The purpose of this study was to (1) clarify the contribution of The American University to graduate education at the doctoral level; (2) summarize the attitudes of doctoral graduates toward their experience at the University; and (3) inform American University graduates about the past achievements and present status of graduate work at the University. Questionnaires were sent to persons who received doctorates between 1916 and 1966. Findings are given on the following items: (1) field of study for earned doctorates; (2) previous academic background of doctoral graduates; (3) time span from bachelor's to doctorate; (4) doctorates to women; (5) number of American University doctorates in relation to certain national and local figures; (6) employment of doctoral candidates while studying; (7) travel and research; (8) publications and research; (9) evaluations by the doctoral graduates of strengths and weaknesses of the program, faculty and student-faculty relationships, fulltime and parttime study, and their experience at The American University; and (10) employment of doctoral graduates. Numerous tables are included as well as a list of doctoral graduates within field of study and year degree was conferred, biographical sketches of the doctoral candidates, and the questionnaire.
A Survey and Analysis of
Earned Doctorates, 1916-1966, at
The American University, Washington, D.C.

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Director, Office of Institutional Studies

The American University
Washington, D.C.
May 1969
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Introduction

The American University was founded with the purpose of making a distinctive and significant contribution to graduate education and has long felt that it has done so. The University’s influence has been especially notable in the Washington area. It has played a significant role in meeting the needs of Washington students, but in so doing, has circumscribed its impact on the disciplines nationally. Whether pragmatically supportable or not, academicians generally rate parttime and evening graduate study (typical of the University’s programs over several decades) as less than desirable. The University’s image has been that of an institution which has contributed in many important ways to the continued education of government officials but this function does not have the same consequence in the development of disciplinary status as does the production of doctoral graduates who enter higher education, whether in teaching, research or administration.

Is the image which the University has acquired a valid one? What has been the nature of The American University graduate programs? Who were the graduate students? What were their objectives? How well has the University met its goals? This study does not attempt to evaluate and find “answers” to these and other broad range questions. Instead, one manageable and identifiable segment of the results of the University’s graduate work has been selected for detailed study—the graduates who were awarded earned doctorates from 1916 through 1966. The report which follows has three major objectives: 1) to clarify for ourselves, and for others, the contribution of The American University to graduate education at the doctoral level; 2) to summarize the attitudes of our doctoral graduates toward their experience at The American University; and 3) to inform our graduates about the past achievements and present status of graduate work at the University.

At this juncture in the University’s history, it seems appropriate to assess the past and present role of The American University in graduate education, specifically at the doctoral level, and to utilize the results in the very essential task of charting the University’s future.
The Founding of The American University

On October 6, 1914, The American University held its first class, a course in philosophy in which twenty-eight students enrolled. The American University Courier of December 1914 lists nineteen of these students as candidates for graduate degrees and the remaining nine as special students. Six of these original degree candidates did receive doctorates by 1923. The faculty in 1914 consisted of Dr. Frank W. Collier as Director of Research and eight parttime lecturers and research counselors. Dr. Collier remained with the University in various capacities for over twenty years.

Today, with new institutions of higher education opening almost weekly, it is difficult to realize and appreciate the enormous personal effort expended by a handful of dedicated men working toward the creation of The American University. The initial inspiration came from Methodist Bishop John Fletcher Hurst in the late 1880's. In 1890 Bishop Hurst located what he felt to be an ideal site which was described as "a beautiful and diversified piece of ground, ninety-two acres in extent, located on Loughboro Road, in the Northwest Heights of Washington, and [which] commanded a panoramic view over the District, the Manassas Plains, and the Blue Ridge Mountains of Virginia, the Harper's Ferry Notch, and Sugar Loaf Mountain of Western Maryland."1

Bishop Hurst must indeed have been "far-sighted" since normal vision would be unlikely to extend to these far corners. But the site was, and remains, a magnificent location for a university. Bishop Hurst personally assumed the burden of raising the $100,000 purchase price and, by 1895, the final payment had been made.

The initial Charter for the University was issued by the District of Columbia in 1891 but the date recognized as Founder's Day stems from the charter approved by the United States Congress and signed by President Harrison on February 24, 1893. Some twenty-one years elapsed before the University was formally opened by President Wilson on May 27, 1914. The first class was held that fall.

These twenty-one years were filled with the valiant efforts of Bishop Hurst and his successors to develop workable plans and financing for the University and the construction of some classroom facilities on the site. One building, then called the College of History (a title still found engraved above the entrance) and now called Hurst Hall, was completed in 1898. The College of Government, now called McKinley Hall, was begun in 1901, but by 1914 it remained just a shell of a building, having been completed on the exterior only.

Bishop Hurst's concept of the University was that of an institution offering graduate work only and was greatly influenced by the models of the German universities. But there was very little experience to draw on within the context of the American system of education. Virtually every American institution relied on a firm undergraduate base from which graduate programs evolved. Nevertheless, American University became one of the handful of institutions originated at the turn of the century which emphasized primarily the role of a graduate center of learning. It was not until 1925 that American University extended its work to the undergraduate level.

Although the trustees would willingly have opened the University much earlier than 1914, the major stumbling block was a condition imposed by the General Conference of the Methodist Church at its session in Omaha in 1892. The delegates to that conference approved the creation of The American University but they added the stipulation that "the endowment of the institution shall be not less than five millions of dollars, over and above its present real estate, before any department of the University shall be opened."2

The trustees, after a few years of diligent efforts, hampered by two periods of economic depression, took the position that securing such an endowment would be possible only after showing potential donors an on-going university. At the 1912 General Conference, the minimum endowment requirement was withdrawn and the University Board of Trustees was given the sole responsibility for determining the conditions under which they felt ready to open the University. In retrospect, it is rather easy to suggest that if the General Conference had held firmly to its original requirement, the University (when and if it did open) would have been from the outset a stronger institution. Nevertheless, it is entirely understandable that the trustees, after many years delay, were eager to proceed and that they did open the University within two years.

Today it is difficult to imagine the pastoral nature of the location which was selected as the site for American University. During the period intervening between the 1893 Charter and the 1914 opening of the University, the Chancellor's Reports to the Board of Trustees carry many indications of the remoteness of the campus from the city itself. The extension of Massachusetts Avenue over Rock Creek Park merited special mention (1900) as did the prospect of the "laying out and grading of Nebraska Avenue along the Eastern front of the University grounds." (1900)

1 The American University Courier, Vol. XXI, No. 3, December, 1914, p. 11.
The earned doctorates in law referred to here were based on work beyond the first professional degree in law, 'The current usage of the Doctor of Civil Law as an honorary degree and the Juris Doctor of study and by decades. Appendix A shows the degrees (by title) conferred each covered in this study, and also shows the number of doctorates awarded in the in these programs had been conferred by 1966, the closing date of this fifty-year study. According to the Doctor of Philosophy in education, physics, chemistry and philosophy have been approved. No degrees were available for a short time, but the emphasis was placed on doctoral work in the traditional social science fields - economics, history, sociology, international relations and government. By the mid-1930's, after most of the humanities and science students previously enrolled had completed their degrees, the total number of doctoral degrees awarded decreased sharply and in 1939 only one such degree was given in 1958. The first doctorates at American University were awarded June 2, 1916 to Elbert C. Lathrop in Chemistry and Junius S. Cates in Biology. In 1917, a single degree was granted and it went to Joshua J. Skinner in Biology. History and philosophy (2) and education were added in the 1918 Doctor of Philosophy degrees as well as the first Doctor of Civil Law. Religion in 1919, international relations in 1921, political science in 1922, economics in 1926 (including what is now classified as business administration) and physics in 1927 were the only other fields in which earned doctorates were awarded in the early years of the University. Prior to 1930, 97 doctorates had been earned, namely, 57 Doctor of Philosophy, 35 Doctor of Civil Law, two Doctor of Science, two Doctor of Juristic Science, and one Doctor of Jurisprudence. Between 1930 and 1958, with the exception of one Doctor of Science in 1935, the Doctor of Philosophy was the only degree granted. The Doctor of Education was added in the mid-1950's and the first such degree was given in 1958. The last of the earned doctorates in law was granted in 1928. Within the framework of the Doctor of Philosophy degree, several modifications of the fields in which the degree could be earned took place in the 1930's. Philosophy and religion were phased out as were all of the natural sciences. Psychology and public administration were available for a short time, but the emphasis was placed on doctoral work in the traditional social science fields - economics, history, sociology, international relations and government. By the mid-1930's, after most of the humanities and science students previously enrolled had completed their degrees, the total number of doctoral degrees awarded decreased sharply and in 1939 only one such degree was granted. Although there was a slight increase in the early 1940's, the war years virtually eliminated the doctoral student. No doctorates were granted in 1943. One degree in 1944 and one in 1945 were followed by six in 1946, two in 1947 and only one in 1948. Since 1948, the pattern has been generally upward although not invariably so. The 1950's saw the expansion of doctoral work to the fields of mathematics, statistics, business administration and area studies with doctoral degrees awarded in 1953, 1957, 1961, and 1962, respectively. Doctoral work was re-instituted in education and the Ed. D. was conferred in 1958. Since the mid-1960's doctoral programs leading to the Doctor of Philosophy in education, physics, chemistry and philosophy have been approved. No degrees in these programs had been conferred by 1966, the closing date of this fifty-year study. Figure I in Appendix A charts the number of earned doctorates each year from 1916 through 1966, the period covered in this study, and also shows the number of doctorates awarded in the years 1967 and 1968. Table I in Appendix A shows the degrees (by title) conferred each year while Table II summarizes the degrees awarded by fields of study and by decades.

3The current usage of the Doctor of Civil Law as an honorary degree and the Juris Doctor as the first professional degree may be confusing. The earned doctorates in law referred to here were based on work beyond the first professional degree in law.
Out of the 681 doctorates granted during this fifty year period, 275 or 40.4% were conferred between 1960 and 1966. Nearly 70% of the doctorates were conferred after 1950. The largest fields were international relations (121) and economics (115), followed by public administration (81), history (66), psychology (55), education (49), government (40), and sociology (28). Doctoral degrees in the natural sciences totaled 36, all in the pre-1940 period, while mathematics and statistics, in the post-1950 period, were the fields for eleven doctorates. Doctorates in law (all pre-1930) totaled 39 and in philosophy and religion (pre-1940) eighteen. Business administration (16) and area studies (6) completed the fields. Neither the 1967 nor the 1968 doctoral graduates are included in this study. The number of degrees in each of these two years and the fields of study are, as a matter of interest, shown below.¹

Previous academic background of doctoral graduates

American University doctoral graduates in the years 1916-1966 received their undergraduate degrees from institutions in forty-six states, Puerto Rico, the District of Columbia, and twenty-seven foreign countries. As Table III shows (see Appendix A), the largest number from any single political division 113 or 16.6% of the total—completed their undergraduate work at universities in the District of Columbia. Institutions in the state of New York provided the undergraduate education for 93 students, while colleges in the states of Ohio and Pennsylvania were the undergraduate base for 72 students, with 36 from each state.

According to a study published in 1967 by the National Academy of Sciences, the one hundred institutions which were the leading baccalaureate sources of those earning doctorates between 1958 and 1966 accounted for the undergraduate origin of 56% of all doctorates awarded during that period. In other words, one hundred colleges and universities had awarded the bachelor’s degrees to over half the men and women who completed earned doctorates between 1958 and 1966. The top fifteen of these institutions, in rank order, were University of California at Berkeley, City College of the City of New York, University of Illinois, Harvard University, University of Wisconsin, Massachusetts Institute of Technology, University of Michigan, University of Minnesota, Brooklyn College, University of California at Los Angeles, New York University, Cornell University, University of Chicago, Columbia University, and Ohio State University. These fifteen colleges and universities were the undergraduate institutions for 20.6% of all doctoral degree recipients between 1958 and 1966.⁵

The undergraduate sources of American University doctorates paralleled fairly closely the national pattern. During the same time period (1958-1966), American awarded doctorates to 333 individuals. Of these graduates, 158 or 47.4% had received baccalaureate degrees from 59 of the institutions included in the one hundred largest baccalaureate sources nationally. Each of the fifteen colleges and universities (identified above) which nationally were the largest sources, were represented in American’s doctoral graduates. Together these fifteen were the baccalaureate institutions of 57 (17.1%) of the 333 earned doctorates at American. American University, not itself among the largest sources nationally, was the undergraduate institution for another 25 (7.5%) of the University’s earned doctorates in this period.

Table IV in Appendix A shows for the period 1916-1966 the institutions from which four or more of our doctoral graduates received their undergraduate degrees. The two largest groups came from George Washington University (52) and American University (43), 7.6% and 6.3%, respectively, of the 680 total.⁶ The American University total includes three early graduates of the Washington College of Law which in 1949 affiliated with the University. City College of New York follows closely with 36, while the University of Maryland provided 11 and New York University 10. Nine each came from Georgetown, Harvard, Ohio State and Syracuse. Howard University, the University of Nebraska and the University of Wisconsin each were the undergraduate source of eight doctorates. The thirty-one institutions listed in Table IV gave the bachelor’s or first professional degree to 306 or 45% of the American University earned doctorates. Of the others, 297 came from 208 colleges in the United States and 77 entered from 49 institutions located in twenty-seven foreign countries (See Appendix A, Table V). Of these, institutions in India provided the largest number, 18, followed by Lebanon, 8, and Egypt and Syria, 6 each. A number

¹ The 1967 doctoral recipients added 65 doctorates in these fields: Doctor of Education (11); Doctor of Philosophy - Education (2); Physics (1); Government (5); History (5); International Relations (16); Area Studies (2); Business Administration (5); Economics (1); Sociology (3); Psychology (5); and Public Administration (9).

In 1968, eighty-eight doctorates were awarded as follows: Doctor of Education (8); Doctor of Philosophy - Education (5); History (2); International Relations (29); Area Studies (8); Business Administration (13); Economics (4); Sociology (3); Public Administration (5); and Statistics (1).²


³ The number of doctoral degrees in the tables will total 681, since two degrees were earned by one student. The number of individuals receiving doctorates totals only 680.
of other foreign students who received doctorates had completed an undergraduate degree in the United States and therefore are included in the appropriate state totals. The total number of foreign students who received doctorates from American University cannot be ascertained. Valid information on citizenship is not available for the fifty year period encompassed in this study.

A further look at the educational background of doctoral recipients reveals that twenty-nine who received undergraduate degrees at American also took a master’s degree at American, four by-passed the master’s degree, and seven, after going elsewhere for the master’s, returned to American for the doctorate. A total of 192 students, or 28.2% of the doctoral recipients, completed the master’s degree at American.

Institutions other than American from which at least four doctoral graduates received a master’s degree, and the number from each, include:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
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<tbody>
<tr>
<td>George Washington University</td>
<td>76</td>
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<tr>
<td>Columbia University</td>
<td>29</td>
</tr>
<tr>
<td>Harvard University</td>
<td>16</td>
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<tr>
<td>University of Maryland</td>
<td>16</td>
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<tr>
<td>New York University</td>
<td>14</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>12</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>9</td>
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<tr>
<td>University of Pennsylvania</td>
<td>9</td>
</tr>
<tr>
<td>Howard University</td>
<td>9</td>
</tr>
<tr>
<td>City College of New York</td>
<td>6</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>6</td>
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<tr>
<td>Ohio State University</td>
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<tr>
<td>University of Wisconsin</td>
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<tr>
<td>University of Nebraska</td>
<td>6</td>
</tr>
<tr>
<td>Stanford University</td>
<td>6</td>
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<tr>
<td>University of Michigan</td>
<td>5</td>
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<tr>
<td>University of Chicago</td>
<td>5</td>
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<tr>
<td>Duke University</td>
<td>5</td>
</tr>
<tr>
<td>Cornell University</td>
<td>4</td>
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<tr>
<td>University of Minnesota</td>
<td>4</td>
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<tr>
<td>State University of Iowa</td>
<td>4</td>
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<tr>
<td>Catholic University</td>
<td>4</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>4</td>
</tr>
<tr>
<td>University of California at Berkeley</td>
<td>4</td>
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</tbody>
</table>

These twenty-four universities conferred the master’s degree on 265 (39%) of The American University doctoral graduates.

Some nine universities each provided three holder’s of a master’s degree while twenty-four institutions each had two master’s level graduates. Holders of a master’s degree from some 50 other universities in the United States and 16 institutions abroad round out the picture with respect to completed programs of graduate study prior to doctoral study at American University. Only 78 of the 680 doctoral graduates by-passed the master’s degree, going directly from the bachelor’s to the doctor’s degree.

Quite a number of the doctoral graduates hold more than one earned degree on the bachelor’s, first professional and master’s levels. Some hold other doctorates. No attempt has been made to tabulate these additional degrees although the probable winner for sheer variety would seem to be either the woman who held the A.B., M.A., Ph.D., LL.B., and LL.M., and then completed the D.C.L. in 1928, or the man who had received the LL.B., M.E., A.M., M.P.L., M.B.A., and M.A. who then completed the Ph.D. in 1960. One student, Stuart Lewis, completed two doctorates at American University—the Doctor of Jurisprudence in 1922 and the Doctor of Philosophy in political science in 1923.

Time span from bachelor’s to doctorate

The most recent national figures on the length of time between the baccalaureate and the doctorate and the age at which the latter was attained are provided by the National Academy of Sciences study previously mentioned. These figures relate to the years 1964 to 1966 and the year 1967. They show that the median number of years from the baccalaureate to the doctorate for graduates in the years 1964 to 1966 was 8.2 for all fields, 8.0 years for the social sciences (ranging from 7.1 in psychology to 9.3 in anthropology), 9.6 years for business administration and 13.8 years for education. In 1967, the median changed slightly, moving down to 8.1 for all fields, and ranging in the social sciences from 6.9 in psychology to 9.3 in sociology. In business administration and in education the median increased to 10 years and 14 years, respectively.

In view of the dominant pattern of education of American University doctoral graduates, (namely, the transfer from one institution to another for each degree), perhaps the most relevant national figure is the one for 1964-66 graduates which shows a median elapsed time of 11.3 years from baccalaureate to doctorate for those who received degrees from three different institutions and 9.8 years for those who transferred only after the master's degree.9

The median age of doctoral recipients nationally in 1966 for all fields was 31.5 years for men and 35.3 years for women. In the social sciences, the median ages were 31.7 for men and 33.7 for women. In business administration the median, 33.4, was reported only for men, while in education the figures were 37.8 years for men and 41.2 years for women.10

For American University doctorates, the median number of years from the initial degree to the doctorate was 14.5 for the 1964-66 period and 14.4 for the 1960-66 period. As a matter of interest, the average number of years for all earned doctorates over the fifty year period was computed and also was 14.4, indicating a remarkable consistency in the pattern of elapsed time between the earning of the undergraduate degree and the doctorate. This span of time, while long, is not unexpected considering the pattern of predominately part-time enrollment of our students. The length of time between the initiation of a doctoral program and its completion would be a more significant figure if adequate data were available. From the imprecise data provided by those who responded to the questionnaire (see p. 12) this period ranged from one to 26 years and averaged 6.3 years. This figure is not an especially reliable indicator since it was not always possible to clearly identify the date of initiation of graduate work as opposed to initiation of doctoral work at American University. More tangible is the age at which the doctorate was received. Data on the year of birth for the 156 doctoral recipients from 1964-66 give a median age of 39.1 at confer-ral of the degree. Considered by field, the median ages of graduates in business administration and public administration were the highest, 43.5 and 44.0 years, respectively. The lowest median ages were in government, 34.5, international relations and area studies, 36.5, and history, 38.5.

While the significance of comparisons between national data relating to the 1964-66 period and American University data for the same period may be affected by the relatively small number of individuals in the case of the latter, it does appear correct to say that the median age of the American University doctorates was about eight years higher than the recent national median and that the number of years from the bachelor's to the doctorate was from three to six years longer than the recent national figures, depending on the number of different institutions attended.

Doctorates to women

Only 67 of the 1916-1966 American University doctoral graduates were women. The fields for women were education (15), international relations (10), public administration (9), psychology, history and sociology (7 each), economics (4), law (3), political science (2), and philosophy, religion, and chemistry (one each). Thirty-two women graduated in the 1960's, accounting for 11.6% of all the doctorates in that period. This was an increase over the 1950's when 17 women received doctorates and in the pre-1950 period when 18 women received doctorates; the proportion of women recipients of such degrees in those two periods was 5.5% and 8.7%, respectively.

By fields, women received 30.6% of all the doctorates in education and 25.0% of those in sociology. By way of contrast, in economics, only 3.5% of the graduates were women and in political science, only 5.0%. There were no women among the doctoral graduates in the fields of mathematics, statistics, physics, biology, area studies and business administration.

For purposes of comparison, it may be noted that nationally, during the period 1958-1966, 11% of all earned doctorates were received by women. However, only 6446, or 53% of the 12,150 doctorates conferred on women, were in fields in which American University offered doctoral programs.11 For the fields in which American University awarded doctorates, the tab below compares the national percentages with those for American University during the same time span:

9 Doctorate Recipients from United States Universities 1958-1966, op. cit., p. 77. These figures are for graduates with a baccalaureate from an institution in the United States.
10 Ibid., pp. 111-113.
When the national figures are considered only for the fields in which American University awarded doctorates in the 1958-1966 period, the national proportion awarded to women is somewhat greater, 14.4%, than the 11% for all fields. By fields, the American University figures shown in the table above (in which some fields have been combined to conform to the available national data) show a substantially larger proportion of women doctorates at American in the years 1958-1966 in education (32.4% compared with 19.5% nationally) and sociology (27.8% compared with 15.7% nationally), and a somewhat larger proportion in economics (6.1% versus 4.0% nationally) and in the broadly defined field of political science (9.0% versus 7.7% nationally). In history (3.8% at American and 10.6% nationally) and psychology (14.6% at American and 19.1% nationally) American was noticeably below the national figures. American awarded no doctorates to women in mathematics and statistics and business administration whereas nationally the proportion of women was 5.9% and 2.4%, respectively.

The last column in the table offers another view of the relative proportion of women earning doctorates. Again limiting our comparison to the fields in which American University offered doctoral programs, this column shows the percentage which American University women doctorates were of the doctorates earned nationally by women in that field. Most striking is the fact that the 13 women in political science—defined to include government, public administration, international relations and area studies—at American University constituted 6.4% of the 204 degrees in political science awarded nationally to women. In two fields, economics and sociology, the American University women graduates accounted for just under 2% of the national total while in education the figure was just under 1%.

