This annotated bibliography contains 1,363 entries on college and university faculty members and instructional methods. The general topic entries are classified as (1) general and reference, (2) recruitment and selection, (3) institutional status, (4) teaching conditions, (5) teaching methods--general, and (6) teaching methods--special fields.
Third Supplement

compiled by
Maurice L. Litton and
W. Hugh Stickler

College Teachers
and
College Teaching

Southern Regional
Education Board

1967

EA 000 985
College Teachers and College Teaching

A Third Supplement to the annotated bibliography by Walter Crosby Eells on college and university faculty members and instructional methods, 1957

Maurice L. Litton
W. Hugh Stickler

Southern Regional Education Board
130 Sixth Street, N.W. • Atlanta, Georgia 30313

1967
FOREWORD

One of the last professional commitments of the late Walter Crosby Bells was an agreement with the Southern Regional Education Board to prepare a third supplement to his 1957 annotated bibliography, *College Teachers and College Teaching*. Although Dr. Bells could not discharge this commitment, the research staff of SREB were determined to continue production of the bibliographical series which in a few short years has become such a widely used tool by students of many higher educational subjects. Fortunately, a team of educational researchers was found which proved equal to the task. Drs. Maurice L. Litton and W. Hugh Stickler have made it possible for the Board to issue the present volume, which continues the system of documentation begun by Bells on topics having to do with college teaching in the United States.

The *College Teachers and College Teaching* series illustrates the interest and concern of the Southern Regional Education Board in promoting the understanding of issues affecting all of American higher education. While there are many aspects of faculty supply, demand, retention and development which are peculiar to the South, institutions in the region compete in a national personnel market. This fact gives continuing urgency to efforts to solve such special regional problems as that of unfavorable faculty salary differentials which still prevail for most categories of colleges and universities in the South.

WINFRED L. GODWIN, Director
Southern Regional Education Board
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INTRODUCTION

Historical Statement

The original edition of College Teachers and College Teaching was published in July 1957. It contained annotated references to 2,665 publications which appeared for the most part in the 12-year period 1945-1956 inclusive. The First Supplement was published in June, 1959 and contained references to 1,103 publications which appeared chiefly in the two years, 1957 and 1958. The Second Supplement, containing references to 1,888 publications which appeared in the three year period 1959-1961, was published in 1962. The original bibliography and the first two supplements were prepared by the late Walter Crosby Eells.

Need for a Third Supplement

The need for a bibliography in the field of college teachers and the methods of teaching followed by them was well stated by Dr. Eells in the original volume in 1957. It may be well to repeat a portion of that statement:

Hundreds of books and thousands of articles have been written during the present century regarding various aspects of higher education in the United States—history, organization, administration, finance, curriculum, personnel, teaching methods. One recent writer states that there have been more than 3000 in the past ten years. Some of this material is only of transient interest, some now chiefly of historical value. Much of it, however, especially during the past decade, is of distinct importance to those who are charged with the responsibility for formulating and carrying out plans to meet the impelling problems of the next decade in higher education—or it would be important if there were some convenient guide to the location and contents of this mass of information. It is the purpose of this bibliography to furnish such a guide for certain phases of the field of higher education which are of particular interest and significance at the present time.

More than 1,800 institutions of higher education, with an enrollment of some three million students are found in the United States today with faculty members that number approximately a quarter of a million individuals. Conservative estimates indicate that the enrollments in these institutions will probably come close to doubling in the next decade. Some educators feel that even these estimates are too low. Higher educational authorities are already painfully cognizant of the implications of what has often been called the oncoming "tidal wave" of students and even now are making intensive plans for meeting the situation posed by these estimates. Such estimates, of course, imply the prospective need for a vast increase in the number of members of the teaching staffs of our colleges and universities. And these needed new staff members cannot be prepared and secured overnight.

Adequate plans to meet these needs involve a consideration of many aspects of faculty personnel policies—adequate preparation, supply and demand, methods of recruitment, and conditions of college and university life especially in such vital matters as salary, security, working load, opportunities for advancement, and provisions for retirement. In order to plan more intelligently for these and other phases of faculty personnel conditions, it is desirable to be familiar with the significant studies, recommendations, and judgments expressed by competent educators during the past decade. This decade has witnessed numerous experiments and adjustments to changed and changing conditions in these and related fields.
During the 10 years since this statement was written the number of institutions of higher education has increased approximately 15 per cent, enrollment has doubled, and total faculty has increased approximately 75 per cent. Indications are that these upward trends will continue.

More significant, perhaps, for this publication is a shift of emphasis that may be taking place in the university today.

The last ten years, beginning with Sputnik, represent a period when the overriding concern of higher education has been with research and graduate education. For the next decade, however, as can be predicted from the evolving policies of Federal agencies, private foundations, and the universities themselves, and as is underlined by the current spasms of student unrest, the primary concern of college educators will be with teaching. Just as the postwar university had to rediscover its mission of "creating the future" through scholarly and scientific research, so today we must again turn our attention to the primary educational function of the university.¹

Number of Entries

The number of entries per year, 454, is not as high as in the earlier documents. There are several reasons: (1) summaries and references to published material were not included if the original was annotated, (2) references to foreign teachers and foreign teaching were omitted, and (3) library facilities readily available to the authors were not as extensive as those available to Dr. Eells.

Method of Compilation and Presentation

In general the method of compilation used by Dr. Eells was followed. For detailed information on compilation, fields included and excluded, organization of material, and other features, users of this Third Supplement are referred to the "Introduction" in the original volume. There has been some shift of emphasis. The authors of this supplement have not emphasized the cross referencing of material. Nor have they indicated the relative importance of the articles.

The same classification plan has been used with one change. The section "Teaching Machines," introduced in the Second Supplement, has been expanded to "Teaching Machines and Programmed Instruction." It is represented in this volume by 58 entries and 15 cross references.

The entries in the present supplement have been numbered consecutively from No. 5657 to No. 7020, thus providing for continuity in the four volumes and facilitating references to the original and the first two supplements.

Year of Publication

The number of entries in this supplement, published in the year indicated, is as follows:

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Journals

One hundred thirty-seven (137) periodicals are cited in this supplement. These journals, with places of publication, are listed pages xi-xiii.

Acknowledgements

The authors are indebted to many persons. The greatest debt is to V. D. Eells for the inspiration we have received from the masterful work done in the original edition and the first two supplements. We are honored to follow such a workman.

Miss Anne Mayrose and Mr. Donald Winandy, graduate students at The Florida State University, were diligent assistants and did much of the work of locating and annotating the articles. The members of the staff of the Robert Manning Strozier Library were helpful at all times.

A special word of thanks is extended to Mrs. Gail M. Crider, Research Assistant at Southern Regional Education Board, for many helpful suggestions in readying the material for publication.

MAURICE L. LITTON
W. HUGH STICKLER

Tallahassee, Florida
PERIODICALS CITED

Adult Educ., Adult Education, Chicago, Ill.


America, America, New York, N.Y.


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


Amer. Music Teach., American Music Teacher, Cincinnati, Ohio


Amer. Sch. & Univ., American School and University, New York, N.Y.


Arith. Teacher, Arithmetic Teacher, Washington, D.C.

Art Educ., Art Education, Washington, D.C.

Art Jour., Art Journal, New York, N.Y.


Audiovisual Instr., Audiovisual Instruction, Washington, D.C.

Balance Sheet, Balance Sheet, Cincinnati, Ohio


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


Clear. House, Clearing House, New York, N.Y.


Coll. & Univ. College and University, Allentown, Pa.


Coll. & Univ. Bus., College and University Business, Chicago, Ill.

Coll. & Univ. Jour., College and University Journal, Washington, D.C.

Coll. English, College English, Champaign, Ill.

Commentary, Commentary, New York, N.Y.

Daedalus, Daedalus, Boston, Mass.


Educ. Digest, Education Digest, Ann Arbor, Mich.

Educ. Forum, Educational Forum, Tiffin, Ohio


Educ. Leadership, Educational Leadership, Washington, D.C.

Educ. Record, Educational Record, Washington, D.C.


French Review, French Review, Baltimore, Md.

German Quart., German Quarterly, New York, N.Y.

Grad. Jour., Graduate Journal, Austin, Texas


High School Jour., School Journal, Chapel Hill, N.C.


Hispania, Hispania, Greencastle, Ind.

Horizon, Horizon, New York, N.Y.

Improv. Coll. & Univ. Teach., Improving College and University Teaching, Corvallis, Ore.


Jour. Coll & Univ. Teach., Journal of College and University Teaching


Jour. Counseling Psych., Journal of Counseling Psychology, Columbus, Ohio


Jour. Higher Educ., Journal of Higher Education, Columbus, Ohio


Jour. Read., Journal of Reading, Newark, Del.


Jour. School Health, Journal of School Health, Kent, Ohio


Jour. Quart., Journalism Quarterly, Minneapolis, Minn.


Language Learning, Language Learning, Ann Arbor, Mich.

Liberal Educ., Liberal Education, Washington, D.C.

Math. Teacher, Mathematics Teacher, Washington, D.C.


NEA Jour., National Education Association Journal, Washington, D.C.


Nat. Review, National Review, New York, N.Y.

Newsweek, Newsweek, New York, N.Y.


Overseas, Overseas, London, England


Phi Delta Kappan, Phi Delta Kappan, Bloomington, Ind.

Psych. Reports, Psychological Reports, Missoula, Mont.


Research Quart., Research Quarterly of the American Association for Health, Physical Education and Recreation, Washington, D.C.


Sat. Review, Saturday Review, New York, N.Y.

Sch. & Comm., School and Community, Columbia, Mo.

Sch. & Soc., School and Society, New York, N.Y.

School Arts, School Arts, Worcester, Mass.

School Life, School Life, Washington, D.C.

Sch. Musician, School Musician, Joliet, Ill.


Science, Science, Washington, D.C.

Science Educ., Science Education, Tampa, Florida

Soc. Studies, Social Studies, Brookline, N.J.


South. Econ. Jour., Southern Economic Journal, Chapel Hill, N.C.

Speech Monog., Speech Monograph, New York, N.Y.

Speech Teacher, Speech Teacher, Bloomington, Ind.

Superior Student, Superior Student, Boulder, Colo.

Teach. Coll. Record, Teachers College Record, New York, N.Y.

Theory Into Practice, Theory Into Practice, Columbus, Ohio


Western Pol. Quart., Western Political Quarterly, Salt Lake City, Utah


I

GENERAL AND REFERENCE

(Nos. 5657-5695)

5657. American Men of Science: A Biographical Directory, 10th Ed., Vol. 5. "The Social and Behavioral Sciences." Tempe, Arizona: The Jacques Cattell Press, 1962. 122041x pp. Over 22,000 brief biographies of scholars in the social and behavioral sciences. The criteria for inclusion are essentially the same as for the Directory of American Scholars: (1) "achievement...of stature in scientific work at least equivalent to that associated with the doctorate degree, coupled with presently continued activity in such work;" (2) research activity of high quality in science as evidenced by publication in reputable scientific journals; or (3) "attainment of a position of substantial responsibility requiring scientific training and experience of approximately the extent described for (1) and (2)."

5659. BURGEL, CHRISTIAN E., Editor. The College Blue Book, 10th Ed. Yonkers, N. Y.: The College Blue Book, 1963. (First edition, 1924) "The professional work of reference on higher and secondary education in the United States of America since 1923." Vol. 1, Book 1, of this three-volume reference work summarizes in table form key information about "every institution in higher education in the United States of America....The mere fact that an institution exists and requires graduation from a secondary school (or equivalent) for admission and awards college level degrees (AA or higher), is sufficient reason to list it." Of interest to this bibliography are numbers of faculty by sex for each institution as a whole and sometimes for departments or colleges within larger institutions.

5662. Directory of American Scholars: A Biographical Directory. New York: R. R. Bowker Company. A four volume work listing scholars in the universities in which "every attempt has been made to include near and revised biographies of those who teach [in the humanities] at the college or university level, who are recognized editors, authors, speakers, or leaders in their respective field, and whose reputation is more than local." Scholars are listed according to academic disciplines: Volume I (1963) History; Volume II (1964) English, Speech, and Drama; Volume III (1964) Foreign Languages, Linguistics, and Philology; Volume IV (1964) Philosophy, Religion, and Law. Comparable to American Men of Science which lists scholars in the physical and biological sciences and in the social and behavioral sciences.


5666. FITZGERALD, JAMES SUMNER, JR. "Faculty Views of the California Public Junior College." Ed. D. dissertation, University of Southern California.
5667. GLEAZER, EDMUND J., JR., and CARRILL, ALICE M., Editors


A companion volume to American Universities and Colleges, this edition provides descriptive material on 655 accredited junior colleges in the 50 states, D.C., and Puerto Rico. Each institutional exhibit presents information on the total number of staff, the number of full-time-equivalent faculty, number having full-time and part-time status, men and women, degrees held, and number of faculty shared with other colleges, high schools, or industry.

5668. GLEAZER, EDMUND J., JR.


Author: Executive Director, AAJC.

Covers the period from June, 1960–May, 1961. Presents in Table I the numbers of full-time-equivalent instructional faculty and administrative staff in each of 678 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.

5669. GLEAZER, EDMUND J., JR.


Author: See No. 5668.

Covers the period from June, 1961–May, 1962. Presents in Table I the numbers of full-time-equivalent instructional faculty and administrative staff in each of 704 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.

5670. GLEAZER, EDMUND J., JR.


Author: See No. 5668.

Covers the period June 1962–May 1963. Presents in Table I the numbers of full-time and part-time faculty (instructional and administrative combined) in each of 694 institutions. Also gives the name of the chief administrative head. Tables II, III, and IV show by states the total numbers of full-time-equivalent faculty (instructional and administrative combined) in all junior colleges, public junior colleges, and independent junior colleges.


5672. LEONARD, YVONNE ELAINE


5673. LONG, WINIFRED R., and ENZIER, CAROL E.


Some of the dissertations deal with college teaching and college leaders. The dissertations are grouped under these main headings: (1) Church-State; Elementary Education; Financial Administration; Higher Education; Philosophy; Religion, Morals, Attitudes; Secondary Education; Special Education; Supervision; Teachers, Lay; Teachers, Religious; Miscellaneous.

5674. LINSFORD, TERRY F., Editor

The Study of Academic Administration. Boulder, Colorado: Western Interstate Commission for Higher Education, 1963. Editor: Institute Director and Director of Special Regional Programs, WICHE.

A series of papers presented to the Fifth Annual Institute on College Self Study in July, 1962, at Berkeley, California, sponsored by WICHE and the Center for the Study of Higher Education (Berkeley). Followed by a bibliography of over 250 references. For papers relevant to this bibliography see: B. R. Clark, No. 5977; H. C. Steele, No. 6006; and R. F. West, No. 5971.

5675. McCRAITH, EARL J.


Study concerned with 64 outstanding teachers in 15 liberal arts colleges. The composite picture shows a man in his middle forties, who has spent twelve years at the college where he now teaches, has earned the Ph. D. degree, holds the rank of full professor, and has had some professional books or articles published (during the previous five years). One teacher in four thought his graduate program had not adequately prepared him to teach undergraduates: there had been no preparation in the skills of teaching and the graduate program had been "too specialized for the prospective teacher of college undergraduates." "The view seems substantiated that scholarship is a sine qua non of vital and stimulating teaching but that in some fields original investigation is a doubtful requirement for all teachers."

5676. MARBLE, SAMUEL D.


Some predictions about the characteristics and effectiveness of college teaching in the future: improvements in efficiency, increased use of technology and the changing role of the teacher, methods of recruiting teachers, and others.

5677. MORRISON, D. G.: BRUNNER, KEN AUGUST: and MARTORANA, S. V.


Contains an annotated list of unpublished studies and surveys, both completed and in progress, 1957-61.

5678. MOSS, JAMES A.

Profile comparisons are made of four major groups of college teachers in the United States: (1) white teacher in predominantly white college, (2) Negro teacher in the Negro college, (3) white teacher in the Negro college, (4) Negro teacher in the predominantly white college.


"The professor is in the most favorable of all positions to shape the future of the library profession. He must do more than follow the profession; he must inspire his students.

5680. PHILLIPS, HOWARD M., SR., Editor. The Official Guide to Catholic Educational Institutions, 1961 - 1962: Part II of this directory presents descriptive information about universities, colleges, junior colleges, and schools of nursing. Names of presidents and admissions offices are given for each institution and the number of full-time and part-time staff members reported. Data are listed regarding the numbers of men and women, and clerical and lay personnel. A summary of degrees held is also provided.


A brief history of American higher education and a look at the special curricula found in eight colleges. The rest of the book looks at the varied responsibilities of the college professor-as teacher, adviser, researcher, writer, and administrator-and includes the evaluation of faculty and one describing the college professor's life. The book is designed to present an overview of higher education and of the role of the college professor for those interested in becoming college teachers.


Proceedings of the Eighteenth Annual National Conference on Higher Education, April 19-22, 1964. Contains addresses, analysts' statements, and readers' summaries for discussion groups. For those pertinent to this bibliography see: Berkeley, No. 6021; Robert Bokelman, No. 5941; Frederick D. Holman, Jr., No. 5830; Jerome S. Bronner, No. 6849; Campbell Cooker, No. 6277; Ralph Dunham and Patricia S. Wright, No. 6066; Paul Goodman, No. 6204; Louis Joughin, No. 6165; Ray C. Maul, No. 6066; Samuel D. Marble, No. 5876; Wilder C. Miller, No. 5865; Ralph Morrow, No. 5866; James F. Rogers, No. 5705.


This abridgement of the original volume is intended for college presidents, trustees, the general reader, and for professional people whose work requires that they know something about students and the college environment, but who do not need the detailed and often specialized information found in the American College.... In our hope that this book will help to stimulate public discussion of higher education, providing information and points of view that have not been easily reached of the general reader." Includes the chapters by Joseph Adelson, "The Teachers as a Model," Joseph Katz, "The Classroom: Personality and Inter-personal Relations," W. J. McEachnie, "Approaches to Teaching," and Robert H. Knapp, "Changing Functions of the College Professor." Anthony Astoff's chapter, "Economic Pressure and the Professor," has been deleted for this volume. See No. 5683.

5684. SHEGO, JESSE. The College for Higher Education, National Education Association, 1962. Contains several session addresses, analysts' statements, and brief reports on information sessions. For those pertinent to this bibliography see: "The 'Guide' Stands First." Wilson Lib. Bul., 38, 285+, November 1963. Author: Dean of the School of Library Science, Western Reserve University, Ohio.

"The professor is in the most favorable of all positions to shape the future of the library profession. He must do more than follow the profession; he must inspire his students.


Proceedings of the Seventeenth Annual Conference on Higher Education, 1962. Contains several session addresses, analysts' statements, and brief reports on information sessions. For those pertinent to this bibliography see: Samuel Baskin, No. 6515; D. C. Carmichael, No. 5817; John J. Estwan, No. 6680; John H. Fisher, No. 6672; George H. Huta, No. 6741; Preston E. James, No. 6925; Joseph Katz, No. 6969; Morris Keeton, No. 6762; L. Carroll King, No. 6920; Chester A. Lawson, No. 6596; John D. Millett, No. 5839; Joseph V. Tomar, No. 5712; Calude A. Welch, No. 6913.


5694. Who's Who of American Women: A Biographical Dictionary of Notable Living American Women. Third Edition (1964-65). Chicago: Marquis-Who's Who, Inc., 1965, p. 1160. Includes more than 20,000 sketches. "The broad aims have characterized the Third Edition...as they did the prior editions. These aims are: 1. To present women outstanding as women, without regard to their accomplishments or positions in relation to men...2. To use achievement or occupational position, rather than wealth or social position, as the criteria [sic] for eligibility."


SEE ALSO NOS. 1-52, 2666-2698.
RECRUITMENT AND SELECTION (Nos. 5696-5869)

A. GENERAL (Nos. 5696-5715)

5696. ANDERSON, ALVIN LEE

Matched groups of secondary and college teachers were studied to investigate reasons for their choice of teaching level.

5697. BOLMAN, FREDERICK de W.,JR.

The author asserts that a new concept in placement of academic personnel is needed. "We need services to help the individual and the institution to achieve their respective aims on a continuing basis."

The article is also an explanation of the procedure used at Franklin and Marshall College for recruiting new faculty.

5698. CRANE, ROBERT M.

"There is no question but that the future of higher education is bright. The staffing picture is dark unless we dig in and change, drastically, some of our ideas and some of the situations which exist, namely, the faculty member's responsibility to help recognize individuals with teaching potential, the actual recruitment of capable high school and college students for the profession, the raising of salaries for teaching and administrative positions, and the planning which is so necessary for better in-service work with staff and faculty."

5699. DAVID, OPAL D.

"I have written mainly about women's role as it exists today, with some indications of changes in the making which point the way to the future."

5700. HOVEL, RICHARD B.

The author provides some frank suggestions and guidelines for a new Ph. D. in English seeking his first teaching job. He advises on where and how to apply; how to interview and bargain; what to look for; and how to make the present non-system of recruitment may be deplorable, but it is all we have.

5701. KINNANE, MARY
"Attitudes of College Students Toward College Teaching as a Career." Educ. Record, 43:139-47, April 1962. Author: Dean of Women, Boston College, Massachusetts.

This is the report of a study of undergraduate attitudes toward college teaching as a career and the amount of knowledge which the undergraduate possesses about teaching as a profession.

The sample was 4,000 students in 45 colleges and universities in six New England states.

5702. KINNANE, MARY

This is a report on responses to a selected group of questions asked 100 Woodrow Wilson Fellows.

These responses are compared with those of a sample of 4,000 undergraduates in six New England states. Graduates and undergraduates are found to have contrasting attitudes toward the college professor's role and responsibilities.

5703. KINNANE, MARY

Some perceptions of undergraduates and Woodrow Wilson Fellows are compared. An analysis of item responses on a questionnaire dealing with college teaching as a career choice.

5704. MARSHALL, HOWARD D.

Data for this study were gathered from questionnaires returned by chairmen of departments of economics (349), chemistry (324), and English (297); and from economists with at least one year of teaching experience (420). The original investigation was begun to find out how economists seeking college teaching positions and their employers found each other. The initial findings led to the later inclusion of chemistry and English teaching as a career choice.

5705. MEDULIA, N. Z.
On Becoming a College Teacher. SHEF Research Monograph No. 6. Atlanta, Georgia: Southern Regional Education Board, 1963. 42 pp. Author: Executive Secretary, Small Research Grants Study Section, Research and Fellowships Branch, National Institute of Mental Health.

This paper is "a review and assessment of research
bearing upon the career development of college teachers, designed to summarize the current status of this field of research and to suggest appropriate directions for future research. It was originally prepared as a background paper for the SREB-sponsored Conference on Faculty Recruitment and Retention Research.

5706. MONTGOMERY, DOUGLAS MURRAY
An Analysis of Faculty Acceptance of and Commitment to the Stated Mission of the Florida Community Junior College.
Reports personal background data on Florida Junior College faculty and their attitude toward the comprehensive mission of public junior colleges. Gives profiles and particular group differences.

5707. ROGERS, VINCENT R., and MUSES, RAYMOND H.
The Advantages of Employing YOUNGER College Professors.
Phi Delta Kappan, 45:345-46, April 1964. Authors: (1) Associate Professor of Social Studies Education, University of Minnesota; and (2) Associate Professor of Education, Purdue University, Indiana.
The authors plea for a healthy balance between younger and older members of a faculty while pointing out six reasons why younger faculty members should be employed.

5708. SCHMIDTKE, ROBERT E.
Utilize Part-Time Faculty In Education For Business.
The author discusses the advantages of using businessmen and outside professionals as part-time faculty. The three basic problems in employing part-time faculty are also discussed. The greatest coup an institution can accomplish is to use part-time instructors its own graduates who have been successful in the business and professional world.

5709. SELVIN, HANNA C.
The Impact of University Experiences on Occupational Plans.
School Review, 71:37-329, Autumn 1963. Author: Assistant Professor of Sociology, University of California, Berkeley.
The author discusses the influence of college experiences on occupational plans. The selection of college teaching is discussed in reference to fathers educational background, type of college residence, and changes in choice of occupation.

5710. "Statement on Recruitment and Resignation of Faculty Members.
This statement was adopted by the Association of American Colleges in January, 1961, and was approved by the Council of AMP in April, 1961, without adopting it as a binding obligation. It was endorsed by the membership of AMP at the Annual Meeting. It deals with the responsibilities of faculty while seeking employment and of institutions recruiting new faculty to the college where the faculty member is currently employed.

5711. TICKER, TIMOTHY
The Advantages of Employing OLDER College Professors.
Phi Delta Kappan, 45:344-, April 1964. Author: Mr. Ticker gives his address as Southern Illinois University. Editors of PK suspect that "Ticker" is a pseudonym. Older workers in intellectual pursuits tend to be steadier, more punctual and responsible, bring more experience to the job, and turn out more work with less fuss. These and other advantages are pointed out by the author.

5712. TOTANO, JOSEPH V.
Can Order Be Achieved in the Academic Market Place?

Author: Director of Teacher Placement and Professor of Education, University of Wisconsin.
The author identifies and discusses some of the misconceptions and dissatisfaction about placement in higher education. In light of the continuing demand for increasing numbers of qualified college teachers, he suggests that "the time is right for professional associations, institutions of higher education, and the federal government to pool their wisdom, imagination, resources, and courage to the advantage of the entire academic community."

5713. U. S. OFFICE OF EDUCATION
This publication describes the teacher exchange opportunities for summer seminars and teaching for American elementary, secondary, and junior college teachers under the International Educational Exchange Program of the Department of State as authorized by the Fulbright-Hays Act of 1961.

5714. U. S. OFFICE OF EDUCATION
This publication describes the teacher exchange opportunities for the 1964-65 year for junior college teachers under the Fulbright-Hays Act of 1961.

5715. WINK, ARTHUR G.
"To reach students we have to be genuinely engaged ourselves in the meaning-seeking quest. To do that we have to be scholars." "The teacher's own enthusiasm for teaching and his underlying meaning-seeking provide a way to interest able students in a teaching career."

B. EXPERIENCE
(Nos. 5716-5717)

5716. DE LACH, WILL S., and JEANES, GEORGE E.
A report and listing of college presidents, past and present, whose academic discipline was chemistry.

5717. HALSEY, A. H.
The Study of the University Teacher.
A discussion of some "daring" ideas which could help the sociologist to study his own colleagues. Special focus is placed on the professor at "Redbrick; their backgrounds and career patterns."

C. QUALIFICATIONS
(Nos. 5718-5754)

5718. ALEXANDER, CHESTER
The author discusses the qualifications of college and university teachers in light of the pressing demands of
a larger population and higher level educational needs. This paper reports a summary of responses from 100 college and university professors on the traits of superior college teachers.

5719. AUBACH, PHILIP G. "Kermit Eby: Pragmatic Idealist." Liberal Educ., 50:71-7, March 1964. Author: National Chairman of the Student Place Union, Ph. D. candidate, Comparative Education Center, University of Chicago, Illinois. "A great teacher as one of his disciples remembers him." The author describes Kermit Eby both in what he said and what he did: his courses, his biases, his philosophy, his careers. "Eby combined both man and monument. His students still look to his example as a paradigm of effective action for social change in a mass society.

5720. ARGUS, WILLIAM P. "The Psychology of the Teacher." Improv. Coll. & Univ. Teach., 11:115-117, Spring 1963. Author: Director of Counseling Center, Newark State College, New Jersey. "What a teacher should be and should not be"—these characteristics are delineated in this article. The characteristics "could be translated into psychological tests scores and charted on a profile sheet." The profile chart of the "ideal" teacher is then considered.

5721. ARDEN, EUGENE "Great Scholar, Great Teacher." Jour. Higher Educ., 35:150-153, March 1964. Author: Dean of the Faculty, C.W. Post College, Long Island University, New York. Arden maintains that a great scholar is a great teacher; they are one and the same. "Great teachers are great, not because they are charming or humorous, but because they know more about their subject-matter than anyone else in the vicinity." "The whole mythology about eminent researchers who cannot teach, or fascinating teachers who have much manner but little matter, is a spurious and untrustworthy tradition. For every instance of a great scholar who cannot teach, there are scores of others who work effectively both in scholarship and in the classroom." See No. 6629.

5722. ASTIN, ALEXANDER, and NICKLES, ROBERT C. "Life Goals and Vocational Choice." Journal App. Psych., 48:59-59, February 1964. Authors: Both at National Merit Scholarship Corporation, Evanston, Illinois. Factor analyses of 56 life-goal and self-rating items were performed on separate samples of 250 male and 250 female college seniors of high ability. Profiles are given for career choice group and life-goal personality factors. College professor (science) and college professor (nonscience) are included.

5723. BAUGE, KENNEDY OLIVER "The Potential of Retired Military Personnel as a Source of Junior College Teachers." Ed. D. dissertation, The University of Texas, 1963. Abstract in Diss. Abstracts, 24:2745. Desirable educational and personal qualifications of junior college teachers are presented for comparison with the characteristics of armed forces personnel who have retired or are expecting to retire.

5724. BOWEN, ERNEST LEO "Academic Excellence." Improv. Coll. & Univ. Teach., 12:164, Summer 1964. Author: Director of the Office for Coordinated Education, University of California, Santa Barbara. "...academic excellence thrives when conditions are right. These conditions include a commitment to open inquiry, an attitude of honesty, and a spirit of humility."
In this article the writer describes the best teacher and the worst teacher she ever had. Concludes, "Some teaching makes new people of students. Other teaching is worse than no teaching at all because it unteaches what was better before it took place."


"Teachers love teaching when they find it exciting. As in the case of anything else, the more the teacher puts into his teaching the more he gets out of it." Quotes widely from the literature to e. - ort view that successful teachers must also be engaged in research and professional writing. "Singly, collectively and cooperatively the college faculty and the students need and must effectively teach but also effectively write." Comments are made by the author on attitude development.


"We don't even know it is a skill, courage, and gaiety — then notes that academicians also "stand in urgent need of all three." Says, in appraising academicians, "in point of skill I think we can give ourselves a passing grade. . . . But on the qualities of courage and gaiety we fail abysmally. . . . We cannot pride ourselves on our courage. As to gaiety — God help us, we don't even know what it is."


"To achieve effective learning, we concluded that the teacher must know his subject; secondly, that he must be well aware of the basic learning principles; thirdly, that he must be interested in the class as people, not just as students, and have respect for them; fourthly, that he wants to teach, to develop in others knowledge, understanding, and inquisitiveness; and further, that he must be alert to improve his own understanding in the process of exposition, and in tapping the knowledge and experience of his students."


"This paper is about good teachers, about what students have to say about them, and about why students think they are good teachers." Considers the traits of excellence in college teachers as students see them.
5744. LIEBKE, EDWARD CARL
Study of the 467 faculty of 13 colleges to determine the extent of preparation and expedient use of instructional staff. Data is compared with similar studies of other educational institutions.

5745. LINNEMAN, EARL W.
"What is a Good Teacher?" Arts and Activities, 54: 11+, October 1963. Author: Assistant Professor of Art, Sacramento State College, California.
"Each opened up a new vista for me in experience and self-analysis. Each altered my outlook on life, changing it or strengthening it. They were all kindly, ever helpful, giving everyone a chance to think and talk, discuss and write, to help clarify thinking. They didn't just pass on information, but taught with enthusiasm TO HAVE enthusiasm."

5746. LEFFELBEIN, ROBERT L.
"My Greatest Teachers." Improv. Coll. & Univ. Teach., 11:25-26, Winter 1963. Author: Member of the Faculty, University of the Seven Seas.
"His voice is one of the teacher's greatest assets. In its qualities and skillful use lies much of the secret of the success of many teachers. Voice deficiencies and mannerisms can destroy a teacher's effectiveness."

5747. MORGAN, RICHARD K.
"The faculty task force found facts about Florida's junior college faculty. An effective methods teacher of business subjects will possess at least ten special characteristics and qualities. The author lists and discusses those characteristics and qualities in this article.

5748. MORGAN, RICHARD K.
"The faculty task force found facts about Florida's junior college faculty. An effective methods teacher of business subjects will possess at least ten special characteristics and qualities. The author lists and discusses those characteristics and qualities in this article."

Reports on preparation and qualifications of new college and university teachers: field by field variations; sources of new teachers, and who hires them. The junior college problem is also evaluated.

5750. OZENS, ORVID JAY

5751. TEAD, ORWIN
"The em-
5757. DOXIOUS, LLOYD V.  
"The Selection and Assignment of Staff Members."  
Author: Head of the Department of Business Education at the State College of Iowa, Cedar Falls.  
Suggestions are given for the selection of a staff member, and the future and continuing assignment of the staff member to departmental, college, and professional duties.  
He discusses communication, selection, and assignment, with emphasis on beginning assignment and increasing responsibilities.

5758. HILLSON, HARRISON E.  
"The Application Blank as a Predictive Instrument for the Selection of Part-Time Teachers in an Evening College."  
Abstract in Dissertation Abstracts, 24:4074.  
An examination of patterns of social and educational characteristics related to teaching success.

5759. JETER, JOHN  
"The Placement of Music Graduates in Higher Education."  
Author: Instructor in music and music placement coordinator, Indiana University.  
A vital cog in this great machinery known as Music in Higher Education is the music placement service supplying advice for the music administrator in his search for competent faculty members and offering counsel for the music student in his search for work in a socially useful and aesthetically satisfying occupation." The author gives some specific examples of ways in which the placement service actually does function.

5760. KUCHAR, H. E.  
"Approaches to the Academic Market."  
Author: Alma College.  
A study of methods used by job-seekers to secure academic positions in colleges and universities.  
Questionnaires were sent to 306 recent appointees, the names being selected from the membership of the APA having academic rank.  
Returns from 161 faculty members provide the data for this report.

5761. RUSSELL, ROGER D.  
"Teacher Recruitment: A New Challenge for the Negro College."  
Author: Counselor in the Department of Student Life, City College of New York.  
This is a report of a study conducted to determine the extent to which two factors are contributing to teacher losses of Negro colleges.  
One is the decline of discriminatory hiring and promotional policies and practices in government, industry and business.  
The other is a decline of discriminatory hiring policies and practices in white colleges and their subsequent competition for qualified Negro teachers.

5762. SCHULZ, HERBERT  
"Recruitment and Appointment of Faculty."  
Author: Director of Teacher Education, Hunter College, City University of New York.  
Analysis of questionnaire study circulated to ACEB members.  
Reports sources of recruitment, effectiveness of letters of recommendation, methods of appraisal and evaluation of candidates (interview, observation of teaching), responsibility for recruitment and appraisal, relative importance of candidates' points of view, and the degree of "inbreeding" practiced by institutions.

5763. SHENKIN, MICHAEL R.  
"Personnel Selection in Academic Institutions."  
Author: Fels Research Institute, Temple University School of Medicine, Pennsylvania.  
Discusses faculty recruitment in colleges and universities.  
Notes that better qualifications are necessary and that the more closely one examines the assumptions underlying the projections, the more one realizes that all of the uncertainties lie in the direction of widening the gap between qualified teacher supply and demand.  
Concludes, "We cannot say with any degree of certitude or precision that by a certain date we will be short so-and-so-many qualified teachers.  
The point to emphasize, however, is that the more closely one examines the assumptions underlying the projections, the more one realizes that all of the uncertainties lie in the direction of widening the gap between qualified teacher supply and demand.

5764. VACCARO, LOUIS C.  
"Faculty Recruitment by Community Colleges."  
Author: Assistant to the Vice-president for Academic Affairs, Marquette University, Wisconsin.  
This is a report on existing practices used by Michigan Community College administrators in the recruitment and selection of faculty.  
Specifically the study evaluates: (1) sources; (2) methods of recruitment; (3) methods in selection; (4) criteria applied as basic qualifications for employment; (5) present problems; (6) future problems and trends; and (7) analysis employed in evaluation of these problems as they relate to the larger problem of national teacher shortage.

5765. BUNNER, HENRY S.  
Author: Specialist for Agricultural Education, Division of Higher Education.  
A break-down by states of the number of faculty members employed in land grant colleges and universities is made in this publication.

5766. CHASE, JOHN L.  
"The Numbers Game in Graduate Education."  
Author: Specialist in Graduate Education, U. S. Office of Education.  
Regarding college teacher supply and demand, the writer notes conflicting research findings in three major studies: (1) Bernard Berelson, Graduate Education in the United States; (2) Ray Maul, Teacher Supply and Demand, 1961; and (3) the U. S. Office of Education report entitled Ten-Year Objectives in Education: Higher Education Staffing and Physical Facilities, 1960-1961 through 1969-1970.  
Notes that better qualified college teachers are needed.  
Concludes, "We cannot say with any degree of certainty or precision that by a certain date we will be short so-and-so-many qualified teachers.  
The point to emphasize, however, is that the more closely one examines the assumptions underlying the projections, the more one realizes that all of the uncertainties lie in the direction of widening the gap between qualified teacher supply and demand."

5767. DIVISION OF EDUCATIONAL STATISTICS, BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT.  
Digest of Educational Statistics.  
This publication contains statistics on the numbers of faculty members in institutions of higher education during the years 1957-58 and 1959-60.

5768. DIVISION OF EDUCATIONAL STATISTICS, BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT.  
Digest of Educational Statistics.  
Washington: U. S. Government
This publication contains statistics on the number of faculty members in institutions of higher education up to the 1962-63 school year.


"Junior college administrators will face great problems in the years just ahead and none will be more critical than that of finding competent teachers." Higher salaries, more prestige, closer cooperation with four year institutions, and greater use of part-time and retired persons are among the suggestions offered by the author for a solution to this vexing problem.


This is an abbreviated report based on the regular biennial survey of the Office of Education on faculty and other professional staff for the first term of the 1961-62 academic year.


A preliminary report on the number of faculty and other professional staff based on a sample of 400 institutions.


This publication contains statistical data on types and numbers of faculty positions by states and regions as well as by type of institutional control and type institution. Data are included from 1869-70 through 1957-58.


Here is a brief review of the N.E.A. Research Division's Teacher Supply and Demand in Universities, Colleges and Junior Colleges, 1961-62 and 1962-63.


The author stresses the crucial need for more well-qualified college teachers. "Estimates indicate that approximately 320,000 new college teachers will be needed during the decade of the 1960's, but... at the present rate, only 141,000 doctoral degrees will be earned. . . ."


This is an abbreviated report based on the regular biennial survey of the Office of Education on faculty and other professional staff for the first term of the 1961-62 academic year.


Contains statistical data on faculty positions in land-grant institutions.


This report provides basic data on faculty and other professional staff in institutions of higher education.


This report provides basic data on faculty and other professional staff in institutions of higher education.


Reports on sources of new data: the need and preparation of college teachers: ratings and evaluations; and salaries and other benefits.


A very comprehensive study, similar to earlier ones of 1955, 1957, 1959, and 1961, thus affording data for a study of trends. The report is organized in three sections: "Recent Efforts to Staff Universities and Colleges with Qualified Teachers", "Recent Efforts to Staff Junior Colleges with Qualified Teachers", and "Occupations Claiming Doctor's Degree Graduates of 1960-61 and 1961-62." The appendix contains 25 detailed tables.


"The part of the teacher shortage problem that is least emphasized in public discussion is the one facing colleges and universities. For the past ten years all but a few of the best financed universities have been having difficulty finding faculty candidates with satisfactory qualifications."


5785. ROGERS, JAMES F. "Estimated Demand for Professional Staff in Higher Education for the Remainder of this Decade." Current Issues in Higher Education, 1964 (No. 5687), 254. Author: Specialist for Faculty Staffing, Division of Higher Education, U. S. Office of Education. Predictions for 1970 of increase in the size of college-age population, number of students in college, and number of additional professional staff members who will be needed.


5788. "Teaching Faculty in Universities and Four-Year Colleges." Higher Educ., 20:12-3, April 1964. Faculty members who taught at least one course and held the rank of instructor or above, and who were employed for the full 1962-63 academic year participated in the survey.

5789. TOTRO, JOSEPH V., Editor Women in College and University Teaching: A Symposium on Staff Needs and Opportunities in Higher Education. Madison, Wisconsin: The University of Wisconsin, 1963. 54 pp. Editor: Director of Teacher Placement and Associate Professor of Education, The University of Wisconsin. A reprint of addresses delivered at the above symposium, the main purpose of which was to attract the sixty women participants into academic careers. The speakers dealt with the underdevelopment of "female brain power" (Lindley J. Stiles); the professional status of faculty women—rank, salary, degrees held (Gladys L. Brochers); opportunities for preparation through continuing education (Mrs. Thomas Kelsale); the demands of being a scholar-teacher (Marie C. Contin); and how to combine family and "non-family" role (Ruth Hill Ussen).


5792. ADAMS, JAMES F., and JENKINS, PETER R. "The Psychological Marketplace." Amer. Psych., 17:4128-209, April 1962. Authors: Temple University, Pennsylvania. An analysis of the nearly 800 job openings listed with the placement office at the Eastern Psychological Association meetings. The job descriptions were analyzed for salary, educational requirements, experience required, and the major duties of the position. For the academic positions, the demands for research and specific teaching areas are presented.


5796. HAMMERSISH, F. C. "The Demand for Pharmacy Graduates in Teaching." Amer.
"It is interesting to note that the faculties of the member schools have been upgraded." The anticipated demands for teachers for the future are greater for those individuals holding graduate degrees in pharmacy disciplines.

5797. KENNY, JOHN G.
"Once the Professor Was a Teacher." N. Y. Times Mag., p. 14t, June 2, 1963. Author: Chairman of the Mathematics Department, Dartmouth College, New Hampshire.

5798. LINQUEST, CLARENCE B.

5799. MARTIN, SISTER MARY, O. S. F.

5800. MAUL, RAY C.

5801. MYSTROM, J. W.


5803. PETERSON, RICHARD J.

5804. PETERSON, RON, and FISHERSTONE, FRED

"A program of postdoctoral teaching internships is being started by colleges that are members of the Great Lakes Colleges Association. The purpose of the plan is to encourage young scientists to try teaching at a liberal arts college before they commit themselves to careers at universities or research institutes."

5806. REIMER, BENNET

Ford Foundation has made the first grants in a new $4 million program to increase the nation's corps of engineering teachers.

5808. YAGER, BARBARA

5809. ZANT, JAMES H.

The purpose of the plan is to encourage young scientists to try teaching at a liberal arts college before they commit themselves to careers at universities or research institutes."

An attempt to find information that may be useful in alleviating the shortage of women teachers in college physical education.

5808. YAGER, BARBARA

As an attempt to find information that may be useful in alleviating the shortage of women teachers in college physical education.

5809. ZANT, JAMES H.


Discusses the shortage of well-trained teachers; the training of mathematicians for college teaching; and the improvement of teaching.

SEE ALSO NO. 340-358, 2818-2828, 3848, 3880, 3922, 3924, 3928, 3930, 3935, 4200, 4303, 4371, 4431, 4432, 4440, 4442, 4444, 4447, 4449, 4503, 4516, 4665, 4716, 6117, 6743.
F. TRAINING
(No. 5810-5869)

I. GENERAL
(No. 5810-5848)

5810. ALPSEN, MORGAN

Report on a questionnaire designed to elicit information about courses on college teaching and programs of higher education. Gives conclusions, interpretations and evaluations, and makes a three point recommendation for a pattern of courses on higher education.

5811. AXERLOD, JOSEPH

Discusses present view on the role of interdisciplinary study in undergraduate college programs, interdisciplinary study in the graduate school in addition to work within a traditional discipline, and the intimate relationship between the graduate schools and the undergraduate college.

5812. BETHEL, LAWRENCE L.

Author reports on the work of the commission including proposal to Ford Foundation for experimental programs in the preparation of community college instructors.

5813. BOLMAN, FREDERICK DAW., JR.
"Can We Prepare Better College and University Administrators?" Current Issues in Higher Education, 1964 (No. 5687), 230-233. Author: Director of Special Project, Reso Education Foundation.

An abbreviated version of Mr. Bolman's remarks which have been published in full, along with the comments of the panel members and moderator, by the Association for Higher Education in a pamphlet titled Toward Better Preparation of College and University Administrators.

5814. BROWN, HARRY

Presents historical background and outlines the dimensions of standard problem areas. Evaluates specialization in education and the design for teacher preparation.

5815. BURNETT, JOSEPH F.

A year's immersion in the currents of German chemistry has made the author aware of the differences between German and American professors of chemistry. He reports on background and education of the German professor and his place in the higher education organization. Comparison is also made of research training and research in Germany and America.

5816. CAPELLE, G.

The author regrets that prospective English teachers are not really trained in the principles and techniques of their profession. He says that linguistic and psychological research have had little influence on official teaching in school. He also points out that the study of contemporary language is neglected in the universities. Preparation for a teaching career in English is not begun early enough.

5817. CARMICHAEL, O. C.
"Improving the Quality of Graduate Education for Prospective College Teachers." Current Issues in Higher Education, 1962 (No. 5685) 202-205. Author: Consultant, Fund for the Advancement of Education.

A brief outline of a suggested three-year master's degree program for college teachers and some comments about the need for a change in emphasis in the undergraduate study of humanities and social sciences from facts to ideas and concepts. This in turn calls for the reorientation of the instruction and research of graduate students in these areas, which would "revitalize the humanistic-social studies and perhaps give new meaning to liberal education."

5818. CARMICHAEL, OLIVER C.

Gives consideration to the qualities needed for effective college teaching, early identification of talent, better recruitment, and articulation of the graduate with the undergraduate programs. Discusses how the attitude, outlook and skills required may be developed.

5819. CAYGUL, SISTER M. FRANCIS REGIS, S. S. N. D.

Study of current status of sacred doctrine studies readily available to college teachers in Catholic colleges, information on faculty preparation given.

5820. CHENOW, MILLER LEE

Assessment of the preparation and experience of college music teachers; report on the qualifications desired by administrative officers; identification of patterns of preparation and experience.

5821. DAVIS, RICHARD H.

Report on an inventory at all N.C.A. institutions to identify existing activities related to pre-service and in-service education of college teachers. Also considered are co-operative programs and programs for the recruitment and preparation of college teachers.

5822. DONNELLY, CHARLES ROBERT

Study of academic and professional background, non-teaching duties, and opinions about certification requirements.
15

5823. DUFF, JOHN G.

Insists that professors must know more than subject matter to be successful college teachers; they must also employ effective instructional techniques. "The problem I am posing is even more difficult than that which involves a realization of the crucial necessity for teaching skills, for I am not asking how professors, individually or collectively, may be made sensitive to the critical importance of educational methods; I am asking that they find out for themselves, by whatever tests are useful, which methods are most effective—in teaching students to think creatively, to learn creatively, to solve problems creatively."

