of Illinois are married.

43. **HODNETT, EDWARD.** *Which College for You?* New York: Harper & Bros., 1960. 115 p. (Author: Assistant to President, Dow Chemical Corporation; formerly Vice President University of Massachusetts, and President, Fenn College, Ohio.)

Chiefly concerned with instruction for self-analysis and study of colleges to fit individual needs thus determined. Includes section on "Finances" (p. 84-89), discussing costs, personal resources, family contributions, scholarship grants, loans, and financial outlook.

44. **How To Help Pay for College: Chance of a Scholarship May Be Better Than You Think.** *U.S. News*, 46: 80-82, Mar. 16, 1959.

"Worried about the cost of college for your boy or girl? Maybe scholarships can help." Outlines six types of scholarships and two types of student loans available.

45. **HOWES, RAYMOND F.** Federal Aid Is a Dubious Concept. *Coll. & Univ. Bus.*, 21: 25-27, Oct. 1956. (Author: Staff member, American Council on Education.)

"Federal aid" is a misleading, and at best meaningless, phrase to describe the extremely complicated relationships between Federal Agencies and institutions of higher learning. The area suggested by the phrase, however, is one of great and growing importance to higher education, to the Federal government, and to the nation." Summarizes various programs including housing loans, contract research, Federal scholarships, veterans' benefits, and medical and dental grants. "We can expect a strong campaign for Federal scholarships to attract students into science and engineering. This could do real harm."

46. **IFFERT, ROBERT E.** *Retention and Withdrawal of College Students.* Washington: U.S. Government Printing Office, 1958. (U.S. Office of Education Bulletin 1958, No. 1.) xiii, 177 p. Preliminary report, with tentative findings, in *Coll. & Univ.*, 31: 435-447, Summer, 1956. See also Nos. 240 and 241. (Author: With U.S. Office of Education.)

Based on information concerning 12,667 entering freshmen in fall of 1950 in 149 institutions. Finds that about 60 percent of students who enter college eventually graduate, although fewer than 40 percent graduate from the institution of first registration in normal progression. "Performance of military obligations, personal financial problems, and lack of interest in studies are ranked as the most important reasons for dropping out of college by men. Marriage, taking a full-time job, and personal financial problems are rated by women as the three most important reasons for discontinuing college attendance." Chapter 7, "Financial Factors and Persistence in College" (p. 60-71), presents data on student ability and family income, student earnings, and scholarship funds. "About one fourth of the students who reported received some scholarship aid. . . . One-twentieth received enough scholarship assistance to cover from 20 to 39 percent of their expenses."

47. **IRWIN, MARY., ed.** *American Universities and Colleges.* Washington: American Council on Education, 1960. xiii, 1212 p. Eighth edition.

Contains detailed data on most significant aspects of organization and administration for each of 1,058 accredited 4-year colleges

and universities in the United States. Includes information on tuition, fees, board and room, scholarships, and student loans for each institution. Published quadrennially.

48. JAMRICH, JOHN. *Financial Assistance to Students in Michigan Institutions of Higher Education*. Lansing, Mich.: Michigan Legislative Study Committee on Higher Education, May 1958. xi, 116 p. (Staff Study No. 8, *Survey of Higher Education in Michigan*, John Dale Russell, Director.)

A detailed analysis, including 40 tables, of scholarships, student loans, and student employment at the 64 institutions of higher education in Michigan in 1956-57. Shows total of 45,425 students assisted to amount of \$8,445,779.

49. JOHNSON, ELDON L. Is the Low-Tuition Principle Outmoded? *Coll. Board Review*, No. 38: 16-18, Spring 1959. Also in remarks of Senator Styles Bridges, *Congressional Record*, 105: 15095-15097, Aug. 20, 1959. (Author: President, University of New Hampshire.)

A denunciation of the view that only higher tuition and student loans can solve the financial problems of higher education.

50. JOSEPHS, DEVEREAUX C. *First Interim Report to the President*. Washington: President's Committee on Education Beyond the High School, Nov. 1956. 12 p. (Author: Chairman of the President's Committee; Chairman, New York Life Insurance Co.)

"This first report . . . is tentative in nature and by design. It is hoped that the preliminary conclusions will promote discussion. . . . As soon as we have received as much comment and criticism as possible, we will issue a second report, appropriately modified." See No. 51.

51. ———. *Second Report to the President*. Washington: Government Printing Office, July 1957. xiii, 114 p. Also *Summary Report*, xiii, 28 p., with text identical with first section (p. 1-26) of main report. (Author: See No. 50.)

Contains five chapters: I. The Need for Teachers. II. The Need for Assistance to Students. III. Expansion and Diversity of Educational Opportunity. IV. Financing Higher Education. V. The Federal Government and Education Beyond the High School. Summary Report contains 47 numbered recom-

mendations, with considerable discussion and comment. Chapter II and chapter IV recommend Federal programs of "work-study" for 25,000 to 50,000 students; that private, local, and State scholarship funds be increased "to several times the present amount and number"; that tuition charges be increased only gradually; that programs of student assistance be stepped up to support increases in tuition and other charges.

52. KEEZER, DEXTER M., ed. *Financing Higher Education, 1960-70: The McGraw-Hill Book Company 50th Anniversary Study of the Economics of Higher Education in the United States*. New York: McGraw-Hill Book Co., 1959. vii, 304 p. (Author: Director, Department of Economics, McGraw-Hill Book Company.)

Contains 12 chapters by different authors. Chiefly concerned with administrative policies and problems. Chapter 8, "The Role of Student Charges" (p. 162-182), by John D. Millett, President, Miami University, Ohio, considers trends of increases in tuition, arguments for further tuition increases, normally expected support for college expenses from families with varying income levels, and similar factors.

53. *Library Literature: A Quarterly Index to Books, Periodicals, and Theses on Library Science and Librarianship*. New York: H. W. Wilson Co.

The quarterly and cumulative issues contain numerous references, under the heading "Scholarships and Fellowships" to publications covering special financial aid in the library field.

54. List of Financial Aids Available to Students in Hotel, Restaurant, and Institutional Education. *Newsletter of National Council on Hotel and Restaurant Education*, (Washington, D.C.), Apr. 5, 1960. 20 p.

"This special issue of the *Newsletter* is devoted to a master list of the principal scholarships, fellowships, awards, and loan funds available to students and prospective teachers in curricula pertaining to public feeding and housing. . . . Part I lists alphabetically the schools and colleges at which aids are offered. Part II lists some of the major donors."

55. LOVEJOY, CLARENCE E. *Lovejoy's College Guide: A Complete Reference Book to 2,266 American Colleges and Universities*. New York: Simon & Schuster, 1959. vi, 290 p. Fifth edition. (Author:

College and Preparatory School Counselor.)

Gives data for each institution on tuition, typical expenses, scholarships and loan funds available, and supplementary earnings of students. Introductory chapters: "Costs of College-Going" (p. 7-8); "Scholarships, Loans, Part-Time Jobs" (p. 8-17); and "Uncle Sam Is Santa Claus to College Students" (p. 17-21). Chapter on Scholarships, etc. gives full description of National Merit Scholarship Program and College Examination Entrance Board College Scholarship Service. Reviews By S. A. Nock, *Coll. & Univ.*, 35: 224-225, Winter 1960; and by E. O. Hascall, *Pers. & Guid. Jour.*, 38: 592-593, Mar. 1960. See also No. 56.

56. ——— and JONES, THEODORE S. *Lovejoy-Jones College Scholarship Guide*. New York: Simon & Schuster, 1957. iv, 123 p. (Authors: (1) See No. 55; (2) Associate Director, Institute of Contemporary Art, Boston, Massachusetts.)

Gives "facts about tens of thousands of scholarships, fellowships, grants-in-aid, loan funds, assistantships, workshops, contests, and awards," arranged in single alphabetical list of institutions, organizations, and funds. Special chapter, "Two Scholarship Grants," devoted to National Merit Scholarship Corporation and General Motors Corporation scholarships. "Because college scholarships are changing constantly and usually increasing in number, the authors and publishers plan to keep this *Lovejoy-Jones College Scholarship Guide* up-to-date by bringing out revisions recurrently. A supplementary *Lovejoy's College Guidance Digest* is published by one of the authors at 1475 Broadway, New York 36, N.Y., to bridge the gaps between revisions with up-to-date developments in college scholarships, fellowships, loan funds, etc." The *Digest* is a monthly publication. Review by G. F. Donovan, *Orth. Educ. Review*, 56: 277-278, Apr. 1958.

57. MCDANIELS, CARL. *Fellowships, Scholarships, and Assistantships for Guidance and Personnel Graduate Training, 1960-61*. *Pers. & Guid. Jour.*, 38: 406-416, Jan. 1960. (Author: Professional Specialist, American Personnel and Guidance Association, Washington, D.C.)

Gives detailed information on financial assistance available at each of 160 colleges and universities. Fourth in series of similar annual compilations, the first, by George D. Changaris, published in Jan. 1957 issue of the *Journal*.

58. McMURRAY, HELEN B. *Personnel Services in Catholic Four-Year Colleges for Women*. Washington: Catholic University of America Press, 1958. ix, 177 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 114 institutions and on personal visits to 20 of them. Contains one chapter on financial aids. Bibliography, 230 titles.

59. MATTINGLY, RICHARD C. *Scholarships and Fellowships: A Selected Bibliography*. Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 7.) iii, 28 p. (Author: With U.S. Office of Education.)

Contains 121 annotated titles, earliest published in 1925, including 26 unpublished master's theses and doctoral dissertations. Most of the entries concern scholarships. "An attempt has been made to include in this bibliography articles and other material describing research studies in the field of financial aid to students and in related areas. These areas cover plans of high school seniors, academic performance of scholarship holders, problems of administration of scholarship programs, and proposals for more student financial aid."

60. ———. *Financial Aid for College Students: Graduate*. Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 17.) vi, 151 p. Summary in *School Life*, 40: 11, Apr. 1958. (Author: See No. 59.)

A companion volume to No. 96. Gives data as follows for each of 330 institutions with graduate departments in 1955-56, arranged alphabetically by States: (1) charges for tuition, and typical charges for board and room; (2) total number of fellowships and their average amounts; (3) number of loans to graduate students, average amount, rate of interest, terms of repayment, and maximum amounts; (4) number of teaching and research assistantships, average annual stipend, other graduate students employed, and their average annual compensation. Reports a total of 24,885 fellowships available, with value of \$18,000,000. Review by F. W. Ness, *Assoc. Amer. Coll. Bull.*, 43: 644-647, Dec. 1957. New edition in preparation, planned for publication in 1961.

61. MECK, JOHN F. *How Much—and How—Should Students Pay for Higher Education?* *Annals Amer. Acad.*, 301: 166-174, Sept. 1955. (Author: Treasurer

and Vice President, Dartmouth College, New Hampshire.)

Considers effects of increasing costs on the institution, on the student, and on society as a whole. Discusses various methods of spreading and easing payments, and relative importance of roles of scholarships, loans, and employment.

62. Meeting the Cost of Education: (1) The Institutional View; (2) The Student's View. In Eastern Association of College and University Business Officers, *Proceedings*, 1958, p. 74-112.

Panel discussion, with six participants. Presenting the student viewpoint concerning tuition and loans were Charles L. Gordon, Jr., Albright College, Pennsylvania; Joe Jefferson, Columbia University; and Rexford G. Moon, Jr., College Scholarship Service, New Jersey.

63. MILLETT, JOHN D. Scholarships, Grants, Loans, and Jobs Are as Troublesome Matters as One Meets in Academic Operation. *Coll. & Univ. Bus.*, 18: 19-20, Mar. 1955. (Author: President, Miami University, Ohio.)

Comments on organization of a single college or university office to handle all types of student aid, and on creation of College Scholarship Service in 1954.

64. MOON, REXFORD G. JR. German and English Student Aid—and Our Own. *Coll. Board Review*, No. 40, 24-28, Winter 1960. (Author: Director, College Scholarship Service of College Entrance Examination Board, New York.)

Report of first hand observations during trip to England and Germany. Finds that student aid abroad comes chiefly from the governments, that size of award is based firmly on need, and that loans are hardly ever used.

65. MOORE, HAROLD E.; RUSSEL, JOHN H.; and FERGUSON, DONALD G. *The Doctorate in Education: An Inquiry Into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education*. Washington: American Association of Colleges for Teacher Education, 1960. Vol. 2. "The Institutions." ix, 94 p. (Authors: (1) Director; (2) Associate Professor; (3) Assistant Professor; all of School of Education, University of Denver, Colorado.)

Based on questionnaire responses from 92 institutions conferring the doctorate in education in 1958. Section, "Finance" (p. 54-59), tabulates data on graduate tuition, scholarships, loans, assistantships, and dissertation costs.

66. MORSE, JOHN F. *College Expenses and Ways To Meet Them: Parental Support, Personal Savings, Summer Work, Work During College Year, Scholarship Aid, Student Loans*. Albany, N.Y.: University of State of New York (State Department of Education), 1959. 15 p. (Author: Vice President, Rensselaer Polytechnic Institute, New York.)

Gives much concrete information and practical suggestions in small space. "Today the high school student who possesses college ability cannot afford not to go to college." Bibliography, six titles.

67. ———. How You Now Can Finance a College Education. *U.S. News*, 98: 78-83, Feb. 1, 1960. (Author: With U.S. Office of Education.)

Report of an interview with Mr. Morse, head of Federal Loan Program. Discusses costs of college education, varying from \$1,200 to \$3,000 per year; increase in use of loan funds; types of scholarships; methods of economizing; and reasons for rising costs.

68. MUNSE, ALBERT R. and BOOHER, EDNA D. *Federal Funds for Education, 1956-57 and 1957-58*. Washington: Government Printing Office, 1959. (U.S. Office of Education Bulletin, 1959, No. 2.) xiii, 204 p. (Authors: With U.S. Office of Education.)

Lists all types of educational expenditures by the Federal Government, classified by departments and agencies, totaling almost \$2 billion. "A number of programs in which the Federal Government provides the amount charged for tuition, and possibly some additional expenses, are described in this bulletin. . . . Many persons in the Federal service also qualify for tuition, salary, and expense allowances while they are attending universities or taking correspondence courses to prepare themselves for more important services to the Nation."

69. MUNTZ, EARL E. Education and Scarcity in the Top Level Labor Force in the United States. *Jour. Educ. Sociol.*, 33: 105-123, Nov. 1959. (Author: Professor of Economics, New York University.)

"The most serious long-range labor problem in the United States is that of providing a supply of individuals possessing higher skills and techniques in the productive processes, inventors, scientists, and administrators sufficient in number and adequately trained to keep the nation in the forefront of current and future progress. The scarcity of such labor is well recognized." In considering adequate solutions of the problem, discusses student costs of higher education and trends, scholarships and fellowships, scholarships granted by colleges and universities, scholarships and fellowships provided by private foundations, scholarships and fellowships by way of public authority, the National Defense Education Act, rise of corporate giving and its legality, and scholarship programs of unions.

69a. NATIONAL FEDERATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS ASSOCIATIONS. *The Sixty College Study—A Second Look*. Chicago: The Federation, 1960. ix, 173 p.

Based on detailed analysis of incomes and expenditures of 56 liberal arts colleges in all parts of the country varying in size from 200 to 1,400 students, and comparisons with similar study of 60 colleges 4 years earlier. Includes 12 colleges attended prevalently by Negroes. Data are presented by type, by size, and by geographical location of colleges. Shows that for the 56 colleges, educational and general income devoted to student aid of all types averaged 4.2 percent, varying from 0.1 percent to 18.5 percent.

70. NATIONAL MEDICAL FELLOWSHIPS, INC. *Opportunities for Negroes in Medicine*. National Medical Fellowships, Inc., Mar. 1959. 30 p.

States conditions for scholarships to undergraduate medical students, for loans to physicians for advanced study, and for fellowships for advanced training. Gives history and description of National Medical Fellowships, Inc. (established 1946) for medical education of Negroes. Lists other organizations granting scholarships and fellowships in field of medicine.

71. NESS, FREDERIC W. *A Guide to Graduate Study: Programs Leading to the Ph. D. Degree*. Washington: American Council on Education, 1960. Second edition, xi, 457 p. (Author: Academic Vice President and Dean, Dickinson College, Pennsylvania.)

Valuable reference volume giving extensive information concerning graduate programs for the Ph. D. degree in 173 institutions.

For each institution gives tuition and cost of board and room, and aid open to first year graduate students including fellowships, assistantships, loans, and part time employment. Introductory section, "How to Finance Graduate Study," (p. 39-44). Bibliography on financing graduate study, 18 titles, all since 1950. Review by T. C. Blegen, *Jour. Higher Educ.*, 29: 348-349, June 1958.

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

Comprehensive directory giving a variety of basic information on all types of Catholic higher educational institutions. Initial chapters consider how to choose a college, how to read a college catalog, and how to finance a college education. Contains 11 indexes.

73. OWENS, ROBERT LEON, III. *Financial Assistance for Negro College Students in America: A Social Historical Interpretation of the Philosophy of Negro Higher Education*. Iowa City: State University of Iowa, 1958. 227 p. Abstract in *Diss. Abstracts*, 14: 51-52, Jan. 1954. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ph. D.). "The purposes of this study were to collect as much data as possible concerning financial assistance accessible for the education of Negro college students, to ascertain the aims of Negro higher education, and to relate, if possible, the extent to which financial assistance available influences the general philosophy of Negro higher education." Based on data secured from 250 Foundations, State departments of education, Negro fraternal and religious organizations, and numerous other sources.

74. PHILLIPS, CHARLES F. *Meeting the Cost of a College Education Without Federal Aid*. *Assoc. Amer. Coll. Bull.*, 48: 330-348, May 1957. (Author: President, Bates College, Maine.)

"Personally I believe that private means can be found to solve this problem of the able student who lacks the money for college . . . without recourse to the Federal government." Discusses increasing tuition costs, what the student and his family can do, current outside aids, and a private loan program, especially the work of the newly organized Massachusetts Higher Education

Assistance Corporation, formed by a group of private citizens.

75. 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, New York.)

Reports for 753 higher education institutions, in nine groups, a variety of financial data, including tuition and fees, and student aid.

76. *Proposals of Federal Aid to College Students. Sch. Life.*, 38: 10-12, May 1956.

"The present Congress already has entertained more proposals for providing scholarships and student aid than any other Congress in recent years." Gives brief descriptions of 22 such bills introduced in the 84th Congress.

77. QUATTLEBAUM, CHARLES A. *Federal Aid to Students for Higher Education*. Washington: Government Printing Office, 1956. (Printed for Committee on Education and Labor, 84th Congress, 2d Session), vi, 191 p. Summary by author in *Higher Educ.*, 13: 17-20, Oct. 1956; and in *Sch. & Soc.*, 85: 104-106, Mar. 30, 1957. (Author: Specialist, Legislative Reference Section, Library of Congress.)

In nine chapters: I. Introduction: Summary of Findings. II. Development of Federal Policies in Higher Education. III. Earlier Proposed Federal Programs. IV. Current Proposals and Related Statements. V. Digest of Related Studies. VI. Arguments Pro and Con. VII. Current Federal Programs Aiding Certain Students. VIII. State-Financed Scholarships. IX. State-Aid Programs of Other National Governments.

78. ———. *The E-Bomb: A Proper Instrument of Civilization in the Nuclear Age. Educ. Record*, 39: 24-34, Jan. 1958. (Author: See No. 77.)

Discusses historically Federal scholarships and other financial aid for students for more than 150 years, 10 current programs, and 13 other methods of contributing to development of professional manpower.

79. ———. *Federal Educational Policies, Programs, and Proposals: A Survey and Handbook. Part I. Backgrounds; Relevant Considerations*. Washington:

Government Printing Office, 1960. (Printed for Committee on Education and Labor, 86th Congress, 2d Session.) viii, 192 p. (Author: See No. 77.)

Comprehensive treatment, historical and descriptive, of all major phases of Federal relations to education. Chapter V, "Recommendations of Advisory Commissions, 1929-50" (p. 71-96), summarizes recommendations of 18 different groups, many including various types of student financial aid. Chapter VI, "Policies Advocated by Governmental Agencies and Private Organizations" (p. 97-140). Chapter VIII, "Educational Issues Before Congress" (p. 141-182), includes controversy over disclaimer affidavit of National Defense Education Act, and income tax credit for educational expenses.

80. *The Question of Granting Federal Subsidies to Students for Higher Education. Congress. Digest*, 34: 193-224, Aug. 1955.

Entire issue devoted to annual school debate topic for 1955-56 selected by National University Extension Association. Introductory statements on U.S. Role in Higher Education 1785-1955, How Colleges Are Financed, and Related Legislative Proposals 1946-55. Major portion consists of "Pro and Con Discussion," with favorable statements by Douglas Bush, Professor of English, Harvard University; Frank Thompson Jr., Congressman from New Jersey; G. Kerry Smith, Executive Secretary, Association for Higher Education; Selma M. Borchardt, Washington Representative, American Federation of Teachers; The Truman Commission on Higher Education (G. F. Zook); John R. Steelman, Chairman, Scientific Research Board; and Foster Furcolo, Congressman from Massachusetts. Unfavorable statements by Francis H. Horn, President, Pratt Institute, New York; Errett P. Scrivner, Congressman from Kansas; Charles F. Phillips, President, Bates College, Maine; Russell D. Cole, President, Cornell College, Iowa; Frank Chodorov, Editor, *The Freeman*; Robert W. Murphy, General Counsel, Borg-Warner Corporation; and Elizabeth L. Brady, Bayonne, N.J.

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

Describes the work of 4,162 foundations including data on establishment, donors, purposes, policies regarding grants, finances, and officers. Many of them are concerned with education, particularly higher education. Ar-

ranged by States. Index indicates 376 foundations as interested in scholarships and fellowships. Review by Mrs. T. B. Wilkins, *Higher Educ.*, 12: 44-45, Nov. 1955, who says: "It may be safely said no other publication provides a more valuable reference tool to 'those who give but also to those who seek to receive.'"

82. RUSSELL, JOHN DALE. *The Finance of Higher Education*. Chicago: University of Chicago Press, 1954. xix, 416 p. Revised edition. (Author: Executive Secretary, Board of Educational Finance, New Mexico.)

Chapter IX, "Student Fees" (p. 196-221), discusses trends in student fees since 1860, amounts in various types of institutions, methods of collection, and other factors. Bibliography, 27 titles. Chapter X, "Financial Assistance to Students" (p. 222-259), discusses four forms of student assistance: remitted fees, scholarships, loan funds, and remunerative employment. Evaluates these four forms and says, "Institutions can well be advised to observe certain cautions in the utilization of each of these forms of financial assistance." Discusses these cautions in considerable detail. "In general, loan funds, if properly managed are one of the most satisfactory methods of providing financial assistance to students." States that "in the judgment of the writer, the whole system of dependence on tuition fees for the support of higher education is unsound." Bibliography, 62 titles. Reviews by E. J. Mortola, *Coll. & Univ.*, 31: 235, Winter 1956; and by W. T. Middlebrook, *Jour. Higher Educ.*, 37: 114, Feb. 1956.

83. SCHLEGEL, JOHN N. *Colleges Are Increasing Student Aid*. *Educ. Record*, 36: 148-149, Apr. 1955. (Author: Treasurer, Lafayette College, Pennsylvania.)

A study of changes in student aid in 25 colleges with enrollments of less than 3,500 students each, over a 4-year period. Finds that student aid in them increased from \$1,730,000 to \$2,270,000.

84. *Scholarships, Fellowships, and Loan Funds, 1958*. Albany, N.Y.: State University of New York, 1958. 92 p.

"The widespread and continuous demand for earlier editions of this directory testifies to the usefulness of a single comprehensive source of information concerning financial aid available to students at State University colleges. . . . We have included in this publication information concerning New York State scholarships." Arranged in five sections, giving details on aid available at teachers colleges, medical colleges, other 4-

year colleges, agricultural and technical institutes, and community colleges.

85. *Scholarships, Loan Funds, Work Opportunities at North Carolina Colleges and Universities*. Raleigh, N.C.: State Superintendent of Public Instruction, 1956. 103 p. (Publication No. 308.)

"This publication is the first attempt at listing the scholarships and other financial aids available at institutions of higher learning in the State." Lists such aids at each of 58 institutions, classified as 4-year and 2-year institutions for White, Indian, and Negro students.

86. SHAFER, ROBERT H. *Effect of Large Enrollments on Student Personnel Services*. *Pers. & Guid. Jour.*, 37: 626-632, May 1959. (Author: Dean of Students, Indiana University.)

Based on visits of one week each to following universities: Iowa, Minnesota, Michigan, Illinois, Wisconsin, California (Berkeley), Texas, and Ohio State. Discusses precounseling practices, selection and admission, orientation procedures, counseling and advisory system, extracurricular activities, housing, financial aids, automobiles, and records. Conclusion: "The basic problem involved in the administration of these services on the large campuses is one primarily of effective communication, not administrative organization itself."

87. SHARPE, RUSSELL T., *Chm. Financial Assistance for College Students*. Washington: American Council on Education, Sept. 1956. x, 113 p. (Student Personnel Work, vol. 10, No. 7.)

Old but useful basic discussion of financial aid and policy to determine it. "The point of view of the Committee is frankly and definitely one of conviction that the major emphasis must be placed on helping needy students work out a personal financial program which will permit them to benefit from all phases of college life." Contains 15 chapters, including Types of Financial Aid, Principles Guiding Award of Financial Aid, Techniques for Determining Relative Need of Financial Aid Applicants, Techniques in the Award of Scholarships, Techniques in the Award of Student Loans, and Techniques in the Administration of Student Employment. Bibliography, 41 titles.

88. SHERWOOD, PAUL MILTON. *Student and Family Attitudes Toward Financing the College Experience*. Pittsburgh, Pa.: University of Pittsburgh, 1956. 96 p. Abstract in *Dis. Abstracts*, 17: 66, Jan.

1957. Available on microfilm from University Microfilms, Ann Arbor, Michigan.

Unpublished doctoral dissertation (Ph. D.). "The basic assumption of this thesis is that students and their families should do all in their power to make it possible for the student to devote his full time during the academic year to the total college experience. The problem of the thesis is to test the extent to which students and their families accept the assumption." Based on personal interviews with, and financial summaries by, 72 men at University of Pittsburgh who were working 20 hours per week or more, and 54 also at the University, who were not working at all.

89. SHOSTECK, ROBERT and JOSPE, ALFRED. *College Guide for Jewish Youth*. Washington: B'nai B'rith Vocational Service, 1959. 79 p. Revised edition. (Authors: (1) National Director of Research, B'nai B'rith Vocational Service; (2) Director of Program and Resources, B'nai B'rith Hillel Foundations.)

Contains sections on "College Costs," and "Scholarships and Other Awards." Latter gives 23 suggestions by S. Norman Feingold for securing scholarships and loans. Gives scholarship and other information on 362 colleges and universities in the United States and Canada. "In general, we have tried to include in this directory colleges with 25 or more Jewish students."

90. *Social Work Fellowships and Scholarships in the United States and Canada, 1959-60 and 1960-61*. New York: 1958. 79 p.

Out-of-print. New edition, covering academic years 1961-62 and 1962-63 planned for publication in late fall of 1960.

90a. SMITH, RICHARD W. and SNETHEN, HOWARD P. *Four Big Years: The Importance of Selecting the Right College*. Indianapolis, Ind.: Bobbs-Merrell Co., 1960. 192 p. First edition.

Contains 18 chapters, chiefly discussing characteristics and possibility of entrance for wide variety of institutions of higher education, classified in eight groups. One chapter "Where is the Money Coming From," (p. 155-166), discusses quite fully possibilities and disadvantages of working one's way in whole or in part, loan funds, and five types of scholarships. "Next to the purchase of a home, a college education can be the most expensive single purchase a family will make. And just as a home is not purchased without much thought and the weighing of many fac-

tors, a college education should not be purchased as an impulse item."

91. STATE UNIVERSITY OF NEW YORK. *Scholarships, Fellowships, and Loan Funds*. Albany, N.Y.: The University, 1958. 92 p.

Gives information on number, amount of awards, and eligibility for funds at each of the 42 colleges of the State University of New York. Also an appendix on New York State Scholarships. "This scholarship program has grown steadily from a modest beginning of 150 scholarships a year in 1894 to the point where there are now awarded each year almost 6,000 scholarships worth a total of nearly \$8,500,000. Among all the States in the United States, New York is unique in its support of so extensive a program of scholarships."

92. STICKLER, W. HUGH. *Graduate Fellowships and Assistantships in State Universities and Land-Grant Colleges*. *Higher Educ.*, 13: 124-127, March 1957. (Author: Director of Educational Research and Service, Florida State University.)

Reports practices in each of 34 institutions, showing number of appointments, funds available for support, and sources of these funds. Based on No. 346.

93. TIMM, EVERETT. *Educational Grants and Awards in the Field of Music*. Washington: Music Educators National Conference, 1957. 45 p. (Author: Director, School of Music, Louisiana State University.)

"A Directory of Assistance, Awards, Commissions, Fellowships, and Scholarships Available to Mature Musicians." Contains descriptive lists of awards from sources other than universities and schools, and alphabetical list of institutional aid for advanced study.