Number of American University doctorates in relation to certain national and local figures

As an overall review and analysis of the doctoral degrees conferred during the period 1958-1966, the National Academy of Sciences study is exceptionally useful. However, the study is subject to certain limitations. One of these is the grouping of the various sub-fields and the necessity, in a study as extensive as it is, to use broad categories of fields of study in most of the tables. But perhaps an even greater problem for the person who wishes to make comparisons with specific institutional data is the fact that the “field of study” data accumulated by the National Academy of Sciences is based on self-classification by each doctoral graduate. In short, each graduating doctoral student completes a questionnaire in which he selects from the “specialities list” supplied, his field of study. It is

12 National figures from ibid., pp. 5-9, 108-109.
this information which is utilized in creation of the Office of Scientific Personnel data base which in turn the National Academy of Sciences study uses. The difference between figures based on this data and the institutionally reported figures published by the Office of Education can be significant. Using just the year 1965-66, the table below illustrates the problem as it relates to the field of political science:

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1965-66 Doctorates in Political Science and Sub-fields as Reported in Two Sources</td>
</tr>
<tr>
<td># Reported in NAS Doctorate Recipients</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Political Science and Public Administration</td>
</tr>
<tr>
<td>International Relations</td>
</tr>
<tr>
<td>Area Studies</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

It is quite obvious that although the figures above for the entire field differ by more than ten percent, the really striking differences are in the sub-field figures. For American University, any attempt to relate specific institutional figures to the national totals of sub-fields must be based on the reports of the Office of Education.

For the four year period 1962-63 through 1965-66, the national total of doctorates awarded, as reported by the Office of Education, and the number of American University doctorates and the percent these degrees were of the national totals, are shown in the following table:

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Doctorates Conferred, Nationally and at The American University, 1962-63 through 1965-66, by Field</td>
</tr>
<tr>
<td># Doctorates Awarded Nationally</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>International Relations</td>
</tr>
<tr>
<td>Public Administration</td>
</tr>
<tr>
<td>Area Studies</td>
</tr>
<tr>
<td>Sub-total: all Political Science</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Total—fields offered by American U.</td>
</tr>
<tr>
<td>Other fields</td>
</tr>
<tr>
<td>Total doctorates</td>
</tr>
</tbody>
</table>

13 Ibid., p. 7.
15 A difference of this magnitude between the National Academy of Sciences figure and the Office of Education report is unusual. There was a difference of only 2% between the reported total number of earned doctorates in all fields in the two reports for the year 1965-66.
The field of political science has been sub-divided at American University to a greater extent than has been the case at most institutions. In most universities the common practice is to award the degree in political science even though the particular emphasis of a given student may be international relations or public administration. The largest number of institutions awarding degrees in the specific sub-fields in any given year in the period covered in the table above was quite small, namely 11 in international relations (1964-65), 8 in public administration (1964-65), and 18 in area studies (1964-65). In contrast, the maximum number of institutions conferring doctorates in "political science" was 63 and that was in the year 1965-66. During this four year period only two universities American and the University of Pennsylvania awarded doctorates in all four categories. Furthermore, only three other universities (Syracuse, University of Pittsburgh and Johns Hopkins) awarded doctorates in each of three clearly political science sub-fields.\textsuperscript{17} Within this context, the rather startling proportion of the degrees awarded by American University in the sub-fields of international relations (28.5%) and public administration (16.7%) can be more realistically appraised.

The aggregate totals for the four political science sub-fields show that American University with 5.4% of the national total was a substantial contributor to the doctorates in this field during the 1962-1966 period. In only three other fields did American award one percent or more of the national total, namely, economics with 1.6%, business administration with 1.1% and sociology with 1.0%.

Using the longer period covered in the National Academy of Sciences study, i.e., 1958-1966, four of the five institutions in the District of Columbia which offer doctoral programs ranked in the top 100 largest doctorate producing institutions. Based on the aggregate number of doctorates awarded in this nine year period, Catholic University ranked 39th, Georgetown University 80th, American University 83rd, and George Washington University 88th.\textsuperscript{18} Howard University, the other doctorate granting university in the District, offers only a limited number of doctoral programs and was not among the 100 universities which produced the largest number of doctorates.

Among the five doctorate granting institutions in the District of Columbia, American University during each of the years 1962-63 through 1965-66 awarded a very high proportion of the doctorates in the broad field of political science, with special emphasis on the fields of international relations and public administration. Ranging from 15

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|c|c|}
\hline
\textbf{Table 4} & \textbf{Number of Doctorates, by Field, Awarded by Universities in the District of Columbia, 1962-63 through 1965-66 and Number and Percent by The American University} & \textbf{1962-63} & \textbf{1965-66} & \textbf{Total 1962-63 through 1966-66} \\
\hline
\textbf{\# by District of Columbia Universities} & \textbf{\# by American University} & \textbf{\%} & \textbf{\# by District of Columbia Universities} & \textbf{\# by American University} & \textbf{\%} & \textbf{\# by District of Columbia Universities} & \textbf{\# by American University} & \textbf{\%} \\
\hline
Political Science & 12 & 1 & 8 & 1 & 47 & 10 & 21.3 \\
International Rel. & 5 & 5 & 18 & 18 & 49 & 49 & 100.0 \\
Public Admin. & 7 & 7 & 4 & 4 & 22 & 22 & 100.0 \\
Area Studies & 3 & 2 & 5 & 2 & 11 & 5 & 45.5 \\
All Political Science & 27 & 15 & 55.6 & 35 & 25 & 71.4 & 129 & 86 & 66.7 \\
Economics & 12 & 5 & 41.7 & 14 & 7 & 50.0 & 56 & 26 & 46.4 \\
Sociology & 6 & 2 & 33.3 & 5 & 1 & 20.0 & 30 & 9 & 30.0 \\
Psychology & 19 & 9 & 47.4 & 15 & 4 & 26.7 & 79 & 24 & 30.4 \\
History & 16 & 2 & 12.5 & 25 & 5 & 20.0 & 77 & 14 & 18.2 \\
Business Admin. & 2 & 2 & 100.0 & 13 & 3 & 23.1 & 31 & 13 & 41.9 \\
Education & 29 & 2 & 6.9 & 41 & 6 & 14.1 & 146 & 19 & 13.0 \\
Sub-total & 113 & 37 & 32.7 & 153 & 51 & 33.3 & 570 & 193 & 33.9 \\
Other fields & 111 & - & - & 142 & - & - & 490 & - & - \\
Total & 224 & 37 & 16.5 & 295 & 51 & 17.3 & 1,060 & 193 & 18.2 \\
\hline
\end{tabular}
\end{table}

\textsuperscript{17} Area Studies at American University has been heavily political science oriented. While this is probably true at some other universities, it is by no means necessarily the case.


out of a total of 27 in 1962-63 to 25 out of 35 in 1965-66, the political science doctorates conferred by American University constituted from 55.6% to 71.4% of all such doctorates granted annually by the universities in the District of Columbia and two thirds of the total over the four years. Of special note is the fact that American was the only university awarding doctorates specifically in international relations and in public administration. The position of the University in other fields varied considerably from year to year, as Table 4 illustrates.

In each of the four years and in the aggregate for the four years American awarded less than one-fifth of all the doctorates in the District of Columbia and approximately one-third of the doctorates in the fields in which this University has doctoral programs.

Returning to the national level, another measure of the position of the University in the quantitative side of doctoral production can be found in the rank order listings by field prepared by the National Academy of Sciences. For each of the three year periods within the time span of 1958-1966 the rank of American University based on number of doctorates awarded is shown below, along with the total number of institutions awarding doctorates in each field.

Table 5

<table>
<thead>
<tr>
<th>Field</th>
<th>1958-60</th>
<th>1961-63</th>
<th>1964-66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science &amp; Intl.</td>
<td>A.U. Rank</td>
<td>Total # Institutions</td>
<td>A.U. Rank</td>
</tr>
<tr>
<td>Admin. &amp; Area Studies</td>
<td>4</td>
<td>58</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>21</td>
<td>72</td>
<td>37</td>
</tr>
<tr>
<td>Sociology</td>
<td>21</td>
<td>59</td>
<td>42</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>-</td>
<td>-</td>
<td>29</td>
</tr>
<tr>
<td>Psychology</td>
<td>68</td>
<td>87</td>
<td>51</td>
</tr>
<tr>
<td>History</td>
<td>37</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>64</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>Education</td>
<td>78</td>
<td>100</td>
<td>83</td>
</tr>
</tbody>
</table>

These figures, when viewed in conjunction with the percentage of all doctorates awarded by fields, show that in the area of political science, broadly defined, American University is one of the major sources of doctorates. Although American University awarded only 145 doctorates in the broad field termed political science, some 4.9% of the national total of 2933 doctorates in this field from 1958 to 1966, this number meant ranks of 4th, 7th and 3rd among the institutions offering political science doctorates in the three periods covered in the table above. Only in economics and in sociology among the other fields did American in any of the three periods rank numerically in the top one-third of the universities awarding doctorates in these fields.

Volume is, of course, the goal sought by doctorate granting institutions. Various measures of the "quality" of doctoral programs have been attempted. The most recent evaluation, prepared by Alan Carter while he was with the American Council on Education, points out that universities in the District of Columbia are noticeably absent from the top ratings based on the views of leaders in the various disciplines. In a severe indictment—probably representative of the attitude of the educational "establishment" toward the universities in the District of Columbia—Carter takes the following position:

One discouraging feature of our regional review, however, is that the nation's capital stands out as one of the few major cities in the United States which do not have one or more universities of notable strength. (If international relations had been included in our survey, the Johns Hopkins School of Advanced International Studies and Georgetown University might have made a strong showing in that field.) In the 29 disciplines under review, a total of 56 departments in the four universities of the District of Columbia were included in the study, and only two managed to achieve ratings above "Adequate plus." It is hoped that the recent consortium agreements among the universities in the capital will bring about some improvement in the years immediately ahead.

21 Chase, John L., "Doctor's Degrees Conferred by U.S. Institutions: By State, By Institution, and By Field, 1957-1958 through 1966-1967," Office of Education, # OE-54044, Washington, D.C. January 1969, p. 3. If the National Academy of Sciences total for political science doctorates during this period were used, the American University percentage would be 5.5%.
What the spokesmen of the establishment, even that portion of it based in Washington, fail to take cognizance of are the inherent problems of a university located in an area dominated by the federal government. The normal local sources of private financial support are not present to any significant degree and the needs of the community virtually compel approaches to graduate study which run counter to those to which the establishment has been so totally committed.

By taking only partial advantage of the unique Washington location, American University has placed itself in the anomalous position of an institution located in the nation's capital with all of the resulting potential opportunities for developing nationally significant programs but which has existed primarily to serve local rather than national needs. The future focus of the University's efforts will require answers to some basic questions. What will the University have to do to attract adequate financial support from private sources? Will it have to withdraw from community needs and insist on conducting only traditionally organized and oriented graduate programs? Will it have to ignore the overwhelming needs for parttime study opportunities in this community? Will it have to refuse to utilize the wealth of instructional capabilities of individuals employed by the government and the multitude of other organizations located in Washington? Whatever response may be forthcoming to these and other questions, American University's past experience has been that willingness to interact with and respond to the Washington community has contributed significantly to inhibiting the development of national recognition by the academic community.

Important changes in the patterns of graduate study and graduate instruction at American University have been initiated in the past few years, but most of the doctoral graduates included in this study (1916-1966) completed their work under the conditions typical of the period prior to the mid-1960's.

The dilemma to be resolved is that while one of the primary objectives of The American University must be to conduct our doctoral programs that their quality will be acknowledged within the various professional groups, ways must be found to do this without reneging on our acknowledged role within the unique Washington community.

Contacting the graduates

Any assessment of the doctoral work conducted by a university should include, among other things, some "input" from the graduates themselves. This is especially necessary with respect to the effectiveness and value of the programs. Equally useful is an analysis of "outcomes" in terms of the professional activities of the graduates. To secure the basic information and opinions essential to such evaluations, a questionnaire to be sent to all doctoral graduates of American University was devised. In addition to providing a variety of factual data, the graduates were requested to respond to a series of open-ended questions concerning their experience at American University. A copy of the questionnaire is included as Appendix D.

The attempt to put this questionnaire into the hands of as many as possible of the 680 American University doctoral graduates of the past 50 years required the cooperation of several University offices as well as use of non-University sources. To compile the basic list, the Office of Institutional Studies started with the roster of earned doctorates produced by the National Research Council of the National Academy of Sciences. This list covered the years 1920-1963 and incorporated varying amounts of information concerning each person, including in most cases the field of study, undergraduate and graduate colleges and the years in which degrees were granted. This list was checked against the University's file of commencement programs and other records, information was verified, and missing data located if possible. Comparable information was prepared for the pre-1920 and post-1963 graduates.

Determining the fields of study for some of our early graduates was somewhat difficult and, with the exception of political science, any breakdown by sub-fields proved impractical. Where the records were not clear with respect to the major of a graduate, the dissertation title as well as the National Research Council designation of field were consulted. In a few instances, this method of determining the field of study resulted in some inconsistencies when compared with the programs "officially" available at the University at a given time. Thus, for example, the American University degrees granted as identified in this study include a doctorate in business administration in the 1930's although doctorates were not formally granted in that field until the 1960's. The objective was to reflect, as accurately as possible, the student's primary field of study and research and we feel that this objective has been attained.

The University's Alumni Office provided most of the addresses, and the original mailing went out to this list on October 6, 1966. The search for missing addresses, and current addresses for those letters which were returned, continued for several weeks. Reminder cards were mailed early in 1967 and acknowledgements were sent to those who had completed and returned the questionnaire. In summary, questionnaires were mailed to and, presumably, 23 See pp. 30-32 infra, for brief notes on some of the major changes.
received by 535 graduates. Current addresses could not be located for 64 graduates (including 24 foreign students) and it was ascertained that 81 were no longer living. Responses were received from 265, or 49.5% of those assumed to have received the request. Twenty-nine graduates with foreign addresses were among those who did not respond.

In early October, 1967 one final effort was made to reach graduates for whom we believed we had valid addresses. Return postal cards were mailed and by November 1, 92 responses had been received. The information requested related only to current address and occupation. We continued to receive cards and even an occasional questionnaire over the next several months. While the postal card responses obviously are not included in the analysis of the responses to the full questionnaire, the information secured has been included in the biographical sketches and in the tabulation of occupations, as has been the information gleaned from a wide variety of other sources.

Response to the questionnaire

How representative were the 265 respondents to the full questionnaire? We can get some indication by looking at the year of graduation and at the fields of study. Of the 174 individuals who received doctoral degrees between 1916 and 1940, we believe the questionnaire reached 78 of whom 41 (52.6%) responded. Only 31 doctorates were granted in the 1940's, twenty-four of whom presumably received our inquiry, and nine (37.5%) responded. The graduates in the 1950's totaled 200. The questionnaire was assumed to have reached 170 and 88 (51.8%) replied. For the 275 1960-1966 graduates, we reached 263, of whom 127 (48.3%) replied.

By fields, the percent of response varies widely. In the fields in which degrees were conferred in the pre-1940 period, the number of responses and the percentage of responses from those assumed to have received the questionnaire were:

<table>
<thead>
<tr>
<th>Field</th>
<th>Responses</th>
<th>% of Those Assumed to Have Received Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>33.0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For those fields in which doctorates have been awarded throughout much of the fifty year period, the responses were:

<table>
<thead>
<tr>
<th>Field</th>
<th>Responses</th>
<th>% of Those Assumed to Have Received Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>19</td>
<td>61.3</td>
</tr>
<tr>
<td>International Relations</td>
<td>36</td>
<td>36.4</td>
</tr>
<tr>
<td>Psychology</td>
<td>22</td>
<td>42.3</td>
</tr>
<tr>
<td>History</td>
<td>33</td>
<td>62.3</td>
</tr>
<tr>
<td>Economics</td>
<td>39</td>
<td>41.5</td>
</tr>
<tr>
<td>Public Administration</td>
<td>41</td>
<td>56.9</td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Fields in which degrees have been granted chiefly in the 1950's and 1960's yielded the following responses:

<table>
<thead>
<tr>
<th>Field</th>
<th>Responses</th>
<th>% of Those Assumed to Have Received Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>20</td>
<td>54.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Business Administration</td>
<td>13</td>
<td>81.3</td>
</tr>
<tr>
<td>Area Studies</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

In the two largest fields, international relations and economics, the low rates of response were in part due to the sizable number of foreign students who may not have received the questionnaire or who, at any rate, did not respond.
While these figures indicate that the responses did not constitute an entirely balanced “sample,” they do represent virtually the full scope of the University’s doctoral offerings and cover a surprisingly wide time span. One of the original graduating class in 1916 and seventeen of the graduates in the 1920’s were among those who responded to the questionnaire.

Not all of the 265 who returned the questionnaire completed each of the requested items but some compilations of general data are of interest.

Employment while studying

An overwhelming majority of the graduates were employed fulltime while working on their doctorates. A few students alternated between fulltime and parttime employment. Although the number of fulltime doctoral level students is now increasing, the graduates covered in this survey were clearly more representative of those students who had pursued the parttime study pattern which prevailed throughout the history of graduate work at American University.

Our graduate students supported themselves and their families with a wide variety of jobs both in and out of government. Some of the most frequent positions reported included economist, statistician, research psychologist, or clinical psychologist, personnel officer, management analyst, foreign service officer, intelligence analyst or specialist, and military officer. Over 40 were engaged in teaching, chiefly at the college level. Nine were ministers or chaplains and one was a deaconess. Other positions or occupations, as reported by the graduates, included: Project Engineer, Guided Missiles Division; manager of retail business; hotel manager; registered representative, New York Stock Exchange; press secretary to a member of Congress; policeman and elevator operator, United States Senate; real estate; trademark and patent examiner; employee relations; public utility consultant (combined with occasional work as a pianist and leader of a jazz trio); senior script writer for Voice of America; embassy employee; drama editor of a Washington newspaper; employee in electronic and R and D firm; administrative assistant to the president of a life insurance firm; position with trade association; employee of educational organization; position with professional association; chemist; operations research; claims attorney; mathematician; procurement; hearing examiner; foreign affairs officer; budget officer; historian; and housewife. One of the latter, although not formally employed, reported that she had three children while working on her doctorate and it was quite apparent that she felt any further comment was unnecessary.

As would be expected in a basically parttime student body, not many students received grants or scholarships. The most common forms of assistance were not University generated but rather came through government programs such as the “GI Bill” and various programs of payment of tuition by the employing agency. A concomitant of the increasing number of fulltime doctoral level students at American University is an expanding program of University supported graduate assistance as well as foundation and government financed fellowships. Although the number of such awards and the amount of financial aid available have increased substantially in the past few years, the University recognizes the urgent need to do much more in this aspect of developing its graduate programs.

Travel and research

Our graduates have traveled throughout the world with business, professional, military, and research objectives as well as for pleasure. For those who gave a specific response, Western Europe led the list with travel to that area reported by 193 graduates, followed by the Far East 67, Latin America 48, Eastern Europe 41, Middle East 36, North Africa 34, Southeast Asia 23, Central and South Africa 17, South Asia 18, Australia and New Zealand 12. Many others simply indicated that they had traveled extensively.

Publications and research

The questionnaire requested information on publications and research. Some of the graduates included full bibliographies but others merely responded in general terms—“numerous articles,” “several books”—which precluded any serious effort to compile a meaningful listing of publications. The staff of the Office of Institutional Studies then checked volumes of the Cumulative Book Index for the past ten years (January 1957-January 1967) against the names of all of our doctoral graduates. The resulting list of books published during this ten year period includes 62 authors and 134 titles. The list does not include the many studies and reports prepared under government auspices and, usually, published by the Government Printing Office. Many of these have had a significant effect on governmental policies and practices.
Scholarly and professional journals and periodicals have included many articles by our graduates. The Office of Institutional Studies was unable to undertake the same type of searching of periodical listings as was done for books. But from the information provided by just the 265 who replied to the questionnaire, our graduates have had their work published in at least 130 journals covering virtually all of the leading publications in the fields in which we offer the doctorate.

Evaluation of the publications of our graduates is not a task which this Office would presume to undertake. Only those persons deeply involved in each of the disciplines could take on such a task. Nevertheless, from a review of the titles, the non-specialist would be compelled to note the job-related or “applied,” nature of much of the published work. This does not detract from the usefulness of the publications. Rather, it reflects quite accurately the nature and the interests of the majority of both the student body and the faculty over the larger part of the period covered in this study.

Lest the wrong impression be given, it should be noted that publications by our graduates also include many theoretically oriented works and, furthermore, that in recent years the trend has been to produce more of this type of scholarly work. Undoubtedly as more of our graduates enter teaching and research this trend will become even more pronounced.

**Evaluation by the graduates**

Many of the early graduates who replied to the questionnaire felt that the comments which were solicited on the programs, instruction, facilities and related matters would be of no real value today and therefore limited their replies to the factual data. Because we felt that the changes in the University in the past few years might well be reflected in the opinions expressed we have, where appropriate, indicated major differences in the comments of the pre-1960 and post-1960 graduates. Since there is ordinarily a substantial time period between completion of course work and comprehensives and the final conferring of the degree, the comments of the first group should relate principally to the period up to the late 1950’s. The latter group should more nearly reflect recent practices and attitudes and should be of special value to those currently responsible for graduate work at the University. There have been, however, recent changes of a substantial nature in some programs and procedures, as well as in the composition of the student body, changes which are not reflected in the comments of the graduates in this survey.

The comments have been grouped in the following categories: (a) the strengths and weaknesses of the programs offered, (b) evaluation of faculty and of student-faculty relationships, (c) the role and problems of parttime study, and (d) overall comments on the student’s experience at American University.

Quite obviously, one cannot neatly separate these categories—and it is only in the interaction of programs, faculty, students and community that we can attempt to identify and evaluate the role of American University in doctoral study over the past fifty years. In this particular phase of this study, we have attempted to do this as objectively as possible, through the eyes of the graduates themselves.

**Strengths and weaknesses of programs**

Over the fifty years from 1916 to 1966, several additions and deletions were made in the fields in which the University offered doctoral work. These changes were outlined earlier in this paper. Suffice it to say, the social sciences have been dominant throughout the years and the majority of the comments which follow will relate to these fields and to the applied social sciences and education.