5824. FEELS, WADE CROSSY

During the year 1960 at least 121 doctoral dissertations were accepted in American colleges and universities dealing with the improvement of college teaching and college teachers. This is a marked increase in the number of such research studies over earlier years, and it "is further evidence of sincere nationwide interest in the responsibilities of the professor as teacher."

5825. EDWARDS, ISABEL HUNT

5826. FERBER, JOHN L.
"Teachers of our Teachers." Indus. Arts & Voc. Educ., 52:15, November 1963. Author: Editor, Industrial Arts and Vocational Education.

"Are the new staff members in our college industrial educational departments as well qualified as they should be?" The editor discusses what training the college industrial arts education faculty should have.

5827. FERRE, VERY REV. WILLIAM S. M.

A consideration of the educational process for teachers and how it might also prepare them for social leadership. Discusses what the teacher training institutions should do.

5828. GIFFIN, KIM, and SKINNER, GARY
"An Investigation of the Academic Preparation and Professional Qualifications of Teachers of College Courses in Discussion." Speech Teacher, 12:43-49, January 1963. Author: (1) Head of the Speech Communication Division, Department of Speech and Drama, The University of Kansas; (2) graduate student at Princeton Theological Seminary, New Jersey.

"Gives general data and educational background of 254 questionnaire respondents. Lists academic majors of teachers of discussion and areas of discussion emphasized. Fifteen conclusions are reported."

5829. GRIEBER, EDMOND J. JR.

"There is no more critical problem before us now than the preparation of competent faculty." Author suggests two approaches for training junior college faculty.

5830. GUSTAD, JOHN W.

"I am arguing for a division of labor with the graduate schools being primarily responsible for preparation for scholarship and the employing institutions with teaching competence."

5831. HOWES, RAYMOND F., Editor

A pamphlet containing a full report of the proceedings of a sectional meeting of the Nineteenth National Conference on Higher Education in April, 1964. A much shorter and less detailed report appears in Current Issues in Higher Education, 1964. This publication includes the address by the analyst, Frederick de W. Bolman, Jr., "Can We Prepare Better College and University Administrators?" and comments of the panel members and moderator. Mr. Bolman calls attention to the need for three kinds of education for the administrator: professional skill, comprehensive understanding, and "political" insight.

5832. HUNT, ERLING M.

Presents course and other requirements, guidance and standards, for a special program to train college teachers.


A description of a new interdepartmental program of graduate study in mass communications available in September, 1962. Includes two minors, one in methods and statistics, the other in either social sciences or applied mass communications.

5834. LAUGHLIN, RICHARD L.

Six objectives in training prospective college instructors are proposed along with five training specifics. They are illuminated with outstanding quotations including several from the Bible. Personal factors are listed which should be used as criteria in screening prospective teachers.

5835. MCGOUGH, EARL J.

Concerned with the preparation of teachers of undergraduates in liberal arts colleges. Based on the opinions of the presidents of liberal arts colleges and their ideas of the purpose of college education and the selection of college teachers. Makes four proposals.

5836. MACOLLISTER, ARCHIBALD F., Editor
The Preparation of College Teachers of Modern Foreign Languages." Hispania, 47:544-559, September 1964. Author: not identified.

In order to learn what graduate departments are doing specifically about teacher training the modern language association sent a questionnaire to the training departments. A conference was held to give thoughtful consideration to the questionnaire results and the overall problem of training college teachers of modern foreign languages. This report
discusses the teaching assistantship, and the undergraduate program for foreign language majors, the graduate programs and NECA Seminars for college teachers.

5837. MACKENZIE, RONALD


An investigation to determine what would appear to constitute the most appropriate training for prospective college and university teachers as seen by college and university teachers. Significant differences were found among four groups: professional education; humanities; social sciences; and physical, biological, and mathematical sciences.

5838. MORTON, LAWRENCE E.


"But it should be clear from what has been reported here that the new horizons for the social studies are in methods of teaching." The social studies teacher of the future will have to be well trained in logic, linguistics, and the philosophy of science in addition to knowing more social science than has been required of him in the past.

5839. MILLS, JOHN D.

"Improving the Quality of Graduate Education for Prospective College Teachers." Current Issues of Higher Education, 1962 (No. 5689), 206-209. Author: President, Miami University, Ohio.

Graduate education should not have two tracks, one for college teaching and the other for research. "The double track in graduate education introduces, fundamentally, the idea of distinction between instruction and research, between teaching and scholarship whereas the basic challenge to American higher education is to unite not to separate, these two phases of learning. . . . The doctoral candidate needs an opportunity to do both and then later to make a choice, if he must, between the two in the light of available opportunity, personal experience, and other considerations."

5840. MUNNERING, PHILIP L.


"Young academic aspirants today recognize very early in their careers that teaching is to be avoided if possible." Discusses the pressure for re-examination of graduate training methods and the shortage of college and university teachers.

5841. PAULSEN, F. ROBERT


The current and prospective shortage of college teachers "constitutes a crisis in higher education." The writer describes the situation and suggests remedies: recruitment of possible future faculty members, provision of better programs for preparing for college teaching, and in-service improvement of teaching personnel. "The challenge remains to provide more educational opportunity for all American youth, but never to sacrifice quality."

5842. PFEIFFER, ALLAN O.


Reviews background of preparation for college teaching and seven current issues. Considers the growth of specialization, the emphasis on the doctorate and the general education movement.

5843. FYFE, GORDON B.


"The true measure of our progress toward improved junior college instruction is not alone determined by public buildings nor prolific publication, but by the ever increasing number of students who successfully master programs designed to meet the complex individual and societal needs of the twentieth century." If we are to be successful in this endeavor, programs need to be developed carefully and uniquely prepared instructors must be utilized.

5844. RICE, WINNIE G.


This article is a report of a study on the status of personnel teaching English undertaken during the academic year 1959-1960 by the Committee of the Education of College Teachers of English. Discussion centers around general preparation of teachers of English, new degrees, and special courses in the teaching of College English.

5845. SAWYER, BROSIE E.


Common elements among the colleges included in the study are Southern location and predominantly Negro student body. The first part of the report is on graduate degrees at the master's level. The last section presents some observations on employment patterns with some concluding remarks.

5846. SMITH, REV. EDMOND, S. J.


This is a proposal to get more Sister college teachers, and a report of a questionnaire survey of policies for training future teachers, and potential numbers eligible for training.

5847. SMITH, JOHN


"Asks that college teachers be conversant with both the humanities and the sciences . . . . I have referred to such knowledge as interrelated." "For true excellence in university teaching, one must be committed not only to pursuing advanced work in one's specialty but also to understanding other branches of knowledge. . . . I have attempted to show the intrinsic and instrumental value of seeking excellence in intellect through interrelated knowledge. . . ."

5848. WHITE, ELLIS F.


A very brief description of the use of a presidential in-basket at NYU as an exercise in decision making and as a possible test for measuring administrative ability in potential college presidents.

SEE ALSO Nos. 359-497, 3838, 3839, 3887, 3914, 3915, 3937, 4012, 4016, 4049, 4080, 4095,
2. DEGREES
(Nos. 5849-5858)

5849. AMERICAN ASSOCIATION OF TEACHERS FOR TEACHER EDUCATION


A further investigation of persons receiving the doctorate in the field of Education in the United States for the year 1958: Their Abilities, Professional Motivations and Job Satisfactions. Prepared by H. Glenn Inalix, John A. Sanderson, Richc and C. Beugh at Indiana University. Findings consist of 15 specific facts from which have been drawn 12 conclusions. Recommendations.

5850. BENT, HENRY E.


Reviews the meaning of the Ph. D. degree in the traditional and "ideal" sense. "The crucial test of a Ph. D. program is that the training shall prepare the individual to advance our knowledge in one or more specialized fields." Notes that numerous forces are pressing to change the character of the degree. "As a result, there is serious danger that the meaning of the Doctor's degree may be lost." Pleads that "in the years to come, may be true to out responsibilities in preserving its highest values."

5851. BRUCKMAN, WILLIAM W.


The need for standards to stand for the principle of watering down content, and it is thus a potential threat to excellence in education." Suggests the Ph.D. for college teachers be strengthened by reforms in administration.

5852. DAWSON, JOHN H.


The author examines the state of teacher education on the campuses of liberal arts colleges; the training of college teachers; and the confusion and uncertainty about the relative importance of teaching and research.

5853. LUTTON, C. A.


We receive calls for people with, or close to, Doctorates in all fields today, with piano, voice, violin, organ, cello, etc., as the applied instrument, and those who have these qualifications usually get more consideration, the earlier interviews, and the job, if, along with the doctoral work, they have the other qualifications necessary for the position."

5854. SAWYER, BROOKS E.


This report is confined to predominantly Negro colleges, but is incorporated into Finsler's Study on Baccalaureate Origins of College Faculties (1961). The author found that universities compare favorably at the baccalaureate level with other types of institutions in the production of college faculties. He also found that liberal arts colleges have produced more faculty than they employ; while only a small percent of teachers college graduates go into college teaching.

5855. STYCOE, ROLAND

"Is the Doctorate Necessary?" Music Jour., 21:73, January 1963. Author: Assistant Professor of Woodwinds, Adubon University, Alabama.

The author acknowledges that the doctorate is in many cases required and in all cases preferred by the university or college hiring a musician for its faculty. He compares the Ph. D., Ed. D., and B. M. A. (doctor of music arts) degrees, recommending the latter for performers since it requires recitals in lieu of a dissertation.

5856. TAYLOR, STUART


"We don't need any more degrees. We need the intelligence and honesty to work with the ones we have." A discussion and defense of the Ph.D. research vs. teaching, the dissertation, and subject competence.

5857. WALTERS, EVERETT


Indicates several points of evidence concerning the prestige of the Ph. D. degree. "What will be the status of the Ph. D. degree in the future? Clearly, it will continue to be enhanced as the need for persons holding it increases." Moreover, according to this writer, "it seems quite unlikely that a degree higher than the Ph. D. will be created."

5858. WILSON, HARRY R.

Music Jour., Annual-Anthology 1964. Author: Chairman, Music Department, Teachers College, Columbia University, New York.

The author describes briefly the new program at Teachers College, Columbia University entitled the Doctor of Education in College Teaching. This program allows the substitution of a full recital or extended composition plus an analytical paper related to these activities for the traditional dissertation.

SEE ALSO NOS. 498-535, 5859-5860.

3. EDUCATIONAL COURSES
(Nos. 5859-5860)

5859. BUTCHER, STEPHEN


"Let us take a hard and candid look at the preparation of teachers of higher business education. The author recommends a high level methods course in the form of a seminar for doctoral candidates, whom he feels have too little technique preparation to teach well."
4. INTERNSHIP
(Nos. 5861-5869)

5861. HALI, GEORGE L.
Coll. Jour., 34:22-3, October 1963. Author: Director, Mid-
west Community College Leadership Program, Ann Arbor, Michi-
gan.

Community college administrators involved with in-
ternship agree that clinical experience is the foundation
for top administration. Four facets required to make in-
ternships effective are given in the article.

5862. JOHNSON, B. LAMAR, and KINSEY, FREDERICK C.
May 1963. Authors: (1) Director and (2) Assistant Director
of Junior College Leadership Program, University of Califor-
ia, Los Angeles.

"It seems clear that internships in junior college
administration—plans for which may, of course, be developed
in a variety of frameworks—provide a significant opportunity
for junior colleges and universities to work together on the
preparation of administrative leaders."

5863. MCGOWN, ERNEST E.
"Internships in Adult Education." Adult Educ., 15:
47-50, Autumn 1964. Author: Dean of University College and
the University Extension Division, Rutgers-The State Univer-
sity, New Jersey.

"Internships have been and are being advocated as a
step in the professional education of the adult educator." Seven
universities have provisions for internships in doctoral programs. These are supervised field experiences
which are not the same as on-the-job training.

5864. MERRICK, WALTER A.
"Teacher Education Laboratory Experiences." Jour.
Coll. & Univ. Teach., 11:110-111, Spring 1963. Author:
Director of Internship Teaching, Florida Agricultural and
Mechanical University.

"Student teaching, recognized as an indispensable
element in teacher education, is professional laboratory
experience in real teaching situations." Important also are
the organization, administration, and operation of "off-
campus student teaching as it relates to professional labo-
atory experiences."

5865. MILLER, WILLBUR C.
"Internship in College Teaching." Current Issues
in Higher Education, 1964 (No. 5687), 116-118. Author: Dean of Graduate College, University of Denver, Colorado.

"Why have graduate departments tended to neglect
internship in college teaching as an essential part of a
student's educational program?" Because of the orientation
of graduate education toward research rather than teaching
and because of the time which would be required of the fac-
ulty to supervise classroom performance. Suggestions are
made for properly structuring a teaching internship program.

5866. MORRIS, RALPH
"Preparation and Internship of College Teachers." Current Issues in Higher Education, 1964 (No. 5687), 119-
122. Author: Professor and Chairman, Department of History,
Washington University, Missouri.

The author describes a pilot program inaugurated
in his department to prepare graduate students for college
teaching and discusses his rationale for such a program.

5867. ROSS, SHERMAN
"Internships for Doctorate Training in Clinical Psy-
chology Approved by the American Psychological Association." Amer. Psych., 17:8:571-572, August 1962. Author: Education and Training Board, APA.

An alphabetical listing by states and agencies of 45
approved internship programs.

5868. ROSS, SHERMAN
"Internships for Doctoral Training in Clinical Psy-

An alphabetical listing by states and agencies of
approved predoctoral internship programs in clinical psychol-
ogy.

5869. ROSS, SHERMAN
"Internships for Doctoral Training in Clinical Psy-

An alphabetical listing by states and agencies of
87 approved internship programs.

SEE ALSO NOS. 573-588, 2921-2926, 3790, 3968, 3970, 4158,
4418, 4609, 584, 5805.
III

INSTITUTIONAL STATUS
(Nos. 5870-6171)

A. GENERAL
(Nos. 5870-5973)

5870. ALLEN, LUCILE A., and SUHNERLAND, ROBERT L.
Role Conflicts and Consequences Experienced by New
Faculty Members as They Enter the Culture of a College Com-
punity. Austin, Texas: Hogg Foundation for Mental Health,
1963. Authors: (1) Former Academic Dean, Chatham College;
(2) Director, Hogg Foundation for Mental Health.
An exploratory study of the 20 new faculty members
at two private colleges in the Southwest. Two interviews
were conducted with each faculty member, the first a few
hours to a few days after he arrived on campus, the second
eight months later. "Job satisfaction" (after eight months)
was found to be related to the faculty member's perception
upon arrival of his expected role in the college.

5871. ASHBY, SIR ERIC
Review, 47:58-9, November 21, 1964. Author: Master of Clare
Explores how academic administrators came into being
and how presidents function. Discusses four points consid-
ered essential, especially of the attitude of university
presidents toward their faculties.

5872. ASHBY, SIR ERIC
"The Scientist as University President." Coll. and
Discusses the role of a scientist and develops it
into a guide for any college administrator.

5873. AYERS, ARCHIE R., and RUSSELL, JOHN H.
Internal Structure: Organization and Administration
of Institutions of Higher Education. U. S. Office of Educa-
Printing Office, 1962. Authors: Specialists, College and
University Organization, Division of Higher Education.
This publication deals with the functions and responsibili-
ties of the president as well as other administrative
officers.

5874. BLOCKER, CLYDE E., and RICHARDSON, RICHARD C., JR.
34:19-22, April 1964. Authors: (1) Associate Professor of
Junior College Education, University of Texas; (2) Dean of
Student Personnel Services, Junior College of St. Louis,
Missouri.
"Administrators presently make changes in personal
policies and assume that these changes will result in the
constructive outcomes being sought." This may not always
be true and the authors recommend the use of a differential
morale survey instrument to aid in the identification of the
causes of poor human relationships.

5875. BOLMAN, FREDRICK DEW., JR.
"They Had Stars in Their Eyes." Liberal Educ., 50:
351-9, October 1964. Author: Director of Special Programs,
Esso Educational Foundation.
The author writes about the criteria by which pres-
idents are selected and the process of selection. He shows
the differing perspectives of faculty (when you lead) and
the board of trustees (by whom you are selected) as well as
the alumni point of view. Some suggestions are made to new
presidents to help them to succeed for themselves and their
institutions.

5876. BURNS, GERALD P., Editor
Administrators in Higher Education: Their Functions
and Coordination. New York: Harper and Brothers, Publishers,
1962. 236 pp. Editor: Executive Director, Independent Col-
lege Funds of America.
A collection of papers on college and university ad-
ministration. Of special interest is the article on the
presidency by L. T. Benezet. See No. 5875.

5877. CARTER, ALAN M.
American Universities and Colleges. 9th Ed. Wash-
ington: American Council on Education, 1964. Editor: Vice-
President, ACS.
Individual "exhibits" from accredited institutions
present data on composition of faculty—number of each
rank by department within schools or colleges. Also degrees
held by faculty, total doctors, masters, bachelors, profes-
sionals.

5878. CHASE, MARY ELLEN
& Univ. Teach., 10:161-162, Autumn 1962. Author: Professor
of English (Emeritus), Smith College, Massachusetts.
"I never worry about the young. It is the middle-
aged and those even older about whom I am skeptical—the
teachers who either do not know what they believe or who
lack the courage to announce their beliefs whenever the op-
portunity arises."
"The overwhelming need now is to recognize the desperate character of the college-teaching crisis in both its qualitative and quantitative terms. . . Higher education cannot expect the lay public to understand the full measure of the present emergency or to carry forward the projects for solving it. Leadership must come from within the profession itself. And it must come fast. But the need is not only for a comprehensive program. It calls also for a new recognition of the importance of teaching and a fresh commitment from faculty and administrators alike to give this sacred calling new dignity and significance."

"The faculty as administrative seedbed." Teach. Coll. Record, 64:159-71, November 1962. Author: Dean of the School of Arts and Sciences, University of Delaware.

Discusses the myths of Mark Hopkins, "publish or perish," and the "community of scholars.""Three Myths About the College Teacher." Sat. Rev., 37:65-67, January 18, 1964. Author: Dean of the School of Arts and Sciences, University of Delaware.

Advantages listed are faculty sympathy for administrative problems, an aid to attracting and holding faculty, and improvement of the institutional image.

"A meditation on the perplexities, pleasures and paradoxes of teaching." An inquiry into the meaning and role of a college teacher and the obstacles which block focus and vision of the task.

"How well will colleges and universities adjust to changing conditions in society, in knowledge, and in learning? Will the allegiance of our higher institutions to the accepted, the traditional, the secure ways of doing things interfere with their effective function [in the face of change]? Colleges and universities will have to be kept "dynamic in terms of new methods for teaching and learning and of changing procedures for a more efficient use of both academic and nonacademic staff."

"The professional image." Voc. Guidance Quart., 12:46-9, Autumn 1963. Author: (1) Associate Professor, Long Beach State College, California; (2) Assistant Professor, Arizona State University.

Report on a study of beliefs about college professors by means of a semi-structured, open ended, incomplete sentence technique used on military veterans. Discusses some significant attitudes.


"The office [of college president] is in need of better definition; it has lost its uniform and consistent character. Today it finds itself suspended between two worlds. While it has moved away from the old world of relative simplicity, it has not yet come to terms with its new world of complexity. It is hoped that this study will aid in rationalizing it in a manner that will preserve its historic, essential nature." "Our field work involved visits to approximately sixty colleges and universities. . . Our practice was to interview presidents, trustees, academic vice-presidents, deans, nonacademic officers of administration, members of the faculty of all ranks, and students."

Chapter IV, "The President and the Realms of the Faculty," is primarily concerned with the role of the faculty in institutional government. Chapter V, "Building Faculty Personnel," covers employment practices and techniques for evaluating faculty.


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Report on a study of beliefs about college professors by means of a semi-structured, open ended, incomplete sentence technique used on military veterans. Discusses some significant attitudes.

"An analysis and classification of magazine articles as favorable, unfavorable, or balanced in terms of the type of image which it presented of the college professor."


A review of developments in higher education during the 20th century as seen from the year 2,000 A.D. Discusses changes in the role of the teacher brought about by widespread use of television courses, programmed learning, and independent study.


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An analysis and classification of magazine articles as favorable, unfavorable, or balanced in terms of the type of image which it presented of the college professor.

"Quality in teaching remains as probably the major factor whereby most institutions of higher learning will be weighed in the balance." Against this belief the author considers the value of having faculty working away from the campus and in a nonteaching role at times.


Based on an annual talk to the faculty. Emphasized that the faculty must contribute more than teaching for a school to be accepted into the ranks of graduate institutions. Discusses the "social compact" in which the faculty is a "society for the protection of the mind in the service of mankind."


The author describes this book as an "essayistic study" of the academic landscape, filling somewhere between "the improvisation of fiction and the controlled scrutiny of the sociological project." He comments on the dubious value of the Ph. D., separation for college teaching, the workings of the "slave market," optimum class size, the publish-or-perish dilemma, tenure policies, the characteristics of the faculty sub-culture, and evaluation of students and faculty.


Questions the Wallerian principle of teaching: "there is a direct relationship between the degree of social distance a teacher keeps between himself and his students and his teaching effectiveness." Thinks it quite all right for a student to call his professor by his [the professor's] Christian name. Would substitute a new principle: "There is a direct relationship between the degree to which a teacher interacts with his students as a person rather than as superordinate functionary and his effectiveness in teaching students to develop their critical intellectual faculties."


The author, a new administrator, makes suggestions for the encouragement of superior teaching even though he recognizes the difficulties in defining what is meant by the term. "Progress will not be made by a mere change of details in working conditions or fringe benefits but will come only from the unremitting effort to clarify and focus the teaching and learning functions of each institution."


Mr. Gleazer reports that the proposed revision of the copyright law submitted to Congress by the Register of Copyrights "falls far short of what is needed for education."


"A new copyright law which will facilitate use of copyrighted material in the classroom is of vital importance to educators." Mr. Gleazer discusses recommendations for a new copyright law.

5901. GOLDBERG, MAXWELL H. "The Faculty Member and Staff Morale." Coll. & Univ., 39:264-73, Spring 1964. Author: Associate Director for Humanities, College of Liberal Arts, The Pennsylvania State University.

The author examines some discrepancies in the image of college faculty members which impair faculty morale. "The major problem is pointed out to be the special attention which even the most minor administrative official receives, while the faculty members receive only minimal attention.


"Teaching is or should become a profession in its own right, a profession second to none. It should lift its head and take, and if need be fight for, a place at least equal to research in that profession whose members are called professors. Within all professions there are specialized components that have equal status. Let teaching be advanced to its place." (Editorial.)


An attack on college administration and a proposal for improving teaching and student-faculty communication. "The community of scholarship is the 'amour ownl' of society."


A transition in the nature of the intellectual community is accompanying the transition of American colleges. The author describes the changes in the configuration of the intellectual throughout this transition in three phases: I. The Class-conscious Intellectual II. The Unattached Intellectual III. The Professionalized Intellectual He considers the uses of academic rank, increased specialization and subspecialization as leading to a less uniform cultural base.

5906. GUSTAD, JOHN W. "An Ancient and Honorable Profession." AAUP Bull., 48:261-5, September 1962. Author: Dean of the College of
Liberal Arts and Acting Dean of the Graduate School, Alfred University, New York.

The author suggests one way of relieving the problem of staffing institutions of higher learning with high quality faculty. Administrators must take into account the essential characteristics and value systems of faculty members when establishing personnel policies and practices. The "professional hierarchy" includes such things as freedom, independence, the opportunity to learn, intellectual stimulation, and salary. "It is by these value systems that faculty members live. We ignore them at our peril. Conversely, to take them into account in reasonable and realistic ways opens the door to possibilities of very much improved faculty morale.

5907. ENSKY, JOHN W.
This article reviews the literature on faculty personnel problems and reports on the author's own study, The Chair Decisions of College Teachers. This article is concerned with but one segment of the research project, that dealing with communication.

5908. HALIO, JOY L.
university, University of California, Davis.
Sees the "almost wholesale adoption of the departmental system in colleges and universities...as at best a necessary evil" that is to say, an administrative desideratum." Later speaks of an academic department as "an administrative, and occasionally a scholarly, convenience, but by no means an inherent arrangement of persons." Suggests ways and means of building a community of intellect--"to summon up a vision of our common pursuit, the advancement of intellect and of human understanding"--within departments and across departmental lines.

5909. HAMER, ELIZABETH, and MCCORMICK, ANDREW
Gives highlights of the bill recently introduced in the Congress relative to duration of term of copyright, sound recordings, government publications, exempt performances, and notice of copyright.

5910. HAMLIN, WILFRED G.
"Far, Far, Away or How to Drive a Teacher Crazy." Educ., 82:312-4, January 1962. Author: Literature Department, Goddard College, Vermont.
The author records his thoughts about the college teacher and his teaching. He reports that experts at conventions and conferences get him all mixed up. He says, "I think they've left out of education its human values and morality that professors are somewhat worse than other people, and that scientists are somewhat worse than other professors."

5911. HANSEY, FREDERIC R.
"Politicians and political parties have indicated by overt acts and deeds that American education is at fault for the scientific war of the country"--especially the fact that the Russians in 1957 placed a man-made satellite in space before the United States did. "American education has truly become the scoppegoat for a bureau navy that broke down at the crucial moment."

5912. HASKIN, L. D.
"Roles of the Teacher in Higher Education." Amer.

"...The performance of the faculty member is for all practical purposes, higher education at work in this area...The author discusses the role of the faculty by classifying into five rubrics.

5913. HENDRIX, VerSon L.
Examines personnel policies in Texas junior colleges and evaluates faculty by means of the Personality Factor Questionnaire.

5914. HUMPHREYS, RICHARD F.
A statement of beliefs on the role of higher education, its quality, and the place of the small private college. Given at the author's investiture as president.

5915. HUTCHIN, ROBERT M.
"My view, based on long and painful observation, is that professors are somewhat worse than other people, and that scientists are somewhat worse than other professors."

Robert Hutchins gives his opinion and experiences about the character and morality of some professors as well as their ideas and attitudes toward education.

5916. HYER, ANNA L.
Weaknesses in the Proposed Copyright Bill from the Point of View of Educators." Audiovisual Instr., 9:689-690, December 1964. Author: Executive Secretary, Department of Audiovisual Instruction, NAD.
Ten criticisms of the proposed copyright bill before the 88th Congress. Reprinted from remarks made at a meeting of the Educational Media Council.

5917. KATZ, Joseph
"The aim of this chapter has been to help establish the continuing study of the dynamics of teaching. The articulation of these dynamics is a prerequisite if teaching is to become a more purposive art and if academic attainment and human values are to be brought into greater accord with each other." The author discusses general and specific characteristics of the college teacher, the classroom from the teacher's perspective, the classroom and the teacher from the students' perspective, and the teacher and his subject matter.

5918. KIERNAN, IRENE R.
This paper presents three examples of how a clinician in a community college dealt with troubled students in her class. "The cases demonstrate that when the mental health faculty in a college teaches, good relationships with the teaching faculty can develop and improve. Feelings of camaraderie and mutual help between the regular teaching faculty and the mental-health faculty were developed and strengthened by sharing in the program of each of these students and by discussing ways and means to approach them in the classroom so that all students might benefit."
KIRK, RUSSELL  
Discusses "Project X" at Michigan State University and its effects on faculty-administration relations and the driving away of old scholars. "One efficient way to go about this is to convert the professor into a machine-tender and hire him.

KNAPP, ROBERT H.  
"Changing Functions of the College Professor." San- 
ford, Editor, The American College (No. 5683), 290-311. Au-
thor: Professor of Psychology, Wesleyan University, Connecticut.  
"It is the purpose of the present chapter to review some of the studies relating to the function of the profes-
sion within our nation. . . . I should like to begin with some general considerations of the role of the college pro-
fessor and with a discussion of his several basic functions as he exists and has existed for some decades. Then I shall consider historically some of the changes in the profession which have occurred. . . . Literature relating to the images of the college professor. . . . Some of the conflicts, con-
tradictions, and frictions which beset this profession at the present time. . . . Finally, I should like to offer some speculations concerning the future role of the American college professor."  

KUBIS, KILEEN P.  
"Part-time Faculty." Jun. Coll. Jour., 33:8-12, Jan-
uary 1963. Author: Assistant Dean, Montgomery Junior Col-
lege, Maryland.  
By virtue of their full-time occupations, many part-
time faculty members in junior colleges are able to make valuable contributions to students. These part-time instructors represent a broad cross-section of business and professional life, fill a real and continuing need, are not primarily con-
cerned with money, and pose some additional problems for the colleges.

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GRAYSON, HARVEY  
"Part-time Faculty." Jun. Coll. Jour., 33:8-12, January 1963. Author: Assistant Dean, Montgomery Junior Col-
lege, Maryland.  
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time faculty members in junior colleges are able to make valuable contributions to students. These part-time instructors represent a broad cross-section of business and professional life, fill a real and continuing need, are not primarily con-
cerned with money, and pose some additional problems for the colleges.
Joguing the Jargon. Improv. Coll. & Univ. Teach., 12:216-218, Autumn 1964. Author: Professor of Microbiology, University of California Medical Center, San Francisco.

This is a "plea for clear and unaffected language in place of needless jargon" in the academic specialties. Marshall's advice is this: "Keep it simple, use English, but above all, cut those technical terms down to the bone."

June 1964.

In sum, though gossip is accepted within and teachers by students; and on the deliberation of curriculums committees. "In sum, though gossip is accepted within limits as inevitable and a need for it is conceded, it becomes a potentially pernicious influence when it is made legal. A large amount of legalized gossip is avoidable. . . . Gossip is too savvy to legalize. It gets out of bounds. That brings of conscience that accompanies it is a salubrious break—not half good enough, but it helps."


An address delivered to the 1962 Southern University Conference. "The idea or issue that I shall discuss relates to the role of the college president as the educational leader of his institution. . . . To fill his role, to be the leader, not a headman, nor yet an automaton, he must become inner-directed; he must forge the expectations of the past; he must re-raise the values of his contributions; he must change the very nature of his job."

The author presents seventeen propositions appraising the leadership situation in the modern large university. There are three sets of propositions. The first deals with the split between teaching and research. The second relates to the changing role of the faculty in the power structure of the university, and the third proposition relates directly to the leadership situation. "The net effect of all these conditions is that no one has the power to take positive leadership in the development of the university as an integral enterprise—not the line administrator, his staff, the faculty councils, the departments, or the colleges."


A condensation of remarks made to the television section of the DWI Convention. There is a need for realistic educational policy which "will best serve the public interest in quality education and the profession's interest in fair treatment." Policies are needed regarding ownership rights; preparation time needed; compensation; teaching load; and re-use, revision, and withdrawal of materials.


A comparison of views on education issues in the junior college held by faculty, administrators and board members. Some differences are revealed.


Discusses the partnerships between the federal government and American higher education. Sets forth many helpful suggestions for institutions and faculty members when negotiating for federal grants and contracts. "Only through their own combined effort will institutions of higher learning be able to establish that in the field of contracting with the government they are in a different position from business and industry and similar criteria should not be applied across the board. That effort should be made now."


"As matters of special interest to university professors find their way with increasing frequency into courts, there appears to be a corresponding increase in the legal literature dealing with such matters. . . . This article has therefore been written on the assumption that many professors would welcome a summary of the principle areas of litigation, with a summary discussion of some of the more significant and interesting cases and a brief indication of the legal principles and reasoning which are involved." Includes cases dealing with legal protection of term contracts and tenure, constitutional protection of academic freedom, due process in student dismissals, and censorship on the campus.

I believe in the small college, the residential college, and coeducation." Discusses the aims of Carleton College.

One important means of studying graduates is a follow-up study. Many institutions have established continuing follow-up studies. These can be a great asset to a college or university in determination of the efficacy of aims, facilities, curricula, and outcomes. "Wise interpretation and use of the information from follow-up studies can be of real value to higher education."


"We may well come to the belief that the contention that our best teachers are leaving the colleges is a falsehood. The author claims it is a matter of opinion that the best teachers are leaving the classroom. Rather it is they who stay behind who cannot leave. In our effort to stop those who are leaving the college, we are ignoring those who stay with us."
men, and faculty were interviewed, and 3,500 additional faculty were interviewed. Separate chapters are devoted to: "Trends in Faculty Quality," "Faculty-Student Contact," "Federal Stipends and Undergraduate Science Instruction," "Teaching Loads," "Faculty Income," "Faculty-Administration Relationships," and "Federal Payment of Academic Year Salaries."

5942. OWEN, MARY STEELE
"The Small College: A Faculty Perspective." Liberal Educ., 49:268-67, May 1963. Author: Director of advanced studies and professor of history, Franklin College, Indiana. "Liabilities and assets candidly explored by a teacher who insists that the advantages of the small college turn on its ability to provide excellence in teaching."

5943. PALMER, ARCHIE M.
University Research and Patent Policies, Practices and Procedures. Washington: National Academy of Sciences--National Research Council, 1962. 291 pp. Author: Director, Office of Patent Policy Survey of the National Academy of Sciences--National Research Council. "This report contains the findings of a comprehensive survey and interpretative analysis of the current policies, practices and procedures of universities, colleges, institutes of technology and independent professional schools in the United States with respect to the administration and conduct of scientific and technological research, including particularly sponsored research, and the handling of patentable discoveries and inventions resulting from such research." Responses from 945 of the 1,212 institutions contacted formed the basis of this report. Detailed information is given concerning the formal policies or generally accepted practices of 349 institutions. The remaining 596 institutions carried on little or no research and had no formalized research or patent policies.


5945. PATTON, ROBERT D.
"Editorship and Scholarship." Jour. Higher Educ., 35:139-341, June 1964. Author: Editor, Journal of Higher Education. Editors of scholarly journals are basically conservative; they admit new ideas into their publications at their own risk. "What can the editors and editorial boards of scholarly journals do to relieve the conservative drag on imaginative scholarly growth? . . . They can give a break to the imaginative newcomer, eschewing the personal security of maintaining standards they themselves have helped to establish . . . . A lot of silly stuff may get a hearing, but thereby also an exposure to beneficial cross-checking. Our conceptual world of today has been built on the silly stuff, not the orthodoxies, of previous ages."

5946. PATTON, ROBERT D.
"The Changing Scene in Higher Education: The Faculty." Jour. Higher Educ., 34:145-47, January 1963. Author: See No. 5945. Asks the question whether the young faculty recruit should become a teacher, an expert in the use of teaching machines or television, a skilled researcher, or a writer with an "easy and colorful writing style that will entice him in capturing a wide public audience for his treatment of problems of current interest." Young faculty members intuitively "see that prestige and advancement come very largely from other activities than teaching, regardless of the skill and devotion applied to the task." Outside funding is corrupting the teaching function. Such funds should flow through responsible administrative posts, not around them. "Nothing can be achieved . . . until each administrator and faculty member insists upon being master of his own house."

5947. PRATOR, RALPH
The College President. Washington: The Center for Applied Research in Education, Inc., 1963, 110 pp. Author: President, San Fernando Valley State College, California. "Many college and university presidents have written about their experiences. As a rule, these accounts have been in the nature of reminiscences and have not been designed as analyses of the office and its relation to the special processes of higher education. Dr. Ralph Prator's monograph The College President is a serious attempt at such an analysis by a man presently engaged in the work of the presidency."

5948. PRIEST, BILL J.
"Faculty Administrator Relationships." Jun. Coll. Jour., 34:4-8, March 1964. Author: President, American River Junior College, California. "The evidence at hand demonstrates that there is a trend toward increasing friction between faculty and administration in the junior college. . . . Although localized in California at this time, the dissension is likely to spread. Future success of the junior college depends upon a good working relationship between faculty and administration."

5949. PROCTOR, SAMUEL D.
"The Job of the Negro College President." Phi Delta Kappan, 45:407-10, May 1964. Author: Associate Director of Peace Corps and a former university president. "The task of education is to exert that effort that will give high school students eight years of progress in four, and college students six years in four and then to find that psychological tonic that will cause a child to want to stand tall and aspire nobly. . . ." Directed to college presidents, the advice is equally good for college teachers.

5950. "Professional Rights and Responsibilities of Television Teachers." Audiovisual Inst., 8:522-526, September, 1963. The NEA policy statement, passed by the Board of Directors, on the rights and responsibilities of teachers includes policies concerning selection of television teachers, status of the television teacher, program format, written agreements, compensation, workload, ownership of televised programs, and the re-use and revision of materials.


5952. RAND, GEORGE B., and WESTCOTT, ALVIN M.
"What Are College Teachers?" Edu. Forum, 27:307-12, March 1963. Authors: (1) Superintendent, Bucks County Public Schools (Pennsylvania); (2) Assistant Professor of Elementary Education, State University College, Oswego, New York. "This is a thoughtful article which describes certain symptoms of poor college teaching which are obviously present in some institutions of higher learning. The authors discuss disinterest in teaching, lack of recognition, poor or nonexistent supervision of instruction, need for courses in teaching, over-loading, shortage of teachers and other relevant topics.

5953. REID, LOUIS ARNAUD
"The Community of Scholars." Teach. Coll. Record,
programs of community colleges. Maintains "...there is no truly academic life at the community college. "Only when traditional academic freedom for faculty and administration officials is actual, will the community college become something more than a post-graduate high school. And not until then will the problem of teaching in a community college become the challenge of teaching."


"The Ad Hoc Committee on the Copyright Law representing 47 different educational organizations strongly recommends the specific inclusion in the revised Copyright Law of an educational exemption permitting classroom teachers to copy and otherwise use copyrighted material for educational purposes." Statement made at a news conference in August, 1964.


"It is time that the professors and their publishers draw closer together in mutual understanding of each other’s ways, needs, and problems."


The author attempts to place some concrete values on the beneficial and disturbing aspects of college teaching via discussions with faculty at the Oregon State University in the Schools of Agriculture and Education.


"Faculty members are increasingly inclined to devote a major share of their efforts to many enterprises outside the classroom, allowing their energies to be diverted from teaching. Recognizing publication as the route to academic achievement, they struggle to produce the books and articles which they hope will satisfy their claims to promotions and prestige. They negotiate research contracts, serve as paid consultants, conduct private business ventures on the side. Few rewards or distinctions seem to accrue to those who excel as teachers. "Current conditions within the college and university system intensify the danger that teaching services may be permitted to decline."


"Teachers in some elite liberal arts colleges appear to be especially effective in motivating students toward high academic achievement." This research attempts to observe relationships between the psychological environment of universities and their organization and administration. The study deals with responses of more than 1,000 students in 23 colleges.


(1) Professor of Sociology and Director, The Hogg Foundation for Mental Health, The University of Texas. (2) Professor of Psychology and Associate Director, The Hogg Foundation. (3) Associate Professor of Educational Psychology and Coordinator of Counseling, Testing and Counseling Center, The University of Texas. (4) Professional Information Division, The Hogg Foundation.

While this review is mainly concerned with research on student characteristics and campus cultures, chapter 8 includes abstracts of three studies which concentrate primarily on the attitudes, personality characteristics, and problems of adjustment of faculty members. A brief preliminary report is given of Lucile Allen's study on role conflicts and congruences the final published report is found elsewhere in this bibliography. See No. 5870. For more detail on Bace McGee's study concerning the occupational concomitants of academic degrees, see No. 5929.

5966. SUTTON, FRED CRAWFORD

Sought to find bases for developing measures to increase retention, improve quality and stability, and reduce recruiting of new part-time business and industrial instructors.

5967. VAN O'CONNOR, WILLIAM, and HURT, LESTER E.

This article is presented as a part of the Opinions Series but it is difficult to see the differences between the articles. The authors agree that there is a need for retention of prospective and current college teachers for the person interested in teaching only. Mr. O'Connor would not have them in all institutions.

5968. VINEYARD, EDMIN E.

"PARS is an initial pseudonym representing Public relations, Administrative glory, Research grants, and Status seeking." This article, "based entirely on the third chapter of the book of Daniel, through exaggeration and fantasy cites the need for retention of prospective and balance in higher education." The implications for college teachers are evident.

5969. WAGNER, GEORGE

Discusses New York college teachers' forming Local 1460 of the American Federation of Teachers, an AFL-CIO affiliate.

5970. WALLIS, JAMES PETER

Seeks to determine if federal administrative agencies limit the autonomy of the United States Merchant Marine Academy in administering faculty personnel policies. Findings were not completely favorable.

5971. WEST, ROBERT P.
"Leadership: The Integrative Factor." The Study of Academic Administration (No. 5674), 83-97, 1963. Author: Vice Provost, Stanford University, California.

A treatise on the college or university presidency.

"The central question in our debate... seems to me to be this: Even if there are theoretical and historical reasons for the president to lead, is it possible for him to do so? If so, under what conditions?... I think it not only possible for presidents to exert noteworthy educational leadership, but mandatory that they do so for the reason that no one else connected with colleges and universities has the knowledge, the time, or the responsibility to do it."

5972. WIGREN, HAROLD

The committee's suggestions relate to the privacy of public interest over private interest, reasonable access to teaching materials, and the need for a reasonable and workable law that can be applied directly by teachers and administrators. Taken from a speech to the National Commission on Professional Rights and Responsibilities, NEA.

SEE ALSO NOS. 589-691, 2927-2987, 3776, 3777, 3781, 3782, 3783, 3784, 3789, 3814, 3818, 3819, 3821, 3848, 3865, 3866, 3872, 3883, 3914, 3917, 3939, 3942, 3944, 3955, 4077, 4143, 4283, 4288, 4290, 4320, 4329, 4359, 4407, 4435, 4441, 4442, 4445, 4448, 4450, 4453, 4529, 4538, 4544, 4678, 4705, 4718, 4739, 4755, 4770, 4877, 5144, 5241, 5312, 5327, 5576, 5577, 5584, 5585, 5600, 5641, 5736, 6000, 6278, 6390, 6422.

B. ADMINISTRATIVE RESPONSIBILITY
(No. 5974-6011)

5974. ADAMS, RICHARD P.
"Tulane University: Faculty Participation in the Government of the University." AMU Bull., 49:221-5, September 1963. Author: Professor of English, Tulane University, Louisiana.

The second of a series of articles prepared at the request of Committee T on College and University Government. "The functional purpose of faculty participation in university government is not merely to illustrate some ideal form of democracy. It is to insure, as much as insurance can, that administrative authority is always used in the service of academic authority, and never allowed to get in the way of learning."

5975. BLOCKER, CLEM E.
"Decision Making in the Internal Operation of an Institution." Current Issues in Higher Education, 1963 (No. 5686), 164-166. Author: Assistant Professor of Educational Administration, The University of Alabama.

"This paper will be confined to an explanation of a [research] technique by which administrators can analyze the attitudes, personality characteristics, and problems of adjustment of faculty members." A brief preliminary report is given of Lucile Allen's study on role conflicts and congruences the final published report is found elsewhere in this bibliography.

A brief preliminary report is given of Lucile Allen's study on role conflicts and congruences the final published report is found elsewhere in this bibliography. See No. 5870. For more detail on Bace McGee's study concerning the occupational concomitants of academic degrees, see No. 5929.
This is the third in a series of articles prepared at the request of Committee T on College and University Government.


The final form of the statement of principles drafted by Committee T on College and University Government which these principles relate to faculty participation in five major areas: (1) the determination of educational and research policies of the institution; (2) the appointment and promotion of faculty members; (3) the selection of presidents, academic deans, and other principal academic administrative officers; (4) the expenditure of funds allocated to educational purposes; and (5) the establishment of agencies and rules for faculty participation.


The Bulletin presents two drafts of a statement of principles, the first by Committee T on College and University Government which was approved by the AAUP Council in 1962, and the second by the Syracuse University Chapter. Comments are offered by the authors of each draft in defense of their own approach. "The Syracuse proposal for revision is meant to bring into clearer and sharper focus the proper scope of faculty participation in college and university government."


The author points out that there is no consistent picture of faculty participation in the governing of higher education. The two extreme positions are the relationship of "employer-employee" with little or no faculty participation in administration and that of complete control by the faculty. The author develops the theme of "ownership" of higher education and makes a plea for more control to be vested in the faculty.

5985. FUCHS, RALPH F. "A Profession in Quest of Itself." AAUP Bull., 49:104-9, June 1962. Author: Professor of Law, Indiana University, and President, AAUP.

In this presidential address given at the 1962 annual meeting, the speaker highlights two post-war developments in American higher education. The first is the increase of administration on most campuses and the resulting shift from informal to formal participation by faculty in institutional government. The second is the rise of an "influential national community of higher education" composed of such associations as the various associations of groups of colleges and universities.


An argument for faculty participation in decision-making only in their areas of competence and in matters of major importance to the educational purposes of an institution. "Some determinations in colleges and universities, such as various administrative procedures, are obviously outside the competence of the faculty... When it comes to such decisions... the job should be done by staff specialists, with student participation and occasional reference of disputed policy points to the faculty and higher administrative officers."

Manager, Goshen College, Indiana. The author has attempted to gather some of the more obvious sources of the conflict between faculty and administration. Suggestions that should lead to happier relationships are made.

5988. HEIMBERGER, FREDERIC
"Faculty Control of University Teaching." Sat. Review, 45:154-55, November 17, 1962. Author: Vice President for Instruction and Dean of Faculties, Ohio State University. Criticizes the faculty for abdicating their responsibility for maintaining quality in instruction and failing to exert control over courses and curricula. Makes several proposals for filling the power vacuum which has been created.

5989. HERZFELD, KURT M.
A call for cooperation between faculty and administrators in budget preparation and a statement about the role of faculty in administrative decision-making. "Administrative function and management has to be delegated to experts. These people, in turn, have to be given the opportunity to exercise their responsibility properly without undue interference. Too much time of the administrator is spent in justifying each action... In a way, I am pleading for 'professional freedom' for the administrator as I would plead for academic freedom for the teacher.

5990. HOFER, MARGARET
Aside from the inherent advantages, it is good academic policy -- possibly we should say 'strategy' -- to consult those who will be affected by administrative decisions.

This article brings to light some basic facts and principles often overlooked by members of faculties as well as administrators. These facts and principles relate to the complexities and risks involved in the delegation of authority.

5991. HEMPHRYS, RICHARD F.
Discusses the operation of a college as a dual system of responsibility and emphasizes the role of the faculty in contributing leadership. Emphasizes that the true purpose of a college's existence is accomplished by the faculty, not the administration. Recommends commensurate pay, adequate physical facilities and fringe benefits as well as the necessities of improving those programs.