93a. WALTON, ANN D., and ANDREWS, F. EMERSON. *The Foundation Directory, Edition 1. Prepared by the Foundation Library Center*. New York, Russell Sage Foundation, 1960. iv, 816 p.

Describes the work of 5,202 foundations, including data on establishment, donors, purposes and activities, financial data, and officers. Arranged by States, with extensive indexes of persons, foundations, and fields of interest. Twenty foundations are listed as particularly interested in fellowships, 30 in scholarships.

94. Why College Enrollments May Triple by 1970. *Coll. Board Review*, No. 40: 18-19, Winter 1960.

Summarizes survey by Elmo Roper and Associates for Ford Foundation, showing 69 percent of children below 18 years of age are expected by their parents to attend college, suggesting possible college population in 1970 of 11 million—three times as large as in 1958-59. Reports plans of parents for financing college education of their sons and daughters. With median expense of \$1,450 per year, only one in four expects to use current income alone. "Among all, 41 percent are looking to scholarships, by whomsoever financed; 28 percent are expecting to lean on contributions from their child's earning; and 15 percent are looking to loans from Government or from the institution attended."

95. WILKINS, THERESA B. Geiger Counters to Scholarships and Fellowships. *Sch. Life.*, 37: 116-119, May 1955. (Author: With U.S. office of Education.)

"Some of the detectors—Geiger counters—to be used in search of scholarships and fellowships are discussed in this article. . . . The major sources of financial assistance for college students, graduate and undergraduate, are government, foundations, industry, and other agencies." Discusses and gives sources of further information for each group. Conclusion: "The student who would qualify for a scholarship or fellowship today must seek it not on his knees but on his toes."

96. ———. *Financial Aid for College Students: Undergraduates*. Washington: Government Printing Office, 1957. v, 232 p. (U.S. Office of Education Bulletin, 1957, No. 18.) Summary in *Higher Educ.*, 14: 32-33, Oct. 1957. (Author: see No. 95.)

A companion volume to No. 90, for graduate students. Gives data as follows for each of 1,562 universities and colleges, including junior colleges, arranged alphabetically by States: (1) Charges for resident tuition for 1955-56 and typical charges for board and room; (2) Scholarships: number and average value for entering freshmen, total number, average value, and approximate range; (3) Loans: number and average value, availability to freshmen, annual and maximum, rate of interest, dates of first and last payments; (4) Employment: number of teaching and research assistants, average compensation, number of other students employed and their average compensation. Covers only funds and opportunities controlled by the institution. "Does not attempt to

include scholarships, loans, and employment opportunities offered directly to students by agencies other than the institutions." Three somewhat similar compilations of scholarships and fellowships were issued by U.S. Office of Education in 1931, 1936, and 1951. New edition in preparation, planned for publication in 1961.

97. WILSON, EUGENE S. So You Want To Go to College? *Sen. Schol.*, 76: 8-9, Feb. 10, 1960. (Author: Dean of Admissions, Amherst College, Massachusetts.)

Discusses six questions, including "Can you afford a college education?" In answering, considers scholarships, student jobs, and loans.

98. WRIGHT, WENDELL W., and JUNG, CHRISTIAN W. *Why Capable High School Students Do Not Continue Their Schooling*. (Bulletin of the School of Education, Indiana University) Vol. 5, p. 1-77, Jan. 1959. (Authors: (1) Dean; (2) Staff member, School of Education, Indiana University.)

A study of 1,011 of 3,479 boys and girls in the upper 10 percent of the graduating classes of Indiana high schools in 1955. Based on interviews with the students, their parents, and school officials. Studies as factors for not going to college, guidance, finances, marriage, parental attitude, intentions of youth, friends, health, and distaste for college. Much data given on matter of finance.

99. You Can Afford a College Education. *Sen. Schol.*, 69: 13-15. Nov. 15, 1956.

"Cost of a college education is mounting, but so is our scholarship program; here's how to go about getting one." Gives six steps in securing a scholarship. Also discusses pay-as-you-learn plan, loans, work-while-you-learn, and summer jobs.

100. ZOOK, GEORGE FREDERICK. *chm.*, *Higher Education for American Democracy*. Washington: Government Printing Office, Dec. 1947. 6 vols. Also as single volume, New York: Harper & Bros., 1947. Separate paging of each of the six component parts. (Author: President, American Council on Education; Chairman, President's Commission on Higher Education.)

Report of the President's Commission on Higher Education. Vol. II, "Equalizing and

Expanding Individual Opportunity," recommends lowering of tuition fees, establishment of tuition-free community colleges, and establishment of a national scholarship program for at least 20 percent of undergraduate non-veteran students, and a national fellowship

program of 10,000, increasing in 8 years to 30,000, of \$1,500 each for graduate study. Vol. V, "Financing Higher Education," recommends initial annual appropriation of \$120 million for scholarships and \$15 million for fellowships.

II. National Defense Education Act

101. Affidavit Row. *Sen. Schol.* 75: 1T, Jan. 6, 1960.

Quotes President Eisenhower as unfavorable to disclaimer provision for loans under National Defense Education Act; and others, both educators and students, with favorable and unfavorable judgments concerning it.

101a. AMERICAN LIBRARY ASSOCIATION. *Library Opportunities in the National Defense Education Act of 1958 (Public Law 85-864)* Chicago: American Library Association, 1959 (?) 12 p.

Summarizes library aspects of titles of interest to librarians and library schools, including fellowships and loans.

102. BABBIDGE, HOMER D., JR. Higher Education and the National Defense Education Act. *Phi Delta Kappan*, 40: 200-206, Feb. 1959. (Author: With U.S. Office of Education.)

Gives names of individuals administering various sections of the act, and series of questions and answers especially concerning student loans and graduate fellowships.

103. ———. The Impact of the NDEA. *Pride*, 4: 6-9, Feb. 1960. (Author: See No. 102.)

Discusses origin and growth of student loan program, graduate fellowships, and loyalty oath and affidavit. States that in 1955-56, \$14 million was available in the United States for student loans; in 1960 some \$60 million was available in Federal loan funds. "In the program of Graduate Fellowships . . . there will be this fall 2,500 young men and women attending graduate schools as candidates for the doctorate degree and as prospective candidates for teaching positions on the nation's colleges and universities. If they fulfill their ambition to become college and university teachers, we will have increased by some thirty per cent the nation's output of Ph. D

holders prepared to teach in the nation's colleges and universities."

104. CARLSON, THEODORA E. *Guide to the National Defense Education Act of 1958*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 553.) iv, 27 p. (Author: With U.S. Office of Education.)

An explanation of the principal features of the 10 titles of the act, with answers to various questions concerning them. Full treatment of Title II: "Loans to Students," and Title IV: "Fellowships."

105. Colleges Open Fire on Loyalty Oaths. *Colk. & Univ. Bull.*, 11: 1-2, Feb. 1, 1959.

Reports action of Bryn Mawr, Haverford, Bates, Bowdoin, Colby, and Towson State Colleges opposing disclaimer provision of National Defense Education Act.

106. ECKELBERRY, R. H. The Disclaimer Affidavit. *Jour. Higher Educ.*, 31: 159-160, Mar. 1960. (Author: Professor of Education, Ohio State University; Editor, *Journal of Higher Education*.)

Editorial comment, reviewing various opinions on the affidavit, and quoting extensively from Pres. D. W. Malott, Cornell University, "one of the best expositions" of the unfavorable view of the affidavit.

107. ELBERS, GERALD W. The National Defense Education Act and Higher Education. *Higher Educ.*, 16: 8-16, Sept. 1959. (Author: With U.S. Office of Education.)

States purpose and main provisions of Title II: National Defense Student Loan Program; and Title IV: Graduate Fellowship Program. Concerning loan program: "The acceptance of this program by colleges and universities far surpassed expectations. Of the 1,950

higher education institutions in the country, 1,190 requested a total of \$70 million in loan funds for the first year of operation. For 1959-60, 1,370 institutions are participating." Concerning fellowship program: "Clearly Title IV is not intended to solve all of the problems of graduate education. What is hoped is that its influence will be enough to tip the scales favorably in finding solutions to some of the most serious problems."

108. FLEMING, ARTHUR SHERWOOD. The National Defense Education Act. In *Association of Land-Grant Colleges and State Universities, Proceedings, 1958*, p. 75-80. (Author: Secretary, U.S. Department of Health, Education, and Welfare.)

Discusses the question: "Are the current policies and procedures of the Federal Government in such areas as the granting of scholarships and fellowships, in the awarding of grants for research and training, in the operation of ROTC programs, and in making funds available for the construction of facilities weakening or strengthening the educational programs and objectives of our institutions of higher education?"

109. Fuss Over Loyalty Oaths—Will It Stop Loans to Students? *U.S. News*, 47: 58-60, Dec. 7, 1959.

Summarizes arguments for and against the loyalty affidavit in the National Defense Education Act. Reports action of 17 colleges in withdrawing from student loan program on account of it. Gives texts of both oath and affidavit.

110. GLASS, BENTLEY and FIDLER, WILLIAM P. Disclaimer Affidavit Requirement. *AAUP Bull.*, 44: 769-772, Dec. 1958. (Author: (1) President, (2) General Secretary, American Association of University Professors.)

Text of a letter of Nov. 1, 1958, on behalf of the Association, to members of the House Education and Labor Committee expressing shock and alarm at the provisions of the disclaimer affidavit in the National Defense Education Act, and urging its repeal on three grounds: (1) vagueness, (2) unconstitutionality, and (3) invidiousness of the requirement.

111. Graduate Fellowship Program Approved. *Higher Educ.*, 16: 16, Feb. 1960.

Reports that U.S. Commissioner of Education "has approved 406 programs of graduate study at 137 graduate schools involving 1,500 3-year fellowships authorized by the National Defense Education Act."

112. HOLDERMAN, K. L. The Effect of the National Defense Education Act on Engineering Education. *Jour. Eng. Educ.*, 50: 544-547, Mar. 1960. (Author: Coordinator of Commonwealth Campuses, Pennsylvania State University.)

Address before Engineering Division of American Association of Land-Grant Colleges and State Universities, Nov. 10, 1959. Moderately critical of the act. "The Act was 'sold' to the Congress on the need to strengthen engineering and technical education. Ironically, the opinions of most knowledgeable educators in these fields were not accepted, nor were their ideas included in the measure. Hence the Act has had little direct effect thus far upon engineering education. . . . I hope that the National Defense Education Act will be amended in the next session of Congress. Further, I hope engineering educators will be helpful and articulate in providing suggestions as to how the Act might further assist in the development of a sounder system of engineering education." Comments specifically on each title of the act. On Title II: Loans: "Title II will have some beneficial effect on engineering education. . . . The biggest single problem in engineering education today, where are our faculties coming from, is given no real, important, direct help from this title." On Title IV; Graduate Fellowships: "In the first year of the Act—ending last June—1,000 fellowships were awarded, 65 of which were in engineering. . . . For implementation of legislation that was 'sold' on the national need for more engineers, this should cause some eyebrows to be raised."

113. HOWE, MARK DEWOLFE. Memorandum on the Constitutionality of Section 1001(f) of the National Defense Education Act. *Harvard Educ. Review*, 30: 53-60, Winter 1960. (Author: Professor of Law, Harvard Law School, Harvard University.)

A careful review by a leading authority on constitutional law. Conclusion: "It is my conviction accordingly, that the present provisions of the NDEA with respect to affidavits of belief involve constitutional issues of significant gravity. I like to believe that if these issues are brought to the attention of Congress, as I fear that they were not in the summer of 1959, a legislative decision will be made to repeal the questionable provisions. Such repeal would do much more than eliminate from the statute books a law that seems to me unconstitutional. It would also set Federal policy in the area of education along a higher and wiser course."

114. JOUGHIN, LOUIS. The Disclaimer Affidavit. *AAUP Bull.*, 45: 339-341, Sept. 1959. (Author: Staff Associate, American Association of University Professors, Washington, D.C.)

Reports Congressional and Committee votes and discussion on removal of the disclaimer affidavit from the National Defense Education Act. "The 2-day debate on the Disclaimer Affidavit, despite the recommitted action, represents an important accomplishment for American higher education."

115. ———. Repealing the Disclaimer Affidavit. *AAUP Bull.*, 46: 55-61, Mar. 1960. (Author: See No. 114.)

Lists 20 colleges and universities which have refused to participate in the loan provisions of National Defense Education Act on account of its Disclaimer Affidavit, 41 others which have publicly stated their disapproval of it, and numerous organizations which have taken similar action. Quotes President C. A. Elvehjem, University of Wisconsin; President A. W. Griswold, Yale University; President Miller Upton, Beloit College; and Prof. Bower Aly, University of Oregon. Comments on paucity of student protests.

116. KENNY, JOHN F. The Loyalty Oath—An Obstacle to Better Education. *AAUP Bull.*, 45: 25-26, Mar. 1959. (Author: U.S. Senator from Massachusetts.)

A vigorous criticism of the disclaimer affidavit required for student loans under the National Defense Education Act. "Unlike the Soviets, we cannot take steps to keep our brightest minds in scientific careers, but we can take steps that keep them out. That is the great danger of this provision."

117. ———. Let's Get Rid of College Loyalty Oaths. *Coronet*, 47: 89-94, Apr. 1960. (Author: See No. 116.)

"Loyalty oaths, especially in education, have never contributed to our security. Traitors and liars will easily take them. But frequently, principled people will refuse. . . . Early in the last session of Congress, I introduced and conducted hearings upon a bill to repeal this provision. But after 2 days of debate—sometimes bitter, often confused—the bill was recommitted, dead for the session. Another attempt to eliminate the affidavit will be made this year—this time emphasizing that it is the vague, sweeping, negative affidavit that is most objectionable and discriminatory."

117a. KIRK, RUSSELL, Our Answer to Sputniks. *Nat. Review*, 9: 211, Oct. 8, 1960.

A scathing criticism of the National Defense Education Act of 1958.

118. MOORE, C. H. The National Defense Education Act After 18 Months. *Sch. Life*, 42: 29-35, Feb. 1960. (Author: With U.S. Office of Education.)

Reviews progress under each of the 10 titles of the Act. Regarding Loans: In 1959 loans were made to 11,333 high school students who would otherwise have been unable to go to college. Analysis of plans of 36,497 college students who received loans. "The loan program is succeeding beyond the most optimistic expectations of Federal and institutional officials, but unfortunately the demand for funds is exceeding the supply." Regarding Fellowships: "The graduate fellowship program is operating at its maximum authorization. . . . To date 2,500 college fellowships have been awarded."

119. MORSE, JOHN F. *An Aid to Administrators of National Defense Student Loans*. New York: College Entrance Examination Board, 1959. 42 p. (Author: Vice President, Rensselaer Polytechnic Institute, New York.)

"This booklet is intended to serve one purpose—to assist colleges in implementing student loan programs under the National Defense Education Act. In it are discussed only those topics on which the colleges may exercise discretion—topics about which they must use judgment and make decisions." Covers determination of need, distribution of loans, applications and records, legal problems, transfer students and dropouts, and followup and collections.

120. MUIRHEAD, PETER P. National Defense Education Act at Midpoint: *Higher Educ.* 16: 8-11, May 1960. (Author: With U.S. Office of Education.)

"We are almost at midpoint on the life of the National Defense Education Act. Twenty months of program development and initial experience lie behind us." Summarizes various developments including 150,000 loans, totaling \$76 million in 1,360 colleges and universities; and 2,500 3-year fellowships to graduate students in 138 graduate schools. Conclusion: "The National Defense Education Act is, in the most significant sense of the words, an investment in the future."

121. National Defense Education Act: A Full Report. *Sch. Life*, 41: 1-34, Oct.-Nov. 1958. Same, condensed, *Higher Educ.*, 15: 23-27, Oct. 1958.

A special issue devoted entirely to the act. Title II: "Loans to Students" (p. 6-8); and

Title IV: "Fellowships" (p. 13-14). Includes personnel of various conferences called to consider different aspects of the act.

122. National Defense Education Act Fellowships. *Higher Educ.*, 15: 113-114, Mar. 1959.

Lists 48 colleges and universities each offering one "new or expanded" program of graduate study leading to doctoral degrees, as approved by Commissioner of Education Jan. 30, 1959, under title IV of the National Defense Education Act; and number of fellowships allotted to each institution, varying from 2 to 8 each and totaling 160.

123. *National Defense Student Loan Program: Manual of General Information and Instructions, 1959-60*. Washington: U.S. Department of Health, Education, and Welfare: Office of Education, 1959. 18 numbered pages +37 pages of appendixes.

Covers "The Basic Law," "Institutional Eligibility and Participation," and "Terms and Conditions of Individual Student Loans." Appendixes give list of nationally recognized accrediting agencies and associations, official regulations, and various forms for institutional and student use.

124. *National Defense Student Loan Program, Including Participating Institutions, 1959-60*. Washington: U.S. Department of Health, Education, and Welfare: Office of Education, 1959. 86 p.

Gives provisions of the National Defense Education Act of 1958 regarding student loans and lists 1,368 colleges and universities participating in the program in 1959-60.

125. O'MALLEY, COMERFORD J. Let Us Retain the Disclaimer Affidavit. *Coll. & Univ. Bus.*, 28: 39, Apr. 1960. (Author: President, De Paul University, Illinois.)

Asks "Are requirements of this kind unreasonable or contrary to the traditional virtue of patriotism normally expected of citizens?" Gives reasons for his belief that they are not, but will tend "to strengthen the devotion of our young people to their country."

126. Protest Vote. *Time*, 74: 75, Nov. 30, 1959.

Quotes President Pusey of Harvard University, President Griswold of Yale University, President Stevenson of Oberlin College, and others as opposing the disclaimer affidavit of National Defense Education Act. Also Congressman Barden of North Carolina as aiming

to block any attempt at its repeal "with every energy that is in me."

127. Repeal of the "Non-Communist" Affidavit in the Education Act To Be a Lively Issue in Congress. *Science*, 131: 488-489, Feb. 19, 1960.

States objections to the affidavit and widespread protests against it. Analyzes the situation in both Houses of Congress.

127a. *Report on the National Defense Education Act, Fiscal Year Ending June 30, 1959*. Washington: Government Printing Office, 1960. v,62 p. (U.S. Department of Health, Education, and Welfare, Office of Education, OE-10004).

Report to Congress of the Office of Education's "first year of stewardship." Under Title II, Loans, reports 1,197 institutions received funds totaling \$30,882,663, with loans made to 25,364 students. Under Title IV, Fellowships, reports appointment of a National Advisory Committee of 12 members, and with their aid, award of fellowships totaling \$5,300,000 to 1,000 graduate students in 123 institutions having approved doctoral programs of study.

128. Seminaries Err in Taking U.S. Funds. *Christ. Cent.* 76: 1139-1140, Oct. 7, 1959.

Editorial, criticizing Union Theological Seminary, New York, and four other institutions for accepting five fellowships for their students under National Defense Education Act. "What could the Supreme Court, which has interpreted the establishment clause to mean that levying of taxes in any amount 'for the support of any religion or of all religions' is banned, do if the Union Theological Seminary arrangement were brought before it by a citizen who objected on constitutional grounds to such use of the taxes he pays? . . . We regret that by accepting federal funds, Union Theological Seminary has thrown the weight of its great influence on the side of those forces which are working to weaken the First Amendment." For vigorous answer by President Henry F. Van Dusen, Union Theological Seminary, and discussion by three other correspondents, see *Christ. Cent.*, 76: 1279-1280, Nov. 4, 1959.

129. Student Loan Funds Reported. *Higher Educ.*, 16: 15, Feb. 1960.

Reports that 95,841 loans were made prior to Oct. 31, 1959 for \$44 million, under the provisions of the National Defense Education Act. "Freshmen received 80 percent of the loans, sophomores 19 percent, juniors 20 percent, seniors 21 percent, and graduate students 10 percent. This distribution indicates that

while loan funds made it possible for many to stay in college who otherwise might have had to drop out for financial reasons, the program is helping an even larger number of young people bridge the gap from high school to college."

130. Student Loan Program. *Higher Educ.*, 16: 16, Nov. 1959.

An analysis of reports from the 1,197 colleges and universities that participated in the National Defense Student Loan Program, 1958-59. Total of 36,497 students (high school seniors, 11,133; undergraduate, 22,157; graduate, 3,207) had received loans or had arranged for them upon entrance to college. Of college students, 17,823 were men, 7,536 were women. Average loan, \$311. "These reports do not reflect a normal situation."

131. Student Loyalty Oaths—Privilege or Insult? *Sen. Schol.* 76: 6-7, 30, Feb. 3, 1960.

"A pro and con discussion. Should there be a student loyalty oath for Federal scholarships?" Gives and discusses four reasons under heading of "Privilege" and four under heading of "Insult."

132. Summary of National Defense Act of 1958. *Higher Educ.*, 15: 23-32, 39, Oct. 1958.

A summary of the provisions of Public Law 85-864. Entire issue is devoted to this act and to certain other aspects of Federal educational legislation. Act includes provisions for student loans on sliding scale, up to \$90 million annually; and for 1,500 national defense fellowships annually for graduate study, with stipends of \$2,000 to \$2,400 plus \$400 for each dependent.

133. U.S. CONGRESS. HOUSE OF REPRESENTATIVES. *Scholarship and Loan Programs. Hearings Before Subcommittee of the Committee on Education and Labor, House of Representatives, 85th Congress, 1st session.* Washington: Government Printing Office, 1958. Part I, p. 1-661. Part II, p. 662-1305.

Verbatim reports of hearings held at Washington, D.C.; Eau Claire Wis.; Sioux Falls, S. Dak.; Salt Lake City, Utah; and Portland, Oreg. Contains statements from 99 witnesses, August 1957 to May 1958, and letters and prepared statements from 80 other individuals and groups. Also extensive statistical information.

134. ———. ———. *National Defense Education Act of 1958 (Administration of.) Hearings Before Subcom-*

mittee of the Committee on Education and Labor, House of Representatives, 86th Congress, 1st Session, Held at Washington, Feb. 19-20, 1959. Washington: Government Printing Office, 1959. 172 p.

Contains statements by various officials of U.S. Office of Education, supplementary statements, letters, and documents, and supporting statistical information.

135. ———. ———. *National Defense Education Act of 1958. 85th Congress. 2d Session.* Report No. 2157. Washington: Government Printing Office, 1958. 49 p.

Contains complete text of the act, favorable recommendations by the committee, and minority views of three members of the committee.

136. ———. SENATE. *The National Defense Education Act of 1958. A Summary and Analysis of the Act Prepared by the Staff of the Committee on Labor and Public Welfare, United States Senate, 85th Congress, 2d Session.* Washington: Government Printing Office, 1958. 48 p.

Gives text of the act (Public Law 85-864) and summarizes its principal provisions. Answers various questions concerning it, especially with reference to Title II: "Loans to Students in Institutions of Higher Education," and Title IV: "National Defense Scholarships." Authorizes appropriation of \$47,500,000 to \$90,000,000 annually for loans, and 1,000 to 1,500 fellowships, paying \$2,000 to \$2,400 per year plus \$400 for each dependent.

137. Vice President Nixon on the "Affidavit of Disbelief." *Sch. & Soc.*, 88: 195. April 23, 1960.

"It is my opinion that the affirmative loyalty oath by itself covers the situation, making the disclaimer affidavit unnecessary and, since it is not a general requirement for all recipients of governmental benefits, unwarranted."

138. We've Been Asked: Who Can Get New Student Loans? *U.S. News*, 45: 71, Nov. 7, 1958.

Presents 14 question and answers on loan and fellowship features of National Defense Education Act.

See also Nos. 8, 40, 69, 79, 237, 406.

III. Costs

139. 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.)

"Colleges and universities have steadily increased their charges in the past decade, and I believe that we must continue to raise the price tag on a college education. . . . All of us are familiar with the case of a minister or widowed school teacher making \$2,800 to \$3,200 annually who contributes substantially to the support of children in college. On the other hand, we all know of families with incomes of \$20,000 or more who permit their sons and daughters to apply for financial aid on the ground that they cannot help them with their educational expense. It is about time that those of us in colleges and universities become a little more hard headed on this subject." Suggests additional scholarship funds and student loans. Reports experience of Harvard Business School with student loans, up to \$2,500 for 2 years of graduate work, totaling \$3 million in 40 years, with losses of less than 1 percent.

140. ———. College Policy and the Economy in the Years Ahead. *Coll. Board Review*, No. 34, 27-32, Winter 1958. (Author: See No. 139.)

"Tuition increases, extensive student loans, and extended student enrollments are recommended for private colleges."

141. BAUMBACK, CLIFFORD M. *A Study of the Financial Resources of Students of Public Institutions of Higher Education in Iowa*. Iowa City, Iowa: Bureau of Business and Economic Research, State University of Iowa, Mar. 1959. ii,21 p.

Based on 70 percent reply to questionnaires sent to a 1/20th sample of students and their parents in each of the three State institutions of higher education, a proportion of replies "higher than would normally

be expected in this kind of survey." Conclusion: "Parents (or guardians) are the principal means of financial support for the average student registered at a State institution of higher learning in Iowa. On the average, they bear about 43 percent of the total costs incurred by the students while attending college. "The students themselves bear approximately 37 percent of such costs. The balance is paid with income derived from scholarships, loans, and other secondary sources."

142. BOKELMAN, W. ROBERT. *Higher Education Planning and Management Data, 1957-58: Salaries, Fringe Benefits, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 517.) vi,102 p. (Author: With U.S. Office of Education.)

Based on information furnished by 429 publicly and 717 privately controlled institutions. Reports by geographical region, by type of institution, and by size of institution. Chapter 6, "Institutional Charges for Tuition and Fees" (p. 64-75), in eight detailed tables with comments on them, gives data for various groups of institutions, classified by type and geographical location, including increases between 1956-57 and 1957-58. Chapter 7, "Room and Board Rates at Participating Institutions" (p. 76-91), in 12 detailed tables gives data for similar groups of institutions for combined room and board rates, institutional board rates, dormitory room rates, and cost of furnishing linens and maid room-cleaning service.

143. ———. *Higher Education Planning and Management Data, 1958-59: Salaries, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 549.) vii,126 p. (Author: See No. 142.)

Second in annual series of which No. 142 was the first. Similar in content, but based

on returns from 1,015 colleges and universities having 78 percent of the enrollment in public institutions and 67 percent in private institutions. Chapter 4, "Institutional Charges for Tuition and Fees" (p. 71-74). Finds average tuition \$164 in public, \$584 in private institutions. Chapter 5, "Room and Board Rates at Participating Institutions" (p. 75-94). Finds that average charges for dormitory rooms vary from \$160 to \$207 in different types of institutions and for the different sexes; for board from \$359 to \$418. Trends: Tuition increased 34 percent in 4 years; room rates 21 percent; board 8 percent.

144. ———. *Higher Education Planning and Management Data, 1959-60: Salaries, Tuition and Fees, Room and Board*. Washington: Government Printing Office, 1960. (U.S. Office of Education Circular No. 614.) vii, 104 p. Author: See No. 142.)

Third in annual series. Similar in content to Nos. 142 and 143. Based on data from 1,433 colleges and universities. Average annual tuition and fees, \$168 in public and \$615 in private institutions. Consists chiefly of tabular presentations. "This report does not include comparison of current data with data collected in previous years. An analysis study will follow which will match the same institutions for the past three years to identify and measure changes in different data categories."

145. College: \$15,000. *Sen. Schol.* 75: 4T-6T, Nov. 18, 1959.

"By 1970, it may cost between \$10,000 and \$15,000 to send a student through 4 years of college. This is reported by Kalb, Voorhis & Co. in current issue of its *Financial Planning* bulletin." Summarizes various other developments in costs of college and possible tax relief for parents of college students.

146. CONRAD, HERBERT S. and HOLLIS, ERNEST V. Trends in Tuition Charges and Fees. *Annals Amer. Acad.*, 301: 148-165, Sept. 1955. (Authors: With U.S. Office of Education.)

Summarizes, in 14 tables, results of three studies: (1) Catalog study of 196 institutions showing changes 1939-40 to 1954-55; (2) Office of Education questionnaire, 1953-54 and 1955 to 1,526 institutions; and (3) doctoral dissertation by W. R. Bokelman analyzing conditions in 1955-56 in 313 institutions. Gives definitions of various terms used. Report of brief discussion following presentation of paper.

147. COUNCIL FOR FINANCIAL AID TO EDUCATION. *What Price Tuition? A Matter of Importance to Colleges and to the Society Which They Serve*. New York: The Council, 1957. 16 p.

Urges raising of tuition rates, particularly in publicly supported institutions of higher education, to be accompanied by greater number of fellowships and scholarships for those who cannot afford the higher rates.

148. CRIBBEN, JAMES J. What Does It Cost To Attend College? *Pers. & Guid. Jour.*, 34: 443-446, Mar. 1956. (Author: Faculty member, School of Education, Fordham University, New York.)

Detailed study of expenses at three colleges of Fordham University. Conclusion: "The process of securing a college education is extremely expensive and complex. . . . One logical approach to this problem is to make provisions for student-counsel-parent conferences."

149. Dig Deep to Learn. *Newsweek*, 49: 104, Apr. 8, 1957.

Reports annual costs in one family for education at Yale University—\$1,235 for father in 1909, \$2,864 for one son in 1945, \$3,240 for another son in 1951, and \$3,200 for another in 1956. Speculates on cost for a grandson in 1975.