The wide variety of course offerings made the programs attractive to most students. Flexibility in course requirements and willingness to meet specific desires and needs—and at varying rates of speed—were appreciated. Permitting the “mature scholar to carry on studies reasonably independently” was the usual practice. Yet there was also the occasional feeling that time spent and numbers of courses taken were considered more important in progress toward the degree than the learning experience.

Course work did indeed constitute the core of the formal and (more or less) structured programs. The scarcity of seminars and strictly doctoral level classes, the mixture of advanced undergraduates and graduate students in certain levels of courses, the uneven quality of instruction, and the operational rather than research emphasis were mentioned as weaknesses of the course offerings. A lack of emphasis on methodology and research courses was noted in the comments of those graduates who felt that in some fields the faculty had failed to keep abreast of new developments and that programs and faculty tended to “overstress the practical to the detriment of the theoretical.” Indeed, the “practical” was stressed in many fields and it was this very approach which appealed to other students.
A public administration graduate reflected the views of a large number of his fellow students in describing the strengths of the program as the “obvious strengths of Washington, including direct participation of practicing administrators and advantages of job-motivated graduate students.” But this graduate and several others also pointed out that the University has not taken full advantage of its Washington location.

The comprehensive examinations and the tool requirements were the subjects of widely varying comments. In general, the system of written comprehensives was regarded favorably although suggestions were advanced concerning the number of comprehensives required, the method of evaluating the examinations, and the levels of achievement expected. Probably the major complaint related to the possibility that the readers would be parttime faculty with whom the student had little or no contact. The sometime practice of keeping the identity of the readers “secret” and their specific comments “unattributable” was characterized by one graduate as a “Star Chamber atmosphere.” This practice probably originated in the understandable desire to protect faculty from undue pressure from students, with the respective Deans and department chairmen serving as buffers and as transmitters of the comments of the readers.

The difficulties of trying to prepare for comprehensives were frequently mentioned, but one student pointed out that comprehensives (and the oral examination on the dissertation) “were strong influences of quality requirements in the degree program and probably the most meaningful way I found of unifying a variety of courses which, on a part-time basis, were strung out over a period of years.” This view seems to reflect quite accurately the intent of the faculty in establishing a rigid system of examinations for a largely parttime student body. Recent changes in the comprehensive examination requirements are, at least in part, a reflection of an increasing number of fulltime students and of fulltime faculty.

The meeting of the proficiency levels expected in the tool requirements apparently engendered considerable frustration. Even when the University moved from language tool requirements to an optional use of various quantitative tools, there remained a feeling that these were hurdles somehow to be met rather than, as is the theoretical intent, tools of research to be used. As would be anticipated, the substitution of quantitative tools was hailed by some graduates as “realistic” and deplored by others who favored language requirements for any doctor of philosophy degree. Probably the most telling criticism in relation to tool requirements came from graduates in the social sciences who found the faculty disinterested in and unwilling to use the quantitative and behavioral tools which had become so much a part of the social sciences. Thus while quantitative tools were authorized, the integration of these tools into the research processes in some fields was not encouraged.

What constitutes an acceptable dissertation topic? And what constitutes adequate supervision of doctoral research? Consensus on answers to these questions does not exist in the faculty and our graduates reflect similar lack of agreement. For every student who believed that doctoral research which was job-related was a decided advantage another student deplored the narrow and pragmatic focus of much of the research. One student, acknowledging the arguments on both sides, concluded that “my studies and research probably suffered as much as they gained from their directed nature as a result of their being job-related. Creativity gave way to pragmatic practicality.” The extent to which job-related research was permitted seems to have varied more with the leadership of each department and school than with the nature of the field of study. As leadership changed, students found substantial changes in expectations and undoubtedly suffered some bewilderment.

Even more decisive in the focus of a specific piece of research was the nature of the “supervision” provided by the faculty. A committee, normally consisting of five persons, was appointed for each doctoral dissertation. In the days of few fulltime faculty, even the chairman of the committee might be a parttime faculty member while non-faculty specialists were frequently utilized as committee members. In theory, this use of the highly competent manpower resources of the Washington area should yield great benefits. In practice, the time consumed in research and writing often meant that the membership of the original committee had been changed significantly by the time the student had produced a document for oral examination. The highly valued faculty-graduate student research relationship seldom existed. In all honesty most universities would have to admit that with the increased mobility of faculty today, what was once a problem peculiar to the parttime student has been extended to the fulltime student as well. The scarcity of library resources and research facilities on campus also tended to put the student very much “on his own.” Fortunately, tremendous research resources and facilities do exist in the Washington area and the mature student could, and did, make extensive use of them.

In recent years, all dissertation committees contain at least a core of fulltime faculty and the chairman normally is from the fulltime faculty. While the library resources and facilities on the campus have been greatly expanded, they are not expected to meet the needs of doctoral research. Research laboratories and equipment have been added for some fields but much remains to be done before the campus can become a significant center for the
research activity of the doctoral student. The University is not unusual in this respect since much of the non-science research is not campus oriented today. Our Washington location continues to offer unique research opportunities to our doctoral students.

Faculty and student-faculty relationships

Doctoral level work is usually associated with the concept of a graduate student working in close relationship with one or more faculty members who serve as “mentors.” Although such a relationship characterized the doctoral work in some fields (for example, philosophy) in the early years of American University’s graduate work, the work in the sciences was conducted in government laboratories under the supervision of government-employed scientists. The University provided some general supervision but did not attempt to build up a fulltime faculty in the sciences. Under these conditions, the decision to discontinue work in the sciences was, in retrospect, inevitable. The post-World War II growth in students and expansion of programs in the social sciences was not adequately matched by the rate of growth in numbers of fulltime faculty. Reliance on parttime faculty was the normal practice, rather than a limited and selective utilization of the special talents and expertise available in the Washington area. What was the effect on the doctoral programs? And what did the imbalance do to the traditional faculty-graduate student relationship? What, indeed, was the role of the fulltime faculty?

To the graduate student of the 1940’s and 1950’s, the fulltime faculty were “excellent,” “dedicated,” “well-qualified,” but obviously overburdened with the teaching loads and “administrative trivia.” The graduates of the 1960’s echoed these favorable views of the quality of teaching but made fewer references to heavy burdens on the faculty. These burdens do still exist but perhaps the sharing of the loads by larger numbers of faculty have reduced somewhat the “visibility” of the burden to the graduate student. There were comments in the later period that the faculty seemed to give a disproportionate amount of its time and attention to undergraduate students and programs, but the most negative reactions came from students who felt that the faculty in some areas had failed to keep up with the developments in their professional fields.

One recurring complaint of graduates during the 1950’s and 1960’s was that the faculty could not or did not provide adequate time for counseling and supervision. Yet other students who completed degrees during this same period commented favorably on the availability of the faculty and their willingness to be of assistance to the student. In only a few instances did the student feel he had been poorly advised. The limited nature and the infrequency of informal contacts were often noted with regret.

Differences were apparent in what the various departments and schools as well as individual faculty members considered to be their responsibilities to the doctoral student. Within one department, for example, were both the recent graduate who stated that “In all candidness, I never felt that the faculty was particularly interested in developing a close professional relationship with its graduate students” and another graduate of the same period who “benefitted ... greatly” from the “quite close” faculty-student relations.

The vast majority of the comments of the graduates on student-faculty relationships were sincere tributes to the faculty. One student, with a substantial basis for comparison, called the A.U. faculty “the most helpful one with which I have worked on any of my four degrees.” Another stated that the faculty was “more accessible and friendlier” with “more genuine interest shown in me and my work” than in over two years at another institution. The personal interest of the faculty in the student was one of the very favorable impressions reported by the graduates. The expectation of the parttime student may have been such that the “friendliness” and “interest” of the faculty came as a surprise.

One portion of the questionnaire requested the graduates to indicate “the faculty members you most remember.” In response to this, 192 faculty (including 88 members of the parttime faculty) were recalled as highly valued teachers, counsellors, research supervisors, and, yes, even administrators. Listed below in alphabetical order are the 27 faculty who were mentioned by five or more graduates. The years they were or have been members of the faculty are also given along with the most recent position at American.

Adkins, Robert, Associate Professor, Education (1961-66)
Baily, Nathan, Professor and Dean, School of Business Administration (1946-)
Brandenburg, David, Professor and Chairman, History (1948-)
Collier, Frank, Professor, Philosophy (1914-36)
Correll, Ernst, Professor Emeritus, Economics (1929-)
Davis, Harold E., University Professor, History and School of International Service (1947-)
Devor, John, Professor, Education (1956-)

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Ekirch, Arthur, Professor, History (1947-65)
Hattery, Lowell, Professor, School of Government and Public Administration (1948-)
Lerche, Charles O., Professor and Dean, School of International Service (1959-66)
Lorimer, Frank, Professor Emeritus, Sociology (1939-)
Mann, Fritz Karl, Professor Emeritus, Economics (1936-)
Piquet, Howard, Adjunct Professor, Economics (1934-56)
Photias, Nikos, Professor and Associate Dean, School of Business Administration (1955-)
Posner, Ernst, Professor Emeritus, History (1939-)
Potter, Pitman, Professor Emeritus, International Relations and Organization (1944-)
Robinson, Edgar, Professor, School of Government and Public Administration (1953-)
Reno, William, Professor, Government (1948-53)
Roth, Harold, Professor, School of Government and Public Administration (1946-)
Said, Abdul A., Professor, School of International Service (1957-)
Seckler-Hudson, Catheryn, Professor and Dean, School of Government and Public Administration (1933-63)
Sharp, Samuel L., Professor, School of International Service (1951-)
Smith, John H., Professor and Co-Chairman, Statistics (1947-)
Ulmer, Melville, Professor, Economics (1950-61)
Van der Slice, Austin, Professor and Chairman, Sociology (1946-)
Weitzman, Ellis, Professor and Chairman, Psychology (1946-67)
Wes., Harold, Professor Emeritus, School of Business Administration (1953-)

Four of this group—Professors Collier, Lerche, Seckler-Hudson, and Weitzman—are no longer living. Professors Adkins, Ekirch, Reno and Ulmer are with other universities or in other positions. Professor Piquet, the only parttime faculty member, although no longer teaching, continues to serve as Senior Specialist in International Economics with the Legislative Reference Service, Library of Congress. Professors Correll, Lorimer, Mann, Posner, Potter and Wes have retired and, as indicated, hold Emeritus rank at the University. The remaining twelve are still members of the teaching faculty or hold administrative positions at American University.

Special note must be made of the fact that forty students named Dr. Catheryn Seckler-Hudson as a “most remembered” faculty member. Dr. Seckler-Hudson was the personification of the University’s work in government and public administration over a thirty year period and her interest in and helpfulness to students as well as her excellent teaching made a lasting impact on her students. Only two other faculty were mentioned by more than fifteen of the graduates, and each had worked with students in several capacities. Dr. Ernst Correll, whose primary field was economics, also worked with students in history and sociology and, in addition, served as Graduate Language Examiner for a number of years. Dr. Ernst Posner is affectionately remembered by students in history and by those in other fields who received the benefit of his guidance and interest when he served as Dean of the Graduate School.

The expressions of appreciation of and affection for these and other faculty members were not unexpected. But the frequency and the obvious sincerity of the vast majority of the comments were a reassuring by-product of the survey of the University’s doctoral graduates.

Inevitably, a few students reported unpleasant experiences, generally related to changes in requirements or problems arising from the administration of programs rather than to faculty-student relations as such. Although the number of such experiences reported was small, to keep the proper perspective we should keep in mind that these were the reactions of students who did complete their degrees in spite of whatever difficulties they encountered. Were the students who did not complete their degrees surveyed, the incidence of unsatisfactory student-faculty relationships might well be substantially higher.

Some graduates expressed regret at the scarcity of “stars” on the faculty. Others stated they could not remember having had a poor teacher. The lack of fulltime faculty in various specialties - and, at times, in basic areas - did present problems to the student. The nature of these problems were mentioned earlier in connection with comprehensive examinations, dissertation committees and supervision of research.

The counterpart of a small fulltime faculty was the reliance on large numbers of parttime faculty. Comments of graduates show clearly that any analysis or interpretation of the nature of our doctoral programs, at least through the 1950’s, must come to grips with the fact that a largely parttime student body studied and worked under a small fulltime faculty supplemented by large numbers of parttime faculty. For this reason the doctoral program differed in many aspects from any traditional concept of doctoral study. But first, what were the graduate’s reactions to the parttime faculty?
No universally applicable conclusions concerning part-time faculty can be advanced on the basis of these reactions. The individuals involved can be evaluated only as individuals. Yet even without requests for comments on the overall pattern of the use of part-time faculty and its general role in the doctoral programs, the graduates expressed significant and important opinions on these questions. Comments from several questionnaires are illustrative of the major points. On the positive side were these observations:

"... excellent faculty... particularly the mixture of part-time faculty who brought stimulating ideas from their full-time work."

The most favorable impression was "contact with top grade public officials through their lectures and seminars."

"A strong point is the employment of non-academic experts in the area of the student’s dissertation topic as advisors who can supplement the resources of the University’s faculty."

"The program depended heavily on part-time faculty drawn from government; I thought the faculty was first-class, and superior to the full-time faculty."

"I am... grateful for the variety of professors which the unique location of AU enabled it to have. One did not pursue his graduate work with one or two professors who, in spite of their qualifications and abilities, could not help but develop patterns of thinking and methodology that prove to be limited in time, rather one was able to work with a variety of professors, many of whom were not only ranking academicians, but also practitioners of the subjects they taught. Many of these individuals were able to produce present-day illustrations of the theories they taught and in the end this makes the entire educational experience more meaningful."

The negative responses included:

"... too many teachers were not permanently attached to the university."

"Too many part-time faculty are teaching too many part-time students. The result is a lack of cohesion and a serious lack of any common esprit de corps. There is a definite advantage in utilizing practicing Government administrators to teach... but on the whole I can’t say the faculty thus employed was particularly inspiring as pedagogues."

The greatest weakness was "the extreme number of part-time faculty."

Weaknesses were "scarcity of prominent full-time professors; too many part-time lecturers who were neither an integral 'part' of the University nor academically oriented."

A weakness was the "fatigue and unpreparedness of both faculty and students in part-time situation."

The “use of high-level civil servants on faculty and dissertation committees tends to impose undue restraints upon real learning and research."

A weakness was the "tendency to select (and sometimes retain) some instructors on basis of title in Government rather than capacity as a teacher."

Many graduates had a mixed reaction to the part-time faculty and their role:

"The strength (and at the same time a weakness) was the availability of top level lecturers from the Washington... Community, but these personnel were of a transient rather than a permanent character, making planning a program and taking of comprehensives difficult."

"The quality of teaching [by part-time faculty] varied from inspired to pedestrian."

"The part-time people were excellent, but suffered from the well-known difficulties of part-time professors... [they] should be encouraged to stay by providing more identification with the University over long periods."

The quality of the adjunct professors was excellent but as part-time faculty there was little contact — "if possible, should add 'conference time' and improve seminar programs to strengthen student-faculty contact."

"The problem... is too many parttimers. They add strength to teaching, but are not available for counseling. This throws a great administrative/counseling burden on the fulltimers, with the result that there is little real counseling."

"... too many part-time faculty members, despite qualifications... ."

Counselling with adjunct faculty "was a minor problem on occasion. I must add with haste, however, that the opportunity of having classes under people who were actively working in their field represented a very real advantage."

To summarize, our graduates appreciated the contribution of the well-qualified parttime faculty drawn from the Washington community but they quite correctly felt that the proportion of parttime faculty was too large. The
resulting problems of little or no contact outside of class, lack of continuity in program planning and in research supervision were considered by many to be serious obstacles to satisfactory doctoral study.

**Fulltime and parttime study**

What were the reactions of American University students to their experience in fulltime or parttime study? As already indicated, parttime students far outnumbered fulltime students. Of the 195 who responded to the questionnaire to the item on attendance, 148 (75%) took their doctoral work parttime, 25 went fulltime and 22 attended both fulltime and parttime.

The graduates who attended fulltime were almost unanimous in the opinion that this was the best way to complete doctoral work successfully and effectively. The views ranged from that of the student who stated that only fulltime study should be permitted at the doctoral level, to those who believed that at least one year of fulltime work was essential. One student argued for fulltime attendance during course work with the statement that “there is no substitute for being a student exclusively.” Another pointed out that in preparing for comprehensives and in research, the fulltime student has a distinct advantage.

A student who had begun his work as a fulltime student found that this status gave him a chance to get “to know and be known” by members of the fulltime faculty. When he found it impossible to continue fulltime, the faculty encouraged him to pursue his program on a parttime basis and, in his words, “I found that many of my studies took on new meaning when I became a parttime student... In many ways... I got more from my doctoral studies during this period.”

It is difficult, if not impossible, to determine how many of our parttime doctoral students had completed master’s level work on a fulltime basis and how many had only a parttime experience at the graduate level. This is particularly true in relation to the many students who had earned masters’ degrees before coming to American University. In other words, the student’s basis for the comparisons and for the judgements about parttime study expressed in this survey is uncertain. But regardless of the basis, the responses show that these students do have wide-ranging reactions to the effect of parttime enrollment on their doctoral studies.

Before proceeding further with the evaluative comments drawn from the responses of American University doctoral students, perhaps some more broadly based examination of the assumption that fulltime study is the only academically respectable way to complete a doctorate would be in order. Evidence from many studies shows that for fields outside the sciences the time which elapses in the process of completing a doctorate normally covers more years than that which would be required to complete the formal study and the research. For example, a report on a survey of the 1950-54 recipients of doctorates at Harvard shows that while three to four years was considered “par” for completion of the doctorate by 80% of those in the social sciences, the actual number of years between admission and completion of the Ph.D. was reported by the 500 social scientists in the study as follows:

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Percent of respondents</th>
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<tr>
<td>2 years</td>
<td>1</td>
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<tr>
<td>3 years</td>
<td>7</td>
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<tr>
<td>4 years</td>
<td>27</td>
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<td>6 years</td>
<td>17</td>
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<td>7 years</td>
<td>8</td>
</tr>
<tr>
<td>8-10 years</td>
<td>6</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>14</td>
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</table>

Thus 65% of the 500 social science graduates took five or more years to complete the doctorate. Various reasons were given for the delays which were encountered but no specific data is presented on the number who were employed fulltime prior to completion of the degree. Employment as a Teaching Fellow or Tutor at Harvard prolonged the period of study for a “large percentage of respondents in all areas” with 8% in the social sciences reporting

23 "A Criticism of the Graduate School of Arts and Sciences in Harvard University and Radcliffe College from Those Who Took the Ph D. at these Institutions Between 1950 and 1954." Introduction by J.P. Elder, Dean, Graduate School of Arts and Sciences, Harvard University, Spring 1968.
24 Ibid., p. 12.
25 Ibid., Appendix II, p. 34.
26 See ibid., pp. 12-14 and 39-42.
a "considerable" delay and 17% "a bit" of a delay. J. P. Eider, then Dean of the Graduate School of Arts and Sciences at Harvard, had this comment on the employment of Teaching Fellows:

While financial pressure surely induced many to take up such work, it is significant that most respondents, far from regretting such employment, consider this experience as useful or even indispensable for future teaching, and they look back on their positions as opportunities which made their years of graduate school more rewarding. Such an attitude seems to be based on these factors:

a) Teaching Fellows inevitably have closer contact with the faculty than most students (in itself a commentary on student-faculty relations in the big departments).

b) They thus receive training in teaching.

c) They are thus able to break the monotony of study, and of continually being assessed, by doing something active and worthwhile.

With the exception of the first point, the benefits ascribed to experience in the intended career are equally valid for students in the many disciplines needed in public service.

Without belaboring the point, it would appear that, at least in the social sciences, the fulltime status of a student is not likely to continue from admission to completion of the degree. The major identifiable period of "full-timeness" is that required for the formal course work - with, of course, the inestimable values stemming from the varied faculty-student contacts which may accrue. Beyond this point, that is, at the research and dissertation stages, the actual differences between the so-called fulltime and parttime programs of doctoral study may be much smaller than is traditionally thought to be the case. To return specifically to American University graduates, how do those who completed doctoral programs on a parttime basis now evaluate that experience?

A few graduates reported that the fact of parttime study was "unrelated" or had "no effect" on their doctoral studies. In a perceptive comment one student added: "I might point out that at an urban university there is a sense in which everyone is parttime. There is not, in fact, any real sense of 'department,'" apparently meaning by this that a sense of a community of interests between faculty and students which is based on a shared concern for and commitment to a specific discipline is difficult to achieve in any urban institution. The parttime students appreciated the fact that they were taught "as self-motivated, responsible adults" and pointed out that while it depends on the student, motivation can in large part compensate for what might ordinarily be considered "lack of time." One graduate reminds us that in the opportunity for parttime study "really we are maximizing talent, not creating it." Still another graduate, having studied both fulltime and parttime, summed up his experience by stating that he "could not detect any noticeable difference in the quality of my work."

Those graduates who took the position that parttime study was "more practicable and effective" generally related the "plus" to the constant and valuable interchange between work and study. Thus, for one student, "my fulltime employment provided a laboratory for testing theory gained in my parttime studies," and for another "the work experience greatly enhanced the value of my studies." A student who reported "no regrets" for having attended parttime added another facet with the statement that friends who had taken doctoral work fulltime had found that they were required to take so many courses concurrently that they had "little opportunity to consider the implications of the materials."

The majority of the graduates took a "middle ground" position of uncertainty as to the effect of parttime study ("but there was no other choice" was the typical comment). Or they cited specific disadvantages and weighed these against the desired objectives. Such opinions included the following:

"Parttime is a dreadful way to go to school—but real-life problems lead to real-life dissertation topics."

Parttime meant a lot of "cramming" for comprehensives but "did not at all harm my studies and achievement."

Parttime meant "less contact with faculty" and put the student under great pressure - but there were the advantages of no financial burden the relationship of research to field work, and seriousness as a student.

Parttime status "slowed completion of the work, but made it more meaningful."

Parttime study required "family patience and cooperation and demanded careful planning" but was more "interesting" as a "practicing administrator and planner."

Parttime "limited the extent to which one could read in his field." On the other hand, the working situation was "undoubtedly an asset in doctoral research."

24 Ibid., p. 13.

25 Idem.
Lack of faculty contact is "a more or less built-in feature of a parttime degree program and [I] do not believe it to be a fatal deficiency—after all the employed student is meeting and working with many other stimulating and effective persons in his work environment."