He develops a proposal to correct the "fallacy of the personification of conflicting ideas," for when an administrator hires a faculty on this basis he gets little more than a congeries of disparate points of view.

The author proposes the use of dialectic rather than argumentation and disputation as a means of resolving faculty problems.

5992. JACKSON, ALVIN F., JR.
"Today's professor has contacts, social skills, information and often the willingness to be of real assistance in a development program."

5993. JONES, RONALD G.
"the composition of faculties being what they are, until a more fundamental change occurs we can expect things to continue more or less as they are." The author is here commenting on the criticisms of programs for the preparation of teachers and educational administrators, and the possibility of resolving those programs.

5994. JONES, THOMAS E.; STANFORD, EDWARD V.; and WHITE, GOODRICH C.
Letters to College Presidents. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964, 192 pp. Authors: (1) Retired President, Earlham College, Indiana; (2) Former President, Villanova University, Pennsylvania; (3) Retired President, Emory University, Georgia.
"These letters' are an outgrowth of the Administrative Consultant Service of the Association of American Colleges. They deal with some of the administrative problems [of presidents] which the three consultants met on their visits to almost 300 colleges and universities. The 'letter' format was adopted the better to capture this informality and to avoid pretentiousness. In the main the letters are to be thought of as addressed to the (fictitious) presidents of relatively small imaginary colleges, chiefly independent or 'church-related' and chiefly concerned in emphasizing the liberal arts. Special attention is given to the president's relationship with the faculty in: Chapter 7: "Administration-Faculty Relationships;" Chapter 8: "Faculty Appointments, Rank, and Promotion;" Chapter 9: "Faculty Emergence and Termination of Appointments;" Chapter 11: "Administrative Organization of the Faculty;" Chapter 22: "Development Program and the Faculty."

5995. KEENAN, BOYD R.; CARLSSON, ALLEN; and DIBDEN, ARTHUR J.
Are Specialized Faculty Members Competent to Help Formulate Broad Educational Policies? Jour. Higher Educ., 33:446-451, November 1962. Authors: (1) Purdue University, Indiana; (2) Virginia Military Institute; and (3) Blackburn College, Illinois.
In this "academic roundtable" the positions with regard to the question are as follows: Keenan provides qualified "yes"; Carlsson indicates an affirmative answer; and Dibden, after examining "faculty competence and college government," maintains that the faculty must participate in policy making for the reason "that without the affirmative support of its members the college will not work." Not to involve them i.e., the faculty) is not merely a waste of resources; it is an affront to the interactive nature of academic life."

5996. LAW, GLEN CHARLES
"This book presents a point of view on important issues in higher education. Current problems and future needs are discussed in relation to past influences, traditions, and the condition of contemporary American society. The role of boards, administrators, faculties, alumni, and the various publics are assessed. It is felt that attempts to interpret, provoke, suggest, inform, and even entertain... It is a critique and commentary on higher education intended to present opinions and proposals that may be of help in the future." Chapter IV, "The Faculty's Contribution to Leadership," discusses selection of faculty, faculty morale, the faculty's role in policy-making and curricular design, and faculty-administrative unity. Chapter II, "Change and the Administrative Process," deals with the presidency.

5997. McGRATH, EARL J., and MEETH, L. RICHARD, Editors
A compilation of presentations prepared for a conference of college presidents which had as its purpose the consideration of their most pressing problems and the "collection and analysis of pertinent factual material on the basis of which conclusions could be reached concerning institutional policy and practice." Of special interest is Chapter 6, "Involving Faculty Members in Institutional Policy Formulation," by Walter E. Sindlinger. See No. 6005.

5998. MCELHANEY, GORDON H.

The author applies John Stuart Mill's ideas on political government to educational government. Mill "argues the utilitarian case for liberty, for freedom of speech, and for the superiority of a political system in which all individuals (with a few exceptions) have a share directly, or more usually through representatives, in their government." These same concepts are spelled out in the "Statement of Principles on Faculty Participation in College and University Government" which has been recently drafted by Committee T and adopted by the ANP Council.

5999. MARSHALL, MAX S.
"The Hydra of the Campus." Liberal Educ., 49:528-36, December 1963. Author: Chairman, Department of Microbiology, University of California Medical Center, San Francisco. The author views the committee system as a "polite form of debauch" and offers a diagnosis and a prescription. Five constructive suggestions are given toward controlling the establishment and functioning of committees.

6000. MILLER, JOHN D.
The Academic Community: An Essay on Organization. New York: McGraw-Hill Book Company, Inc., 1963. 265 pp. Author: President, Miami University, Ohio. Chapters 3, 6, and 7 are pertinent to this bibliography. In Chapter 3, "Faculty," the author describes the academic profession as a group and the faculty member as an individual. He then outlines the organization of the faculty within departments, within colleges or schools, and within the university as a whole; and finally he defines the role of the faculty in making decisions at each of these levels. Chapter 6, "Administration," outlines the functions of administration generally and discusses specifically the president's role as well as that of other administrative officers. In Chapter 7, "Conflict and Consensus," Millett calls for a sharing of power, not a struggle for power between faculty and administrators. "The academic community abhors the form of debauch" and offers a diagnosis and a prescription.

5997. MCNEILL, GORDON H.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

6001. MARGER, GORDON H.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

6004. MILLER, JOHN D.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

6005. MILLER, JOHN D.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

5997. MCELHANEY, GORDON H.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

6007. MILLER, JOHN D.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.

6008. MILLER, JOHN D.

A discussion of the decision-making obligations of faculty administration, and governing board for maintaining institutional integrity in four major areas: (1) instructional standards, (2) academic freedom, (3) democratically conceived and administered operations, and (4) effective participation of students in areas other than extra-curricular activities.
In this welcoming address to the 1963 Annual Meeting of the AAUP, Chancellor Strong proposes that the maintenance and protection of faculty rights is the responsibility of both faculty and administration. "However unattainable a perfect harmony of the spheres may be, it becomes us to seek for approximations in working together."

6009. TUNNELL, JAMES WESLEY
A study to develop an evaluative instrument and use it in determining faculty involvement in policy formulation.

6010. VAXOULIS, ALEXANDER
"The role of the faculty is crucial to any educational institution, and it should be clearly defined and delineated." Author discusses the development of a council of the teaching faculty as a formal voice in the development of education policy.

6011. WINTER, C. A.
Discusses the adoption by the California State Board of Education a regulation mandating the establishment of academic senates in the junior colleges. Emphasizes the involvement of various teacher associations.

SEE ALSO NOS. 692-752, 2988-2999, 3776, 3812, 3843, 3891, 3915, 3894, 4092, 4094, 4109, 4116, 4126, 4129, 4135, 4147, 4149, 4151, 4169, 4170, 4179, 4184, 4189, 4198, 4206, 4311, 4370, 4442, 4531, 4542, 4616, 4712, 5574, 5933, 6113, 6120, 6121.

C. AGE
(No. 6012)

6012. EHRlich, ROBERt W.
"What I am trying to say is that in the teaching profession the bulk of the teaching is being carried on by people in the middle level who are talking to students who have a different philosophical basis for many of their motivations and activities. In many instances, contact is tenuous if not non-existent."

SEE ALSO NOS. 3772, 3838, 3916, 4095, 4147, 4164, 4193, 4194, 5576, 5577, 6322.

D. CIVIC RESPONSIBILITY
(No. 6013-6018)

6013. CORIN, THEODORE S., and SMITH, EDWIN H.
The authors report on a racial symposium sponsored by members of Phi Delta Kappa, a professional educational fraternity, from Florida State University and the Negro Flori-ida State University and the Negro Florida Agricultural and Mechanical University. From among the more than fifty recommendations which resulted, seventeen guidelines are presented affecting faculties of white and Negro universities, student bodies, the Negro community and the white community.

6014. KRISTOL, IRVING
"...one wonders whether it is desirable—especially in a democracy—for intelligence and learning to be concentrated to such an extent in academic institutions. Other parts of society are bound to suffer."

6015. OMMON, HOWARD A.
"Is the Ivory Tower too prevalent on campuses in this modern age when the professor needs to be knowledgeable and active in the secular as well as the academic world?" Most professors know that even getting enthused with ideas is dangerous. . . . There are, however, a growing number of people both within and without the academic community who see a great need for changing the existing situation... it is vitally necessary to begin to effect this change since it will ultimately affect the direction in which our society will go."

6016. SHENkY, CHARLES E.
"They Just Lose Their Faculties." Liberal Educ., 48:492-5. December 1962. Author: Professor of Theology and Dean of the College of Arts and Letters, the University of Notre Dame, Indiana.
"A plea for recognition—and compensation—for the price that universities pay for the privilege of lending their faculty members to the government."
The author discusses the government, faculty member, dean's involvement with one another, and the financial and staffing hardship created for deans.

6017. VANDIVER, FRANK E.
Discusses the attitudes of American college professors toward "international education," and what they can do about and for foreign students. "American faculties can most effecti-vely serve education, foreign and domestic, by tending their studies."

6018. VEE, ROBERT
The author reports the results for a questionnaire sent to a sample of faculty members at Washington state colleges. Information was gathered on political beliefs and voting behavior.

SEE ALSO NOS. 753-761, 3819, 4147, 4169, 4426, 4628, 5445.

E. DEGREES
(No. 6019-6022)

SEE ALSO NOS. 3775, 3916, 3942, 4026, 4109, 4118, 4128, 4160, 4164, 4177, 4182, 4407, 4424, 4448; 5879, 6074.
F. ECONOMIC STATUS
(No. 6019-6072)

1. GENERAL
(No. 6019-6033)


6021. DAVIDSON, THOMAS LEE, and STUFlZ, ROBERT L. "Tuition Reciprocity: A New Approach." AAUP Bull., 49:243-4, September 1963. Authors: (1) Assistant Professor of Marketing; (2, Associate Professor of Industrial Administration, both of School of Business Administration, University of Connecticut.

"The purpose of this brief comment is to suggest a method of providing one fringe benefit that appears to the authors to have promise..."

"Briefly stated, the plan provides that participating institutions agree to consider children of faculty members at other participating institutions as residents of their own state for purposes of (a) consideration for admission and (b) payment of fees and tuition if admitted."

6022. "Instructional Salaries in 41 Selected Colleges and Universities for the Academic Year 1961-62-Final Report." AAUP Bull., 48:19-42, March 1962. This report is submitted by the Subcommittee on the Biennial Salary Survey of Committee Z on the Economic Status of the Profession. The committee reports on: (1) the gains in base salaries since 1959-60, (2) the relation of base salaries to cost of living and purchasing power, (3) the gains in median base salaries in each rank since 1939-40 for each individual institution, (4) salary patterns in six large state universities for each of the three report years beginning with 1939, (5) retirement provisions, (6) total enrollment of full-time students and size of full-time instructional staff, and (7) the relative income position of the profession.


Discusses the issue of whether the present treatment of educational expenses of college professors is discriminatory. "The prime purpose of this article is to describe several recent court cases in which the (income) tax returns of college professors were vigorously contested by the government. The college professors successfully met the challenges. Among the cases considered were deductions for educational expenses, travel as a form of education, and research costs paid by the professor."


"In the springtime, young professors' thoughts turn to what older colleagues have been thinking about all year: money." Describes various techniques for improving salary and position.


This is the first part of an article that describes income tax deductions that are available to the person (most frequently a teacher) who continues his formal education.

6027. McGREGOR, A. PARDOE "Teacher Income Tax Problems." Phi Delta Kappan, 45:313-15, March 1964. Author: See No. 6026. This is a continuation of the article begun by Mr. McGregor in the February issue of PDK.


"It is not always enough for a university or college to offer an attractive salary schedule as the only incentive for obtaining and keeping good faculty members. Many positions are accepted or retained on the basis of the fringe benefits which accompany a good salary. An important benefit which is carefully investigated by persons offered a job is the recreation program for faculty, staff, and their families. It is also true that persons have more reason for staying at an institution if they are permitted the use of recreational facilities for themselves and their families."

Questionnaires were sent to fifty-three selected colleges and universities and the data gathered about the programs existing for faculty is summarized under these general headings: regulations governing participation, fees, facilities and equipment, supervision, injuries, and problems.

The program at the University of Illinois is outlined.

6029. OLIVER, WILLIAM W. "The Deductibility of Expenses: A Professor's Research and a Study in His Home." AAUP Bull., 50:14-18, March 1964. Author: Professor of Law, Indiana University, and Chairman of AAUP Subcommittee Z-2 on Taxation.

A discussion of the ruling, published by the Internal Revenue Service in December, 1963, recognizing the deductibility of research expenses incurred by professors on their federal income tax returns.

6030. OSTROFF, ANTHONY "Economic Pressure and the Professor." Sanford, Ed., The American College (No. 5683), 445-462. Author: Not identified. This essay is chiefly concerned with the economic problems of the college teacher in the humanities. "It is true that in the humanities professional income equals salary— and salaries are frightfully low. This fact, and some of its consequences, are the concern of what follows."

"It is quite clear that successes in science have created the popular view of the scholar and have, in turn, lowered the esteem in which the humanist is held. Yet, it may be cogently argued that the humanist is the only student of man and his universe who knows no bounds." We must conclude that there are no valid reasons, where understanding prevails, that the humanist, the idealist, the uninhibited scholar should not be sustained comparably to the scientist even in an age of materialism.


4. SALARY


6033. BARBER, BERT.

6034. FORBES, PETER.

6035. ROBERT, ROBERT.

6036. BERNER, ROBERT.

6037. BARGER, MARY HADG.

6038. WALKER, JOHN.

6039. WATTS, CHARLES H.

6040. WOLFE, ERL.

6041. BANSEL, WILLIAM J., and HEIM, FREDY.

6042. BOREMAN, W. ROBERT.

SEE ALSO NOS. 762-806, 3001-3016, 3911, 3915, 3959, 4016, 4099, 4115, 4116, 4120, 4143, 4145, 4151, 4172, 4189, 4201, 4410, 4311, 4320, 4347, 4349, 4354, 4426, 4442, 4504, 4509, 4512, 5779, 5958, 6116, 6180.

2. HOUSING

(Nos. 6034-6035)

3. OUTSIDE EMPLOYMENT

(Nos. 6036-6040)
6043. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


This report shows changes in the salaries paid to administrative and faculty personnel between 1960-61 and 1962-63 in selected colleges and universities by geographical regions.

6044. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


The purpose of this report is to show the rate of increase in average salary, and compare rates of public Negro colleges with private Negro colleges.

6045. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


This circular contains a rather detailed statistical analysis of salaries paid college teachers and administrative personnel during the 1961-62 school year.

6046. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


This circular contains a rather detailed statistical analysis of salaries paid college teachers and administrators during the 1962-63 school year.

6047. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


This report compares the mean contractual salaries of full professors with those of other faculty ranks. Data are presented by institutional type (university, liberal arts, teachers college) and control (public, private), for both 9-10 month and 11-12 month contracts. Additional tables give the maximum and minimum salaries paid full professors.

6048. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


The title denotes the contents of the report.

6049. BOKELMAN, W. ROBERT, and D'AMICO, LOUIS A.


A statistical analysis of salaries of professors and number of positions in land-grant colleges and state universities in 1961-62, listed by geographical region.

6050. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE

A Half-Century of Salaries at Land-Grant Institutions. No. 3 (October 1962) in College and University Finance Series.

6051. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE

"Faculty Salaries and Basic Student Charges at Private Institutions of Higher Education." Ed. Record, 44:254-7, July 1964. Authors: See No. 6505.

This article compares faculty salaries and basic student charges among the privately controlled colleges and between institutions under private and public administration control. Data were secured from an annual U. S. Office survey and are presented for 4-year and 2-year institutions by seven groupings: Independent, Baptist, Catholic, Lutheran, Methodist, Presbyterian, and all other.

6052. BOKELMAN, W. ROBERT; D'AMICO, LOUIS A.; and HOLBROOK, ANNA JANE


Salaries paid deans and faculty members in junior colleges in 1961-62 are listed according to size of institution, type control of the institution, and by geographical regions.

6053. BOKELMAN, W. ROBERT; HOLBROOK, ANNA JANE; and AUBREY, ESTELLE B.


A tabulation of salaries of professors and of number of positions in land-grant colleges and state universities in 1963-64, listed by geographical region.

6054. BOKELMAN, W. ROBERT; HOLBROOK, ANNA JANE; and WELLMAN, LUCILE


A statistical analysis of salaries of professors and of number of positions in land-grant colleges and state universities in 1962-63, listed by geographical region.


Reports salary increases and ranges for faculty and administrators in colleges, universities and junior colleges for 1961-62.


A summary of faculty salaries abstracted from a National Education Association Research Report (1962-63), based upon salaries of faculty members in about 900 institutions.


Reports on college faculty salaries for 1933-64, by
rank, size of institution, and control. Takes a special look at women's salaries.

6058. D'ANICO, LOUIS R., and MORRISON, D. GRANT.
   "Nothing is more important to the success of a college than its ability to attract and retain qualified administrative personnel and staff." Authors present salary data taken from U.S. Office of Education’s 1963-4 Higher Education Planning and Management Data Survey.

6059. DUNHAM, RALPH E., and WRIGHT, PATRICIA S.
   This is a preliminary report on the number and percent of teaching faculty in primary teaching areas classified by type, control, and faculty size of employing institution. It includes contract salaries, contract period, geographical region, rank, type, and control of employing institution.

6060. DUNHAM, RALPH E., and WRIGHT, PATRICIA S.
   Data gathered in a survey of a ten percent sample of faculty over the nation, not including junior colleges. Very broad statements compare median academic year salaries according to teaching areas, geographical regions, and academic rank. Also compares salaries of faculty on calendar year basis. Complete data is available in a Preliminary Report for Teaching Faculty in Higher Education, 1962-63: Primary Teaching Areas and Contract Salaries. See No. 5687.

   Salaries of college teachers of engineering and the physical sciences considerably exceed the national median for all college teachers.

   Average faculty salaries by types of institution, ranks and administrative positions are reported. A slight increase in salaries is noted.

   On request for pay raises by the Association of Teachers in Technical Institutions, and comparison of their present salaries with the motor vehicle industry.

6064. GIFFIN, KIN, and ELBAUGH, JON A.
   "A Survey of Salary Conditions in Speech Departments in American Colleges, Universities, and Junior Colleges." Speech Teacher, 13:119-27, March 1964. Authors: (1) Executive Director of the Communication Research Center and Head of the Speech Communication Division, Department of Speech and of the Speech Communication Division, Department of Speech and Drama; (2) Pre-Doctoral Research Fellow in the Bureau of Child Research, both of the University of Kansas.
   Salary conditions reported by: (1) type of institution, (2) rank, (3) rank, and (5) specific positions. Results of a questionnaire sent to 570 "Speech Department Chairman."

"Academics are finally beginning to qualify for membership in the affluent society." Comments on a National Education Association research report on faculty salaries.


The University Grants Committee argues for higher salaries for university teachers: "the levels of university salaries were not fair and reasonable." Discusses need for competitive bidding and flexibility in salary scheduling. Compares faculty benefits with Civil Service.

SEE ALSO NOS. 844-965, 3020-3068, 4446, 4297, 4177, 4187, 4095, 4015, 4010, 4109, 4118, 4120, 4126, 4131, 4135, 4149, 4156, 4157, 4164, 4169, 4170, 4172, 4177, 4186, 4198, 4199, 4214, 4255, 4263, 4264, 4275, 4297, 4329, 4367, 4383, 4414, 4422, 4425, 4442, 4433, 4439, 4446, 4454, 4465, 4466, 4473, 4475, 4556, 5577, 5579, 5585, 5726, 5782, 5788, 5891, 5941, 6022, 6114, 6181, 6191.

G. FOREIGN BIRTH

SEE NOS. 966-969.

H. INBREEDING

(Nos. 6073-6074)

6073. LAFERTY, H. M.


This is the report on a study to determine the extent of faculty inbreeding and rank of faculty of Texas State Teachers Colleges. Comparison of status is made between reports of 1936 and 1963.

6074. HILLS, JAMES A.


SEE ALSO NOS. 970-974, 4053.

I. IN-SERVICE TRAINING

(Nos. 6075-6090)

6075. BIRDWELL, EMMA MARIE


Means of upgrading teacher competencies (in-service training) and improving pre-service training are discussed. Special attention is given to the use of the language laboratory in the education of the teacher trainee.

6076. DIBDEN, ARTHUR J.


Suggests that colleges and universities appoint "adjunct professors of higher education." (frequently doubling subject matter with the field of higher education) to do "intramural research" and teaching about the academic world. The educational program for the Adjunct Professor of Higher Education would include study, local research, writing, holding seminars for new faculty members, teaching, and counseling. "The appointment perhaps should be terminable (though renewable) after two to five years, so that another faculty member could educate himself and his associates."

6077. GAYLES, ANNE RICHARDSON

"A Program for Instruction Improvement." Improv. Coll. & Univ. Teach., 11:165-67, Spring 1963. Author: Professor of Education, Florida Agricultural and Mechanical University. Summarizes a doctoral dissertation in which the writer sought to identify those processes and conditions which are conducive to producing effective instruction and a high quality of learning." Pertains to Florida A & M University but has implications beyond that campus. Makes several recommendations for further research.

6078. GLEASON, SISTER HILDA


This is a report on a cooperative program which was valuable not only to students, but also to the faculty. The arrangements made for faculty preparation to conduct the non-western studies programs were noteworthy. The faculty were given summer leaves, conducted seminars of their own, and attended special institutes at universities.

6079. GLYNN, JOHN W.


"The fundamental and overriding question with regard to the orientation of new faculty members is simply this: orientation to what?

The author discusses orientation as a problem solving process. It should be intended to answer the questions of incoming faculty and cope with the problems experienced by new faculty. The results of a survey sponsored by the Committee on College Teaching of the American Council on Education are reported.

6080. HALLENSCHMIDT, JOHN W.


"An administrator's view of the administrator's responsibility as a teacher of teachers for the professional growth of young faculty members." The author lists seven areas in which most new faculty members need to grow if they are to become competent and exciting teachers. Each of these areas is discussed from the point of view of both teacher and student. (The article is directed to deans and presidents.)

6081. HARRISON, E. C.


In the fall of 1965 Southern University initiated an orientation program for beginning teachers. The program was administered by a committee of senior professors. The orientation program was a result of recognition that new recruits were inexperienced, and as a result of the formulation of teaching objectives and evaluation of the needs of the beginning college teacher.

Analysis of questionnaire study circulated to AACTE members. A total of 261 institutions reported on procedures and materials used for orienting new faculty members, the most effective orientation practices, and means of evaluating orientation programs.

JESSEE, NABELE COLEMAN


The in-service training of young engineering teachers may be the only feasible solution to building and maintaining a competent engineering staff in the future. Suggestions for a seminar series are given.

LACERSTROM, JOHN E.

The in-service training of young engineering teachers may be the only feasible solution to building and maintaining a competent engineering staff in the future. Suggestions for a seminar series are given.

MILLER, W. DERR, and WILSON, KENNETH M.
Faculty development programs in small colleges: A Southern survey. SREB Research Monograph No. 5. Atlanta: Southern Regional Education Board, 1963. 133 pp. Authors: (1) Chairman, Education Division, Georgia Southern College, (2) Research Associate, SREB.

This study began with a survey of 228 small colleges (less than 2,000 enrollment) in the SREB area. Data provided by the 234 questionnaires returned were supplemented with more detailed "depth" questionnaires from 39 colleges and interviews with faculty and administrators at 20 other colleges. In reporting their findings, the authors gave attention first to the general characteristics of approaches to faculty development in the region, the extent of use and judged value of designated provisions and practices, and institutional characteristics affecting use of practices. Following the overview chapter, the procedures examined in this study are treated as they relate to the three...interrelated concerns of development namely, orientation, teaching effectiveness and professional growth, and morale and security. A final chapter is given over to the consideration of basic impressions and observations about the state of approaches to faculty development in small colleges of the region and needed action and research. Descriptions of interesting institutional programs for faculty development are provided in the appendix.

PAINISEN, LEROY ROBERT

An orientation program for new college professors is not the single solution to improvement of instruction and educational attainment. Such a program, however, well-planned and well-executed, seems a reasonable contribution to expect of college and university leadership." The writer makes several suggestions for orienting new college professors.

RICHARDS, JERREL THERSON

A study to identify critical incidents which significantly affect new teacher orientation, and report on suggestions for the improvement of orientation.

SIMPSON, RAY H.

An analysis of a questionnaire study distributed to AACTE institutional representatives. The questionnaire listed seventeen types of tools for self-evaluation. Respondents who had used a tool were asked to indicate the value of the tools with which they were familiar. Data was also gathered and reported by subject field concerning the use of self-evaluation tools.

STEELE, W. R.

Shows how student papers are used in the required Seminar in College Teaching for inexperienced staff members (i.e., newly appointed teaching fellows) in Freshman Composition at the University of Michigan. "I recommend it to those who seek to exemplify to a large staff some of their generalizations about course aims and methods."

TEAD, ORDWAY
"Are College Teachers Interested in Education?" Jour. Higher Educ., 33:207-211, April 1962. Author: Vice President of Harper and Brothers, Member, Board of Higher Education, New York City.

Contends that "too many faculty members are disposed to concern themselves primarily, if not exclusively, with the welfare of their own departments and their personal advancement within their departments. I am concerned with what can be done about a situation that is seriously in need of a head-on attack. My position is that college teachers ought to be, to the fullest extent possible, educators as well as subject-matter experts." Presents a nine-point program for broadening the academic concerns of the faculty.

J. LEAVE OF ABSENCE
(Nos. 609I-6093)

EELLS, WALTER CROSBY

A summary of a monograph being published by the U. S. Office of Education.

EELLS, WALTER CROSBY, and HOLLIS, ERNEST V.

An outline of the origin, early history, and current practices in regard to sabbatical leave. It also contains a chronologically arranged annotated bibliography.

EENHOF, KENNETH
K. PROFESSIONAL GROWTH
(Nos. 6094-6103)

6094. BROWN, GEORGE I.
"A Diplomate Program for the Professor of Education." Jour. Teach. Educ., 16:1492-7, September 1962. Author: Professor of Education, University of California, Santa Barbara. Discusses a number of issues involved in the establishment of a professional diploma for professors of education. "A diplomate program should help separate the competent from the incompetent."

6095. CHOMAR, C. A.
"Nebraska Recognizes Teachers of Teachers." Agric. Educ. Mag., 36:152+, December 1963. Author: Assistant Supervisor, Lincoln, Nebraska. In movies, we have "oscars"; in TV we have "emmis", both symbolic of an outstanding contribution. It is hoped that the "Proven Size" will identify those with a particular accomplishment in the field of agricultural education.


6097. KNESS, WAREN B.

6098. MACCHIAROLI, ALBERT H.
"The 1962 Cooperative English Program." Coll. English, 24:544-549, April 1963. Author: Director of the English Language Institute, University of Michigan. The author reports on the discussion and answering of five questions: (1) To what extent has the English teaching profession succeeded in developing a voice? (2) What has been accomplished in improving the conditions under which the English teacher works to achieve his aims? (3) What improvement has there been in the pre-service and in-service training of teachers? (4) What changes in the curriculum and in teaching materials are being developed at the present time? (5) What kinds of research are being undertaken from which we might expect more effective teaching procedures to develop?

6099. PATTON, ROBERT D.


L. PROMOTION
(Nos. 6104-6105)

6104. BYNIGS, FRANCIS C., and JANICH, JOHN X.
"Survey of Policies and Practices Relating to Improved Instruction." Department of Instruction in Higher Education (No. 6321), 19-22, 1962. Authors: (1) Lecturer, College of Communication Arts; (2) Assistant Dean, College of Education, both of Michigan State University. Analysis of questionnaire data on the yearly recognition and reward (promotion in rank, salary increases), appraisal and evaluation techniques utilized, and the promotion programs for the instruction program. Results are described for the instructional program, and the initiation programs for the improvement of instruction.

6105. MERCER, BLAINE E., and PRASCH, JUDSON B.
"Academic Status Striving." Edu. Forum, 27:793-7, November 1962. Authors: (1) Professor of Sociology and Chair-
A series of questions were asked many sociologists about their perceptions of the academic counterpart of the infamous Sammy Glick. Status striving is described and the factors involved in its development are discussed. Many respondents charged administrators with being afflicted with quantity-quality myopia.

SEE ALSO NOS. 1116-1128, 3109-3112, 3916, 3924, 4069, 4071, 4092, 4116, 4131, 4140, 4143, 4145, 4156, 4157, 4166, 4172, 4177, 4189, 4196, 4198, 4275, 4296, 4367, 4405, 4414, 4460, 4462, 4463, 4472, 4480, 4484, 4491, 4494, 4518, 4628, 5090, 5603, 5734, 6164, 6168.

M. RACE
 SEE ALSO NOS. 1129-1131, 3113, 4147, 4563.

N. RANK
 (Nos. 6106-6114)

6106. BLOCKER, CLYDE E., and WOLFE, WENDELL

There will be an increasing number of two-year colleges developing systems of faculty rank in the future, the authors draw this conclusion, among others, from an exhaustive study of the literature and a questionnaire sent to a sample of two-year colleges.

6107. D'AMICO, LOUIS A., and BOECKMAN, W. ROBERT

The title of the report denotes the contents.

6108. ELLIS, WALTER CROSBY

From two national studies, the author finds that average distribution of faculty ranks is as follows: professors, 26 per cent; associate professors, 24 per cent; assistant professors, 31 per cent; instructors, 19 per cent. Also reports distribution for institutions according to size, by type, and by control.

6109. FRIEDERER, HELENE T., and CRAWFORD, W. H.

According to the authors, academic rank is here to stay in the junior colleges. The big question lies in how to arrange, organize and balance this distinction in the junior colleges all over the country. Many possibilities exist but all begin with faculty involvement.

6110. HENDRIX, VERNON L.

Academic policies and procedures are associated with some desirable characteristics, but are also uniquely related to sufficient undesirable characteristics to cast suspicion on the advisability of such policies for the public junior college. Conclusions based upon a study of faculty members at seven Texas public junior colleges.

6111. HENDRIX, VERNON L.

Concerned with the relationships between rank, tenure and evaluation and life-record data. Finds personnel policies do result in the differential selection of faculty.

6112. NEGERSHON, REV. VINCENT R.

Discusses the academic nature of the librarian's work and the need for academic rank, as well as making active use of it in participating in the college's educational program.

6113. TILLEY, DALE

The author seems to equate faculty authority in educational decision making. He discusses the problem of institutional integrity, emerging junior college image, conflict in values, the authority clash, academic rank as a disjunctive force, and partnership in authority.

6114. WALKER, ROSE MARIE, and GRANT, W. VANCE

This publication contains statistical data on faculty in institutions of higher education, by type of positions and control of institution for the year 1957-58. Data are also included on faculty salaries for the same year.

SEE ALSO NOS. 1132-1136, 3114-3115, 3839, 3925, 4100, 4109, 4118, 4131, 4143, 4151, 4164, 4177, 4196, 4214, 4275, 4296, 4321, 4326, 4423, 4424, 4425, 4448, 4954, 5879, 6059, 6073, 6163, 6164.

O. RELIGION
 (Nos. 6115-6122)

6115. CLARK, EDWARD T., and MURRAY, REV. JOHN B.

This study is concerned with student perceptions of the personal and social adjustment of priest and lay professors in a Catholic university. Although it was found that students had a "sharper" image of the priest than of the hypothetical lay professor, no significant differences were discovered in the student perceptions.
This study investigates the role which religious or lay faculty may have in the administration of Catholic colleges. The process of administrative decision making is examined as well. Some Catholic colleges and universities are simply more democratically oriented than others.

Religious Obedience and Shared Decision-Making In Catholic Higher Education. Author: Member of the Department of Education and Assistant Vice-President for Academic Affairs at the University of Notre Dame, Indiana. September 1964. This paper examines the "dilemma of the college professor." The problem is whether a professor primarily should be a teacher or a researcher. "The writer himself is in agreement with the concept that an effective 'blending' of teaching and research efforts is a desirable goal, one in which both types of effort are complementary rather than competing."

Research and Teaching in the Community Junior College. Author: Kellogg Fellow in Junior College Administration, University of Florida. The author discusses the types of research which a junior college faculty member can defensibly pursue: institutional research and classroom research. A discussion is included which clarifies the kind or classroom research that can be initiated by the faculty and it proposes some criteria which can be used in developing a research project.
This is a number of excerpts from articles submitted in rebuttal to "Publishing and Professionalism in English Departments" by W. V. O'Connor in College English, 23:1-5, October 1961.

6131. RUNQUIST, OLAF
"Interdisciplinary Research Seminars." Liberal Educ., 48:232-3, May 1962. Author: Associate Professor of Chemistry, Hamline University, Minnesota. "How the faculty of a liberal arts college are trying to develop a climate favorable to research by talking to each other about their projects across the disciplinary fences."

6132. SCHNIEDEKERS, ALEXANDER A.
This article is a plea for recognition of the realities of certain situations but more particularly to give us an understanding of the basic fact that the demand for publication has a greater rationale than salary increase. That fact is professional survival, no matter what attitude the administration takes.

6133. SHAPIRO, CHARLES
"In Defense of the Publishing Teacher." Jun. Coll. Jour., 34:28-9, March 1964. Author: Instructor, Briarcliff College, New York. "... if we (junior colleges) are to have strong faculties, if our staffs are to be more than the dumping ground for those who can't find employment elsewhere, we must find ways to encourage research and subsequent publication." The author suggests ways for the junior colleges to deliberately encourage their teachers to pursue their disciplines outside the classroom.

6134. WILLIS, EDWARD
"Observations on the American University." Univ. Quart., 17:182-193, March 1963. Author: Professor in the Committee on Social Thought, the University of Chicago; Fellow of King's College, Cambridge, England. General remarks about the ascendency of research over teaching in the American academic system, based on Sanford's The American College. Also a comparison of the American and British universities.

6135. STERNZOR, BENJAMIN
"A Teacher's Reaction to the Idea of a University." Improv. Coll. & Univ. Teach., 10:145-7, Summer 1962. Author: Associate Professor, State University College at Buffalo, New York. Gives the author's views concerning the book by Carl Jaspers, a German, entitled The Idea of a University. "The ideal of the university must transmit knowledge, not as is traditional in this country, merely the cultural tradition, discovery and research are one, an indivisible whole. This unity is knowledge. The transmission of knowledge cannot be skimmed off; the curriculum cannot be separated out; its inseparable parts are learning and research by students."

6136. SUPER, DONALD E.
"Scholarship in a Graduate Professional School." Teach. Coll. Record, 65:391-95, February 1964. Author: Professor, Teachers College, Columbia University. "An attempt to recognize some of the problems inherent in making the distinction between research and instruction has led to the use here of the term 'productive scholarship.' The author attacks the myth of intellectual leisure in graduate professional schools. He identifies both the range of opportunities and intensity of conflicts confronting the scholar in such a setting."

6137. WEEKS, VIRGINIA W.
"Publications and Teaching Effectiveness." Jour. Higher Educ., 33:212-218, April 1962. Author: Professor of Psychology, San Diego State College, California. "Reported here is a research study which sought to establish the relationship, if any, between research and publishing on the one hand and effective teaching on the other. Conclusion: "The data show that publishing and effective teaching do not go hand in hand. Neither do they ordinarily conflict. They simply are not related to each other in any apparent way. . . . Competency in research and publishing signify nothing, one way or the other, about competency in teaching. At least with respect to clarity of presentation and awakening of student interest in the subject matter, effective teaching and extensive publishing are independent variables."

6138. WEEKS, I. D.
"Teaching and Institutional Service vs. Research and Professional Writing." Jour. Higher Educ., 35:445-47, January 1964. Author: President, State University of South Dakota. "It is possible to establish a proper balance between teaching and research. To do so, it may be necessary for some members of the faculty to devote their entire time to teaching and for others to do nothing but research. It is desirable, obviously, for most faculty members to be engaged in both areas."

6139. WOODING, PAUL
"Must College Teachers Publish or Perish?" Sat. Review, 47:245-6, June 20, 1964. Author: Education Editor, Saturday Review. Also in Educ. Digest, 30:35-7, September 1964. "While college presidents, in their public statements, give lip service to the importance of good teaching, most higher institutions continue to promote or retain faculty members largely on the basis of publication." The author discusses the pro and con of publication.

Q. RETIREMENT
(Nos. 6140-6147)

Statement of Principles." AAUP Bull., 49:166-7, March 1963. Recommended practices for retirement and insurance programs as prepared by a joint committee representing the Association of American Colleges and AAUP and approved by both organizations at their annual meetings in 1958.

6141. GILBERT, EARL THOMAS

6142. GREENCOOK, WILLIAM C.
"CREP - In Change and Continuity." Liberal Educ.,
American higher education has supplied a wealth of information on fringe benefits conducted by the American Association of University Professors, economist in AAUP Washington office; questions about the status and growth of their money in the process, some rare and ageless men are always lost-activists of retirement to uproot deadwood professors.

Taylor considers retired professors for special faculty programs for retired faculty members; Mather of West Germany; and Taylor considers retired professors for new programs in this group are the large schools.

As the title indicates, the major part of the article deals with retirement benefits. Special attention is given to methods of dealing with the erosion of retirement benefits due to inflation.


"Each year U. S. universities invoke the iron rule of retirement to uproot deadwood professors. In this proper process, some rare and ageless men are always lost-activists... scholars... professors who really professed." A short vignette on prominent men and women in higher education retired in 1963.


The case of Mr. Richard W. Reichard. In the spring of 1959, Mr. Reichard was appointed to a position for a two-year term beginning with the fall semester of the academic year 1959-60. He was dismissed following his appearance in July before the House Committee on Un-American Activities, at which time he refused, on the grounds of the Fifth Amendment, to answer questions about possible affiliation with the Communist Party. Then the issues discussed by the investigating committee were: the claim of the university administration that its action in the case was not a dismissal but a refusal to employ; the procedures followed in the dismissal of Mr. Reichard; the appropriateness of the decision not to reaffirm Mr. Reichard's appointment; and the appropriateness of the financial settlement made at the time of Mr. Reichard's dismissal.


Mrs. Corinne T. Carpenter, after serving this institution with full-time faculty status for seven of nineteen years she was employed, was notified on May 30, 1960 in an unsigned mimeographed memorandum from the president of the College that her contract would not be renewed for the academic year 1960-61. She had received no previous notice of this impending action. The key issues investigated by the committee concerned Mrs. Carpenter's right to tenure and to academic due process.
Because of the inability to reconcile differences between Professor Laurence T. Wyly and several administrative officers and faculty members connected with a project under his direction, he was relieved of his responsibilities as project director. His status as professor of engineering was not affected.

The committee investigated charges of infringement of academic freedom and violation of tenure principles.


The present report is concerned with inadequate notice given by the administration of eight institutions in 1961 and 1962. None of the eight brief summaries is concerned with the reasons for nonreappointment (if reasons were given), since in the Association's view the fact that reason may exist does not justify the lateness of notice.


This investigation centered around the basic question of what constitutes resignation; whether or not oral statements made by a faculty member about his future plans -- other than an unqualified statement of resignation -- are sufficient grounds for the administration to consider his position vacant and appoint a successor. The committee also examined the procedures followed by the administration to determine whether they indicated respect for the 1940 Statement of Principles on Academic Freedom and Tenure and whether, apart from this statement, they assured the faculty member "a substantial measure of justice".


This case concerned the procedures followed by the administration in dismissing a faculty member who, according to AAUP standards, had tenure at the time of his dismissal, although the college itself had no tenure policy, written or oral.


Three specific procedural issues are presented in relation to the dismissal of Dr. Leo F. Koch. The first concerned the release to the public of a letter from the president to a dean announcing the termination of the professor's appointment before charges had been filed or heard. The second was the failure to state the charges with sufficient definiteness to enable the professor to make an adequate defense. The third issue was the failure of the Board of Trustees to give sufficient weight to the findings and recommendations of the committee from the Faculty Senate.


Dr. Austin Jesse Shelton, Jr. was dismissed from the college in October, 1960, more than two years prior to the date on which his contract was to expire. The major issues in the investigation which followed were whether or not he had been accorded academic due process.


Faculty members of the University of Arkansas were considered as having forfeited their contracts because of their refusal to comply with a statute of the State, the constitutionality of which was then under attack in the courts and which was in fact later declared invalid by the United States Supreme Court. After the Court's decision, the University declined to offer reinstatement to any of the dismissed faculty members.

The issues: whether the University had a duty to (a) take the initiative in remedying the effects of Act 10 enforcement, (b) reinstate faculty members dismissed because of Act 10, and (c) make good the financial losses which faculty members experienced as a result of Act 10 dismissals.


Professor Charles G. Hamilton was accused of sending anonymous duplicated typewritten letters abusive of the president of the College to members of the Board of Trustees and other persons throughout the State. He was asked to resign and immediately suspended from his teaching duties. The central issue investigated by the committee was whether the summary suspension of Professor Hamilton from his teaching duties; (b) the failure to provide a hearing before the action was taken to dismiss; and (c) neglect of academic due process in connection with the hearing of Professor Hamilton's appeal.


Professor John M. Chestham, who had served fourteen years as a full-time member of the faculty of the College, was notified early in 1961 that the Board of Trustees had voted not to renew his contract and to replace him as soon as possible. The grounds for dismissal were his apparent mismanagement of a special scholarship fund. The investigating committee reports its conclusions regarding Professor Chestham's tenure status and the adequacy of the hearings with regard to the safeguards of academic due process.


In February, 1962, Professor D. F. Fleming accepted an appointment offered to him by the dean of the College of Liberal Arts and Sciences. In July he was notified that because of the conditions surrounding his retirement from the college, the formal resignation of the college had not been sent to the Board of Control, nor would the Board be making his appointment.

The questions examined in the report are these: Was Professor Fleming appointed to the University of South Florida faculty? Were proper procedures used in reaching a decision not to confirm his appointment? Were adequate reasons advanced for the cancellation of his appointment? What were and are the conditions of academic freedom and tenure at the University of South Florida?

6162. CURTIS, C. MICHAEL. "Should Tenure Go?" Nat. Review, 16:854, October 6, 1964. Author: Assistant to the Editor of Atlantic Monthly. Discusses the question of tenure and the "publish or perish" dictum as they have arisen in the case of Woodrow Wilson Sage and Burris University.

6163. DRESSEL, PAUL L. "A Review of the Tenure Policies of Thirty-one Major Universities." Educ. Record, 44:248-53, July 1963. Author: Director of the Office of Institutional Research, Michigan State University. "The variety in reported practices and the problems associated with them suggest that an ideal tenure and promotion program has not yet been found in any university." This article reports the responses from 31 major universities on faculty at various ranks, tenure and probationary appointment, faculty not under tenure rules, and administrators and other noninstructional personnel on tenure.

sonality characteristics in twenty-nine Texas junior colleges. Especially concerned with effects of presence and absence of tenure, evaluation, rank.

6165. JUDD, LOUIS
"Criteria and Procedures in Decisions Regarding ReapPOINTMENT OF Probationary Faculty Members." Current Issues in Higher Education, 1964 (No. 5697), 212-214. Author: Associate Secretary, American Association of University Professors.

The answers to these five questions clarify the AAUP policy on reappointment of faculty: (1) What are the good and bad points of really explicit criteria? (2) Who should establish and who should apply the criteria? (3) What procedures should attend an unfavorable decision in order that both the teacher and the institution may receive adequate protection? (4) What appellate procedures should be available to the teacher who receives an unfavorable decision? (5) What are the implications of a favorable decision?

6166. MACCHIAP, FRITZ

"For the benefit of those who have forgotten them, I shall first recall just what the 'strict' tenure rules provide. Then I shall present the reasons why I admit their having the harmful effects to which their opponents point. Only in the end shall I attempt to show why we need them in spite of all."


This article reviews the problems surrounding the dismissal of the president of Eastern Michigan University. Responsibility for difficulties is laid to not only the university administration, but the Michigan Legislature and Board of Education. Problems were said to derive from failure of the legislature to provide adequate financial support, and failure of the board to approve the faculty salary schedule.

6168. "Criteria and Procedures in Decisions Regarding ReapPOINTMENT OF Probationary Faculty Members." Current Issues in Higher Education, 1964 (No. 5697), 212-214. Author: Associate Secretary, American Association of University Professors.

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SEE ALSO NO. 1281-1296, 3141-3145, 3777, 3813, 3843, 4069, 4092, 4099, 4109, 4151, 4172, 4177, 4189, 4196, 4199, 4213, 4214, 4628, 4730, 4959, 5994, 6111, 6139.
IV
TEACHING CONDITIONS
(Nos. 6172-6251)

A. GENERAL
(Nos. 6172-6189)

6172. BRICMAN, WILLIAM W. "Conservation of Professional Time." Sch. & Soc., 91:79, February 23, 1963. Author: Editor, School and Society. "Both professors and administrators will have to develop the knack of wasting a minimum of time so that they can do more reading, counseling, and writing."

6173. GLAESER, EDWARD J., JR. "AACJC Approach: Problems of New Faculty Members." Jun. Coll. Jour., 33:4, May 1963. Author: Executive Director, American Association of Junior Colleges. "What do new faculty members in junior colleges perceive to be their major problems? What administrative practices appear to be most helpful in meeting these problems? These and other questions were put to new faculty members in a study by Hugo E. Siehr. See No. 6185.

6174. GROESE, DELMER M. "It Can Be Done." Improv. Coll. & Univ. Teach., 11:192, Autumn 1963. Author: Editor, Improving College and University Teaching, and Professor of Higher Education, Oregon State University. "Conditions never before known beset us. Problems almost beyond our capabilities demand our attention. Possibilities, glorious and dire, beckon to us. Living in the greatest epoch of history to date, are we equal to it? Scholars, heirs of our civilization, trustees of its future, are we fit? When we confront a task unprecedented but necessary, will we recite the reasons for not doing it, or will we devise ways, perhaps unprecedented ways for doing it?" (Editorial.)

6175. GOODMAN, PAUL. The Community of Scholars. New York: Randon House, 1962. 175 pp. Author: Psychologist and currently a visiting lecturer, has taught at University of Chicago, New York University, Black Mountain College, and Sarah Lawrence. The author calls this book "a little treatise in anarchist theory." He examines the traditional organization of teaching and learning, finds it wanting, and proposes the assimilation of groups of professors and students from several insititutions and their banding together in a community of scholars--an "association for teaching-and-learning." He comments on the problems of grading, testing, departmentation, and scheduling and bureaucracy, which constitute "an administrative mentality in the faculty that divides teacher from teacher and teacher from student."