150. DILLENBECK, DOUGLAS D. Advice for Schools on College Scholarship Practices. *Coll. Board Review*, No. 39, 12-14, Fall 1959. (Author: Guidance Director, North Shore Schools, Glen Head, N.Y.)

Address at meeting of College Scholarship Service, Oct. 27, 1958. Stresses inadequacy and frequent confusion in information given by colleges to secondary schools and their students on total costs of attending a particular college and financial aid available at it.

151. FELS, WILLIAM C. Charging the Full Cost of Tuition. *Coll. Board Review*, No. 36: 17-19, Fall 1958. (Author: President, Bennington College, Vermont.)

Reports plan adopted at Bennington College. "The charge for tuition, room, board, and health services was increased \$400 to the full cost, \$2,650. . . . However, the plan encompassed a provision for adjusting fees to family resources. . . . Thus total charges range downward from \$2,650 to \$1,050." Conclusion: "From the beginning of the College Scholarship Service, it has seemed to me inevitable that most colleges and universities, including publicly supported institutions,

would in the end adopt such a plan as Bennington's."

152. HACKETT, ROGER C. Tuition Rates in Public Junior Colleges. *Jun. Coll. Jour.*, 25: 229-230, Dec. 1954. (Author: Dean, Canal Zone Junior College.)

Tabulates tuition charges for 267 public junior colleges, varying from \$0 to \$300 or more per year. "More than 38 percent of all public junior colleges in the United States charge no tuition at all to local residents."

153. HANNAH, JOHN A. Low Tuition vs. High Tuition. *Coll. & Univ. Bus.*, 27: 29, Nov. 1959. (Author: President, Michigan State College.)

"Any proposal that a student be required to pay the greater part or all of the cost of his higher education in a publicly controlled college or university is heresy in virulent form." Gives four reasons for its heretical character. For reply by Miller Upton, see No. 179.

154. HARRIS, JOHN W., ed. 1959-60 College Fact Chart. Spartanburg, S.C.: National Beta Clubs, 1959. 38 p.

Tabulates a variety of information, including average tuition and academic cost, average cost of board and room, and average total cost, for school year 1959-60, of "all of the institutions of higher education in the United States."

155. HARRIS, SEYMOUR E. College Salaries, Financing of Higher Education, and Management of Institutions of Higher Learning. *AAUP Bull.*, 44: 589-595, Sept. 1958. (Author: Professor of Economics, Harvard University.)

"The object of this paper is to estimate how much a doubling of faculty salaries would cost, and how the additional resources may be made available." Estimates need for \$6 billion per year additional by 1968. Suggests raising half of it by increase in tuition rates.

156. ———. 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. 155.)

"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 insti-

tutions 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.

157. ———. Charging the Student Tuition on the Basis of Costs. *Educ. Record*, 40: 24-28, Jan. 1959. (Author: See No. 155.)

Discusses some of the difficulties involved in determination of true costs, but advocates the plan as a basis of substantial increases in tuition. "A fuller version of the problem of pricing of college services, presented in a 3-year study financed by the Ford Foundation, will be available in about a year. That version, which includes material not presented here, stresses the case for higher tuition on grounds of equity and practicality."

158. ——— and RUSSELL, JOHN DALE. Is Higher Tuition the Answer to the College Crisis? *Sen. Schol.* 76:18T-19T, Feb. 17, 1960. (Authors: (1) See No. 155; (2) Director, Office of Institutional Research, New York University.)

Two articles, pro and con. Dr. Harris favors higher tuition "simply because, on the most favorable assumptions on tapping alternative resources, we cannot find the \$7 billion additional we need by 1970." Dr. Russell is opposed because raising tuition tends to "discourage or prevent large numbers of capable young people from attending college."

159. HOLLIS, ERNEST V. Trends in Tuition Charges and Fees. *Higher Educ.*, 12: 69-71, Jan. 1956. (Author: With U.S. Office of Education.)

Tabulates tuition rates for 1,526 higher education institutions and shows trends for 15-year period in 196 institutions each enrolling more than 2,000 students. "While tuition and fees have increased with the total of spiraling costs, they have not increased quite as rapidly as total costs. Moreover, Internal Revenue data indicate that they have not increased as rapidly as individual or family incomes after the payment of Federal income tax."

160. ——— and Associates. *Costs of Attending College: A Study of Student Expenditures and Sources of Income*. Washington: Government Printing Office, 1957. (U.S. Office of Education, Bulletin, 1957, No. 9.) v,91 p. Summarized in articles by E. V. Hollis in *Higher Educ.*, 13: 141-143, Apr. 1957; in *Assoc. Amer. Coll. Bull.*, 43: 595-601, Dec. 1957; in *NEA*

Journal, 46: 543, Nov. 1957; and in *Sch. Life*, 40: 4-5, Dec. 1957. (Authors: With U.S. Office of Education.)

Based on questionnaire returns from random sample of 15,316 students in 110 institutions in 42 states. "The cost of attending undergraduate college during 1956-57 averaged \$1,500 a school year at public institutions, and \$2,000 at private ones . . . Students and their families paid more than three-fifths of the cost. . . Scholarships accounted for slightly less than 5 percent of total income of all students." Bibliography, 25 titles.

161. If You Want Your Child To Go to College—. *U.S. News*, 41: 46-51, July 27, 1956.

Gives detailed data on costs of board and room, tuition, and fees at 123 colleges and universities, arranged in 5 geographical groups: New England, 18 institutions; Middle Atlantic, 27; Southern, 28; Midwestern, 32; and Western, 18. Finds average costs at State universities, \$805; at private colleges, \$1,485.

162. JOHNS, RUTH and DUNSMOOR, G. C. *College Costs, 1960*. Bedford Hills, N.Y.: Board of Cooperative Educational Services, 1960. 11 p. (Authors: (1) Director of Guidance, Briarcliff High School, Briarcliff Manor, N.Y.; (2) Director, Board of Cooperative Educational Services Guidance Center, Bedford Hills, N.Y.)

Reports costs separately for tuition, fees, board, room, and books, and total typical costs, for 250 institutions classified in 4 groups: coeducational, men's, and women's 4-year colleges, and junior colleges. Total typical costs vary from \$200 to \$3,310. Addressed primarily to prospective college students. Gives practical suggestions for meeting college expenses.

163. KIESSLING, OSCAR. College for Five—It's Murder! *Sat. Eve. Post*, 232: 25, 67-58, Jan. 30, 1960.

Personal experiences of a Government economist, with more than average income, in trying to finance college education for his five children. "Our five children will probably muddle through to bachelor's or master's degrees sooner or later regardless. But a lot of families won't be able to manage as well unless something is done to ease the financial load."

164. KING, FRANCIS P. *Financing the College Education of Faculty Children. A Study Conducted by the Teachers In-*

urance and Annuity Association for the Fund for the Advancement of Education. New York: Henry Holt & Co., 1954. xii, 115 p. Summaries in different forms in *AAUP Bull.*, 40: 401-433, Autumn 1954; in *Educ. Record*, 35: 281-285, Oct. 1954; and in *Assoc. Amer. Coll. Bull.*, 40: 512-520, Dec. 1954. (Author: Research Associate, Teachers Insurance and Annuity Association.)

"This report deals with the problem college faculty members have in financing or otherwise providing for the undergraduate college education of their children." Based on interviews with college and university faculty members and administrative officers in 23 institutions, and upon data from various other sources. Details given in 18 tables and 8 charts. "As a result of this report, the Fund for the Advancement of Education made a grant to assist the Faculty Children's Tuition Exchange." Names of 73 institutions, members of the Exchange, given. Bibliography, 27 titles. Review by S. A. Nock, *Coll. & Univ.*, 30: 77, Oct. 1954.

165. ———. The First Year of the Tuition Exchange. *Educ. Record*, 36: 349-350, Oct. 1955. (Author: See No. 164.)

Reviews establishment of the Tuition Exchange for faculty children, reports its rapid first-year growth, stating number of cooperating institutions more than doubled from 72 to 165. Reports four lessons learned during first year of the organization.

165a. LANSING, JOHN B.; LORIMER, THOMAS; and MORIGUCHI, CHIKASHI. *How People Pay for College*. Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, University of Michigan, Sept. 1960. ix, 160 p.

"Concerned with one of the major sources of funds—parents who pay or help pay for the education of their own children. A primary purpose has been to discover how far in advance parents begin to plan for a college education for their children and how they raise the money to pay for it." Based upon interviews with 2,749 members of family units in 1959 and 1960. Reports that average annual expenses of unmarried college students in 1959-60 was \$1,550 per year, of which "roughly 60 percent on the average is met from money contributed by their parents." Many details given in 52 tables and 9 charts.

166. LEWIS, LANORA G. Some Striking Relationships: Median Family Income,

The Cost of Living, Tuition and Fee Charges. *Coll. & Univ. Bus.*, 27: 19-21, Dec. 1959. (Author: With U.S. Office of Education.)

Shows in both tabular and graphic form trend of tuition charges, separately for publicly and privately controlled institutions, in comparison with cost of living index and median family incomes over last 20 years. Using 1939 as base of 100, shows that tuition in publicly controlled institutions has increased to 229, in privately controlled institutions to 265, cost of living to 208, and median family income to 380.

167. LUDLUM, ROBERT P. How High Should Tuition Go? *Educ. Record*, 39: 306-310, Oct. 1958. (Author: President, Blackburn College, Illinois.)

"To suggest that tuition should be raised to the point where it would cover the cost of instruction is to make not only a new suggestion but also one that runs counter to convictions we have held for centuries." States various reasons for the change and quotes several individuals as opposed to the plan on the basis of broad social values.

168. MEAD, MARGARET. Dangers of Marriage in College. *Smith Alumnae Quart.*, 51: 80-82, Winter 1960. (Author: Professor of Anthropology, Columbia University.)

Makes observations on economic difficulties of undergraduates who marry and the burdens laid upon the institutions in providing facilities for married students. Says that "all over the United States undergraduate marriages are increasing, not only in the municipal universities and technical schools . . . but also on the green campuses once sacred to a more leisurely pursuit of knowledge."

169. MUELLER, KATE HAVNER. The Married Student on the Campus. *Coll. & Univ.*, 35: 155-163, Winter 1960. (Author: Professor of Education, Indiana University.)

"Eleven State universities with a total of 160,000 students had 21 percent married in 1955, and expected up to 25 percent in 1965. . . . Most couples live in university apartments, either luxurious ones at \$90 to \$120 a month, or simpler ones at \$60 to \$70; others in city trailer courts at \$40 or \$50 a month; and still others in the fringe of decrepit rooming houses any campus is likely to harbor."

170. NEISWANGER, WILLIAM A. Tuition Policy and Benefits Received. *Educ. Re-*

cord, 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 and by John A. Pollard of the Council for Financial Aid to Education through increased governmental support. 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.

171. 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 E. J. Mortola, *Coll. & Univ.*, 29: 452-455, April 1954; and by C. C. DeLong, *Jour. Higher Educ.*, 25: 110-111, Feb. 1954.

172. PERKINS, JOHN ALANSON. Financing Higher Education: Perspectives and Possibilities. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 71-81. Also in *Educ. Record*, 40: 99-107, Apr. 1959. (Author: President, University of Delaware.)

"There have been, broadly speaking, two ideas put forth on how to get the needed money—from the students or from the Government. The first has been promoted by some industrialists and popularized by *Fortune Magazine* and the ubiquitous Mr. Beardsley Ruml. It suggests that higher education, private and public alike, should charge students the full cost of that education." States arguments against this method and in favor of the second.

173. PIERPONT, WILBUR K. A Sense of Proportion is Needed on Our Tuition and Fee Charges. *Coll. & Univ. Bus.*, 27: 30-33, July 1959. (Author: Vice President, University of Michigan.)

"People everywhere are talking about student tuition and fees. These people include parents, taxpayers, alumni, legislators, college and university staff members, business men, and newspaper and magazine editors. This is a healthy thing." Discusses various factors to be considered in setting fair tuition fees, including program costs, future earning power, institutional objectives, social interest and need, income levels of economic groups, and financial resources.

174. Planning for College: What a Survey of 189 Colleges Shows. *U.S. News*, 45: 52-56, Dec. 5, 1958.

Discusses costs of tuition and fees, board and room, and other necessary expenses, for institutions grouped by geographic areas. Reports in detail concerning three institutions each in six geographic areas, with costs varying from \$900 per year at University of Alabama to \$2,500 per year at Dartmouth College, New Hampshire.

175. 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 tuition increases. Illustrates by frequent references to experience at Harvard University.

175a. ROPER, ELMO and ASSOCIATES. *Parents' College Plans Study*. New York: 1959. 30 p. (The Education Plan of the Ford Foundation.)

Based upon interviews with 5,011 parents of 7,295 children under 18 years of age not in college, in all parts of the United States in April 1959. Results reported in 30 tables. Major findings: Parents expect to send 69 percent of their children to college, a majority to State colleges. Median expense expected is \$1,450 per year. Sixty-seven percent expect to use some form of savings to finance college attendance, 41 percent hope for some form of scholarship, 20 percent expect to use current income, 29 percent expect the child to earn money for college.

176. RUMI, BEARDSLEY and MORRISON, DONALD H. *Memo to a College Trustee:*

A Report on Financial and Structural Problems of the Liberal College. New York: McGraw-Hill Book Company, Inc., 1959. ix,94 p. Summary as "Open Letter to a Trustee," in *Think*, 25: 16-18, Sept. 1959. Symposium on various aspects of the plan by eight authors, *Jour. Higher Educ.*, 30: 411-452, Nov. 1959. (Authors: (1) Former Dean, Social Science Division, University of Chicago; former Treasurer, R. H. Macy & Co., Inc.; former Chairman, Federal Reserve Bank, New York; Trustee Dartmouth College, New Hampshire; (2) Former Provost, Dartmouth College.)

Prepared for the Fund for the Advancement of Education. "This Report is concerned with a cluster of crucial questions: How can the American liberal arts colleges meet their responsibilities with respect to the fostering of liberal education? How can they serve their important purpose in helping to prepare the next generation of adults to deal wisely and humanely with the problems and opportunities of an increasingly complex world? How can they make the contribution to teaching and to scholarship that is required? More specifically, how can our colleges—and our universities, too—arrange their facilities, their teaching programs, their facilities, and their finances to provide liberal education for twice as many students as today, a liberal education of constantly improving quality? Today these institutions are not organized to meet this challenge." Presents a plan for almost doubling faculty salaries without increase of tuition which is assumed to be \$800 per year. Outlines plans for hypothetical institutions of 800, 1,200, 1,800, and 3,000 students, each with this tuition. Reviews by W. L. Thorp in *AAUP Bull.*, 45: 577-579, Dec. 1959; by P. Pickrel, *Harpers*, 219: 87-88, Aug. 1959; and by E. W. Harrington, *Quart. Jour. Speech*, 46: 220-221, Apr. 1960. Editorial Comments, *Coll. & Univ. Bus.*, 26: 22, June 1959.

177. That Bond Put Away for College Doesn't Look So Big Now. *U.S. News*, 43: 54, July 5, 1957.

"Warning to parents: Savings bonds, put aside for a college education, will buy less time in school than you have expected. . . . Here's the story of a special inflation problem for parents. . . . A little \$1,000 U.S. savings bond, now coming due, will pay for less than two-thirds of a year in college."

178. Tuition and Other Fees of Member Institutions. In *Eastern Association*

of College and University Business Officers, *Proceedings*, 1959, p. 164-184.

Reports tuition and other fees in each of the institutional members of the Association.

179. UPTON, MILLER. Low Tuition vs. High Tuition. *Coll. & Univ. Bus.*, 28: 21, Jan. 1960. (Author: President, Beloit College, Wisconsin.)

A reply to President Hannah, No. 153. "I have long maintained . . . that unreasonably

low tuition charges are socially, educationally, and morally wrong. . . . I agree with President Hannah that it is education we need and must have, but I submit that education is not achieved merely by filling the spaces in classrooms."

See also Nos. 15, 16, 24, 25, 27, 33, 34, 36, 38, 43, 46, 47, 49, 51, 52, 55, 60, 61, 65, 67, 69, 71, 72, 74, 75, 82, 89, 93, 94, 97, 98, 99, 182, 248, 343, 393, 400, 401, 408, 416.

IV. Scholarships

180. AAHPER SCHOLARSHIP PROGRAM. *Jour. Health, Phys. Educ. Rec.*, 31: 8, Feb. 1960.

"Outstanding high school graduates may now apply for financial assistance to continue professional preparation in physical education through the AAHPER [American Association for Health, Physical Education, and Recreation] scholarship programs. A new Association-sponsored service to the profession, this program of scholarship grants was inaugurated last spring. . . . AAHPER plans to expand its scholarship services as rapidly as possible. Efforts will be made to secure scholarships and fellowships in all areas related to the work of the Association."

181. ADAMS, APOLLONIA O. *Professional Nurse Traineeships*. Washington: Government Printing Office, 1959. (?) (U.S. Department of Health, Education, and Welfare: Public Health Service Bulletins, Nos. 675 and 676.) Part I, viii, 62 p.; Part II, xi, 47 p. (Author: Chief, Division of Nursing Resources, U.S. Public Health Service.)

Part I is a report of the national conference held in Washington in August 1958 to evaluate 2 years of training grants for professional nurses. Part II gives facts about the nurse supply and educational needs of nurses based on data compiled for the conference. Bibliography, 18 titles.

182. ADAMS, GEORGE. *How To Pay for That College Education and Find the Most Suitable College*. Greenlawn, N.Y.: Harian Publications, 1956. vi, 258 p.

Contains many practical suggestions for both parents and students, but must be read with caution on account of some inaccurate statements, e.g.: "We have prepared the largest listing of key facts about colleges ever published"; or "Nowadays, with enrollment slackening term by term." Special chapters: Work-Study Colleges, Accelerated Courses Save an Entire Year's Living Costs, and How To Graduate From an Expensive

Name College Without Paying the Full 4 Years' Expense. Chapter on scholarships contains much useful information, including State scholarships in 34 States, World War Orphan Scholarships, and many scholarships with special or unusual restrictions and conditions.

183. AMERICAN LEGION COMMITTEE ON EDUCATION AND SCHOLARSHIPS. *Need a Lift? Educational Opportunities*. Indianapolis, Ind.: National Child Welfare Commission, American Legion, Sept. 1960. 80 p. (Tenth edition.)

Describes all types of Federal, State, and private scholarship aid for children of veterans and other children as well. Tabulates aids offered by departments of American Legion and American Legion Auxiliary (p. 52-67).

184. ANGEL, JUVENAL L. *How to Look for Scholarships*. New York: World Trade Academy Press, 1957. (Monograph No. 52). xi, 37 p. (Author: Director, Modern Vocational Trends Bureau, New York.)

Contains specific suggestions to high school students on applying for scholarships, securing recommendations, preparing for examinations, and related matters. Also brief discussion on supplementary means of financing college education including loans and part-time employment. Bibliography, 56 titles.

185. Athletic Scholarships: Gift Horse or Booby Trap? *Sen. Schol.* 74: 8-9, 34, Mar. 20, 1959.

"A pro and con discussion: Are athletic scholarships undermining American education?" Based in part on statements by President A. Whitney Griswold, Yale University, and President Robert F. Goheen, Princeton University.

186. *Background Factors Relating to College Plans and College Enrollment Among Public High School Students*.

Princeton, N.J.: Educational Testing Service, Apr. 1957. vii,84+71 unnumbered pages of appendix.

Based on aptitude tests and extensive questionnaire studies of more than 85,000 12th grade students in 516 high schools. One section, "Reactions of Students to Hypothetical Scholarships" (p. 53-58), reports results of inquiry whether superior students would accept scholarships paying all necessary college expenses if they would agree to major in one of ten specified fields. "More than half of the boys would accept a fully paid college education in engineering. Almost half of the boys would accept full scholarships in other scientific fields or in business; 27 percent would accept a scholarship in education. To high-scoring girls, the sciences seem much less desirable; their favorites were business, acceptable to 66 percent, and education, acceptable to 38 percent."

187. BALDWIN, JANET. Road to Culture: Over It Flash the Wheels of 33 Cyclists Turning in Funds for Indiana Students. *Rotarian*, 88: 43, May 1956.

Describes the "little 500" annual bicycle races, the proceeds of which are "parceled out to working students in the form of \$100 scholarships."

188. BENDER, WILBUR J. A Critical Role for the Colleges. *Coll. Board Review*, No. 39, 8-9, Fall 1959. (Author: Dean of Admissions and Financial Aids, Harvard College.)

Address before annual meeting of College Scholarship Service, Oct. 27, 1958. Summarizes information on variety of scholarships becoming increasingly available—Federal, State, corporation, and other—and states a dozen possible limitations on their most effective use. "I should like to see . . . a statement of principles drawn up by the colleges which would define the broad purposes and basic policies of the ideal financial aid program."

189. BERTIE, RALPH F. One-half of University Students on Government Scholarships. *Jour. Higher Educ.*, 29: 98-100, 116, Feb. 1958. (Author: Student Counselor, University of Minnesota.)

"A review of a government scholarship program in another country may assist in the current discussions of possible Federal scholarship programs." A detailed report on operation of the Commonwealth Scholarship Plan in Australia, begun in 1951. "If this country spent money for scholarships in a way comparable to Australia, we would be

spending hundreds of millions of dollars for government scholarships."

190. ———. Assumptions Underlying Scholarship Proposals. *Coll. & Univ.*, 34: 82-88, Fall 1958. (Author: Professor of Psychology, University of Minnesota.)

"The writer recently attended a hearing before the Subcommittee on Special Education of the U.S. House of Representatives where those who testified regarding Federal scholarship programs often made several assumptions, frequently without being fully aware of the nature of these assumptions. They assumed that a large proportion of well qualified high school graduates do not attend college; that this number was large enough so that some action was called for; that a primary cause for this was financial; and finally, that more loan and scholarship funds would result in a greater number of competent high school graduates attending college. What is the evidence covering these assumptions?" Presents and discusses evidence in detail. Bibliography, 8 titles.

191. BLACKWELL, T. E. 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.

192. BOWLES, FRANK H. *How To Get Into College*. New York: E. P. Dutton & Co., 1958. viii,157 p. (Author: President, College Entrance Examination Board, New York.)

Consists chiefly of 1,358 questions and answers, 62 of them (Nos. 249-310) devoted to "Financing College." States that "scholarship aid is becoming harder to get and is given out with great care and on strict terms." Gives much information on policies of colleges in awarding scholarships. Reviews by W. G. Bowling, *Coll. & Univ.*, 34: 326-330, Spring 1959; and by R. N. Scott, *High School Jour.*, 42: 143, Jan. 1959.

193. ———. *Admission to College: A Perspective for the 1960's*. New York: College Entrance Examination Board, 1960. 144 p. (57th Annual Report of the President of the College Entrance Examination Board.) (Author: See No. 192.)

One section "Student Finance" (p. 30-36), discusses organization of College Scholarship Service in 1954, expansion of existing scholarship funds, agreements as to purposes and use of scholarship funds, development of loan funds, and development of school and candidate understanding. "This sketch of the developments in school finance from 1948 to 1957 and the Board's part in them is necessarily brief and inconclusive but it does serve to show that a new idea—that college opportunity should be open to all who are qualified to use it—creates new problems and that a service agency such as the Board can assume new forms and take on new tasks as part of the search for a new solution."

194. BRAUMER, JOHN C., JR. Work Scholarship Plan Transforms Restricted Scholarship Income Into a Boon. *Coll. & Univ. Bus.*, 22: 38-40, Apr. 1957. (Author: Business Manager, Western Theological Seminary, Pennsylvania.)

"After much study and deliberation, a work scholarship program was instituted that benefits the student receiving scholarship aid as well as the Seminary. . . . The work scholarship program has transformed this restricted scholarship income from a burden to a boon." Gives details. Five illustrations.

195. BRONWELL, ARTHUR B. Honor Scholarships, Not Federal Scholarships. *Assoc. Amer. Coll. Bull.*, 44: 314-321, May 1958. (Author: President, Worcester Polytechnic Institute, Massachusetts.)

"An Honor Scholarship would be one in which the recipient would pledge to repay the scholarship assistance within a stipulated period of years after graduation, in order to make it possible for another student to receive the benefits of college education which he himself has received. . . . The Honor Scholarship Plan fits into the total picture of college financing, while at the same time overcoming virtually all of the objections to Federal scholarships."

196. BROWNSTEIN, SAMUEL C.; WEINER, MITCHEL; and KAPLAN, STANLEY. *You Can Win a Scholarship*. Great Neck, N.Y.: Barron's Educational Series, Inc., 1958. vii,429 p. (Authors: (1) George W. Wingate High School, Brooklyn, N.Y.; (2) James Madison High School, Brooklyn, N.Y.; (3) Editor, Barron's Educational Series.

Part I, "Scholarship Opportunities" (p. 1-93), gives details on scholarships made

available by private organizations, by colleges, by States, by the Federal Government, and for residents of New York State. Part II, "How to Prepare for Scholarship Exams" (p. 94-429), consists of practice questions and answers and sample examination questions in English, social studies, mathematics, science, health, art, and music.

197. BUCHNER, CHARLES A. There's No Scholarship Surplus: It's a Shortage! *Sat. Eve. Post*, 231: 10, Nov. 15, 1958. (Author: Professor of Education, New York University.)

"The much publicized, out-of-focus scholarship picture builds up false hopes in the minds of many high school students aspiring to a sheepskin. . . . Scholarships do not go begging. Instead, they are needed in greater numbers."

198. BUTTON, DANIEL E. For Faculty Families: To Fee or Not To Fee. *Coll. & Univ. Bus.*, 24: 23-24, June 1958. (Author: Former Assistant to the President, State University of New York.)

Reports varying practices in 55 institutions in every State regarding remission of tuition to staff members and even to members of their families. Reports that 36 provide some fee benefits for their faculty members. Lists 10 factors that should be taken into account by an institution in formulation of a policy on the matter.

199. CAMERON, MEREDITH E. Women's Colleges and Scholarships. *Assoc. Amer. Coll. Bull.*, 42: 233-239, May 1956. (Author: Academic Dean, Mount Holyoke College, Massachusetts.)

"College thinking about scholarships is changing; the thinking of students and their families, of schools, and of alumnae has not kept pace with it." Poses and answers two questions: "What role do scholarships play in the economy and make up of privately endowed colleges in general and of women's colleges in particular?" and "Who should receive scholarships, and in what amount?"

200. Can You Get a Scholarship? *Chang. Times*, 9: 83-85, Dec. 1955.

Suggests various sources for scholarships, including high school, college, community, industry, professional societies, foundations, unions, State, church, veteran's groups, and Federal Government.

201. CLARK, JOSEPH S., JR. The Case for Federal Scholarships. *New Leader*,

40: 6-8, June 10, 1957. (Author: U.S. Senator from Pennsylvania.)

"Senator Wayne Morse of Oregon and I have introduced a National Scholarship Act to provide 50,000 scholarships a year—enough for half of those who now drop out for economic reasons. . . . We need wait for no further studies. The needs are clear."

202. CLARK, SALLY G.; WRIGHT, E. WAYNE; and PARKER, CLYDE A. Do Renewable Scholarships Promote Higher Grades? *Pers. & Guid. Jour.*, 35: 302-306, Jan. 1957. (Authors: Staff members, Brigham Young University, Utah.)

"This study was designed to determine whether these renewable scholarships produced greater academic achievement among the scholarship recipients than that achieved by nonrecipients." Based on records of 171 scholarship students and 224 nonscholarship students at Brigham Young University, Utah.

203. COLE, CHARLES C., JR. *Encouraging Scientific Talent: A Study of America's Able Students Who Are Lost to College and Ways of Attracting Them to College and Science Careers*. New York: College Entrance Examination Board, 1956. ix, 259 p. (Author: Assistant Dean, Columbia College, Columbia University.)

"This is the report of a study of the loss of talented persons from high school to college and of ways to encourage those with high-level ability, particularly those with scientific talent, to enter institutions of higher education, and to follow scientific careers. Our objectives have been to bring together relevant information from all available sources." Contains one chapter, "The Use of Scholarships to Encourage the Production of Scientists" (p. 170-183). "Scholarships continue to be the fairest means of equalizing educational opportunity. Scholarships have advantages which other types of financial aid do not possess. . . . Although the supply of scholarships available to college students continues to increase, the demand for this aid is still far greater. . . . One hundred thousand scholarships are needed immediately if we are to salvage our loss of talent from high school to college. The colleges cannot do the task alone. Government and industry should be partners." Reviews by B. A. Thresher, *Coll. & Univ.*, 32: 357-359, Spring 1957; by W. L. Doyle, *Jour. Gen. Educ.*, 10: 62, Jan. 1957; by H. A. Meyerhoff, *Pers. & Guid. Jour.*, 35: 333, Jan. 1957; by J. G. Harlow, *Sch. Review*, 65: 107-116, March 1957; by A. Rankin, *Science*

Teach., 23: 481, Dec. 1956; and by J. S. Richardson, *Educ. Research Bull.*, 37: 187-188, May 1958.