Parttime study resulted in "such unremitting pressure" that I performed both job and study "in a manner far superior to that had I been attempting only one or the other." (But he would never try both at his age now).

Other problems mentioned included job responsibilities which meant as much as a year from courses and other program requirements (and "also resulted in a lack of sleep"), the handicaps in conducting research in the evening and on weekends when access to libraries and other resources was severely limited, the problems of coordinating research with dissertation committees, and the obstacles to maintaining continuity in programs.

The graduates who found parttime study an unsatisfactory experience cited the problems already referred to but did not find sufficient compensating factors to offset or minimize the problems. The views ranged from the flat assertion "never again" to the belief that at least some fulltime study should be required of all doctoral students. Typical of these views were the statements that doctoral work was "not effective or satisfying on a parttime basis": parttime study "diluted my achievement somewhat and was a difficult burden," and parttime was a "poor way to concentrate on serious work toward a degree." Another student summed up the experience by saying that "at times there was a dissociation from the academic community that was unfortunate. On the whole, it was probably not an entirely satisfactory experience." Failure to find the complementary support of study which some students found in their employment was reflected in the statement that employment was more of a hindrance than a help. "I think I earned my degree in spite of rather than because of it." For another student fulltime employment "including extended official travel made doctoral work difficult, extended it, was painful . . . . I would not do doctoral work again on [an] entirely parttime basis." Still another graduate concluded that "in my case I feel I had too much parttime enrollment. If I could do it over I would put in more fulltime. Also, I would certainly get the degree earlier in life." While appreciating the opportunity for parttime study, one student found it "not an optimal method [and] exceedingly difficult" while another concluded that "looking over my experience I believe that graduate work should be accomplished on a fulltime basis."

Perhaps the most serious criticism—with its many implications—came in this statement:

"My parttime status hurt. It deprived me of the enrichment and the development I feel I would have known under a fulltime program. Looking back, I feel that I would have been better educated, and further along in terms of my career, had I attended fulltime."

With respect to the span of time necessary in the case of parttime study, the problems in continuity of program, of "cramming" for comprehensives, and of little opportunity for "sustained effort" in research brought divergent views on the enforcement of time limitations. One student, who would not recommend parttime study to anyone, believes that if parttime study is permitted, students should have "firm schedules . . . planned with close monitoring and enforcement of deadlines by assigned faculty members." On the other hand, doubts about rigid time limits were advanced by another student in this comment:

"In a community where many of the students are parents and hold fulltime jobs, it appears to me that the programs are bound to be extended. From the viewpoint of University housekeeping, the time period involved may be important. Time may also be an important factor with respect to using the degree for job advancement, particularly in the teaching fields. But, personally, I am not inclined to correlate time with advanced study or learning."

Several students suggested that well qualified students should be encouraged to speed up progress toward the degree by fellowships given to complete the research. Another recommended that the University make a concerted effort to secure released time from their jobs for the most promising students.

Perhaps the best way to conclude this section on the merits of fulltime and parttime doctoral study would be to present two opinions, the first from one of our recent graduates, including some specific recommendations:

"I think that I conclude that some fulltime enrollment in a major university is a desirable and perhaps necessary component of an effective doctoral program, yet I also believe that study concurrent with employment is equally necessary and desirable. Frankly I do not believe that it would be either necessary or desirable for the American University to require that its doctoral students take a year or more in residence on American's campus . . . . But I think that it would be very useful if American could work out some kind of reciprocal arrangements at the graduate level (similar to—but the reverse of—the undergraduate Washington Semester program) which would permit its Ph. D. candidates to have one or two semesters on a major, non-Washington university campus. (Particularly for Federal Government personnel, I think it is essential that some, but not all, of our training is undertaken out of town.)"
The second statement sums up very effectively the experience of another graduate in parttime study:

Spread over seven years, parttime study “was quite discouraging at times.” There was a considerable contrast in “school spirit” between A.U. and the master’s university “possibly due to the lack of fulltime commitment and the urban rather ‘hard sell’ approach to the whole endeavor at A.U. Somewhere along the line, though, I did acquire a concern to ‘reach for the stars.’” This internalizing of inspiration—do-it-yourself drive—is the essential result of the program and surely was my experience.” Parttime study was difficult but “doable” work and study complemented each other and “my total experience, at work and at A.U., was richer than a straight academic experience.”

The experience at American University

Asked for the most favorable and most unfavorable impressions of A.U., many of the respondents indicated they had covered the major points in their comments on other questions. To avoid unduly repeating what has been said earlier, the favorable impressions centered on the well-liked, hardworking and helpful faculty, the treatment of students as mature individuals, the availability of evening programs, and the flexibility of programs to meet the needs of individual students. Others mentioned “the wonderful graduation ceremony,” “the painless streamlined registration procedures,” “the beautiful uptown campus,” the “growth and achievement” of the University, and even the “opportunity to type comps . . . darned decent.”

A few graduates quite candidly characterized their impressions with such words or phrases as “neutral,” and “no strong impressions, favorable or unfavorable.” The student who stated “I have few impressions at all. I never felt a real part of the institution” quite obviously had not been pleased with his experience which he found was “not the type of student-mentor relationship that exists in other graduate departments.”

Some of the negative impressions have already been identified—the relatively small number of fulltime faculty and the resulting failure to find the hoped-for faculty-graduate student relationship, the lack of continuity in programs, the presence of some poorly qualified students, and the lack of “real academic atmosphere.” But the overwhelming weight of the unfavorable impressions centered on the poor library and research facilities and the Downtown Center buildings. The location was conceded to be convenient for many of the students employed in government but the classrooms and the buildings at 19th and F left much to be desired. One graduate called the buildings “dangerous old firetraps” and added that “the roof leaked on one of these, 1905 F, over 100 years ago when it was Signal Corps headquarters for most of the Civil War.” Another student mentioned the “depressing” downtown physical plant but added that he did not believe that physical facilities were “really important.”

If one theme predominated throughout the responses to the questionnaire, it was appreciation for the opportunity to work on a doctorate while fully employed. Just how many students came to Washington and secured positions with the specific intention of pursuing graduate work cannot be determined. Once in Washington, the programs available to parttime students at the several universities varied at different points in time. To a certain extent, the graduate students at American University were self-selected. While the admission requirements did assure some selectivity or, the part of the University, the parttime student made the basic choice of university from the programs available in the area.

The attrition rate among students admitted to doctoral programs at universities throughout the country is high, especially in the social sciences and the humanities. For the parttime student, the chances of successful completion of the degree are even smaller. When this fact is combined with the lack of any conclusive relationship between undergraduate performance and subsequent success in graduate school, the University's relatively flexible admission policy was understandable although not entirely defensible. Too many students with relatively low undergraduate records may have been admitted on the basis of maturity, motivation and work experience but these admission decisions proved in many cases to be justified. Needless to say, the factors which contribute to successful doctoral study by the parttime student are not readily quantified.

What reasons were given by our doctoral graduates for their selection of American University? For the fulltime students, the chief determinants were the Washington location (“the logical place to study government”), financial assistance awarded by the University or other sources, and the opportunity to study under specific faculty members. One fulltime student who wanted to remain in Washington and who withdrew his applications to other institutions when offered an assistantship at A.U., says in retrospect, that “I now marvel at the illogicalness of my decision, though fortunately things worked out well.”

The parttime student, although limited to the Washington area, seems to have looked closely at the comparable parttime programs offered by other area institutions. Some of these students cited the variety of course offerings, the “good reputation in the field,” the “clear picture of what was necessary for completion of the course,” specific faculty members under whom they could study, and personal interest shown in their application as major
factors in their choice. One student who had gotten his master’s at an area institution, feeling that he wanted new exposures and that AU was the best for his purpose, added “In retrospect, I feel that my . . . choice was correct and could have been made on wider grounds.” One student made his position clear when he stated “I had no other preferences, nor have I had regrets.” Another graduate candidly reported that AU was his choice, “not because it was first class, but because it seemed to offer the best . . . program in the Washington area.” One less than enthusiastic reply said simply “Both AU and I were in Washington at the same time.”

Most of the graduates did not reply specifically to the second part of the question—i.e., if AU was not their first choice, where would they have preferred to take doctoral work. Some of those who did respond qualified the answers, as, for example, “Would have preferred Harvard, but AU best in the field in Washington;” a prestige Ivy League school but that was “not practical;” “California, Wisconsin, Columbia were alternatives in that order, had I had money and been single;” and, Harvard or Ohio State but I “would probably have not been accepted at either of these.” One student who would have preferred the University of Chicago but “couldn’t afford it,” moved to Washington to study and offered this explanation: “A.U. was the only place where I could be fairly certain of financing, either from the University or from a decent position in the government.” Overall very few regrets were expressed in the actual choice of A.U. Reality, as one student put it, has a very leavening effect on such “pipe dreams” as “Harvard or University of California at Berkeley with $9000 per year fellowship.”

**Employment of doctoral graduates**

There is a great deal of discussion in the educational world today of “outcomes.” This can be variously defined but, in a very general way, the concern is with the effect which a particular educational program (at any level) has on the students involved. This survey of the doctoral graduates of American University was not designed to provide the in-depth data which many of the current “outcomes” studies are compiling. But the information which was gathered concerning the occupations of the doctoral graduates does throw some light on “outcomes” in at least one limited sense.

The original questionnaire, the follow-up return postcard to those who had not responded, and additional extensive searching of available biographical and other professional listings resulted in what we consider to be reasonably accurate occupational information for 513 graduates—85.6% of the 599 believed to be still living. In addition, and included as a separate group in the tabulations which follow (see p. 29), at least minimal biographical data were secured on some 66 of the graduates who are no longer living.

The table below gives the occupational distribution by type of employer with some sub-classification by type of activity for those in higher education. A table showing the same breakdown by fields of study is included in Appendix A—Table VI while the biographical sketches (Appendix C) give the specific positions as of the 1966-67 period, updated insofar as possible through the summer of 1968. Persons who have retired are included in the category of their primary occupation prior to retirement.

**Table 6**

<table>
<thead>
<tr>
<th>Distribution of Known Occupations of Doctoral Graduates 1916-1966 by Type of Employer</th>
<th>#</th>
<th>% of known Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and University Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>179</td>
<td>34.9</td>
</tr>
<tr>
<td>Administration</td>
<td>25</td>
<td>4.9</td>
</tr>
<tr>
<td>Research</td>
<td>11</td>
<td>2.1</td>
</tr>
<tr>
<td>Sub-total</td>
<td>215</td>
<td>41.9</td>
</tr>
<tr>
<td>Other Education</td>
<td>13</td>
<td>2.5</td>
</tr>
<tr>
<td>Federal, State, Local Government</td>
<td>178</td>
<td>34.7</td>
</tr>
<tr>
<td>Foreign Governments and International Organizations</td>
<td>28</td>
<td>5.5</td>
</tr>
<tr>
<td>Professional Services</td>
<td>21</td>
<td>4.1</td>
</tr>
<tr>
<td>Private (non-profit) Organizations, Associations, Foundations</td>
<td>22</td>
<td>4.3</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>34</td>
<td>6.6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td>513</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear that the prevailing impression—i.e., that American University functions in doctoral work chiefly as a supplier of government officials—is not true. It was perhaps more nearly accurate in the past than in recent years but our early graduates also included many individuals who entered academic pursuits.

**Employed in higher education**

If one assumes that those engaged in higher education may have responded to the questionnaire more readily than graduates who entered other fields, and that the other sources relied on for occupational information were "partial" to academic pursuits, there may well be some bias in the resulting figures. Nevertheless, on the basis of the information available on the 513 graduates included in the table above we find that 20 out of 30 in political science (66.7%) and 30 out of 51 (58.8%) in history are in higher education. The other fields with more than half of the graduates in academic work are international relations with 54 out of 92 (58.7%) and sociology with 14 out of 26 (53.8%). Some of the fields with only a few graduates, (for example, statistics, area studies, and religion) or with only a few graduates for whom we have occupational data (biology), also show a large proportion in teaching or related work. Of the doctorates in education, 16 out of 37 are in higher education. Seven of the sixteen doctoral graduates in business administration, 14 of 49 in psychology, 27 of 86 in economics, and 20 of 69 in public administration are also in higher education. Overall, 215 or 41.9% of the 513 for whom we have information are in teaching, administration, or research associated with colleges and universities. Perhaps it would be appropriate to add that only fourteen of these graduates are with the fulltime American University faculty and that two of these hold emeritus status. Whether considered in relation to the total number of graduates who have positions in higher education or in relation to the size of the American University faculty, it is apparent that in-breeding is not a general characteristic.

Today our doctoral graduates are associated with universities and colleges throughout the nation and, indeed, in several other areas of the world. From the information available, we find that 204 of our graduates are with colleges and universities located in 39 states and in the District of Columbia and Puerto Rico. Eleven others are with ten institutions in eight countries, namely, Canada, India, Iran, Iraq, Korea, Lebanon, the Philippines and Thailand. The roster of these institutions includes virtually every type of institution—large private and state universities, four year colleges, both state and private, technological institutes, community colleges and junior colleges. Several presidents, deans and other administrative officials are among the graduates. The many graduates who have taught or who now are teaching on a part-time basis are not included in any of the figures on employment in higher education.

**The 1960-66 graduates**

The present location of the graduates of the years 1960 through 1966 provides a substantial base for an examination of the types of institutions in which they began their post-doctoral teaching careers although there has been, of course, some mobility since receipt of the degree. Among the many factors which might have some influence on the type of teaching institution selected, age at the time the degree was conferred is the only one readily available. Even this needs to be used cautiously inasmuch as the point at which the degree was received may not mark the initial teaching experience but instead may occur at some mid-career point. With these conditions in mind, what does a review of the 1960 through 1966 graduates reveal?

Of the 275 doctorates awarded in this seven year period, the occupations of 30 are not known, 130 are in non-academic careers and 115 are with colleges and universities. For the group now employed in higher education the average age at conferral of the doctorate was 38.3 years and the range of ages was from 25 to 60. By field, the lowest average ages were in political science (32.9), psychology (35.3) and international relations and area studies (35.9). At the upper averages were economics (44.9), business administration (44.4), and sociology (43.0).

By geographic region and by type of control and size of institution, Table 7, p. 25 shows the pattern of employment of 109 of these graduates in 83 different colleges and universities. The six graduates employed at foreign institutions are not included in this table.

From this tabulation, several observations are possible. Sixty-four (58.7%) of this group of graduates are with 53 publicly controlled institutions and 45 (41.3%) are teaching or associated with 30 private colleges or universities. Almost equal numbers of graduates are with institutions enrolling less than 5000 students (41 graduates in 36 colleges) and with those enrolling over 10,000 students (43 individuals with 25 institutions). Of the other graduates, twenty are with 18 institutions in the 5,000-10,000 enrollment range and the remaining five are with units of an educational system for which separate enrollment data was not available.
Perhaps the most significant fact which emerges is that nearly half of the 1960-66 graduates are with universities which offer the doctorate (category IV on the chart) and that an additional 25% are with institutions offering the master's degree. Thus about one-fourth (28) are with other types of institutions, specifically, 4 with junior colleges, 19 with four year colleges, and five with branches of public institutions where the highest level of work offered at that specific location was not indicated in the Office of Education Directory. Geographically, the Middle States region is the location for 42 graduates while 29 are in the vast North Central region and 23 in the Southern region. Eight are teaching in the Western and the Northwest regions and seven are in the Eastern region.

Age at receipt of the doctorate appears to have had some effect on the type of institution in which the graduates elected to teach. The average age at graduation of those now associated with junior colleges was 43, with private four year liberal arts colleges 41, while those with public four year colleges averaged only 34. For the public and private sub-groups of the remaining two broad categories (III and IV on the table) the average ages were 36 (public) and 43 (private) in group III institutions and 39 (public) and 38 (private) in doctorate granting universities. Of the thirty-five graduates who received their degrees before the age of 35, twenty-two are with public institutions and thirteen with private institutions. Eighteen of these graduates are with universities offering the doctorate, eight each in publicly controlled and privately controlled institutions with enrollments of over 10,000. On the other hand, four of the eleven graduates who were over fifty when the degree was conferred are also with doctorate granting institutions in this same enrollment category.

At the risk of over-simplification, the “typical” 1960-66 graduate employed in higher education might be described as being located in either the Middle States or the North Central regions and being associated with a publicly controlled institution with an enrollment of over 10,000 which offers work through the doctoral level. In point of fact, although approximately half of the graduates were with universities offering work through the doctorate, and an overwhelming majority of these were universities at the 10,000 or more enrollment level, the graduates with private institutions slightly outnumbered those with public institutions in this specific category.

This brief outline of the 1960-66 graduates does not, of course, fully describe the role of American University graduates in academic pursuits. It merely indicates recent trends and suggests that placement of graduates in higher education will be a growing and increasingly important responsibility for American University and its faculty members. One of our greatest assets in the performance of this function will be the performance and reputation of the graduates who have entered the academic world.

Table 7

By Type of Institution, Enrollment, Control and Geographic Region*

<table>
<thead>
<tr>
<th>Region</th>
<th>I (a) Junior College</th>
<th>II (b) Master's Degree</th>
<th>III (c) Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 5000 A/B</td>
<td>5000-10000 A/B</td>
<td>Over 10000 A/B</td>
</tr>
<tr>
<td></td>
<td>Public/Priv A/B</td>
<td>Public/Priv A/B</td>
<td>Public/Priv A/B</td>
</tr>
<tr>
<td></td>
<td>A/B</td>
<td></td>
<td>5000-10000 A/B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public/Priv A/B</td>
<td>Over 10000 A/B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public/Priv A/B</td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>1/1</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>2/2</td>
<td>4/6</td>
<td>3/5</td>
</tr>
<tr>
<td>North Central</td>
<td>1/1</td>
<td>1/1</td>
<td>1/1</td>
</tr>
<tr>
<td>Southern</td>
<td>2/2</td>
<td>3/3</td>
<td>9/10</td>
</tr>
<tr>
<td>Western &amp; Northwest</td>
<td>1/1</td>
<td>1/1</td>
<td>2/3</td>
</tr>
</tbody>
</table>


(a) Type of institution—Highest degree offered
(b) Enrollment
(c) Type of control—Pub - Public; Priv - Private
(d) # institutions/# faculty
A/B = A is number of different institutions
B is number of doctoral graduates
Region—based on regional accrediting association geographical organization
Comparison with pre-1960 graduates

There are 95 pre-1960 American University doctoral graduates who are now in positions in higher education (or who have retired from such positions) in the United States and Puerto Rico. Five other graduates are with foreign institutions. Since complete job histories are not available, any direct comparisons between the pre-1960 graduates and the later graduates with respect to initial or early teaching positions is not feasible. We can, however, focus on present geographic locations and types of institutions for the two groups with the objective of identifying any significant or perhaps just interesting variations in the patterns of employment. The two tables which follow give the basic summary data in terms of a) the number of faculty positions held by the graduates and b) the colleges and universities in which the graduates are employed.

The pre-1960 and the post-1960 graduates show a surprising similarity in broad patterns of employment in higher education. The two points which do stand out are the increasing proportion associated with public institutions and a movement away from the earlier heavy concentration in the Middle States area with the North Central region attracting a substantial portion of our recent graduates. Both of these trends are re-enforced by the institutional data (part b) which show that public institutions account for nearly 64% of the colleges and universities in which the 1960-66 graduates are teaching compared to 52% for the pre-1960 graduates. Nearly one-third of the employing institutions of the recent graduates were in the North Central area with the Middle Atlantic and the Southern regions each accounting for approximately one-fourth.

Table 8

a) Comparison of Pre-1960 and 1960-66 Doctoral Graduates Employed in Higher Education

<table>
<thead>
<tr>
<th># of individuals</th>
<th>Pre-1960</th>
<th>1960-1966</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>with public institutions</td>
<td>50</td>
<td>52.6</td>
<td>64</td>
</tr>
<tr>
<td>with private institutions</td>
<td>45</td>
<td>47.4</td>
<td>45</td>
</tr>
<tr>
<td>with institutions enrolling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 5,000</td>
<td>34</td>
<td>35.8</td>
<td>41</td>
</tr>
<tr>
<td>5,000-10,000</td>
<td>13</td>
<td>13.7</td>
<td>20</td>
</tr>
<tr>
<td>Over 10,000</td>
<td>41</td>
<td>43.1</td>
<td>43</td>
</tr>
<tr>
<td>Not classified</td>
<td>7</td>
<td>7.4</td>
<td>5</td>
</tr>
<tr>
<td>with institution—by highest level of offering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior colleges</td>
<td>2</td>
<td>2.1</td>
<td>4</td>
</tr>
<tr>
<td>4 year colleges</td>
<td>19</td>
<td>20.0</td>
<td>19</td>
</tr>
<tr>
<td>Master's</td>
<td>18</td>
<td>18.9</td>
<td>29</td>
</tr>
<tr>
<td>Doctorate</td>
<td>51</td>
<td>53.7</td>
<td>52</td>
</tr>
<tr>
<td>Not classified</td>
<td>5</td>
<td>5.3</td>
<td>5</td>
</tr>
<tr>
<td>Geographic region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>1</td>
<td>1.1</td>
<td>7</td>
</tr>
<tr>
<td>Middle States</td>
<td>48</td>
<td>50.5</td>
<td>42</td>
</tr>
<tr>
<td>North Central</td>
<td>18</td>
<td>18.9</td>
<td>29</td>
</tr>
<tr>
<td>Southern</td>
<td>20</td>
<td>21.1</td>
<td>23</td>
</tr>
<tr>
<td>Western &amp; Northwest</td>
<td>8</td>
<td>8.4</td>
<td>8</td>
</tr>
</tbody>
</table>

The basis for the classification of institutions is the same as that used in Table 7, p. 25.
b) Comparison of Institutions of Higher Education in Which Pre-1960 and 1960-66 Doctoral Graduates Are Employed

<table>
<thead>
<tr>
<th># of institutions</th>
<th>Pre-1960</th>
<th>1960-1966</th>
<th>Total-Non duplicating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Public control</td>
<td>35</td>
<td>52.2</td>
<td>53</td>
</tr>
<tr>
<td>Private control</td>
<td>32</td>
<td>47.8</td>
<td>30</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 5,000</td>
<td>28</td>
<td>41.8</td>
<td>36</td>
</tr>
<tr>
<td>5,000-10,000</td>
<td>7</td>
<td>10.4</td>
<td>18</td>
</tr>
<tr>
<td>Over 10,000</td>
<td>25</td>
<td>37.3</td>
<td>25</td>
</tr>
<tr>
<td>Not classified</td>
<td>7</td>
<td>10.4</td>
<td>4</td>
</tr>
<tr>
<td>Highest level of offering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior college</td>
<td>2</td>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>4-year college</td>
<td>17</td>
<td>25.4</td>
<td>18</td>
</tr>
<tr>
<td>Master’s</td>
<td>16</td>
<td>23.9</td>
<td>26</td>
</tr>
<tr>
<td>Doctorate</td>
<td>27</td>
<td>40.3</td>
<td>24</td>
</tr>
<tr>
<td>Not classified</td>
<td>5</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td>Geographic Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>1</td>
<td>1.5</td>
<td>6</td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td>25</td>
<td>37.3</td>
<td>22</td>
</tr>
<tr>
<td>North Central</td>
<td>17</td>
<td>25.3</td>
<td>27</td>
</tr>
<tr>
<td>Southern</td>
<td>19</td>
<td>28.4</td>
<td>21</td>
</tr>
<tr>
<td>Western &amp; Northwest</td>
<td>5</td>
<td>7.5</td>
<td>7</td>
</tr>
</tbody>
</table>

Other education
Secondary education and public school administration dominate the positions held in the "other education" category. The thirteen graduates identified as being in this category are located in eight states and the District of Columbia and in India and include counselors, superintendents, psychologists and teachers.