6177. HEALEY, P. G. "Staff and Students." Times Educ. Supp., 2480:726, November 30, 1962. Author: Department of French, Welsey University College, Londonderry, England. "Questions whether the ideal Oxford conditions ever existed and if so what was their educational, as opposed to social effect. Criticizes the idealized view which has too often tended to replace reality in university thinking."

6178. HUTCHINSON, NANN S. "Three Images." Jun. Coll. Jour., 34:12-15, September 1963. Author: Dean of Women, Junior College of Broward County, Florida. "The author reports on three images of junior colleges: high school seniors' image of California colleges and universities, college students' image of Florida junior colleges, and junior college faculty image of Florida junior colleges. Faculty members in Florida public junior colleges were asked to respond to questions about conditions under which they were working and about their attitudes toward the operation of these colleges.

6179. MARSHALL, MAX S. "Teaching is Discouraging." Liberal Educ., 49:391-9, October 1963. Author: Chairman, Department of Microbiology, University of California Medical Center, San Francisco. "A litany of sorrows and needless afflictions." The author discusses ten reasons why teaching is so "damnably discouraging.

The second group of factors are external and thus correctable: lack of understanding or meaningful encouragement given a teacher, overemphasis on "evaluation", greed for prestige and promotion, administrative attitudes and mandates, and educationists.

6180. MARSHALL, MAX S. "Curricular Reform and Faculty Well-Being." Educ. Record, 44:53-61, January 1963. Author: Professor of Education, Stanford University, California. "The close connection between salaries of professors and the proliferation of college courses has been observed and commented on by numerous individuals." The author discusses solutions to the curriculum problem proposed by various authorities in the field. There is consideration of faculty teaching load, course load, student load, and such, as factors involved in improving faculty compensation.

6181. "To Dreaming Amid the Spires." Times Educ. Supp., 2524:447, October 4, 1963. "Representatives of the Association of University Teachers deny that university teachers were underworked. Recommends tables of comparison with outside jobs; argues for parity with the scientific civil service. Outlines a proposed salary structure."
6182. OLSON, LEROY A.

An appraisal of the coeducational living-learning units at Michigan State University as seen by the faculty. "All in all, faculty members were enthusiastic about the coeducational living-learning units. When asked for their general reactions toward such a system, 80 per cent of the instructors made favorable or highly favorable comments. They applauded the introduction of classrooms into the living units, and they suggested that the present system might encourage student identification with the complex."

6183. SAWH, HENRY W.

"This is a paradigm of the young Ph. D.'s frustration." It shows the motives, labors and failures of the young teacher: the problems of doing the daily work of a college teacher. The author develops a solution to the problem through the consideration of the audiences that a teacher must confront.

6184. SEPPI, WILLIAM C.

Concerned with the rebuffs that young faculty members frequently receive when they advance their intriguing ideas to their older colleagues. Objects to the aporetical view: "It has always been done this way. Don't try to change a thing!" "Who knows? Perhaps the [young] man has a good idea. What will be lost by hearing him and evaluating his suggestion on its merits?"

6185. SIEHR, HUGO EMIL

Identifies nine major problems for first year faculty members, some of which persist for third year instructors. Author's thirteen questions which may be basic to alleviating persistent problems.

6186. TIGHTON, SYDNEY G.

The problems of higher education are going to multiply faster than the students. Public junior colleges will be called upon to handle a much higher percentage of students than heretofore. Better utilization of resources is likely to occur because of necessity. The junior colleges of tomorrow will bear faint resemblance to the institutions we know today. As soon as movers and shapers of education begin to recognize this, they will start to plan it that way.

6187. TILLER, I. KEITH

"The paper deals with the division of labor and responsibility between ... the classroom teacher and the television teacher in their common educational endeavor." An edited version of a paper presented at the International Seminar on Instructional Television at Purdue University in October, 1961.

6188. WARING, HAMILTON


"While much has been said of late about "the pursuit of excellence," somewhat less has been said of the penchant for mediocrity that abounds in higher education. Excellence requires teaching of high quality but it requires also favorable conditions, good faculty relationships, and administrative vision and courage. Listed here are merely some of the disguises under which mediocrity masquerades."

6189. WERMUTH, PAUL C.

"The college teaching profession is the most primitive a chaotic that could be imagined." This is a discussion of the life of the professor and his contact with harsh reality in life—not isolation from it in the conditions under which he must work.

SEE ALSO NOS. 324, 6182, 6187, 6352, 6602, 6609, 6616, 6618, 6625, 6630, 6633, 6634.

B. CLASS SIZE
(Nos. 6190-6192)

6190. ESSLORY, HOWARD E.
"Class Sizes and Faculty-Student Ratios in American Colleges." Educ. Record, 43:104-5, April 1962. Author: Supervisor of Teachers Colleges, Maryland State Department of Education.

The author finds that investigations concerning the advantages and disadvantages of larger class sizes have not had an influence on faculty-student ratios. Total student load constitutes a more significant factor than either faculty-student ratios or average class sizes.

6191. RICHARDS, DON K.

An analysis of the scope of curricular offerings, class sizes, teaching loads, and instructional salary costs in Utah for the regular academic years, 1959-60 and 1960-61.

6192. SIEFLER, GUIDO H.

The author reports that small class size does not necessarily guarantee that a college student will think he is getting better instruction. He could find no indication that student attitudes are more favorable toward high-cost courses than toward low-cost subjects. This study dealt specifically with the attitudes of students at Central Michigan University toward instruction in four subjects that they are required to take for graduation.

SEE ALSO NOS. 1297-1440, 3146-3155, 3769, 3777, 3814, 3879, 3917, 3955, 4092, 4097, 4102, 4104, 4106, 4149, 4150, 4164, 4167, 4193, 4194, 4197, 4201, 4256, 4279, 4359, 4407, 4418, 4450, 4491, 4617, 4877, 5266, 5616, 5744, 5756, 5896, 5952, 6019, 6098, 6116, 6278, 6333, 6390.
C. EVALUATION OF LEARNING (Nos. 6193-6222)

6193. AIXEN, LEWIS R., JR. "Interdepartmental Variability and Student Expectations of College Grades." Educ. & Psych. Measurement, 24:823-829, Winter 1964. Author: The University of North Carolina at Greensboro. The author investigates the ranking of departments according to grades given, differences in upper division and lower division grading, number of students in the department, and whether or not the course is required.

6194. AIXEN, LEWIS R., JR. "The Grading Behavior of a College Faculty." Educ. & Psych. Measurement, 23:339-322, Summer 1963. Author: See No. 6193. It is the purpose of this paper to show that, whatever teachers say, they usually grade with reference to the existing ability level of their students, i.e., intuitively or statistically, they 'curve' their grades. The author takes issue with shifts in grading standards which make college more difficult in each succeeding year for students having the same ability.

6195. AMERHALDER, O. F. "Developing Uniform Departmental Grading Standards in a University." Jour. H. Educ., 31:1210-11, December 1962. Author: Saint Louis University, Missouri. A report on a procedure for analysis of data which quantifies the apparent inequities in grading standards generally used, and which does so in a manner understandable to the average teacher.

6196. ARCHER, N. SIEDEY, and PIPPENRY, RALPH. "Don't Change the Answer!" Cleary House, 37:39-41, September, 1962. Authors: School of Education, University of Massachusetts. The authors present an expose of the perennial myth that the first choices are always the correct ones on objective, true-false and multiple-choice examinations. "All evidence seems to suggest that the probability of improving a score by changing responses is at least 2 to 1 in favor of changing."

6197. ASCHNER, MARY JANE MCCID. "Productive Thinking in the Classroom." Creativity and College Teaching (No. 6130), 76-92, 1962. Author: Center for Cognitive Studies, Harvard University. "Aschner's report of work in progress is an illustration of the empirical studies which ultimately may be made to test hypotheses relative to the development of creative thinking. As most class sessions consist almost exclusively of verbal transactions, the task becomes one of constructing a system for classifying verbal behavior and determining the kinds of teacher-student interactions which will increase the probability of productive thinking."

6198. BAKE, LOWTELL W. "Adjusting Quiz Grades to a Common Scale." Jour. Chem. Educ., 40:90-92, February 1963. Author: University of Wisconsin. The author reports how he dealt with the problem of assigning a quiz and laboratory grade to each student so that variability between sections of a large, multi-section chemistry course was eliminated. A special formula is derived for the reader.

6199. BALAWANDER, HOMAN. "Removing Emphasis on Grades." Jour. Eng. Educ., 54:250-1, March 1964. Author: Professor of Electrical Engineering, Syracuse University, New York. "It is possible to devise teaching arrangements which will minimize the emphasis on grades and permit students, with freedom and flexibility, to rely on their own initiative."


6202. COMBS, ARTHUR W., and MITZEL, HAROLD E. "Can We Measure Good Teaching Objectively?" New Jour., 53:34-36, January 1964. Author: (1) Professor of Education, University of Florida; (2) Professor of Psychology and Assistant Dean for Research, College of Education, Pennsylvania State University. "Objective measurement is impossible," says Combs, "because the good teacher is the person who has learned to use his unique self effectively and efficiently to carry out his own and society's purposes in the education of others." The search for "common uniqueness" is doomed by definition. Mitzel argues that "although there is dissatisfaction with the research to date on teacher effectiveness, we have good reason to believe that current and future research efforts will produce a satisfactory body of knowledge for guiding decisions about how to staff and conduct activities in our classrooms."

6203. GLASER, ROBERT. "Instructural Technology and the Measurement of Learning Outcomes: Some Questions." Amer. Psych., 18:519-521, August 1963. Author: University of Pittsburgh, Pennsylvania. "The general point is this: Test development has been dominated by the particular requirements of predictive, correlational aptitude test 'theory.' Achievement and criterion measurement has attempted frequently to cast itself in this framework. However, many of us are beginning to recognize that the problems of assessing existing levels of competence and achievement and the conditions that produce them require some additional considerations."

6204. GOODMAN, PAUL. "In What Ways Does the Present Marking and Credit System Inhibit or Promote Learning?" Current Issues in Higher Education, 1964 (No. 5687), 123-125. Author: Fellow, Institute for Policy Studies. "The retaining of grading in the colleges is an interesting case of bureaucratic inertia and subservience to the social climate." The author argues very convincingly for the abolition of grading, contending that it is in every respect a hindrance both to the development of the student and to a meaningful learning experience.
were mailed to department chairmen and their respective majority did not.

of accredited schools and departments of journalism were asked methods of journalism educators, all schools on the 1960 list 6206.

Educ., 31:212-218, December 1962. Author: University of Nebraska.


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such an instrument, college personnel are failing to meet their professional responsibility.

6218. TEPP, HOWARD M., JR.
"Grades: Their Domination is Challenged." Jour. Higher Educ., 35:87-88, February 1964. Author: Professor of Econom-
ics, Haverford College, Pennsylvania.

"Teachers perennially reconsider their curricular offer-
ings, their academic standards, their admission policies, and so on. One aspect of education that is perennially neglect-
ed, however, is the grading system and the whole concept of grading." Refers to the Conference on College Grading Systems held in May 1963 at Buck Hill Falls, Pennsylvania. See No. 6201.

6219. TYLER, RALPH W.
"Evaluation in Teaching for Creativity." Creativity and College Teaching (No. 6330), 92-106, 1962. Author: Center for Advanced Study in the Behavioral Sciences, Stanford Uni-
viersity, California.

"Tyler directs attention to ways in which the teacher may evaluate his efforts to develop creativity in students. One approach, he suggests, is to define the behaviors asso-
ciated with creativity and measure the extent to which these behaviors are being realized. It would also be desirable to evaluate the extent to which the conditions which foster creat-
ity operate within the classroom and within the total col-
lege setting."

6220. WILKIN, HARRY L.

"College students are quite capable of formulating their own opinions entirely independent of their teacher's judgments, for which no doubt we are all pleased."

The author reports his experiment and the detailed results of it in measuring the extent to which a social stud-
ies course changes student opinions.

6221. WILLEY, CLARENCE P.

"Drawing upon the psychological principles of reinforce-
ment and feedback, the author shows the need for quick-or-
instant scoring or self-correcting techniques in college teach-
ing and testing. Discusses several methods of accomplishing this end."

6222. WILLIAMS, J. PAUL
"Cutting—Permissive or Controlled." Sch. & Soc., 91: 306-307, October 19, '63. Author: Professor of Religion, Mount Holyoke College, Massachusetts.

"Discusses the effects on teaching and class evaluation of different class attendance policies. Considers the role and function of the teacher in perspective."

SEE ALSO NOS. 1450-1523, 3170-3199, 3769, 3776, 3781, 3782, 3783, 3784, 4197, 4259, 4370, 4375, 4407, 4542, 4609, 4685, 4703, 4715, 4719, 4732, 4736, 4819, 4822, 4878, 4894, 5074, 5089, 5092, 5110, 5133, 5138, 5165, 5189, 5233, 5235, 5260, 5279, 5294, 5300, 5306, 5313, 5335, 5342, 5346, 5348, 5350, 5377, 5380, 5399, 5400, 5438, 5462, 5490, 5498, 5499, 5507, 5508, 5510, 5511, 5518, 5522, 5537, 5566, 5590, 5612, 5637, 6377, 6526, 6820.

D. RATING AS TEACHER—BY NON-STUDENTS
(Nos. 6223-6228)

6223. ALLEN, HERMAN R.
week.

Mr. Allen, over a period of several years, visited many college and high school campuses interviewing profes-
sor and students and observing teaching. "Yes there is lots of good teaching today, but there is lots of poor teaching also. Lots more bad than good, in fact, if you concede that teach-
ing which is just middling is really bad teaching as well."

6224. FURNISS, W. TODD
"Department and Faculty Profiles: An Aid to Judgment." Liberal Educ., 49:534-55, October 1963. Author: Associate Professor of English and Associate Dean of the College of Arts and Sciences, Ohio State University.

"A new tool developed by the college of arts and sci-
ences in one of our major universities to assist in the evalu-
aton of faculty performance." Department and faculty pro-
files have been developed for showing faculty performance and salary in relation to others in the same academic unit.

6225. HAYES, ROBERT B.
partment of Public Instruction, Harrisburg, Pennsylvania.

The author has developed an instructor rating scale and administered it at the Pennsylvania State University. The scale items are based on teacher classroom behaviors which are generally considered to be desirable. Instructors were ranked in a consistent order in terms of degrees of goodness.

6226. O'NEILL, DANIEL J.
"You Have to Have Heart!" Coll. & Univ., 37:135-144, Winter 1962. Author: Associate Professor of Education, Saint Louis University, Missouri.

"This is an essay about college teaching. It gives some "rules of the thumb" respected by good college teachers who master them and take pride in exemplifying them. The good college teacher is confident enough of his own competence and proud enough of his own performance to sanction, nay openly invite, inspection and evaluation by his supervisors and by his peers."

6227. SWAYER, BRODUS E.

"Considers faculty and administrative role in evaluation in light of the purpose of the college, and two major problems which hamper the evaluation of teacher effectiveness."

6228. SIMPSON, RAY H.

"He hasn't had twenty years' experience. He has had one year's experience twenty times." A listing of a number of self-evaluation tools together with a description of some aspects of their use by college and university mathematics teachers.

SEE ALSO NOS. 1924-1960, 3781, 3782, 3783, 3784, 4212, 4355, 4427, 4483, 4615, 4640, 4642, 4648, 5888, 6904.
E. RATING AS TEACHER—BY STUDENTS
(Nos. 6229-6239)

6229. BLANK, BLANCHE

Although some faculty members thought that there would be little student recognition of outside academic-related work, the actual results [of a survey] indicate the contrary.

6230. DRINKWATER, BARBARA LES

Compares the Direction of Perception method of attitude measurement with the Likert technique and attempts to determine the relationship between these attitudes and the effectiveness of college teachers as measured by scores on the Purdue Rating Scale for Instruction.

6231. GARNERICK, CHARLES M., and CARTER, HAROLD D.
"Instructor Ratings and Expected Grades." Jour. Educ. Research, 13:218-221, 1962. Authors: (1) Assistant Professor of Education, University of California, Davis; (2) Professor of Education, University of California, Berkeley.

Presents results of a cluster analysis of scores made on separate items of an instructor rating form completed by college students. Chief concern is influence of response on expected grades on other item scores.

6232. GOMEN, D. ROE, and PAYNE, DONALD E.
"Evaluating Instruction: Cross-Perceptions of College Students and Teachers." Sch. Review, 70:207-219, Summer 1962. Authors: (1) Assistant Professor of Education at Cornell University, New York; (2) Senior Psychologist at Public Service Research, Inc., and a lecturer in Psychology at City College of New York.

This report presents a comparison of college students' perceptions of their teachers and teachers' perceptions of their students.

6233. HAYES, ROBERT B.

Reports on the development of an instrument to measure the attitude of college students toward the teaching effectiveness of their teachers. "Concerted cooperative effort should result in a satisfactory yardstick which will provide a way to evaluate effective teaching objectively."

6234. ISAACSON, ROBERT L.; MCKEACHIE, WILBERT J.; and MILLENCIND, JOHN E.

A peer group nomination procedure, a descriptive adjective inventory, and the EPQ 16 PF Questionnaire were administered to two groups of teaching fellows at the University of Michigan. These personality scores were related to the teaching fellows' teaching effectiveness rating made by their students and to the factor scores obtained from factor analyses of the separate items of the student rating instrument.

6235. ISAACSON, ROBERT L., et al.

This paper deals with the problem of the identification of the dimensions of teacher behavior as perceived by their students. College students rated their teachers on a 46-item questionnaire. The results were factor analyzed separately by sex and semester.

A study to determine the effectiveness of instruction provided by part-time teachers in the University of Louisville's University College. The Purdue Instructor Performance Indicator was used with Freshmen and Sophomores. Results were judged that both full-time and part-time faculty possessed the same strengths and weaknesses in their teaching.

6236. LEWIS, EDWIN C.

Students in three university departments were asked to select their most effective instructor within their department. Analysis was made of student background data as well as instructor ratings. No satisfactory conclusions were reached.

6237. LEWIS, R. W.

"Anonymous End-of-Term Ratings by students of their instructors comprise a worthwhile project that complements the traditional final exam. Student comments and evaluation is a "garland" of ratings: interesting responses on rating forms and the author's comments about them.

6238. PHILLIPS, BENJAMIN N.

Because the characteristics of the student play a crucial role in his perception of a teacher's effectiveness, we must be discriminating in using and evaluating teacher-rating scales developed by pupils, says the author. His study was based on the premise that, from the standpoint of the student, teaching effectiveness should be measured by the extent to which what happens in class agrees with what the student wants to happen.

6239. REMMERS, H. H.

Explanation and evaluation of different rating techniques: rating scales, sociometric methods, the semantic differential Q-technique ratings, and the "self-anchoring" rating scale. Some of these techniques are appropriate for institutional evaluation of faculty. The Purdue Rating Scale for Instruction and Purdue Instructor Performance Indicator are reproduced here.
F. STUDENT-FACULTY RATIO
SEE ALSO NOS. 1661-1662, 3210-3211, 4138, 4143, 4354, 4407, 4554, 4662, 5340, 6078.

G. SPECIAL RECOGNITION FOR SUPERIOR TEACHING
SEE ALSO NOS. 1663-1670, 3212-3216, 4476, 4477, 4478, 4609, 4713, 4716, 4765, 6364, 6691, 6692.

H. TEACHING ASSISTANTS
(No. 6240)

6240. BRICKMAN, WILLIAM W.
"Subsidized Student Aides to Faculty Members." Sch. & Soc., 90:155, April 7, 1962. Author: Editor: School and Society.
An editorial on a program for rendering teaching and research assistance to faculty of the Pennsylvania State University by means of carefully chosen students.

SEE ALSO NOS. 1671-1672, 4143, 4476, 4477, 4478, 4609, 4713, 4716, 4765, 6364, 6662, 6691.

I. TEACHING LOAD
(Nos. 6241-6251)

6241. CORSON, NANSI
The author relates faculty views on the ever-increasing demands for their evaluations of students and for taking part in recruiter luncheons and other meetings. Professors at Berkeley were surveyed and their responses were ranked in evaluating the usefulness of contacts.

6242. EPSTEIN, MATTHEW H.
"The forgotten figure on the campuses of America is a lonely person, the student." The author bases this statement on the fact, he claims, that his colleagues do not want to teach. This article, then, is an analysis of the work load of the college teacher and a proposed role for the teacher as separate from the proposed role of the researcher with possible interrelationship.

6243. GRANDE, BROTHER LUKEN M.
One of the causes of poor classroom teaching surely must be the prevalence among faculty of "moonlighting"—not holding a second job, but substituting false objectives for true ones in education. The solution is in the hands of administrators and their handling of teaching loads and salaries.

6244. HARELL, CHARLES E.
Measurement of faculty load is done by identifying aspects of the faculty teaching load, weighting the various aspects for comparability between faculty members. This report illustrates how such a method has been worked out and applied at Northern Illinois University.

6245. NOW, HERBERT ORVILLE
"The Effect of Various Factors on Faculty Work Load at Findlay and Adrian Colleges." Ph. D. dissertation, Ohio State University, 1963. Abstract in Diss. Abstracts, 24:4483. Study of similarities and differences in teaching load in various areas and departments and to determine how these could be equated to a common element for making teaching assignments.

6246. PESSEN, EDWARD
The author points out that the junior college instructor's work requires him to read, to write, and, above all, to think. All are necessary if he is to be a good teacher. The question is when shall he find the time to do these if his teaching and other assignments continue to be as heavy as they are now. The average professor (in the author's department) spent more than 40 hours per week in (1) preparation for and teaching of classes, (2) counseling students, and (3) extracurricular assignments.

6247. RESINGER, BURTON R.
"It is a sad commentary on higher education when one has to admit that tremendous strides have been made in increasing production per man-hour in all business and industry but that there has been little or no increase in teacher productivity." The answer lies largely in the fact that there has been no incentive.

6248. SICOKEN, JACK ELDON
A study of the total professional load of the instructional staff at Colorado State College. Evaluation was based on letters of inquiry, questionnaires and diaries. Recommendations are made for optimum faculty load and division chairman load.

6249. SHARPE, DONALD M.
"Faculty Load in Colleges and Universities in the Chicago Area." Coll. & Univ., 39:325-30, Spring 1964. Author: Dean, Office of Research and Studies, Capital University, Ohio.
This is the result of a survey of AALP members in 36 institutions. Hours taught, administrative duties, student contact, class size, and research projects were evaluated.

6250. WATERS, WILLIAM R.
"Faculty Load in Colleges and Universities in the Chicago Area." Coll. & Univ., 39:325-30, Spring 1964. Author: Professor of Economics, College of Liberal Arts and Sciences, De Paul University, Illinois.
This is the result of a survey of AALP members in 36 institutions. Hours taught, administrative duties, student contact, class size, and research projects were evaluated.

6251. YOUNG, WILLIAM L.
"Six Criteria Form a Composite Profile Chart of Faculty Load." Coll. & Univ. Bull., 36:59-60, April 1964. Author: Professor, Department of Geography, Capital University, Columbus, Ohio.
"Closely relates to the problem of determining a common unit of measurement for various aspects of teaching loads. One criterion is the number of students taught; another, the number of working hours; a third, the number of courses taught; a fourth, the number of extracurricular activities; a fifth, the number of research activities; and a sixth, the number of administrative activities. If one measures in one of these units, then one can easily compare one's teaching load with another's."

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SEE ALSO NOS. 1673-1692, 3218-3226, 3916, 4113, 4136, 4151, 4160, 4172, 4579, 4723, 4724, 4199, 4263, 4349, 4367, 4407, 4428, 4462, 4538, 4765, 5074, 5241, 5340, 5576, 5577, 5584, 5585, 6168, 6191.
V
TEACHING METHODS—GENERAL
(Nos. 6252-6620)

A. GENERAL
(Nos. 6252-6400)

6252. AUSSLON, JOSEPH
"The Teacher as a Model." Sanford, Ed., The American College (No. 5683), 236-417. Author: Research Associate, Survey Research Center, University of Michigan.

An examination of the teacher-student relationship—especially the role of the teacher as a model—and how he affects those students who come in contact with him. "Probably the most difficult type of failure for the student to accept is a moral one. By 'moral' I do not mean primarily, but the teacher's living up to conventional standards in pleasant-seeking; rather I mean such qualities as integrity, fairness, ethical sensitivity, courage. The student is not overly de-moralized to discover that his model's ego qualities are not quite what he thought or hoped they were...but a moral failure is not so easily accepted, and if it is serious enough in nature, is likely to be a disheartening or even a shattering experience."

6253. ADEN, ROBERT C.

This is a report on an experiment in the training of social studies student teachers and the use of a team of teachers. It explains the way in which the team operated with reference to (1) the structure and design of a team, (2) criteria for selection of team participants, (3) probable effects on students, and (4) understanding of the dynamics of small groups.

6254. AULBACH, PHILIP G.

"James Bryant Conant probably yields more influence than any other figure on the U. S. education scene." The author details some of the ways in which Mr. Conant has influenced and is influencing public education.

6255. ANGEZ, SILVIA

"Certainly [students] are preparing for a life-work and will have specific professional preparation. But they are preparing for far more than work. They are preparing to live, and that preparation...will ultimately be of greater significance to them. Material success is, after all, only a small part of a successful life." "It is the duty of the educator to make clear to his students the distinction between learning for a job and learning for life. Both are important..."

6256. ALEXANDER, ROGER W.
"Visiting Professors Who Never Left Home." Adult Learn., 10:255, March 1962. Author: Assistant Professor of Education, University of Wisconsin, Milwaukee Campus, and Associate Director of Informal Instructional Services.

The author suggests the use of the telelecture as a means of strengthening faculties. "The best brains in the world can be tapped for current information, or experts can expound on their latest writings..." All without the visiting professor leaving his office desk; and without regard to problems of distance.

6257. BITEANIAN, NORMAN

"We are concerned with the synthesis of a total educational experience, the development of an integrated program utilizing a broad range of materials in interconnected contexts."

6258. BARD, HARRY

"If teaching is to make an important difference in learning, it must be thoughtfully conceived, carefully planned, and effectively executed." The author has suggested 40 questions that may be helpful to the junior college instructor who wishes to analyze and improve his teaching.

6259. BARD, JAMES I.

Notes that in secondary school "active learning" on the part of students is encouraged. In college, however, techniques such as lecture depend primarily for their effectiveness upon the resources (demeanor) of the teacher. Pleading that faculty members not reject the notion of developing student skills (i. e., "active learning") rather than abandon "active learning," these student skills should be developed.

6260. BEHLING, ROBERT

"The burden of learning...is the methods and devices used by the teacher upon the student. Any shifting of this responsibility to the teacher or others is a shift in the burden of learning. The amount of burden placed upon the teacher depends upon how much shifting the student does." The purpose of this paper has not been to present a solution to the problem; it is rather to awaken an awareness of this problem."
new college instructors assume the varied responsibilities of their positions... [It] is organized on the assumption that most readers will be persons of wide experience and competence in their subject fields but with relatively little previous acquaintance with the broad aspects of higher education or with the specifics of classroom instruction. It will thus be of particular value to individuals who are enrolled as graduate students, who have been employed part-time as teaching assistants, and who have enrolled concurrently in a graduate seminar on college teaching as mentioned in Berelson's study [Graduate Education in the United States].

6268. BURT, JESSE R.

"Good teachers get work out of their students." The author explains how this statement acts as a postulate for him. He goes on to describe the particular skills of three of his own teachers in their roles as genial taskmasters: Charles W. Knauzel, Paul H. Buck, and Francis Koppel.

6269. BYNOE, FRANCES C., and JANKICH, JOHN X.
"Review of the Literature and Selected Bibliography." Improvement of Instruction i. Higher Education (No. 6321), 1-17. Authors: (1) Lecturer, Department of Communications, Michigan State University; (2) Assistant Dean for Administrative Services, College of Education, Michigan State University.

Includes 88-item bibliography and review of literature on the improvement of college teaching.

6270. BYNOE, RICHARD H.

Considers "the professor who should be a failure in teaching and the one who should be excellent but isn't." Good teaching is challenging; that is, it is disturbing. Good teaching encourages critical thinking... Good teaching investigates new ideas and new concepts; therefore it may deal with matters that are not always conventional.

6271. CANMAN, JOSEPH P.

In an imaginative and highly personal manner the author shows that the junior college teacher is a special kind of teacher. The junior college teacher invites his students to learn by his attitudes toward the magical power of knowledge, gives them the means to make their way into that vast never-ever land of ideas and truth, and points them in the direction of the brightest stars. This kind of teacher may interest himself in research or may participate in various types of creative activities, but his real fulfillment comes from doing the thing that he can do best and likes to do best—teaching.

6272. COLLINS, ERWIN P.

Discusses two principles (motivation and organization), and five procedures (the lecture, the discussion, questioning, the exam, and the laboratory) as part of the teaching process.

6273. CONN, ARTHUR W.

"One of my own studies on good teaching demonstrated that both, good teachers and bad ones, knew equally well what a good teaching situation ought to be like.

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The author states that knowing is certainly important to teaching but much more is involved. He suggests a shift in our thinking from a mechanistic to a personal view of teaching through the "Self as Instrument" concept. This concept is developed in great detail.

6274. COOK, THOMAS G.
"Tel-Lecture: Adult Lead., 12:11-12, May 1963. Author: Field Representative, University of Wisconsin Extension Division.

This article reports on a Tel-lecture at La Crosse State College by Dr. W. K. Carton of the University of Wisconsin. Techniques of presentation and evaluation of presentation are used to suggest several guidelines for planning future tel-lectures.

Six guidelines emphasize complete, detailed, advance planning to insure program success.

6275. COTTRELL, DONALD P.

After noting the corrosive action of over-emphasized research upon effective college teaching, the writer reminds the reader, "The raison d'être of the American college system... is precisely that its purpose is to develop intellectual, moral, and spiritual maturity in the coming generation." The question to which we should now be addressing our most sober and intensive consideration is how to prevent the diversion of the college from its main purpose to maintenance of the mere mechanics of society.

6276. CREGG, LYLE M.

Isn't the real goal in formal education that of stimulation?... if we stimulate in our students the desire to pursue, the curiosity to seek, the awareness that, in fact, not all final answers are possible in college, that the best advice is to continue seeking and disciplined and well-defined paths--doesn't this constitute just about the greatest usefulness of a teacher?

6277. CRICK, CAMPBELL
"College Teaching Today and Tomorrow: What is Involved?" Current Issues in Higher Education, 1964 (No. 5687), 108-110. Author: Dean of the Graduate School and Professor of Philosophy, University of Cincinnati.

A plea for research that will identify the essential properties of college teaching. "We don't know, in the scientific sense, what is involved in college teaching... There are those among us who believe that college teachers can be trained. I... both assertions uninteresting unless there are some research designs that can test their validity."

6278. DAVID, PAUL H.

Forecasts forty changes predicted for American colleges and universities, several of which pertain to college teachers and college teaching. Illustrative are the following: "research in teaching methods will markedly increase"; "programmed learning... will replace the present lecture method in over half of the classes"; "most lectures to small classes will be replaced by lectures to classes of 50 to 200 students"; "students will be taught to teach themselves"; "comprehensive examinations will be conducted by outside examiners"; "salaries of superior teachers will double and triple"; "the time of the teachers will be more effectively used"; "teachers will spend more time in teaching... than they do at present." After noting that college faculties have "enormous powers of resistance" to change, the author makes a final prediction: "... the greatest change in colleges (in this decade) will be a change in the attitude toward change."

6279. DEARING, BRUCE
"The Liberation of Liberal Education." Liberal Educ., 49:384-90, October 1963. Author: Professor of English and Dean of the School of Arts and Sciences, University of Delaware.

The author assesses some of our progress and prospects in teaching the liberal arts. He notes how some of the less relevant barriers between academic disciplines are beginning to fall away. He feels liberation yet remains to be achieved in our reluctance to look at programmed learning, and our lagging in making sound utilization of educational television and radio, scrambled books, teaching machines, revolutionary techniques for speed-reading, visual aids for graphic illustration, movies and tape recordings.

6280. DONOVAN, CHARLES F., S. J.

... whenever one person successfully engages the mind of another and causes learning to take place, there logic, dialectic, and rhetoric are involved. And since logic, dialectic, and rhetoric were important constituents of the original liberal arts, we may conclude that a bona fide teacher is a liberal artist..."

6281. DUNSTRA, JOHN W.

"The writer has concluded that along with typewriter, books and red pencils, a travel trailer ought to be among the possessions of every well-equipped educator." The article describes how the trailer can be used for a change of milieu in teaching.

6282. EBY, ELMER H.
"The Odds Are Against It." Educ. Forum, 28:45-51, November 1963. Author: until his death, before publication, Professor in the Division of Social Sciences, University of Chicago, Illinois.

... this is a plea for great teaching. The author felt that there could be a revival of great teaching only if both the overt and covert acts of those who desire it reflect their desire. But he is not optimistic for he says: "In trained patterns of the institution triumphed over the revolutionary innovations of the man," in reporting on the efforts of Robert Hutchins.

6283. BELL, WALTER CROSBY

The author discusses the value of a true teacher as expressed in the statement attributed to James A. Garfield (20th President of the United States) that the ideal college is Mark Hopkins on one end of a log and a student on the other.

6284. ELIOT, TYNAN H.
"College Freshmen Deserve the Best." NEA Jour., 51: 28-31, February 1963. Author: Vice Chancellor, Dean of Faculties, Washington University, Missouri.

"In this college of liberal arts, as elsewhere in many others, there has been a conscious effort to confront able, eager freshmen with able, experienced teachers and to encourage informal contacts between the two." The author points out companionship between faculty and students in zealous learning should and can begin as soon as the high school graduate enrolls in college.

6285. ELLIS, RICHARD W.
EPPERSON, DAVID C.

"Accommodating for Individual Differences." Improv. Coll. & Univ. Teach., 11:47-50, Winter 1963. Author: Assistant Professor, University of California, Santa Barbara. "Need for individual loss in the large class?"

The writer thinks not. Here he describes an "illustrative social arrangement that has advantages for both students and instructional staff." Points out the "importance of flexibility and variety in accommodating for individual differences."

FINN, JAMES D.

"The Franks had the Right Idea." NEA Jour., 53:24-27, April 1964. Author: Project Director, Instructional Technology and Media Project, School of Education, University of Southern California.

"This is the decade that has produced the expressions, new media, educational automation, instructional technology, and technological revolution in education. The next period promises to be even more spectacular with computers for educational data processing and sophisticated information storage and retrieval systems. "Instructional technology can be viewed as the best means of making teaching truly a profession."

FLETCHER, ARNOLD


A technique found valuable for impressing the student with the virtue of objectivity is to require the student to prepare a brief paper in which he, on the basis of incontrovertible evidence, makes a positive statement. Other students then point out weaknesses in the sources that make the statement invalid. A variation of an old technique but an effective one.

FOOR, JOHN THEODORE


Compresses variety-methods classes with lecture classes. Although gain in health knowledge was not found to be different, students in the variety-methods classes had a greater appreciation for and interest in their course.

FONT, FLORINCE, and MATTHIS, JACK

"Preparing Teachers by Exposure to Group Processes." Jour. Teach. Educ., 15:404-14, December 1964. Authors: (1) Assistant Professor, Department of Educational and Social Foundations, Long Beach State College, California; (2) Professor and Chairman of the Department of Speech and Theatre Arts, University of Pittsburgh, Pennsylvania.

"This is an account of an attempt to apply the principle that what is taught is more likely to affect action if it is learned in relation to action."

FUKEROX, BILL J.

"Team Teaching Activities." The Outlook in Student Teaching, Forty-First Yearbook of The Association for Student Teaching, Cedar Falls, Iowa: The Association for Student Teaching, 80-93, 1962. Author: Chairman, Department of Secondary Education, University of Arizona.

"In order to determine what team teaching activities were being employed or planned in teacher education, a questionnaire was developed and sent to 130 institutions in 47 states plus the District of Columbia and Puerto Rico. The results of the questionnaire and selected reports in professional literature serve as a basis for brief descriptions of types of team teaching combinations which various institutions have employed, are employing, or plan to employ in the future."

FARRELL, EDMUND J.


"In short, if a teacher commands the respect of his students, if he envisions his central task as that of imparting knowledge with the desire to make him free from ignorance, if he is willing to sacrifice himself for the principles he teaches, then he is a great teacher, whether he teaches in a rural one-room elementary school, in an urban university, or in a slum school in Harlem. He may go unheralded in literature, unmodified in textbooks, unobserved by outsiders, but by the strength of a democracy he shall be known."

GALE, N. L., Editor


"In the half-century since research on teaching began, thousands of studies have been made. It is true that many graphs, bibliographies, and reviews have been prepared from
time to time to bring this research together. But no fullness attempt has yet been made to do justice to past research on teaching. To summarize, to critically analyze, and to integrate this body of research are major substantive aims of the Handbook. In addition, it brings research on teaching into "more fruitful contact with the behavioral sciences."

For articles pertinent to this bibliography, see: W. J. McNeachie (No. 6334), and H. R. Remmers (No. 6239).

6298. GABERS, J. G.

It is the task of didactics, as a branch of the science of pedagogics, to outline certain suggestions that will secure successful teaching and consequently the successful cultural maturation of the student: thus begins the article. The writer then proceeds to make a number of suggestions.

6299. GARRISON, ROBERT H.

"Perhaps the most useful continuing question we can silently ask ourselves in classes, in conferences, or in any of the activities of our work, is: What, actually is going on—and how does it differ from what I assume is going on?" According to the author, this distinction is necessary if teaching is to be done.

6300. GILPIN, JOHN

"... the main burden of this paper is this point: the focus of research at this stage of development of instructional science should be in criteria-specification and measurement, not in methods of presentation." Solutions are needed for these basic problems: (1) a methodology general enough to be applicable to a wide diversity of educational methods, (2) an "agreed-upon, common-denominator dependent variable" suitable for both practical application and theoretical manipulation and (3) baseline values for standard situations.

6301. GIVENS, PAUL R.

"The purpose of this paper is to discuss briefly the merits of providing a variety of learning experiences for the college student, and to offer suggestions for doing so. A table is provided which offers some suggestions to instructors for experimentation in providing diversified learning experiences.

6302. GOODE, DELMER M.

"The highest teaching must somehow give meaning and hope. This is the supreme test. ... Teaching that somehow contributes to an abiding reassurance about the purpose and worth of individual life is teaching that truly affects eternity."

6303. GOODE, DELMER M.

"When teaching is excellent the teacher too may be remembered and revered. Sometimes, however, there can be an even higher level of excellence. The impact of the teacher can be transforming. A new enthusiasm for the subject of study linked with an awakened sense of meaning in life may" change everything for the student. The teacher then has 'written' a masterpiece, even though paradoxically in a later day of reckoning the record may read 'author unknown.'" (Editorial.)

6304. GOODE, DELMER M.

Refers to James B. Conant’s 1963 book, The Education of American Teachers, then says: "It is to be hoped that the increased responsibility Dr. Conant would place on colleges educating teachers may exert a strong influence in strengthening both the liberal and the professional phases. The arts colleges now have a second chance to take their proper place in teacher education." (Editorial.)

6305. GOODE, DELMER M.

"Is your classroom and mine something more than a place for swallowing facts like apples and in due course forgetting them? How strong a beam does the lamp of learning shed upon students and teachers? In its glow do intellect and spirit expand and grow like plants in the sun? Does it warm the hearts of students, kindle the inward fire that is the mark of the educated man?" (Editorial.)

6306. GOODE, DELMER M.

"Mark Hopkins at the high end of a log is a stereotype of excellence. Exhibition of the teacher is gratifying to all, including teacher, and in the case of the truly great teachers no exaltation can seem excessive. "We can see the trilog in the teaching of Socrates—standing challenged, teacher himself exercised, the subject of discourse illuminated and at times enriched by some new meaning awakened by the discussion." (Editorial.)

6307. GOODE, DELMER M.

"There is 'a terrible like keep silence, and a"... A scholar absorbed in speculation, a blind Milton composing an epic, a deaf Beethoven creating a symphony, a parent watching a sleeping child—all know the life found in silence. "Are we as teachers adequately mindful of the power of silence?" (Editorial.)

6308. GOODE, DELMER M.

"Does the (parable of) the sower describe us as teachers?... What quantity of fruit are we getting, we who teach—thirty, sixtyfold, hundredfold? Do we know? Have we reliable measures of our harvest? What quality? Do we nurture in students durable and useful outcomes, or is what we teach them here today and gone tomorrow?" (Editorial.)

6309. GOODE, DELMER M.

"The procedures we adopt in our teaching are similarly versions of the teacher talking—that is, communicating to and with students. Surely we should not scorn 'methodology.' The procedures we use are instruments of ourselves, devoted to the stimulation and guidance of our students. They are 'tools in the service of life.'" (Editorial.)

6310. GOODE, DELMER M.

"It is the role of the teacher to lead students in
the exercise and development of their expanding powers. We are guides along the road to freedom." Notes that, "Our teaching adventure today may be thrilling. . ." (Editorial.)

6311. GUSTEFIELD, JOSEPH, and RIESMAN, DAVID
"Faculty Culture and Academic Careers: Some Sources of Innovation in Higher Education." Sociology of Educ., 37: 281-305, Summer 1964. Authors: (1) Associate Professor of Sociology at the University of Illinois; (2) Harry Ford II Professor of the Social Sciences, Harvard University, Massachusetts.

Report on one experiment in two mid-western colleges (a part of state universities) to see whether average state university students could be stimulated by extraordinary measures. Considers the problem of faculty recruitment and classification according to career types and degree status. An experiment in General Education.

6312. GUSTEFIELD, JOSEPH W.

"Legislators, trustees, donors, foundation officers, and others are asking increasingly embarrassing questions about the quality of collegiate instruction." Thoughtful and competent observers will concede that curricula and teaching methods of higher education are in urgent need of extensive improvement.

6313. HATCH, WINSLOW

Brief recommendations concerning content, teaching methodology, and overall conduct of programs of general education.

6314. HAYDEN, T. W.

Adult education through extended day teaching is becoming more and more common. In such a class, "The role of the teacher can be characterized as leadership in the development of meaning and understanding of the subject of inquiry, the development of the student as a person, the development of civilized behavior. The instructor must be able to recognize individual and class differences and adjust the instruction accordingly. No single method or technique will be effective at all times or in every situation. Variety is the spice of life."

6315. J. WOOD, C. ROBERT

The adoption of an honors program is comparable to the lion-trainer who puts his head into the lion's mouth. It's fine if you know what you're getting into.

The author discusses methods of teaching and criticizes them. He feels that as much effort went into teaching regular courses as does go into honors courses the students would be amazed, flustered and stimulated. But if the "honors" method is best, then all students should be involved.

6316. HEALEY, F. G.

Emphasizes the need for research on university teaching methods. Comments on major obstacles to such a study. Discusses the methods to be studied.

6317. HODGMAN, ROBERT S.

"Somewhere in the course of his college studies, the student must learn the requisites of maturity: the virtues of patience, courage, and industry; the values of compassion, honor, justice, and sacrifice; a sense of the dignity of all of human life; and a deep and growing commitment to a vision of what man could well become had he the necessary wisdom and strength; these are values which college teachers need to hold and to honor and to teach by word and deed."

6318. HORN, ROBERT E.
"It's Time for the Systems Approach to Learning." Phi Delta Kappan, 44:268, March 1963. Author: Dean of Educational Services, Los Angeles City College, California.

"If a major effort were made to use a systems approach, a break-through of no mean proportion would be made in our continuing campaign to educate more youth in an increasing, complex world with greater efficiency." Author describes our piecemeal approach to improving instruction.

6319. HONEY, RICHARD B.

Points out that new-style graduate students are now attending American universities. They are older; the majority are married; many are either male breadwinners or housewives. Relatively few can give full time to study. Otherwise, these new-style graduate students are subjected to old-style graduate programs taught primarily by old-style professors in the old-style way. Makes several suggestions for revising and updating graduate programs, especially those at the master's level.

6320. IDZEBER, STANLEY J.

Maintains that honors programs must be built to fit the particular institutions and the particular students they serve. "I have not yet seen the master honors program which will work for every student in every college with equal force, effectiveness, or validity. Proteus may be dangerous, but Procrustes is nearly always fatal," pleads that, once launched, the honors program be given a chance to work. "If challenge, freedom, and flexibility are guidelines for an honors program, the program itself ought to be allowed a little freedom and flexibility while it faces the challenges of its first year. Given a fair start and a fair chance, the faculty and the students do respond to the opportunity an honors program represents."


A pamphlet including several articles pertinent to this bibliography. See: Bynum, F. C., and Jamrich, J. X. (No. 6104, No. 6269); Clyde, Harold E. (No. 6082); Schueler, Herbert (No. 3762); Simpson, Ray E. (No. 6088).

6322. JASON, HILLIARD

Evaluates 380 faculty at seven institutions for general attitudes, use of instructional materials, reaction to student needs and use of teaching methods. Schools are assessed individually and in comparison to one another. Faculty preparation, age, and experience are reported.
6323. Jones, Harold S. 
Author: D. D. S., Allentown, Pennsylvania. 
"My entire aim is to show that an adult education course conducted by a competent teacher is a pleasant experience."

The author reports his experiences in a journalism course by relating the attitudes and techniques of the professor.

6324. Jossey, B. J. 
Author: Librarian, Savannah State College, Georgia. 
A college librarian complains that students will not use the college library if they do not see their professors there.

6325. Law, Glen C. 
Author: Formerly in higher education, currently in private business. 
The writer "takes a searching look at some of the aspects of university education." "What American education lacks in dynamic thought it makes up for in its will to persist. It seems that whatever shortcomings education falls heir to, the American people always reinforce their faith in its representative claim to be honorable. 'To reiterate intrinsic faith is good for the morale, but it is reduced to ineffectual back-patting if it is not supported by action. The necessity is leadership that knows where it is going and how to get there. Too many people are afraid to walk alone. There is a need for that element known as individual greatness... That is the source of the creative energy that can spark American education and create a new era of accomplishment in the modern world."

6326. Leggett, Glen 
Author: Vice-provost, University of Washington. 
"Education is really about individual cases, not categories. We can find all sorts of categories to put students in and, if we use them sensitively, they give us useful guides about them. But the success of our work as educators is measured by how gracefully and permanently they evade and outgrow the categories." Knowing and believing this will help to unite us as educators, will give our efforts purpose and direction, and will keep us sane.