204. ———. Scholarship Applicants Today. *Coll. Board Review*, No. 32: 17-20, Spring 1957. (Author: See No. 203.)

A study of 12,000 applicants for scholarship aid to the College Scholarship Service who entered college, and of sample of 2,000 of the 9,000 applicants who did not enter college. "The CSS has truly done wonders to help stretch scholarship dollars. It has provided colleges with a much-needed systematic approach to financial aid."

205. College and the Athlete. *Newsweek*, 53: 78, Mar. 9, 1959.

Quotes President A. W. Griswold of Yale University: "The national traffic in athletic scholarships constitutes one of the greatest educational swindles ever perpetrated on American youth." Reviews existing conditions in various collegiate athletic conferences.

206. COLLEGE ENTRANCE EXAMINATION BOARD. *Financing a College Education: A Guide for Counselors*. Princeton, N.J.: The Board, 1959. 20 p.

"This book is addressed to guidance counselors and other administrators and teachers in secondary schools who assist students in making their occupational and college plans. It is intended to help counselors meet the increasingly urgent need of students and parents for advice on the problems of financing a college education. The booklet focuses attention on the three areas about which counselors, students, and parents are most anxious for information—sources of financial support, the work of the College Scholarship Service, and the determination of financial need by colleges." Bibliography, 12 titles.

207. College Scholarship Service. *Higher Educ.* 11: 71-72, Jan. 1955.

Report of organization and plans of the College Scholarship Service, under auspices of College Entrance Examination Board.

208. COLVER, ROBERT M. Scholarship Selection and Administration—An Objective Appraisal of One Program. *Coll. & Univ.*, 30: 20-27, Oct. 1954. (Author: Assistant Director, Bureau of Testing and Guidance, Duke University, North Carolina.)

Based on author's doctoral dissertation at University of Kansas. An analysis of three groups of students at University of Kansas over a 22-year period: (1) 176 accepted on

scholarships, (2) 958 applicants for scholarships whose applications were rejected, and (3) all holders of scholarships who had graduated in the period studied.

209. CONNORS, JOHN D. Labor Scholarships To Help Pay for College. *Machinist*, 9: 4-5, Feb. 3, 1955. (Author: Director, American Federation of Labor Department of Education.)

Gives list of scholarships open to sons and daughters of members of International Association of Machinists. Includes almost 100 full scholarships. "The scholarships are awarded by State Federations of Labor in 13 States and Hawaii, and by central bodies or labor unions in 20 cities."

210. ———. Labor Gives Scholarships. *Amer. Fed.* 66: 28-29, Sept. 1959. (Author: Director, AFL-CIO Department of Education.)

"The AFL-CIO supports the broadest type of Federal scholarship program. . . . In addition to its support of Federal legislation, the AFL-CIO has instituted a program of college scholarship awards." Gives details and names of winners of first 4-year scholarships.

211. COUNCIL ON SOCIAL WORK EDUCATION. *In Pursuit of Excellence: A Guide to Local Committees in Organizing Scholarship Programs for Social Work Education*. New York: The Council, 1959. 26 p.

"This comprehensive Scholarship Guide dramatically highlights the critical shortage of social workers and documents the need for financial aid to social work students. . . . It suggests plans, standards, and procedures for the establishment of community scholarship programs."—Introduction by Stanley P. Davies. Appendix suggests standard definitions and usage for following terms: bursary, scholarship, fellowship, tuition scholarship, field work stipend, noninterest loan, work-study plan, educational leave. Bibliography, seven titles, annotated.

212. CUSICK, MARGARET RONZONE. *The Upper Quarter: Did They Go on to College? What Did They Think of Their High School?* Manchester, N.H.: New Hampshire Council for Better Schools, 1959. 32 p.

A study of education beyond the high school for upper fourth of New Hampshire high school graduates of 1955, 1956, and 1957. Of questionnaire responses from 458 students who had no education beyond the high school, 133 gave lack of financial assistance as their reason for not going to college.

213. DE FORREST, RICHARD. The Scholarship Program in Clarkston. *Nat. Assoc. Sec. Sch. Prin. Bull.*, 40: 89-90, Sept. 1956. (Author: Coordinator of Pupil Personnel Services, Clarkston Junior-Senior High School, New York City, N.Y.)

Outlines plans for annual Scholarship Night at which information is given to seniors and their parents regarding college scholarships and methods of applying for them.

214. DERTHICK, LAWRENCE G. Higher Education and the National Interest. *Sch. & Soc.*, 86: 212-215, May 10, 1958. (Author: U.S. Commissioner of Education.)

Address at National Conference on Higher Education, Chicago, Mar. 5, 1958. "I wish to discuss one of the most critically important aspects of education in the national interest today: the development of effective teamwork between institutions of higher education and the Federal Government." Discusses especially Federal scholarships, foreign language teaching, expansion of graduate instruction, and provision for more college teachers.

215. DICKINS, DOROTHY. Mississippi Studies Branch Scholarships. *AAUW Jour.*, 52: 82-84, Jan. 1959. (Author: Past President, Mississippi Division, AAUW.)

Report, based on questionnaire responses from 31 recipients of AAUW scholarships in the State.

216. DIRKS, A. W., and ANDERSON, KENNETH E. *A Study of Questionnaire Responses from Kansas High School Participants and Nonparticipants in the National Merit Scholarship Testing Program*. Lawrence, Kan.: Apr. 1960. (Kansas Studies in Education: School of Education, vol. 10, No. 2.) 28 p. (Authors: (1) Principal, Price Elementary School, Wichita, Kans.; (2) Dean, School of Education, University of Kansas.)

Based upon responses from 4,675 Kansas high school seniors of class of 1959 who took the tests and 1,028 who did not do so. Compares similarities and differences in responses in four areas: (1) family and home environment, (2) future plans, (3) study habits and attitudes, and (4) high school experiences and programs. Consists of interpretative text and 51 tables.

217. Do You Want To Win a Scholarship? *Sen. Schol.* 68: 8-10, 28, Feb. 16, 1956.

"High school graduates with above-average records have a good chance at the 150,000 scholarships available annually in American colleges." Suggests four classifications of scholarships: (1) those given by your high school, (2) those from colleges and universities, (3) those from Government, and (4) those from industries. Tabulates major details concerning 18 "typical scholarship opportunities."

218. DOLAN, ELEANOR F. and HORINE, MARIE. Scholarship Inquiry Returns. *AAUW Jour.*, 53: 110-114, Jan 1960; and 53: 177-180, Mar. 1960. (Authors: Staff members, AAUW.)

Summary of questionnaires sent to 361 branches of the Association for information on their local scholarship programs as distinguished from the fellowships of the national organization. "This report is based upon information about only the 1,771 recorded scholarship holders of the past 5 years. The total amount granted to them was \$293,745." Discusses selection process and effectiveness of the local programs. Suggests nine standards "which, if followed, would improve the effectiveness of the program." Conclusion: "The Program Development and Research Committee would be less than frank if it did not express its conviction that this study proves the wisdom of AAUW's concentration on fellowships for graduate students."

219. EDMAN, V. RAYMOND. No Federal Scholarships, Thank You! *Coll. & Univ. Bus.*, 25: 17, Sept. 1958. (Author: President, Wheaton College, Illinois.)

"The present hue and cry for Federal scholarship aid is among the most recent panaceas proposed for higher education. . . . Scholarship aid is not a Federal responsibility."

220. EDUCATIONAL TESTING SERVICE. *Sponsored Scholarship Program. Successes, 1957-58.* Princeton, N.J.: The Service, 1957. 30 p.

"The following pages contain brief summaries of undergraduate scholarship programs sponsored by industrial, business, civil, religious, labor, and fraternal groups. All of these programs use the facilities of Educational Testing Service in one or more phases of their operations." Describes 180 such programs. Bibliography, 9 titles.

221. EIGHT MEDICAL LIBRARIAN SCHOLARSHIPS. *Lib. Jour.* 82: 2072, Dec. 1, 1957.

Announcement of eight scholarships of \$150 each by the Medical Library Association to be awarded at eight library schools.

222. 500 Scholarships in Family Finance. *Bal. Sheet*, 38: 366-367, Apr. 1957.

"A total of 500 scholarships at 14 universities are being offered this year at the 1957 Summer Workshops in Family Finance sponsored by the National Committee for Education in Family Finance. This marks the eighth consecutive year in which workshops are being offered."

223. FLIEDNER, LEONARD J. Regents Scholarships for Science and Engineering. *High Points*, 39: 39-40, May 1957. (Author: Staff, Stuyvesant High School, New York.)

Gives information concerning 500 newly established scholarships of \$500 each to students planning to specialize in chemistry, physics, mathematics, or engineering.

224. GETZELS, J. W. Social Values and Individual Motives: The Dilemma of the Gifted. *Sch. Review*, 65: 60-63, Spring 1957. (Author: Associate Professor of Education, University of Chicago.)

Expresses fear that scholarships and other means of pressure are directing our gifted youth into technical fields, perhaps against their wishes and better judgment.

225. GRESHAM, PERRY EPLER. College Giveaway. *Assoc. Amer. Coll. Bull.*, 43: 406-409, Oct. 1957. (Author: President, Bethany College, West Virginia.)

"Last June a bright high school senior in a Midwestern town received scholarship offers totaling more than \$25,000. . . . A top football player has a still better opportunity. . . . The college loan fund appears to be a casualty. Why should a student borrow funds when he can get his academics for nothing? . . . Four corrective measures appear to be indicated. Scholarships should be confined to need, parents who pay full tuition for their children should be honored, educational loans should replace many scholarships, and a new system of recognition devised for scholastic excellence."

226. GWINN, RALPH W. Federal Scholarships--What For? *Nat. Republic*, 45: 1-2, 30-31, April 1958. (Author: U.S. Congressman from New York.)

A vigorous protest against Federal scholarships for college students. "The big problem in education today is not Federal scholarships. . . . It is not financial at all."

227. H. W. Wilson Company Gives \$17,500 for Scholarships. *ALA Bull.*, 51: 208, Mar. 1957.

Names the 35 library schools which will receive scholarship funds in 1957, 1958, 1959, and 1960 "to interest more young men and women to become librarians."

228. HARPER, F. A. Shall the Needy Inherit Our Colleges? *Freeman*, July 1957: 29-34. (Author: Staff member, Foundation for Economic Research.)

Questions advisability of including "financial need" as requirement for a scholarship. Feels that such a requirement militates against self-reliance of the student. "I do not mean to say in other words, that assistance to all students should be exclusively of the type I have advocated here. I mean only to say that in my opinion we have rather gone overboard about this matter of need as applied to collegiate aid."

229. HARRIS, BERNARD B. and SCHENK, QUENTIN F. Financial Need and College Scholarships. *Pers & Guid. Jour.*, 37: 497-499, Mar. 1959. (Authors: (1) Dean of Men, Wisconsin State College, Platteville; (2) Associate Professor of Social Work, University of Missouri.)

Based on unpublished doctoral dissertations by the authors at University of Wisconsin: (1) by Harris in 1955, "The Identification of Financial Need in Awarding Scholarships at a State University," and (2) by Schenk in 1953, "Evaluation of Procedures Used in Awarding Scholarships at a State University." Conclusions: "It is difficult to administer scholarship programs which have as one of their conditions financial need. It seems to the writers that on the basis of this study an elaborate means test . . . must be developed if the job is to be done effectively. . . . It seems that the whole concept of the use of financial need as an effective criterion of making scholarship awards to college students must be reappraised."

230. HART, JAMES EARL. *Administration of Athletic Scholarships at the University of Missouri*. Columbia: University of Missouri, 1956. 219 p. Abstract in *Diss. Abstracts*, 16: 2366-2367, Dec. 1956. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 886 scholar-

ship recipients in the years 1951-52 to 1954-55. Athletic scholarships are awarded on basis of athletic ability, scholarship, citizenship, and need. Promise to participate in athletics cannot be a condition of the awards. Approximately 60 percent of athletic scholarships were awarded to football players. Conclusion: "The University of Missouri has controlled grants-in-aid to athletes within the limits prescribed by the Missouri Valley Intercollegiate Athletic Association."

231. Help Your Students by That Scholarship! *Sen. Schol.*, 74: 10T, Feb. 20, 1959.

"Even if your students don't win National Merit Scholarships, they may still qualify for any one of thousands of scholarships in many hundreds of institutions of higher learning." Bibliography, 19 titles.

232. HICKEY, MARGARET. Citizens Establish Their Own Educational Fund in Fall River, Mass. *Lad. Home Jour.*, 76: 35-36, Sept. 1959. (Author: Editor, Public Affairs Department, *Ladies Home Journal*.)

Reports methods and success of new plan developed at Fall River. "With only the first birthday celebrated, collections to date have amounted to over \$12,000. For the 1958-59 school year, \$3,700 worth of scholarships, renewable for 4 years, were awarded to 24 students of Greater Fall River."

233. HOEBEL, E. ADAMSON. The Social Science Research Council's Fellowship Program. *Educ. Record*, 37: 235-236, July 1956. (Author: Professor of Anthropology, University of Minnesota.)

Reviews program, initiated in 1953, for grants for study and research in social sciences by undergraduates in summer between junior and senior years of \$600, followed by grants of \$1,500 for graduate study. During first 3 years 142 awards were made.

234. HOFFMAN, BANESH. "Best Answers" or Better Minds? *Amer. Scholar*, 28: 195-202, Spring 1959. Reprinted as "College Board Exams Aren't Doing the Job," in *Best Articles and Stories*, 3: 24-37, Nov. 1959.

Claims that type of questions used by College Entrance Examination Board and National Merit Scholarship Corporation "reward superficiality and penalize intellectual honesty."

235. HOLLAND, JOHN L. and STALNAKER, JOHN M. An Honorary Scholastic

Award: Its Effects Upon the Subsequent Training, Scholarship Aid, and Personal Status of the Recipient. *Jour. Higher Educ.*, 28: 361-368, Oct. 1957. (Authors: (1) Director of Research; (2) President; both of National Merit Scholarship Corporation, Evanston, Ill.)

A questionnaire study of 556 high school seniors awarded scholarships and of 3,082 given certificates of merit in 1956. Shows their college attendance and choice of major field of study.

236. HOLLIS, ERNEST V.; LAND, WILLIAM G.; and MARTORANA, S. V. *Survey of State Legislation Relating to Higher Education, July 1, 1958, to Dec. 31, 1959.* Washington: Government Printing Office, 1960. (U.S. Office of Education Circular No. 618.) iv, 200 p. (Authors: With U.S. Office of Education.)

Summarizes legislation regarding scholarships authorized and scholarships proposed in 31 States and territories. Similar summaries for 1956-57 and 1957-58, by same authors, in U.S. Office of Education Circulars Nos. 511 and 552.

237. HOLLOWAY, CHARLES M. Is College Really Inevitable? *Pride*, 4: 11-13, May 1960. (Author: Director of Information Services, College Entrance Examination Board, New York.)

Discussion of three areas of financial aid to students: State scholarship programs, the National Defense Act of 1958, and the College Entrance Examination Board. The last of these is discussed at considerable length.

238. How Your Town Can Provide Scholarships for Needy Children. *Sch. Manage.* 2: 59-61, Oct. 1958.

"Here's what Fall River did to give deserving students the opportunity to get a higher education. Your community can copy it—if your people care." Includes commendatory telegram from President Dwight D. Eisenhower.

239. HURD, BLAIR E. *Scholarships: A Guide for Counselors, Parents, Students, Teachers.* Sacramento, Calif.: California State Department of Education, Oct. 1957. iii, 50 p. (Author: Coordinator of Teacher Recruitment, California State Department of Education.)

Gives detailed information on six classes of scholarships: (1) based on examinations,

(2) based on occupation or membership in organizations, (3) based on occupation of parents, (4) based on particular interests, aptitudes, or origins, (5) general scholarships, and (6) financial aid in certain California colleges and universities. Bibliography, 14 titles.

240. IFFERT, ROBERT E. College Scholarship Funds—Investment or Speculation? *Higher Educ.* 13: 143-146, Apr. 1957. (Author: With U.S. Office of Education.)

Based on No. 46. "Some of the gross findings of this study which bear on the relationship between scholarship funds and the characteristics of the users are reported here. During the period 1950-54 about 25 percent of all college students in the Retention and Withdrawal Study [No. 46] received some form of scholarship aid." Analyzes scholarship holders from various viewpoints. Conclusion: "Available evidence indicates that under present practices of awarding scholarships there is waste and inefficiency."

241. ———. Scholarship Funds and Extracurricular Activities. *Higher Educ.*, 14: 51-55, Nov. 1957. (Author: See No. 240.)

A continuation of the study (No. 240.) based upon No. 46. "Further data from the Study are presented here, largely in tabular form, to compare the contribution being made to organized extracurricular activities on the campus by students who received no scholarship assistance with those having some but less than half of their college expenses paid from scholarship funds and with those having half or more of their expenses paid from scholarship funds." Conclusion: "Expressed in terms of the marketplace, scholarship money bought more participation in extracurricular activities among men than among women. Among men, the best buy was in intercollegiate athletics, and the poorest buy was in curriculum-related activities. Among women, the best buy was at the student government counter, and the poorest investment was in management."

242. It's Scholarships, 2 to 1. Superintendents Want Federal and/or State Governments To Aid Superior Public High School Graduates. *Nation's Schools*, 57: 58, Apr. 1956.

Summarizes nationwide sampling of superintendents of schools and quotes opinions of several of them on two questions: (1) Do you favor government scholarships to superior graduates of public high schools from (a)

Federal funds? Yes, 68 percent; No, 29 percent; (b) State funds? Yes, 71 percent; No, 29 percent. (2) If scholarships are granted to graduates of public high schools, should they also be offered to graduates of parochial and private schools? Yes, 60 percent; No, 40 percent.

243. JONES, J. SAMUEL, and EACHER, JAMES H. Finding \$20,000 more for Scholarships. *Coll. Board Review*, No. 40: 29-32, Winter 1960. (Authors: Assistants to Director of Student Aid, Massachusetts Institute of Technology.)

Shows that by justly expecting a scholarship student to provide \$100 more than in the past, Massachusetts Institute of Technology can offer 30 new grants averaging total tuition.

244. JONES, WILLIAM ALTEN. *The Adequacy of Certain Measures Used in the Selection of Freshman State and Merit Scholarship Recipients at Indiana University*. Bloomington, Ind.: 1955. 140 p. Abstract in *Diss. Abstracts*, 15: 1553-1554, Sept. 1955. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.) at Indiana University. Based on analysis of freshman State and Merit scholarship recipients at Indiana University in 1953. Found that "high school rank was more efficient than the Indiana State Scholarship Test, not only in predicting academic performance but also in supplying a reliable distinction between the students awarded scholarships."

245. JOSEPHINA, Sister. The Merit Scholarship Winners. *Cath. Sch. Jour.*, 59: 28-29, Apr. 1959. (Author: Associate Professor of Education, Boston College, Massachusetts.)

An analysis of 1958 winners of Merit Scholarships, listing especially the 16 Catholic high schools having from 5 to 17 winners each, and the principal Catholic universities selected by the 1956 and 1957 winners of these scholarships.

246. KARI, S. DONALD, ed. *The College Handbook, 1959-61*. New York: College Entrance Examination Board, 1959. xlv, 536 p. Distributed by Educational Testing Service, Princeton, N.J. (Author: Director of Publications, College Entrance Examination Board.)

"Presents in comparable form descriptions of the 250 member colleges of the College Board, with essential information about each one's location, size, terms of admission, programs of study, freshman year costs, financial assistance, and where to write for further information." Introductory section on "Financial Aid" (16 p.) gives information on 160 scholarship programs—national, organizational, and localized. Also list of colleges participating in the Board's College Scholarship Service, 1959-60.

247. KEESLER, OREON; MARTIN, JOSEPH; and KING, T. JULIA. *Catalog of Scholarships and College Entrance Requirements for High School Graduates*. San Jose and Redwood City, Calif.; Superintendents of Santa Clara and San Mateo Counties, September 1958. xxxvii, 236 p. (Authors: (1) Coordinator of Secondary Curriculum, Santa Clara County Schools; (2) and (3) Consultants, San Mateo County Schools.)

Gives detailed information regarding colleges in California and extensive information on scholarships in three groups: (1) Organizational Scholarships; (2) Governmental, Military, and Veterans Assistance; (3) College and University Scholarships.

248. KING, RICHARD G. The Educational Function of Financial Aid. *Coll. Board Review*, No. 26: 9-13, Spring, 1955. (Author: Assistant Director, College Entrance Examination Board, New York.)

"A development this year . . . has been a unique interinstitutional experiment in financial aid coordination and cooperation—the College Scholarship Service." Gives reasons for its organization and plans for its development.

249. ———. The Changing Picture in Student Support. *Educ. Record*, 36: 246-249, July 1955. (Author: See No. 248.)

Portion of address at meeting of College Entrance Examination Board, Apr. 1955. Describes objectives and development of College Scholarship Service of the Board. "One of the healthy results of local coordination of financial aid is to increase the use of loan funds, particularly low-interest or no-interest funds." Conclusion: "The able-but-needy many can be given the higher education they deserve, but it will require understanding, sacrifice, and cooperation of colleges, foundations, corporations, parents, and students alike."

250. ———. C. S. S.: What It Is and How It Operates. *Coll. & Univ. Bus.*, 19: 44-45, Oct. 1955. (Author: See No. 248.)

"A unique venture in intercollegiate cooperation in the administering of nearly one-third of the Nation's undergraduate scholarship funds is the College Scholarship Service. This agency for the collection and examination of financial information relating to scholarship applicants was created by the College Entrance Examination Board at the request of its members and began operation last October with 95 participating colleges. . . . The overwhelming majority of parents are responding to the request for financial information with good will and with great care."

251. ———. Financial Thresholds to College. *Coll. Board Review*, No. 32: 21-24, Spring 1957. (Author: Associate Director of Admissions, Harvard College.)

An analysis of the economic levels of scholarship students and of the optimum roles of Federal and college aid programs.

252. KRAMER, HOWARD D. How Colleges Select Scholarship Students. *Parents Mag.*, 31: 42-44, 121-124, Apr. 1956. (Author: Staff of Air Force Personnel and Training Research Center.)

Discusses qualities, in addition to high grades, considered by some faculty committees in awarding scholarships. "The cluster of traits we are after—honesty, loyalty, moral courage, responsibility—are not clearly marked in the teenage youngster. We have to be almost clairvoyant. . . . It is always a shock . . . to find that we have plucked a lemon instead of the apple reached for. Fortunately this happens rarely."

253. LASOFF, BENJAMIN. *Guide to Scholarships in Minnesota*. Minneapolis, Minn.: Twin Cities Group Vocational Guidance Committee, 1959. 92 p.

Contains sections on suggestions for counselors, scholarship seekers, and parents, followed by detailed information on scholarships, arranged in 13 groups. Also brief treatment of loans and additional financial aids. Bibliography, 28 titles.

254. LEHMAN, CARL M. A Closer Look at Scholarship Aid. *Coll. & Univ. Bus.*, 23: 45-46, Oct. 1957. (Author: Business Manager, Bluffton College, Ohio.)

Quotes approvingly John A. Pollard's definition, "A scholarship, rightly conceived, is a grant-in-aid to an exceptionally able but finan-

cially needy student which will help in a substantial measure to close the gap between his or his family's available resources and the total annual cost to him of a college education." Reviews experience of various institutions and organizations regarding Federal scholarships. Reports results of survey of 181 scholarship students at Bluffton College.

255. LETSON, ROBERT JETSON. *A Study of the Curators Freshman Scholarship and Award Students and Their Success in the University of Missouri, 1950-54*. Columbia, Mo.: 1956. 246 p. Abstract in *Diss. Abstracts*, 16: 2077, Nov. 1956. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.) at University of Missouri. Covers work of 809 Curators Award students and 216 scholarship students. "Compared to other university students, the Award group and the Scholarship group contained a higher percentage of women and a larger proportion of graduates from the medium and small-sized high schools." Both groups, "were found to be markedly superior to other university students in all measures of scholastic achievement studied. The significantly higher performance of the Scholarship students would appear to justify the establishment of the two types of grants."

256. ———. An Evaluation of a State University Scholarship Program. *Coll. & Univ.*, 35: 191-194, Winter 1960. (Author: Assistant Professor of Education, University of Arizona.)

Based upon author's doctoral dissertation, No. 255. "Institutions interested in providing scholarships on a somewhat broader base than is now customary will find this program a feasible method of selecting worthy students."

257. Library Science Scholarships. *Lib. Jour.*, 85: 1406, Apr. 1960.

Announcement of four scholarships by the Wisconsin Library Association at \$1,000; three by Enoch Pratt Free Library, Baltimore, Md., at \$1,500; and one by New York Library Association at \$1,000.

258. LITTLE, J. KENNETH. College Scholarships in Wisconsin. *Educ. Record*, 40: 348-352, Oct. 1959. (Author: Director of Institutional Studies, Professor of Education, University of Wisconsin.)

Analyzes the sources, extent, and importance of scholarships in the State. Based on

questionnaire responses from more than 88,000 undergraduates in 45 Wisconsin colleges, approximately 76 percent of all undergraduates enrolled in them. Finds that 19 percent of the group held some type of scholarship. More than 40 percent of the scholarships were awarded by agencies other than the institution itself. Nineteen percent had borrowed money for college expenses. More than 50 percent planned to work part time in college. States five principles on which a statewide program of student financial assistance should be based.

259. LOUGHARY, JOHN W. Scholarships and Counselor Obligations. *High School Jour.*, 41: 354-357, May 1958. (Author: Guidance Director, University High School, State University of Iowa.)

Discusses obligation of counselors to secure adequate scholarship information from many sources and to secure data from students and their parents to make accurate appraisals possible.

260. LUCK, HELEN. Scholarships for Rural Librarians. *Wilson Lib. Bull.*, 33: 680-681, May 1959. (Author: With U.S. Office of Education.)

Describes State library scholarship plans as adopted in five States—Missouri, New York, South Carolina, Virginia, and Wisconsin.

261. McDONALD, WALLACE. Equalizing Scholarship Opportunities. *Coll. Board Review*, No. 33: 29-32, Fall 1957. (Author: Director of Freshman Scholarships, Harvard College.)

States how and why Ivy League colleges came to agreement on financial aid offers to applicants they have in common. "I can honestly say that in the springtime before the scholarship letters have gone out in the second week in May, agreements reached with scholarship officers of other colleges have been warm and friendly, always with a feeling of sympathy for the scholarship applicant."

262. MAISEL, ALBERT Q. Talent Hunt—With 175 Million Winners. *Nat. Par. Teach.*, 53: 4-7, June 1959.

"To thousands of youngsters, a chance to develop their great gifts. To their country and the world, rich returns from a wise investment. That's what the National Merit Scholarship Program means."

263. MANNES, MARYA. "Nessfeness" at Harvard. *Reporter*, 14: 13-15, May 31, 1956. (Author: Staff Writer, Reporter.)

A case study of two Negro students at Harvard University, selected by the National

Scholarship Service and Fund for Negro Students (Nessfeness).

264. MICHAEL, LLOYD S. and SMITH, LYMAN J. The State Scholarship Program. *Ill. Educ.*, 47: 107-108, Nov. 1958. (Authors: (1) Superintendent, Evanston Township High School, and Chairman, Illinois State Scholarship Commission; (2) Director, Illinois State Scholarship Commission.)

"The first class of State scholarship winners—some 2,150 able young persons—enrolled this fall in 68 Illinois colleges and universities." Gives summary of the program. funds invested (\$598,000), and fields of study of winners with largest number in science and mathematics (25 percent) and engineering (24 percent.)

265. MILLETT, JOHN D. Federal Scholarships. *Jour. Higher Educ.*, 28: 469-480, 515, Dec. 1957. (Author: President, Miami University, Ohio.)

Gives reasons, both educational and political, for his belief that system of Federal scholarships would harm rather than benefit higher education in the United States. "Educationally, a large-scale Federal scholarship program could lead to a sterile mediocrity for a substantial number of our present institutions of higher education."

266. MOON, REXFORD G., JR. Financial Aid—From Application to Award. *Coll. Board Review*, No. 31: 14-20, Winter 1957. (Author: Assistant Director, College Entrance Examination Board, New York.)

An extensive analysis of chief characteristics of 95 college scholarship programs and their candidates.

267. ———. Care, Cooperation, and Coordination in Student Financial Aid Administration. *Educ. Record*, 40: 342-347, Oct. 1959. (Author: See No. 266.)

Reviews progress of College Scholarship Service since its organization. "There is still a great deal to be done in furthering the spirit of cooperation between colleges. Much has been accomplished, operationally, but we still have quite a way to go ideologically." Proposes a 14-point code of practices for colleges with reference to student financial aid.

268. MOORE, JAMES W. The California State Scholarship Program. *Higher Educ.*, 14: 81-84, Jan. 1958. (Author:

Executive Secretary, California State Scholarship Commission.)

Describes and evaluates the program for the first three years of its operation. In 1957-58 there were 1,280 awards with average amount of \$424. Award must be used only for payment of tuition and fees, not exceeding \$600, in any college accredited by the Western College Association. "Utilization of these scholarships only for payment of tuition and fees tends over a period of time to divert substantial numbers of students into the independent colleges. This, in turn, eases the mounting pressure on the public colleges and the university."