Public service
As would be expected, a large number of American University doctoral graduates are in public service. State and local governments claim thirteen graduates in six states and the District of Columbia. Foreign governments and international organizations count at least 28 graduates in their service. The phrase "at least" is used advisedly inasmuch as information on our foreign graduates is far from complete. We do know that three ambassadorships and two memberships in national legislative assemblies as well as responsible administrative positions in several nations are held by individuals who have received a doctorate from American University. Among the international organizations, our graduates are with the Organization of American States, the Pan American Health Organization, the Food and Agriculture Organization, the United Nations Economic Commission for Latin America, and the World Bank and International Bank for Reconstruction and Development.

Public service: federal government
American university doctoral graduates are located throughout the many departments and agencies of the federal government. With the legislative branch, including the Legislative Reference Service, are three graduates, the independent agencies and commissions employ 23, one is with the court system, and six graduates are not identified by specific agency. The vast majority, however, are located in the executive departments of the federal government. (See Table VII, Appendix A for a detailed breakdown by departments and agency and by field of doctorate). Of the 131 so employed, 40, or just over 30%, are with the Department of Defense while 24 (18.3%) are...
with the State Department and an equal number are with the Department of Health, Education and Welfare. The Department of Agriculture (14) and the Department of Commerce (12) account for nearly 20% leaving 17 graduates distributed over seven other departments. Only the Department of Justice is not now represented but the chances are very good that some of our early doctoral graduates in law on whom we do not have biographical data were associated with that department.

Although graduates from almost every field are with the Department of Defense, two fields, public administration with 11 and psychology with 9, account for half of the total. Some military personnel on active duty are included in the departmental figures. Eleven of the 24 with the State Department had taken their work in international relations and area studies and five each came from public administration and economics.

In the Department of Health, Education and Welfare, virtually all fields of study are represented with the largest single group (6) holding doctorates in public administration.

From another viewpoint, we can note the differences among fields of employment in federal public services as well as a broader public service definition including state and local government, foreign governments and international organizations. As shown in the table below, the rates by fields vary widely:

<table>
<thead>
<tr>
<th>Doctoral Field</th>
<th>Total Known Occupations</th>
<th>Federal</th>
<th>#</th>
<th>%</th>
<th>State &amp; Local</th>
<th>Foreign Govt &amp; Int'l Org</th>
<th>Total in Public Service</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intl Rel &amp; Area Studies</td>
<td>97</td>
<td>23</td>
<td>23.7</td>
<td>-</td>
<td>7</td>
<td>30</td>
<td>30.9</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>86</td>
<td>31</td>
<td>36.0</td>
<td>1</td>
<td>11</td>
<td>43</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>51</td>
<td>12</td>
<td>23.5</td>
<td>-</td>
<td>1</td>
<td>13</td>
<td>25.5</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>49</td>
<td>12</td>
<td>24.5</td>
<td>6</td>
<td>-</td>
<td>18</td>
<td>36.7</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>26</td>
<td>8</td>
<td>30.8</td>
<td>-</td>
<td>2</td>
<td>10</td>
<td>38.5</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>30</td>
<td>7</td>
<td>23.3</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td>Public Adm</td>
<td>69</td>
<td>38</td>
<td>55.1</td>
<td>3</td>
<td>2</td>
<td>43</td>
<td>62.3</td>
<td></td>
</tr>
<tr>
<td>Business Adm</td>
<td>16</td>
<td>2</td>
<td>12.5</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>37</td>
<td>9</td>
<td>24.3</td>
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<td>13</td>
<td>28</td>
<td>206</td>
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In the federal public service and in the total public service the field with the highest proportion of the graduates is, rather surprisingly, science-mathematics with 58% in federal public service and another 10% in other public service. Quite according to expectation, 55% of the graduates in public administration are employed by the federal government and an additional 7% are in other types of public service. With the exceptions of economics (36% federal service and 50% total), law (27% federal and 45% total) and business administration (12.5%, all federal), the remaining fields fall in the 20% to 30% range for employment in federal service with slightly higher proportions in total figures. The relatively large numbers of foreign graduates in international relations and in economics contribute to the differential between the federal and the substantially higher total public service percentage.

In any study of the role of the American University doctoral graduate in public service, one potentially useful facet has not been defined sufficiently to subject it to any analysis. While the positions and titles held by the graduates (insofar as they could be ascertained) have been included in the biographical sketches (Appendix C), this information is not necessarily indicative of, nor descriptive of, the type of work performed. Any future study might well investigate the extent to which our graduates are engaged principally in policy making, administrative, research, informational, or the myriad of other functions performed in the public service today. If any future study of the doctoral graduate of American University is undertaken, some assessment of the actual roles in the public service should, if possible, be included.

28
Non-profit organizations
The private associations and foundations have drawn twenty-two of our graduates holding the doctorate. The degrees of these graduates were taken in ten different fields, public administration and psychology providing the largest numbers. The non-profit organizations cover a wide range of interests—education, research, philanthropy, religion—and include professional associations and organizations.

Business and industry
Business and industry employ 34 graduates. Of these, 12 took their doctoral work in economics, 7 in business administration and 6 in psychology. The others hold degrees in international relations, history, public administration, education and chemistry. Research and development firms, publishing, public relations, finance and some large industries are the major employers. Graduates employed by foreign as well as domestic firms are included in this category.

Professional services
The professional services category (numbering 21) includes lawyers, ministers, psychologists, and consultants. The fields of study were predominately law and philosophy.

Other data on employment
To complete the picture of the types of positions which have been held by our doctoral graduates, the very brief summary below gives, by broad categories, the last (or primary) employment of those graduates who are no longer living.

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<td>6.1</td>
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<td>Business and industry</td>
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Five of the graduates for whom no information has been secured received degrees in law and in all likelihood would fall in the professional services category. Three others were in philosophy, two in education, one in international relations and four in economics. No estimate of what type of work they may have engaged in seems appropriate.

Summary of findings
The American University conferred 681 earned doctorates on 680 individuals during the fifty years, 1916-1966. The social sciences were the predominant fields with international relations, economics, history, psychology, sociology, and government accounting for 62% of the degrees conferred. An additional 12% received doctorates in public administration.

The number of doctorates conferred annually has increased sharply in the last few years. Forty percent of all earned doctorates in the period 1916-1966 were conferred between 1960-1966, the last seven years of the period.

The undergraduate origin of our doctoral graduates does not differ markedly from national data developed by the National Academy of Sciences for the period 1958-1966. The typical doctoral graduate held bachelor's and master's degrees from other colleges and universities. Only 6.3% of our doctoral graduates had received an undergraduate degree at American University and only 28.2% had completed a master's degree at American.

The median age at receipt of the degree for American University doctorates was 39, approximately eight years beyond the recent national figures. The median of just over 14 years between the baccalaureate and the American University doctorate is approximately six years longer than the median, nationally, for doctorates in all fields (1964-1966) but only three years longer than the national median for doctoral graduates who took each of their degrees in a different institution—the typical case at American University.
Less than 10% of all American University doctorates were conferred on women. For years 1958-1966, the percentage increased slightly (to 11.7%) and was almost identical to the national figure of 11% for that same period.

In terms of total numbers of doctorates conferred, American University ranked 83rd among the institutions in the United States for the period 1958-1966. By contrast, in the field of political science (defined to include international relations, area studies and public administration as well as government) the University is one of the major national sources of doctoral graduates, ranking 4th, 7th, and 3rd among the universities awarding degrees in this field in the three triennia from 1958 to 1966.

American University awarded just over 18% of the doctorates given by universities in the District of Columbia (for the years 1962-63 through 1965-66) and one-third of the doctorates given by universities in the District in the fields in which American offered doctoral programs. By fields, 67% of the political science, 46% of the economics, 42% of the business administration, 30% of the psychology and also of the sociology doctorates awarded in the District of Columbia were granted by American University.

The survey of the 1916-1966 doctoral graduates yielded responses from 265 graduates who were reasonably representative of the fields and of the time span covered.

Until recently, the doctoral graduates had been primarily part-time students who were employed in a wide variety of positions in government and in other segments of the Washington community.

For the full-time student, the Washington location was the primary attraction leading to enrollment at American University. For part-time students who were already in this area, the programs offered and the faculty were the primary considerations in the selection of the University.

Graduates who had attended full-time tended to feel strongly that this was the only satisfactory way to complete a doctorate. But many part-time students balanced the disadvantages of study on this basis with the positive contributions made by the interaction with work experience. The majority of the graduates realistically took the view that the opportunity to study on a part-time basis was worth whatever effort was necessary to overcome the difficulties.

Most of the students held the full-time faculty in high regard personally but considered them over-worked and, in some fields, not attuned to new developments in their disciplines.

The most unfavorable impressions of the graduates related to the Downtown Center facilities and to the library resources.

The next most frequent criticism concerned the scarcity of strictly graduate level seminars and, as a corollary, the frequent mixing of graduate and undergraduate students in the same classes.

Evaluation of the role of the part-time faculty ran the full gamut from complete endorsement of their capabilities and their contributions to rejection of the use of part-time faculty in doctoral programs.

The combination of part-time study under a small full-time faculty which was supplemented by a large number of part-time faculty created special problems for the doctoral student, particularly in developing a thorough mastery of the fields of specialized study and in the supervision of research.

From the employment information obtained (for 85% of the 599 graduates still living), higher education is the largest single employer with nearly 42% (215) currently employed by or retired from colleges and universities. Over half of the graduates in political science, history, international relations and sociology are in higher education.

The proportion of American University graduates entering employment in higher education appears to be increasing and the type and location of the institutions which attract the graduate are changing. In comparing the pre-1960 and the 1960-1966 graduates we find a smaller proportion of the latter teaching in private institutions and a larger proportion teaching outside the Middle States area. For both the pre-1960 and 1960-1966 groups, over 70% are with institutions offering graduate work and approximately 40% are with colleges and universities enrolling over 10,000 students.

Federal, state and local governments employ just under 35% of our graduates and another 5% are in other phases of public service. Over 67% of the graduates in the combination of science, mathematics and statistics, and over 62% in public administration are in public service, either in this country or with international organizations or foreign governments. Fifty percent of the graduates in economics are also in public service.

**A few notes on recent developments in graduate education at American University**

In the past few years, many constructive steps have been taken to strengthen graduate work and the conditions under which it can be accomplished at American University. The graduate of only a short time ago might find it difficult to recognize his alma mater. As of the Spring 1969 semester, the University has discontinued classes at the so-very-familiar but equally so inadequate 19th and F Street Center. The sale of that downtown property and the construction of a large classroom building on the Ward Circle Campus (occupied for the Spring 1969
semester), are the latest in a series of steps the University has taken to improve the instructional facilities available. A new library is the first priority in future construction plans for the campus and in the meantime the library resources are growing rapidly. By no means is the library adequate for doctoral research but the Washington community and, more recently, the Consortium of Universities provide wide ranging research capabilities.

University enrollment in Fall 1968 totaled over 14,600. Of immediate interest in this study is the development of the fulltime graduate student body. Using 1960 as a reference point, the University at that time had 180 fulltime master's level students and 35 fulltime at the doctoral level. In fall 1968 (in spite of a slight reduction from the previous fall semester as a result of the change in selective service policy) the enrollment of 558 fulltime master's level students represented a 210% increase while the 182 fulltime doctoral students were a 420% increase over 1960. By comparison, the total University enrollment increased approximately 75% from 1960 to 1968, including a doubling of fulltime undergraduate enrollment. The small enrollment of fulltime graduate students at the 1960 base may tend to overinflate the magnitude of the change. But the change is real and it has had a decided effect on the University and its programs.

The growth in fulltime faculty (from 200 in Fall 1960 to 360 in Fall 1968) has meant that although the number of parttime faculty has remained relatively stable, the role they play has been substantially modified. Thus the University still utilizes as parttime faculty many of the qualified individuals in the Washington area. But the proportions of parttime and fulltime faculty have been radically changed in most fields. Overall, not more than 25% to 30% of the courses are taught by parttime faculty (including graduate assistants) and these courses are chiefly in the undergraduate programs or in specialized graduate fields. Supervision of doctoral research is now under the direction of fulltime faculty as is the preparation and reading of the comprehensive examinations. Greater flexibility in requirements has encouraged more independent study and research as compared with the heavily course-oriented doctoral programs of the past. The use of graduate students as teaching fellows and as discussion section leaders is providing a classroom teaching experience for a rapidly expanding number of graduate students.

From Fall 1960 to Fall 1968 the number of courses open only to graduate students in the departments and schools offering doctoral programs has more than tripled and the number of mixed level courses (open to graduates and advanced undergraduates) has been reduced by one-third. The balance between the two levels of courses in the graduate instructional program has shifted from 20% at the purely graduate level in Fall 1960 to nearly 60% in Fall 1968. Accompanying this change was the one made possible by the increased number of fulltime faculty. In Fall 1968 over 80% of the strictly graduate level courses were taught by fulltime faculty. In Fall 1960, even with the very much smaller number of courses, only 60% had been taught by members of the fulltime faculty.

The average teaching load for all fulltime faculty is approximately ten hours each semester with those teaching at the graduate level carrying somewhat smaller loads. Many of the faculty are engaged in research with publication of the results a primary objective. Faculty participation in the various professional associations is increasing.

The Cartter study, referred to earlier in this report, identified several factors which appear to have a direct relationship to the quality of graduate programs. One of these is the faculty salary levels, especially at the two upper ranks. In this area, too, the change at American University since 1960 has been significant. The table below shows for Fall 1960 and Fall 1968 both the salary and the compensation averages for all of the members of the teaching faculty in each of the four ranks.

The degree of improvement in faculty salary averages is reflected not only in the increases in dollars but also in the higher ratings based on the scales established by the American Association of University Professors. Briefly, if the University were merely keeping up with the increased cost of living, the ratings would remain at the "C" and "D" levels. Instead, we have reached the "A" rating at all but the full professor rank—which is, of course, a critical one insofar as graduate work is concerned.

\[\text{Cartter, op. cit., p. 111-114.}\]
### Table 10
Fulltime Teaching Faculty Salary and Compensation Averages, and AAUP rating, by Rank. Fall 1960 and Fall 1968

<table>
<thead>
<tr>
<th>Rank</th>
<th>Average Salary</th>
<th>Average Compensation</th>
<th>AAUP Rating</th>
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<td><strong>Professor</strong></td>
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<td><strong>Associate Professor</strong></td>
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<tr>
<td>Fall 1960</td>
<td>6,870</td>
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<td>Fall 1968</td>
<td>12,257</td>
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<tr>
<td><strong>Assistant Professor</strong></td>
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<td>Fall 1960</td>
<td>5,945</td>
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<td><strong>Instructor</strong></td>
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<tr>
<td>Fall 1960</td>
<td>4,797</td>
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<td>Fall 1968</td>
<td>8,620</td>
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</table>

In the two years (1967 and 1968) subsequent to the periods covered in this study, American University conferred 153 doctorates. This amounted to 22.5% of the total number of doctorates which had been earned during the first fifty years at American. While doctoral programs have been instituted (or more accurately, re-instituted) in the mid-1960's in physics and in chemistry, only two of the Ph.D.'s (both in physics) were in these additional fields. In the field of education, the additional program leading to the Doctor of Philosophy was completed by a total of seven individuals in 1967 and 1968. Thus only nine of the 153 doctorates could be attributed to the expansion of the fields or the degrees available in the University's doctorate programs. The growth in the number of doctorates conferred can be expected to continue but perhaps at a less dramatic rate.

**Conclusion**

The American University, opened as a graduate institution just over fifty years ago, has premised its doctoral programs on two equally valid objectives: 1) graduate education for those fully employed in government, business and a wide variety of other organizations in the Washington community; and 2) graduate education for those who expect to enter the academic and related professions. Both parttime and fulltime students could pursue programs designed to meet their particular objectives.

The value of the programs aimed at meeting the first objective is borne out by the favorable opinions of most of the doctoral graduates. The success in meeting the second objective has been more mixed but the careers of our graduates, in both cases, give the University substantial basis for pride in their achievements.

The American University was not unaware of the criticisms which have been voiced by our graduates in this survey and the University has taken many steps to improve its doctoral programs. This progress will continue.

For the short run, American University's future profile of earned doctorates has already been determined—by the admissions practices, the program requirements and the other policies established by the departments and schools in the immediate past. Decisions made now concerning graduate work, and especially doctoral level programs, as they relate to the numbers of students, the fields available, the scope of programs, the size and nature of the faculty, the financial support for students and the general levels and sources of funding, will be reflected only in the course of the longer range development of American University.

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32 Compensation is salary plus those fringe benefits for which the University (not the individual) bears the full cost.
Appendix A

**Figure I**  

**Table I**  
Earned doctorates, by title of degree and by year, 1916-1966

**Table II**  
Earned doctorates, by field and by decades, 1916-1966

**Table III**  
Earned doctorates, geographically by state of bachelor's degree (United States only) and by doctoral field, 1916-1966

**Table IV**  
Earned doctorates, by college of bachelor's degree, and by doctoral field, 1916-1966 (includes only colleges with four or more such graduates)

**Table V**  
Earned doctorates, geographically by country (non-United States) of bachelor's degree and by doctoral field, 1916-1966

**Table VI**  
Employment of doctoral graduates, by type of employer and by field of doctorate

**Table VII**  
Employment of doctoral graduates in federal government, by departments and agencies and by field of doctorate
Figure I

Number of Earned Doctorates, By Year, 1916-1966 and 1967, 1968

Table I
Earned Doctorates, By Title of Degree and by Years, 1916-1966

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctor of Philosophy</th>
<th>Doctor of Education</th>
<th>Doctor of Science</th>
<th>Doctor of Civil Law</th>
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37
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®Includes only Colleges and Universities from which four or more students received bachelor's degrees
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### Table VII

**Employment of Doctoral Graduates in Federal Government, by Departments and Agencies and by Field of Doctorate, 1916-1966**

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Department of State—includes Agency for International Development, United States Information Agency


Department of Defense—includes Departments of Army, Navy and Air Force, and active duty, and Defense Intelligence Agency

Department of Commerce—includes Departments of Army, Navy and Air Force, and active duty, and Defense Intelligence Agency

Department of Commerce—includes Departments of Army, Navy and Air Force, and active duty, and Defense Intelligence Agency

General Services Administration includes National Bureau of Standards, Patent Office, Environmental Science Services Administration, Census Bureau

General Services Administration includes National Archives

Congress—includes Committees and Legislative Reference Service

Other Federal includes Interstate Commerce Commission, Veterans Administration, Export-Import Bank, Smithsonian Institution, National Science Foundation, Equal Employment Opportunity Commission, the U.S. Tax Court, and six graduates whose employing agency was not identified.
Appendix B

List of doctoral graduates, 1916-1966, alphabetically within field of study, showing year degree conferred

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<th>Field of Study</th>
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64 Vowels, Robert Clifford
64 Wason, James Robert
66 Weintraub, Sidney
58 Williamson, Robert Burns
65 Wool, Harold
38 Wright, John William
62 Wright, Leonard Townsend
27 Zucker, Joseph Steinhauer

History - 66
64 Aldridge, Frederick Stokes
51 Alexander, A. John
60 Anderson, Carl Dicmann
56 Bain, Chester Arthur
25 Benton, Frederick Leslie
59 Buck, James Harold
38 Caemmerer, H. Paul
50 Cannon, M. Hamlin
65 DiBacco, Thomas Victor
59 Dibble, Ernest F.
60 Didsbury, Howard Francis, Jr.
64 Dietz, Anthony George
32 Drake, Miles Ellis
28 Dudley, Harold Merriman
42 Flotow, Ernest
25 Gatke, Robert Moulton
51 Gendebien, Albert W.
60 Green, Murray
28 Groseclose, Elgin Earl
46 Hartman, Grover Lowell
60 Hassing, Per Schioldborg
66 Hewett, Robert Foster
22 Holliday, Carl
36 Hubbard, Genevieve Gregg
51 Hutcherson, Maud Macdonald
61 Kaganoff, Nathan M.
54 Kaiser, Chester Carl
50 Key, Kerim K.
57 Kiernan, Bernard Peter
66 Koginos, Emmanuel Theodore
61 Korgansky, Julius
56 Latour, Conrad F.
52 Lewis, Harold O.
51 Link, Mae Mills
65 Liss, Sheldon B.
42 Loasby, Roland
60 Lykes, Richard Wayne
53 McClellan, Willard Cave
54 McCoy, Donald Richard
62 Mehli, Joseph Martin, Jr.
60 Murdock, Benjamin Peter
65 Murphy, James Thomas, Jr.
37 Nipe, Merlin Harris
27 Olns, Peter Zeedonis
63 Petersen, Richard James