6327. Lewis, John W. 
Author: Winona State College, Minnesota. 
Study of "interaction" between treatments and level of ability. "Of special interest was the efficiency of a study program designed for the course." The primary method of analyzing the data was analysis of covariance.

6328. MacKinnon, Donald W. 
"The Nature of Creativity." Creativity and College Teaching (No. 6330), 7-26. 
Author: Institute of Personality Assessment and Research, University of California at Berkeley. 
"MacKinnon's report of his investigation of the background of creative people suggests that creative individuals exhibit personality traits which distinguish them from people in general. MacKinnon goes on to examine some of the implications of his findings for nurturing the creative potential in general."

The study of "interaction" between treatments and level of ability. "Of special interest was the efficiency of a study program designed for the course." The primary method of analyzing the data was analysis of covariance.

6329. McDowell, George H. 
Author: Professor of Education, The University of Michigan. 
"The ultimate criteria of effective teaching are changes in students, in the direction of the goals of higher education... It is important to note that attitudinal and emotional changes are usually listed... along with more obvious cognitive goals of critical thinking and broad knowledge... Seldom do we ask ourselves, 'What do I contribute to the educational process?' We make assignments, lead discussions, reflect student comments, give and correct tests—all with the faith that they contribute to education. Is our faith justified? Is each activity important and worthwhile? Does it matter which methods we use? This chapter reviews the evidence bearing on these questions. Research is reviewed on lecture methods, discussion methods, open-class size, independent study, automated techniques, and the roles of both student characteristics and faculty attitudes in determining the effectiveness of teaching. For an even more comprehensive review, see the McClellan Handbook of Research on Teaching (No. 6297) from which much of this material was drawn.


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also in the promising new areas of contemporary human experience as the individual faces the problem of making the wisest move now in the solution of personal and social problems."

6347. MORGAN, RICHARD K.
"...a student will learn because and as he lives. What he really knows will be determined by the size, texture, and substance of his personality. We do not give enough attention to the conditions under which learning will take place. Real rapport and genuine stimulation are essentials."

6348. MORGAN, RICHARD K.
College professors "have problems with regard to discipline, especially that of rigorously maintaining the standard of performance expected of college students. ... Perhaps one of the best ways of getting better teaching is for us all to get a bit tougher and to set more challenging and rugged tasks for our students. We shall never raise our teaching levels by lowering our performance requirements."

6349. MORGAN, RICHARD K.
"Community needs should be met more broadly through the adult program for the more mature student, but not on some substandard level. The adult programs are too important for that. Teaching the more mature calls for more mature teaching, with more mature objectives and tools. It can become one of the most rewarding aspects of a college teacher's work and one of the most fruitful branches of academic activity today."

6350. MORTON, RICHARD K.
Lists seven student expectations of their teachers and then asks, "Who could not add to this list?" "Teaching involves ... the whole of life. ... It aspires to give skills to the marketplace, the office, and the study, but it also seeks to provide a view into the infinite."

6351. MYERS, KENT E.
Describes "ways in which faculty members can fulfill their responsibilities to freshmen" and thus reduce the freshman drop-out rate. "College faculty members must accept the major responsibility in providing a new and worthwhile environment for freshmen." "Our freshmen will be the graduate students of tomorrow only if their college training is worthwhile and successful today."

6352. MYERS, RODERICK W.
"Diversity of Learning." The diversity of current life and the inescapable fact of vast individual differences among students demand not only "the ladder that leads to the university" but also "the ladder that leads to a full life." Teachers must expedite this "diversity of learning."

6353. NOBLE, BEN
"These notes are an attempt to explain some of the reasons why I find it exciting and exhilarating to work at Wisconsin. They are concerned mainly with a comparison of the Wisconsin and Glasgow (Royal College of Science and Technology) College systems in two respects—the internal structure of departments, and the way in which teaching is organized."

6354. O'CONNELL, REV. W. E.
A report on an integrated area study program by the College of St. Thomas, the College of St. Catherine, Hamline University and Macalester College. Discusses special provisions for faculty and teaching media and methods.

6355. OPULENTE, BLAISE J.
"It would appear that a case for 'poetic' teaching can be made. It takes place when a teacher's emotions and his mind fuse in the presentation of knowledge. Presumably such an individual has also deliberated a great deal about his subject, and teaching is for him a way of life, a vehicle of expression. Moreover, he manifests in his teaching the essential qualities of poetry: thought, emotion, imagination, revelation, and pleasure. ... Students fortunate enough to have had the experience of being taught by a 'poetic' teacher agree that such teaching 'is a joy forever.'"

6356. PALMER, R. ROBERT
The diversity of current life and the inescapable fact of vast individual differences among students demand not only "the ladder that leads to the university" but also "the ladder that leads to a full life." Teachers must expedite this "diversity of learning."

6357. PATTON, ROBERT D.
Reminds reader of oncoming flood of students and the need for well prepared college teachers. "Teacher-stretching is the admitted order of the day." Reviews mechanical teaching devices but discounts the fear that these devices "may subvert the teaching art into a slick kind of game-playing." Notes that in the most fundamental sense, "what we are trying to teach is how to live like a human being." "The essence of teaching is to permit the less experienced to see and share the ways in which the more experienced go about learning. There is no indoctrination here."

6358. PFISTER, ALLAN O.
"I am not trying to present a comprehensive theory of learning. I am concentrating upon a theory of teaching, and I am viewing teaching as a subtopic under a general consideration of learning. This is to say that one may learn in a variety of ways; in some instances a teacher may be present, but in other instances a teacher as such may not be a part of the learning situation. I am approaching the topic, however, from the perspective of one who is called a teacher, and I am trying to define from a theoretical point of view the role of this person." This article is a result of his efforts.

6359. PRICE, LUCIEN
"William James was a power while he lived, a scholar, teacher and influence. He speaks to us still in his 'Talks to Teachers' as well as in the enduring contributions he made to philosophy, psychology, and teaching."

6360. FULLIS, E. V.

Discusses present state of research on college teaching, suggests possible trends. Looks for more complex research designs.

6361. FULLIS, EARL V.

This paper states some insights about effective college teaching and suggests some approaches to research on college teaching. The author gives a series of hypotheses on the teacher and his teaching as a response to several questions formulated and discussed on the topic. Five implications for research are reported.

6362. FULLIS, EARL V.; LOCKHART, ALLBEN; BOND, MAURIE H.; CLIFTON, MCGERTIT; and MILLER, DONNA M.
"Toward Excellence in College Teaching." Dubuque, Iowa: We. C. Brown Company Publishers, 1963. 133 pp. Authors: (1) University of Southern California; (2) University of Southern California; (3) Southern Illinois University; (4) University of California, Los Angeles; (5) University of Arizona.

"In writing this book, we have wished to enrich the conception of the matchless art of teaching—to lift it out of narrow and dull pedantry into which it often falls and place it in a framework of continuous growth toward excellence. In the first part we have tried to suggest what the higher learning is about and hence what the guidance of learning at the college level should be. Then we have attempted to describe a few goals and means for excellence in teaching."

6363. PALEY, VIRGINIA L.

The stimulating influence of a resident poet is described in this article along with a comparison of teaching techniques and literary evaluation between traditionally academicians and the resident poet.

6364. RAMSAY, WILLIAM KVINDEG
"A Study of Staff Utilization Experimentation in Selected Public Junior Colleges." Ed. D. dissertation, Stanford University, California, 1963. Abstract in Diss. Abstracts, 25:247. Deals with five types of staff utilization programs: (1) team teaching; (2) class size variations; (3) teacher aides; (4) language laboratories; (5) television.

6365. ROBB, J. WESLEY

Considers the dimension of human value in educating people; "it is appropriate to consider the importance of the student as an individual and the kind of educational environment we must provide in order that true learning may take place." Concludes, "It is doubtful whether a brief-case professor who meets his classes but fails to participate in the responsibilities, as well as the life, of the community can ever [really] educate . . . Only when there is dedication to good education concerned with both human growth and scholarship, and when this spirit captivates the minds of all members of the community, will we achieve that excellence we seek in learning."

6366. ROLLINS, ALFRED B., JR.

"This paper does not presume to define good teaching or to posit solutions that may take generations to develop, but these are some things that may be done if the focus of our group trend can be adjusted for a time from the mechanics of organization to the dynamics of learning."

The center of discussion by the author is the problems arising from general education.

6367. ROSENHAUPT, HANS

On the intellectual encounter between a master teacher and his disciple. Often ignored—this basic element should be rediscovered and re-enthroned.

6368. SALA, JOHN R.

"A textbook is a tool. For some purposes it is highly useful, but it is rightly used only when the instructor knows clearly what he is using it for. Review the weaknesses and strengths of textbooks as tools of instruction, then fit them into lesson planning on the basis of their strength. Do not try to make this tool do everything." "Assume the class had understood the assignment. This way you do not have to worry about lesson coverage. Your textbook has already done that!"

6369. SHAPIRO, STEWART B.

"In a study on group therapy with prejudiced college students, it was noted that high 'F'-scorers tended to make poor grades in elementary psychology. Holding verbal ability constant, a partial correlation between psychology grades and 'F' success supports the assumption of an anti-psycho-logic bias in authoritarian students which forms a resistance to democratically presented psychological information."

6370. SHIGMAN, GORDON

Considers role playing in marriage education classes. Notes that, "Role playing requires advanced preparation but can be of great value in the classroom." This teaching technique takes a great deal of the instructor's time.

6371. SIEBERT, LAWRENCE A.

Assuming that teaching is concerned with the student and his development, this article "points up the utilization of psychological knowledge in classroom procedures." "Education is not only an intellectual process, it also contributes to personality development and emotional maturation. Principles of personality development can be incorporated into teaching techniques in order to increase the amount of desired development in the allotted time."
Six noted educators react to three cases involving freshmen students and their reactions to college teaching. In an introduction Esther Rauchenbush, Sarah Lawrence College, points out "The problem is to make the freshman year one in which the world 'opens right up,' not just for the exceptional able student in an honors program, but for all students capable of doing college work.

6383. THELEN, HERBERT A.

"Thelen sees creativity as emerging from the process of inquiry. He constructs a conceptual model of the imperatives generated in the sequence of inquiry in the classroom. Students move from problem confrontation toward solutions, from formlessness toward structure, from preconscious toward conscious ideas, from private hunches toward public statements of position. These transitions are viewed as steps in the process of creating, and teaching becomes a matter of maximizing these qualities of experience."

6384. THIBODEAUX, DONALD L.

This study shows that faculty pressures and activities influence the student's desire to seek advanced training. The inventory of College Characteristics was used to measure field press and value scales.
Tests four methods of presenting complex technical material in written form: (1) inductive-discovery-confirmation, (2) deductive, (4) inductive-discovery.

Dimensions of meaningfulness, difficulty, complexity, and verbalization were controlled.

6386. TRABUE, ANN MCDONELL


"After setting forth her fifteen basic assumptions regarding college teaching, the writer concludes, "Perhaps the essential factor to strive for in [college teaching] is concern—concern not so much for the present as for five years hence. If student growth and interest stop at the end of formal instruction, then the teacher has failed, no matter what methods he employed. The responsibility is great, as can be the rewards."

6387. TURNER, JOHN P.


"A teacher should examine the motives of students, course content, environment, and human resources so that the judgement he makes will devise a teaching-learning situation which will awaken the active ingredient in the learner."

6388. TURKELLE, GUS


"There are few things drearier than a 50-minute class meeting for two to five days per week for 10 or 18 weeks. The author criticizes educators for failing to see the cultural lag, about which they so often speak, in their own area. The lecture, boredom, dropouts, and criteria for course success are discussed. A remedy is suggested which includes more flexible scheduling and development of personal libraries by students.

6389. TYLER, RALPH W.

"We Need the Experimental College." Educ. Digest, 29:40-42, December 1963. Reported from Antioch Notes, XII (September 1963). Author: Director, Center for Advanced Study in the Behavioral Sciences, Stanford University, California.

"Now, more than ever before, America needs colleges engaged in bold experimentation..." The author discusses the persons who can be served in new institutions, ways of improving learning, and the vitality created by experimentation.

6390. UNGERSTEDT, J. G.


"The book...attempts to treat the difficulties most often met by...graduate students serving as teaching assistants and instructors...and to incorporate other materials dictated by the writer's experience." Deals with theoretical and philosophical considerations as well as with practical solutions to common classroom and professional problems.

6391. VALLANCE, THEODORE R.


of the Special Operations Research Office, American University, Washington, D. C.

"I suggest that we reverse the typical order of things in the liberal-arts program. I would offer the student a chance, from the very start, to move ahead as fast as he could in a selected field of interest. Then, toward the end of his college experience, I would concentrate on liberalizing his education by giving him that wider understanding of the arts, sciences, and humanities which is commonly regarded as the hallmark of the well-rounded, broadly educated citizen.
then notes that, "ideals exist to be reached for, even if they are not reached." Ultimately it is the society which supports the universities which must decide what kind of higher education it will have. Whether or not society will provide the money depends on the values society sets on the universities, and the value society sets on the universities will largely be determined by the members of the university faculties."

6400. ZIMMERMAN, WILLIAM D.
The article traces the development of the personal dimension in education from the development of the collegiate system to the involvement of the teaching faculty. This last development arises from the conviction that the responsibility for moral instruction and character training rests with individual faculty members. This entails both in and out of class involvement of students and faculty "engaged in a dialogue."

SEE ALSO Nos. 1693-1688, 3227-3285, 3776, 3777, 3781, 3782, 3783, 3784, 3814, 3826, 3828, 3834, 3837, 3872 3873, 3937, 3975, 3997, 4084, 4098, 4102, 4104, 4133, 4143, 4201, 4553, 4370, 4375, 4376, 4385, 4407, 4411, 4417, 4427, 4484, 4485, 4561, 4628, 4639, 4646, 4830, 4972, 5037, 5091, 5113, 5226, 5267, 5375, 5505, 5605, 5612, 5624, 5649, 5652, 5682, 5891, 5904, 6662, 6790, 6886, 6876, 6890, 6914.

B. AUDIO-VISUAL
(Nos. 6401-6497)

1. GENERAL
(Nos. 6401-6436)

"The stem fact is that the available supply of competent teachers is far short of the needs of every branch of higher education."
This article reports on the incorporation of audiovisual instructional capabilities into the General Classroom Building group for the Carbondale Campus, Southern Illinois University. The operation of a sophisticated Department of Visual Aids is also described.

Describes the first of a series of 89 recorded correspondence courses to be offered by the Institute for University Studies, Inc. Lectures recorded by "world famous teachers" are coordinated by a syllabus which also provides administrative materials. Testing for college credit is done by Educational Testing Service at the student's request.

Brief reports are made in this article about: CTV at Penn State; programmed learning at the University of Illinois; language labs at the University of Washington; motion pictures at Iowa State; multimedia (aural-visual) at the University of Wisconsin; individual learning at Purdue University; the learning resources center at Florida Atlantic University, and an audio center at the College of San Mateo, California.

6404. BEHR, EDISON A.
"A New View in the Lab: Using a Rear Projection Screen to Teach Science." Audiovisual Instr., 9:531-33, October 1964. Author: Faculty, Forest Products Department, Michigan State University.
The use of a rear projection screen in lieu of individual microscopes to teach the microscopic structure of wood.

6405. BROWN, JAMES W., and THORNTON, JAMES W., JR., Editors New Media in Higher Education. Washington: Association for Higher Education and the Division of Audiovisual Instructional Service of the National Education Association, 1963. 182 pp. Editors: San Jose State College, California.
Reports and findings from over 40 colleges and universities on 90 outstanding undertakings using new audiovisual materials and equipment. "In addition, a general rationale of the new media in education is offered. Also, critical questions are posed on the relationships of audiovisual practices to aims and purposes of higher education."

6406. BROWN, JAMES W.
The characteristics of mechanical student response systems are described. By providing a kind of two-way communication between student and teacher these devices simulate the Socratic method and may help to individualize and humanize teaching and learning from destruction by ever-growing student populations."

6407. CIVILAND, MAJOR BARRY E.
The author reports on the use of language laboratories at the Military Academy, the advantage of laboratory work, and audiovisual aids in the language classroom. Special note is made of teaching the mastery of new sounds while watching movies.

6408. DALE, RICHARD S.
"...the overhead projector lends itself very well to as much or as little use as the instructor and his classes care to make of it. Dr. Dale describes the overhead projector and its basic use. He discusses writing tools, demonstration problems and work sheets and how these save valuable time in course progress.

6409. DAILY, FRANK
A fanciful look at the complexities and possible uses of audiovisual materials in the 22nd century.

6410. DONALD, MAJOR A. B.
"The West Point AV Story: Organization for Audiovisual

6411. DONÉ, JOHN E. "Audiovisual Also Means Service to Instructors." Coll. & Univ. Bull., 35:57, September 1963. Author: Director, Audiovisual Service, Miami University, Ohio. "Chief purpose of the audio-visual service at Miami University is that of assisting in the teaching process through making available needed instructional materials and services."


6413. EUSTIS, COL. JOHN R., and ROGUE, LL. COL. WILLIAM P. "The West Point AV Story: Department of Military Art and Engineering." Educ. Screen & AV Guide, 43:34-35, January 1964. Authors: United States Military Academy. This article discusses the use of special displays, projectors, and simpler visual aids such as posters and charts. "Lectures always are reinforced by a variety of audiovisual aids, in addition to the ubiquitous public address system."

6414. FARIS, GENE "In Four Steps: How to Make Your Own A-Y Materials." Coll. & Univ. Bull., 33:54-56, September, 1962. Author: Assistant Professor of Education, Indiana University. "Four activities evolve around the instructional resources center. These are: (1) professional consultation; (2) viewing of materials; (3) inservice education for faculty members and their assistants; and (4) production of visual materials."

6415. GRIESSHABER, EMIL W. "Overhead Projection—Here’s How to Make the Most of it." Audiovisual Instr., 7:236-237, April 1962. Author: Laboratory Manager, Visual Products for the Duplicating Products Division, Minnesota Mining and Manufacturing Company. A list of do’s and don’ts for capitalizing on the advantages of the overhead projector.

6416. GUERRIN, DAVID V. "The Overhead Projector at the University of Delaware—Hits the Right Note with Music Teachers." Audiovisual Instr., 7:214-215, April 1962. Author: Director, Teaching Resources Center, University of Delaware. Two ways in which the overhead projector is used in music theory classes: (1) to preserve hand-prepared scores for re-use, and (2) to relate a group of notes or a passage played on the piano to the corresponding notes on the projector.

6417. HALLEFF, MAEKN. "Learning in an AV Equipment Laboratory." Educ. Screen & AV Guide, 42:564-65, October 1963. Author: AV Supervisor, Equipment Operation Laboratory, Hunter College, New York. "The Equipment Operation Laboratory has proven itself effective in using programmed methods of instruction in teaching the use of audiovisual equipment. This laboratory is used at Hunter College as a supplement to its basic education methods classes.

6418. HINDESRAN, ROBERT C. "The Overhead Projector at the University of Delaware—Puts Speech Students to Test." Audiovisual Instr., 4:215, April 1962. Author: Instructor in Speech, University of Delaware. Describes the use of an 8mm sound motion picture camera—to film each student as he actually delivers his prepared speech—and the overhead projector—to present his notes and reference material so that the class may judge how successfully he uses these aids.


6420. LEWIS, PHILIP "Instructional and Communication Systems." Current Issues in Higher Education, 196(No. 5686), 101-103. Author: Director of Research, Development, and Special Projects, Chicago Board of Education. A theoretical proposal for a "coordinated communications system." "...a barebones outline of the kinds of things that can now be done to use available technology to relieve the teacher of the time-consuming chores in working with all kinds of media." Explains the possible uses for an automatic telephone system, a dual coaxial cable network, and an intercommunication system linking all the rooms.

6421. LIEBERBERG, MAJOR WILLIAM F. "The West Point AV Story: The Academic Computer Center." Educ. Screen & AV Guide, 43:29-30, January 1964. Author: United States Military Academy. "A full spectrum of audiovisual techniques have been applied to aid in solving the educational problems—related to teaching computer programming and problem solving, live television and a series of kinescope-films have been prepared to present a basic instructional program. The author also gives a list of films used in instruction.

6422. MEIERHAN, NESLEY C. "A Fair Policy for Teachers: Rights and Responsibilities in Relation to the Use of the New Media." Audiovisual Instr., 7:686-689, December, 1962. Author: Assistant Dean and Professor of Education, Teachers College, University of Nebraska. A discussion of "the professional and legal problems arising from technological developments—particularly those concerned with audio and video recording for re-use later—broadcasting, and programmed instruction." Includes an NEA statement of interim policy considerations which concludes "unless rights and privileges are expressly reserved by contract prior to broadcast, the TV teacher may find that he has no claim to further program rights."

6423. MORGAN, JOHN E. "Cross-Media Teaching." Educ. Screen & AV Guide, 42:318, June 1963. Author: Assistant Professor of Education, San Jose State College, California. The author briefly shows how several media can be used to effectively demonstrate graphic arts techniques. Media are 1 sture, transparency projection, closed circuit TV and dem stratation table.

projection technique in teaching. He explains the use of one screen for a progressively disclosed outline of the lecture material, and another screen giving graphic illustrations of the lecture content. Examples of physical arrangement and practical utilization of multi-projection in operation are given.


A critique of the 32-week Continental Classroom Course in American Government taught by Dr. Peter H. Odegard with regard to his use of audiovisual materials. A comparison is made with "Money Talks," a preview of John R. Coleman's course on the American economy. While in Dr. Odegard's course, "visual additions were embellishments rather than integral features of the telecast teaching," Professor Coleman "has maintained a most impressive balance among audio and visual factors, utilizing each most skillfully to promote learning."


In the social sciences each classroom is equipped with an overhead projector to permit use of viewgraph transparencies. Other methods of enlivening the classroom experience are discussed including the proposed use of television.


New ideas for teaching aids are introduced from the perspective of an industrial designer. "A creative design concept is lacking where educational products are concerned," the author suggests. White chalkboards; large, suspended transparencies; rolls of bond paper for classroom instruction and new electrical plans for more flexibility.

6428. Roberts, Alvin B., and Crawford, Don L. "Multiscreen Presentations: Promise for Instructional Improvement." Audiovisual Instr., 9:528-30, October 1964. Authors: (1) Director of Audiovisual Department, (2) staff member of Photographic Division, Audiovisual Department, both of Western Illinois University.

Gives the advantages and problems of multiscreen technique with an outline of a presentation entitled, "An Approach to the Study of the Civil War." This presentation has a dual purpose: to teach students about the Civil War and to assist teachers-in-training to learn to use audiovisual aids.


This is a report on the conduct and results of the use of a telephone as a private line for teaching at Stephens College and a group of other colleges and universities in eight states. Amplified telephone lectures have developed and increased in frequency at Stephens. Several classes have a special lecturer every week. The courses and methods of presentation are each given full coverage by the author.

6430. Sibbert, Warren F. "Purdue Probes Faculty Need and Interests." Audiovisual Instr., 8:246-250, April 1963. Author: TV Program Research Consultant, Purdue University, Indiana.

Results of a questionnaire survey "to determine a large faculty's interests and needs as they relate to audiovisual usage and to television." A return of 628 questionnaires or 44 percent of the number mailed showed "large por-

tions of the faculty wondrously uninformed" about the availability and uses of new media and a less adverse reaction to instructional media than was anticipated.


How a time-lapse camera can be used, along with a tape recorder, to provide a precise record of the events which occur in a classroom. This permits the student teacher and supervisor to reconstruct clearly what took place and to evaluate the student's performance more accurately. It is possible, by taking one picture every 10 seconds, to record 45 minutes of instruction for seven different student teachers on only 50 feet of film.


"the department, with its historical link to fine art and graphic representation has made the visual presentation a cornerstone of its instructional program." This article discusses classroom equipment, its uses; other techniques; their planning and coordination. "New instructors assigned to the department receive intensive training in the use of all AV resources . . . ."

6433. Stepp, Robert E. "Towards co the Campus." Audiovisual Instr., 7:211-213, April 1962. Author: Head, Bureau of Audiovisual Instruction, and Assistant Professor of School Administration, University of Nebraska.

Reports the use of the overhead projector by faculty members at University of Nebraska in five departments: poultry husbandry, business organization and management, zoology, agronomy, and animal husbandry. Uses in other areas are briefly described.


"Educational development and progress are effective because of audio-visual learning aids." The author describes the present status of audio-visual materials in the schools of our nation and reports the findings of recent investigation and research.


A warning about the danger of "producing single views, single structures, single approaches, in the minds and experiences of students" through the careless use of teaching machines and mass communication media. The author calls for more research to point out the most productive use of newer instructional media both in reinforcing knowledge and stimulating ingenuity and independent thinking.


This is a report of an experiment using a combination of programming, audio-visual aids, and an action laboratory in teaching college students how to use the library. The findings reinforce earlier findings that the use of pictorial pro-
grams increase effectiveness in transferring learning to real life situations.

SEE ALSO NOS. 1869-1923, 3286-3307, 4160, 4374, 4556, 4681, 4688, 4742, 4873, 5058, 5064, 5077, 5136, 5174, 5190, 5161, 5162, 5177, 5218, 5280, 5303, 5307, 5336, 5391, 5432, 5449, 5470, 5503, 5506, 5578, 5614, 5628, 5635, 6720, 6812, 682, 6911, 6915, 6923.

2. FILMS
(No. 6437-6446)

6437. BADEN, JANE ROSE, and BADEN, ERNEST
A study to determine whether film projection or laboratory exercises as a supplement to regular lectures might give better results in a cancer teaching program in a dental school.

SEE ALSO NOS. 5470, 5162, 4688, 6911, 6923.

6438. DELANEY, ARTHUR A.
"The Production of Educational Motion Pictures" as taught by Josef Bohmer at Teachers College, Columbia University.

6439. FORSDALE, LOUIS, and INGRAHA, GERARD
"An Experimental Method of Teaching Foreign Languages by Means of 8mm Sound Film Cartridge-Loading Projectors." Language Learning, 13:5-10, 1963. Authors: (1) Professor of English and (2) Professor of Linguistics and Spanish, Teachers College, Columbia University, New York.
"Because the learner literally engages in conversations with characters appearing on the screen before him, we call the system the 'Face-to-Face' technique." The authors discuss the use of 8mm sound film in cartridge-loading projectors operated by the student himself.

6440. GEROCH, VERNON S., and PLANAGAN, NIKOL C.
This is a report on the advantages and special uses of class-produced 8mm self-instructional films used to teach audiovisual techniques at Arizona State University.
"And so a unique partnership—the undergraduate student learner and the graduate student producer—has opened an exciting new area in education at Arizona State University."

6441. KITCHEN, CARL H., and HEATH, ROBERT W.
"The basis of this experiment was a 26-minute black-and-white film on the life and work of William Wordsworth, with frequent brief quotations from his poetry. . . . A summary of a room was accompanied by the scene which inspired it or the spot where it was composed; an event in the poet's life was accompanied by the place where it occurred. In no case were questions asked about anything that had been directly represented on the screen." "It appears that repeated showings of the film can teach a limited amount of factual material at least as well as the same material can be presented in class."

6442. KNUDSEN, STONE
"8mm—How Big is it?" Audiovisual Instr., 7:22-23, January 1962. Author: Manager of Film Production Unit, Iowa State University.
Presents suggestions for the use of eight millimeter sound film in classroom film libraries.

6443. PAINTER, WILLIAM I.
"New Media in Teacher Education." Phi Delta Kappan, 43:389-90, June 1962. Author: Associate Professor of Education, University of Akron, Ohio.
"The motion picture film and videotape can be used with college students in lieu of direct classroom observation without loss in the development of understandings." Advantages and obstacles are discussed.

6444. PHELPS, ROBERT
At Stout State College students not only watch and learn from films in the classroom, but some actually assist with the production of films. These students have learned rudimentary film production and some have gone on to produce simple presentations for the schools in which they are now teaching.

6445. TIO, JOHN HENRY
A study of film production training at the ten institutions in the United States offering the most film production courses. Interviews with teachers and administrators yielded information about type and numbers of courses offered and in general how they are conducted. The author concludes with recommendations for improving instruction in motion picture production.

6446. VANDEMEER, A. W.
"With its comparatively easy and economical potential, the 8mm sound film should make it possible for teacher educators in nearly every college to produce films which record the performance of outstanding teachers for showing in methods courses." The author points out that 8mm films can be used for breaking away from the aural/musical view of education, to record samples of student teaching performance, and to show real life applications of the laws of learning and of child development.

SEE ALSO NOS. 1924-1943, 3308-3311, 4698, 4716, 4741, 4785, 4805, 4881, 4946, 5124, 5147, 5176, 5187, 5299, 5349, 5353, 5379, 5436, 5437, 5450, 5479, 5482, 5483, 5484, 5503, 5535, 5538, 5543, 5578, 5586, 6789, 6806, 6919.

3. RADIO
SEE ALSO NOS. 1944-1950, 4781, 4785, 4794, 4806, 4807, 5151.

4. RECORDINGS
(No. 6447-6451)

6447. ANDREWS, SERGEI N.
The language laboratory at Michigan State University is used by many departments which have recognized that the tape recorder can be as useful a tool in their work as it is in foreign language instruction. These various uses involving the reproduction of sound are discussed, as well as the use
of the laboratory for training language teachers in laboratory operation, in addition to training them in a language.

6448. DeBAZAR, BEVERLY BERNE
How to prepare and use tapes of modern dramas in teaching literature to beginning foreign language students. "Dramatic tapes offer students a sound method of continuing their language learning as they make the transition into the literature."

6449. ELKINS, DEBORAH, and HICKERSON, THELMA
"The Use of the Tape Recorder in Teacher Education." Jour. Teach. Edu., 15:153-158, December 1964. Authors: (1) Associate professor, Queens College, City University of New York; (2) Assistant Principal, New York City Public Schools.
A plan for use of tapes by students, cooperating teachers, and college instructors and creation of a library of tapes to serve both the professional college classes and the school staff.

6450. HAWKINS, BRUCE
"Students learn writing best when their writing is well graded." The author suggests the use of a tape recorder in grading themes to partially eliminate the weakness in teaching the larger elements of composition. The procedure and its advantages are discussed.

6451. DOPHAM, W. JANES
"An experiment was carried out which contrasted the effectiveness of a conventional instructional method versus a method based upon tape recorded lectures plus student-led discussions... On the basis of group performance on several criterion measures, no significant differences between the conventionally-taught and the tape-taught students were found."

SEE ALSO NO. 6452-6497

5. TELEVISION

(No. 6452-6497)

6452. ABRAMS, LEO N.
"Comparison telecourse-supplemented course with conventional class. Found no significant difference.

6453. AKINS, EDWIN P.
"Instructional Television at Indiana State College." Teach. Coll. Jour., 34:162, 1963. Author: Vice-President and Dean of the Faculty, Indiana State College.
Discussses the introduction of television into the Indiana State College instructional program.

6454. ALEXANDER, F. D.
"Experiment comparing lecture presentations in mathematics at the college level over closed-circuit television with the same lecture presented by an instructor in a live classroom situation.

6455. ALTENHEIN, MARGARET BEEKING
"Although due recognition was accorded CCTV, the response of all students showed that more had been gained from observation in a classroom than via CCTV." The author compares the advantages of CCTV over classroom observation and the advantages of classroom over CCTV observation, with questions to be taken into consideration before deciding one way or the other.

6456. ANDERSON, LOIS D.
Five schools of nursing with an enrollment of 515 freshman students pooled their resources to provide instruction in four subjects by television. The author describes why this approach to teaching has been successful and why it is expanding.

6457. BERG, JOHN H.
This is the recorder's summary of a discussion at the 1962 annual meeting of American Association of Junior Colleges. A highly competent panel presented an instructive and enthusiastic endorsement of television instruction. They pointed out that television instruction, although it could be a problem in itself, offered promise for a solution to many problems facing higher education.

6458. BLACKBURN, T. E.
"Marquette Experiments With CO-TV." Cath. Sch. Jour., 63:154-5, May 1963. Author: Editor, The Marquette Magazine. "Television promised to help meet the problem of the teacher shortage." Discusses teacher's adjustments to TV teaching, the problems of feedback, cost, and intercollege TV. It is felt that TV teachers must maintain their classroom contacts to keep their feel for the problems of students.

6459. BLAIR, CHARLES V.
"How do you provide front-row seats for an expanding student body and expose them to the talents of your master professors?" Mr. Blair explains how CCTV was installed at the University of Akron, and reports on its development and growth. The overall reaction by faculty involved with CCTV is that the new facilities enable them to do a better job.

6460. BLAINE, A. A.
"The courses are experimental mechanics, statics, and mechanics of materials can be taught via closed-circuit TV without handicapping the students, and in fact some improvement in effectiveness may result."
RICHARD MARCH 1962.

The growth and development of educational television are examined in light of the new demands placed on higher education and the effects on teaching loads, research, and services. "Can educational television counteract the rush toward acceleration in such a way that it will prevent the exhaustion of both students and faculty members?"

EDWIN, EDWARD D., JR.


"The Fear that the Use of Television Techniques will Affect the Student Instructor Relationship as a Source of Student Learning is Not Supported by These Findings."


The whole point is that compact television production provides at no cost a new and novel type of classroom experience. The student can have an opportunity to view the lecture, listening to the voice of the instructor, at his own pace and in his own way. There are no limits to the amount of information that can be presented in this manner, and it is a timely and effective way to learn.

An investigation of whether teachers modify their teaching techniques because of certain demands of the television medium, and as a result increase student motivation, commitment, etc. identification, and decrease social distance.

6475. LANE, BENNIE RAY


6476. LANE, BENNIE RAY


6477. LANE, BENNIE RAY


6478. MCKNIGHT, CHARLES J.

"A Televised College Economics Course." Audiovisual Instr., 9:684-685, December 1964. Author: University of Illinois. Description of a three-credit, one-semester television course in the introductory principles of economics for non-economics majors. The course was developed at the University of Illinois under a grant from the Ford Foundation.


6480. MEXOCA, EDWIN

"Mary Sontag, Teledent." Educ. Screen & AV Guide, 41: 199-200, April 1962. Author: School Consultant for the Elk Grove, California, Unified School District. This is an optimistic look at the future of CEIV (College Education Television.) It is felt by the author that, in the face of the population explosion, television could and should provide a liberal arts education to many students for whom the doors of higher learning are shut. The article discusses what the students will expect and how the television producers can meet those expectations.

6481. MOSTELLER, FREDERICK


6482. MULLIS, HENRY

"Why Have Teachers at All?" North Cent. Assoc. Quart., 37:171-173, Fall 1962. Author: Professor of Philosophy, Kent State University, Ohio. "Combating the possibilities of instructional television on the college level, I have been willing to consider the next step: doing away with the teacher altogether in general requirement courses, the courses that get the heavy enrollment. I am serious!"

6483. NEARING, CHARLES LYNN

"The Use of Kinescope Recordings for Observation of Classroom Situations in a Beginning Teacher Training Course." Ph. D. dissertation, Michigan State University, 1962. Abstract in Diss. Abstracts, 24:3235. Study of educational outcomes of observations by kinescope recording and by field trip compared. Six instruments used; few significant differences found.

6484. NEIMAN, LESTER B.


6485. RICH, OWEN STEPHEN


6486. ROSSNAHAL, ALAN


6487. SANHOLTZ, BETTY JEAN, AND KEISEF, MARJORIE

"TV Cries for the Creative Approach." Jour. Home Econ., 56:329-331, May 1964. Authors: Instructor and Demonstrator, and Head of the Home Economics Department, Kent State University, Ohio. This article is intended to help the lecture-demonstrator make the transition from the classroom to instructional television. It explains how the home economics and television departments at Kent State University in Ohio made the transition.

6488. SCHRAM, WILBUR


6489. SCHREIBER, HERBERT; GOLD, MILTON J.; AND STOLER, NATHAN

"Television: Research and Demonstration Tool." Theory Into Practice, 3:9-11, January 1964. Authors: (1) Director, Teacher Education Program; (2) Professor of Education; (3) Coordinator, Student Teaching; all of Hunter College, New York.
The authors describe several carefully designed programs of research and evaluation on the use of television in the teacher education program at Hunter College. These include student-teaching evaluation, observing teaching techniques, and implications of AV recordings for research.

6490. SCHREIBER, HERBERT; GOLDS, MILTON JR.; and MITZEL, HAROLD E.

The purpose of this study was "to test the usefulness to student teachers of kinescope recordings of their own performances." No significant differences were found in the effects of the..." methods.

6491. SCHWARTZ, MORIS H., and DIAMOND, ROBERT M.
"The Shortest Half Hour on Television." Educ. Screen & AV Guide, 41:196-198, April 1962. Authors: (1) Assistant Superintendent for Instruction, Santa Clara County Office of Education, San Jose, California; (2) Instructional Television Program Supervisor and Associate Professor of Education, San Jose State College, California.

This is a discussion of the in-service education of teachers in the Santa Clara Valley of California by means of the instructional television center at San Jose State College. In-service training through the San Jose programs is more than improvement of methods and techniques. The premise of operation is that knowledge is expanding and fields of study changing so that even the most competent teacher must be re-educated in the basic content areas at least twice during a teaching career. The advantages of television training are discussed.

6492. SEDDON, LT. COL. ARTHUR J.

This article outlines the development and use of closed-circuit television at the U. S. Military Academy. Different applications are explained, ranging from large group to student-station presentation, and including fire-power demonstrations and lectures on fluid mechanics.

6493. SHANK, JACK

The author reports on the use of Commercial television by Meridian Junior College: the first program: pilot lecture: audience survey; and, finally, implementation of the course.

6494. SYRACCI, B. JOHN, and WALLIN, RUSSELL S.

Report on a study to determine how instructional television may be used to reduce presentation time effectively and to develop evaluative techniques for ascertaining the effectiveness of instruction in human biology via closed-circuit television as compared with instruction by the instructor present in the classroom.

6495. TANNER, DANIEL, and WOODE искусКЕ, FRANK J.
"Profiles of Instructional Methodology for Selected Television Courses." School Review, 72:210-208, Summer 1964. Authors: (1) Associate Professor of Education, Northwestern University; (2) Purdue University.

The authors offer a criticism of instructional methodology in educational television. They report a study of "internal" methods to determine the nature and extent of visualization employed in selected television courses.

6496. WEISS, DAVID

"This article outlines the development and use of closed-circuit television as a tool for teacher preparation and in-service training. Differences are reported and evaluated between direct classroom observations and television observations."

6497. WOONARD, JOHN C.

Discusses the using of closed-circuit television observation of public school classrooms in place of part of the actual in-person observation.

SEE ALSO Nos. 6497-6503

6498. BROADHEAD, WILLIAM RAY

Reports on: (1) extent and use of simulated materials, (2) evaluation procedures, (3) planning activities, (4) strengths and weaknesses of this method, and (5) opinions of instructors and administrators.

6499. GRIER, THOMAS V. and STAFFORD, JAMES E.

The author discusses the case method as a means of bridging the gap between classroom training and actual business practice. The uses, limitations, advantages and disadvantages of the case method are given consideration.

6500. HUNTER, ELIZABETH

Analyses the use of the case method and role of the teacher in teacher education.

6501. MCGHERGAN, HUGH FRANCIS

An experimental evaluation of the programmed case study overt response approach, the programmed case study covert response approach, and the case study discussion approach as graduate level teaching techniques.
D. COOPERATIVE
(No. 6504)

6504. MacFARLANE, RUTH
"Our Community is Our Classroom." Jour. Coll. Jour., 34:8-11, April 1964. Author: Professor, Pasadena City College, Pasadena, California.
"Five thousand, two hundred hours of volunteer work donated by one hundred and fifteen sociology students to twenty-three community agencies." Author and colleague accept work experience in lieu of outside readings. Results? Gain for all concerned.

SEE ALSO NO. 2057-2078, 3435-3436, 5333.

E. DEMONSTRATION
SEE ALSO NO. 2079-2085, 4742, 4758, 4810, 5325, 5394, 5476, 5536, 5542, 6455.

F. DISCUSSION
(No. 6505-6512)

6505. DALY, L. J.
This is a report on the duties of medieval professors, and the formation of scholars. The two chief duties of the professor were to lecture and discuss. The author describes the kinds of disputes (discussions) and the procedure of disputations with an example from the Thirteenth Century. The author believed that his student never understood a problem or question unless he had discussed and disputed it.

6506. HOFFMAN, ROBERT
"This paper concerns three questions: Should the liberal-arts college require its students to take a philosophy course? What should be the content of that course? How should the course be taught?" According to the writer, the answer to the first question is "Yes." The answer to the second question is "philosophical problems." In answer to the third question the author says, "The teacher must get the student to know his own mind; that is what he believes, why he believes it, and whether or not it is worth believing. Except in unusual circumstances, discussion is the only means to this end."

"Discussion is probably the most important part of university teaching." Comments on the objectives of undergraduate study and student-staff relations.

6508. POWELL, JOHN P.
"See great potentials in leaderless discussion groups of students. "Mere is a means of improving the quality of undergraduate learning, accelerating the student's growth towards intellectual maturity and independence of mind, while at the same time declaring our faith in his ability to advance himself in the world of learning. At a time of crisis in higher education we would be foolish to ignore its potentialities."

6509. BETTER, HENRY H.
"All of us know the importance of improving student attitudes and the difficulties involved." This article describes a program of orientation "through small group discussion." It was concluded that certain attitudes of college students may change... at least partially as a result of an Orientation Program which employed small discussion groups.

6510. ROBINSON, JACK H.
An educational experiment to determine some effects of reading and discussing popular science articles, as a part of a general education course in physical science. Discusses promotion of "science understanding" but lack of development of "science reasoning."

6511. STOUT, D. G.
"I shall strive more than ever to engage the student in class participation and, more specifically, in sustained intellectual activity." To this end the writer sets forth a "this-I-do-believe" classroom credo of ten points.

6512. WITZLER, WILSON F.
"Critical thinking can be so severe that many a good idea may die a-horning. Brainstorming encourages the flow of ideas in order that out of the many some of the good ones may be kept." "Brainstorming can be a new adventure each time it is tried in the classroom, and learning is advanced."

SEE ALSO NO. 2085-2108, 3437-3445, 3869, 4156, 4157, 4682, 4708, 4724, 4725, 4732, 4734, 4736, 4742, 4772, 4922, 4945, 5011, 5057, 5205, 5286, 5387, 5428, 5429, 5431, 5545, 5547, 5549, 5551, 5552, 5555, 5560, 5561, 5570, 6514, 6519, 6529, 6592, 6965, 6967.
G. INDIVIDUAL
(No. 6513-6521)

6513. BARBER, C. L.

Report on a non-honors teaching approach, which emphasizes the student-faculty relations in honors seminars, colloquia, and independent study. Discusses project rationale and the "complex interplay of teacher, student, and subject."

6514. BASKIN, SAMUEL

The author reports on a test of two hypotheses: (1) students in independent study courses would learn as much as those taking regular lecture-discussion instruction, (2) students in independent study courses would be as satisfied as those taking regular lecture-discussion courses. The study also considered the amount of instructional time used under both methods of instruction.

6515. BASKIN, SAMUEL
"Independent Study: Methods, Programs, and for Whom?" In Current Issues in Higher Education, 1962 (No. 5689), 65-68. Author: See No. 6514.

A discussion of the place of independent study in the undergraduate curriculum and of the role of the teacher in such a program. "While the teacher's job is different, it is no less difficult, for he must play a crucial role in preparing students for working on their own. He is here conceived as the designer and manager of learning opportunities for his students, rather than as the provider and dispenser of what is to be learned."

6516. COLES, WILLIAM E., JR.

Enjoins the student to assume greater responsibility for his own education. The student "can protest against learning what he is learning; he can lament the fact that he cannot learn the unlearnable. But when he protests against what he learns in the name of what cannot be learned, he has put himself first in the position of dispensing how he came to see there was something beyond education to begin with; and second in the position of assuming that there is someone able to teach him, or some way he can teach himself what in fact can be neither taught nor learned. The student has confused... two kinds of learning and two kinds of teaching, or perhaps more widely, education with experience, order with chaos. The confusion is fatal to an understanding of what other people can do for him as compared with what he has to do for himself."

6517. COWRELL, DELL MCDONALD

6518. FELDER, DELL

"The unique characteristic of independent study as an instructional method is that it delegates to the student primary responsibility for his own learning. Theoretically, at least, it is assumed that the student has no obligation to attend class, nor is he expected to structure his work in terms of the usual assignments demanded of him in regular courses. By definition, independent study frees the student from the usual requirements set for him in course work and permits his unrestricted investigation into the subject of his choice." In the spring of 1963 the writer examined independent-study practices in American colleges and universities. Two-thirds of the four-year institutions included in the study had independent-study programs. In general, teachers seem pleased with them.

6519. LEVIA, CLARENCE

As is well known, Antioch College makes considerable use of independent study. This article reports in considerable detail on the advantages of supplementing independent study with small group meetings led by students. "A large and increasing majority of the students (two-thirds to four-fifths of them) felt that these student-led discussions were worthwhile."

6520. SCHILLING, HAROLD K.

"The teaching and learning of physics are incomplete and inadequate unless they include, to a significant extent, student experience in independent study and research." The paper is divided into eight sections. Those dealing with a definition of techniques or methods are: IV. Independent Study VII. On the Teaching of Research

6521. TAFT, MARTIN I.

"There is no doubt that the successful development and implementation of such a group of problem-solving courses will require a prodigious amount of work and a persistent dedication to the ideals of good teaching on the part of the college faculty. Since this method demands a maximum of creative effort on the part of the student, we cannot demand less from his professors."

SEE ALSO NOS. 2109-2132, 3446-3453, 3781, 3782, 3783, 3784, 4098, 4102, 4535, 4593, 4682, 4699, 4701, 4709, 4716, 4724, 4739, 4746, 4804, 4996, 5133, 5210, 5323, 5328, 5340, 5382, 5405, 5415, 5431, 5453, 5545, 5552, 5731, 6436, 6527, 6570, 6617, 6705, 6762, 6872, 6930, 6932, 6970.

H. LABORATORY
(No. 6522-6530)

6522. BODIN, JEROME J.

"The purpose of the laboratory in pharmaceutical education is to provide an environment in which the student can be exposed most effectively to various materials, equipment, and techniques."