269. MORSE, JOHN F. How and Why Scholarships Are Awarded. In College Entrance Examination Board's *College Admissions: The Student from School to College* (New York: 1957), p. 78-89. (Author: Director of Admissions, Rensselaer Polytechnic Institute, New York.)

Discusses development of scholarships from their 17th century origin, their varying purposes, methods of award, sponsorship, and problems. Describes especially the College Scholarship Service. "It seems almost incredible that in so short a time an organization could have grown to encompass over 150 of the Nation's colleges, have handled the basic parts of 60,000 scholarship applications, and have analyzed the financial needs of 15,000 parents, meanwhile inspiring, serving, and in many cases advising some 16 of the largest national scholarship programs."

270. NATIONAL INDUSTRIAL CONFERENCE BOARD. *Tuition-Aid Plans for Employees*. New York: The Board, 1956. 69 p. (Studies in Personnel Policy, No. 151.)

Based on analysis of practices of 166 industrial companies ranging in size from those with less than 250 employees to those having many thousands of employees. Reports on eligibility rules, types of schools and courses recognized, correspondence courses, tuition payment practices, administration of plans, dollar expenditure per participant, and benefits.

271. NATIONAL MERIT SCHOLARSHIP CORPORATION. *Merit Scholarship for American Business*. Evanston, Ill.: The Corporation, 1957. 36 p.

Gives detailed information concerning each of 64 business organizations sponsoring National Merit Scholarships in 1956 and 1957. Largest number was 200, provided by Sears Foundation.

272. ———. *Recognizing Exceptional Ability Among America's Young People: Fourth Annual Report, 1958-59*. Evanston, Ill.: The Corporation, 1959. 32 p.

Summarizes 4 years history during which 960,000 students in almost 15,000 secondary schools took qualifying examinations and 3,465 were awarded scholarships with estimated value of more than \$15,000,000. States plans for fifth year of operation. "The Merit Scholarship Program by the end of its fourth year had thoroughly established itself as a valuable force in American education. The national examinations used have been praised as among the best available for determining aptitude and readiness to profit from a college education." Bibliography of 10 published studies and 7 others completed and in press.

273. NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS. *Annual Report, 1957-58*. (Richard L. Plaut, President.) New York: The Fund, 1958. 43 p.

Records activities for the year and describes significant advances toward "ultimate goal of equality of educational opportunity for all young Americans from economically and culturally deprived groups."

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

Report of Commission appointed by Gov. Theodore R. McKeldin. Contains 10 chapters studying problems of financial support, enrollment, specialized preparation, and other features. Makes 22 recommendations including one for a system of State scholarships for "exceptionally worthy students." But appendix contains minority report from three members of the Commission strongly opposing such scholarships as "an indirect public subsidy to nonpublic institutions of higher learning to which they are opposed in principle." Bibliography, 20 titles.

275. NEIDT, CHARLES O. *The Use of Test Results and Cumulative Grade Averages in Selecting Upperclass Scholarship Recipients*. *Coll. & Univ.*, 34: 316-321, Spring 1959. (Author: Chairman, Department of Educational Psychology and Measurement, University of Nebraska.)

"It was the purpose of this study to determine the relative amount of emphasis which the cumulative grade averages and the scores on scholastic aptitude and achievement tests should receive in considering ap-

plicants for scholarships at the sophomore, junior, and senior levels." Based on study of 139 sophomores, 155 juniors, and 163 seniors at University of Nebraska.

276. NEWSOM, CARROLL V. Another Look at Scholarships. *Challenge*, 6: 42-46, Mar. 1958. (Author: President, New York University.)

Adapted from address before New York Academy of Public Education. Comments on great increase in number of scholarships and asks whether it is not a mixed blessing.

277. OLPIN, A. RAY. What Price Athletic Scholarships? In Northwest Association of Secondary and Higher Schools *Proceedings*, 1952, p. 74-78. (Author: President, University of Utah.)

"Financial assistance to athletes, as to any students, should open the doors of opportunity and thus be a means to an end and should be considered a reward for competition in sports. Scholarship aid should be administered without regard for external pressures, under complete institutional control, and in keeping with regularly established standards of acceptable practice."

278. *Opening the Doors to College Study Through the New York State Regents Scholarship Examination for High School Seniors*. University of State of New York (State Education Department) 1958. 30 p.

Gives details regarding awards of 6,500 scholarships having value in excess of \$10 million, including Regents College Scholarships, and Special Scholarships for Nursing, and for Engineering and the Sciences. Includes sample examination questions.

279. ORNSTEIN, JACOB A. Education in the News. *High Points*, 39: 66-70, Feb. 1957. (Author: Faculty member, East Elmhurst Junior High School, Queens, N.Y.)

Reports some of the more unusual and highly specialized scholarships available for college study. Bibliography, nine titles.

280. PARKER, CLYDE A. and WRIGHT, EL WAYNE. Do Scholarships Influence College Attendance? *Jour. Higher Educ.*, 27: 147-150. Mar. 1956. (Authors: Instructors in Personnel and Guidance, Brigham Young University, Utah.)

Based on personal interviews with 247 scholarship students at Brigham Young University and questionnaire responses from 381

applicants who were not awarded scholarships. Finds that 88 percent of those awarded scholarships would have attended some college even without scholarship aid. Of those not awarded scholarships, 62 percent were enrolled at Brigham Young University and 20 percent additional at some other higher educational institution.

281. PHILLIPS, CHARLES F. Some Observations on the Tuition Exchange Plan. *Assoc. Amer. Coll. Bull.*, 40: 521-523, Dec. 1954. Reprinted as "Tuition Exchange Plan Isn't Nearly So Rosy as Painted," in *Coll. & Univ. Bus.*, 18: 43, Jan. 1955. (Author: President, Bates College, Maine.)

"My thesis is this: While the goal of the Tuition Exchange is admirable, college faculties should carefully ponder its disadvantages as well as its advantages before they urge its adoption. Since the advantages have been set forth in 'Financing the College Education of Faculty Children' [No. 164], we will here concentrate on some of the disadvantages." States and discusses three major disadvantages.

282. PIRKLE, WILLIAM BROUGHTON. *A Study of the State Scholarship Aid Program for Negroes in Georgia, 1944-55*. Auburn: Alabama Polytechnic Institute, 1956. 208 p. Abstract in *Diss. Abstracts*, 16: 2078-2079, Nov. 1956. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.). Purpose: To collect and organize data on scholarship programs for the higher education of Negroes in the State. Cost of the program rose from \$1,044 in 1944 to \$208,000 in 1955. There were five recipients in 1944 and 1,790 in 1955, with a total of 5,118 for the entire period. Recipients attended 121 colleges in 30 States and pursued 92 fields of study. Recipients were drawn from 188 of the 159 counties in the State.

283. PLAUT, RICHARD L. Racial Integration in Higher Education in the North. *Jour. Negro Educ.*, 23: 310-316, Summer 1954. (Author: Executive Vice Chairman, National Scholarship Service and Fund for Negro Students, New York.)

"In the past 5 years the National Scholarship Service and Fund for Negro Students has alone found places and \$500,000 worth of scholarship assistance for more than 2,800 Negro students in over 280 different inter-racial colleges in 27 States. It might have

found places for five times that number, had the qualified candidates been available."

284. ———. *Blueprint for Talent Searching: America's Hidden Manpower*. New York: National Scholarship Service and Fund for Negro Students, 1957. v, 42 p. (Author: See No. 283.)

Reports 3 years' experience in search for talented Negro youth, resulting in scholarship awards of \$262,813 to 424 Negro students for college study. Bibliography, 23 titles.

285. POLLARD, JOHN A. *College Scholarships Available—Too Many? Too Few?* New York: Council for Financial Aid to Education, Inc., May 1955. 32 p. (Author: Director of Research of the Council.)

Based on questionnaire returns from 753 colleges and universities in 1954. Concludes that "there are far from enough scholarships now available in our colleges, and the average stipend is too small. . . . A college having rigorously high standards and the desire for a student body of first rate ability should be prepared to furnish financial aid for 35 to 40 percent of its students." Describes the cooperative plan of Harvard, Yale, and Princeton Universities for evaluation of requests for financial aid, and special conditions and methods at Massachusetts Institute of Technology, Lehigh University, Rensselaer Polytechnic Institute, and Brown University. Bibliography, seven titles.

286. QUIGLEY, DOROTHY. *New Sources for Student Aid*. *Nat. Assoc. Sec. Sch. Prin. Bull.*, 42: 137-139, Feb. 1958. (Author: Chairman, Social Studies Department, New Britain, Connecticut.)

"Early in January 1956, a new type of scholarship aid was devised by a group of public-spirited citizens of New Britain, Connecticut and the New Britain Board of Insurance Agents. . . . Some 51 agents agreed to participate in the project in which they indicated their willingness to donate 25 percent of their commission on city business to this new scholarship fund." In first year, 20 young men and women received scholarships totaling \$5,850 in value. Conditions and procedure for selection are stated.

287. REED, WILLIAM R. *Programs of Financial Aid to Athletes Adopted by Big Ten*. In *Association of Governing Boards of State Universities and Allied Institutions Proceedings*, 1957, p. 44-52. (Author: Assistant Commissioner, Intercollegiate Conference, Chicago, Ill.)

"What I would like to do today is to give you an account of how one group of universities, the Big Ten Conference, has approached the problems that lie in the affected area of athletics, and how we hope we have attacked them successfully."

288. SCHNITZLER, WILLIAM F. *Unions and Scholarships*. *IUD Digest*, 4: 18-22, Summer 1959. (Author: Secretary-Treasurer, AFL-CIO, Washington, D.C.)

After criticising national administration for doing nothing about aid for college students, tells of scholarships being offered by labor unions. "As an expression of their continuing interest in broadening educational opportunities in this country, the AFL-CIO and its affiliates are now investing more than \$500,000 a year in scholarships."

289. *Scholarships: Next "Fringe Benefit."* *U.S. News*, 42: 108-109, Mar. 1, 1957.

Discusses policy of some businesses in giving scholarships to sons and daughters of their employees and need for better defined practices of Internal Revenue Service for tax deductions for such scholarships. Gives details of scholarship plans of Ford Motor Company, Phillips Petroleum Company, North American Aviation, Erie Railroad, Abraham and Straus, and Riegel Paper Corporation.

290. *Scholarships: Present Trends Toward Future Goals*. *Coll. Board Review*, No. 29: 11-22, Spring 1956.

"The four papers which appear on pages 11-22 consider significant developments in the scholarship field viewed from the perspective of the Nation, the State, the college, and the sponsor. Three of the papers . . . were presented at the second annual meeting of the College Scholarship Service." The papers: "Financial Aid and the National Welfare," by Raymond F. Howes, Staff Associate, American Council on Education, Washington, D.C. "A Statewide State Testing Program," by Byron Doenges, Director of Scholarships and Loans, Indiana University. "College Means and Public Mirages," by Rexford G. Moon, Jr., Assistant Director, College Entrance Examination Board New York. "Developments in Sponsored Scholarships," by Wesley W. Walton, Director, Sponsored Scholarship Service, Educational Testing Service, Princeton, N.J.

291. SCHROEDER, DONALD S. *A Scholarship Counselor*. *Ill. Educ.*, 48: 58-59, Oct. 1959. (Author: Counselor-Librarian, Lake View Junior-Senior High School, Decatur, Illinois.)

"Beginning in the junior high school, students should have help in learning about college and the opportunities available to them." Makes suggestions for selection and training of counselors.

292. SEARS ROEBUCK FOUNDATION. *Sears Foundation Merit Scholarship Program*. Princeton, N.J., The Foundation. 1957. 48 p.

Announcement of conditions for award of 100 scholarships to outstanding high school seniors. Chiefly devoted to photographs, sketches of achievements, and plans of 102 winners of the scholarships in 1956-57.

293. *Selective Bibliography on the Role of Scholarships in American Undergraduate Education*. New York: Columbia University Bureau of Applied Social Research, Dec. 1954. 43 p.

"This bibliography was amassed during exploratory research performed by the Bureau under commission from the College Board. . . . A vast literature . . . was revealed by the Bureau's investigations." Contains 201 references to publications of 1954 and earlier years, with full "Descriptive Abstracts" of 53 of them.

294. The "Shaggy People." *Newsweek*, 46: 77, Oct. 17, 1955.

Unfavorable comments on some aspects of the National Merit Scholarship Corporation's plans and methods. "Thomas Edison almost certainly couldn't have a scholarship and I doubt if Henry Ford or Andrew Carnegie would have, either." Reports briefly other recently established scholarship funds.

295. SHARP, HAROLD S. Recruiting From Within: Scholarships Can Help You. *Wilson Lib. Bull.*, 32: 352-353, Jan. 1958. (Author: Chief Librarian, Farnsworth Electronics Co., Fort Wayne, Ind.)

"Some libraries have set up scholarships, donating money to students with the understanding that, upon graduation, the student will work at the donating library for a specified period of time. The Enoch Pratt Free Library at Baltimore has set up five such scholarships." Reports numerous other scholarships, some with part-time cooperative plan of alternate work and study.

296. SHIPPS, HERMAN M. Scholarships Do Education a Great Diservice. *Coll. & Univ. Bus.*, 11: 17, Oct. 1951. (Author: Vice President and Director of

University Relations, Ohio Wesleyan University.)

"It is my opinion that granting scholarships is the poorest method of interesting students that has been devised and that it has done more disservice to the cause of education than any other factor." States six reasons for his opinion.

297. SKILLEN, LOIS and HOWARD, EUGENE. Community Support for a Scholarship Program: A Community Takes on Responsibility for Aiding Its Deserving Students. *Sch. Exec.*, 79: 35-36, Dec. 1959. (Authors: (1) Director of Guidance; (2) Assistant Superintendent; both of Evergreen Park Community High School, Illinois.)

Describes operation and success of plan in a suburb of Chicago.

298. SMITH, SHERMAN E.; MATHANY, HOWARD V.; and MILPS, MERLE M. *Are Scholarships the Answer? A Report on a Scholarship Program for Students of Limited Means*. Albuquerque, N. Mex.: University of New Mexico Press, 1960. v.89 p. (Authors: Staff members, University of New Mexico.)

Report of 3-year experiment at University of New Mexico, supported by grant of \$25,000 from Fund for the Advancement of Education, "for an unusual kind of scholarship program: able high school graduates of New Mexico who would not go to college because of financial limitations would be discovered and provided with sufficient funds to place them in college." Conclusion: "The administrators became aware of the unexpected fact that apparently only about 65 (or slightly more than 1 percent) of the State's annual high school graduates possess both the competence and the motivation to attend college, coupled at the same time with a lack of money to do so."

299. STALNAKER, JOHN M. Scholarship Aid: Import and Sources. In *Current Issues in Higher Education, 1956* (Washington: Association for Higher Education, 1956) p. 111-116. (Author: President, National Merit Scholarship Corporation, Evanston, Ill.)

Lists 15 features emphasizing need for additional scholarship funds, 6 features unfavorable to scholarships, and 6 "items of possible long-range significance." Emphasizes significance of establishment in 1955 of the National Merit Scholarship Corporation.

300. ———. Principals Evaluate the National Merit Scholarship Program. *Nat. Assoc. Sec. Sch. Prin. Bull.*, 42: 22-24, Mar. 1958. (Author: See No. 299.)

Based on questionnaire replies from 227 high school principals. Author's summary: "In general, principals evaluated the National Merit program positively. In their opinion, the greatest value of the program appears to be the increased scholastic motivation of high school students. . . . Many propose a variety of changes and suggestions for improvement."

301. STANERSON, B. R. Financing a College Education—Fact and Fantasy. *Jour. Chem. Educ.*, 33: 18-19, Jan. 1956. (Author: With American Chemical Society, Washington, D.C.)

"Students are getting the cart before the horse when they inquire about financial aids before selecting a school and a field of specialization." Suggests 10 steps to be followed, in order, last 5 only having to do with scholarships and loan funds.

302. State 88, Middletown 73. *Christ. Cons.*, 72: 1052-1054, Sept. 14, 1955. (Author: "By a Professor.")

Verbatim report of discussion between three professors of advantages and disadvantages of athletic scholarships at "Middletown College" following defeat of their team in basketball. "It is a rare athlete who has gone through Middletown on an athletic scholarship whose name is to be found on the annual roll of alumni givers."

303. Straight Talk About Scholarships for Youngsters and Their Parents—Some Up-to-Date Advice. *Chang. Times*, 14: 25-28, Mar. 1960.

Lists eight sources of scholarships and gives information on securing them. Asks and answers various questions concerning them.

304. STREBEL, JANE, and KENNON, MARY FRANCES. Award and Scholarship Opportunities in School Librarianship. *Sch. Lib.*, 9: 21-24, Oct. 1959. (Authors: Consultant in Library Service, Minneapolis Public Schools, Minnesota; (2) Assistant Adviser of School Libraries, North Carolina State Department of Public Instruction.)

Lists various opportunities available in school librarianship and answers questions concerning them, especially National Defense

Education Act, Grollier Society, and E. P. Dutton awards.

305. SWAN, ROBERT J. The Impact of Scholarship Awards. *Educ. Leader.*, 16: 282-286, 327, Feb. 1959. (Author: Coordinator of Secondary Curriculum, Roseville Schools, St. Paul, Minn.)

"The whole picture of granting this type of financial aid is a cloudy one. The granting of such aid needs much investigation before such an expanded program can be handled in an efficient manner by educational institutions. . . . Scholarships have become so revered that the literature presents very little in the form of honest and frank discussion of this very important problem. . . . The reader of this article may get the impression that the scholarship picture is a dismal one. I think there are some bright spots. One important advantage is that research has been stimulated by the various national scholarship programs." Bibliography, five titles.

306. Talent Search Goes to Junior High School Level. *Pers. & Guid. Jour.*, 35: 240, Dec. 1956.

Report of a pilot study in Junior High School 43, New York, sponsored by National Scholarship Service and Fund for Negro Students. "The purpose of the Junior High School Demonstration Project is to identify and encourage promising students from deprived backgrounds of all races."

307. Talent Search Shows Results. *Pers. & Guid. Jour.*, 35: 93, Oct. 1956.

"Eighty-five southern Negro students now enrolled in interracial colleges were awarded \$27,500 this week in supplementary scholarships. . . . The outstanding records of these students, from southern segregated high schools. . . . now attending a nationwide group of colleges and universities, have now proved that the promise they showed as high school seniors has not only been met but in many cases exceeded."

308. TARR, HARRY A. *How To Pass High and Win a Scholarship! New York State Regents Scholarship Examinations.* New York: Arco Publishing Co., 1956. xiii, 95 p. plus various pagings for different subject matter fields. (Author: Formerly with New York City Board of Education.)

Contains general analysis of 3,244 New York State Scholarships, value \$200 to \$750 each, but chiefly devoted to lists of sample examination questions in the various fields of study. Useful chiefly in New York State.

309. THISTLEWAITE, DONALD L. The Conservation of Intellectual Talent. *Science*, 128: 822-826, Oct. 10, 1958. (Author: Associate Director of Research, National Merit Scholarship Corporation, Evanston, Ill.)

States reasons why some able high school students do not attend college. Evaluates the use of scholarships.

310. ———. College-Scholarship Offers and the Enrollment of Talented Students. *Jour. Higher Educ.*, 29: 421-424, 467-468, Nov. 1958. (Author: See No. 309.)

Based upon questionnaire returns from 1,603 near-winners in the first National Merit Scholarship program, who received offers of 2,666 scholarships from 523 colleges and universities and various other agencies. "This study is also of interest as an analysis of the ecological and structural characteristics of colleges in relation to the enrollment of talented students."

311. ———. Scholarships and the College-Going Behavior of Talented Students. *Coll. & Univ.*, 34: 65-73, Fall 1958. (Author: See No. 309.)

Based upon questionnaire responses from 536 winners of the first National Merit Scholarship program involving original participation of 58,000 high school students. "First, talented students' appraisals of the effects of scholarship assistance are analyzed. Secondly, changes in major field of study during the freshman year in college are discussed since such changes may reflect some of the attendant effects of scholarships." Bibliography, seven titles.

312. ———. Counseling High-Aptitude Students on Scholarship Opportunities. *Pers. & Guid. Jour.*, 37: 574-577, Apr. 1959. (Author: See No. 309.)

A study of 6,276 near-winners in the second National Merit Scholarship program. "There appears to be a need for improved counseling of talented students about scholarship opportunities."

313. ———. Merit Scholarships and the Higher Education of Gifted Students: The Effects of Financial Aid on Talented Youth. *Jour. Higher Educ.*, 30: 295-304, June 1959. (Author: No. 309.)

A detailed statistical study of 194 carefully matched pairs of National Merit Scholars and near-winners in second annual

awards. "The first aim of the study was to investigate the influence of scholarship aid upon the college-going behavior of talented students. The second purpose was to identify some of the characteristics of students which modulate the impact of scholarships."

314. THRESHER, B. ALDEN. Sponsored Scholarships and the Student. *Coll. Board Review*, No. 27: 8-12, Fall 1955. (Author: Director of Admissions, Massachusetts Institute of Technology.)

"One of the notable current developments in higher education in the United States is the rapid resurgence of a very old device—the sponsored scholarship. . . . It is but a step from Lorenzo the Magnificent to Pepsi-Cola." Advocates replacement of noisy, nationwide scholarship "contests" by a more effective "silent search" for unknown talent.

315. TULLY, GLOVER E. Financial Aid to College Students. *Pers. & Guid. Jour.*, 32: 282-286, Jan. 1954. (Author: Director of Vocational Guidance, Florida State University.)

Considers various criteria for selection of scholarship students and proposes "10 suggested yardsticks for appraising the nature and scope of financial aid services." Bibliography, 14 titles.

316. TURNER, DAVID R. and TARR, HARRY A. *How To Win a College Scholarship*. New York: Arco Publishing Co., 1958. 285 p. plus various paging for specialized subject fields. (Authors: (1) Not identified; (2) See No. 308.)

Gives (1) Narrative summaries of scholarships, loan funds, and employment opportunities at 1,562 institutions of higher education, by States, reproduced from Mrs. Wilkins' *Magazine*, No. 96; (2) Lists of State provisions for scholarships and fellowships; (3) New York State Scholarship Program; (4) Scholarships offered by labor unions; (5) Scholarships offered by private organizations; and (6) National Merit Scholarship program. About three-fourths of the volume is devoted to practice questions and previous scholarship examinations in the principal secondary school fields.

317. U.S. NATIONAL SCIENCE FOUNDATION. *Federal Support for Science Students in Higher Education, 1954*. Washington: Government Printing Office, 1956. v, 83 p.

"The Federal Government in 1954 gave financial support to nearly 390,000 students in higher education. . . . Veterans educational

Benefits provided nearly all Federal financial support for undergraduate, but not for graduate students in the sciences."

318. UNITED STEELMAKERS OF AMERICA. *The Steelmakers Union and Scholarships*. Pittsburgh, Pa.: Department of Education, United Steelworkers of America, 1956 (?), 24 p.

Gives details of 36 scholarships supported by various local unions and district organizations.

319. VAN TREESE, LARRY and TARR, HARRY A. *How To Pass National Merit Scholarship Tests*. New York: Arco Publishing Co., Inc., 1956. Various paging.

Gives brief history of the National Merit Scholarship program, with provisional grants of more than \$1 million. Chiefly devoted to sample questions and test materials in principal high school subject matter fields.

320. WALTON, WESLEY W. The Role of Evaluation in Special Scholarship Selection Programs. *Jour. Exp. Educ.*, 25: 41-42, Sept. 1956. (Author: With Educational Testing Service, Princeton, N.J.)

Gives answers to three questions: (1) How may committees be sure of fairness in removing a candidate from further consideration as a scholarship competitor? (Three answers.) (2) How does a scholarship committee make distinctions among highly competent competitors for scholarships? (Five answers.) (3) What goes into the selection of best scholarship risks? (Four answers.)

321. ———. What Are the Relative Merits of Student Scholarships, Loans, and Work Programs? In *Current Issues in Higher Education 1959*. (Washington: Association for Higher Education, 1959), p. 256-261. (Author: Program Director, College Scholarship Service, Princeton, N.J.)

"In a few years the question of relative merits of the several forms of student financial aids may be answered within the framework of research. It is my conviction that it should be." Advocates classification of all students in any college into five groups according to scholastic aptitude and achievement and that awards of financial aid to them be made on a graduated basis from full scholarships for those in top fifth to no aid for those in the bottom fifth. Describes work of College Scholarship Service in analyzing family financial abilities for use of 200 cooperating colleges in awarding scholarships.

322. WATSON, BERNARD B. Scholarship Awards Program of the Chesapeake Section. *Amer. Jour. Physics*, 25: 359-363, Sept. 1957. (Author: With Johns Hopkins University, Maryland.)

The Scholarship Awards Committee "is described, giving details on the planning and arrangements for the program, initiated in 1955-56 academic year, and open to seniors in over 800 secondary schools in Delaware, Maryland, Virginia, and the District of Columbia. Some problems which have arisen in connection with the program are discussed."—Author's summary.

323. WEST, ELMER D., ed. *Background for a National Scholarship Policy*. Washington: American Council on Education, 1956. ix, 160 p. (Author: Staff member, American Council on Education.)

"A scholarship program should have these general features. It should (1) Identify the talented. . . (2) Inspire the talented to want the maximum intellectual development possible. . . (3) Implement the aspirations developed." Titles of four sections: The Problem, Sources of Funds, Motivational Factors Relating to College Attendance, Administration of Scholarship Programs. Bibliography, 347 titles.

324. WILKINS, THERESA BIRCH. New State Scholarship Programs in California and New York. *Higher Educ.*, 13: 25-28, Oct. 1956. (Author: With U.S. Office of Education.)

Outlines proposals for new scholarship plan in California, to total 2,560 in number in 1959-60, with values up to \$500 each; and for extension of plan in New York to provide 500 additional scholarships in engineering and science, at \$500 each.

325. WILLIAMS, ROBERT L. State-Supported Scholarships in Michigan. *Jour. Higher Educ.*, 28: 166-168, 178, Mar. 1957. (Author: Assistant Dean of Faculties, University of Michigan.)

A study of percent of students enrolled who were receiving scholarship aid, average value, and other factors for each of the nine tax-supported institutions of higher education in Michigan.

326. The Wilson Company Announces Scholarship Program. *Wilson Lib. Bull.*, 31: 540-541, Mar. 1957. Comments on same, 31: 730-732, May 1957.

Announcement of \$500 scholarships in each of 35 named library schools during 1957 to 1960.

327. Wilson Company Scholarships Renewed. *Wilson Lib. Bull.*, 34: 501, Mar. 1960.

Announcement of continuation of library scholarship program which expired in 1960, on similar terms in 1961 and later years.

328. Wilson Scholarship Program Renewed. *Lib. Jour.*, 85: 734, Feb. 15, 1960.

Announcement of second 4-year program of H. W. Wilson Company library scholarships of \$500 each to all library schools accredited by American Library Association.

329. WITTMAN, MILTON. *Scholarship Aid in Social Work Education*. New York: Council on Social Work Education. 1956. x,126 p.

Based upon author's doctoral dissertation at New York School of Social Work, Columbia University. "The most frequent questions with regard to scholarship aid in social work education were found to group themselves into general areas concerned with (a) volume of aid available, (b) adequacy of existing grants, (c) policies affecting awards

and administration, and (d) effectiveness as a recruitment device." Each of these topics is fully considered. Based on data secured from all 52 graduate schools of social work, and questionnaire responses from 833 of their students. Bibliography, 139 titles.

330. YOUNG, ELEANOR C. Stimulus to High School Foreign Language Students Through Scholarship Assistance. *Mod. Lang. Jour.*, 43: 152, March 1959.

"With industry, government, and college staffs all making strong pleas for mathematics and science students, the challenge to hold good students in foreign languages is greater than ever before. To attract these students into the teaching profession is correspondingly more difficult." Lists various existing scholarships for foreign language students.

See also Nos. 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 51, 53, 54, 55, 56, 57, 59, 61, 62, 63, 64, 66, 67, 68, 69, 70, 73, 75, 76, 77, 78, 81, 82, 83, 84, 85, 87, 89, 90, 91, 93, 94, 95, 96, 97, 99, 100, 103, 133, 139, 141, 147, 153, 164, 419, 420, 423, 426, 432, 434, 438, 445, 451, 90a, 127a.

V. Fellowships

331. AHEA Fellowship Awards. *Jour. Home Econ.*, 48: 418-419, June 1956.

"The AHEA [American Home Economics Association] conducts its fellowship program to encourage home economists to undertake advanced study and to assist them to carry out such work." Gives sketches of recipients of three fellowships in 1956-57 and their plans for research.

332. 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. 5, 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.

333. Awards for 1960-61. *AAUW Jour.*, 53: 242-248, May 1960.

Gives photographs and brief sketches of study plans of 74 women awarded AAUW fellowships. Similar list for earlier years in May issues of *AAUW Journal*.

334. BLACKWELL, T. E. Fellowships and the Tax-Collector. *Coll. & Univ. Bus.*, 21: 45-46, Dec. 1956. (Author: Educational Management Consultant, Washington University, Missouri.)