53 Pinkett, Harold Thomas
46 Power, Richard Lyle
66 Pugh, Evelyn Littleton
18 Putney, Albert Lyle
31 Reed, Spencer Hutchinson
65 Rhoads, James Berton
57 Rundell, Walter, Jr.
32 Russell, Willis Cleave
55 Sandor, Alfred D.
66 Scheips, Paul Joseph
65 Slagle, Robert Oakley
66 Spindler, Frank MacDonald
57 Spraggins, Tinsley Lee
35 Steinmeyer, Reuben
34 Teu, Sanford Brody II
25 Wallace, Sarah Agnes
55 Williams, Lorraine Anderson
55 Wood, Marie Viola
62 Woods, Kenneth Flint
63 Yodfat, Aryeh Y.
32 Yoon, Stanley Sung-soon

Psychology - 55
65 Altland, Norman Richard
56 Barber, Theodore Xenophon
65 Berkhouse, Rudolph G.
54 Bornstein, Harry
40 Bransford, Thomas Lowe
63 Brody, Grace Freidson
55 Browning, Rufus Charles
59 Cannon, William John
61 Colwell, James Morrison
58 Cooper, Morton
63 Decker, Louis Richard
58 Dunn, Theodore Franklin
64 Fields, Victor
59 Fitzpatrick, Richard Stanislaus
65 Frankfurt, Leslie P.
63 Fried, Charles
57 Geller, Irving
56 Gilgash, Curtis Arnold
66 Hallam, Kenneth Jerome
62 Hochman, Irwin
65 Hoyt, William George
61 Jones, Roy Junios
66 Kassoff, Arthur I.
63 Kurke, Martin Ira
57 La Gaipa, John James
59 Lippitt, Gordon L.
33 Naughton, Gilbert Stillman
57 Mann, Vera Deane Hoffman
61 Maslow, Albert R.
65 Mindlin, Dorothee Friedlander
58 Mitchell, Lonnie Edward
63 Myer, Ruth Estelle
65 Nagay, John A.
65 Nelson, William Howard
63 Pauling, Frederick Joseph
54 Peters, Julius Melvin
65 Phillips, Robert Leonard
61 Rasmussen, John Edward
63 Rast, Robert
63 Rosnow, Ralph Leon
30 Rossman, Joseph
65 Safer, Susanne Renee Arvay
58 Schatz, Louis
62 Schultz, Duane Philip
66 Schwarz, Robert Henry
61 Shultz, Meyer
64 Siegel, Herbert Aaron
35 Smith, Lybrand Palmer
59 Spock, Anne Ingersoll
56 Sprunger, James Amstutz
66 Thomas, James Albert
61 Tiedemann, John G.
63 Wagner, Carl Michael
62 Walt, Dorothy Elizabeth (Mrs. Waugh)
54 Woods, Irving Arro

Sociology - 28
54 Allen, Philip James
58 Blue, John Titus
64 Capps, Robert Grimes
42 Chen, I. Husuan Julia
60 Enterline, Philip Ernest
56 Fox, James Harold
58 Garfinkle, Stuart Harold
55 Gasser, Robert Louis
65 Gitter, A. George
61 Gross, Edwin J.
66 Groterfend, Mary Emery
63 Hawver, Carl F.
64 Irlan, Lola Marie
61 Johnston, Denis Foster
45 Lofton, Williston Henry
57 Matsumoto, Yoshiharu Scott
51 Pasha, Zahida Hamid
53 Persh, Louis
64 Person, Philip Hilmar, Jr.
58 Raj, Hilda
58 Sen Gupta, Anima
64 Shostack, Albert Lawrence
64 Solon, Jerry Alan
63 Stone, Anthony Robert
59 Turk, Herman
60 Weary, Bettina
52 Whiting, Albert Nathaniel
49 Williams, Chancellor

Area Studies - 6
63 Burton, Robert Bentley, Jr.
66 Chung, In Yeak
63 Medish, Vadim
66 Pajak, Roger Frank
64 Rajaee, Ahmad Ali
62 Rew, Joung Yole

International Relations - 121
56 Alam, Abdel Raouf Abu
64 Alexander, Thomas Ley
66 Atkins, George Pope
40 Atwater, Francis Elton
57 Austin, Henry
64 Bahrampour, Firouz
54 Bass, Charles White
64 Bavand, Bavoood Hermidas
62 Berman, Sylvan M.
62 Bhansali, Krishnaprasad Girdharlal
54 Blackstock, Paul William
57 Bonnell, Helen Marie (Mrs. Butt)
64 Brown, Janet Welsh
58 Budhraj, Vijay Sen
57 Bullockus, Theodore
66 Burgess, Philip Mark
64 Carpenter, Bruce Rogers
66 Chang, Teh-Kuang
60 Choffy, S. Clark
55 Chung, Han-Pom
21 Chung, Henry
64 Coplin, William David
64 Coulombis, Theodore Alexander
65 Coyne, Michael John
56 Dajany, Omar
65 Darwish, Ibrahim Mohamed Mostafa
56 Eliers, R. M.
63 El-Bakri, Adnan H.
65 El-Erris, Tarik Sultan
62 El-Khalil, Ali Yusuf
55 El-Saghieh, Khaled Ibrahim
64 Epstein, Carl Plakey
66 Farzanegan, Bahram
66 Fawwaz, Adnan I.
58 Fedder, Edwin H.
63 Flapan, Maxwell
27 Fonhuena, Eugenio Maglaya
35 Foote, Walter Ambrose
22 Ford, Joseph H.
57 Fotos, Evan
62 Gaber, Mohamed Hosney Mohamed
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**Political Science/Government - 40**

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51 Turano, Peter Joseph

Public Administration - 81
63 Apstein, Maurice
57 Barmby, John Glennon
62 Berbano, Eunuel Valdez
65 Briibushan
52 Brown, Donald Perl
30 Brush, Warren David
53 Bryan, Ernest Rowlett
49 Bush, George Pollock
60 Clarke, John Maurice
53 Colmen, Joseph G.
51 Cooper, Joseph David
56 Criswell, Howard Donald
50 Daenecke, Eric
63 Decker, Camille E.
62 Deutrich, Bernice Marie
60 Deutrich, Mabel E.
50 Dreis, Thelma Agnes
53 Eastin, Roy Brandon, Jr.
63 Eberle, John Paul
63 Ekpo, Smart Akpan
62 Finley, James Joseph
56 Finnegan, Harold Ellsworth
39 Forthal, Sonya
59 Fotis, Charles William
56 Ghalayini, Khalil A.
60 Greene, Morris Alexander
46 Grover, Wayne Clayton
65 Hall, Chester Gordon, Jr.
65 Harris, Martha Jane
58 Hart, Eugene D.
63 Hasty, Gerald Richard
51 Hattery, Lowell Harold
51 Heath, Kathryn Gladys
51 Held, Walter George
52 Hieronymus, George H.
54 Hunton, Benjamin L.
64 Iskandar, Adnan G.
50 John, Ralph Candler
61 Kaufman, Robert W.
62 Kim, Sun Kil
63 Kleiman, Jacob Myron
56 Krieger, Joseph Leo
60 Kurylo, Walter
61 Lander, Ezra
66 Landrum, Opal Virginia

55 Levine, David D.
60 Levine, Eugene
56 Levine, Milton
53 Lieb, Bernard
58 Lindvlet, Earl Wayne
56 MacQuivey, Donald Ross
42 Max, Alfred Raymond
65 McDowell, Bruce Donald
61 Miller, Boulton Bainbridge
49 Montano, Severino Medina
58 Morrill, Chester, Jr.
64 Mustafa, Husain Mohamed
66 Negus, Mildred E.
63 Nishimoto, Kenichi
65 Park, Chung Soo
56 Patrick, Arthur Shepard
66 Patrick, Farrell Gee
62 Posner, Ben
62 Randall, Raymond Lewis
53 Ratliff, Rob Roy
64 Rooney, Walter Richard
65 Rosenthal, Irving
59 Roth, Harold H.
59 Rothman, Sam
46 Rutherford, Geddes William
64 Schreiber, Carl
66 Shuler, Cyril Oviere
51 Skillington, James Eogar
65 Stevens, Robert David
60 Sugarman, George
50 Sundstrom, John Walker
58 Valdes, William Charles
58 Webster, Robert Lyle
57 Wolle, C. Packard
54 Wood, Thomas L., Jr.
59 Woodward, Lawrence Godfrey

Business Administration - 16
30 Bryan, Leslie Aulls
65 Conrad, Thomas Davidson, Jr.
65 Dulin, William Carter
63 Elia, Souheil E.
63 Fields, David Simeon
64 Gray, Harry Lee
65 Heier, William Dewey
64 Hill, Donald Walter
65 Johnston, Mont Sandels, Jr.
65 Laski, Joseph Stanley
66 Levy, Robert A.
66 Page, Harry Robert
65 Rotkis, Walter Anton
66 Sperry, John Berhart
26 Stevens, Wayne Mackenzie
61 Sweetser, Albert Gibby
Education - 49

64 Adams, Nicholas Aaron
33 Alderman, Lewis Raymond
63 Appell, Harold Leo
66 Arndt, Edward John
58 Beall, Lee Morrett
25 Bell, James Alexander
35 Bryan, John Leland
66 Butcher, James A.
25 Butts, Helen Moon
62 Cabotaje, Arsenia Abellera
62 Cabotaje, Felisberto Viloria
64 Call, Russell John
65 Campbell, Francis Myrl
58 Carpenter, James Walter
61 Copenhaver, Harold Leroy
58 Costa-Minneci Di Villarel, Joyce
30 Cotterman, Harold F.
33 Eckhart, Ruth Alma
64 Egan, Leona Rust
18 Focht, Harold Waldstein
33 Ford, Thomas Benjamin
66 Georgiades, Zenon Efthymiou
61 Gray, Norman Hamblin
62 Handorf, William George
64 Henry, Paul Albert
63 Houk, Marian Mixon
23 Huntzberger, Isaac Witman
66 Kendrick, Solomon Joseph
33 Kephart, Calvin Ira
64 Kerwin, Harry Wayne
59 Key, Norman
31 Kim, Hyun Chul
65 Kraus, Mozelle DeWitte Bigelow
33 Maiden, Arthur Lee
28 Mattern, Louis Wilson
60 Murdoch, Ruth Rittenhouse
65 O'Keefe, Ruth Ann
62 Packard, Duane Leslie
65 Paige, Joseph Ciemont
36 Proffitt, Maris Marion
62 Raval, Sushila Navnit
25 Ready, Marie Margaret
66 Rubinowitz, Arthurea Brown
64 Sava, Samuel George
59 Spencer, Mabel Sidell
25 Todd, Helga Colquist
60 Vogel, Albert William
66 Webber, Clemmie Embly
58 Yapko, Benjamin L.

Biology - 13

16 Cates, Junius Sidney
26 Cory, Ernest Neal

Chemistry - 20

31 Bekkedahl, Norman
26 Couch, James Fitton
36 Dahle, Dan
34 Defandorf, James Holmes
34 Feustel, Irvin Carl
36 Foster, Margaret Dorothy
37 Gordon, Willis Owen
30 Greenbank, George Richard
30 Hoffman, James Irvin
28 Howard, Charles Spaulding
32 Hubbard, Donald
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16 Lathrop, Elbert Clyde
36 McKinney, Robert Stevenson
33 Olmstead, Lewis Bertie
37 Reid, John David
24 Riffenburg, Harry Buchholz
30 Sanders, George Patrick
36 Stubbs, Joseph James
27 Wiley, Raymond Clifford

Mathematics - 5

62 Craw, Alexander Robert
56 Cummins, William Edwin
57 Goldberg, Karl
53 Lieblein, Julius
64 Marshall, Louis Clinton

Statistics - 6

65 Bennett, William Sabin
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Appendix C

Biographical sketches of doctoral graduates, 1916-1966

Biographical sketches of doctoral graduates, 1916-1966, giving degree, year conferred, field, undergraduate and graduate degrees and colleges. Whenever possible the following information is also included: Honors and honorary societies, professional associations, current occupation and address. An asterisk following occupation and/or address indicates last known information without recent confirmation. For graduates who are no longer living, the last or principal occupation is given.
Adams, Nicholas Aaron  
Ed D. 1964 Education  
*BS, MA, University of Florida*  
Associate Professor, Northeast Louisiana State College  
Monroe, Louisiana 71201

Adams, Quincy (Deceased)  
Ph D. 1952 Economics  
*BA, New York University; MA, American University*  
Pi Gamma Mu  
American Economic Association, American Marketing Association, American Statistical Association, American Association of University Professors  
Assistant for Economic Analysis, Air Force Office of Scientific Research, 1961-64

Adham, Mohammed I.  
Ph D. 1954 Political Science  
College of Law, Baghdad (Iraq); MA, American University  
College of Law, Baghdad, Iraq*

Aitchison, Clyde Bruce (Deceased)  
Ph D. 1932 Economics  
*BS, Hastings College (Nebraska); AM, University of Oregon*  
LL D, Hastings College (1918), LL D, University of Oregon (1937), American University Alumni Recognition Award (1954), Phi Beta Kappa, Pi Gamma Mu, Phi Alpha Delta  
Admitted to bar: Oregon, Iowa, U.S. Supreme Court, American Bar Association, American Economic Association, American Society of Traffic and Transportation (Founder Member), Newcomen Society of Great Britain  
Member and Chairman (four terms), Interstate Commerce Commission, 1917-52

Aly, Abdel Raouf Abu  
Ph D. 1956 International Relations and Organization  
*B, Sc., Cairo University (Egypt); MA, American University*  
c/o Ministry of Higher Education, Magomsa Street, 7th Floor, Cairo, U.A.R.

Alder, Lewis Raymond  
Ph D. 1933 Education  
*BA, University of Oregon*  
U.S. Office of Education, Specialist in adult education; Director, Division of Education, Works Progress Administration; Consultant; 1925-43, retired

Aldridge, Frederick Stokes  
Ph D. 1964 History  
*BA, Colgate University; MA, American University*  
American Historical Association  
Professor, History and Chairman, Division of Social Science, Jacksonville University, 1965—1555 Selva Marina Drive, Atlantic Beach, Florida

Alexander, A. John  
Ph D. 1951 History  
*BA, University of Rochester*  
Intelligence Consultant, Defense Intelligence Agency, 1417 Martha Custis Drive, Alexandria, Virginia 22302

Alexander, Thomas Ley  
Ph D. 1964 International Relations  
*AB, University of Florida; MA, Duke University*  
Director, Public Affairs, Cape Cod Community College and Chairman, History and Social Sciences Division, 1965—Box 127, Hyannis, Massachusetts

Allen, Edith Louise (Deceased)  
Ph D. 1928 Economics  
*AB, University of Illinois; MA, Columbia University*

Allen, Edward Lawrence  
Ph D. 1948 Economics  
*BS, Columbia University; MA, American University*  
American Economic Association, American Society for the Study of Soviet Type Economies  
Senior Executive Officer, Central Intelligence Agency, 1953—6028 Woodley Road, McLean, Virginia 22101

Allen, Philip James  
Ph D. 1954 Sociology  
*AB, Ohio Northern University; MA, Northwestern University; BD, Garrett Theological Seminary*  
National Council on Family Relations (Board of Directors), Virginia Council on Family Relations (President), American Sociological Association (Membership Committee and Research Committee), Population Association of America, American Academy of Political and Social Science, Southern Sociological Society, Eastern Sociological Society, D.C. Sociological Society, Society for Study of Social Problems  
Professor and Chairman, Sociology, Mary Washington College of University of Virginia, 1947—6 Nelson Street, Fredericksburg, Virginia 22401
Allensworth, Don Trudeau
Ph D. 1964 Government
BA, Ohio Wesleyan University; MBA, Ohio State University; MA, American University
American Political Science Association
Assistant Professor, Political Science, George Washington University, 1966--
5306 Hampden Lane, Bethesda, Maryland

Altland, Norman Richard
Ph D. 1965 Psychology
BA, Franklin and Marshall College; MA, American University
Psi Chi, Pi Gamma Mu
American Association for the Advancement of Science, D.C. Psychological Association, American Association of University Professors, American Personnel and Guidance Association, American Psychological Association, Association for Counselor Education and Supervision, Association for Measurement and Evaluation (State Membership Chairman)
Chairman, Psychology, Florida Southern College, 1967--
Lakeland, Florida 33802

Anderson, Carl Dicmann
Ph D. 1960 History
BTh, BA, Pacific Union College; MA, Andrews University
Supervisory Laboratory Teacher, Andrews University, 1966--
Box 212, AU Station, Andrews University, Berrien Springs, Michigan 49104

Appell, Harold L.
Ph D. 1963 Education
BS, Northwestern University; MA, University of Illinois
American Psychological Association, American Semantics Association, Illinois Psychological Association
Psychologist, self employed (therapy and testing), 1961--
2034 Avondale Lane, Wilmette, Illinois

Apstein, Maurice
Ph D. 1963 Public Administration
BS, College of the City of New York, M.E.A., George Washington University
Associate Technical Director, Harry Diamond Laboratories, U.S. Army Materiel Command
4611 Maple Avenue, Bethesda, Maryland

Aridi, Bashir A.
Ph D. 1956 Government
BS, MS, Utah State Agricultural College
Assistant Professor, Political Studies, American University of Beirut
Beirut, Lebanon

Arndt, Edward John
Ed D. 1966 Education
BD, Concordia Seminary; MA, Washington University
Phi Delta Kappa
National Education Association, Virginia Education Association, Comparative Education Society
Assistant Principal for Instruction, J.E.B. Stuart High School, 1959--
6822 Valley Brook Drive, Falls Church, Virginia 22042

Athearn, Clarence Royalty (Deceased)
Ph D. 1931 Philosophy
BRE, MRE, MA, Boston University
American Association of University Professors, American Sociological Association, American Academy of Political and Social Science, National Mental Hygiene Association
Director, Ohio University branch, State Bureau of Juvenile Research, 1948-1952

Atkins, George Pope
Ph D. 1966 International Relations
BA, University of Texas; MA, American University
Assistant Professor, U.S. Naval Academy, 1966--
34 Decatur Avenue, Bay Ridge, Maryland 21403

Atwater, Francis Elton
Ph D. 1940 International Relations and Organization
AB, University of Rochester; MA, American University
American Political Science Association, Society for International Law
Professor, Political Science, Pennsylvania State University, 1950--
450 East Irvin Avenue, State College, Pennsylvania

Austin, Henry
Ph D. 1957 International Relations and Organization
BA, University of Travancore (India); MA, American University
Advocate, ERNA KULEM, Keralastate, India*

Ayoubi, Mohamed Sadek
Ph D. 1952 Economics
Licentiate of Law, Syrian University (Damascus)

Bacus, Horace Allen
Ph D. 1936 Government
BA, MA, Texas Christian University
Bahrampour, Firouz  
Ph D. 1964 International Relations and Organization  
BA, MA, American University  
Associate Professor, Political Science and International Relations, Texas Wesleyan College, 1964--  
4909 E. Lancaster, Fort Worth, Texas 76103

Bain, Chester Arthur  
Ph D. 1956 History  
AB, MA, Columbia University  
Association for Asian Studies, American Political Science Association, American Historical Association  
Foreign Service Officer, United States Information Agency, 1959--  
931 North Van Dorn Street, Apt. 300, Alexandria, Virginia 22304

Barber, Theodore Xenophon  
Ph D. 1956 Psychology  
BA, American University  
American Psychological Association, Society for Clinical and Experimental Hypnosis  
Research Associate, Medfield Foundation and Research Associate, Psychiatry, School of Medicine, Boston University, 1959--  
3 Solon Street, Wellesley, Massachusetts 02181

Barnaby, John Glennon  
Ph D. 1957 Public Administration  
AB, Middlebury College; SB, Massachusetts Institute of Technology; MA, George Washington University  
Licensed Professional Engineer, American Institute of Aeronautics and Astronautics (Associate Fellow), American Society for Public Administration  
Senior Staff and Project Leader, I.I.T. Research Institute, 1964  
924 Fairway Drive, N.E., Vienna, Virginia 22180

Barnard, Bernard Lester (Deceased)  
Ph D. 1949 Political Science  
BA, MA, University of Kansas  
Research Director, International Association of Assessing Officers, 1965-66

Barrett, Robert Alan  
Ph D. 1965 Government  
BA, Hamline University; MA, American University  
Minnesota Academy of Science (Chairman, Political Science Section), American Political Science Association  
Chairman, Associate Professor, Political Science, Mankato State College, 1963--  
2110 Roe Crest Court, North Mankato, Minnesota 56001

Bass, Charles White  
Ph D. 1954 International Relations and Organization  
AB, MA, George Washington University  
American Political Science Association, American Foreign Service Association  
International Economist, Department of State, 1966--  
3523 Devon Drive, Falls Church, Virginia

Bavand, Davoud Hermidas  
Ph D. 1964 International Relations and Organization  
Bachelor of Law, University of Teheran (Iran)  
Teaching, University of Teheran*

Beall, Lee Morrett  
Ed D. 1958 Education  
BA, American University; M Ed., University of Maryland, MA, Appalachian State Teachers College  
American University Honor Society  
American Guild of Organists, International Heinrich Schuts Society  
Faculty member, Morehead State College, 1968--  
Box 417, Morehead, Kentucky 40351

Beckler, Bernard Saul  
Ph D. 1964 Economics  
AB, George Washington University  
10122 Renfrew Road, Silver Spring, Maryland*

Beede, Kenneth Charles (Deceased)  
Ph D. 1944 Economics  
BA, George Washington University; MBA, Harvard

Bekkedahl, Norman  
Ph D. 1931 Chemistry  
BS, University of Minnesota; MS, George Washington University  
Charles Goodyear Award from Division of Rubber Chemistry of the American Chemical Society (1967), Superior Performance (Silver Medal) from U.S. Department of Commerce, Alpha Chi Sigma, Sigma Xi  
American Chemical Society (Chairman Admissions Committee, 1953), Chemical Society of Washington (President, 1942), American Association for the Advancement of Science (Fellow), Washington Academy of Sciences (Chairman Scientific Achievement Awards Committee, 1961). Philosophical Society of Washington  
Deputy Chief, Polymers Division, National Bureau of Standards  
4825 45th Street, N.W., Washington, D.C., 20016
Bell, James Alexander (Deceased)
Ph D. 1925 Education
BA, Grove City College; BA, Harvard; LL B, Southeastern University; MA, American University
District Bar Association, American Bar Association
President, Southeastern University, (District of Columbia), 1921-46

Bennett, William Sabin
Ph D. 1965 Statistics
BA, Williams College; MA, Duke University
Phi Beta Kappa, Sigma Pi Sigma
Senior Operations Analyst, Stanford Research Institute, 1961-
834 The Dalles, Sunnyvale, California 94087

Benton, Frederick Leslie (Deceased)
D Sc. 1925 History
BA, Temple University; A M, St. John's (Annapolis); MA, American University; MD, Columbia University
U.S. Navy, retired; Physician, Washington, D.C.