6523. HAMERMAN, WILLIAM M.
cation, San Francisco State College, California.

Suggests the "vast potentialities of learning experience outside the classroom and off campus." Lists several ways in which outdoor laboratories may be used. Reports "over sixty such programs in existence today." Believes along with E. V. Pullias that outdoor education may be used to supplement the training of students in the methods of the behavioral scientist. ... The major portion of this paper is concerned with illustrating the range and variety of research experience which the device makes available to the student."

6524. HOFFMAN, HOWARD S.

"This paper describes an inexpensive device which can be used to complement the training of students in the methods of research. The paper is concerned with illustrating the range and variety of research experience which the device makes available to the student."

6525. LARSON, HARVEY ALBERT

"It is our opinion that grading of students' work should not be solely or even primarily for administrative (book-keeping) purposes. Rather, the evaluation process, which leads to the assignment of grades, should be used as an important and essential teaching tool."

6526. LEVY, GERHARD, and GUNTOW, ROBERT H.
"Meaningful Evaluation of Pharmaceutical Preparations in the Undergraduate Student Laboratory." Amer. Jour. Pharm. Edu., 28:199-204, Spring 1964. Author: (1) Associate Professor of Pharmacy and Biopharmaceutics and (2) Instructor in Pharmacometrics, both at State University of New York at Buffalo.

"It is our opinion that grading of students' work should not be solely or even primarily for administrative (book-keeping) purposes. Rather, the evaluation process, which leads to the assignment of grades, should be used as an important and essential teaching tool."

6527. RIGGS, VIRGIL MANNARD

"The writer feels that the lecture is not inherently bad. In these days of rapidly increasing enrollments this method has the advantage of being able to provide instruction for large numbers in basic courses with a minimum of faculty. In view of this, it is suggested that, rather than eliminating this instructional technique for others more costly in man-power, steps be taken to correct the weaknesses of the method and ensure the maximum fulfillment of its aims."

6528. TROTT, J. R.

"The writer feels that the lecture is not inherently bad. In these days of rapidly increasing enrollments this method has the advantage of being able to provide instruction for large numbers in basic courses with a minimum of faculty. In view of this, it is suggested that, rather than eliminating this instructional technique for others more costly in man-power, steps be taken to correct the weaknesses of the method and ensure the maximum fulfillment of its aims."

6529. WOOD, BERNARD D.
"Imagination Can Save the Mechanical Engineering Lab-

I. LECTURE

(No. 6531-6534)

6531. BLA [REDACTED] N. W.
"The Lecture." Improv. Coll. & Univ. Teach., 10:118-120, Summer 1962. Author: Dean, Faculty of Arts and Sciences, University of Toronto, Canada.

Still sees merit in the lecture as a viable form of teaching—provided it is well done. The repugne of the lecture as a way to teach is maintained by the power of the truly great lecturers."

In view of this, it is suggested that, rather than eliminating this instructional technique for others more costly in man-power, steps be taken to correct the weaknesses of the method and ensure the maximum fulfillment of its aims."

6532. WOOD, BERNARD D.
"Imagination Can Save the Mechanical Engineering Lab-

75
J. LIBRARY
(Nos. 6335-6549)

6535. BARNES, ELIZABETH A.
Author: Stephens College, Missouri.
The James M. Wood Learning Center brings together in a carefully co-ordinated manner all the aids to learning that modern technology has provided, along with traditional materials, and makes them readily available for student and faculty use.

6536. BELMAN, SAMUEL IRVING
"The Professor as Librarian." Improv. Coll. & Univ. Teach., 12:75-76, Spring 1964. Author: Associate Professor of Language Arts, California State Polytechnic College.
"Just as the college librarian is actually much more than 'an officer in charge of the library,' so too the professor's diversified role of friend, merchant, distributor, exhibitor, and consumer of books, all for the benefit of his students as well as of himself, must not for a moment be overlooked."

6537. CARROLL, LEONTINE D.
"Students Don't Need the Library." Improv. Coll. & Univ. Teach., 12:75-76, Spring 1964. Author: Professor, School of Library Service, Atlanta University, Georgia.
"By doing too much for students "teachers discourage rather than encourage the use of library resources," hence, "students don't need the library." Author wishes college instructors would force students to use the library—"under their own power."

6538. COLE, TOM J.
"Student use of the college library is as much the responsibility of the college faculty as it is of the library staff, if not more so, and until the faculty assumes this responsibility the average undergraduate will continue to let the library collections remain dormant."

6539. HARTZ, FREDERIC R.
"Tomorrow's entering freshman will come to college "with at least an introductory course in using the card catalog, knowledge of dictionaries, encyclopedias, periodical indexes, miscellaneous references, and in general how to use books. The college should no longer need to assume complete formal responsibility for library instruction, but rather an informal and flexible program based on individual needs. The library would then truly become the core of the educational system, the cultural center of the campus, the citizen's university, or whatever it is so glibly called today."

6540. HARTZ, FREDERIC R.
"The library's first obligation is to provide reference tools; the second obligation is to provide a variety. Paperbacks can provide both at nominal cost. Paperbacks may be the answer, not only for new community colleges but also for established college libraries, in meeting their present and future book needs."

6541. HANKEY, JOHN F.
Only one portion of this article discusses the role of the library in junior college education. In it the author describes the Stephens college library program, recommends its emulation, and then makes suggestions for ways for utilizing the library in the instructional program.

6542. JOSEY, E. J.
"...both the faculty and the college library are equally important in the education of college students..." Report on a questionnaire study on instructional activities in the library and conducted by library staff.

6543. RENOULDS, FLORA E.
"A librarian's view of the contributions – positive and negative – that the professor can make to building a college library."
This article contains some suggestions and cautions for the professor in his selection of books to be added to his college's library collection, with consideration for the curriculum his students are pursuing, not his own graduate studies, research and dissertation.

6544. ROBINSON, LOWELL.
The college librarian fills a manifold need. Teaching, administration, guidance: all these are his in addition to book knowledge and library mechanical skills... As a teacher, the librarian is a continuation of the classroom instruction."

6545. SHEMAN, JOHN.
Librarians and students frequently see different meanings in the word "library." "It seems reasonable to expect that the students' concepts of the library should be brought to conform more closely to those concepts held by librarians who are charged with the responsibilities of meeting the standards of professional competence and of serving the academic community."

6546. SHIN, STEPHEN T.
Discusses the qualifications, theoretical and actual, of college libraries and librarians in the instructional function of the institution. Author "interprets the librarian's role as essentially one of teaching."
6547. SMITH, BENJAMIN FRANKLIN


"The college library wants the responsibility for the development of students' creative faculties. To this end, well平衡ed collections have been assembled..." 

6548. TESA, SISTER ANN


"The librarian needs to have well developed intellectual virtues to be able to encourage more serious reading on the part of faculty and students."

6549. WATERMAN, EDITH FRENCH


"It is not required that a married teacher discuss marriage with the students, so why must a..."

6550. BOXER, ERNEST L.

"Midyear Seminar on Human Understanding." Liberal Educ., 48:260-8, May 1962. Author: Dean of Instruction, Upsala College, and Director of the Joint Commission to Improve the Education of Teachers in California.

"A small college tries a daring experiment in problem-centered and non-autocratic study."

6551. DANNICK, LIONEL, AND ROBERT B. CARSON


"Traditionally, junior colleges have viewed the seminar method of instruction as a device with little utility. The authors recognize the limitations and difficulties involved in use of the seminar but, based upon their experience with a group at Cazenovia College, they make a plea based upon significant learning gains." 

6552. DIERCK, ARTHUR J.


"Maintains that a well-operated philosophic symposium can serve as an excellent educational model. "For all discussions of knowledge and theory, of meaning and faith, of self and society and nature, the concept of a philosophic symposium probably should be the pinnacle model of the academic milieu."

6553. EASTMAN, RICHARD M.


"The author discusses the techniques for getting optimal results in a general research seminar for undergraduates."

6554. EPSTEIN, CHARLOTTE

"Human Relations for Teachers in Training." Educ., 83:46-9, September 1962. Author: Assistant Professor of Human Relations, University of Pennsylvania.

"The workshop method has gained particular recognition by the teaching profession as an effective method of postgraduate study."

6555. HOFFMANN, AL


"The junior college that helps the business men in the community does the entire community a service. One effective means of serving the business men is to provide a small business institute or conference."

6556. MERSON, THOMAS B.


"Author reports on success of a workshop on the improvement of instruction held at Bennett College, June 15-22, 1963, and the organization of other workshops in other sections of the nation."


"Both students and professors are particularly pleased with the two-level seminar classroom."

"This article describes an auditorium-teaching facility at Rockford College, which provides faculty offices, seminar-classrooms and lecture halls to implement different teaching methods and content, with emphasis on student-faculty contacts.

6558. PAINE, RAYMOND


"The author argues that classroom work is improved when inherent group processes are understood and utilized by the instructor for purposes of teaching-learning. Various..."
M. TEACHING MACHINES AND PROGRAMED INSTRUCTION

(No. 6563-6620)

6563. ADLER, CYRUS

Written for science teachers, this article briefly sums up the educational psychology which has triggered the great activity in the field of programed instruction and teaching machines.

6564. ARNZ, PHILIP P.

Presents some basic concepts of programed instruction and examines its potential utility as an auxiliary teaching device in speech education and rehabilitation.

6565. BARNES, ROBERT A.

187-98, Fall 1964. Author: The Ohio State University.

"This is a report of an experiment in programed instruction which was conducted recently at the Ohio State University in an effort to obtain information regarding the use of programed materials in the preparation of elementary education students in music."

The author suggests that "the programed material may have served as reinforcement of the instructions given during the class period, and also may have organized and given direction to the out-of-class study of the students in the experimental group."

6566. BERGMAN, KENNETH HARRISON

Compares results of using the textbook machine, the programmed textbook, and the regular textbook.

6567. BRAUNFELD, PETER G.

This paper reports on the use of the computer-based PLATO II system to teach a group of undergraduates some topics in Computer programming. Examples of how data can be sorted, processed, and integrated are given. Economic feasibility and future plans are discussed.

6568. BRIGGS, LESLIE J.

"Education has been said to be the only major industry which has not had its industrial revolution. The combined factors of a new sense of urgency in improving education and the development of new instructional aids provide the proper set of conditions for re-examining requirements and procedures in a systematic fashion. Then machines can be assigned to perform functions which they do better than humans do, and teachers can be trained to concentrate upon those functions in which the human intelligence remains superior."

6569. CUPPIN, RFD

"An unsolved issue in college level education for business is the degree of separation desirable between actual and classroom business practice." The author reports on the impact of the acquisition of a small size automatic computer on this issue. He discusses it in terms of objectives, experience, and gives an evaluation.

6570. COLLINS, JOHN J.

The two main objectives of this study were: (1) to compare student performance on teaching machines with performance in a conventional class, and (2) to investigate student attitudes toward automated instruction. Conclusions were (1) programed course was effective as reflected by student performance on teaching machines, and the regular textbook.

6571. COOK, DESMOND L.
"The Autorization of Socrates." Theory Into Practice, 1:9-19, February 1962. Author: Associate Professor in the Bureau of Educational Research and Service at the Ohio State University.

78

The 1962 interim report of the Joint Committee on Programed Instruction and Teaching Machines. "It summarizes some basic aspects of the nature and current status of programed instruction, and also presents some suggestions and cautions concerning the assessment of programs."

6573. CROSBY, LEE J.


The article reviews the nature and composition of programed instruction and teaching machines. The author tells how to prepare a program for class and stresses writing the programed unit and GPA. creativity, and social need.

6574. CROSBY, NORMAN A.


6575. CROSBY, NORMAN A.


"Linear and intrinsic programing, while having some superficial similarities, are basically different in approach, intention, and rationale." The author argues that the conditions imposed by the intrinsic programing format are consonant with a variety of desirable educational objectives, while the conditions imposed by the linear model are undesirably restrictive.

6576. DAY, JESSE H.


This article reviews the nature and composition of programed instruction and teaching machines. The author tells how to prepare a program for class and stresses writing the program.


Describes a non-credit program for adults which makes a large variety of programed courses available on a rental basis.

6578. DERKE, MAX, and WILLS, THOMAS A.

"Investigation of the Use of Programed Material in Legal Education." Jour. Legal Educ., 15:444-455, No. 4, 1962. Authors: (1) Graduate assistant in psychology; (2) Professor of Law, both at University of Miami, Florida.

"The purpose of this work was to propose a cooperative investigation of the potential usefulness of programed material in legal education."

6579. DOTY, BARBARA A., and DOTY, LARRY A.


The effectiveness of programed instruction was studied in relation to five characteristics of 100 undergraduate college students. Significant correlations were obtained between scores on an achievement test over a programed unit and GPA, creativity, and social need.

6580. DOUGLASS, PAUL.


Derives from the work of Ben D. Wood "ten educational propositions which have special meaning to the revolution in instruction being ushered in by 'programed learning.'" As Wood saw it, machines belong in the equipment of education wherever they can release minds and energies for more effective human contact of nature growing minds. He placed the accent on learning rather than on teaching.

6581. ELLIOTT, DONALD.


This is the recorder's summary of a discussion session at the 1962 annual meeting of the American Association of Junior Colleges. Resource person was Mr. Gideon Chag, Professor of Psychology and Education, University of Illinois.

6582. ELLIS, BURNETT E., and GARZINO, JOHN C.


In reply to the above question Ellis gives a positive answer, Garzino a negative one. Each gives his reasons for believing as he does.

6583. ENGSTROM, JOHN, and WHITAKER, JAMES O.


Sixty college students were divided randomly into two matched groups on the basis of scores on a test of spelling. As in one group used a teaching machine with a spelling program containing the words on the pre-test for 15 minutes. So in the other group studied the same words visually for 15 minutes. Both groups showed a significant improvement on retesting, but the machine group showed a significantly greater improvement than the control group.

6584. FEINBERG, JOHN F., and BURT, ANDREW.


Experimtation with nine groups of 30 college students each found no significant difference in the amount of improvement than the control group. So in the other group studied the same words visually for 15 minutes. Both groups showed a significant improvement on retesting, but the machine group showed a significantly greater improvement than the control group.

6585. FINESTEIN, CAROL M., and SAGER, ROBERT W.


"It is therefore the opinion of the writers that the results of this study may be interpreted as an indication the programed textbook method of teaching factual material could
be helpful in releasing the teacher from the drudgery of routine factual presentation.

6586. FLYNN, JOHN TOMB

A study to determine the influence of programmed methods of instruction upon achievement, gain scores and retention of college achievers and underachievers.

6587. GARRISON, CECIL

The use of a programed course to teach operation of audiovisual equipment with limited equipment and space.

6588. GEIS, GEORGE L.

"This paper proposes that we approach measures of evaluation cautiously, and that we recognize some of the complex problems in programing which may affect the data of evaluation." He suggests studying terminal behavior and the reinforcers in the material as well as the error count and time score.

6589. GROLLMUS, EUGENE E.

This is a report of a survey on programs and methods for teaching superior students in American colleges. Consideration is given to freedom to study, honors classes and seminars, special residences and off campus functions.

6590. HAMMING, R. W.

"It, as well as many others, believe that the first step in modifying the engineering program to fit into the computer revolution now going on is to educate the faculty on the current use of computers, and to train them so that they can creatively use computers in the future advances of engineering."

6591. HUGH, JOHN B., and REMIN, BERNARD
"Programmed Instruction at the College Level: A Study of Several Factors Influencing Learning." Phi Delta Kappan, 44:286-91, March 1963. Authors: (1) Assistant Professor of Secondary Education, Temple University, Pennsylvania; (2) Instructor in Management, Rutgers University, New Jersey.

In a study of ninety students using different kinds of programed instruction the authors found, "no difference in achievement could be found between students using electro-mechanical teaching machines, programed textbooks, or programed 'textbooks with the reinforcement frames removed. A comparison of high and low achieving students indicated that these two groups of students did not differ significantly in regard to verbal ability, attitude toward programed instruction, attitude toward the content being studied, or on personality traits used for comparison." A hypothesis regarding motivation as a function of long range goal identification was proposed as a possible explanation for the significantly different achievement of the two groups.

6592. HUGH, JOHN B.

"In summary, then, this study found the teaching machine method of instruction to be generally of the same effectiveness as the conventional lecture-discussion method in teaching content of a particular type."

"In addition, the teaching machine method of instruction was found to be significantly more efficient than the lecture-discussion method, in that it resulted in a substantial saving of instructional time.

6593. KNIRR, FREDERICK G., and MCCONNELL, J.
"Programing Teacher Education in Media." Audiovisual Instr., 9:527+, October 1964. Authors: (1) Instructor, Department of Instructional Technology, College of Education, Wayne State University, Michigan; (2) Director of AV Services, Eastern Michigan University.

Wayne State uses a programed text to teach the use of media and programed learning materials, plus careful selection of the program and proper administration of the one chosen, can bring rich rewards.

6594. KOMORSKI, P. KENNETH
"Programmed Instruction - A Prologue to What?" Phi Delta Kappan, 44:292-4, March 1963. Author: President Of the Center for Programed Instruction, New York City.

"What can and cannot be programed? We can discover the answers only after we have accepted the challenge of extending ourselves to meet other questions that an emerging instructional technology forces us to face." The author points out that basic principles upon which programing is based are the basic principles that spring from experimental psychology and are usually accepted by educators.

6595. LANGE, MILL C.

"Programing promises new dimensions for teachers and for self-instruction. An understanding of the philosophy underlying programed learning materials, plus careful selection of the program and proper administration of the one chosen, can bring rich rewards."

6596. LAWSON, CHESTER A.

"To summarize, the value of programed learning to general education lies in the necessity for careful analysis of a conceptual system in order to program it properly. If one of the primary objectives of general education is an understanding of the major systems of ideas that form the foundation of our culture, then programing will dissect and illuminate these systems and whether the programs are used or not, the programmer will be forever after a better teacher."

6597. LURISDAL, A. A.

"If we are serious about improving the quality of instruction through programing techniques, we must address ourselves to at least five critical needs or issues which have not yet received the attention they deserve. These issues are: (1) the need for objective, unbiased public information; (2) increased government and foundation support for basic or exploratory research; (3) the relationship of programed-instruction techniques to other educational media; (4) the identification of those educational objectives toward which programed instruction is directed.
gramed instruction can most usefully be applied; and (5) the
development of "standardizable" techniques for assessing pro-

6598. MAYER, ROBERT F.
"Getting Started With Programed Instruction." Jour.

"The aim of this brief article is to help you explore
the techniques of programed instruction; to help you take
the first few steps toward evaluat-ing the usefulness of the
 technique in your instructional situation." An annotated
bibliography is given.

6599. MAYER, JOSEPH
"Auto-Instruction and Mushooming Classes." Improv.
Coll. & Univ. Teach., 11:50-61, Spring 1963. Author: Prin-
cipal Investigator, Automated Classroom Project, Southern Il-
inois University.

Suggests that "the recent phenomenal development of
auto-instructional procedures should enable adequate care of
one hundred students in a class." Foresees development of
sophisticated, flexible, computer-based "teaching machine
systems."

6600. PRESSY, SIDNEY L.
"Programing—Boom Then Bust?" Educ. Digest, 29:9-12,
April 1964. Reported from Teach. Coll. Record, 65:413-18,
February 1964. Author: Faculty member at the University of
Arizona.

The author believes there is an unarranted applica-
tion of animal-based learning theory to meaningful human
learning. "This is a plea that the basic concept of pro-
gramming" which does violence to subject matter for the sake
of artificial modes of presentation, be critically reviewed,
and the potentials of auto-elucidation as distinct therefrom
be explicitly differentiated and appraised.

6601. RIDDLE, RICHARD E.
"A Comparison of the Effectiveness of a Programed Text
With Three Other Methods of Presentation." Psych. Reports,
121:227-237, February 1963. Author: Cornell University,
New York.

"Two-hundred forty students in an introductory psy-
chology course at Cornell University served as Ss. . . .
(They) were randomly assigned to four groups: one group worked
through a standard programed text; one group simply read the
same material in conventional text form; one group listened
to a lecture based on the programed material; and one group
worked through the program but did not receive reinforcing
feedback. A 50-item test was administered two days after the
instructional period and again ten days later. Based on cri-
terion test scores, it was concluded that active involvement
contributed to increased learning, reinforcement did not con-
tribute to increased learning, retention was not improved,
and individual differences were not reduced."

6602. RICHARD, RICHARD E.
"Programed Learning and Auto-instructional Devices in
Relation to a Theory of Instruction." Current Issues in Hig-
er Education, 1963 (No. 5686), 104-107. Author: Head of the
Center for Research in System Development, System Develop-
ment Corporation.

Discusses the role of the teacher as new techniques,
such as programed learning, for communicating information ar
introduced. Also considers specific applications of program
instruction to higher education.

6603. ROCKLIN, ELIZABETH H., and MOSH, RICHARD I.
"A Special Machine-Taught Oral-Aural Russian Language
March-April 1962. Authors: (1) Senior Scientist, Training
Methods Division, Human Resources Research Office, George
Washington University, D. C.; (2) Doctoral Student in Psychol-
ogy, University of Illinois.

Description of a pilot study to determine the feas-
ibility of a completely automated course for teaching students
to speak and understand Russian without live instruction.
"This research ... supports the possibility of machine-teach-
ing a full-scale course in a foreign language."

6604. ROE, ARNOLD
"Automated Teaching Methods Using Linear Programs." Jour.
App. Psych., 46:198-201, June 1962. Author: Depart-
ment of Engineering, University of California, Los Angeles.

One hundred sixty-eight freshman engineering students
studied elementary probability by different teaching methods.
No significant differences were observed among the programed
methods, but all of the programed methods were found better
than the standard lectures.

6605. ROE, ARNOLD
"A Comparison of Branching Methods for Programed
thor: See No. 6604.

The author investigated certain methods of presenting
programed material that might speed up the learning process
without adversely affecting terminal performance. He found
that branching was not more effective than linear programing.

6606. ROE, MARLENE
"Research on Teaching Machines and Programed Learning.
6604.

The author deals with some of the questions that have
blocked the path to a major breakthrough in the use of teach-
ing machines and programed learning in education.

6607. ROTH, ROBERT HOWARD
"Student Reactions to Programed Learning." Phi Delta
Kappan, 44:278-81, March 1963. Author: Director of the Chtli
Study Center, Newark State College, New Jersey.

The author examined reactions of a freshman and a gra-
uate class to the use of programed materials. Students in
both groups "initially liked the example of the programed met-
od, then grew restless with what they felt was its uncozying,
impersonal, robot-like progression of minutiae, and finished
up resenting and/or disliking their experience with the pro-
gram." The author urges careful investigation in terms of
any possible detrimental effects on the objectives of edu-
cation.

6608. RIVNYS, DAVID G.
"Programed Learning and Auto-instructional Devices in
Relation to a Theory of Instruction." Current Issues in Hig-
er Education, 1963 (No. 5686), 104-107. Author: Head of the
Center for Research in System Development, System Develop-
ment Corporation.

Discusses the role of the teacher as new techniques,
such as programed learning, for communicating information ar
introduced. Also considers specific applications of program
instruction to higher education.

6609. ROY, CHUNES, JR.
"The Computer as a Tool in Education." Amer. Bus.

On the use of a computer in teaching; as a tool for
studying statistics and for management simulations or "men-
gagement games." Also discusses computer uses in thought trin-
ing and research.

6610. SHEPARD, JOHN P.
"Teaching Machines and Programed Learning." Libera
Educ., 49:274-81, May 1963. Author: Assistant professor c
education at Skidmore College, New York.

"A beginners guide to a new and much misunderstood method of instruction."

The author considers three positions from which pro-
gramed learning can be viewed and some of its potentials as a
useful servant when a moderate viewpoint is assumed.

Terms are defined; and programs and textbooks are
described.

6611. STIBERMAN, HARRY P.
"What are the Limits of Programed Instruction?" Phi
Delta Kappan, 44:296-8, March 1963. Author: Associated With
Systems Development Corporation, Srta. Monica, California.

"Two ways of perceiving programed instruction can be
described, one limited and one bold. The author advocates
the bold view, i. e., programed instruction can be utilized
in the "higher mental processes."

6612. SKOGMAN, KIETH W.
"Conventional Versus Programed Instruction in English
Grammar at Dana College." Ed. D. dissertation, the University
of Nebraska Teachers College, 1964. Abstract in Diss. Abstracts,
24:3643.

Study to determine the relative effectiveness of pro-
gramed instruction in teaching English grammar, as compared to
conventional methods of teaching grammar.

6613. SMITH, NORMAN HANKELE
"The Teaching of Elementary Statistics by the Conven-
tional Classroom Method of Instruction Versus the Method of
Programed Instruction." Ed. D. dissertation, University of

A comparison of conventional versus programed instruc-
tion on four ability levels in a short course in elementary
statistics.

6614. SKOLNICK, LAWRENCE M.
"Let's be Informed on Programed Instruction." Phi
Delta Kappan, 44:255-7, March 1963. Author: Professor of
Psychology and Education, University of Illinois.

"In my view, programed learning is here to stay. How-
ever, the forms it will take are anybody's guess at the mo-
mant." The author makes a plea for users to distinguish be-
tween effective and ineffective materials.

6615. WALSH, FRANK A.
"Programed Instruction." Amer. Jour., Pharm., Ed.,
28:749-756, December 1964. Author: Manager, Sales Training
Department, Pfizer Laboratories.

"It is my hope that our discussion may suggest an idea
or two on how programed instruction may help you to teach
pharmacology—just as effectively as you are doing in your
respective colleges, but perhaps on a more personal basis.

6616. WENDT, PAUL R., and RUST, GROSVENOR
"Pictorial and Performance Frames in Branching Pro-
1962. Authors: Department of Instructional Materials, South-
ern Illinois University.

Freshmen at Southern Illinois University were taught
how to use the University library by programed instruction
equally as well as by lectures. The branching system was em-
ployed. It economized on instructional time.

6617. WHITELOCK, GERALD H.; COPELAND, LEWIS C.; and CRAIG,
ALBERT M.
"Programming Versus Independent Study in Learning Ele-
mentary Statistics." Psychological Reports, 12:1:171-174,
February 1963. Authors: all at the University of Tennessee.

"In the fall of 1960 this achievement in elementary
statistics of an experimental group of 10 students who used
programed materials and attended no classes was compared to
that of an equated control group whose 10 members attended
regular classes." The superior achievement of the experi-
mental group was attributed to the conditions of independent
study rather than the use of programed materials.

6618. WILLIAMS, E. M.
Eng., Educ., 53:549-560, April 1963. Author: Professor and
Head of Electrical Engineering at the Carnegie Institute of
Technology.

The author reports on two years of experiments with
programed self-learning media for sophomore and junior stu-
dents. Preliminary conclusions are that programed materials
provide substance for a revolutionary academic scene.

6619. YABROFF, WILLIAM WALLIN
"The Comparative Effects of Inductive and Deductive
Sequences in Programed Instruction." Ph. D. dissertation,
Stanford University, 1963. Abstract in Diss. Abstracts, 24:
3214.

To determine the effects of inductive and deductive
teaching methods on the speed and accuracy on certain cogni-
tive activities and on interest factors.

6620. YOUNG, JAY A.
"Programed Instruction: Both can Benefit, Student
Author: King's College, Pennsylvania.

"This theme, 'programed instruction is useful to the
teacher as a means of self-improvement,' can perhaps best be
demonstrated by mentioning two key words, followed by an elab-
oration of their application within this context. The words
are control and order."

SEE ALSO NOS. 3935, 3970, 4143, 4370, 4535, 4713, 4714, 4716,
4732, 4734, 4741, 4765, 4767, 4768, 4875, 4879, 5143, 5161,
5197, 5240, 5277, 5293, 5329, 5334, 5454, 5486, 5593, 5644,
6266, 6477, 6501, 6698, 6758, 6788, 6801, 6827, 6836, 6902,
6928, 6933, 6946, 6989.

82
VI
TEACHING METHODS—
SPECIAL FIELDS
(Nos. 6621-7020)

A. HUMANITIES
(Nos. 6621-6806)

1. GENERAL
(Nos. 6621-6633)

6621. CHRISTIN, ROBERT

"If students could discover in literature what [Joseph] Conrad tells us is there, it would not only mean that students could write better, could understand better and hence appreciate literature; it would also mean that they would be fuller persons, spiritually and intellectually."

The author suggests new ways to introduce literature to students, and ways in which lower schools can prepare them better for college work.

6622. CROCKETT, H. KELLY

The author contends that the use of novels to supplement courses other than literature courses ignores their chief value and justification for college use. "But the use of novels merely to supplement other materials is apt to build in students a faulty concept of the novel's place in intellectual development."

The author illustrates how an instructor may achieve a creative appreciation for novels used.

6623. EHRlich, ROBERT S.

Mohawk Valley Community College uses a functional method of teaching humanities. "They attempt most seriously to help the student apply a consistent set of values to all situations and they try to show him how to consider both critically and responsibly his own beliefs, ideas, and values and to make, as best he is able, intelligent choices in life as a free and responsible person."

6624. GILBERT, JAMES M., and CORNELIUS, DAVID K.
"A Somewhat Formal Conversation." Liberal Educ., 50:458-62, December 1964. Authors: (1) Associate Professor of Education; (2) Associate Professor of English and Chairman of the Freshman Colloquium, both at Randolph-Macon Woman's College, Virginia.

A report on a three-year-old interdisciplinary course which helps students to develop the behavioral characteristics which constitute scholarship.

The factors which effectively involve faculty members are discussed. At each session three to five faculty members meet with about twenty students.

"...the conversation allows the students to see the faculty react to needs similar to their own."

6625. JOHNSON, DOROTHY F.

How one person synthesizes religion and science. "We must further our knowledge of the universe and of ourselves, and seek out available scientific facts to better understand the creative process, the laws of the physical world and, even more important, those of personality, individual and social. Let us use all these resources to get in tune with the creativity, seemingly purposeful, in our universe." Concludes by referring to the "dynamic process of meaningful creativity which is God."

6626. JULIANUS, SISTER M., S. S. N. D.
"Humanities and the Appreciation of Cultures." Improv. Coll. & Univ. Teach., 11:164-166, Summer 1963. Author: Faculty Member, Notre Dame College, (state not indicated). Shows how at Notre Dame College the humanities are being fused into the total program to develop cultural appreciation. "We like to think that our humanities program is developing within our students a world-wide vision that embraces a comprehensive understanding of non-Western cultures."

6627. MANNING, JOHN

Describes in some detail the humanities program at Michigan State University both as to content and as to teaching procedures. Concludes succinctly, "we aim at a liberal education."

6628. MILSTEAD, JOHN

"The rush for grants and administrative posts signals a retreat from humanistic commitment."

The author discusses several observations about the humanities: that they are part of the leisure tradition; that they are subverted by superficial value signs.

The teacher of humanities must fill the need for the ego ideal that was once provided by a simpler culture.

83
6629. RAFFEL, BURTON

6630. RICE, WARDEN G.

6631. ROACH, HELEN

6632. STONE, JAMES H.

6633. WHITE, HELEN C.

6634. BERNARD, ROBERT C.
"Imagination and Imagination in Pottery." Art Educ., 15: 7-9, June 1962. Author: Assistant Professor of Art, Central Michigan University, Mt. Pleasant.

"In this respect, as teachers our major function is to help our students develop a creative orientation toward their work by bringing them into contact with a variety of new problems..."

The author presents four figures to illustrate how students' intellectual and emotional learning develops in working with ceramic pottery.

6635. CANTER, BRUCE

"It is imperative to teach the student drawing as a means to present or share values or reactions to life." The author discusses student-teacher interaction, observation, and critique.

6636. CHAPMAN, LAURA
"Becoming and Being a Teacher of Art." Art Educ., 16: 18-20, October 1963. Author: Instructor, School of Art, Ohio State University.

"Becoming a teacher of art requires that we become artists—not merely technicians and masters of fact and media..."

This article tells what becoming a teacher of art does not require, as well as elaborating several things that are required. Karl Zerbe and others are used as examples of teachers who teach students to care about painting.

6637. CLEMMINS, ROY, and CLEMMINS, CLAIRE
"Teaching Drawing at the College Level." School Arts, 63:31-33, November 1963. Authors: doctoral students, the Pennsylvania State University.

The authors concisely discuss how a student develops thought and expression in drawing. They answer their own question: "How is the student taught to analyze, recompose, juxtapose, and interpret at will?"

6638. CORRION, CARLOTTA M.
"Light As a Creative Medium." Art Educ., 15:4-7, May 1962. Author: Associate Professor of Art, Texas Women's University.

Photographs are used in a creative photography class to introduce students to the possibility of creating abstract designs, beautiful in tone and spatial organization. Different appreciations are developed by various special assignments.

6639. DOSEN, ROY E.

Sets forth philosophic views on artistic creativity.

"...stresses the principle that creativity involves the student mentally, physically, and emotionally in unique experiences."

6640. HULVORSON, VIDA BERNADINE

A study to determine whether craft experiences in art are as effective as drawing and painting experiences in developing an understanding of basic art structure or design.

6641. OLSEN, JOHN W.

Nine of the ten sketches are of college teachers who have gained recognition as exhibiting artists. Each artist has provided a personal statement about his or her ideas and beliefs concerning art and the teaching of art.

6642. RALEIGH, HENRY P.
3. CLASSICAL LANGUAGES

(Nos. 6646-6648)

6646. CHRISTOPHER, SISTER MARY, S. C. N.

"Since literary criticism is continually changing, the alert Latin teacher will be able to find in it a constant source of new insights and new perspectives. He will find in it a means of offering a course that will appeal greatly to youth, who love the passing moment so much; for he will bring into time the timelessness of the greatest Latin writers."

6647. KORNMACHER, WILLIAM C.

Although he admits his lack of popularity with the "we-don't-want-none" group, he points out the continuing need for standards in language. "Once again one asks, 'Whose language, anyway?' Is it to be the language of those who speak and write with care or the language of a careless mediocrity?"

6648. WITTERS, A. M.

"The importance of vocabulary and its decline among the many, together with current 'short cuts' to language mastery, suggests again that Latin is not as dead as supposed."

SEE ALSO NO. 4776, 5031.

4. ENGLISH

(Nos. 6649-6713)

6649. ABRESCH, ROSE L.

"Students engaged in a study of literature should be required to study the oral interpretation of literature." The author feels that oral interpretation will help promote literary understanding.

6650. BALLIST, CONRAD A.

"To express himself creatively, however, the teacher needs to be free—free from rules, from pressure, from obligations, from too little and too much knowledge; he must feel himself more than a blinking transistor in an electronic computer." In his article the author criticizes new contributions, methods, projects and tests which threaten creative teaching by inhibiting the teacher's free thinking.

6651. BIERMAN, JUNE, and TOOGUE, BARBARA

The authors point out materials that are available in the library that make it possible for a student to make a good book report without reading the book. Techniques used by instructors to combat this sort of thing are also discussed.

6652. BLACKMAN, EDWARD B.

Describes a project in the Department of American Thought and Language at Michigan State University in which lay readers were used in the freshman composition course. "How good is the system? Blackman admits "It is too soon to tell." But he notes, "At Michigan State the experiment will be continued, enlarged, and improved."

6653. BONSEN, WILLIAM R.

"I find that the most satisfactory way to show this sort of thing [structure] is an analysis by means of parallel columns." The author discusses his proposed device in terms of its efficiency, sensitivity and versatility. He illustrates by applying it to Henry IV, Twelfth Night, and Hamlet, by William Shakespeare.

6654. BOYLE, KAY
"The Teaching of Writing." NEL. Jour., 53:11-12, March 1964. Author: Professor of Creative Writing, San Francisco State College, California.

"Teenagers and students in their early twenties make teaching an endlessly exciting experience for me." The role of the writer is to bring into the interior life into the open and it is the teacher's function to communicate this simple truth to the student.

6655. BRIERE, RICHARD J.
"Resting the Control of Parts of Speech in PL Compositions." Language Learning, 14:1-10, 1964. Author: University of California, Los Angeles.

Discusses an experiment to test the control of parts
of speech in making assignments, when teaching English as a foreign language at UCLA.


. . . and the course will be taught by someone who does not wish to teach it, who does not know how to teach it, and who, therefore, will be teaching it very badly indeed.

The author discusses the conditions of teaching such a course, the interests of the teacher, and curricular modifications.


This is a report on an experiment to get postgraduate students to speak English, after having learned the language by "bookish" methods. Context was provided by a silent film, on the action of which the students were led to make spoken commentaries.


. . . the role of spelling can be readily exaggerated, and overzealous correctness may inhibit more vital aspects of composition. Nevertheless, because of the great importance attached to spelling by both the community and the faculty, it's wise for all college teachers to emphasize spelling occasionally. In a better-spelling drive, the soft sell, with a display of oddball misspellings done from the errors of past semesters, is likely to be more effective than the hard sell. A smile may do the job."


The authors discuss the English program they have developed for poorly prepared junior college freshmen. Most of the students who finish the year's course come out with their resentment against English greatly reduced and their ability to produce an acceptable paper for history or psychology or literature greatly increased."


This report is based on a course given in the graduate program of Hunter College which studies not only English, but selected Spanish, French, and German novels as well. The author suggests that something similar might also be done for the undergraduates.


The author discusses the "teacher-scholar" in English. Attention is given to methods of teaching and lack of evaluation of faculty members. He points out the problem of the multiple tasks which the college English instructor must perform, and tries to clarify the means by which these tasks can be performed.

6662. DAWSON, HERLE C. "Sophomore Honors English in the Junior College."


The article deals with an experiment in sophomore honors English. Although highly successful, the author determines next time to have (1) meeting place that doesn't suggest the A, B, C's, (2) fewer but longer recitation periods, (3) more depth and less breadth, (4) a more leisurely pace for students, and (5) less talk from the instructor.


One way we, as English teachers, can challenge the student to preserve his individuality is to teach him to write clearly his own thoughts and feelings, punctuating them with the personal pronoun 'I'." Beside clarifying the student's own thoughts by identifying himself with the pronoun 'I', the same student becomes more critical of the expressions of others.


"The life of the rejected author is not an easy one, but as we have noticed [in the article], it can have its compensations." The author humorously discussed the problems of getting or not getting a manuscript published.


"At the advertising session of the 1961 convention of the Association for Education in Journalism, five speakers reviewed in considerable detail the image of advertising education and proposed certain measures for improving it."


The authors report on the activities of four discussion groups at a conference on research in the teaching of English at various levels. Research questions are listed on language patterns, mental processes and the understanding of literature and literary forms. Especially striking was the feeling that often there was little relation between college training and what teachers need to know.


"The techniques of definition, classification and division, comparison and contrast, and process are inherent in a good deal of thinking and writing by men who have never heard of classical rhetoric, and while I prefer to teach it formally, I know it can be done informally with vigor and effectiveness." The author discusses the application of techniques to Ford Jim in his course.


The article deals with an experiment in junior high school and college articulation at Newark College of Engineering. The respondents described the conference as: specifically directed, inclusive, worthwhile, inter-
est, important, stimulating, helpful, inspiring, broad, practical, valuable, enlightening, rewarding, well organized, splendid. "Who could ask for more?"

6669. ESTRIN, HERMAN A., and COWIN, L. E. RHU.
"English teaching may be evaluated by students, the teacher himself, and administrators." Yet, say the authors, "We must go about this business of evaluation with caution. If not, we may give some of our best and most distinctive types of teaching underground, and end up with a 'belated recognition' of mediocrity."

6670. ESTRIN, HERMAN A.
Describes the English offerings in 55 accredited engineering colleges. A majority of the respondents (60%) reported a special course in English designed for scientific and technical students. Indicates the textual materials used in these courses. Also lists ten different methods of presenting the courses.

6671. EVANS, BERNARD
"If English professors and supervisors of practice teaching—the core of high school English professionalism—were budgetary if not blood brothers, I believe we could all fret much less about such matters as how many units in Education are required for credentials, how many school principals have P. E. degrees, even how many English teachers are non-majors."

The author comments on his book High School English Textbooks: A Critical Evaluation which he co-authored with his late colleague, James Lynch.

6672. FISHER, JOHN H.
"New Perspectives on Teaching the Disciplines: English." Current Issues in Higher Education, 1962 (No. 5685), 82-84. Author: Professor of English, Indiana University.
A discussion of four problems facing college English departments. First, the change in emphasis from teaching advanced courses in literature to teaching basic courses in composition and general literature. Second, the dilemma of the need for more teachers of freshman composition combined with a decrease in the number of qualified beginning teachers (those with doctor's degrees). Third, the need for better training of prospective high school English Teachers. Fourth, the demand for teachers of English as a second language.

6673. FISHER, JOHN H.
The author discusses the implications of Project English and the development of new programs. He suggests setting up "our own" representative processes to counter the "pressures upon us." But unless we are willing to encourage our chairmen to form a national body sufficiently cohesive and influential to speak for us, we may in a few years find that there is little time left for—or value placed upon—the independent life of the mind in college English departments.

6674. GARNETT, GEORGE P.
"The results of a creative writing course can be both practical and intangible." This article presents the purposes, milieu, and outcomes of a creative writing course as the author sees it. He discusses whether writing can be taught, and if so what can be taught.

6675. HARRISON, GEORGE B.
Six communication skills are suggested as goals for freshmen and second language students. The author comments on his book Project English: A special course on teaching basic courses in composition and general literature. 

6676. HARRISON, BRUCE
This is a report on a two year project of grading college freshman English themes on a tape recorder. The procedures are listed by the author and the student responses reported.

6677. HAYAKAWA, S. I.
Semantics gives students a sense of their own intellectual power, and a sense of both pleasure and responsibility of using that power. The author discusses his beliefs about the teaching of semantics in Freshman English and why semantics is not taught earlier. He concludes with some suggestions on how writing should be taught, especially through a vast amount of writing.

6678. HOOK, J. N.
"Project English: Its Implications for Colleges and Universities." Higher Educ., 18:3-7, April 1962. Author: Coordinator of Project English on leave from the Department of English, University of Illinois.
"Professors teach the teachers, today's and tomorrow's teachers, not only in colleges and universities, but also in elementary and secondary schools." This is a report on a two year project of teaching basic courses in composition and general literature. The author discusses the implications of Project English and the development of new programs. He suggests setting up "our own" representative processes to counter the "pressures upon us." But unless we are willing to encourage our chairmen to form a national body sufficiently cohesive and influential to speak for us, we may in a few years find that there is little time left for—or value placed upon—the independent life of the mind in college English departments.

6680. JANZER, SISTER MARY, S. C. L.
"B," suggests a dozen techniques for teaching the novel. "Usually, the experienced teacher has hit on his own method, the best one for him, and it will form a basic class technique. But the occasional use of a fresh approach to a novel might well prove an incentive to better teaching and better learning."
6681. KILBURN, PATRICK E.
"Every Man His Own Pedagogue." Jour. Higher Educ., 33:89-95, February 1962. Author: Associate Professor of English, Union College and University, New York.

Contends that student immaturity is in large measure responsible for freshman inability to write well. Describes a project in the teaching of freshman composition which requires all students to write fifteen minutes a day, seven days a week. Emphasizes that "everyone who completes the assignment will achieve at least two things: (1) he will gain much greater fluency in writing, and he will lose his fear of a blank page." Concludes that the student by writing in quantity "can gain a greater ease and fluency than he has ever shown in his life."

6682. LARKY, JON S.

This article presents a plan or argument of the structure of Paradise Lost to enable students to "read as poems rather than as problems." "Our scheme for grasping Paradise Lost as a whole works fairly satisfactorily, and is recommended to classes that read only parts of the work."

6683. LOOMIS, ROBERT EMERSON, and ADAMS, JOHN HOWARD

"... successful, purposive motivation in the [freshman English] classroom is best effected by following some procedure which includes: identification of the goals of the course;... identification of those strong and continuing motives or long term goals present in a class or individual students;... formulation and application of some procedure whereby the student goals and the course goals will be more or less permanently associated in the students' minds...."

6684. LOUTHIAN, RICHARD L.

"Think before you ink is the first principle of composition." The author suggests techniques that can be used in teaching composition beginning with topic selection and ending with evaluation.

6685. MACRAEKEN, DONALD R.

"One of the major problems of the student who has to read a play, a poem, or a novel is what he should do with it." The author provides a set of questions to be used for analysis of a play. He feels such a battery of questions provides direction without taking away independence. The questions cover the characters, plot, setting, theme, language, and general nature of the play.

6686. MADELEINE, SISTER M. CLAIRE
"The Teacher as Thinker Before His Class." Liberal Educ., 48:32-37, March 1962. Author: Professor of English and Dean of the Graduate Division, College of the Holy Names, not further identified.

"Only a living, trained intellect proceeding the student in the way to truth... can effectively teach that student how to think."

This statement is particularly directed at the teacher of English whose primary concern is with human values.

6687. MARCUS, MORSEY
"Dilemmas of the College Composition Teacher." Jour. Higher Educ., 35:481-487, December 1964. Author: Assistant Professor, Department of English, Purdue University, Indiana.

Points out several of the dilemmas of the college composition teacher. "Perhaps the most painful of the college composition teacher's crises comes from his position of humanist laboring as technician, and---if he is sensitive enough---suffering humiliation from the anomaly of such a position."

6688. MARSH, LOUIS

"English professors who have not graduated from researchers colleges are irrevocably opposed to 'method' as such, and each one is probably convinced that what he does is best—or else why would he be doing it?" This is an essay on teaching students a subject. Structure is one of many approaches emphasized because it is considered basic.

6689. MARKSHEFFEL, NED D.

"Some of the best students on campus are handicapped by their poor spelling. There can be no simple way to solve the spelling problem, but we must work at it."

"Reports finding of study, indicating these implications: (1) "poor" spellers can be helped to improve their spelling at the college level; (2) "students need help in learning efficient spellers can be helped to improve their spelling at the college level; (2) "students need help in learning efficient methods for learning to spell words"; and (3) student acceptance of responsibility for learning to spell correctly appears a definite need."

6690. MARSHALL, DONALD W., and SHIPMAN, ROBERT O.

The authors found that students could, through study and drill, overcome their deficiencies in grammar and spelling. Tests were used frequently.

6691. MIKALSON, ROY J.

Experience with reader-aides at Lower Columbia College has indicated that the freshman English student gains in five specific ways: (1) more writing experience; (2) papers corrected promptly so that he can profit from his mistakes; (3) two separate criticisms on his writings; (4) necessity for learning to write for a general audience; and (5) opportunity for more individual conferences.

6692. OLIVER, ROBERT S.

Describes a procedure for advancing students in structural organization for a theme and the use of materials in the development of the idea. "The college English composition course moves forward by segments and projects—if it moves at all."