Reports decisions of Internal Revenue Service and of various courts on tax-exempt status of both predoctoral and postdoctoral fellowships under Internal Revenue Codes of 1939 and 1954.

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

Director, National Woodrow Wilson Fellowship Program.)

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

336. BROOK, HERBERT, ed. *The Blue Book of Awards*. Chicago: Marquis-Who's Who, 1956. xxvii, 186 p. First edition.

"A compilation of major prizes, medals, honors and distinctions, including significant graduate scholarships and fellowships, open to citizens of the United States and Canada—indexed by donors and classified by fields."

337. CONCORDIA, FRANCES B.; GLASS, META; ROOD, DOROTHY B. ATKINSON; and WHITE, KATHERINE E. Fellowship Endowment Trustees Report. *AAUW Jour.*, 49: 113-115, Jan. 1956. (Authors: Fellowship Endowment Trustees, AAUW.)

Reports concerning establishment of the Million Dollar Fellowship Fund, begun in 1927, which reached the goal of \$1 million in 1953, with total market value in 1955 of \$1,800,000. Gives principal sources of fund. "Since the founding of the Association, around 1,000 women have benefited from our national or international fellowship awards."

338. 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. 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. Gildersleeve, *Jour. Higher Educ.*, 27: 401-402, Oct. 1956.

339. DIEKHOFF, JOHN S. *Tomorrow's Professors: A Report of the College Faculty Internship Program*. New York: Fund for the Advancement of Education, 1960 (?). 91 p.

A report and appraisal of the program supported by the Fund for the Advancement of Education from 1953 to 1958 in 18 institutions. Based on questionnaire data from recipients of grants and visits to 10 of the cooperating institutions. Makes six recommendations to be considered by universities which wish to continue the program.

340. *Directory of Fellowship Sources 1957*. Boston, Mass.: Committee on Research and Development, Harvard University. September 1957. 146 p. (Third edition.)

Gives detailed information in six sections: (1) Predoctoral, (2) Postdoctoral, (3) Senior, (4) Faculty and Special Awards, (5) Study Abroad, and (6) Summer and Part-Time Awards.

341. DOBSON, BETH, ed. *World-Wide Graduate Award Directory*. Brooklyn, N.Y.: Advancement and Placement Institute. Vol. I, 1957. 28 p. Vol. II, 1958. 34 p. Vol. III, 1959. 54 p.

"Vol. III . . . is entirely new and different and contains no duplication of Volume I or Volume II. We thus suggest reference to all volumes for a complete picture of the opportunities available." Gives data on fellowships, internships, research grants, assistantships, prizes, loans, and student dean- ships available for graduate study in 28 foreign countries and in the United States. About two-thirds of those listed in Volume III are in the United States.

342. DOW, BLANCHE HINMAN. *The Fellowship Program: A Faith Restated*. *AAUW Jour.*, 53: 183-186, March 1960. (Author: Chairman of Fellowship Program, AAUW.)

"Policies, procedures, emphases change with the times, but principles are a constant, and faith, if it is a faith, is enduring. Principle and faith are the components of the Fellowship Program of the American Association of University Women which give it greatness."

343. DRUCKER, PETER F. *Will the Colleges Blow Their Tops?* *Harpers*, 218: 63-68, July 1956. (Author: Professor of Management, New York University.)

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. "If you are a parent with two or three children, the chances are that you will 'buy' up to \$86,000 worth of college and university education—a full tenth or more of your life time earnings." Advocates increase in graduate fellowships rather than undergraduate scholarships. "The real problem is to get more able undergraduates into graduate and professional schools, and to get more able graduates to go into teaching."

344. EISENHOWER, DWIGHT D. *President Eisenhower's Message on Education*. *Higher Educ.*, 14: 89-92, Feb. 1958. (Author: President of the United States.)

Includes sections recommending increases in graduate fellowships under the National Science Foundation and establishment of graduate fellowships under Office of Education to encourage more students to prepare for careers as college teachers.

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

Reports gift of \$25 million from Ford Foundation to provide 1,000 graduate fellowships annually for five years with average awards of \$2,200 each, and for increase of 100 in number of Woodrow Wilson Fellowships.

346. FLORIDA STATE UNIVERSITY. *Graduate Fellowships and Assistantships in the Florida State University and in Other State Universities and Land-Grant Institutions, 1955-56*. Tallahassee, Fla.: Office of Educational Research and Service, Florida State University, August 1956. 136 p.

"This study was undertaken in order that the program of graduate fellowships and assistantships in the University might be (1) critically analyzed and appraised, (2) compared with similar programs in other state universities and land-grant colleges, and (3) improved. . . . Section I of the findings will summarize information and reactions supplied by holders of FSU graduate fellowships and assistantships. Section II will summarize information, opinions, and suggestions sup-

plied by FSU faculty members. Section III will summarize information concerning policies and practices regarding graduate fellowships and assistantships in other state universities and land-grant institutions." Based on data from 280 FSU graduate fellows and assistants, 65 FSU deans and department heads, and 54 deans of graduate schools in other institutions. For partial summary of Section III, covering 84 institutions, see W. H. Stickler, No. 92.

347. FOLGER, JOHN K. National Funds Boost Graduate Education in Southern Universities and Colleges. *Regional Action*, 11: 1-3, June 1960. (Author: Associate Director of Research, Southern Regional Education Board, Atlanta, Ga.)

"In the last 2 years there has been a tremendous expansion of national aid to graduate students in the United States through four large graduate fellowship programs. . . . Today they supply an approximate 5,000 graduate fellowships each year." Analyzes proportion of these awarded to Southern institutions, especially to the 13 which granted 95 percent of Southern doctoral degrees, and considers probable future effect on graduate education in the South. Five illustrative graphs.

348. FONTAINE, THOMAS D. The Impact of National Science Foundation Fellowships on Scientific Training and Education. *Grad. Jour.*, 2: 95-108, Spring 1950. (Author: Head, Fellowship Section, National Science Foundation.)

States five guiding principles of the fellowship programs of the Foundation and gives detailed reports on four groups of fellowships, chiefly those for graduate students. Tabulates, by years, 12,301 applications received, resulting in award of 3,701 fellowships, 1952 to 1959.

349. ———. National Science Foundation Fellowships Program: Support of Training in Engineering Sciences. *Jour. Eng. Educ.*, 50: 216-229, Dec. 1959, (Author: See No. 348.)

Comprehensive summary, with 8 tables and 14 graphs, of the 7 fellowship programs of the National Science Foundation from 1952 to 1959, involving increase of fellowships awarded from 575 in 1952 to 3,937 in 1959. Special emphasis on engineering awards, type, locations, and institutions attended.

350. ———. National Science Foundation Fellowship Programs: Support of Graduate Training in Chemistry. *Jour.*

Chem. Educ., 37: 24-28, Jan. 1960.) (Author: See No. 348.)

Similar to report on engineering (No. 349) but with special emphasis on fellowships awarded in chemistry. "Chemical applicants and awards . . . were at a high level relative to other fields."

351. GENERAL EDUCATION BOARD. *Directory of Fellowship Awards for the Years 1922-50. With an Introduction by Chester I. Barnard, President of the Board.* New York: The Board, 1952. xix, 277 p.

"This volume lists more than 2,000 individuals who have received fellowship awards from the General Education Board since 1922. . . . Each entry contains the name of the recipient, a brief statement of his present activities, and other biographical data."

352. General Foods Fellowships Promote Varied Studies in Home Economics. *Jour Home Econ.*, 50: 97-98, Feb. 1958.

"In the most comprehensive, industry-supported program of advanced study in home economics to date, 16 women are carrying on advanced work in almost as many areas of home economics in nine universities and three colleges. The fellowship program is that of the General Foods Fund, Inc. . . . which last spring announced a fund of \$84,000 for graduate study in home economics." Gives sketches of work of each of the 16 individuals.

353. GOHEEN, ROBERT F. The National Woodrow Wilson Fellowship Program. *Educ. Record*, 37: 237-240, July 1956. (Author: National Director of the Program.)

"The National Woodrow Wilson Fellowship Program . . . is now in its fourth year of operation on a countrywide scale as an organized effort seeking to attract into careers of college teaching, in the fields of social sciences and humanities, young men and women who possess those high qualities of mind and character which the profession properly requires." Discusses recruitment methods and evaluates the program. Currently 124 fellows from 96 colleges are attending 87 graduate schools, their interests dispersed among 19 fields of study.

354. GRIGG, CHARLES M. *Who Wants To Go to Graduate School and Why?* Tallahassee, Fla.: Florida State University, Feb. 1959. (Research Reports in Social Science, Vol. II, No. 1.) 27 p. (Author: Staff member, Center for Social Research, Florida State University.)

Based on questionnaire replies from a 5 percent random sample of students in six universities in Florida. Tabulates family incomes and methods of financing graduate work for students planning to go to graduate schools.

355. Industrial Fellowship Program of ASEE. *Jour. Eng. Educ.*, 50: 179-180, Nov. 1959.

Statement of eligibility and conditions of award for four industrial fellowships, originally granted in 1956, to members of American Society for Engineering Education.

356. JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION. *1957 and 1958 Reports of the Secretary and of the Treasurer*. New York: The Foundation, 1959. 470 p.

Gives data concerning careers and publications of recipients of 382 fellowships in 1957 and of 364 in 1958.

357. KELLY, HARRY C. National Science Foundation Support for Education in the Sciences. *Higher Educ.*, 16: 6-13, Oct. 1959. (Author: Associate Director, National Science Foundation, Washington, D.C.)

"Formal program activities of this Division were inaugurated in fiscal year 1952 with the launching of the predoctoral and postdoctoral fellowship programs with a budget of approximately \$1.5 million. In fiscal year 1959, 27 programs in support of education in the sciences were in operation with a total of approximately \$62 million obligated." Gives descriptions of fellowship and other activities. Includes data on seven types of fellowship programs, with total of 3,937 fellows for fiscal year 1959 at cost of \$13,000,000. Evaluation: "Evidence on hand indicates that our investment in fellowship-type programs is successful in supporting and encouraging full-time study and research for the most promising scholars in the country."

358. ———. National Program for Education in the Sciences. *Sch. Review*, 67: 396-408, Winter 1959. Same, condensed, *Educ. Digest*, 25: 40-43, Feb. 1960. (Author: See No. 357.)

"The National Science Foundation was established in 1950 by an Act of Congress. . . . In 1951, we supported a single program of graduate fellowships; in 1959, we are supporting almost thirty types of program activity. I should like to describe briefly the problems toward which these programs are directed and some of the principles that have guided their development."

359. LAYCOCK, FRANK. . . . And One To Grow On. *AAUP Bull.*, 41: 733-741, Winter 1955. (Author: Assistant Professor of Education, University of California, Riverside.)

"During 1952-53, nearly 250 college teachers spent a year away from their regular jobs at the expense of the Ford Foundation. I was one of them; and found my experience stimulating enough to suggest communicating it." Reports his experiences during a year at University of Chicago. "I hope the Fund for the Advancement of Education will be able to continue making available opportunities for professional growth."

360. LINDQUIST, CLARENCE B. Federal Civilian Programs in the Natural Sciences. Part I, *Higher Educ.*, 14: 125-129, April 1958. Part II, *Higher Educ.*, 14: 143-148, May 1958. (Author: With U.S. Office of Education.)

Includes information on predoctoral and postdoctoral programs of National Science Foundation, Atomic Energy Commission, National Institutes of Health, Department of State, and Veterans Administration.

361. LOGAN, EDGAR. Would You Be Interested in a Year of Study on Full Pay? *Clear. House*, 32: 86-88, Oct. 1957. (Author: Instructor, Denby High School, Detroit, Mich.; John Hay Whitney Fellow at Columbia University, 1956-57.)

Reports values received as one of 20 fellowship holders. "If you are anxious to go and learn and then return to your school to share your knowledge of the humanities; if you want to become a better teacher; if you are interested in giving intellectually, spiritually, and morally, may I suggest that you are the kind of person for whom the John Hay Whitney Foundation is looking."

362. MCCOY, PRESLEY C. The Danforth Teacher Study Grant Program. *Educ. Record*, 38: 368-370, Oct. 1957. Also, condensed, in *Assoc. Amer. Coll. Bull.*, 43: 456-458, Oct. 1957; and in *Sch. & Soc.*, 86: 14-15, Jan. 4, 1958. (Author: Assistant Director, Danforth Foundation.)

"Since 1954, when this program was first established, 169 teachers have been provided with the means of devoting one full year toward the completion of their Ph. D. . . . Forty-nine different graduate schools have been chosen by the teachers for degree work. . . . The Danforth Foundation is in a position to help a limited number of the most highly competent, dedicated teachers . . . to

strengthen the total dimensions of American higher education."

363. MALNIG, LAWRENCE R. Who Gets Those Graduate Scholarships? *Pers. & Guid. Jour.*, 33: 331-333, Feb. 1955. (Author: Guidance Director, St. Peter's College, New Jersey.)

Good description of methods used in a small college to secure appropriate information regarding schools for graduate study and to interest students in them. "The returns were beyond our wildest hopes. . . . When we added up the total value of these awards, we found it to be almost \$17,000." Offers five suggestions to colleges contemplating similar efforts.

364. MATTINGLY, RICHARD C. Institutional Graduate Fellowship Programs. *Higher Educ.*, 15: 48-53, Nov. 1958. (Author: With U.S. Office of Education.)

Based on analysis of information collected for No. 60. Defines fellowships in terms of graduate study only. Tabulates data on fellowships for six types of publicly and privately controlled institutions. Lists 50 institutions having largest fellowship programs, University of Minnesota leading; awards by 50 major fields of graduate study, with largest number in education, followed by chemistry and English; and other features.

365. MOORE, BRUCE V. Educational Facilities and Financial Assistance for Graduate Students in Psychology, 1959-60. *Amer. Psych.*, 13: 741-760, Dec. 1958. (Author: Staff of American Psychological Association Education and Training Board.)

Summarizes information on facilities, requirements, and financial assistance as furnished by psychology departments of 179 institutions. Includes section, "Advice to Applicants for Financial Assistance."

366. MOREHEAD, ELEANOR. Young Man, Get a Fellowship. *Esquire*, 50: 108-111, Sept. 1958.

Advice to a person entering college as to how to obtain a fellowship, and what not to do. "The big guns among fellowships are those that have been unduly publicized: Ford, Fulbright, Guggenheim, Rhodes, Rockefeller. These and a few others form the ultrachoice prestige group at the top of the heap; to be vulgar about money for a moment, their grants are the largest." Says they vary from around \$2,100 to \$12,000 for certain foreign study grants. "A grant of \$6,000 to \$9,000 is not at all unusual."

367. "Neglected Language" Fellowships To Be Awarded. *Higher Educ.*, 16: 14, Jan. 1960.

"Before April 3, 1960, the Office of Education will award approximately 400 federally financed modern language fellowships for graduate study during the summer of 1960 and the 1960-61 academic year. The purpose of the language fellowships is to increase the number of teachers of the 85 languages in which, until now, instruction has been almost nonexistent in United States universities, although each is spoken by millions of people." Names of the 85 languages are given. Greatest need is for teachers of Arabic, Chinese, Hindi, Japanese, Portuguese, Russian, and Urdu. Stipends up to \$2,700, plus tuition, fees, travel allowances, and allowances for dependents.

368. NOTESTEIN, ADA COMSTOCK. Fellowships: Their Deeper Meaning. *AAUW Jour.*, 48: 79-80, Jan. 1955. (Author: Former President, Radcliffe College, Massachusetts; Member AAUW Fellowship Awards Committee.)

An interpretation of the significance of the fellowship program of the American Association of University Women. "Although the AAUW fellowship program is part of a general movement to aid scholarship which has been gaining momentum across the country and through the years, its history is longer, steadier, and more symmetrical than that of most efforts of the kind."

369. OLIVER, WILLIAM W. Treatment of Fellowship Grants Under the Federal Income Tax. *AAUP Bull.*, 43: 65-68, Spring 1957. (Author: Assistant Professor of Law, Indiana University.)

Discusses conditions and limitations under Internal Revenue Code of 1944. "It may be several years before the administrative rulings and court opinions reveal and resolve some areas of doubt. It may be even longer before field personnel of the Internal Revenue Service are sufficiently familiarized with academic practices to pass intelligently on questions involving the tax status of fellowship grants."

370. POTTER, VIRGINIA BOSCH. *Fellowships in the Arts and Sciences, 1960-61*. Washington: Association of American Colleges, 1959. viii, 220 p. Third edition. (Distributed by American Council on Education, Washington, D.C.)

Contains most comprehensive and up-to-date data on all types of fellowships, totaling over 45,000, awarded annually by organizations, corporations, and other agencies, but

excluding those offered by individual educational institutions. Chapter I, "To the Fellowship Applicant," gives helpful information and advice. Chapter II, "Predoctoral Fellowships," gives information on purposes, fields, qualifications, stipends, conditions, applications, and other features for approximately 8,600 fellowships awarded annually by 73 organizations. Chapter III, "Postdoctoral Fellowships," gives similar information for approximately 1,300 fellowships awarded annually by 31 organizations. Chapter IV, "Senior, Faculty, or Special Awards," gives similar information for approximately 12,000 awards of various types given by 25 organizations. Chapter V, "Study Abroad," gives similar information for approximately 21,000 awards by 12 organizations. Chapter VI is devoted to "Summer Study." Chapter VII, "Loans," discusses advantages and disadvantages of this form of financial aid for graduate students and lists sources available, including National Defense Education Act, New England, New York, and Massachusetts Loan plans, and 13 other agencies making more than 15,000 loans annually. Bibliography, 61 titles, published since 1934. Fourth edition, describing almost 200 programs and listing over 200,000 awards announced for publication, September 1960, under editorship of Michael E. Schiltz.

371. PROUSE, PETER. First NSBA Fellowship. *Amer. Sch. Board Jour.*, 139: 44, Dec. 1959. (Author: Associate Executive Director, National School Boards Association.)

Announcement of plans and conditions for award in 1960 of first National School Boards Association fellowship carrying annual stipend of \$5,000.

372. RANKIN, ROBERT. Strengthening the Ministry. *Christ. Cent.*, 72: 496-497, Apr. 27, 1955. (Author: Executive Director, Rockefeller Brothers Theological Fellowship Program.)

Announces appointment of 48 fellows in 19 theological schools. Records reflections on the ministry resulting from author's work with students and faculty in colleges and universities in United States and Canada.

373. REGAN, RICHARD. Scholarships for Graduate Students. *Nat. Cath. Educ. Assoc. Bull.*, 56: 152-156, Aug. 1959. (Author: Dean, St. Peter's College, New Jersey.)

Reports methods followed by Graduate Scholarship Committee at St. Peter's College in recommending students for graduate awards, especially in medicine and dentistry.

"This will offer you an idea of what can be achieved in an institutional way to meet the challenge of Catholic scholarship. . . . Results over the first five years of operation (1953-57) show the significance of this program: St. Peter's alumni were awarded 29 foreign grants and 181 domestic scholarships."

374. ROCKEFELLER FOUNDATION. *Directory of Fellowship Awards for the Years 1917-50. With an Introduction by Chester I. Barnard, President of the Foundation.* New York: The Foundation, 1952. xix, 296 p.

Contains biographical and other information on 6,432 holders of fellowships from some 75 countries, including the United States. "From the beginning the fellowship program has been conducted as an international exchange with no bar to the crossing of racial or national boundaries."

375. ———. *Directory of Fellowship Awards. Supplement for the Years 1951-55. With an Introduction by Dean Rusk, President.* New York: The Foundation, 1956 (?), xv, 62 p.

Similar to No. 374, covering 806 holders of fellowships.

376. ROSENHAUPT, HANS. Report of Woodrow Wilson National Fellowship Foundation. In *Association of Graduate Schools in the Association of American Universities, Proceedings*, 1958, p. 60-70. (Author: Director, Woodrow Wilson National Fellowship Foundation.)

Covers the period July 1957 to Oct. 1958, beginning with incorporation of the Foundation July 8, 1957, and embracing the Foundation's first year of operation under the \$24.5 million grant from the Ford Foundation. Gives many details concerning 255 fellows who entered graduate schools in 1957, and discusses selection and recruitment, and relations with graduate schools and with the U.S. Office of Education.

377. ———. Identifying College Students of Great Promise. *Jour. Higher Educ.*, 30: 305-308, Oct. 1959. (Author: See No. 376.)

"In 1957, under a large new grant from the Ford Foundation, the Woodrow Wilson National Fellowship Program expanded the number of fellowships offered from 200 to 1,000 a year. . . . But the bigger universities, particularly those with a large number of part-time students, have often failed to identify the students in their classes who

would be good candidates for fellowships." Describes successful operation of selection plan developed at University of Pittsburgh. Conclusion: "When a maximum of college teachers become partners in the process of identifying and guiding students of great promise, the challenge presented by new opportunities in graduate education will be met."

378. ROY, ROBERT H., *Chm.* Engineering Sciences and the National Science Foundation; A Report to the American Society for Engineering Education. *Jour. Eng. Educ.*, 50: 199-208, Dec. 1959. (Author: Dean of Engineering, Johns Hopkins University, Maryland.)

"Throughout engineering schools and colleges the opinion has persisted that the National Science Foundation has been prejudiced against engineering in awarding funds for research grants, fellowships, and summer institutes and conferences." Report of committee appointed "in the hope of improving the position of engineering sciences." Presents a variety of evidence of discrimination and suggestions for better relations and makes five specific recommendations. Finds that engineering candidates received only 147 of total of 1,084 fellowship awards made in 1958. "In summary, we believe that engineering is not a victim of discrimination by NSF, although this may have been so in the past."

379. Search for Professors. *Time*, 75: 43-44, Mar. 21, 1960.

Summary of development of Woodrow Wilson National Fellowship Foundation. "Last week announced a rich crop of 1,259 winners, selected from 8,800 nominees at 861 schools. . . . On the U.S. campus today the Woodrow Wilson Foundation is fast becoming a domestic version of the Rhodes Scholarship—a peak of academic distinction."

380. Survey of Graduate Schools. *Higher Educ.*, 16: 11-12, May 1960.

Announcement of new study by U.S. Office of Education, "Survey of Fellowships and Other Information Relating to Doctoral Programs in American Universities, 1959-60." Based on questionnaire replies from deans of 141 graduate schools. Reports number and value of graduate fellowships awarded in some 60 different departments or fields of study. Planned for publication in late 1960.

381. The Timing of Our Fellowships. *AAUW Jour.*, 48: 250, May 1955.

Three letters from fellowship holders, preceded by the statement: "AAUW awards its

fellowships in general to those who have fulfilled all the requirements for the Ph. D. except the dissertation by July 1 of the fellowship year. For most women scholars the need for help is greatest at this point. . . . We think you cannot read the following excerpts . . . without seeing the wisdom of the Association policy in this respect."

382. TRACY, MARGARET E. A look to the Future for Our Fellowship Program. *AAUW Jour.*, 49: 109-112, Jan. 1956. (Author: Chairman of the Association's Committee on Fellowship Programs.)

Discusses growth of the program, increase of stipends to \$2,000, balance within the program, and international grants. "Let us raise our sights to meet the growing need in the years that lie immediately ahead."

383. TRYON, RUTH W. *Investment in Creative Scholarship, 1890-1956*. Washington: American Association of University Women, 1957. xii, 228 p. (Author: Director of Publications and Public Relations of the Association.)

"This history is in the nature of an accounting—an accounting to the thousands of women, members of the AAUW, who have invested time and energy beyond measure, as well as wisdom and foresight and constant generosity, in the fellowship program of the Association. This is the story of that investment, and the dividends it has yielded. The record of the fellows and grantees given here is based on returns from a questionnaire sent in 1953-54 to all living recipients of AAUW awards who could be reached, supplemented by records kept through the years by the Association's fellowship office. . . . The fellowship program of the American Association of University Women is, so far as can be discovered, the oldest program of awards for advanced scholarly work in this country, aside from fellowships administered by the colleges and universities. From 1890 through 1956, the Association has made awards to 1,121 women, of the United States and foreign-countries."

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

Estimates that New York State will need "an average increase of from 1,000 to 2,200 faculty members each year for 16 years." Recommends that the State provide 250 annual grants of \$2,500 each, good for two years, for

preparation of such faculty members. (Note: State Legislature, in spring of 1958, passed legislation to provide such grants.)

See also Nos. 2, 3, 4, 7, 12, 13, 15, 16, 17, 18, 22, 23, 28, 30, 31, 37, 38, 40, 53, 54, 56, 57, 59, 60, 65, 69, 70, 71, 81, 84, 90, 91, 92,

95, 96, 100, 101a, 102, 103, 104, 107, 108, 111, 112, 118, 120, 121, 122, 128, 132, 134, 135, 136, 138, 147, 180, 211, 218, 317, 385, 386, 387, 432, 433, 435, 436, 437, 439, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451.

VI. Assistantships

385. BACCHETTI, RAYMOND. *Financial Aid for Graduate Assistance: A Survey of Institutional Provisions for Graduate Assistance*. New Brunswick, N.J.: School of Education, Rutgers—the State University, September 1958. iii, 28 p. (Author: Graduate Assistant, School of Education, Rutgers—the State University.)

Based on questionnaire returns from 197 institutions having graduate departments for teacher education. Gives data on policy, number, and remuneration for readers, graduate assistants, graduate fellows, research assistants, and scholarship holders in each institution. Conclusion: "The data revealed that institutions comparable to the School [of Education of Rutgers] have programs of graduate assistance involving five times as many students as does the School's present program, and that these institutions spend over four times as much for graduate assistance as does the School."

386. Opportunities for Graduate Assistantships, Fellowships, and Scholarships, 1960-61 and 1961-62, Open to Graduates in Home Economics. *Jour.*

Home Econ., 52: 123-130, Feb. 1960.

Gives in tabular form 13 items of information regarding opportunities in each of 78 institutions of higher education.

387. U.S. NATIONAL SCIENCE FOUNDATION. *Graduate Student Enrollment and Support in American Universities and Colleges, 1954*. Washington: Government Printing Office, 1957. xi, 302 p. (Author: "This survey was initiated and supervised by Dr. Richard Axt.")

"This report provides for the first time information on the proportion of graduate students with teaching assistantships, research assistantships, and fellowships from educational institutions, the Federal Government, and other sources; the median size of their stipends; and the estimated total sum spent on these stipends during the academic year 1953-54." Based on study of 171,557 graduate students of whom 24 percent had stipends with median value of \$1,285. An extensive and detailed statistical analysis.

See also Nos. 4, 40, 56, 57, 60, 65, 71, 92, 96, 332, 341, 346.

VII. Loans

388. BLACKWELL, T. E. Student Loan Funds and the Law. *Coll. & Univ. Bus.*, 27: 30-31, Sept. 1959. (Author: Educational Management Consultant, Washington University, Missouri.)

Shows that in the eyes of the law the student is still an infant until he has reached his majority, usually for men at 21, for women at 18, and resultant lack of legal liability for loans and other financial obligations. Discusses various pertinent court cases.

389. BOKELMAN, W. ROBERT. The Practices of 100 Assorted Colleges in Making Student Loans. *Coll. & Univ. Bus.*, 16: 22-25, Apr. 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.

390. Borrow for College, Pay Later. *Chang. Times*. 12: 30-31, July 1958.

"Watch the attitude toward loans swing from apathy to enthusiasm in the next few years. . . . Before long, college loans will be just as commonplace as car loans." Gives details of loan plan of Massachusetts Higher Education Assistance Corporation.

391. DE BURLO, C. RUSSELL, JR., and PAGE, ELIZABETH J. Tuition on the Installment Plan. *Coll. & Univ. Bus.*, 25: 32-34, Sept. 1958. (Authors: (1) Controller; (2) Bursar; both of Tufts University, Massachusetts.)

Gives details and sample forms developed for greatest efficiency at Tufts University. "In the first year of operation, 385 out of a possible 2,460 students participated in the Distributed Payment Plan. Again in 1957-58, 16 percent (or 407 out of 2,540 students) were in the plan. Thus, the participation

has not reached a level at which working capital and cash would be adversely affected."

392. Can You Get a College Loan? Yes, Probably, and Plenty of Time To Repay. *Chang. Times*, 10: 39-41, Feb. 1956.

"This article is based on the most comprehensive survey of college loan funds ever completed. . . . Detailed questionnaires were sent to all colleges on the official list of the U.S. Office of Education." Answers numerous questions regarding college loans and gives sample statements of conditions in six institutions. Quotes Director of financial aid at Harvard University: "Loans ought to be the most important development in student financing in the next 10 years."

393. COMINSKY, J. R. No Bargain Basement for Higher Education, *Sat. Review*, 40: 24-25, Nov. 23, 1957. (Author: Publisher, *Saturday Review*.)

Editorial comments on various methods of financing student attendance. Advocates marked increases in tuition with more extensive loans to be repaid after graduation. "A college education actually provides the increased income that more than pays for itself. Within 5 years after college the average college graduate is making about 40 percent more money than the average non-graduate."

394. EDITORS OF CHANGING TIMES, THE KIPLINGER MAGAZINE. *Student Loans: Their Place in Student Aid*. Washington: Kiplinger Associates, 1956. viii, 73 p.