Berbano, Eunuel Valdez
Ph D. 1962 Public Administration
BA, MA, College of the Pacific
713 Monada Lane, Stockton, California 95207

Berkhouse, Rudolph G.
Ph D. 1965 Psychology
BS, Ohio State University
Psi Chi
Psychometric Society, American Psychological Association, District of Columbia Psychological Association, Virginia Psychological Association
Chief, Research Operations Branch, Army Research Office, Department of the Army, 1966
437 Monticello Blvd., Alexandria, Virginia 22305

Bhansali, Krishnaprasad Girdharlal
Ph D. 1962 International Relations and Organization
Diploma, Visva-Bharati University (India)
Political Science, Texas Southern University*
Houston, Texas
Permanent: Mahudha, via Nadiad, Kaira, State of Gujarat, India*

Blackstock, Paul William
Ph D. 1954 International Relations and Organization
BA, University of Colorado
Professor, International Studies, University of South Carolina
1604 Adger Road, Columbia, South Carolina

Blair, John M.
Ph D. 1941 Economics
BA, Tulane University; MA, American University
Chief Economist, Senate Subcommittee on Anti-Trust and Monopoly Legislation, U.S. Congress
Star Route 3, La Plata, Maryland

Bloom, Max Robert
Ph D. 1959 Economics
BSS, City College of New York; Certificate, New School for Social Research
American Economic Association
Associate Professor and Chairman, Real Estate and Urban Development, College of Business Administration, Syracuse University, Syracuse, New York

Blue, John Titus
Ph D. 1958 Sociology
BA, MA, University of Michigan
Rockefeller Foundation Fellow
Chief, Division of Program Experimentation, U.S Department of Labor, 1966-
7419 16th Street, N.W., Washington, D.C.

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Ph D. 1953 Economics
BS in ME, New York University; MA, American University
Transportation Research Forum, American Society of Traffic and Transportation (Membership Committee)
Vice President, Systems Analysis and Research Corporation, 1966-
9039 Sligo Creek Parkway, Silver Spring, Maryland 20901
Bock, Robert Leroy
Ph D. 1960 Government
AB, MA, University of Kansas; LL B, Washburn University
Pi Sigma Alpha, Delta Theta Phi
American Political Science Association, American Association of University Professors, Midwestern Political Science Association, Association for Asian Studies, Southwestern Political Science Association, American Academy of Political and Social Science, American Historical Association, American Economic Association, Academy of Political Science, International Studies Association, American Society for Public Administration, American Society for Political and Legal Philosophy, New York State Political Science Association, former member D.C. Bar Association
Professor III, American Government, Theory and Public Administration, State University College, Oswego, New York, 1965—
Ridgeway Sites, RD 5, Oswego, New York 13126

Bogman, James H. Beals (Deceased)
Ph D. 1933 Economics
BA, George Washington University; MBA, Harvard University

Bolster, Richard Lovell
Ph D. 1966 Economics
BS, American University; MBA, New York University
Associate Professor, American International College, 1964—
212 Paynnwood Road, Longmeadow, Massachusetts 01106

Bonnell, Helen Marie (Mrs. Herbert Butt)
Ph D. 1957 International Relations and Organization
BA, Maryville College of Sacred Heart; MA, American University
Extension Education Institute, Nilokheri, Haryana, India

Bornstein, Harry
Ph D. 1954 Psychology
AB, Rutgers University; AM, Fordham University
American Association for the Advancement of Science, American Psychological Association, Psychometric Society
Research Professor, Psychology, and Director, Office of Institutional Research, Gallaudet College (D.C.)
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DCL 1925 Law
AB, Valparaiso University; LL B, LL M, National University
Principal Examiner, U.S. Patent Office

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Ph D. 1940 Psychology
AB, University of Washington;
MA, American University
American Psychological Association, American Statistical Association, American Society for Public Administration, Public Personnel Association
Director of Examinations, New York State Civil Service Department, 1947-69

Breakey, Herbert A. (Deceased)
Ph D. 1934 Economics
BS, MS, University of Denver
Chief, Requirements Section, Munitions Board, Department of Defense, 1949-60

Breimyer, Harold Frederick
Ph D. 1960 Economics
BS, MS, Ohio State University
American Farm Economic Association (Vice President, 1963-64)

Brijbhashan
Ph D. 1965 Public Administration
BA, MA, Allahabad University (India)

Broder, Simon
Ph D. 1960 Government
M.E, Cornell; AM, LL B, George Washington University; MPL, American University
Member of Bars of U.S. Supreme Court, New York and District of Columbia, Honorary Member of Bar of Arkansas
Patent Office Society
Examiner, U.S. Patent Office
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Brodsky, Nathan
Ph D. 1959 Economics
BS, Temple University
American Economic Association
Director of Logistics Planning, Department of Defense*
2840 Lorcom Lane, Arlington, Virginia*

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Ph D. 1963 Psychology
BS, Columbia University; M Ed., University of Maryland
Associate Professor, School of Applied Social Sciences, Case Western Reserve University
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BA, MA, University of Utah
Retired, Consular Affairs Officer, Department of State
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BA, MA, Northwestern University
Society for Public Administration, American Academy of Political and Social Science.
Associate Professor, Political Science, Illinois Wesleyan University*, Bloomington, Illinois 61701

Brown, Janet Welsh
Ph D. 1964 International Relations and Organization
BA, Smith College; MA, Yale University
Association for Asian Studies
Assistant Professor, Political Science, Federal City College, 1968—
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DCL 1925 Law
LL. B, Georgetown University

Brown, William Henry
Ph D. 1959 Government
Certificate, University of Pennsylvania; LL. B, Rutgers University (U. of Newark Law School); MA, Georgetown University
Certified public accountant in Pennsylvania, New York, California; Member of the bar in Kentucky, Supreme Court of the United States, Tax Court of the United States.
Retired, Attorney.
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Ph D. 1955 Psychology
BA, Illinois College; MPS, University of Colorado
Phi Delta Kappa
American Psychological Association, Maryland Psychological Association, District of Columbia Psychological Association, National Education Association
Assistant Superintendent, Personnel, D.C. Public Schools, 1963—
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Brush, Warren David
Ph D. 1930 Public Administration
BS, Baldwin-Wallace College; MA, University of Michigan
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Bryan, Ernest Rowlett (Deceased)
Ph D. 1953 Public Administration
AB, Syracuse University; AM, George Washington University
Litt. D, Whitworth College (1949), Zeta Psi, Phi Kappa Phi, Pi Gamma Mu, Pi Delta Epsilon, International Society of Christian Endeavor (President)
National Education Association
Head, Project Supervision, Motion Picture and Training Films Production, U.S. Navy Department, 1946-54

Bryan, John Leland
Ed. D. 1965 Education
BS, MS, Oklahoma State University
Phi Kappa Phi, Iota Lambda Sigma, Psi Chi, Kappa Delta Pi, Phi Delta Kappa
National Fire Protection Association, American Society for Testing and Materials, American Association of University Professors, American Society for Engineering Education, American Association for the Advancement of Science
Professor and Head, Fire Protection, University of Maryland, 1965—
11700 Mentone Road, Silver Spring, Maryland 20906
Bryan, Leslie Auils  
Ph D. 1930 Business Administration  
BS, MS, LL B, Syracuse University  
Beta Gamma Sigma, Phi Kappa Phi, Alpha Kappa Psi, FAA Distinguished Service Award, Brewer Award from President Eisenhower, CAP Distinguished Service Award  
American Association of Airport Executives (Past President), National Aerospace Education Council, University Aviation Association  
Professor, Management, and Director, Institute of Aviation, University of Illino’s, 1946—  
1016 West John Street, Champaign, Illinois 61820

Buck, James Harold  
Ph D. 1959 History  
AB, University of Washington, AM, Stanford University  
Phi Beta Kappa, Pi Sigma Alpha, Phi Alpha Theta  
American Historical Association, Association for Asian Studies  
Associate Professor, Social Science, United States Military Academy, West Point, 1965—  
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Ph D. 1958 International Relations and Organization  
BA, MA. University of the Panjab (India)  
Reader, Political Science, Kurukshetra University  
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Buhler, James Daniel (Deceased)  
Ph D. 1918 Philosophy  
BA, MA, Calvin College

Bullockus, Theodore  
Ph D. 1955 International Relations and Organization  
BA, MA, George Washington University  
Operations Research Society of America, American Economic Association, American Farm Economic Association, The Institute of Management Sciences  
Associate Director, Organization for Development Assistance Programs, Northrop Corporation, 1966—  
208 Adelaide Drive, Santa Monica, California 90402

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Ph D. 1965 International Relations  
BA, Knox College  
American Political Science Association, National Council of Social Studies, Midwest Conference of Political Scientists, International Studies Association  
Assistant Professor, and Director, Behavioral Sciences Laboratory, Ohio State University, 1966—  
1054 Westborough Dr., Columbus, Ohio 43221

Burk, Monroe  
Ph D. 1950 Economics  
BS, College of the City of New York; MBA, Harvard University  
Special Assistant, USAID, Pakistan

Burrows, Robert Newton (Deceased)  
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BA, University of Texas; MA, University of Wisconsin

Burton, Jr., Robert Bentley  
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BA, MA, Wayne State University  
Association of the United States Army, Disabled Officers Association  
Senior Intelligence Research Specialist, Eastern European Economic and Political Affairs, HQ USAEUR, Heidelberg, 1966—  
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Bush, George Pollock  
Ph D. 1949 Public Administration  
MBA, Harvard; MA, American  
Pi Sigma Alpha, Pi Gamma Mu  
American Association for the Advancement of Science, American Association of University Professors, American Documentation Institute, History of Science Society, Institute of Electrical and Electronics Engineers  
Professor Emeritus, Government and Public Administration, American University 1948—  
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Ed D. 1966 Education  
BA, Glenville State College, MA, West Virginia University  
Phi Delta Kappa  
National Education Association, Association for Student Teaching, American Association of School Administrators  
President, Shepherd College, 1968—  
216 West Main, Shepherdstown, West Virginia 25443
Butts, Helen Moon (Deceased)
Ph D. 1925 Education
BS, Eastern College; AB, MA, George Washington University
World Federation of Education Association (Officer)
District of Columbia Public Schools, retired 1937

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Ph D. 1959 Government
BS, MA, American University
District of Columbia Political Science Association, American Political Science Association, National Region Conference on Politics
Associate Professor, Government and Politics, University of Maryland, 1957—
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National Council of Teachers of English, American Association of University Professors
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National Education Association, American Association of University Professors
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BA, MA, George Washington University; LL B, Georgetown University
American Society of Architectural History, Archaeological Institute of America
Secretary, National Commission on Fine Arts, 1922-54

Call, Russell John
Ed D. 1964 Education
B Ed., Plymouth Teachers College; MA, George Washington University
National Education Association, National Council of Teachers of Mathematics, N.H. Section of Association of Teachers of Mathematics in New England (Vice President)

Assistant Professor, Mathematics, Central Connecticut State College, 1966—
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Campbell, Francis M.
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BS, State Teachers (Indiana, Pa.); MA, George Washington University
Phi Delta Kappa
American Personnel and Guidance Association (Chairman, Special Programs 1966 Convention)
Guidance Director, Yorktown High School, Arlington, Virginia, 1966—
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AB, MA, George Washington University
American Historical Association, Organization of American Historians
Chief Historian, U.S. Air Force Academy, 1961—
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BS, MBA, University of Washington; MS, Columbia University
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AB, Randolph-Macon; AM, University of Virginia
DD, Randolph-Macon
Methodist Minister and District Superintendent

Cates, Junius Sidney (Deceased)
Ph D. 1916 Biology
BS, MS, North Carolina State College
Honorary Doctor of Agriculture, University of North Carolina (1939), Alpha Zeta, Phi Kappa Phi
American Association for the Advancement of Science, American Society of Agronomy
Staff Writer, Country Gentleman, Philadelphia

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BA, National Amoy University (China); MA, University of Washington
Pi Sigma Alpha, Pi Gamma Mu
American Political Science Association, American Society of International Law, American Association of University Professors, Association for Asian Studies
Assistant Professor, Political Science, Ball State University, 1966—
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Ph D. 1957 Economics
Licentiate in Law, Syrian University
Ministry of Finance, Damascus, Syria*

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BA, Hwa Nan (China); MA, American University
Chairman, Far East Division, Defense Language Institute, East Coast Branch, U.S. Naval Station, Anacostia
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BA, Colgate University; MA, American University
Associate Professor, Social Science, Southeast Missouri State College
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Chung, Han-Pong
Ph D. 1952 International Relations and Organization
M. Sci., University of Cambridge (England); Docteur-es-Sciences Politiques et Economiques, Fribourg (Switzerland)

Chung, Henry
Ph D. 1921 International Relations and Organization
AB, AM, University of Nebraska

Chung, In Teak
Ph D. 1966 Area Studies
BA, Southwest Missouri State College; MA, Miami University (Ohio)
Assistant Professor, Political Science, University of Alabama, 1966—
7 A Read Street, Tuscaloosa, Alabama

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Ph D. 1957 Statistics
BS, New York University; MA, American University
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BS, MA, American University
Director, Plans and Programs, Central Intelligence Agency
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DCL 1922 Law
LL. L., MLP, LL. M., Georgetown
International Bar Association, American Bar Association, American Judicature Society, New York State Bar Association, Monroe County Bar Association, Federal Bar Association, Member of the Bar of the Supreme Court of the United States, District of Columbia, Virginia, United States District Courts for Western District of New York, and for Northern District of New York
General Law Practice
1105 South Main Street, East Rochester, New York 14445

Clem, Alan Leland
Ph D. 1960 Government
BA, University of Nebraska; MA, American University
American Political Science Association, Midwest Conference of Political Science, Political Science Association of New York, American Academy of Political and Social Science
Professor, Government and Associate Director, Governmental Research Bureau, University of South Dakota, 1964-
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Clement, Clarence Elbert
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BS, University of New Hampshire; MA, American University
Retired, Marketing Specialist, Department of Agriculture
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Clements, Claudine Elizabeth (Deceased)
Ph D. 1920 Religion
BA, Wellesley College; MA, American University
Faculty, National Cathedral School for Girls, 1917-50

Clickner, Edwin Kirwan
Ph D. 1963 Economics
BS, MA, American University
Assistant Professor, Business Administration, University of Maryland
7513 Wellsley Drive, College Park, Maryland

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BS, City College of New York; MA, Columbia University
Deputy Assistant Secretary for Education, Department of Health, Education and Welfare; Director, Urban Curriculum Project, The Urban Center, Columbia University, 1969-
New York City, New York 10027

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Ph D. 1956 Economics
BAE, Georgia Institute of Technology; MBA, Cornell
President, AMF Thermatool, (N.Y.), 1964-
104 Highline Trail, Stamford, Connecticut

Colwell, James Morrison
Ph D. 1961 Psychology
BA, Princeton; MA, Catholic University
Fulbright lectureship in Brazil (March 1963-June 1964)
American Psychological Association, American Catholic Psychological Association, American Association of University Professors
School Psychologist, San Francisco Unified School District
2660 California Street, San Francisco, California 94115

Conrad, Jr., Thomas Davidson
Ph D. 1965 Business Administration
BA, MBA, University of Maryland
CFA, Society of Chartered Financial Analysts, Washington Society of Investment Analysts
President, Conrad and Company (Financial management), 1965-
3919 Commander Drive, College Heights Estates, Hyattsville, Maryland 20782

Cooper, Chester Lawrence
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BS, MBA, New York University
American Economic Association, Asian Society
Director, International and Social Studies Division, Institute for Defense Analyses, 1967-
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Ph D. 1951 Public Administration
BA, George Washington University; MA, American University
American Society for Public Administration, American Political Science Association
Professor, Government, Howard University
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Cooper, Morton
Ph D. 1958 Psychology
AB, Rutgers; MS, City College of New York
American Psychological Association
Clinical Psychologist, Montgomery County Mental Health Center
604 Sisson Street, Silver Spring, Maryland
Cooper, Peter
Ph D. 1928 Philosophy
AB, MA, Hope College
Professor, Economics, Le Moyne College
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Copenhaver, Harold Leroy
Ph D. 1961 Education
BA, MA, American University
Professor, Music Education, Northeast Missouri State Teachers College
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Ph D. 1964 International Relations and Organization
BA, Johns Hopkins; MA, American University
Mid-West International Studies Association (Secretary)
Assistant Professor, Wayne State University, 1964—
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Cory, Ernest Neal
Ph D. 1926 Biology
AB, Harvard University; MS, American University
Emeritus Professor, Entomology, University of Maryland
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Ph D. 1930 Education
BS, Ohio State University; MA, Columbia University
Phi Kappa Phi
National Education Association, American Association of University Professors, American Vocational Association, Association for the Advancement of Agricultural Teaching (President)
Dean of the Faculty; Professor, Agricultural Education, University of Maryland 1917-57

Cottle, Charles Sidney
Ph D. 1946 Economics
BA, Whitman College; MBA, Stanford University
Senior Financial Economist, Stanford Research Institute; Lecturer in Finance, Graduate School of Business, Stanford University, 1958—
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AB, Harvard University; MA, American University
American Association for the Advancement of Science, American Chemical Society
Research Chemist, Bureau of Chemistry, Regional Office (Philadelphia), Department of Agriculture, 1917-51

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BA, MA, University of Connecticut
Pi Sigma Alpha
American Political Science Association, American Military Government Association, Armed Forces Management Association
Associate Professor, Acting Associate Dean, School of International Service, American University, 1965—
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BA, University of Colorado; MA, American University
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AB, University of California (Berkeley); MBA, Harvard
Pi Gamma Mu, Delta Nu Alpha
American Economic Association, American Marketing Association, American Society of Traffic and Transportation, New York State Association of Junior Colleges, American Association of University Professors
Professor, Business Administration, Alfred State Agricultural and Technical College, 1965—
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Craw, Alexander Robert
Ph D. 1962 Mathematics
BS, DePaul University; MS, University of Notre Dame; Prof. Certificate, University of Chicago
Society for Industrial and Applied Mathematics, Operations Research Society of America, American Meteorological Society
Chief, Applied Mathematics Branch, Biometrics Division, U.S. Army, Fort Detrick, Maryland
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Crawford, Arthur Whipple
Ph D. 1940 Economics
AB, Beloit College; MA, American University
American Economic Association, American Finance Association
Retired, Member of Research Staff, Tax Foundation, Inc., 1950-61; Retired, Chamber of Commerce of the United States
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BA, M A, George Washington University
Colonel, United States Army, Retired, City Manager, Potomac Heights, Maryland. Retired.
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Ph D. 1956 Mathematics
BS, Webb Institute of Naval Architecture
Laboratory Head, David Taylor Model Basin, 1963--
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Ph D. 1950 Public Administration
BS, MA, American University; LL B, Mt. Vernon Law School; LL M University of Mania; DCL, University of Santo Tomas (Manila)
Distinguished alumnus award, University of Manila (1966)
American Bar Association, Federal Bar Association, American Society of International Law, Inter-American Bar Association, American Economic Association, American Institute of Certified Public Accountants, American Accounting Association, American Society for Public Administration
Public Administration Adviser Department of State, USAID, 1957--
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Dahle, Dan
Ph D. 1936 Chemistry
Ch E., Chalmers Institute of Technology (Sweden); MS, American University
Elected first honorary member of Society of Cosmetic Chemists. American Chemical Society, Society of Cosmetic Chemists, Association of Official Agricultural Chemists
Retired, Director of Research, Bristol-Meyers Co., 1946-57; Adjunct Professor, Chemistry, Florida Institute of Technology
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AB, Elizabeth College; AM, University of Pennsylvania
National Education Association, Pennsylvania State Education Association
Teacher, Industrial English, William Penn Senior High School
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BA, Principia College; MA, University of Chicago
American Political Science Association, Association for Asian Studies
Professor and Head, Political Science, DePauw University, 1967--
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Licence en droit, Alexandria University (Egypt); Diploma of Administrative and Financial Sciences, Cairo University (Egypt)
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BA, Stetson University; MA, University of Pennsylvania
Associate Professor, Political Science, Virginia Polytechnic Institute, 1966--
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BA, University of Mississippi
American Economic Association
Professor, Economics, University of Tampa, 1966--
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AB, Colorado State College of Education; MA, American University
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BS, MA, American University
American Psychological Association, Acoustical Society
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AB, George Washington University, MA, American University
Retired, Director of Religious Education, First Methodist Church, Westfield, Mass.
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AB, AM, Wesleyan University (Conn.)
Sigma Xi
Society of Pharmacology and Experimental Therapeutics, Society for Experimental Biology and Medicine, Armed Forces Chemical Association
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Denit, Louis Malvern (Deceased)
DCL 1924 Law
LL B, LL M, George Washington University; MPS, American University
Chi Psi Omega
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DCL 1924 Law
University of Montevideo (Uruguay), LL M, American University
Ambassador of Uruguay to Chile, 1949—; retired
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Business and Professional Women's Club
Budget Analyst, Federal Aviation Administration
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BS, State Teachers College of Wisconsin; MA, American University
Phi Delta Gamma
American Historical Association, Society of American Archivists, American Military Institute, Director, Old Military Records Division, Office of National Archives, 1962--
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Phi Alpha Theta, Phi Kappa Phi, Pi Gamma Mu, Omicron Delta Kappa, Theta Alpha Phi
American Historical Association, Organization of American Historians, American Association of University Professors
Assistant Professor, History, American University, 1965--
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American Historical Association, American Association of University Professors, Organization of American Historians, American Studies Association
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LL D, Hartwick College (1955), LL D, Alfred University (1965), LHD, American University (1965), Pi Gamma Mu, Pi Delta Epsilon, Blue Key American Historical Association
President Emeritus, Alfred University, 1926–
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Superior Service Award, Department of Agriculture, 1953
American Farm Economic Association, Population Association of America
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Editor, National Rehabilitation Association Magazine, National Education Association, 1952–57

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Vice President and Director of Communication, Ted Bates & Company Inc., 1963–*
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American Management Association, American Marketing Association, International Advertising Association, Society for Advancement of Management Education
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Governor’s Advisory Committee on Mental Health (1964-65)
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President, Northern Normal and Industrial School, South Dakota, 1919-27; President, Wichita Municipal University, 1927-33; Superintendent and special disbursing agent for the Cherokee Indians, U.S. Office of Indian Affairs, 1933-36

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U.S. State Department, 1920-49; Counsellor of Embassy, Ceylon, 1943-49

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Society of the United States, n.d.