6693. CRUMP, CHARLES
"... our experience has shown that a wide range of students can derive considerable benefit from compositions written in imitation of a literary model." The author describes the steps used in following his plan by University of Arizona students in third year composition and conversation.

6694. ORSTEIN, ROBERT.

This article is a discussion of the attitude and feeling that should be a part of teaching Hamlet, "instead of insisting on the need to pluck out the heart of every mystery, we might more willingly surrender to the beauty and power of a dramatic action which defies our attempts at logical analysis."

6695. PATTISON, JOSEPH C.

"Writing an 'F' paper is admittedly not an easy task, but one can learn to do it by grasp of the principles to use." The article provides thirteen principles to be followed under the headings: "Obscure the Ideas," "Mangle the Sentences," and "Slovenize the Diction."

6696. PINHAS, ANITA.
"Teaching Different Styles of Written English." English Lang. Teach., 18:74-81, January 1964. Author: Department of Education, Faculty of Arts, University of Sydney, Australia.

"This article has been an attempt to provide a provisional methodology which might help the teacher to organize the present disorganized mass of material involved in the teaching of written English." It is written around a consideration of three problems.

6697. POOLEY, ROBERT C.

The author sets seven targets for the decade in English language arts, and discusses each one. He argues that teaching or directing teaching in the communication arts should be a part of despondency feel that his task is dull and repetitious, I would hope that the array of targets I have presented would give him new hope and fresh excitement.

Some of these targets include experimentation and variety of approach, individualization of writing experience, new instructional devices, improved efforts of recruitment, training and counseling of teaching staff.

6698. PRATOR, CLIFFORD.

Discusses the most significant trends in methods of teaching English as a second language. Considers programmed texts, and transformational analysis with emphasis on the latter.

6699. PRINCE, STEVE.

Presents several suggestions for teaching modern poetry and gives several clues to understanding and appreciating it. "I favor a text, or rather collection, with the freeest possible aids. The more the student is put on his own, the sooner he will learn what it takes to read a modern poem and the faster he will become a good reader."

6700. QUINN, SISTER M. HENRIETTA, O. S. F.

"American Studies, if it does not exist on a campus, will very likely require a modest beginning. One that can bring surprisingly affirmative results is the study of early American literature as paralleled by analogous vision in painting." The aim of this article is to suggest how one might plan such a course.

6701. RADLEY, VIRGINIA L.
"Discipline Versus the 'Viewless Wings of Poesy.'" Liberal Educ., 49:475-80, December 1963. Author: Chairman, English Department, Russell Sage College, New York.

A freshman English program designed to reconcile the competing claims of literacy and literature. This article covers two opposing techniques of teaching freshman English: representing the two major attitudes of college English teachers. The compromise is a sequence of courses that does both: covers composition in the first semester and literature in the second semester.

6702. RANSER, SANFORD.

The author presents here an outline which he prepared for students in a sophomore course in English literature to assist them in the reading of Dylan Thomas' Under Milk Wood. The outline was made from notes in the play. It describes the town and its surroundings.

6703. REA, J.

"... love and affection in Freshman English."

6704. ROGAL, SAMUEL J.

Rogal criticizes "freshmen who take advantage of their English teachers' conference hours for ego-centered or other extraneous reasons." "Too often teachers have the absurd notion that there is no greater reward than extending a helping hand to their students. I maintain that the teacher's first obligation is to improve himself, for only then will he be able to achieve his just reward and accomplish his real mission: the dispensing of knowledge."

6705. SAW, PHILLIP.

Author reports on an experiment to determine how much individualization of instruction can be given in Freshman English.

6706. SHANNON, R. BARD.

"Because I am intently skeptical, I set out some three
years ago to test the hypothesis that all students benefit from revising what they had written." Students in freshman English wrote on abstract and concrete topics. Each theme was revisited twice, the papers graded analytically each time, and the results tabulated. Variation in beneficial results of revision was found. The author concludes that the extent of revision is an individual matter and must be so treated.

6707. SIMONS, JOAN O. 

"I have found William Blake's 'Ah, Sun-Flower' to be a particularly apt illustration of symbolism. I like to begin by discussing the main properties of sunflowers." The author explains how she uses this poem to help freshmen and sophomores grasp the concept of symbolism in poetry.

6708. SPACKS, PATRICIA MEYER 

By working through the students' own honest and immediate reactions the teacher can produce the pleasure, the insight and excitement which the poetry reader seeks. This is the premise of the author.

6709. STEINBERG, ERWIN R. 

This is a discussion of a conference conducted to start Project English. Four areas of needed research are highlighted: the teaching of writing, language, and literature; and general professional and curricular problems. A set of recommendations was developed for each area from the recurring questions of each discussion group, and these are also presented.

6710. SNEED, MARKUS M. 

The author discusses the material and the techniques that he used in teaching an honors class in freshman English at Grand Rapids Junior College. Less regimentation continues to be the aim, more inner direction the goal.

6711. WAGNER, ROBERT W. 
"Look and Listen: There is no Substitute." AV Commun. Review, 10:119-123, March-April, 1962. Author: Editor of "Media" section AVCR.

Suggestions for teaching the student of communications "to look, listen, and relate specific films, television programs, and radio broadcasts to his growing understanding of communications theory and research."

6712. WAGNER, NINA WELLS 

"I might make English a prerequisite to everything. I might make everybody, including teachers who wished to teach in my college, pass a stiff test in English. An understanding of English and an ability to use it effectively would be prerequisite to employment as a college professor."

6713. WITHERS, A. M. 

"...there is plainly a twofold aspect in the successful writer's equipment: the patiently acquired 'practical' bases, early discoveries and continuity, but upon, and a spirit which, for want of another term, must be called 'poetic.' ... know your English, and think and feel [deeply] about the sounds of your own divinely given English tongue. If you do, you will possess good prospects that 'strategic' style in writing will be in the forefront of your reward."

SEE ALSO Nos. 2243-2284, 3482-3539, 3824, 3834, 3871, 3913, 3915, 4025, 4064, 4131, 4141, 4142, 4163, 4550, 4574, 4582, 4605, 4606, 4675, 4677, 4777, 4778, 4828, 4886, 4895, 4898, 4924, 4988, 5031, 5053, 5078, 5004, 5104, 5175, 5243, 5284, 5527, 5564, 6098, 6363, 6441, 6549, 6553, 6583, 6612, 6860.

5. MODERN LANGUAGES
(No. 6714-6733)

6714. BARRUDA, RICHARD 
"We are Foreign Languages Better Taught at the High School Level Than at the College Level." Hispania, 46:117-119, March 1964. Author: Arizona State University.

"This article is not intended to be an expose, an indictment, or even criticism of language teaching in our colleges and universities. It is rather a description of a sad fact, which is prevalent in many parts of our country." The colleges and universities, says the author, do not practice what they teach.

6715. COULDS, R. A. 
"Observations on the Teaching of English Literature to Foreigners: with Special Reference to South America." English Lang. Teaching, 17:227-33, October 1962. Author: Professor of English Literature, University of Montevideo.

"The teaching of foreign language is a craggy path, along which toiling minds can be led to the discovery of far places. Often it is the doubtful who are in need of the magic of that discovery. To bring them to it, the teachers who tend the barriers must be more than gate-keepers, more than herders of reluctant feet."

6716. DAVIDSON, JAMES F. 

"The teaching of foreign language is a craggy path, along which toiling minds can be led to the discovery of far places. Often it is the doubtful who are in need of the magic of that discovery. To bring them to it, the teachers who tend the barriers must be more than gate-keepers, more than herders of reluctant feet."

6717. EDWARDS, PAUL, and CARROLL, DAVID R. 
"Teaching English Literature to West African Students." English Lang. Teaching, 18:35-44, October 1963. Authors: English Department, Howard Pay College, Sierra Leone.

"Perhaps the most important lesson to be learnt in teaching English Literature to foreign students is that one can never generalize with any confidence on the criteria of suitability." The authors challenge certain common assumptions about the teaching of poetry. Methods of study are suggested which also apply to the English novel.

6718. GAINLIN, LOIS S. 

"The Language Laboratory and Advanced Work." The types of language laboratories that best suited for college students, and the minimum provisions to be made available.

6719. HARRISON, ROBERT 
"The Teaching of Literary Chinese." Jour. Higher
A comprehensive Chinese language program beginning with and emphasizing literary Chinese taught by the historical-inductive approach has logical and pedagogical advantages; it has already proved effective in training students in the humanities; and it is clearly the quickest and most effective way to provide prospective social scientists with the requisite linguistic training in one of the most important source-languages for the study of economics, political science, and sociology. The implications of the arguments presented is clear. The study of the Chinese language can, and should, achieve a central position in the curriculum of American colleges and universities.}

6720. HOCKING, ELIZABETH

"The value of kinesics, dramatics, and music, of visual and other sensory imagery—all these have been generally neglected in the revolutionary fervor of the audio-lingual method." The author discusses audio-lingual methods as only the first step in developing a scientific method for teaching language.

6721. HUGHES, ARTHUR H.

A new modern laboratory at Trinity College permits a student to listen to a language by simply dialing it from a listening booth.

6722. KAISER, GRANT E.

The author attempts to clarify the distinction between form and substance in teaching foreign language with emphasis on the overriding importance of the substance. He criticizes a lack of clarity in distinction between form and substance and considers what the substance of an elementary language course in college should be.

6723. KOVACH, MAELDEN
"An Active Language Teaching Method." German Quart., 36:279-286, May 1963. Author: Assistant Professor of German, Tufts University, Massachusetts.

This paper describes a method of language teaching which seeks to combine the advantages of both the direct and traditional methods. The new method is described as a compromise, or active-linguistic method.

6724. LASHER-SCHUTZ, DOROTHY

The author describes language teaching in colleges and universities around the world as observed first hand. Notes that "when a new language is learned understandings and appreciations multiply. It concludes, "there are similarities in methodology and testing, if not in length or intensity of study, attest to the oneness of our rapidly shrinking world."

6725. MICHALSKI, ANDRE
"Language Laboratory and Language Learning." Hispania, 45:175-9, March 1962. Author: Loyola College, Montreal, Canada.

The author discusses the problems which arise from the use of a language laboratory as well as several problems which are solved. Monitoring, satisfying time requirement, and completing lab assignments are three ways in which the laboratory may be utilized.

6726. MORTON, P. RAND, and LEE, WONO

"Dial selectors and a remote monitoring system, installed in the University of Michigan language laboratory demonstrate that language teaching can—and should—go beyond its traditional trinity of teacher, textbook and classroom."

6727. MUELLER, THEODORE H., and LEUNERS, RALPH R.

An investigation of the correlation between ease of foreign language learning and auditory aspects as measured by the Seashore Measures of Musical Talents. This study is combined with the results of an instructor questionnaire and interview to determine what prompted a disproportionate number of drop-outs from a TV section.

6728. SCHERR, GEORGE A. C., and VERHEIDEN, MICHAEL
"The German Teaching Experiment at the University of Colorado." German Quarterly, 35:298-308, May 1962. Authors: (1) Professor of Modern Languages, University of Colorado; (2) Professor of Psychology, University of Colorado.

"This is a progress report on the results obtained on an experiment entitled 'Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction.'"

6729. SHELDON, IREY R.

The author reports on a course in Spanish he offered at Millikin University consisting entirely of tapes made from shortwave broadcasts. Format, techniques, and examinations are discussed.

6730. STILL, WALDIE

The author discusses the need to use both the "historical-method" and the "literary-method" in the study of literature if we are to "avoid the extremes of uncritical antiquarianism or uncritical dilettantism."

6731. SPENCER, RICHARD E., and SEQUIN, EDMOND L.

A study to determine if two different methods of presenting a German foreign language listening test (earphones vs. loudspeaker) has an effect on the scores of students. Discusses problems of sound control and selection of appropriate teaching media.

6732. TOUS, ALFONSO

An explanation of the conduct of a language laboratory workshop at the University of Dayton. Considers dilemmas in approach and evaluation, and provides a solution to course problems in addition to a definition of the workshop.
6733. VALMYN, ALBERT
"How do we Break the Lockstep? Variations in Class Size as Applied to Language Teaching." Audiovisual Instr., 1960-1961, November. Author: Associate Professor, Department of French and Italian, Indiana University.

6734. ADLER, SAMUEL
"Problems of Teaching Composition in Our Colleges Today." Amer. Music Teach., 13:8-9, November-December 1963. Author: Director, Texas Center, Dallas, Texas.

6735. CARRON, JAMES C.

6736. CHRISTY, VAN A.
"Learning and Teaching Interpretation." Amer. Music Teach., 13:6-7+, September-October 1963. Author: Professor of Music, University of California at Santa Barbara.

6737. GINNIND, VITTORIO
"Teaching Composition: A Creative Approach." Music Jour., 20:33+, September-October 1962. Author: Head, Composition Department, Manhattan School of Music and member of the faculty, Juilliard School of Music.

6738. HALLPARN, IDA R.

6739. HERBSTEN, ARNOLD L.

6740. HOWE, RICHARD

6741. HENDERSON, GEORGE

6742. KELLEY, DOROTHY

6743. LUCKETTENBERG, GEORGE

6744. LUCKETTENBERG, GEORGE
A description of the program at Converse College aimed at remedying the critical shortage of qualified, competent private teachers of piano. It has three closely interrelated aspects: the preparation of future teachers now in college; direct instruction of pre-college pupils; and co-operation with the community's adult private teachers. The bulk of the article describes the methods used in teaching two courses in piano pedagogy.

6744. LINDEN, ROBERT W.

The results of laboratory investigations on perfect pitch at Hamilton College tend to disprove the statements of Carl Stumpf in 1892 and Carl Seashore in 1919 that absolute pitch is an inborn talent. The experiments have shown that subjects exposed to training improved significantly in their ability to name the tones presented to them. In the initial experiment, two of the five subjects met the experimenters' criterion of perfect pitch in the posttest.

6745. MCCULLY, MARY RUTH
The author describes class, elementary music methods, taught in a piano classroom with two students at each piano. "Music education specialists throughout the United States are advocating the principle of keyboard facility which we, too, have adopted in classroom procedure. . . . The unique feature of our program is that we now have the physical facilities to enable students to translate music theory into practical usage."

6746. MCGINNIS, DONALD B.
"Good Intonation and How to Achieve It." Sch. Musician, 34:44-45+, November 1962. Author: Professor of Music and Director of the Ohio State University Concert Band.
"I will attempt to define and describe the factors I consider important to me in teaching a private student, a section, and a full band."

6747. MCGUIRE, DAVID C.
"Changing Patterns in the Supervision of Practice Teachers in Music Jour., 1963. Author: North Texas State University.
"This report attempts to disclose some current practices in supervision of music student teachers, some changes that have occurred in the past ten years, and some possible anticipated changes yet to come." Questionnaires were sent to faculty sponsors of all active student chapters of the Music Educators National Conference, and responses were received from 145 of the 374 institutions contacted.

6748. MADISON, THURBER H.
"It should be the responsibility of college instructors in music, whether they are familiar with technical test construction or not, to apply these broad principles of reliability and validity to their every-day efforts at appraising the talents and progress of their students."
The author reviews the concepts of reliability and validity and stresses the importance of evaluation within the framework of educational and professional objectives.

6749. ROSS, EDGAR

"The present study was designed to test the feasibility of using guided analysis to increase efficiency of music memorization by college wind instrumentalists." The experimental group, "after undergoing a series of training sessions designed to increase the meaningfulness of the material through guided training in analysis of the musical examples," showed a statistically significant increase in the number of trials required to memorize a given melodic line.

6750. SCHMIED, A. L.
"Passaged: Every Piano Teacher Should Be a Performer." Amer. Music Teach., 14:174+, November-December 1964. Author: Head, Department of Fine Arts, University of Tennessee.
"Summing up the case for the performing teacher, it can be said that: (1) demonstration is the most effective manner of teaching interpretation and can be an important motivating force (2) preparation for performance (the teacher's) develops perception in solving problems of techniques in teaching and in achieving technical skills, the knowledge of which can be passed on to the student, and finally, (3) the teacher himself benefits by developing his own musicianship and a more critical attitude towards his students' performances."

6751. SHERBURN, MERRELL L.
A college language laboratory has been applied to music instruction with a degree of success. The author describes a freshman dictation course which has been completely recorded on tape so that each student can pursue the course at his own rate of speed, requesting exams when he feels he is ready.

6752. SILBERMAN, ISRAEL
A demonstration of how part of Heinrich Schenker's theory of analysis can be employed to develop an approach to composition based primarily on classical style. "To continue to teach large forms or even small forms without using the organizing principles abstracted by Schenker from the masterworks is to fly in the face of what I believe to be the best exposition of classical style and the most promising method of instruction in that style yet developed."

6753. SIMPSON, RAY H.
The results of a survey of music teacher self-evaluation practices at AACTE member institutions is given. The purposes of this report are: (1) to indicate tools a music teacher can use to aid him in systematic self-evaluation; (2) to suggest tools which heads of music departments or dean of instruction in music may wish to encourage their staffs to use; (3) to discuss self-evaluation tools that have most often been used by a sampling of music instructors; (4) to convey a picture of those self-evaluation tools found to have most value to sampled music instructors; (5) to show which self-evaluation tools most interested music instructors trying them for the first time."

6754. SPIER, CHARLES L.
"Music Instruction in the Language Laboratory." Theory into Practice, 1:25-29, February 1965. Author: Assistant Professor of Music, Ohio State University.
"This is a condensation of a detailed report on a pilot study conducted by the author. It describes the programming of elemental materials of music on magnetic tape and presenting them in language laboratories. An experimental group using tape-recorded self-presentation materials was compared with a control group being taught by traditional method.
7. PHILOSOPHY

(Nos. 6760-6766)

6760. BENJAMIN A. CORNELIUS


"Raise the question as to whether the philosophy instructor should be a "teacher" or a "preacher." Should we teach philosophy merely to inform our students of alternative world views and the ground on which they rest, or should we also advocate the acceptance of one of these points of view as against the other?" In general, the author thinks the philosophy instructor should make known his intellectual commitments; he should advance his position but not propagandize for it. Finally, he lists five conditions under which advocacy should not ever be encouraged.

6761. EARNS, S. MORRIS


The author investigates the first course in logic, (1) to point out conflicting aims of the course; (2) to analyze the usual methods of teaching the course; and (3) to offer some suggestions for teaching logic as a method of inquiry of value to a student as a part of general culture.

6762. KESTON, MORRIS


One trend identified by Professor Keston is the growing involvement of entire faculties in the teaching of philosophy—a responsibility previously carried only by philosophers and theologians. He also comments on the suitability of independent study in philosophy and compares programmed learning with the Socratic method.

6763. KELSEY, IAN BRUCE


Reports a major study which reveals a rather substantial shift in student values. "The shift [was] attributed basically to the temper of the time, cultural and traditional patterns of thought, and a susceptibility on the part of students examined to accept and internalize the increasingly intense external pressures for excellence and pursuit of knowledge." Concludes, "the task [of ordering values] involves basically on the part of teaching and administrative staff at colleges and universities throughout the democratic world cultivation of an ability to recognize, to understand, and to combat any and all militant forces which are closed in the guise of desirables, and replace them with those ideas, ideals, and values which make for a stronger, freer, more unified world."

6764. MCKEON, RICHARD


This article is a discussion of the problems in the teaching of philosophy.

"... all problems are philosophic when pushed to their extreme, and the problems of teaching are involved in a philosophy of teaching ... which may be used to clarify both the teaching of philosophy and teaching in general." The functions and devices used in teaching are discussed in terms of the results desired.

6765. SIMON, SIDNEY

"Value Development: A High Sense of Individualization." Concern for the Individual in Student Teaching, Forty-Second
The author discusses his clarification growing out of the writer's experiences with the schools are not dealing adequately with the problem.

... In this chapter, nine techniques of value-clarification growing out of the writer's experiences with student teachers have been discussed.

SEE ALSO NOS. 4784, 5031, 5050, 6506, 6784.

8. READING (Nos. 6767-6777)

6766. STOTENBERG, LOUISE

In a sense every instructor is always teaching his values but there are many difficulties including (1) vague content, (2) impossibility of measuring results, (3) personal nature, and (4) uncertain methods. But junior college instructors are invited to investigate the serious questions involved in value teaching.

SEE ALSO NOS. 2375-2384, 3581-3582, 3852, 4697, 4714, 4776, 4784, 5031, 5059, 6506, 6784.

6767. BLOOMER, RICHARD H.

The author reports on his investigation of the use of the Close procedure as a remedial reading technique for college students. Control and experimental groups are compared. The results of using the Close procedure are discussed.

6768. BLOOMER, RICHARD H.

The author discusses his effort to determine the values derived by students from a college reading program. Reading test results, scores on the American Council on Education Psychological Examination, and college grades were compared.

6769. CATER, RALPH F.

Advances a few simple techniques which, if used, will enable college professors to "augment the reading powers of their students... Perhaps we would not only improve in-struction but win more people to a deeper appreciation of our content subjects."

6770. CHERRIS, BARBARA H., and AUSTIN, HENRY R.
"Silent Reading Instruction Aids Oral Reading." Jour. Dev. Read., 6:243-247, Summer 1963. Authors: (1) Reading Improvement Service; (2) Speech Department, both at the University of Michigan.

The authors conducted a study to determine the value of silent reading instruction as a technique for improving oral reading speed and accuracy of college students.

6771. DAVIS, PAIL H.
"Space Speeds in the Classroom." Improv. Coll. & Univ. Teach., 11:78-79, Spring 1963. Author: Educational Consult-
9. RELIGION
(Nos. 6778-6787)

6778. BRECKENBERG, RICHARD B.
"On Improving College Bible Teaching." Relig. Educ., 57:209-213, May-June 1962. Author: Assistant Professor of Religion, Occidental College, California. This study evaluates existing practices in Bible teaching from the points of view of both students and instructors, and concludes with a listing of valuable practices. It discusses objectives, teaching qualities, approaches, methods, assignments and textbooks.

6779. EDIN, EDWARD
"From Criticism Goes to College." Relig. Educ., 59:125-132, March-April 1964. Author: Department of Theology, Marquette University, Wisconsin. The author discusses how he presents a "new point of view" to his students of Apologetics and Christian Origins at Marquette University. He outlines problems of presentation and reports on experimentation in assignment with five different classes of students.

6780. GWYN, THOMAS F.

6781. HOGAN, VERY REV. EDWARD, J. S. S.

"...Theologically, then, the norm of truth and of faith is the authoritative teaching of the church; and pedagogically that teaching must form the core of our classroom methodology."

6782. LAUBE, GERALD A.
"Teaching the Old Testament in a Private University." Relig. Educ., 59:417-421, September-October 1964. Author: Associate Professor, Department of Religion, University of Southern California. The author discusses the difficulties of teaching in the field of religion on a university campus. He considers the problems of selection of materials, presentation, and the attitude of the teacher.

6783. MCCOY, RAYMOND F.

"...the ecumenical spirit must be communicated by theology teachers who themselves have it as they teach theology."

Considers contributions by programs of general education, through areas of specialization, through university sponsored research, and through extracurricular activities.

6784. SILVERMAN, HIRSCH LADAR

6785. STENHUSEN, KRIEGER
"Religion in the University." Daedalus, 521-528, Summer 1963. Author: Harvard Divinity School, Massachusetts. "A discussion about the place of religion in the American university is fraught with much confusion." But the time has come to find a realistic place.

6786. STEINSCHEIN, STEIN H.
"The Christian as a Teacher." Jour. Gen. Educ., 14:45-55, April 1962. Author: Assistant Professor of Philosophy, Smith College, Massachusetts. "...my fundamental thesis: that Christian faith is almost uniquely conducive both to the transmission and reception of liberal education. More broadly, that it is not religion, but the lack of it, that endangers liberal thought."

The author feels that Protestant principles make the Christian teacher a scholar who will forever seek the truth, moving always closer to it, but always remaining infinitely removed from it.

6787. WADE, FRANCIS C.
Teaching and Morality. Chicago: Loyola University Press, 1963. 269 pp. Author: Department of Philosophy, Marquette University, Wisconsin. "This book deals with the relation of teaching to moral virtue in a Catholic liberal arts college. ...Looking closely at the nature of teaching and moral choices may reveal the fact that learning in a college is so saturated with moral factors that the very act of teaching can do for the moral life of the student what nothing else can do. That is the position this book is intended to establish."

SEE ALSO NOS. 2417-2427, 4365, 4776, 4988, 5050, 5242.

10. SPEECH AND DRAMATICS
(Nos. 6788-6806)

6788. ARNOLD, PHILIP P.
"A Comparative Study of Programmed Instruction and Videotaped Lectures as A Part of a Course in Public Speaking." Speech Mono., 31:461-6, November 1964. Author: Assistant Professor of Speech, Emerson College, Massachusetts. Investigates the value of presenting material to students through small sequential step- or frames in the form of questions or statements. Evaluates six modes of presentation. Discussion emphasizes need for skill on the part of the programmer and discussion leader.

6789. BUTLER, JAMES H., and WOOL, WILLIAM
"Filmstrips for Use in Teaching Drama and Theatre." Educ. Theatre Jour., 15:66-74, March 1963. Authors: (1) University of Southern California; (2) Eastern Michigan University. The article discusses the use of filmstrips and is basically an annotated bibliography of filmstrips for use in teaching drama and theatre.

6790. BYERS, BURTON B.
"Speech as the Principles of Learning." Speech Teacher, 12:136-140, March 1963. Author: Assistant Professor of Speech Education, Queens College, City University of New York.

"It is our purpose to sketch certain knowledge about philosophy as a psychological entity, about psychology as a science, and about religion as a way of life; and upon that foundation to erect the structure of ideas for estimating rightly the relationships and interdependencies between and among the disciplines." Concludes: "Philosophy, religion, and psychology agree in effecting synthesis in the most practical way, i.e., by experiencing a state of enlightenment, in a myriad of forms."
“Teachers have an unfortunate tendency to assume that
talking is teaching, and that when they have ‘told’ their stu-
dents, their responsibility is completed.” Explains six prin-
ciples of learning and the use of speaking-listening by all
teachers.

6791. CANFIELD, WILLIAM H.
"A Phonetic Approach to Voice and Speech Improvement."
Speech Teacher, 13:42-46, January 1964. Author: Assistant
Professor of Speech, Teachers College, Columbia University,
New York.
“Phonetics is one of the most valuable teaching tools that
the voice and speech improvement teacher possesses.”
Discusses development of strength and clarity of tone, con-
tinuous and smooth flow of speech, and efficient production
of speech sounds.

6792. CANNON, JOHN J., JR.
& Univ. Teach., 12:209-211, Autumn 1964. Author: English
Faculty, New York State University College at Potsdam.
This article explodes the myth that effective speaking is
a mere function of effective writing. Maintains that the
two are quite different.

6793. CLEARWATER, JAMES W.
"A Parliamentary Procedure Teaching Method: The Form-
ation of a Realistic Organization." Speech Teacher, 11:124-9,
March 1962. Author: Associate Professor of Speech, Uni-
versity of Wisconsin.
A description of the parliamentary procedure course
at the University of Wisconsin and the final parliamentary
exercise as a vital part of that course. This exercise is
the formation of a realistic, temporary organization.

6794. GABRECHT, ELEANOR A.
"A Method of Teaching Impromptu Speaking to Foreign
Students." Speech Teacher, 13:288-92, November 1964. Author:
Assistant Professor of Speech, University of Southern Cali-
forinia.
Describes one method to overcome foreign students’
language problems to enable them to benefit from the experi-
ence of impromptu speaking. Discusses selection and advanced
assignment of topics, the use of lead-up drills, controlled
introduction of impromptu features, and insistence upon class
participation.

6795. GEORG, DON
"Oral Interpretation and the Teaching of Literature."
Speech Teacher, 11:202-7, September 1962. Author: Professor
and Chairman, Department of Speech, University of California,
Berkeley.
Notes the elements of oral interpretation lines of
advance represented by recent oral interpretation theory, with
emphasis on its value as a part of literary study. Reflects
on Curry’s Imagination and Dramatic Instinct of 1896.

6796. GIFFIN, KIM, and BOWERS, JOHN WAITE
"An Experimental Study of the Use of Lectures to Large
Groups of Students in Teaching the Fundamentals of Speech."
Head of Speech Division, Department of Speech and Drama, Uni-
versity of Kansas; (2) Speech Assistant, University of Iowa.
This is a report of a study on the effectiveness of
these methods of college teaching: the mass lecture-quiz section
combination and the seminar-type class. “It appears that the
mass lecture method of teaching can be employed without di-
minishing the amount of learning.”

6797. HARGIS, DONALD E.
"Some Basic Considerations In Teaching Voice." Speech
Teacher, 12:214-18, September 1963. Author: Associate Pro-
fessor of Speech, University of California, Los Angeles.
Poses three practical questions, the answers to which
can serve as the basis for a decision on assisting any student
in real improvement in speaking. Discusses time, psychol-
ogy and teacher competence.

6798. HOOGSTRAAT, WAYNE E.
"Letters of Evaluation—An Exercise in Speech Criti-
cism." Speech Teacher, 12:29-30, January 1963. Author: South
Dakota State College.
A technique of speech criticism is outlined whereby
each class member writes a detailed letter of criticism to
each other class member on his class and speaking performance.
"The letters are to be based upon an established critical
standard."

6799. LUNE, WILLIAM
"A Discussion of Discussion." Improv. Coll. & Univ.
Teach., 10:203-205, Autumn 1962. Author: Professor of Psy-
chology, University of Toronto, Canada.
"I have tried to say what I think discussion is not.
I have very loosely tried to indicate the direction of my
thinking as to what discussion is, as I have experienced it.
Fortunately for me—and for you—my time is spent, and I can
therefore leave the discussion of discussion in your hands,
where it really belongs."

6800. MAcAHUR, DAVID E.
"Reader’s Theatre: Variations on a Theme." Speech
Teacher, 13:47-51, January 1964. Author: Chairman, Depart-
ment of Speech and Drama, Milwaukee-Downer College, Wisconsin.
An attempt to show some of the variations and experi-
ences encountered with ‘Reader’s Theatre,’ which the author
feels might easily be called Monologue Theatre. Describes
individual student presentation of a short program.

6801. NAB, RICHARD G., and GRAY, JOHN W.
"Teaching Parliamentary Procedure Through Programed
Instruction." Speech Teacher, 13:21-24, January 1964. Au-
thors: Instructors, Speech Department, Auburn University,
Alabama.
Report on the results of an investigation of the use
of programmed instruction in teaching parliamentary procedure
for shortening the length of time to acquire the working essentials
of parliamentary procedure.

6802. KONCH, HELEN
"The Listening Room at Brooklyn College." Improv.
Coll. & Univ. Teach., 10:174-177, Autumn 1962. Author: Fac-
ulty Member, Brooklyn College, City University of New York.
In this listening room students hear records of the spoken word. They also record their own voices and “hear
themselves as others hear them.” “. . .listening to record-
ings of our utterances can provide any of us with education
in the art of speech. The listening room at Brooklyn College
has met with enthusiastic response.

6803. SIMPSON, RAY H.
"Speech Teachers and Self-Evaluation." Speech Teach-
er, 13:165-170, September 1964. Author: Professor of Educa-
tional Psychology, University of Illinois.
Describes some aspects of the use of diagnostic self-
evaluation procedures by a sampling of speech instructors.
Discusses the value and effectiveness of such procedures in
improving teaching performance.

6804. STEVENS, WAITE W.
"The Speech Building Conference." Speech Teacher, 12:
Describes the use of a pre-speech conference for eval-
uation of an outline, rather than a limited written critique.
B. SOCIAL SCIENCES
(Nos. 6807-6905)

1. GENERAL
(Nos. 6807-6809)

6807. BREHMERT, GEORGE
"A Social Science Core." Improv. Coll. & Univ. Teach.,
11:225-227, Autumn 1963. Author: Professor of History, Ben-
nett College, North Carolina.

Describes the social science core program--a part of the
general education program--at Bennett College. Considers
both the content of the course and the teaching techniques
employed in it. Notes that "a policy of continued evaluation
of this core as a part of the general education program pre-
vails."

6808. ESTEVAN, FRANK J.
"New Perspectives on Teaching the Disciplines: Social
Sciences." Current Issues in Higher Education, 1962 (No. 5685),
79-81. Author: Professor of Education, Wayne State Univer-
sity, Michigan.

The need to rethink the nature of liberalizing educa-
tion designed for all college undergraduates is more cru-
ial than ever. One promising approach is to transform social
science from a loose confederation of subjects to a discipline
having an integrity of its own. The teaching of such a dis-
cipline will call for an encompassing point of view, the re-
organization of knowledge about man and society, emphasis on
common methods of inquiry, and the association of scholars
dedicated to this great task."

6809. MENO, SHELL C., and SCANGEROUGH, C. CYNCE
& Univ. Teach., 11:228-230, Autumn 1963. Authors: (1) Head
Of Rural Sociology; (2) Head of Agricultural Education, both
at North Carolina State College.

The writers "describe a program for developing com-
petence in social research" as a part of their regular under-
graduate training. Some 555 student-teachers have been in-
volved in the research training program during the past de-
cade. "There is mounting evidence that there is a great deal
of carry over from the research efforts to . . . vocational ac-
tivities. And, of course, the training can always be applied
in their various citizenship roles."

SEE ALSO NOS. 2433-2444, 3617-3621, 3809, 4453, 4568, 4582,
4586, 4697, 4995, 4900, 5053, 5269, 5817, 6472.

2. ECONOMICS AND BUSINESS
(Nos. 6810-6840)

6810. ASNESS, CAROL, and KEEL, KEITH L.

The authors explain how, by the use of tape record-
ings, they have taught skill subjects such as shorthand and
transcription in less time. This method involves the student
in out-of-class work, much as in the use of a language lab.

6811. BACKLUND, D. HOWARD
"Beginning Shorthand Students Enjoy Transcription--

The author discusses the benefits of introducing mac-
hine transcription into his beginning shorthand class earlier
and on a larger scale. He reports his procedures and the re-
sults achieved by the class.

6812. BURKLER, SISTER MONA MARIE

The author explains how, by the use of tape record-
ers, if you wish to avail yourself of the language lab facili-
ties in your school, you can begin your teaching program under
your arm, invite the chairman of your language department to lunch, off-handedly
show him what can be done, and your troubles will be solved."

6813. DALE, RICHARD S.
"Some Pointed Advice to the Student Teacher." Balance
Sheet, 45:148-9, 189, December 1963. Author: San Jose State
College, California.

Advice is given to prospective student teachers in
business education from a colleague who has just had the
experience.

6814. FEINBERG, MORTIMER; LONG, LOUIS; and ROSENHECK, VIOLA
"Results of a Mandatory Study Course for Entering
Freshmen." Jour. Dev. Read., 5:95-100, Winter 1962. Authors: Members of the Faculty, Bernard M. Baruch School of Business and Public Administration, City College of New York.

This is a report on an effort to improve the academic performance of college students in business through a study
method and reading course which was mandatory. Negative re-
sults were obtained.

6815. FELS, HENNIGS, and STANLEAF, DENNIS R.
"Controlled Experiments in Teaching Techniques." South.
Econ. Jour., 30:68-73, July 1963. Authors: Vanderbilt Uni-
versity, Tennessee.

The authors experimented with programmed instruction in
the teaching of elementary economics. Classroom instruc-
tion was deemed superior, but the authors plead for more ex-
perimentation in the hope of improving both methods.

6816. GRANT, J. C.
"Are Your Ethics Showing?" Balance Sheet, 45:423, May 1964. Author: State Teachers College, Shippensburg, Penn-
sylvania.

"The moral integrity needed by business students can
be instilled by the example set by the business teacher."

6817. GREEN, ALICE C.
This is a report on an experimental course in P men shorthand. Special reference is made to phonics and transcription procedures. The text, method, testing and results are reported.

6818. GREEN, ALICE C.

This article contains the report of an experiment in introducing transcription from the first day in the shorthand class.

6819. GREEN, HELEN H.

This article explains some practices which the author has found successful in her typewriting classes. Twenty seven specific techniques are listed and illustrated.

6820. GREEN, HELEN H.

This article illustrates a simplified method of grading transcription while making an accurate evaluation of the student's ability.

6821. JONES, ELLIS J.

"Judicious use of office-style dictation will make your terminal shorthand class even more interesting. . . ." The author describes the use of variations in rate, changes in wording, room noises and changes in writing positions and materials.

6822. JONES, HILDA M., and CORDER, LOUISE J.

"Can a college course in advanced shorthand be different, challenging, and exciting?" The authors show their course by following a student in her work. "Secretary for the Day," electronic equipment, projectors, charts, and special exercises are explained along with a comprehensive grading scale.

6823. LEE, GEORGE W.

The article suggests a method of using the "I" account for teaching debits and credits. The basic concept developed is the Get-Give concept. It may be related not only to simple elementary accounting entries but also to the more complex entries presented on the intermediate and advanced accounting levels.

6824. LEFTFINGWALL, ELIZABETH

Dr. Leftfingwall offers some concrete suggestions for the improvement of teaching and learning shorthand, according to the methods used at Margaret Morrison Carnegie College. She discusses the setting and understanding of course goals, and building of student confidence. The use of records and tapes is explained.

6825. LEVENSON, MILDRED BALLAS

"Students are not ready for their first position until they can cope with office-style dictation as well as school-style dictation." The author explains the technique that she uses to improve her intermediate and advanced shorthand classes.

6826. MCDONNELL, CAMPBELL R.

The author believes that the choice of teaching techniques is personal, but regrets the lack of communication among economics instructors.

This article is a result of his belief that some communication on the subject is desirable and it includes a few suggestions concerning the teaching of economic growth in the sophomore course. He comments on the use of the Production-Possibilities Curve and a number of neglected aspects such as historical relativity of economic principles and costs and disadvantages of economic growth. He cautions the avoidance of growth as a dominant theme.

6827. MARSELL, WILLIAM

"Programmed instruction has its greatest potential use at the college level as an aid to students having difficulties in specific subject matter." This article discusses the applicability of programmed instruction in accounting and the need for further research in its use.

6828. PARK, JAMES W.

Explains steps by which an instructor can improve shorthand learning.

6829. PERRY, DEEAN
"Shorthand Success Through Writing." Balance Sheet, 46:17-8, September 1964. Author: Brigham Young University, Utah.

This article emphasizes the results which can be achieved in shorthand through the writing rather than the reading approach. In this new approach all students wrote shorthand the very first day of class.

6830. PORTER, ALBERT

"It appears that, if the business school is to survive, it must 'die and be born again' much as did the medical school fifty years ago." In fact, Porter believes that the coming revolution in business education will be as far reaching as the revolution in medical education half a century ago. "Either the collegiate business school must undergo this transfiguration along the general lines here indicated, or I believe it is going to be swept away completely."

6831. PRICE, ADELINE
"The Time-Stamp Clock in the Transcription Class." Balance Sheet, 44:305-6, March 1963. Author: Pierce College, California.

"A novel method of promoting accuracy, neatness, and speed in a transcription class.

The method of time-stamping provided a competitive basis for improving performance. Students grade one another and the need for further research in its use.
6832. PUTNEY, AGNES


"The use of an overhead projector approximates very closely the student's writing of shorthand in the notebook." This article reports on an experiment conducted at the Rochester Institute of Technology to determine whether an overhead projector is useful in teaching shorthand theory.


This section is a description of the set-up and operation of dictation labs at nine schools including Illinois State University, Brigham Young University, Massey College, and Bowling Green State University.

6834. SUTTLE, KENNETH B.


Compares the teaching of shorthand by means of reading exercises with the teaching of shorthand by means of writing exercises.

6835. SPAULDING, KENNETH C.


This article discusses the usefulness of models in teaching economics. The ways of conveying economic knowledge are examined to ascertain the relative value of mathematical or graphic models. Criticism of excessive emphasis on mathematics in economics is given.

6836. TAYLOR, HELEN W., and PALMER, ELIZE D.


This is a report on two experimental studies in programmed learning in beginning shorthand at the University of Tennessee. Procedures and testing of effectiveness are included.

6837. UNDERWOOD, JUNE


The author outlines in this article the procedures which have enabled her to teach in three terms the material which previously required four terms. "This teaching method enables a student with only one year of training to enter the secretarial labor market with a functional command of shorthand." 43:18-19, December 1962. Author: Community College, Temple University, Pennsylvania. "By following a few simple rules you can practically insure success in teaching transcription.

6840. YOUNG, KENNETH G.

"Teach the Uses of Accounting Data." Balance Sheet, 44:210-11, January 1963. Author: Stanislaus State College, California.

"It is important not only to know how to produce accounting data but how to interpret it intelligently." The author feels that there is a lack of emphasis on interpretation or managerial use of financial data. All business students should get this instruction as early as possible. A step-by-step procedure is given by which the student can develop ability to analyze more complex data. The merits of different types of courses are discussed.

6841. ADEN, ROBERT C.

"An Experiment in Training Social Studies Teachers at North Texas State University, Denton." Peabody Jour. Educ., 39:341-345, May 1962. Author: North Texas State University. The author reports on an experiment to improve the attitudes and teaching abilities of those students who were prospective social studies teachers. The testing done to determine the effectiveness of the experiment is described, and the results are given.

6842. AMIDON, EDMUND, and SLINBERG, ARNOLD


The article gives an appraisal, from the student's point of view, of different kinds of group teaching methods or techniques. Differences are reported for elementary and secondary education students.

6843. ANDERSON, DONALD NORRIS

"An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course." Ph. D. dissertation, University of Minnesota, 1963. Abstract in Diss. Abstracts, 24:1934. Evaluates whether (a) treatments produce different effects, (b) treatments' effects differ according to intelligence level, (c) certain combinations of treatment and level are most effective, (d) different treatments produce different effects on final course test scores.

6844. ARNHEM, ALLAN C.


The author explains why teachers are afraid to work in "difficult" schools, and proposes some ways in which teachers can be prepared to work in "difficult" schools. He believes that his plan for volunteers will reduce teachers transferring or leaving the profession.

6845. BEDNORZ, NADA; WITTY, ELAINE; ORT, EDDIE; and WHITE, JACK

"Experimenting with Individualization." Concern for 100
6846. BRADBEILT, RAE M.
The author is concerned with the promotion of critical thinking vs. indoctrination when patriotism and ethnocentrism are keynoted in the schools as the basis of good citizenship. He proposes as a means to achieving his end a change in teacher preparation and the development of their critical thinking.

6847. BRAGGS, FRANK M.
The college supervisor is also a college instructor. This article considers the personal and professional qualifications, duties and responsibilities of the supervisor. Consideration is also given to the student teacher's concept of the college supervisor.

6848. BROWN, GEORGE I.
This article reports the results of an attempt to teach creativity to college juniors who were in a course on "Elementary-School Procedure" through experiences in the classroom situation.

6849. BRUNER, JEROME S.
A call for a new approach to the education of teachers which would be an "intense mix of substance and pedagogy." The goal—a teacher able to appreciate the diverse paths of understanding, the many different ways of learning and teaching a given subject.

6850. CARRIE, ALEXANDER M.
The author reports on an experiment to determine the effectiveness of observation of instruction by prospective teachers via closed circuit television. The procedure and results of the experiment are clearly written out and accompanied by conclusions and recommendations which indicate this guided television can be as effective as actual guided classroom observation with certain controlled conditions.

6851. COLE, JON J.
This article is a discussion of and listing of the advantages and disadvantages of block type scheduling for practice teaching in secondary education. Students reported that the block was their most interesting semester in college, but should not be done under the supervision of a single individual.

6852. COMMITTEE ON HUMAN RELATIONS IN THE CLASSROOM, NORTH CENTRAL ASSOCIATION
Analysis of what 1108 college professors who were members of the faculties of 336 teacher education institutions in the North Central area are doing to provide teachers in training with the skills they need to deal effectively with the human relations component of teaching shows that such efforts are sporadic, unfocused, and, for the most part, quite ineffective.

6853. DRESSLER, PAUL L.
"...the central objective around which all education should be planned" is critical thinking. It is "the central concept under which others (values; self-actualization; knowledge, understanding, and appreciation; and creativity) must be subsumed." The author discusses the relationship of critical thinking to each of these other concepts, and argues that "a person can learn to think critically, and teachers and organized institutions of learning can plan experiences which are conducive to this learning process."

6854. DUFFIELD, R. H.
"Teacher Training Responsibilities of Agricultural Engineering Departments." Agric. Educ. Mag., 34:158-9, January 1962. Author: Alumni Foundation Distinguished Professor and Chairman, Division of Agricultural Engineering, University of Georgia.
In-service training clinics are discussed.

6855. DUKOS, PHILIP H.
Since the need is obvious, there should be, in an urban location in the United States, an experimental institute devoted exclusively to empirical research on the psychological problems of adult education.
The author proposes that existing facilities at Washington University can be used for this purpose. He describes the problem of relating student personal characteristics to subject matter gain, and discusses methods and techniques. A third area of studying college grading systems is also examined.

6856. FASANO, GERALD J.
Too often student-teachers "find so-called 'master' teachers who can't teach." A realization of the aims of education makes it imperative that we modify, suggest, and make changes in our student-teaching programs. Good teachers are not 'hatched' but developed. They need to see good teaching and experience the joy and satisfaction that is derived from such an endeavor.

6857. FOX, PHILIP S.
Student teaching should be functional in the student's experience and should go beyond preparation for the classroom and include the prospective teacher's life in the community. Emphasis is placed on the joint responsibility of the cooperating teacher and the supervising college personnel for providing superior guidance and supervision. The author notes the more significant trends and innovations in student teaching and lists many out-of-classroom experiences of some recent student-teachers. He also proposes a set of guidelines for a successful student teaching experience.

6858. GERRISH, HOWARD

This is a report on how cooperative action by teachers of electronics in the junior colleges and high schools in California has led to the improvement of instruction in industrial education.

6859. GILBERT, JAMES M.
"Is Student Teaching a Waste of Scholarship?" Liberal Educ., 49:466-74, December 1963. Author: Associate Professor of Education, Randolph-Macon Woman's College, Virginia.

The author does not feel that student teaching courses are suitable for preparatory teachers. He feels they cannot live up to expectations and are therefore not worth the time, energy and educational resources being invested in them. Gilbert states that the experience is unlikely to produce lasting competence; there is no effective control or evaluation by the colleges; and it is not the best available method.

6860. HALJO, JAY L.
"Teaching the Teaching Assistant." Coll. English, 26:226-228, December 1964. Authors: Associate Professor of English, University of California, Davis.