Based on questionnaire sent to 1,886 institutions of higher education. "On the need for loan funds: 34 percent reported that their schools have substantially more than enough money in loan funds; 81 percent said they have just about enough; and 34 percent stated that they had less than enough. . . . On willingness to borrow: 56 percent and students at the college level somewhat reluctant to borrow; 21 percent find them very reluctant. . . . On desirability of student

loan programs: 93 percent feel that it is preferable for students at college level to borrow rather than postpone or interrupt their education."

395. Education on the Installment Plan. *Overview*, 1: 54-55, July 1960.

"Students and their parents are turning to consumer credit agencies to see them over the hurdle of rising college costs. . . . Of the \$17 billion borrowed for personal use in 1959, about \$100 million went to finance education." Describes loans plans for college education of Household Finance Corporation, Tuition Plan, Inc., New York Higher Education Assistance Corporation, and plans sponsored by group of Ohio banks.

396. GILMORE, ROBERT B. Tuition Payment on the Installment Plan. *Coll. & Univ. Bus.*, 28: 47-49, Apr. 1960. (Author: Controller, California Institute of Technology.)

"California Honor College is a mythical institution, but the deferred tuition payment plan described in the documents that accompany this article are no longer fictional. Last fall, California Institute of Technology started such a deferred tuition payment plan, and 42 students are enrolled under it at present. . . . A student in California Honor College in an undergraduate class, including entering freshmen, may extend tuition payments over as many as 11 years under one of the two types of deferred tuition payment plans." Documents and forms for both plans are given in full.

397. HARMON, FOUNDATION. *Trends and Procedures in Student Loans*. New York: The Foundation, 1932. 150 p. (Harmon Foundation Monographs, No. 4.)

Summarizes experience of the Foundation, after 10 years of pioneer experimentation in making college student loans. More than 3,000 loans totaling more than \$500,000 made in first 7 years. Reports experiences, both favorable and unfavorable, in securing repayments. Gives revealing quotations from many letters, and form letters used for collections. Contains helpful suggestions for those making student loans at present time.

398. HARRIS, SEYMOUR E. Student Credit Could End Colleges' Financial Plight. *Coll. Board Review*, No. 37, 18-22, Winter 1959. (Author: Professor of Economics, Harvard University.)

"In view of this plight of institutions on the one hand and of families on the other, I propose a revolutionary expansion of loans

for college expenses: provisions of loans totaling one and a-half billion dollars a year within a few years and rising to a total of two and a half billion dollars a year by 1970. These sums of course far exceed the maximum of 90 million dollars a year for college student loans to be provided under the National Defense Act of 1958. . . . My proposal envisions furnishing loans that would average \$1,000 per year . . . to all students in private colleges and universities who need them. . . . Loans averaging \$500 annually would be furnished all students in public colleges and universities needing them."

399. ———. Higher Education on the Cuff. *Nat. Par-Teach.*, 54: 7-10, Mar. 1960. (Author: See No. 398.)

Claims that borrowing for a college education is a prudent act, with benefits for both the borrowers and the institutions of higher learning.

400. JOSEPHS, DEVEREUX C. College on Credit. *Think*, 25: 7-9, May 1959. (Author: Chairman of the Board, New York Life Insurance Co., New York.)

"The solution to the problem is clear and simple: Colleges should raise tuition fees to charge to the students the full cost of his education, and what the student or his parents cannot pay from past savings and current earnings they should borrow. After all, this is the decision that 70 percent of American families make when confronted with the purchase of an automobile. . . . The time has come for all of us to regard borrowing for an education as a sensible and natural act. For too long it has been regarded as slightly disreputable."

401. KEENEY, BARNABY C. Money Trouble in Colleges—and a Plan To Relieve It. *U.S. News*, 43: 100-101, Nov. 8, 1957. (Author: President, Brown University, Rhode Island.)

States that college students must pay higher tuition. To meet this added burden, suggests a time-payment plan, paying part down and part from future earnings. "A college education is a capital investment, and should be financed in the same way as a factory or a house."

402. LEONARD, NORMAN; MEEK, PHILIP; and ROSS, MICHAEL. Expensive Education on the Free Market. *Jour. Higher Educ.*, 31: 215-218, Apr. 1960. (Authors: Faculty members, Ohio Wesleyan University.)

Reviews various methods of student financing, especially different loan plans. "The most

striking fact about present loan plans for students is that, on the whole, they are limited in one or a number of ways: excessive rates of interest, inadequate repayment periods, or restricted availability. The program with real possibilities of expansion is the Federal loan program; but because of its restrictiveness and the possibility of future controls, another approach is needed." Recommends an agency analogous to Federal National Mortgage Association.

403. LUDWIG, MERRITT C. Students Can Learn Now, Pay Later. *Coll. & Univ. Bus.*, 27: 35-36, Oct. 1959. (Author: Vice President for Administration, Grinnell College, Iowa.)

"Grinnell College now offers its own learn-now, pay-later method of financing a college education which we call the Extended Payment Plan. Under this plan payment of 4 years' college tuition and fees may be extended over 5, 6, or 7 years." States details of the plan.

404. MASSACHUSETTS HIGHER EDUCATION ASSISTANCE CORPORATION. *Higher Education Loan Plan for Massachusetts Students*. Boston: The Corporation, Feb. 1959. 9 p.

Gives details of the Massachusetts Loan plan. Since Mar. 1957, 5,830 Massachusetts students have borrowed more than \$3 million through the Corporation.

405. Massachusetts Higher Education Assistance Corporation. *Higher Educ.*, 13: 173, May 1957.

Gives information on college student loan plan of the Corporation, incorporated in 1956. Plans to guarantee loans up to \$500 per year to needy students made by banks in the State.

406. MONRO, JOHN USHER. Capitalizing on the Federal Loans for Students. *Coll. Board Review*, No. 37, 12-17, Winter 1959. (Author: Dean, Harvard College.)

"The new National Defense Student Loan Program confronts the American college and university community with a quite remarkable opportunity and some equally remarkable problems."

407. MOON, REXFORD G., JR. Who Should Pay the Bill? *Coll. Board Review*, No. 35: 21-24, Spring 1958. (Author: Assistant Director, College Entrance Examination Board, New York.)

Advocates that college financial aid should emphasize student credit rather than scholar-

ships financed out of general increase. "The needs are clear, and the way to achieve their satisfaction are equally clear. Action is needed now to pay the bill."

408. *A New Student Financing Plan*. Providence, R.I.: Education Funds, Inc., 1960. 20 p.

Gives details of plan for financing from 1 to 4 years of college education, with insurance features for death or permanent disability of parent, and monthly repayment of loans made. Gives costs in each of 20 State and private colleges and universities.

409. *New Ways To Finance a College Education: More Millions for Loans to Students*. *U.S. News*, 47: 52-54, Aug. 17, 1959.

"Now, if you're short of cash, you can still go to college by borrowing. More loan money is available to students today than before. And more students are willing to borrow. It's an important new trend in education. . . . Four years ago loans to students, to finance college careers, amounted to about \$40 million. . . . Now \$120 million. . . . Ten years from now more than \$1 billion a year will be borrowed to finance college education." Outlines types of loans a student can get from (1) a college or university, (2) a bank, (3) a State agency, (4) the Federal Government.

410. ORMES, FERGUSON R. Wabash College Finds the Record Good on Repayment of Students Loans. *Coll. & Univ. Bus.*, 22: 23-25, March 1957. (Author: Controller, Wabash College, Indiana.)

Based an 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."

411. PHILLIPS, CHARLES F. Maine Loan Plan for College Students. *Coll. & Univ. Bus.*, 25: 34-35, Dec. 1958. (Author: President, Bates College, Maine.)

"Loans to college students through regular banking channels soon may play a major role in opening college doors to students of limited financial means. The Maine loan plan is patterned directly upon the proven plan that has operated successfully in Massachusetts for more than a year. The plan is based on two essential elements: a foundation that guarantees loans and the banks that actually make the loans." Reviews experiences in Maine and recommends interstate funds, e.g., one for all New England.

412. Questions and Answers: Here's the Lowdown on the U.S. Student Loan Program. *Sen. Schol.* 74: 20, Feb. 20, 1959.

Sixteen questions and answers, reprinted from *School Life*.

413. RADCLIFFE, SHIRLEY. College and University Student Loan Programs. *Higher Educ.*, 15: 1-6, Sept. 1958. (Author: With U.S. Office of Education.)

Analysis of extent of use of loan funds in 1,650 colleges, of which 90 percent had such funds available. Slightly over half of the available loan funds were borrowed in 1955-56. Finds that 7 percent of 11,887 college seniors had received institutional loans before graduation, median amount \$284. Data are tabulated for seven types of publicly and privately controlled institutions.

414. ROTH, SYDNEY M. Why Shouldn't We Finance Careers as We Do Houses? *Coll. & Univ. Bus.*, 21: 24-26, Dec. 1956. (Author: With Roth Brothers & Co., Chicago.)

Presents a plan in considerable detail for financing a college education through long-term student loans. "A good college education, according to authoritative figures, adds an average of \$100,000 to lifetime earnings. . . . A property having sufficient earning power to be worth \$100,000 should be considered adequate collateral for a loan of the full cost of a college or university course, including advanced degrees."

415. RUEBEGGER, LESTER J. Pay-As-You-Go Plan Really Works: Five Advantages of Policy Whereby Student Frames Own Plan of Installment Paying of Tuition Fees. *Coll. & Univ. Bus.*, 21: 32-33, July 1956. (Author: Business Manager, Kansas Wesleyan University.)

Describes success of plan at Kansas Wesleyan University. "Less than 1 percent of all accounts receivable are outstanding."

416. SOLOW, HERBERT. Colleges Are Too Cheap. *Fortune*, 56: 161-163, 186-192, Sept. 1957. (Author: Editor, *Fortune Magazine*.)

"Tuition fees, though high, nowhere near cover costs. With a three-million student body and a \$3-billion teaching budget, both due to double by 1970, U.S. colleges need more gifts, more efficiency, still higher fees." Suggests that colleges "introduce installment paying and credit into higher education on an order of magnitude never tried before."

Reports developments of such plan at Massachusetts Institute of Technology, Harvard Business School, and under the Massachusetts Higher Education Assistance Corporation. "A loan system that would make higher tuition fees possible would cause a substantial change in the economics of higher education."

417. *Student Loans: Their Place in Student Aid*. Washington: Kiplinger Associates, 1956. v,73 p.

Based on questionnaire responses from 588 institutions, 386 of which had loan funds for students, 202 of which had no such funds. Gives answers to these questions: How much money is available for student loans? How much is loaned? At what interest rates? Under what terms and conditions? Average size of loan? What do educators think about student loans?

418. Tuition Plan Goes Big Time. *Bus. Week*, No. 1366, p. 48, Nov. 5, 1955.

"The giant C. I. T. Financial Corp., largest independent finance company in the country, took a new, though tiny, member into its family of auto financing, industrial financing, insurance, and factoring campaigns. The company was Tuition Plan Inc." Price paid was \$192,000. Describes origin (1938) and work of the Tuition Plan, with approximately 18,000 contracts for tuition in 300 institutions. "C. I. T. figures that while Tuition Plan may not be a whirlwind money maker—it will probably gross \$8 million this year—it is wonderful for training youngsters in the use of installment credit."

419. TURNER, FRED H. Student Loans? No Thanks. *Rotarian*, 83: 22-24, Sept. 1953.

States that many students who need help are unwilling to borrow and some are apparently unwilling to work part time to assist themselves financially. However, students will accept scholarships.

420. VICKER, RAY. Can You Afford To Send Them to College? *Amer. Home*, 62: 19-25, 93. Oct. 1959.

Discusses availability of various types of scholarships and loan plans. "In the years ahead, loans will come into promise as a source of college funds. Basically, there are five broad sources for loans"—the college, private lenders (Tuition Plan Inc., Insured Tuition Payment Plan, and others), clubs, State and Regional plans, and Federal subsidized loans. Discusses each of these.

421. WALKER, EDWIN R. A New Plan for Financing a College Education. *Sch.*

& *Soc.*, 83: 10-11, Jan. 7, 1956. Reprinted in *Coll. Board Review*, No. 28, p. 16, Winter 1956. (Author: President, Queens College, North Carolina.)

Describes plan adopted at Queens College and commented on favorably in *The American Banker* and *The Wall Street Journal*. "The purpose of this plan is to allow parents of selected students to spread the cost of a college education over a period of from 6 to 8 years and to pay for it monthly."

422. WITTEKIND, WARREN O. How 62 American Colleges Are Handling Short-Term Emergency Loans. *Coll. & Univ. Bus.*, 24: 39-40, June 1958. (Author: Field Relations Director, Nebraska State Teachers College, Chadron.)

Based on study, under grant from Carnegie Corporation of New York, of practices in 62 colleges in nine States of the Great Plains area. Purpose: To find the best way to handle short-time loans to students.

423. ZIMMERMAN, JOSEPH F. The Higher-Education Loan Plan. *Jour. Higher Educ.*, 30: 168-171, Mar. 1959.

(Author: Associate Professor of Economics, Worcester Polytechnic Institute, Massachusetts.)

Describes origin and operation of HELP, the Massachusetts Higher Education Loan Plan, established by the Massachusetts Higher Education Assistance Corporation. Says that 1,743 loans totaling over \$800,000 by 117 banks were made in the first year of the plan. Recipients were registered at 190 institutions in United States, Canada, and Great Britain. "It would appear that the HELP loan plan, if universally adopted in the United States, might obviate the need for Federal scholarships."

See also Nos. 3, 7, 8, 12, 14, 15, 18, 19, 22, 24, 25, 28, 30, 32, 40, 42, 43, 44, 45, 47, 48, 49, 54, 55, 56, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 74, 82, 83, 84, 87, 89, 91, 94, 96, 97, 99, 101, 101a, 102, 103, 104, 105, 106, 107, 109, 110, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 156, 170, 184, 190, 193, 211, 225, 249, 253, 258, 301, 370, 426, 90a, 127a.

VIII. Part-Time Employment

424. BERRY, CHARLES ALBERT, JR. *Student Part-Time Employment Policies and Practices in Negro Land-Grant Colleges*. Bloomington: Indiana University, 1954. 163 p. Abstract in *Diss. Abstracts*, 14: 622-623, April 1954. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To analyze student employment policies and practices in these colleges, (2) to determine the extent to which the needs of students for employment might affect administrative policies, and (3) to develop conclusions and recommendations for possible revision or modification of present practices."

425. Can You Work Your Way Through College? *Chang. Times*, 14: 22-25, July 1960.

"To find out, *Changing Times* asked questions at a hundred representative colleges all over the country. Here are the answers." Tabulates for each of 27 institutions, percentage of students working, hours per week worked, and remuneration.

426. HAMPTON, JAMES W. How To Finance a College Education. *Good House.*, 141: 49, 201, Oct. 1955.

"Fortunately it is possible today for most enterprising students to pay at least part of their college costs themselves, even without scholarships." Discusses campus placement and job opportunities, cooperative work-study programs, self-help plans, loan funds, and scholarships.

427. ISAAOSON, LEE E. and AMOS, LOUISE C. Participation in Part-Time Work by Women College Students. *Pers. & Guid. Jour.*, 35: 445-448, March 1957. (Authors: (1) Assistant Professor of Education, Purdue University, Indiana; (2) Teacher-Counselor, Huntsville High School, Alabama.)

A questionnaire study "designed to investigate the extent and nature of participa-

tion in part-time work by women students in a midwestern, State-supported university. The types of jobs held, the rates of pay, the hours worked, and the reasons for working were included in the study." Covers "all undergraduate women students living on campus during the fall semester of the 1954-55 school year."

428. RUMMELL, FRANCES V. Education While You Work. *Readers' Digest*, 73: 182-184, Sept. 1958. Condensed from *Today's Living*, Aug. 10, 1958.

States that 75 percent of men and 50 percent of women students earn part of their expenses in college and one out of seven pays his entire way. Reports various methods used, and changing nature of them.

429. SILVER, ROBERT EUGENE. *The Effect of Self-Support Upon Student Success in Walla Walla College*. Seattle: University of Washington, 1956. 138 p. Abstract in *Diss. Abstracts*, 16: 1819-1820, Oct. 1956. Available on microfilm from University Microfilms, Ann Arbor, Mich.

Unpublished doctoral dissertation (Ed. D.). Records of 996 students were used to compute interrelations between achievement, high school record, American Council on Education test scores, hours of work per week, and hours of study per week. States 10 major conclusions. Chief one: "The relationship between amount of time spent in work and achievement in college is not significant."

430. SLINKARD, TOM. How To Stay in College on \$100. *Coronet*, 38: 91-95, Sept. 1955.

Says that an average high school graduate should be able to appear on a college campus with as little as \$100 and have a good chance of parlaying it into 4 years of higher education. "To this small stake—add a little ingenuity, a willingness to work, and anybody can win a degree." Reports a survey made by *Coronet* showing that even more

students than in earlier years were working their way through college.

431. SMITH, NEWELL J. University of Wisconsin Finds That Using Student Labor is Worth While. *Coll. & Univ. Bus.*, 21: 46-48, Dec. 1956. (Author: Director of Residence Halls, University of Wisconsin.)

"At Wisconsin about 88 percent of our undergraduate men and 73 percent of our undergraduate women work for all or part of their expenses." Reports many details.

See also Nos. 3, 8, 14, 15, 16, 19, 22, 24, 32, 33, 34, 35, 39, 42, 46, 48, 51, 55, 56, 61, 63, 66, 71, 82, 85, 87, 88, 96, 97, 99, 184, 194, 211, 258.

IX. Foreign Study

432. ADAMS, SCOTT. Ten Years of Fulbright Librarians. *ALA Bull.*, 52: 407-412, June 1958. (Author: Librarian, National Institute of Health, Bethesda, Md.)

Lists of 42 grants in librarianship for lecture or study in 14 countries. "Yet the Fulbright Program is still insufficiently known to the library profession as a whole." Outlines methods, procedures, and values for prospective applicants.

433. Catholics in the Fulbright Program. *America*, 94: 469, Jan. 28, 1956.

An editorial. "In 1955-56 there were 212 grants for lectureships to be held by American citizens in foreign institutions. Three of these went to persons from U.S. Catholic institutions. . . . A total of 172 grants were made for postdoctoral research projects in foreign countries. Of these, two were given to representatives of Catholic colleges and universities. . . . These facts merit careful scrutiny and reflection. . . . Before we put our finger on discrimination or prejudice as the explanation, it would be well for us to examine our private and institutional consciences."

434. ELTON, Lord GODFREY E., ed. *The First Fifty Years of the Rhodes Trust and the Rhodes Scholarships, 1903-53*. Oxford, England: Basil Blackwell, 1958. xvi, 268 p. (Author: General Secretary, Rhodes Trust.)

Contains section, "The American Scholarships" (p. 185-215), by Frank Aydelotte, American Secretary of the Rhodes Trust.

435. FULBRIGHT, J. WILLIAM. The Future of Exchanges. *IIE News Bull.*, 30: 2-4, Feb. 1955. (Author: U.S. Senator from Arkansas.)

Reviews results of the Fulbright Act since its adoption in 1946, pointing out limitations and problems as well as achievements. States that "it is the pivot upon which the educational exchange program turns, but it was not and cannot be the complete basis for the kind

of exchange program which we must carry forward. . . . The Fulbright Act has, during the period from 1948 to 1954, been responsible for grants to 12,610 foreigners and 7,799 Americans."

436. Fulbright and IACC Scholarships Available. *Higher Educ.*, 16: 21-22, Sept. 1959.

"About 900 Fulbright scholarships for guidance study or predoctoral research in 27 different countries are available for the 1960-61 academic year. In addition a number of scholarships for study in Latin America under the Inter-American Cultural Convention are also available for 1960-61." Gives details regarding eligibility and applications for each group.

437. GEMMELL, JAMES. Tips on Teaching and Study Assignments Abroad. *Bus. Educ. World*, 38: 13-15, April 1958; 38: 23-25, 36, May 1958. (Author: Fulbright Lecturer to Finland, on leave from Pennsylvania State University.)

"This article offers suggestions that may enable the grantee to make a maximum contribution to his country of assignment and to derive the utmost in personal satisfaction. Next month's installment [May 1958] will offer information to those who would like specific help in applying for an overseas teaching, research, or lecturing grant." Deals especially with the Fulbright program.

438. GIFFORD, PROSSER. *Oxford and the Rhodes Scholarships*. Swarthmore, Pa.: Swarthmore College, 1958. 16 p. (Author: Rhodes Scholar, 1951-53.)

Covers origin of the Rhodes scholarships, current distribution of scholarships, and degrees and facilities for research at Oxford University.

439. HOLLAND, KENNETH. Opportunities To Study or Teach Abroad. *Educ. Forum*, 22: 13-20, Nov. 1957. (Author: Director, Institute of International Education, New York.)

"In 1955-56 alone, more than 9,800 American students and 1,400 faculty members studied or taught in over 50 countries around the world." Gives details of Fulbright and other programs of foreign study.

440. INSTITUTE OF INTERNATIONAL EDUCATION. *Handbook on International Study, 1958*. New York: The Institute, 1958. xi,450 p. Second edition.

Chapter VII, "Study Awards and Special Programs for U.S. Nationals" (p. 312-344), lists and briefly describes 125 awards and programs in various foreign countries. "A survey of current awards for Americans who wish to study, train, teach, or engage in special projects abroad. . . . The information on individual scholarships, fellowships, and special programs was approved by the agencies concerned during 1956 and 1957."

441. ———. Fulbright Program Issue. *IIE News Bull.*, 33: 1-15, Mar. 1958.

Contents: "A Force for Peace," by Kenneth Holland, President, Institute of International Education; "Chart of Fulbright Statistics;" "Fulbright Growth: Branches and Roots," by C. J. Nuesse, Dean, School of Social Sciences, Catholic University of America; "The South Pacific Area: Its Potentialities for Fulbright Grantees," by Richard P. Gilson, faculty member, Australian National University; "Around the World With the Fulbright Program," a picture story with 41 illustrations.

442. ———. Fulbright Program Issue. *IIE News Bull.*, 34: 1-58, Apr. 1959.

Contents: "When Fulbrighters Go Home" (Editorial); "European Fulbrighters Back Home," by Bradford Smith, Director, International Summer School, Bennington, Vermont; "American Fulbrighters Back Home," by John T. Gullahorn, Assistant Professor of Sociology and Anthropology, Michigan State University; and Jeanne E. Gullahorn, Fellow in Psychology, Michigan State University; "Fulbrighters at the Met," (A picture story); "Keeping in Touch With Returned Grantees," by Kenneth MacCormac, U.S. Department of State; "A Survey of Fulbright Alumni Groups" (covers 17 countries); "The Association Amicale Universitaire Franco-Amerique," by Lucien Jambun, General Secretary of the Association; "The Italian Fulbright Association," by Francesco Arca, President of Fulbright Association of Rome; "The Fulbright Association of Pakistan," by Aftab Ahmed Khan, General Secretary of the Association; and "Fulbright in Retrospect," by Dale Riepe, Professor of Philosophy, University of North Dakota.

443. ———. *United States Government Grants for Graduate Study Abroad 1961-62*. New York: The Institute, 1960 (?) 7 p.

Gives information concerning grants under the Fulbright Act, the Inter-American Cultural Convention, and the Smith-Mundt Act.

444. ———. *Fellowships Offered by Foreign Governments, Universities, and Private Donors, 1961-62*. New York: The Institute, 1960 (?). 16 p.

Gives information on fellowships in Iran, Israel, Austria, Denmark, France, Germany, Italy, Netherlands, Poland, Sweden, Switzerland, United Kingdom, Canada, and Mexico.

445. JERNIGAN, SARA STAFF. *Teach, Study, Research—There Are Opportunities Abroad for You*. *Jour. Health, Phys. Educ. Rec.* 29: 24-25, Dec. 1958. (Author: Chairman, Department of Health, Physical Education, and Recreation, Stetson University, Florida.)

Gives information on wide variety of opportunities for fellowships and scholarships for foreign study, open to "qualified persons in the field of health and physical education." Bibliography, six titles.

446. JOUGHIN, LOUIS. *The Selection of Fulbright Scholars*. *AAUP Bull.*, 46: 8-17, March 1960. (Author: Staff Associate American Association of University Professors, Washington, D.C.)

"The American academic profession became deeply concerned in May 1959 when it learned of the existence of fundamental defects in the criteria and procedures which governed the appointment of Fulbright Scholars to teaching and research posts outside the United States. Particularly disturbing . . . were the indications that criteria were being applied which did not seem to relate mainly to professional competence and suitability." Reviews in detail case of Prof. B. J. Loewenberg, Sarah Lawrence College, New York. Reports six questions asked the Board of Foreign Scholarships by the AAUP and new regulations adopted by the Board, October 12, 1959. Conclusion: "Presently the situation appears hopeful, but admittedly there is work to be done."

447. ROSENHAUPT, HANS. *The New Children's Crusade or Going to Jerusalem on a Grant*. *Col. Univ. Forum*, 3: 15-21, Spring 1960. (Author: National Director, Woodrow Wilson National Fellowship Foundation.)

Observations on advantages and disadvantages of international student exchange programs.

448. SIMS, CATHERINE STRATMAN. Behind the Scenes. *IIE News Bull.*, 31: 6-8, Feb. 1956. (Author: Professor of History and Political Science, Agnes Scott College, Georgia.)

States informally some of the factors considered in selection of candidates for Fulbright awards.

449. U.S. DEPARTMENT OF STATE. *Report on the Operations of the Department of State Under Public Law 584*. (House Document No. 374, 84th Congress, 2d Session.) Washington: Government Printing Office, 1956. 105 p.

A 10-year review of developments under the Fulbright Act (Public Law 584), "the largest international exchange program in our history." Covers work of "over 12,000 foreign students, teachers, lecturers, and research scholars" from foreign countries, and of over 9,000 Americans who "have had the opportunity of becoming intimately acquainted with the ways of life, problems, and values of the people of other countries."

450. ———. *Report on the Operations of the Department of State Under Public Law 584*. (House Document No. 427,

85th Congress, 2d Session.) Washington: Government Printing Office, 1958. 147 p.

Review of developments under the Fulbright Act (Public Law 584) covering 1,598 American and 2,312 foreign students, teachers, lecturers, and research scholars.

451. UNESCO. *Study Abroad. Etudes a L'Etranger. Estudios en el Extranjero. International Handbook: Fellowships, Scholarships, Educational Exchange. Vol. XI. 1959-60*. Paris: 1959. UNESCO. 755 p.

Printed in English, French, and Spanish. "The 11th edition of *Study Abroad* contains information on fellowships, scholarships, and travel grants offered by international organizations, governments, foundations, universities, and other institutions for study in 1959-60. The fellowship programs of over 1,200 awarding agencies in 111 States and Territories are described. Over 90,000 individual opportunities are reported in the handbook of which about 3,200 are offered by the United Nations and its Specialized Agencies, and some 10,000 by other international organizations. The scholarships and fellowships mentioned are for study in a wide selection of fields, and are tenable in almost any part of the world."

See also Nos. 16, 333, 337, 340, 341, 342, 366, 370, 374, 375, 381, 382, 383.

Index

All references are to numbered entries, not to pages.

Includes names of individuals, institutions, and organizations, and principal topics covered in the bibliography. Locations, by States, are shown for all institutions unless the name of the institution already includes the name of the State. Locations of the headquarters of national and regional organizations are given as far as it was possible to secure them from *Education Directory 1959-60, Part 4—Education Associations* and certain other sources. If an organization does not maintain national headquarters, address of secretary is given instead.