The problem of teacher-training for college English is offered a solution: the teaching assistantship as an apprenticeship. A three phase plan of assisting, actual teaching under direction, and full direction of self is discussed.

6861. HARDKROVE, CLARENCE E., and JACOBS, BEHIND
"CUPM Report on the Training of Teachers of Elementary School Mathematics." Arithmetic Teacher, 11:89-93, February 1964. Authors: (1) Professor, Department of Mathematics, Northern Illinois University; (2) Professor, Department of Mathematics, Franklin and Marshall College, Pennsylvania.

The article reports on the programs in elementary education in colleges and universities. Note is made of the number of institutions which have no mathematics course specifically designed for prospective elementary school teachers. The need for implementation of the recommendations of the committee on the Undergraduate Program in Mathematics (CUPM) is stressed.

The question of competent instruction in mathematics at the college level is raised. The acute shortage of competent faculty, already felt in m-w colleges, would be greatly accentuated if new multiple-section courses were added in the implementation of CUPM recommendations.

6862. HASKELL, LAWRENCE D., and MONTGOMERY, R. W.
"Teacher Education in Agriculture." Agri. Educ. Mgmt., 35:188-90, March 1963. Authors: (1) Vice Chancellor, University of Texas; (2) Teacher Education, Auburn University, Alabama.

Each author presents a side of the question "Has teacher education [in agriculture] lost its crusading spirit?" Haskell writes that teacher education in agriculture is not what it used to be. Montgomery writes that teacher education in agriculture is a dynamic force.

6863. HEDGES, WILLIAM D.

The author describes a situation in which he placed graduate students (teachers) under extreme tension similar to what their students might experience. An analysis of the technique followed and the graduate students, with but two exceptions, reported changed attitudes.

6864. HICKSLEY, EDMUND CARVILLE, JR.

Compares four methods of instruction in an industrial arts-woodworking course. No statistically significant differences noted.

6865. HOFFMAN, MARY

Some fresh ideas about how to make the methods course for elementary teachers "an exciting adventure" for the non-musicians.

6866. HOOPER, KENNETH H.

The author reports on a study in which he sought to find out what effect different degrees of teacher-centeredness have upon student attitudes toward the instructor and the course.

He compared teacher, pupil, and group-centered approaches in a senior course, "Methods of Secondary School Teaching," and found no significant differences.

6867. HOULE, CYRL O.

The author advances several propositions to guide investigators in their Adult Education research. He accounts for differential learning abilities, autonomous learning and the thresholds of sequential learning.

He also examines the educational setting, the effect of institutional study and the diffusion of new ideas.

6868. JOHNSON, LARRY K.

The author discusses in this article the various jobs of the college supervisor of student teachers. He enumerates them as public relations, preparation activities, school visitation, and evaluation. These involve representing the college to the constituents of the student teaching program, guiding and placing student teachers, observing student teachers and holding conferences, and cooperative and self-evaluation for students.

6869. HOOG, REV. C. ALBERT

Prof. Hoog writes, it is conceivable that a full year's internship might be of much more value than the dissertation."
This is a plan to help develop new principals so that they do not lose their current position.

6870. KRUMHOLTZ, RT. REV. MSGR. ROBERT H.
A report on the teacher-training program at The Athenaeum of Ohio. This is a changing program which adapts to current needs. Specific information is given about upper and lower division courses, the graduate program at The Athenaeum and the graduate program at Xavier University.

6871. LANEY, JANE
"Are students really being prepared to teach?" The author discusses ways in which a methods course may be made meaningful to prospective teachers. Her techniques include demonstration teaching by the instructor and actual classroom observations. These are facilitated by the development and use of audio-visual aids.

6872. MARSH, WALTER J.
The Inter-University Program in Teacher Education (Project 1) presupposes a competency on the part of each student in the operation of educational media prior to his internship. This article explains how pre-service teachers learn equipment operation without the benefit of an instructor.

6873. MOE, RICHARD DAVID
Findings are similar with findings one or two decades ago, but more emphasis is placed on foundations.

6874. NACHMANN, FRANCIS W.
Describes a successful experiment with a college language teacher training program which proved practical and expedient. Young staff had demonstration classes, lesson plan writing, conferences, and supervised teaching experience.

6875. NELSON, JACK L., and ROBINSON, GERTRUDE A.
"Teacher preparation is an interdisciplinary task in higher education. . . . Team teaching is gaining in popularity at the secondary level, and programs of teacher education should provide experiences for prospective team members. Colleges and universities which train teachers can provide leadership in this training by adopting the team approach to college course work. The potential public school teacher is thus able to see the interrelation among the knowledge as well as the mechanics for team presentation.

6876. NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS
The bulk of the report is devoted to case studies of methods and techniques for improving or facilitating teacher training. Includes use of television, experimental learning center, a program for the preparation of college teachers of professional education.

6877. ORNSTEIN, ALLAN C.
"Fear is the major reason why so many teachers object to having to teach in schools which one considers 'difficult'. This author proposes a program for identifying teachers-in-training who are interested or willing to teach in a "difficult" school and a means whereby they can be introduced to the neighborhoods and children of the "difficult" school, to allay their fears.

6878. PATTERSON, C. H.
"In this paper the nature of the supervisory responsibility of the counselor educator and the student in the counseling practicum is explored. The nature of the relationship is described and the implications for techniques or procedures suggested."

"This article seeks to show how literary works may be used in courses and seminars for college professors designed to make the professor more truly professional in his practice of teaching." Endo: "... a novel can easily serve as a point of departure for the imagination—to discuss, conjecture, to read further, to resolve, and to work toward the improvement of learning in the university. So, contends the writer, novels can be used in the preparation of college teachers.

6884. STOLLER, NATHAN; LESSER, GERALD S.; and FREEMAN, PHILIP I.

"A Comparison of Methods of Observation in Preservice Teacher Training." AV Coram. Rev., 12:177-197, Summer 1964. Authors: (1) Associate Professor of Education and Coordinator of Student Teaching Program, Hunter College, New York; (2) Professor of Education and Development, Harvard University, Massachusetts; (3) Instructor in Education, Hunter College.

"This study tested the hypothesis that... kinescope recordings (prepared in advance) provide a more effective modus of observation than closed-circuit television and that TV observation is in turn more effective than the traditional method of direct observation in the classroom." The students' responses to these techniques were evaluated using different measures, one of which failed to confirm the hypothesis, the other of which revealed strong confirmation of the hypothesis.

6885. SICHERA, HELEN T.


"Much of the effort which has been directed toward implementation of professional laboratory experiences has been restricted to this level of teacher education which is usually identified as professional education. ... the continuation of this limited interpretation... poses a threat to adequate teacher education... faculties are challenged to re-examine and strengthen professional laboratory experiences in all three areas of a student's preparation [general education, specialization, and professional education]."

6886. TELFER, HAROLD E. and SLEEPER, WILLIAM R.


"A student teaching experience can never be truly effective if there is not some interchange between the supervision and the student. The authors discuss the conference, formal or informal, as the best relationship for teaching. It is the clue to a successful experience.

6887. TRUAX, CHARLES B.; CARRUFF, ROBERT R.; and DOOD, JOHN

"Toward an Integration of the Didactic and Experiential Approaches to Training in Counseling and Psychotherapy." Jour. Counseling Psychol., 11:240-247, Fall 1964. Authors: (1) and (2) University of Kentucky; (3) University of Buffalo, New York.

"This is an attempt to describe a view of supervision which integrates the didactic and experiential forms of supervision in counselor training. The two approaches are discussed along with ways of implementing an integrated approach.

6888. WALTERS, EVERETT


Discusses the method and content of a course on the problems of college teaching taught at Ohio State University. Also its scope of "drawing power" within the University and some of the effects of the course on students.

6889. WYNN, RICHARD


"Simulation offers the possibility of displacing the 'twin fears of second-hand success stories' with 'most terrible reality' in the preparation of school administrators." Author discusses in detail the capabilities and limitations of simulation as a method of instruction in the preparation of school administrators.

SEE ALSO NO. 2452-2456, 3630-3642, 3790, 3845, 4018, 4048, 4062, 4072, 4086, 4090, 4091, 4459, 4573, 4594, 4607, 4705, 4760, 4791, 4815, 4868, 4901, 4904, 4922, 5007, 5011, 5042, 5048, 5089, 5092, 5401, 5410, 6440, 6443, 6446, 6449, 6455, 6534, 6619, 6649, 6493, 6494, 6495, 6496, 6497, 6579, 6593, 6644, 6742, 6747, 6765, 6813.

4. HISTORY

(No. 6890-6899)

6890. BOGGS, JAMES A.


The author reports on his success in teaching an honors course in history at the junior college level, one of which failed to confirm the hypothesis, the other of which revealed strong confirmation of the hypothesis.

6891. CARSON, JOHN W.


"Some success has been attained in initial survey courses in American and European history through the employment of what, for want of a better name, may be called a three-level approach. The first level is that of the real situation, what actually occurred. .. The second level is that of apparent situation, the situation as it seemed to be in the minds of those who lived through it. .. The third level, the most difficult of all to isolate, is the history of ideologies. .. The three-level approach continually separates myth from reality.

6892. HARRISON, LOWELL H.


The author comments on the lack of research skills which college freshmen have and describes a course designed to develop teaching skills at West Texas State College offers a six weeks course called "Research Techniques in History". The seven major points of the course are discussed.

6893. KINGSTON, EUGENE


"One way to describe effective teaching is to say that it must 'involve' the student." The writer encourages student involvement by placing "emphasis on the encouragement of a life-long pursuit of self discovery." The lecture-examina-
tion method, used alone, lets imagination rest on her oars.

Teachers of history can do more than a first requisite to self-fulfillment.

6894. REITZ, E. A.
A national survey of Illinois State Normal University gave valuable additional information about the methods which might be used in an introductory history course.
The methods used to achieve those goals are reported. It is suggested that the broad general survey of world history should be an advanced, not a beginning, course.

6895. RNELL, WALTER, JR.
"History is nothing less than the conscience of man-kind." The author develops the idea that history conveys the values of times past to the present for our consideration. He suggests historians have become more sophisticated and that they now attempt to explain "why, in addition to telling what happened.

6896. SCHOLING, H. W.
"If it is axiomatic that improvement of teacher education is the responsibility of the total profession, then there must be a partnership between teacher-education institutions and the schools for which they are preparing personnel." The author reports findings from an study of public and private schools in the North Central Association area that were serving as off-campus student teacher centers.

6897. STEWART, MOSES
According to this writer, "The Space Age demands a new approach in the teaching of history." The "discovery of life in other areas will require a fusion of our experience with that of other beings on other planets." The author stresses the need for a reconstruction of the syllabus stressing the dominant theme of unity and diversity and presenting historical events within this context as case studies. 'Covering' the traditional material might very well meet outdated course requirements, but will it meet the great challenge of our day?"

6898. STEWART, MOSES
"Frankly portrays common faults in classroom teaching of history. Describes method of instructive teaching used by writer. Admits, "There is no final system for teaching history, only the need to continue experimentation and communica-
tion between experimenters in order to develop the most func-
tional methods. We know that the teaching of history in our colleges today is, in most cases, bearing bitter fruit of boredom and apathy. We must therefore continue to experiment with new systems and techniques until history, the most vital subject for the preservation of our western heritage, becomes an inspiring and stimulating subject for our students."

6899. WALKER, RENEE I.
"History and Political Science Instruction." Improv.

5. POLITICAL SCIENCE

6900. CHARLTON, JOHN
"The welfare of a democratic order demands literate citizens." Politically as a nation we are immature: if colleges are to provide the education of the future, they are going to have to go through a transition. Then follow several suggestions as to things colleges may do to ameliorate this situation.

6901. GODFREY, ARTHUR W.
"Mexico and the United States are linked by a friendly national border. North and South America are linked by the isthmus. Closer ties have long been sought for mutual benefit." This article emphasizes the "part that teaching can take in promoting understanding and awakening a spirit of cooperation."

6902. OLIPHANT, ROBERT
"Considers several problems of application and policy pertaining to instructional television and programed learning. "It is quite possible, of course, that in time we will be able to combine televised instruction with programed learning, joining an effective dramatic presentation on film with a flexible sequence of student response and demonstrable progress. However, such a combination would first require a detailed analysis of suitable course material. In short, the sound application of these technological devices to instruction must of necessity wait upon clear and precise analysis of subject-matter."

6903. RING, TED
"A Summer Institute on Labor and World Affairs." Adult Leadership, 47-8, June 1962. Author: Assistant Director, Labor Education Division, Roosevelt University, Illinois.
The article describes the activities and progress of third year students at the fifteenth Annual Session of the Steelworkers Institute held at the University of Kansas in 1961.
"Morning activities were reported to be developed around reading of the daily newspapers. In the afternoons, we were made of the university library for background and source material. Films and special resource persons were also utilized. The author reports new insights formed as a result of this experience."
6904. SOLOMON, DANIEL; REID, WILLIAM E.; and ROSENBERG, LARRY


The behavior of 24 teachers of evening college courses in introductory American government was measured with a questionnaire given to students, ratings by trained observers, and analysis of tape recordings. Teachers were also given a questionnaire to assess their objectives and motives. A factor analysis of the items derived from these instruments was made.

6905. TILLEY, PAUL


"...shifts the stress from preaching participation to fostering political literacy."

The author promotes the use of a laboratory approach to the teaching of politics. The education of students in the skills of political science should go hand in hand with their experience in practical politics.

SEE ALSO NOS. 2467-2476, 3647-3649, 4776, 4784, 4904, 5130, 6327, 6899.

6. SOCIOLOGY AND ANTHROPOLOGY

SEE ALSO NOS. 2477-2489, 3650-3653, 4455, 4607, 4776, 4904, 4917, 4945, 4987, 5456, 6504.

C. NATURAL SCIENCES

(Nos. 6906-6974)

1. GENERAL

(Nos. 6906-6908)

6906. BELLEMIN, GEORGE J.


The author offered a course in earth science taught in French. The course was considered a success by the students, the instructor, and the administration.

6907. GINCHESELLI, J. A.


Argues for concept-centered rather than fact-centered or knowledge-centered per se in the education of future scientists. "Scientific education that is concept-centered and that does not attempt to cram into the mind of the student all of the existing knowledge in a narrow area opens the way to other and wider consequences. It would not only shrink the constantly increasing communication gap between scientists in different fields, but it would also tend to bridge the chasm between the scientist and society. ... Concepts and relations constitute the quintessence of true knowledge. ..."

6908. MACRI, ALFRED ROGER


An experiment to determine the effectiveness of the Atomic Orbital Board as a teaching aid, as well as the development of an instrument to test for educational growth.

SEE ALSO NOS. 2490-2503, 3654-3659, 3965, 4007, 4154, 4543, 4568, 4581, 4582, 4600, 4697, 4724, 4780, 4914, 4915, 5269, 5458, 5646, 6486, 6510.

2. BIOLOGY

(Nos. 6909-6915)

6909. JOAN, SISTER M.


This article is a report on a Summer Institute in Biology at St. Mary's College, Winona, Minnesota. The Institute dealt with the study of radiation and modern biology. The report covers the ways in which the Institute was run and the activities carried out.

6910. POSTLETHWAITE, S. N.


Discusses a method of presenting a freshman botany course with special attention to supervised study utilizing audiotape and laboratory materials.

6911. POSTLETHWAITE, S. N.


Compares and evaluates standard laboratory instruction with a program where students construct three-dimensional models of the structures studied in general biology.

6912. SILVERSTEIN, ALVIN


Describes the use of chalking and improvised models to teach the way in which the Institute was run and the activities carried out.

6913. WILCH, CLAIRE A.


Arguments in favor of a shift of emphasis in teaching from the product of science to the process of science.

6914. WHITE, HARVEY


Presents several techniques which have proved useful in teaching the anatomy and physiology of the vocal apparatus. Describes the use of chalking and improvised models.

6915. ZIMMERMAN, HARRY P.

"A Zoology Professor Turns to AV." Audiovisual Instr., 8:245-246, April 1963. Author: Assistant Professor of Education, Bureau of Audiovisual Instruction, University of Wisconsin.
Traces the cooperative effort of AV specialist and professor to develop materials and techniques for more efficient and effective presentation of information in a basic course in ecology.

SEE ALSO NOS. 2504-2529, 3670-3680, 4404, 4603, 4693, 4731, 4776, 4939, 4988, 5031, 5602, 6494.

3. CHEMISTRY
(Nos. 6916-6923)

6916. BANSEK, G. R.; BENEFIT, O. T.; and STRAIGHT, W. J.
"Programming as an Aid to Effective Chemistry Teaching." Jour. Chem. Educ., 40:18-21, January 1963. Authors: Earlham College, Indiana. This is a report on research done at Earlham College to determine how much programmed instruction makes teaching-learning more effective. Error rate data is considered for use to improve instruction by expansion, correction, and removal of ambiguities. "Programming forces the teacher to become aware of the complexity and inner logic of a topic he may have thought of as simple and straightforward.

6917. BANS, JAMES E.
"The Use of Programmed Instruction at the Air Force Academy." Jour. Chem. Educ., 40:21-23, January 1963. Author: USAF Academy, Colorado. Comment is made on several teaching techniques used at the Air Force Academy, with special emphasis on an intrinsic program covering part of the first semester course in general chemistry; premises for development, procedures, and proposed use.

6918. BROWN, G. R.; BENEFIT, O. T.; and STRAIGHT, W. J.

6919. BURZER, C. H. JR.; SCHMIDTEN, R. H.; and MCQUARRIE, D. A.
"Live' and Filmed Laboratories." Jour. Chem. Educ., 41:670-671, December 1964. Author: Michigan State University. This is a report from Michigan State University on a program of film simulated laboratories developed for the first two quarters of the general chemistry course which serves to prepare the student in the whole field of the physical sciences or engineering. The films' use and content are discussed.

6920. KING, L. CARROLL
"New Perspectives on Teaching the Disciplines: Chemistry." Current Issues in Higher Education, 1962 (No. 5685), 89-100. Author: Professor of Chemistry, Northwestern University, Illinois. In order to encourage the development of creativity in students a new approach to curriculum is needed. It should be one which permits a well-rounded training in the scientific disciplines, which provides at least a background in the humanities, and which at the same time permits the student a chance to think for himself. "At the same time a new breed of teacher will be required-one who is dedicated to the interest of his students and willing to include them in discussions of his own research and research ideas, ...willing to pursue the scientific disciplines for the sake of the student and students rather than mere personal aggrandizement."


"Paperback monographs, as replacements for text books in freshman general chemistry, are a visible indication of rapid absorption of new approaches—even at the undergraduate level."


6923. WALKER, RUTH A.
"Teaching Basic Chemistry Concepts with the Overhead Projector." Jour. Chem. Educ., 41:663-665, December 1964. Author: Hunter College, City University of New York. This work is designed to show that the overhead projector is equally effective in general chemistry where basic concepts are taught with the aid of charts, graphs, and diagrams. The author discusses the use of superimposed images, overlays as masks, and graphs coordinated with student participation.

SEE ALSO NOS. 2542-2543, 3681-3683, 3871, 3874, 3903, 3913, 3915, 3974, 4058, 4417, 4569, 4579, 4596, 4655, 4657, 4722, 4883, 4914, 4915, 4936, 4937, 4938, 4940, 4942, 5031, 6527, 6576.

4. GEOGRAPHY AND GEOLOGY
(Nos. 6924-6926)

6924. BORS, CHARLES W., and SENNINGER, EARL J., JR.
"Hypothetical Regions as Teaching Aids in Economic Geography." Jour. Geog., 62:261-265, September 1963. Authors: (1) Michigan State University; (2) Flint Community Junior College, Michigan. The authors tell how they made use of diagrams of hypothetical regions to present new materials in introductory geography courses on the college level.

6925. JAMES, PRESTON E.
"New Perspectives on Teaching the Disciplines: Geography." Current Issues in Higher Education, 1962 (No. 5685), 89-90. Author: Chairman, Department of Geography, Syracuse University, New York. A view of the teaching of geography in the general education program. "The position I shall present, as a new, old perspective, is that geography cannot be either topical or regional exclusively, and that physical and human or cultural aspects of the field cannot be treated separately. This position ensures that geography must always be a headline for those academic people who are certain that every discipline must fit in its proper niche as a natural science, a social science, or a humanity—for geography, as I view it, runs right across all three, providing a truly new perspective by combining our understandings in a new dimension."

6926. BORS, CHARLES JAY

SEE ALSO NOS. 2542-2543, 3684-3685, 6462.
5. HOME ECONOMICS
(Nos. 6927-6928)

6927. BUCHANAN, HELEN E.
"Teaching Family Relationships." Jour. Home Econ., 56:305-308, May 1964. Author: Associate Professor of Child Development and Family Relationships, University of Tennessee. Emphasis in this article is placed on the methods of teaching relationships. "No simple method, regardless of its worth, is adequate for the teaching of family relationships." The author illustrates the uses of class discussions, lectures, readings, panels and symposiums, drama, and films.

6928. HALL, KENNETH E.
"Teaching Clothing Realistically." Am. Voc. Jour., 37:22-34, October 1962. Author: Chairman, Department of Home Economics, Montclair State College, New Jersey. "The teaching of clothing and textiles at the college level has been under fire for some time." The question is how much sewing, if any at all, should be included at the college level.

Pre-testing at the college level is suggested as one solution for eliminating duplication of effort. Changes in the amount of construction time are suggested to allow more time for other areas.

SEE ALSO NOS. 2544-2549, 3686-3693, 4566, 4627, 4731, 4934, 6487.

6. MATHEMATICS AND ASTRONOMY
(Nos. 6929-6936)

6929. MEACHAM, ESTHER
"Television in the Clothing Classroom." Jour. Home Econ., 56:89-94, February 1964. Author: Associate Professor, School of Home Economics, Ohio State University. The author reports on a study in the use of television to promote over-all objectives of a clothing course; to motivate the students to self-activity in developing critical standards, in analyzing and solving problems, and in making application of principles as well as acquiring factual information. Both student and teacher evaluation are reported along with general observations and conclusions.

6930. DOWNY, ROY AMSTARD

Compares "conventional" method of teaching with the use of a programmed text.

6931. LANCASTER, OTIS E., and EKINSKE, ALBERT
"Achievement in Small Class, Large Class and TV Instruction in College Mathematics." Jour. Eng. Educ., 52:583-96, May 1963. Authors: Pennsylvania State University. "It is possible to teach analytic geometry more effectively in terms of immediate achievement in classes of one hundred or more, or by TV, than by the usual small classes with a variation of instructors, from beginning instructors to the most experienced professors."

6932. RUBEL, PHILLIP WILLIAM

Two groups were used to measure the effectiveness of an instructional device. The experimental group was allowed to check answers immediately after solving the problem. Each group was divided according to mathematical ability.

6933. SMITH, NORMAN H.
"The Teaching of Elementary Statistics by the Conventional Classroom Method Versus the Method of Programmed Instruction." Jour. Educ. Research, 55:417-420, July 1962. Author: Associate Professor and Executive Officer, Department of Mathematics, U. S. Air Force Academy. The United States Air Force Academy has been "unable to demonstrate that programmed instruction is manifestly superior to conventional classroom methods for the teaching of elementary statistics."

6934. SUTTON, LOUISE NIXON

Evaluates the relative effectiveness of the deductive and inductive method in relation to understanding of fundamental concepts and development of manipulative skills. Method was not found to be a critical variable.

6935. WEINER, MELVIN

Compares teaching by means of explanation and illustration with teaching by means of a problematic situation.

6936. WILLIAMS, HORACE E.
"A Study of the Effectiveness of Classroom Teaching Techniques Following a Closed-Circuit Television Presentation in Mathematics." Math. Teacher, 56:94-97, February 1963. Author: Vanderbilt University, Tennessee. Report on controlled research into classroom procedures which may be used to follow up television presentations given by a "master teacher." Contributes information concerning the interaction of follow-up instructional techniques with mathematical aptitude measures.

SEE ALSO NOS. 2550-2562, 3694-3700, 3818, 3874, 3929, 3983, 3995, 4430, 4489, 4600, 4697, 4722, 4760, 4776, 4786, 4895, 4988, 5007, 5014, 5031, 5396, 5527, 5809, 6228, 6454, 6476, 6477, 6481, 6557.

7. PHYSICAL EDUCATION
(Nos. 6937-6959)

6937. ANNARINO, ANTHONY ARTHUR

Compares the game and drill methods of teaching soccer to physical education majors at Purdue University.

6938. BARKER, HAROLD M.

6939. BISHOFF, DAVID C.
"A Skill Grading System Using a Modified Ladder Tournament." Jour. Health, P.E. & Rec., 34:10-11, April 1963. Author: Director of Required Physical Education, University of Massachusetts. "To alleviate the problem of having to assign skill
grades subjectively in certain activities, it is possible by using a skill grading system in conjunction with a modified ladder tournament. To assign skill grades in such activities as badminton and handball on an objective and justifiable basis. This system is also most useful for skill test validation. The basic principle of the tournament is that the winning team moves up the court for the next game, and the losing team moves down. The grading system includes a factor for each day's participation in the tournament so that grades are not based simply on the final outcome.

6940. BREER, MARION R. 

"Much has been written on skill evaluation, but there is relatively little to guide the teacher in making an intelligent evaluation of tests discussed in this literature, in constructing tests for a particular situation, or in improving subjective evaluation.

The author explains the concepts of reliability and validity and discusses the problems of feasibility of administration, recording of results, and subjective evaluation. A sample check list for evaluating the forward roll and a rating scale for folk dances is included.

6941. CLIFTON, MARGUERITE A.

"A single hit ball volley test was constructed to evaluate the volleying ability of college women students in volleyball. The test was found to be most valid and reliable when administered from behind a 7 foot restraining line, using the sum of the scores obtained from the first and second trials. Each trial was 30 seconds in length with a rest period of not less than two minutes between trials."

6942. COX, GERVIS B.

This article summarizes the results of a recent survey of 200 colleges offering a liberal arts degree. The survey "attempted to obtain a reasonably comprehensive and valid account of the status of college health education with a minimum of bias." The results revealed that more institutions are dropping the required general course in college health than are adding it.

Suggestions are made for improving both content and teaching methods so that such courses are no longer merely repetitious of secondary school courses but are "realistic, provocative, challenging, and academically acceptable."

6943. DAILEY, LILICIE; NESSEL, JANET A.; and NELSON, RICHARD C.

Two investigations were conducted to determine the effectiveness of a bowling aid (the Alley Spotting Target) in instruction at the university level. The first was a pilot study using 58 women students, and the second (experimental) study employed 60 men and women students. Analysis of variance techniques showed "the use of this particular bowling aid as employed in both the pilot and experimental study failed to bring about better bowling performance."

6944. DEARBORN, TERRY H.

"Basic to the effective teaching of a health education course is a survey to reveal the health knowledge of students in each class."

The author presents a guide for scoring, item analysis, distractor analysis, and section analysis in which the students participate in doing the necessary tabulations thus making the task less burdensome for the teacher.

6945. DEITER, RUSSELL

How to prepare and use tape loops for counting cadence for exercises and giving commands for repeated drill, thus freeing the teacher to assist individual students.

6946. EVaul, THOMAS W.

A description of various types of programmed instruction and their potentialities in health and physical education. The author suggests possible uses in activities classes as well as in the professional preparation curriculum.

"The use of this device in health and physical education may do to improve the efficiency and effectiveness of teaching and learning. The challenge is to develop the potentiality of this technique in our field."

6947. HENDRICK, JOHN W.

The author describes a system of group instruction followed for two years at Ohio State University in which beginning players undergo a progression of eight drills for twenty hours in the gymnasium before ever going outside on the tennis courts. "In the two years this system has been followed the students appear to be far advanced over those taught with the previous plan of 40 class hours all on outside courts."

"These techniques could enable schools with no tennis courts to provide good tennis instruction in their physical education program."

6948. HEMITT, JACK E.

The test has been reduced from 200 to 100 items. The complete texts of both forms of the test are presented along with scoring keys and grading scales. Impressive reliability and validity statistics are presented.

6949. McCRAW, LYNN W.

"One of the most perplexing problems with which physical education teachers are confronted today is that of evaluating student progress and assigning grades. There are few issues on which there are such divergent views or so much concern and interest. There are almost as many different plans for grading as there are teachers of physical education, but many grading practices are educationally unsound."

The author presents a set of principles which discusses some problems of grading, and offers a grading plan for grading. He suggests instruments for measuring the components of attitude, skill, physical fitness, knowledge and appreciation, and behavior and the relative weights to be assigned to each component.
6950. MCKINNIS, JEAN, and KESTER, DOROTHY


The authors describe the use of closed-circuit television in teaching physical education at Michigan State University. In the fall of 1961, 66 sections (2,130 students, 120 women students in three classes) were added: high gymnastics (135 women students in three classes); and social dance (270 men and women students in five classes).

6951. MAHON, CHARLES L.


The prospect of investigation and the potential elimination of the required activity program is a chronic, festering problem that afflicts college physical education.

The author identifies four relatively common practices of teachers and administrators which contribute to this difficulty and suggests improvements in organization and teaching methods to remedy the existing limitations.

6952. PETERSEN, KAY H.


"One of the basic shortcomings in the teaching of physical education in our public schools today, ranging from the elementary grades right on through college classes, is the failure on the part of physical educators to communicate to students satisfactory answers for the fundamental question "why". This failure instills an already dubious attitude toward the worth of physical education and effectively lessens or entirely curtails any acknowledgement of worth, to say nothing of generating apathy and even antipathy toward physical education."

The author answers three basic questions: "why is physical education required, or what is the value of physical education?" "why are physical and sports skills taught?" "why is emphasis put on physical fitness in physical education classes?"

6953. PFITMAN, ANN M., and JENNING, SARA STAFF

"The Fantastic Way to Tennis." Jour. Health, P.E. & Rec., 33:32-3, February 1962. Authors: (1) Chairman, Department of Physical Education for Women, Arizona State University, Phoenix; (2) Chairman, Department of Physical Education for Women, Stetson University, Florida, AAHPER Vice-President, and Chairman of the Division for Girls and Women's Sports.

"Fantastic tennis motivates higher interest by providing more active player participation and more knowledge of the court and basic strokes."

Six lead-up games, each covering a different phase of tennis, and arranged in a progressive teaching order. These games can be adapted for large, medium, and small groups of any age level and do not necessarily require a tennis court.

6954. RERY, FREDERICK B., JR., and REUTER, R. E.

"Weight Control Course." Jour. Health, P.E. & Rec., 33:22-3, March 1962. Authors: (1) Assistant Professor of Physical Education, University of Arizona; (2) Assistant Professor of Physical Education, University of Oregon.

The authors describe a weight control course which they initiated for men in 1957 at the University of Illinois. "Not only do the majority of students lose large amounts of weight during the semester (a 20-25 pound loss per student is not uncommon) but follow-up studies have indicated that most of the students tend to control their weight."

The article presents an outline of an advance planning, beginning lessons, exercises, tests and motivational techniques.

6955. ROSS, WILLIAM D., and KIGER, LOUIS E.


Midshipmen at the California Maritime Academy were asked to answer an essay question on physical fitness as part of their final English examination. They had been so notified three weeks in advance of the examination. Three practices emphasized: physical materials on physical fitness were available in the English instructor and by the librarian. Information about physical fitness had also been presented in physical education classes. The physical education and English instructors graded the papers independently. The physical education instructor evaluating for content and the English instructor for mechanics, organization, and overall quality.

It was agreed that the venture "very successfully achieved its ambitious objective" and "seemed to help students master useful information and communicate relationships effectively."

6956. ULRICH, HELMUT.


The author scans some of the more recent knowledge extracted from research and suggests ways in which this knowledge can be applied in terms of important teaching methods. She refers to research on motivation, cardio-respiratory endurance, the value of isometrics, and warm-up activities, the relation between exercise and weight control, the value of movement as a tranquilizer, the effect of motivation and level of aspiration on performance, the nature of the learning process, the myth of "general motor ability", and others.

She urges that all teachers engage in some type of research, and that administrators allow time for faculty participation in research projects.

6957. VEEGER, C. HAROLD, and ISMAIL, A. H.

"Effectiveness of Three Approaches to College Health Instruction." Research Quart., 33:129-35, March 1962. Authors: Purdue University, Indiana.

"The investigation was conducted to determine the relative effectiveness of three different approaches to health instruction at the college level. Each of three groups of students was taught by one of these three approaches: problem solving, lecture, or discussion. Analysis of initial and final measurements of health knowledge, health attitudes, and health interests through the covariance technique and 't' tests indicated all three approaches were equally effective in the achievement of instructional outcomes."

6958. WEST, EULA LEE

"The Role of Women in the American Society with Implications for the Professional Preparation of Women for Teaching Physical Education in College." Ph. D. dissertation, New York University, 1961. Abstract in Diss. Abstracts, 22:4262, 1962. A determination by means of the philosophic method of research. Data concerning different phases of women's role were extracted from authoritative literature. Generalized statements were used as the bases for an analysis of educational goals for women. Objectives for physical education were developed, and desired competencies were derived.

6959. WRIGHT, LOGAN, and WRIGHT, PANSY R.


"The purpose of this study was to develop a forced-choice scale to be used for grading in women's physical education classes..." The resulting scale was validated by correlating it with ratings made by trained observers. This produced a validity coefficient of .77." This particular
8. PHYSICS

(No. 6960)

6960. WATT, ERNARD B.

In the teaching of physics, behavior patterns are involved as well as factual material. Behavior patterns are susceptible to analysis and, once analyzed, can be taught technically, if it seems desirable.

SEE ALSO Nos. 2563-2577, 3701-3710, 3810, 3817, 3839, 3844, 3979, 4178, 4415, 4556, 4609, 4613, 4645.

9. PSYCHOLOGY

(Nos. 6961-6974)

6961. BEACH, LESLIE P.

This experiment in instructorless method deals with student interaction and student-teacher contact in college learning. More specifically, it involves the use of small, autonomous groups of students working independently of the instructor via-a-via the conventional classroom lecture-discussion procedure. ... Experimental small groups working independently. ... were superior. ... in several measures. This teaching approach was thus more efficient in terms of instructor time and college facilities.

6962. BISHOP, LESLIE BERNSTEIN

Compares the effect of the traditional approach to the interpersonal approach upon beliefs, attitudes, values and adjustments of college students in a course in general psychology.

6963. DE RIVERA, JOSEPH

"What can academic psychologists. ... do to advance the art of international relations?" The author suggests the need for psychology courses in international relations and presents his arguments here.

6964. BIRCH, STANFORD C.

On the assumption that the learning theorist should be, but is not necessarily, a better teacher than someone who is less knowledgeable about the conditions which control behavioral change, the author suggests that "the most important thing we can do to improve the learning of our students is to strengthen the functional use of three powerful M-variables: memory, meaningfulness, and motivation."

6965. GRAUER, WILLIAM J.

The author tested college sophomores in educational psychology classes to find out if small-group discussion sessions were more effective than teacher-led discussion sessions. He reports his findings on student achievement and student satisfaction.

6966. GRAF, DONALD T.

Reports on the use of "team learning" in the course in educational psychology at Dickinson College. Six principles are discussed which may be helpful to instructors who would like to experiment with team learning.

6967. HURST, JOHN G.

"Neither group decision, group discussion, or the lecture, is the best teaching method depends on course goals and specific techniques." The purpose of this study was to compare the relative efficiency of three methods of teaching elementary educational psychology in leading student change on four indices of the course's objectives.

6968. JONES, MARSHALL R., and LEVINE, DAVID

A description of the graduate training program in clinical psychology at the University of Nebraska.

6969. KATZ, JOSEPH

The author suggests restructuring the typical "introductory" course in psychology to serve better the needs and expectations of those non-majors who come to it hoping to learn more about themselves and about other people. The outcome of the course in psychology is "[should be] a workable increase in a student's knowledge of human behavior."

He proposes specific methods for accomplishing these objectives which he admits are radical and not generally suitable for traditional institutional and departmental settings.

6970. MCQUEEN, ROBERT

The author reports on a study to determine which is more effective in college teaching: regular lecture-discussion meetings built around a textbook, or periodic meetings built around extensive "outside reading."

6971. PERSOFF, ROBERT

An argument is presented for incorporating formally and explicitly the study of consumer behavior in the graduate training program. ... illustrative consumer research problems are proposed, including the criteria of advertising communications and effectiveness, the psychological parameters of taste and offensiveness, and investigations dealing with product hierarchies."
D. PROFESSIONAL FIELDS

1. BUSINESS

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Business games are a relatively new educational technique—it is a vehicle for reinforcing skills in the application of business concepts and for developing insights into group behavior by observation and analysis of gaming groups. The author explains how the games are organized and conducted.

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"Management education will get nowhere unless we know and use laws of learning—that in the guidance and direction of the powers of the student to get along educationally we focalize the motives of management education, and translate into practice the laws of learning, namely, that to learn one must want something, notice something, do something, and get something."

DENTISTRY

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"Suggests that a conference of predental faculty advisers and dental school faculty members might result in "mutual helpfulness and especially for the benefit of students."

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<tr>
<td>6978.</td>
<td>BELL ROBERT C., JR.</td>
<td>&quot;Use of Auxiliary Personnel in Teaching at the University of the Pacific.&quot;</td>
<td>Jour. Dental Educ., 28:292-3, September 1964. Author: Assistant Professor of Operative Dentistry, Director of the Dental Assistants Utilization Program, School of Dentistry, University of the Pacific, California.</td>
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Considers some of the problems of teaching dental students to utilize effectively the services of a chairside dental assistant.

2. DENTISTRY

(Nos. 6977-7002)
6984. GRANT, THEODORE S., et al. "Television in Health Sciences Education: I. Effectiveness of Television within the Dental Laboratory." Jour. Dental Educ., 26:146-51, 1962. Author: Director of Clinics and Associate Clinical Professor of Oral Roentgenology and Oral Biology, School of Dentistry, San Francisco Medical Center, University of California. Presents the results of a study on the retention of knowledge about certain laboratory procedures taught by television.

6985. GROSSMAN, LOUIS I. "Reflections on Teaching." Jour. Dental Educ., 27:211-213, 1963. Author: Professor of Oral Medicine, School of Dentistry, University of Pennsylvania. Presents basic ideas on teaching which the author feels will enhance the outcome of instruction.


6987. HARRISON, JAMES D. "The Use of Programmed Instruction in the Teaching of Dental Students." Jour. Dental Educ., 27:40-47, 1963. Author: Director of the Department of Crown and Bridge Prosthodontics, School of Dentistry, St. Louis University, Missouri. Contains information on using programmed instruction as well as examples of exercises used in a special study.


6989. MESSIER, MAURY "The In-service Teacher Education Program at the University of Illinois, College of Dentistry." Jour. Dental Educ., 27:348-353, 1963. Author: Professor and Head of the Department of Pedodontics and Director of Postgraduate Teacher Education, College of Dentistry, University of Illinois. Reports on the use of committees, workshops, and conferences for in-service training. Considers the training in the framework of four stages of development.

6990. MEDINA, JOSE E. "Clinical Operative Dentistry Teacher's Responsibility for Correlation of Biological and Clinical Sciences." Jour. Dental Educ., 26:228-231, 1962. Author: Professor and Head, Department of Operative Dentistry, Baltimore College of Dental Survey, Dental School, University of Maryland. "The clinical teacher has great responsibility in correlating and integrating the biological sciences."

6991. MEIDLE, ENID A., and HANSEL, CHESTER W. "Teaching of Physiology in Dental Schools." Jour. Dental Educ., 27:241-46, 1963. Authors: (1) Associate Professor, and (2) Chairman and Professor, Department of Physiology and Pharmacology, New York University College of Dentistry. Reports the results of a survey which includes teaching methods and the conduct of laboratory work. Also reports on visual aids and programmed instruction.

6992. NEWBORN, ERNEST "Role of a Laboratory Course in Teaching Biochemistry to Dental Students." Jour. Dental Educ., 28:388-92, December 1964. Author: Lecturer in Biochemistry and Pedodontics, School of Dentistry, University of California. Discusses some new methods for the use of a laboratory in the teaching of basic sciences. Proposes a plan to take into consideration variations in students' backgrounds.

6993. O'BRIEN, WILLIAM J., and RYGE, GUNNAR "Programmed Learning—Psychology and Application." Jour. Dental Educ., 28:37-39, 1963. Author: Associate Professor, Department of Dental Materials, and Professor; (2) Chairman of the Department of Dental Materials, both School of Dentistry, Marquette University, Wisconsin. Presents an experimental procedure and results for a program on corrosion used at Marquette University.

6994. OGLIVIE, ALFRED L. "The Clinical Teacher's Responsibility for the Correlation of Biological and Clinical Sciences: Periodontics and Endodontics." Jour. Dental Educ., 27:430-93, December 1964. Author: Professor of Operative Dentistry and Coordinator of Television, Medical Center, University of Kentucky. Presents the results of an extensive study on the use of television as a medium of education by dental schools in the United States. Covers history, design, cost, personnel, and applications.

6995. ROMANO, MICHAEL T. "Television in Dental Education." Jour. Dental Educ., 28:388-92, September 1964. Author: Clinical Instructor, University of California, School of Dentistry. Discusses the technique of role-playing for the development of a treatment plan that will fit each individual case.


6998. SCHIFFER, ALFRED S. "Instruction in the Use of Ultra-High-Speed Cutting Techniques at the Undergraduate Level." Jour. Dental Educ., 27:323-326, 1963. Author: Associate Professor of Operative Dentistry and Chairman of the Division, School of Dentistry, University of California. Presents the results of studies made at the University of California. Main concern is about the ability of the student to control the instrument.

6999. SHANKLE, R. JACK "Communication in the Teaching of Endodontic Therapy." Jour. Dental Educ., 26:164-72, 1962. Author: Professor, Department of Operative Dentistry, School of Dentistry, University of North Carolina. This paper discusses the preparation and execution of several methods which have been found successful in teaching endodontic therapy. Emphasizes the use of the overhead projector and closed-circuit television.
3. ENGINEERING

(Nos. 7003-7005)

7003. EUBICH, ALVIN C.

"These are only representative ways in which the engineering college program would be modified, if modern tools of learning based upon sound psychological principles were utilized." Five principles are discussed.

7004. HUBLER, A. A.

"The modern metal processing laboratory provides a veritable gold mine of visual aids as the machine shop did before it." Suggestions for several experiments are given.

7005. ZIMMER, GLEN W.

"Incomplete notes, termed 'semi-notes' are prepared on multilith or mimeograph and distributed to the students at the beginning of the lecture." Advantages are cited and examples given.

SEE ALSO NOS. 2639-2653, 3744-3756, 3790, 3851, 2362, 3900, 3909, 3916, 3923, 3929, 3972, 3973, 3992, 4052, 4073, 4144, 4306, 4307, 4308, 4387, 4540, 4552, 4550, 4659, 4672, 4722, 4731, 4839, 4840, 4931, 4932, 5016, 5023, 5024, 5042, 5573, 5482, 6460, 6503, 6530, 6590, 6618.

5. MEDICINE

(Nos. 7011-7015)

7011. AMAYE, JAMES W.

"The rush to television in medical teaching may be more apparent than real." Investigation of use of television in medical schools, its acceptance, its usefulness as a teaching tool, and current adaptations.

7012. RASINSKI, EDWIN F., and MILLER, GEORGE E.
"A Study of Medical School Faculty Attitudes." Jour. Med. Educ., 37:112-123, February 1962. Authors: (1) Director of Research in Medical Education, Medical College of Virginia; (2) Director of Research in Medical Education, University of Illinois College of Medicine.
Report on The Project in Medical Education at the University of Buffalo to determine whether an increased awareness among medical teachers of fundamental educational principles could make any substantial contribution to the quality of medical teaching and learning. Compares instructor attitudes at seven medical schools. Discusses autocratic vs. democratic attitudes.

7013. SAMSON, FREDERICK E.

Report on an investigation of time saving by the use of closed-circuit TV demonstrations. Discusses results of several projects, faculty feelings, and advantages, disadvantages, and hazards in learning operating procedural skills.

7014. SEEGAL, DAVID

"Inadequate effort is being expended to educate the medical student for his future responsibilities as a teacher." Offers suggestions how the preceptor may stimulate teaching potential by instilling educative principles in his students.

7015. TAYLOR, CALVIN W.; PRICE, PHILIP B.; RICHARDS, JAMES M. JR.; and JACOBSEN, TONY L.

Through various techniques and records 80 criterion measures of on-the-job performance of 102 full-time college of medicine faculty members were developed and analyzed.

SEE ALSO NOS. 2663-2665, 3757-3759, 3790, 3907, 3981, 4075, 4079, 4109, 4309, 4317, 4334, 5332, 5411, 5573, 6456.

6. NURSING (Nos. 7016-7017)

7016. BRONG, RUTH E.

Television offers unlimited possibilities in education, but nursing must study and learn to use this medium more widely and more effectively.

7017. SCHMIDT, HERMANN O.; FONDA, CHARLES P.; and LEISTER, JOHN R.
"A Seminar Approach for Liberating the Therapeutic Potential of Nurses and Psychiatric Aides: An Exploratory Study." Psych. Reports, 10:1133-34, February 1962. Author: Norwich State Hospital (not further identified).

"This study demonstrated the efficacy of small discussion groups in affecting a rapid reduction of custodial orientation in nurses and charge aides. The results for regular aides were anomalous or nonsignificant."

SEE ALSO NOS. 2663-2665, 3760, 3790, 4079, 4129, 4317, 4334, 5332, 5411, 5573, 6456.

7. PHARMACY (Nos. 7018-7020)

7018. POLINSKY, MAX

The author suggests a field project to supplement the usual methods of teaching pharmacy students about working with nonprofessional sales personnel.

7019. TAYLOR, ELMORE H.
"A Practical, Thin-Layer Chromatography Technique for an Undergraduate Pharmacognosy Laboratory." Amer. Jour. Pharm. Educ., 28:205-210, Spring 1964. Author: Chairman and Associate Professor, Department of Pharmacognosy, College of Pharmacy, University of Tennessee.

A practical TLC technique which is ideally suited for use in an undergraduate pharmacognosy laboratory is presented.

7020. VAN HORN, ROBERT L.

The author suggests an integrated lecture-experiment-seminar type of course and gives the advantages he thinks will accrue.

SEE ALSO NOS. 3761-3767, 3858, 3994, 4174, 4317, 4390, 4401, 4601, 4902, 4903, 4956, 5064, 5573, 6522, 6574, 6585.

8. THEOLOGY

SEE ALSO NOS. 3790, 5281, 5397, 5573.