A

- Abraham & Straus, 289
Adams, A. O., 181
Adams, G., 182
Advancement and Placement Institute, New York, 341
AFL-CIO, Washington, D.C., 210, 288
Agnes Scott College, Ga., 448
Agricultural education, 4
Air Force Personnel and Training Center, 252
Alabama Polytechnic Institute (later Auburn University), 282
Albright College, Pa., 62
Alden, V. B., 139, 140
Aly, B., 115
American Association for Health, Physical Education, and Recreation, Washington, D.C., 180
American Association for Higher Education, Washington, D.C., 80
American Association of Colleges for Teacher Education, Washington, D.C., 65
American Association of Junior Colleges, Washington, D.C., 36
American Association of Land-Grant Colleges and State Universities, Washington, D.C., 108, 112
American Association of Machinists, 209
American Association of University Professors, Washington, D.C., 110, 114, 115, 446
American Association of University Women, Washington, D.C., 215, 333, 337, 342, 368, 381, 382, 383
American Banker, 421
American Chemical Society, Washington, D.C., 301
American College Personnel Association, Tallahassee, Fla., 7
American Council on Education, Washington, D.C., 29, 36, 45, 47, 71, 87, 100, 290, 323, 370, 429
American Federation of Labor, 209
American Federation of Teachers, Chicago, Ill., 80
American Home Economics Association, Washington, D.C., 331
American Legion, Indianapolis, Ind., 183
American Library Association, Chicago, Ill., 1, 101a, 328
American Personnel and Guidance Association, Washington, D.C., 57
American Psychological Association, Washington, D.C., 365
American Society for Engineering Education, Urbana, Ill., 355, 378
Amherst College, Mass., 97
Amos, L. C., 427
Anderson, K. B., 216
Andrews, F. E., 2, 93a
Angel, J. L., 3, 184
Arabic language, 367
Arca, F., 442
Armsby, H. H., 332
ASSISTANTSHIPS, 385-387
Association for Higher Education, Washington, D.C., 21, 299, 321
Association of American Colleges, Washington, D.C., 71, 370
Association of American Universities, Palo Alto, Calif., 172, 335, 376
Association of Governing Boards of State Universities and Allied Institutions, Denver, Colo., 287
Association of Graduate Schools, Palo Alto, Calif., 172, 335, 376
Association of Land-Grant Colleges and State Universities, Washington, D.C., 108, 112

Athletic scholarships, 7, 185, 205, 230, 277, 287, 302
 Atomic Energy Commission, Washington, D.C., 360
 Australia, 189
 Australian National University, 441
 Austria, 444
 Axt, R. G., 5, 6, 387
 Aydelotte, F., 434

B

Babbidge, H. D., Jr., 7, 102, 103
 Bacchetti, R., 385
 Baldwin, J., 187
 Bane, F., 8
 Barden, G. A., 126
 Barnard, C. I., 351, 374
 Barrett, N. W., 75
 Barron's Educational Series, 196
 Bates College, Me., 74, 80, 105, 281, 411
 Baumbach, C. M., 141
 Bell, L., 2
 Beloit College, Wisc., 115, 179
 Bender, W. J., 188
 Bennington College, Vt., 39, 151, 442
 Berdie, R. F., 189, 190
 Berkowski, J. A., 9
 Berry, C. A., Jr., 424
 Bethany College, W. Va., 225
 Big Ten Athletic Conference, 287
 Bishop, J. F., 29
 Blackburn College, Ill., 167
 Blackwell, T. E., 191, 334, 388
 Blauch, L. E., 10, 11
 Blegen, T. C., 71
 Bluffton College, Ohio, 254
 B'nai B'rith Hillel Foundations, 89
 B'nai B'rith Vocational Service, 89
 Board and Room. *See Costs.*
 Board of Educational Finance, New Mexico, 82
 Board of Foreign Scholarships, 446
 Bokelman, W. R., 142, 143, 144, 389
 Booher, E. D., 68
 Borchardt, S. M., 80
 Boring, M. M., 12
 Bostelman, G., 13
 Boston College, Mass., 245
 Bowdoin College, Maine, 105
 Bowles, F. H., 192, 193
 Bowling, W. G., 192
 Boys, R. C., 335
 Brady, E. L., 80
 Braumer, J. C., Jr., 194
 Briarcliff High School, N.Y., 162
 Bridges, S., 49
 Brigham Young University, Utah, 202, 280
 Bronwell, A. B., 195
 Brook, H., 336
 Brown, C. D., 14
 Brown University, R.I., 285, 401
 Brownstein, S. C., 196
 Bryn Mawr College, Pa., 105
 Buchner, C. A., 197

Bulger, P. G., 15
 Burchel, C. E., 16
 de Burlo, C. R., Jr., 391
 Bush, D., 80
 Button, D. E., 198

C

C. I. T. Financial Corporation, 418
 Caldwell, J. T., 17
 California, 18, 239, 247, 266, 324
 California Congress of Parents and Teachers, 18
 "California Honor College," 396
 California Institute of Technology, 396
 California State Scholarship Commission, 268
 Cameron, M. E., 199
 Canada, 23, 89, 90, 336, 372, 423, 444
 Canal Zone Junior College, 152
 Carlson, T. E., 104
 Carnegie, A., 294
 Carnegie Corporation of New York, 335, 422
 Catholic education, 9, 58, 72, 245, 372, 373, 433, 441
 Catholic University of America, Washington, D.C., 58, 441
 Chambers, M. M., 20
 Changaris, G. D., 57
Changing Times, The Kiplinger Magazine, 394, 425
 Charitable trusts, 20
 Chemical education, 301, 350
 Chinese language, 367
 Chodorov, F., 80
 Clark, J. S., Jr., 201
 Clark, S. G., 202
 Clarkston Junior-Senior High School, New York, 213
 Colby College, Maine, 105
 Cole, C. C., Jr., 21, 203, 204
 Cole, R. D., 80
 College Entrance Examination Board, New York, 39, 55, 64, 119, 192, 193, 203, 206, 207, 234, 237, 246, 248, 249, 250, 266, 267, 269, 290, 407
 College Scholarship Service, New York, 55, 62, 63, 64, 150, 188, 204, 206, 207, 246, 248, 249, 250, 267, 269, 290, 321
 Columbia University, New York, 15, 21, 62, 168, 171, 203, 204, 293, 329
 Colver, R. M., 208
 Cominsky, J. R., 393
 Commission on Financing Higher Education, New York, 5, 171
 Concordia, F. B., 337
 Connors, J. D., 209, 210
 Conrad, H. S., 146
 Cooperative education, 16
 Cornell College, Iowa, 80
 Cornell University, N.Y., 106
Coronet, 430
 Costar, J. W., 22
 Costs, 189-179

Council for Financial Aid to Education, New York, 75, 147, 170, 285
 Council of State Governments, Chicago, Ill., 8
 Council on Social Work Education, New York, 23, 211, 329
 Counselors' qualifications, 22
 Craig, W. B., 24
 Crandall, R., 25
 Cribben, J. J., 148
 Cronkhite, B. B., 338
 Cusick, M. R., 212

D

Danforth Foundation, St. Louis, Mo., 362
 Daniels, W. M., 26
 Dartmouth College, N.H., 61, 174
 Davies, S. P., 211
 de Burlo, C. R., Jr., 391
 De Cicco, E. M., 27
 De Forrest, R., 213
 Delaware, 322
 DeLong, C. C., 71
 Denby High School, Mich., 361
 Denmark, 444
 Department of Health, Education, and Welfare. *See* U.S. Department of Health, Education, and Welfare.
 Department of State. *See* U.S. Department of State.
 De Paul University, Ill., 125
 Derthick, L. G., 214
 Dickens, D., 215
 Dickinson College, Pa., 71
 Diekhoff, J. F., 339
 Dillenbeck, D. D., 150
 Dirks, A. W., 216
 Disclaimer affidavit (NDEA), 101, 106, 106, 109, 110, 113, 114, 115, 116, 117, 125, 126, 127, 131, 137
 Doctoral dissertations, 58, 73, 88, 171, 208, 229(2), 230, 244, 255, 282, 424, 429
 Dodson, B., 341
 Doenges, B., 290
 Dolan, E. F., 218
 Donovan, G. F., 56
 Dow, B. H., 342
 Dow Chemical Corporation, 43
 Doyle, W. L., 203
 Drucker, P. F., 343
 Duke University, N.C., 208
 Duns Moor, G. C., 162
 Dysinger, D. F., 29

E

E. P. Dutton Co., 304
 Eacher, J. H., 243
 East Elmhurst Junior High School, New York, 279
 Eastern Association of College and University Business Officers, Boston, Mass., 62, 156, 178
 Eckelberry, R. H., 106

Edison, T., 294
 Edman, V. R., 219
 Education Funds, Inc., 408
 Educational Testing Service, Princeton, N.J., 41, 186, 220, 246, 290, 320
 Eiselen, E., 28
 Eisenhower, D. D., 101, 238, 344
 Elbers, G. W., 107
 Elton, G. E., 434
 Elvehjem, C. A., 115
 Engels, R. G., 26
 Engineering education, 112, 278, 349, 378
 English student aid, 64
 Enoch Pratt Free Library, Md., 257, 295
 Erie Railroad, 289
 Evanston Township High School, Ill., 264
 Evergreen Park Community High School, Ill., 297
 Extracurricular activities, 241

Faculty Children's Tuition Exchange, 164, 165, 281
 Fall River, Mass., 232, 238
 Farnsworth Electronics Co., 295
 Feder, D. D., 29
 Federal National Mortgage Association, 402
 Federal Reserve Bank, New York, 176
 Federal scholarships. *See* Scholarships
 Fees. *See* Costs
 Feingold, S. N., 30, 89
 FELLOWSHIPS, 331-384
 Fels, W. C., 39, 151
 Penn College, Ohio, 43
 Ferguson, D. G., 65
 Fidler, W. P., 110
 Fine, B., 33, 34, 35
 Fine, L., 35
 Finland, 437
 Flemming, A. S., 108
 Fliedner, L. J., 223
 Florida, 354
 Florida State University, 92, 315, 346, 354
 Flynt, R. C. M., 41
 Folger, J. K., 347
 Fontaine, T. D., 343, 349, 350
 Ford, H., 294
 Ford Foundation, New York, 157, 175a, 335, 359, 366, 376, 377
 Ford Motor Co., 289
 Fordham University, N.Y., 148
 Foreign language education, 330, 367
 FOREIGN STUDY, 432-451
Fortune Magazine, 172, 416
 Foundation for Economic Research, 228
 Foundations, 81, 93a
 France, 444
 French language, 451
 Fulbright, J. W., 435
 Fulbright Association of Pakistan, 442
 Fulbright Association of Rome, 442
 Fulbright program, 366, 432, 433, 435, 436, 437, 439, 441, 442, 443, 446, 448, 449, 450

Fund for the Advancement of Education, New York, 164, 176, 298, 339
Furcolo, F., 80

G

Gemmell, J., 487
GENERAL AND COMPOSITE, 1-100
General Education Board, New York, 335, 351
General Electric Co., 12
General Foods Fund, Inc., New York, 352
General Motors Corporation, 56
Geographic education, 28
George W. Wingate High School, New York, 196
Georgia, 282
German student aid, 64
Germany, 444
Getsels, J. W., 224
Gifford, P., 438
Gildersleeve, V. C., 338
Gilmore, R. B., 396
Gilson, R. F., 441
Glass, B., 110
Glass, M., 337
Gleazer, E. J., Jr., 36
Goheen, R. F., 185, 353
Gordon, C. L., Jr., 62
Gordon, D. H., 37
Great Britain, 423, 444
Gresham, P. E., 225
Grigg, C. M., 354
Grinnell College, Iowa, 403
Griswold, A. W., 115, 126, 185, 205
Groller Society, 304
Guggenheim Foundation. *See* John Simon Guggenheim Memorial Foundation.
Gulf Oil Corporation, 38
Gullahorn, J. T., 442
Gwinn, R. W., 226

H

H. W. Wilson Co., New York, 227, 326, 327, 328
Hackett, R. C., 152
Hampton, J. W., 426
Hannah, J. A., 158, 179
Harlow, J. G., 203
Harmon Foundation, New York, 397
Harper, F. A., 228
Harrington, E. W., 176
Harris, B. R., 229
Harris, J. W., 154
Harris, S. E., 155, 156, 157, 158, 170, 398, 399
Hart, J. E., 230
Harvard University, Mass., 80, 118, 126, 139, 140, 155, 156, 157, 158, 170, 175, 188, 251, 261, 263, 285, 340, 392, 398, 399, 406, 416
Hascall, E. O., 55
Haverford College, Pa., 105
Hawaii, 209

Hawes, G. R., 39
Hazlett, McC., 40
Henry, D. D., 42
Hickey, M., 232
Hindi language, 367
Hodnett, E., 43
Hoebel, E. A., 233
Hoffman, B., 234
Holderman, K. L., 112
Holland, J. L., 235
Holland, K., 439, 441
Hollis, E. V., 146, 159, 160, 236
Holloway, C. M., 237
Home economics education, 331, 352, 386
Honor scholarships, 195
Horine, M., 218
Horn, F. H., 80
Hotel education, 54
House of Representatives. *See* U.S. Congress. House of Representatives
Household Finance Corporation, 395
Howard, E., 297
Howe, M. D., 113
Howes, R. F., 45, 290
Huntsville High School, Alabama, 427
Hurd, B. E., 239

I

Iffert, R. E., 46, 240, 241
Illinois, 191, 264
Illinois State Scholarship Commission, 264
Indian education, 85
Indiana, 98, 187, 245
Indiana University, 86, 98, 169, 244, 290, 369, 424
Institute of Contemporary Art, Boston, Mass., 56
Institute of International Education, New York, 439, 440, 441, 442, 443, 444
Insured Tuition Payment Plan, 420
Inter-American Cultural Convention, 436, 443
Intercollegiate Athletic Conference, 287
Internal Revenue Service, 289, 334, 369
Iowa, 141
Iran, 444
Irwin, M., 47
Isaacson, L. E., 427
Israel, 444
Italy, 444
Ivy League colleges, 261

J

Jambrun, L., 442
James Madison High School, New York, 196
Jamrich, J., 48
Japanese language, 367
Jefferson, J., 62
Jernigan, S. S., 445
Jewish education, 89
Jewish Vocational Service of Greater Boston, 30
John Hay Whitney Foundation, New York, 361

John Simon Guggenheim Memorial Founda-
tion, New York, 356, 366
Johns, R., 162
Johns Hopkins University, Md., 322, 378
Johnson, E. L., 49
Jones, J. S., 243
Jones, L. W., 29
Jones, T. S., 56
Jones, W. A., 244
Josephs, D. C., 6, 50, 51, 400
Jospe, A., 89
Joughin, L., 114, 115, 446
Journal of Higher Education, 106
Jung, C. W., 98
Junior colleges, 36
Junior High School 43, New York, 306.

K

Kalb, Voorhis & Co., 145
Kansas, 216
Kansas Wesleyan University, 415
Kaplan, S., 196
Karl, S. D., 246
Keeney, B. C., 401
Keeslar, O., 247
Keezer, D. M., 52
Kelly, H. C., 357, 358
Kennedy, J. F., 116, 117
Kennon, M. F., 304
Khan, A. A., 442
Klessling, O., 163
King, F. P., 164, 165
King, R. G., 248, 249, 250, 251
King, T. J., 247
Kirk, R., 117a
Kramer, H. D., 252

L

Labor union education, 209, 210, 288, 318
Ladies Home Journal, 232
Lafayette College, Pa., 83
Lakeview Junior-Senior High School, Ill., 291
Land, W. G., 236
Land-Grant colleges, 92, 108, 346, 424
Lansing, J. B., 165a
Laroff, R., 253
Laycock, F., 359
Lehigh University, Pa., 285
Lehman, C. M., 254
Leonard, N., 402
Letson, R. J., 255, 256
Lewis, L. G., 166
Library education, 1, 53, 227, 257, 260, 295,
304, 326, 327, 328, 432
Library of Congress, 76
Lindquist, C. B., 360
Little, J. K., 258
Lloyd-Jones, E., 15
LOANS, 388-423
Loewenberg, B. J., 446
Logan, E., 361
Lorenzo the Magnificent, 314
Lorimer, T., 165a

Loughary, J. W., 259
Louisiana State University, 93
Lovejoy, C. E., 55, 56
Lovejoy's College Guidance Digest, 56
Loyola University, Ill., 27
Luce, H., 260
Ludlum, R. P., 167
Ludwig, M. C., 403

M

MacCormac, K., 442
McCoy, P. C., 362
McDaniels, C., 57
McDonald, W., 261
McGrath, E. J., 26
McGraw-Hill Book Co., 52
McKeldin, T. R., 274
McMurray, H. B., 58
Maine, 411
Maisei, A. Q., 262
Malnig, L. R., 363
Malott, D. W., 106
Mannes, M., 263
Married students, 42, 168, 169
Martin, J., 247
Martorana, S. V., 236
Maryland, 274, 322
Massachusetts, 232, 238, 370, 390, 404, 405
Massachusetts Higher Education Assistance
Corporation, 74, 370, 390, 404, 405, 416,
423
Massachusetts Institute of Technology, 243,
285, 416
Mathany, H. V., 298
Mattingly, R. C., 59, 60, 364
Mead, M., 168
Meck, J. F., 61
Medical education, 8, 70, 221
Medical Library Association, 221
Meek, P., 402
Mental health professions, 13
Mexico, 444
Meyerhoff, W. A., 203
Miami University, Ohio, 52, 63, 265
Michael, L. S., 264
Michigan, 48, 325
Michigan Legislative Commission on Higher
Education, 48
Michigan State College (later Michigan State
University), 163
Michigan State University, 22, 442
Middlebrook, W. T., 82
"Middletown College," 302
Milfs, M. M., 298
Millett, J. D., 52, 63, 265
Million Dollar Fellowship Fund, AAUW, 337
Minneapolis Public Schools, Minn., 304
Minnesota, 253
Mississippi, 215
Missouri, 260
Missouri Valley Intercollegiate Athletic Associ-
ation, 230
Modern Vocational Trends Bureau, New York,
3, 184

- Monro, J. U., 406
 Mogn, R. G., Jr., 62, 64, 266, 267, 290, 407
 Moore, B. V., 365
 Moore, C. H., 118
 Moore, H. E., 65
 Moore, J. W., 268
 Morehead, E., 366
 Moriguchi, C., 165a
 Morrison, D. H., 176
 Morse, J. F., 66, 67, 119, 209
 Morse, W., 201
 Mortola, E. J., 82, 171
 Mount Holyoke College, Mass., 199
 Mueller, K. H., 169
 Muirhead, P. P., 120
 Munse, A. R., 68
 Munts, E. E., 69
 Murphy, R. W., 80
 Music Educators National Conference, Wash-
 ington, D.C., 93

N

- National Academy of Sciences, Washington,
 D.C., 12
 National Association of State Universities,
 Washington, D.C., 17
 National Catholic Welfare Conference, Wash-
 ington, D.C., 72
 National Committee for Education in Family
 Finance, 222
 National Conference on Higher Education, 214
 National Council on Hotel and Restaurant Ed-
 ucation, Washington, D.C., 54
 NATIONAL DEFENSE EDUCATION ACT, 100-138
 National Federation of College and University
 Business Officers Associations, 69a.
 National Industrial Conference Board, New
 York, 270
 National Institute of Health, Bethesda, Md.,
 360, 432
 National Medical Fellowships Inc., 70
 National Merit Scholarship Corporation,
 Evanston, Ill., or National Merit Scholar-
 ship Program, 55, 56, 216, 231, 234, 235,
 262, 271, 272, 294, 299, 300, 309, 310, 311,
 312, 313, 316, 319
 National Scholarship Service and Fund for
 Negro Students, New York, 41, 263, 273,
 283, 284, 306
 National School Boards Association, Evanston,
 Ill., 371
 National Science Foundation. *See* U.S. Na-
 tional Science Foundation
 National University Extension Association,
 Minneapolis, Minn., 80
 Nebraska, 191
 Nebraska State Teachers College, Chadron, 422
 Negro education, 41, 69a, 70, 73, 85, 263, 272,
 282, 283, 284, 306, 307, 424
 Neidt, C. O., 275
 Neiswanger, W. A., 170
 Ness, F. W., 60, 71
 Netherlands, 444
 Nevada, 191
 New Britain, Conn., 286
 New Britain Board of Insurance Agents, 286
 New England, 411
 New Hampshire, 212
 New Hampshire Council for Better Schools,
 212
 New Jersey, 191
 New York, 31, 84, 91, 191, 260, 276, 324, 370
 New York Academy of Public Education, 276
 New York City Board of Education, 308
 New York Higher Education Assistance Cor-
 poration, 395
 New York Library Association, 257
 New York Life Insurance Co., 50, 400
 New York State Regents Scholarships, 278,
 308, 316, 324
New York Times, 33
 New York University, 69, 158, 197, 276, 343
 Newsom, C. V., 276
 Nixon, R. M., 137
 Nock, S. A., 55
 North American Aviation, 289
 North Carolina, 85
 North Carolina State Department of Public
 Instruction, 304
 North Shore High Schools, N.Y., 150
 Northwest Association of Secondary and
 Higher Schools, Eugene, Ore., 277
 Notestein, A. C., 368
 Nuesse, C. J., 441
 Nursing education, 181, 278

O

- Oberlin College, Ohio, 126
 Ohio, 395
 Ohio State University, 86, 106
 Ohio Wesleyan University, 296, 402
 Oliver, W. W., 369
 Olpin, A. R., 277
 O'Malley, C. J., 125
 Oregon, 133
 Ormes, F. R., 410
 Ornstein, J. A., 279
 Ostheimer, R. H., 171
 Owens, R. L., III, 78
 Oxford University, England, 438

P

- Page, E. J., 391
 Parker, C. A., 202, 280
 PART-TIME EMPLOYMENT, 424-431
 Pennsylvania, 191
 Pennsylvania State University, 112, 437
 Perkins, J. A., 172
 Phillips, C. F., 74, 80, 281, 411
 Phillips Petroleum Co., 289
 Physics education, 322
 Pickrel, P., 176
 Pierpont, W. K., 173
 Pirkle, W. B., 282
 Plaut, R. L., 41, 273, 283, 284
 Poland, 444
 Pollard, J. A., 75, 170, 254, 285

Portuguese language, 367
 Potter, V. B., 370
 Pratt Institute, N.Y., 80
 President's Commission on Education Beyond
 the High School, 50, 51
 Princeton University, N.J., 24, 185, 285
 Pringle, H. F., 26
 Prouse, P., 371
 Psychology education, 365
 Purdue University, Ind., 427
 Pusey, N. M., 126, 175

Q

Quattlebaum, C. A., 26, 77, 78, 79
 Queens College, N.C., 421
 Quigley, D., 286

R

R. H. Macy & Co., New York, 176
 Radcliffe, S., 413
 Radcliffe College, Mass., 338, 368
 Rankin, R., 372
 Raskin, A., 203
 Reed, W. B., 287
 Regan, R., 373
 Rensselaer Polytechnic Institute, N.Y., 66, 119,
 269, 285
 Restaurant education, 54
 Rhodes scholarships, 366, 379, 434, 438
 Rhodes Trust, 434
 Rich, W. S., 81
 Richardson, J. S., 203
 Riegel Paper Corporation, 269
 Riepe, D., 442
 Rockefeller Brothers Theological Fellowship
 Program, 372
 Rockefeller Foundation, New York, 366, 374,
 375
 Roman Catholic education. *See* Catholic
 education
 Rood, D. B. A., 337
 Roper, E., 69a, 94
 Rosenhaupt, H., 376, 377, 447
 Roseville Schools, St. Paul, Minn., 305
 Ross, M., 402
 Roth, S. M., 414
 Roth Brothers & Co., 414
 Roy, R. H., 378
 Rueggsegger, L. J., 415
 Ruml, B., 172, 176
 Rummell, F. V., 428
 Rusk, D., 375
 Russel, J. H., 65
 Russell, J. D., 48, 82, 158
 Russell Sage Foundation, New York, 2, 93a
 Russian language, 367
 Rutgers—The State University, N. J., 385

S

Saint Peter's College, N.J., 363, 373
 San Mateo County, Calif., 247
 Santa Clara County, Calif., 247

Sarah Lawrence College, N.Y., 446
Saturday Review, 393
 Schenk, Q. F., 229
 Schilts, M. E., 370
 Schlegel, J. N., 83
 Schnitzler, W. F., 288
 SCHOLARSHIPS, 180-330
 Schrivner, E. P., 80
 Schroeder, D. S., 291
 Science education, 203, 278, 317, 357, 360
 Scott, R. N., 192
 Sears, W. P., 5
 Sears Roebuck Foundation, Chicago, Ill., 271,
 292
 Senate. *See* U. S. Congress. Senate
 Shaffer, R. H., 86
 Sharp, H. S., 295
 Sharpe, R. T., 26, 87
 Sherwood, P. M., 88
 Shipps, H. M., 296
 Shostack, R., 89
 Silver, R. E., 429
 Sims, C. S., 448
 Skillen, L., 297
 Slinkard, T., 430
 Smith, B., 442
 Smith, G. K., 80
 Smith, L. J., 264
 Smith, M. R., 15
 Smith, N. J., 431
 Smith, R. W., 90a
 Smith, S. E., 41, 298
 Smith-Mundt Act, 443
 Sneath, H. P., 90a
 Social Work education, 90, 211, 329
 Solow, H., 416
 South Carolina, 260
 South Dakota, 133, 191
 Southern Regional Education Board, Atlanta,
 Ga., 13, 347
 Spanish language, 451
 Stalnaker, J. M., 235, 299, 300
 Stanerson, B. R., 301
 State legislation, 236
 State scholarships. *See* Scholarships
 State University of Iowa, 73, 86, 141, 259
 State University of New York, 84, 91, 198
 Steelman, J. R., 80
 Stetson University, Fla., 445
 Stevenson, W. E., 126
 Stickler, W. H., 92, 346
 Strebel, J., 304
 Stuyvesant High School, New York, 228
 Swan, R. J., 305
 Swarthmore College, Pa., 438
 Sweden, 444
 Switzerland, 444

T

Tarr, H. A., 308, 316, 319
 Teachers Insurance and Annuity Association,
 New York, 164
 Thistlewaite, D., 309, 310, 311, 312, 313
 Thompson, F., Jr., 80

- Thorp, W. L., 176
 Thresher, B. A., 203, 314
 Timm, E., 93
 Towson State College, Md., 105
 Tracy, M. E., 382
 Tryon, R. W., 383
 Tufts University, ^{Mass.}, 391
 Tuition. *See* Costs
 Tuition Plan, Inc., New York, 395, 418, 420
 Tully, G. E., 315
 Turnbull, W. W., 41
 Turner, D. R., 316
 Turner, F. H., 26, 419
 Tuttle, G. P., 33
 Twin Cities Group Vocational Guidance Committee, 253
- U**
- U.S. Congress. House of Representatives, 133, 134, 135, 190
 U.S. Congress. Senate, 136
 U.S. Department of Health, Education, and Welfare, 108, 123, 124, 181. *See also* U.S. Office of Education
 U.S. Department of State, 360, 442, 446, 449, 450
 U.S. National Science Foundation, 40, 317, 332, 344, 348, 349, 350, 357, 358, 360, 378, 387
 U.S. Office of Education, 7, 10, 41, 46, 47, 59, 60, 67, 68, 95, 96, 102, 103, 104, 107, 118, 120, 134, 142, 143, 144, 146, 159, 160, 166, 214, 236, 240, 241, 324, 332, 344, 360, 364, 367, 376, 380, 413, 127a
 U.S. Puublic Health Service, 181
 UNESCO, 451
 Union Theological Seminary, N.Y., 128
 United Kingdom, 444
 United Nations, 451
 United Steelmakers of America, 318
 University of Alabama, 174
 University of Arizona, 256
 University of Arkansas, 17
 University of California, 86, 359
 University of Chicago, Ill., 176, 224, 359
 University of Delaware, 172
 University of Denver, Colo., 65
 University of Detroit, Mich., 9
 University of Indiana. *See* Indiana University
 University of Illinois, 42, 86, 170
 University of Iowa. *See* State University of Iowa
 University of Kansas, 208, 216
 University of Kansas City, Mo., 389
 University of Massachusetts, 43
 University of Michigan, 20, 86, 178, 325
 University of Minnesota, 86, 189, 190, 233, 364
 University of Missouri, 229, 230, 255
 University of Nebraska, 275
 University of New Hampshire, 49
 University of New Mexico 41, 298
 University of North Dakota, 442
 University of Oregon, 115
 University of Pittsburgh, Pa., 88, 377
 University of Rochester, N.Y., 40
 University of State of New York (State Department of Education), 66, 278, 384
 University of Texas, 86
 University of Utah, 277
 University of Washington, 429
 University of Wisconsin, 86, 115, 229, 258, 481
 Upton, M., 115, 153, 179
 Urdu language, 367
 Utah, 183
- V**
- Van Dusen, H. F., 128
 Van Treese, L., 319
 Veterans Administration, 360
 Vicker, R., 420
 Virginia, 32, 191, 260, 322
- W**
- Wabash College, Ind., 410
 Waite, R. A., Jr., 384
 Wall Street Journal, 421
 Walla Walla College, Wash., 429
 Walker, E. R., 421
 Walton, A. D., 93a
 Walton, W. W., 290, 320, 321
 Washington University, Mo., 37, 191, 334, 388
 Watson, B. B., 322
 Welner, M., 196
 Wellesley College, Mass., 28
 West, E. D., 323
 West Virginia, 14
 West Virginia State Board of Vocational Education, 14
 Western College Association, Fresno, Calif., 268
 Western Interstate Commission for Higher Education, Denver, Colo., 6
 Western Theological Seminary, Pa., 194
 Wheaton College, Ill., 219
 White, K. E., 337
 Whitney Foundation. *See* John Hay Whitney Foundation
 Wilkins, T. B., 81, 95, 96, 324
 Williams, R. L., 325
 Wilson, E. S., 97
 Wilson Co. *See* H. W. Wilson Co.
 Wisconsin, 133, 257, 260
 Wisconsin Library Association, 257
 Wisconsin State College, Platteville, 229
 Witterkind, W. O., 422
 Wittman, M., 329
 Women's education, 58, 199, 338, 427, 428, 431.
See also American Association of University Women, Home economics education, Nursing education

Woodrow Wilson National Fellowship Founda-
tion, Princeton, N.J., or Woodrow Wilson
National Fellowship Program, 335, 345,
353, 376, 377, 379, 447

Worcester Polytechnic Institute, Mass., 195,
423

Wright, E. W., 202, 280

Wright, W. W., 98

Y

Yale University, Conn., 125, 126, 149, 165,
205, 285

Yeshiva University, N.Y., 35

Young, E. C., 330

Z

Zimmerman, J. P., 423

Zook, G. F., 6, 80, 100