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Psychological Association, Society of Pharmacology and Experimental Therapeutics, Behavioral  
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Chairman, Department of Pharmacology and  
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Performance awards, Departments of Labor and Commerce, Lambda Alpha
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Assistant Commissioner for Research and Education, Immigration and Naturalization Service, United States Departments of Labor and Justice, 1913-49

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Librarian, American Jewish Historical Society
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<tr>
<th>Name</th>
<th>Degree, Field</th>
<th>Alma Mater</th>
<th>Professional Activities</th>
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<tr>
<td>Aizer, Chester Carl</td>
<td>Ph D. 1954 History</td>
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<td>Keeseeke, Ward W.</td>
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National Citation and Order of Honor for contribution in the cause of Korean independence  
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Member of National Assembly, Republic of Korea, 1948-1965  
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Political Science Society of Lebanon
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Professor, History, University of Kansas, 1964—  
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American Bar Association, Federal Bar Association, Virginia Bar Association  
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American Chemical Society, American Oil Chemists Society  
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National Guard Association of the United States, Association of the U.S. Army, Systems and Procedures Association, Armed Forces Management Association, American Management Association  
Program Officer, U.S. Government, 1963—143 N. Abingdon Street, Arlington, Virginia 22203  

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National Education Association, Association for Supervision and Curriculum Development, National Society for the Study of Education, National Commission on Teacher Education and Professional Standards, Association for Childhood Education International  
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International Academy of Law and Sciences (Fellow), Commission on International Rules of Judicial Procedure  
Justice, Supreme Court of Pennsylvania, 1951-68  

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American Psychological Association, Midwestern Psychological Association, Eastern Psychological Association, District of Columbia Psychological Association, International Congress of Psychology
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National Council of Administrative Women in Education, National Education Association, American Political Science Association, American Historical Association, Southern Political Science Association, American Academy of Political and Social Science, American Society of International Law, Maryland State Teachers Association

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American Society for Public Administration, Federal Government Accountants Association, Financial Management Roundtable (General Chairman one year)
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BS, Pennsylvania State College; MA, George Washington University
Tau Beta Pi, Sigma Gamma Epsilon, Superior Service Award, U.S. Department of Agriculture (1949)
Principal chemical engineer, Bureau of Agricultural Chemistry and Engineering and Bureau of Agricultural and Industrial Chemistry, U.S. Department of Agriculture, 1914-49

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AB, Yale University; LL B, Boston University; DCL, DePaul University
LL D, Illinois College of Law
Head, Near East Division, United States State Department, 1913-20; Director, School of Political Sciences and Professor, Constitutional Law and Diplomatic History, American University, 1920-28

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Ph D. 1966 International Relations
BA, George Washington University; BS, Harding College; MA, Fletcher School of Law and Diplomacy
Woodrow Wilson Fellow, Phi Alpha Theta, Pi Gamma Mu
American Political Science Association
Assistant Professor, Ohio State University, 1966—
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BA, George Washington University; MS, Syracuse University
Director, Institutional and Social Service, Office of Technical Cooperation and Research, AID*

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BS, MA, Northwestern University
John Shaw Billings Award of the Association of Military Surgeons (1961)
American Psychological Association (Fellow), Maryland Psychological Association (Fellow), Royal Society of Medicine (Fellow), District of Columbia Psychological Association, Association of Military Surgeons, American Association for the Advancement of Science
Captain, MSC, USN, Office of Naval Research, London, 1964—
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Ph D. 1963 Psychology
BA, University of Texas; MA, Catholic University
American Psychological Association
Chief Clinical Psychologist, San Antonio State Adult Mental Health Clinic, 1958—
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BS, MA, American University
Foreign Service Officer, U.S. Department of State, 1963—
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BSc., Gujarat University (India); MA, American University
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Ph D. 1966 International Relations
BA, Malone College; MA, American University
Assistant Professor, Political Science, Malone College, 1965—
1110 17th Street, N.W., Canton, Ohio

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Ph D. 1952 International Relations and Organization
AB, Yale; MA, George Washington University
Medaille de la Reconnaissance Francaise (1945), Legion of Merit (1966), Delta Sigma Rho
American Political Science Association, Association of United States Army, Reserve Officers Association, Retired Officers Association
Assistant Professor, Political Science, University of Connecticut, Stamford Branch, 1966—
31 1/2 Noroton Avenue, Darien, Connecticut 06820

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DCL 1922 Law
AB, Oberlin; LL B, Georgetown University,
LL M, National University Law School
Chi Psi Omega, Phi Delta Phi
U.S. Hearing Examiner, Social Security Administration (Cleveland, Ohio) 1940-60, Retired
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BA, George Peabody College for Teachers; MA, Vanderbilt
Physical Education Association, Recreation Association
Associate Specialist, U.S. Office of Education, 1920—, Retired
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Ph D. 1942 Economics
BA, MS, George Washington University
Analyst, Bureau of Mines, Department of Interior

Reed, Spencer Harris
Ph D. 1931 History
Ph B., Lafayette College; AM, American University

Reid, John David
Ph D. 1937 Chemistry
BS, Washington State University; MA, George Washington University
Superior Service Awards, U.S. Department of Agriculture
American Chemical Society, American Association of Textile Chemists and Colorists, American Institute of Chemists
Chemist, Southern Regional Research Laboratory, U.S. Department of Agriculture, 1941—
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BA, Harvard; MA, University of Maryland  
National Education Association, National Education Association (President)  
Associate Secretary, Educational Policies Commission, National Education Association, 1965—  
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Licentiate, University of San Simon (Bolivia); MA, American University  
Executive Secretary, Inter-American Commission on Human Rights, Organization of American States  
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BA, Washington State University; MA, Georgetown University  
Korean Institute of International Relations (Research Director)  
Associate Professor, Hankuk University of Foreign Studies, Seoul, Korea, 1965—  
#88-12 Sang-Soo-Dong, Mapoku, Seoul, Korea

Rhoads, James Berton  
Ph D. 1965 History  
AB, MA, University of California (Berkeley)  
Meritorious Service Award, General Services Administration, 1966, Phi Alpha Theta, Phi Kappa Phi  
Society of American Archivists (Fellow), American Historical Association, Organization of American Historians  
Archivist of United States, National Archives and Records Service, General Services Administration, 1952—  
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BS, Bowling Green State University  
Professor, Accounting, University of Kentucky

Riffenburg, Harry Buchholz (Deceased)  
Ph D. 1924 Chemistry  
Ph B, AM, University of Denver  
Associate Professor, Chemistry and Chemical Engineering, Virginia Polytechnic Institute, 1928-48

Rivers, William Lawrence  
Ph D. 1960 Government  
BA, MA, Louisiana State University  
Professor, Communications, Stanford University  
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Robinson, Donald Louis  
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BA, MA, Northwestern University  
American Academy of Political and Social Science, American Historical Association, Organization of American Historians, American Political Science Association  
Administrative Assistant to member of Congress, 1963—  
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Ph D. 1947 Political Science  
BS, MS, University of Utah  
District of Columbia Bar Association  
Member, National Labor Relations Board, 1953-55 and Chairman, 1955-64

Rogers, John Michael  
Ph D. 1960 International Relations and Organization  
AB, Syracuse University; MA, American University  
American Sociological Association, American Political Science Association, American Society of International Law  
Coordinator, Institute of Aerospace Safety and Management, University of Southern California, 1956—  
University of Southern California, Los Angeles, California 90007

Rooney, Walter Richard  
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BEE, Georgia Institute of Technology; MA, American University  
Pi Sigma Alpha  
Institute of Electrical and Electronics Engineers, American Society for Engineering Education, American Society for Public Administration  
Director, Georgia Science and Technology Commission, 1965—  
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Rosen, Howard
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BA, University of Newark; MA, New Jersey State Teachers College
Distinguished Service Award, US Department of Labor
American Economic Association, Industrial Relations Research Association, American Vocational Guidance Association
Assistant Director of Research, Manpower Administration, U.S. Department of Labor, 1962—5204 Wyoming Road, Washington, D.C. 20016

Rosenthal, Irving
Ph D. 1965 Public Administration
AB, City College of New York; MPA, Cornell University
Society for International Development, American Society for Public Administration
Budget Examiner, U.S. Bureau of Budget, 1963—5107 Wehawken Road, Washington, D.C. 20016

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Ph D. 1962 Psychology
BS, University of Maryland; MA, George Washington University
Psi Chi, Research grants from National Institute of Mental Health (1964-65, 1965-66) and National Science Foundation (1966-68)
Society of Experimental Social Psychology, American Association for the Advancement of Science, American Psychological Association, Eastern Psychological Association, Massachusetts Psychological Association, Psychometric Society
Associate Professor, Temple University, 1967—Society Hill Towers #10A, 210 Locust Street, Philadelphia, Pennsylvania 19106

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Ph D. 1930 Psychology
BS, University of Pennsylvania; LL B, MA, George Washington University; MPL, Washington College of Law
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American Bar Association, American Chemical Society, American Patent Law Association, American Institute of Chemists, American Association for the Advancement of Science, Admitted to bar: D.C., Pennsylvania, U.S. Court of Customs and Patents Appeals, U.S. Supreme Court

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BA, College of the City of New York; MA, Columbia University; MA, American University, LL B, Washington College of Law
National Education Association, American Political Science Association, American Society for Public Administration, American Bar Association, Bar Association of the District of Columbia
Professor, School of the Government and Public Administration, American University, 1946—3700 Massachusetts Avenue, N.W., Washington, D.C. 20016

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BA, MA, American University
Association for Supervision and Curriculum Development, American Educational Research Association, National, State and local Educational Associations and Elementary Principals Associations
Elementary Principal, Fairfax County Public Schools, Virginia, 1961—6115 Clearbrook Drive, Springfield, Virginia 22150
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Ph D. 1957 History  
**BS, BJ, University of Texas; MA, American University**  
American University Honor Society  
American Historical Association, Organization of American Historians, Western History Association, Southern History Association, American Studies Association, American Association of University Professors, National Council for the Social Studies  
Professor, History, University of Oklahoma, 1967—  
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Ph D. 1933 History  
**BA, Wesleyan University; MA, American University**  
American Historical Association  
Professor Emeritus, Alfred University, 1934—  
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Rutherford, Geddes William (Deceased)  
Ph D. 1946 Public Administration  
**BA, University of Missouri; MA, Harvard University**  
Associate Professor, Political Science, Queens College (New York)

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Ph D. 1966 International Relations and Organization  
**AB, Gettysburg College; MA, Columbia University**  
American Political Science Association, American Association of University Professors  
Assistant Professor, Political Science, Montgomery Junior College, 1966—  
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**BA, BE, George Washington University; MA, Georgetown University**  
Professor, Economics, Far Eastern University, Manila, retired 1958*

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Ph D. 1965 Psychology  
**BA, Western Reserve University; MA, George Washington University**  
American Psychological Association  
Foundation Executive, Eugene and Agnes E. Meyer Foundation, 1965—  
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Ph D. 1957 International Relations and Organization  
**BS, MA, American University**  
Professor, School of International Service, American University, 1957—  
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Lawyer

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**BA, American University; MA, Miami University**  
American Historical Association, Organization of American Historians  
Chairman, Calumet Section, History and Political Science and Professor, History, Purdue University, Calumet Campus, Hammond, Indiana, 1962—  
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Sanders, George Patrick (Deceased)  
Ph D. 1930 Chemistry  
**BS, MS, University of Minnesota**  
Superior Service Award, Department of Agriculture (1950)  

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**AB, University of Tennessee; LL B, LL M, George Washington**

Sava, Samuel George  
Ed D. 1964 Education  
**BS, Slippery Rock State College (Pennsylvania); MS, Westminster College**  
Executive Director, Institute for Development of Educational Activities, C. F. Kettering Foundation  
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Schaal, Eugene Albert (Deceased)  
Ph D. 1931 Philosophy  
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Schatz, Louis
Ph D. 1958 Psychology
BA, MA, George Washington University
American Psychological Association, American Association for Public Opinion Research, American Academy of Political and Social Science, American Marketing Association
President, Schatz Research Associates, Inc., 1965—
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BS, City College of New York; MA, American University
Director, Office of Economic and Market Analysis, Department of Housing and Urban Development
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AB, Evansville College; AM, University of Chicago
Tau Kappa Alpha, Phi Alpha Theta, Phi Kappa Phi Organization of American Historians, American Historical Association, American Association of University Professors, American Military Institute Historian, Chief of Military History, Department of the Army, 1962—
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BS, City College of New York; MA, American University
American Statistical Association (Fellow), American Association for the Advancement of Science (Fellow), Royal Statistical Society (Fellow), Biometric Society, American Association for Cancer Research, American Therapeutic Society Statistician, National Cancer Institute, 1948—
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Schreiber, Carl (Deceased)
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BA, George Washington University; MA, American University
Pi Gamma Mu, Pi Sigma Alpha Chief Liaison Officer, Office of Tracking and Data Acquisition, Office of Advanced Research and Technology, National Aeronautics and Space Administration, 1958-66

Schultz, Duane Philip
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AB, Johns Hopkins; MA, Syracuse University
American Psychological Association, Eastern Psychological Association, Southeastern Psychological Association, American Association of University Professors
Associate Professor, Psychology, University of North Carolina at Charlotte, 1966—
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Schwartz, Robert Jay
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BS, City College of New York; MA, Columbia University
American Economic Association
Vice-President, Israel Discount Bank, Ltd., 1962—
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BA, MA, University of Wisconsin
2814 Ridge Road, Madison, Wisconsin 53705

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BS, Northeast Missouri State Teachers College; MA, University of Missouri
LL D, Gettysburg College (1961), LHD, Ohio Wesleyan (1962), Carnegie Fellow in International Law 1931-33, Pi Sigma Alpha, Pi Gamma Mu, Kappa Delta Pi, American University Alumni Recognition Award (1955)
American Political Science Association, American Society for Public Administration (Executive Council), Society for the Advancement of Management, Society for Personnel Administration (Executive Council), National Education Association Dean, School of Government and Public Administration, American University, 1933-63

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BA, University of British Columbia; MA, American University
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BA, University of Calcutta (India); MA, Columbia University Teachers College
Family Planning Research Unit, Indian Statistical Unit, 204 Barrackpore Trunk Rd., Calcutta, 35, India
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Ph D. 1958 Economics
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American Political Science Association, American Historical Association, American Association of University Professors, Middle East Institute, American Friends of the Middle East
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American Economic Association, American Political Science Association
Senior Economist, Research Triangle Institute, 1967—
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American Psychological Association, Eastern Psychological Association, District of Columbia Psychological Association
Research Psychologist, U.S. Civil Service Commission, 1954—
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AB, AM, Temple University
Associate Professor, Psychology, Towson State College, 1963—
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Associate Professor, Economics, Wittenberg University, 1966—
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Ph D. 1917 Biology  
BS, MS, University of North Carolina  
American Chemical Society, Agronomy Society of America, Washington Academy of Sciences  
Retired, Senior Biochemist, Bureau of Plant Industry, Soils and Agricultural Engineering, Department of Agriculture, 1904-45  
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BA, New York University; MA, Columbia University  
American Risk and Insurance Association  
Chief, Interprogram Studies Branch, Social Security Administration, 1961—  
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Phi Alpha Theta  
American Historical Association, Association of American Geographers, Society for the History of Technology  
Staff Analyst, Research Analysis Corporation, 1962—  
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AB, Southern Methodist University; MA, American University  
Editor, Publications Division, Department of Air Force, Pentagon, 1951-54, Retired  
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American Association of University Women, League of Women Voters, Foreign Service Association  
Foreign Service Officer, Department of State, 1960—  
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BA, Bridgewater College; MS, University of Maryland  
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AB, Wayne State University; MBA, Harvard Business School, MA, American University  
American Economic Association  
Deputy Director, Agency for International Development, Congo, 1964—  
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D Sc. 1935 Psychology  
BS, U.S. Naval Academy  
Registered professional engineer, American Academy for the Advancement of Science (Fellow), American Society of Naval Engineers (Council), Society of Naval Architects and Marine Engineers, Chi Psi Omega  
Career Naval Officer, Retired, 1945; Professor, Naval Engineering, Graduate School, Massachusetts Institute of Technology, 1945-48  

Smith, Paul F.  
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AB, University of Chicago; MA, Northwestern University  
American Economic Association, American Finance Association  
Professor, Finance, University of Pennsylvania  
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Smith, Ralph Dela  
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AB, Syracuse University; BD, Drew Theological Seminary; MA, American University  
DD, American University (1950), Phi Beta Kappa  
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BA, College of St. Joseph on the Rio Grande; MA, University of Oklahoma  
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American Political Science Association
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AB, Harvard; MCS, American University
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C.Sc. D., University of Rome; MA, George Washington University; MBA, American University
Alpha Kappa Psi
American Society of Traffic and Transportation, American Economic Association, American Management Association, Society for the Advancement of Management, Association of Business Teachers
Economist, Civil Aeronautics Board, 1962—
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BA, BS, Ohio State University; MA, Brown University
National Advisor, Future Farmers of America, American Vocational Association (Life Member)
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AB, Columbia University; MA, University of California (Berkeley)
Fulbright Award (India, 1958-59), Ford Foundation Award for Research
American Economic Association, Southern Economic Association, Metropolitan Economic Society, Association for Asian Studies, Southern Regional Asian Association, American Association of University Professors
Professor and Head, Economics, Howard University, 1960—
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Spencer, Mabel Sidell
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BS, MS, University of West Virginia
Phi Kappa Phi, Phi Upsilon Omicron, Phi Delta Gamma
National Education Association, American Association of University Professors, American Home Economics Association, Maryland Vocational Association (President)
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Spencer, William
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AB, Princeton University; AM, Duke University
Phi Kappa Phi, Pi Sigma Alpha, Carnegie Literary Fellowship (1959), American Association of Middle East Studies, Faculty Fellow 1962
American Historical Association, International Platform Association
History Department, Florida State University, 1968—
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BS, New York University; MBA, University of Pennsylvania
American Association of Accountants, Federal Accountants Association, Army Finance Association
Lt. Col., Army; Instructor, Industrial College of Armed Forces, 1966—
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BA, University of Texas; STB, General Theological Seminary; MA, University of Houston
Phi Alpha Theta
Conference on Latin American History, American Historical Association, Church Historical Society, Texas State Historical Association, American Institute of Archaeology
Assistant Professor, History, George Mason College of the University c/virginia, 1967—
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Human Factors Society, American Psychological Association, Western Psychological Association, American Association for the Advancement of Science, American Institute of Aeronautics and Astronautics
Senior Technical Specialist, North American Aviation, 1962—
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American Political Science Association, American Society of International Law, American Academy of Political and Social Science
Professor, Government and Politics, University of Maryland, 1935-65

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BA, Syracuse University; BS, Columbia University; MA, American University
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American Library Association, Hawaiian Library Association (President), Honolulu Society for Public Administration
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American Economic Association, American Marketing Association
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Stone, Anthony Robert  
Ph D. 1963 Sociology  
Ph B., Providence College; MSSW, Boston College of Social Work, Certificate, University of Pittsburgh School of Social Work  
Associate Professor, Psychiatry, Johns Hopkins University Medical School  
614 College Avenue, Lutherville, Maryland 21093

Stoner, William Smith (Deceased)  
DCL 1924 Law  
LL B, National University Law School; MPS, American University

Stovall, Bates Mitchell (Deceased)  
DCL 1924 Law  
LL B., George Washington University; LL M., Georgetown University  
Lawyer

Stowell, Elbridge Zebina  
Ph D. 1927 Physics  
BS, Tufts University; MS, University of Nebraska  
Senior Scientist, Southwest Research Institute, 1959—  
110 Sunnycrest Drive, San Antonio, Texas 78228

Strahan, James Russell  
Ph D. 1946 International Relations and Organization  
BA, Earlham College; MA, Fletcher School of Law and Diplomacy  
203 South 17th Street, Richmond, Indiana*

Stubbs, Joseph James  
Ph D. 1936 Chemistry  
BS, The Citadel; MA, George Washington University  
American Society of Microbiology, Research Society of America, American Association for the Advancement of Science  
Chief, Special Operations Division, Ft. Detrick, Maryland  
Route 5, Frederick, Maryland 21701

Sugarman, George  
Ph D. 1960 Public Administration  
BS, City College of New York; MA, George Washington University  
Box 10023, Saumurse, Puerto Rico

Sundström, John Walker  
Ph D. 1950 Public Administration  
BA, University of California (Los Angeles); MA, University of California (Berkeley)

American Society for Public Administration, Reserve Officers Association  
Foreign Service Officer, U.S.A.I.D. State Department, Turkey, Retired (1959)  
Glenwood, Maryland 21738

Sweetser, Albert Gibby  
Ph D. 1961 Business Administration  
AB, Harvard; MBA, New York University  
CFA, The Institute of Chartered Financial Analysts (Virginia)  
Professor and Chairman, Finance, School of Business, State University of New York at Albany, 1967—  
17 Broadleaf Drive, Elnora, New York 12065

Swenson, T. Lowell  
Ph D. 1934 Biology  
BS, Washington State University; MS, American University  
American Chemical Society, Institute of Food Technologists  

Tabibi, Abdul Hakim  
Ph D. 1955 International Relations and Organization  
Diploma, University of Kabul, (Afghanistan); MA, George Washington University  
Ambassador of Afghanistan to Japan  
Royal Afghan Embassy, Olympia Annex Apartment 503, #37-21, 6-Chome, Jingumae, Shibuya-Ku, Tokyo, Japan

Tachino, Tadami  
Ph D. 1960 Economics  
BS, MA, American University  
4616 South 7th Street, Arlington, Virginia 22204

Tansky, Leo  
Ph D. 1964 Economics  
BS, Syracuse University; MS, Columbia University  
Economist, Central Intelligence Agency  
1302 Caddington Avenue, Silver Spring, Maryland 20901

Terry, Edgar Raymond  
Ph D. 1959 International Relations and Organization  
BS, U.S. Naval Academy; MA, University of Maryland
Teu, II, Sanford Brogdyne  
Ph D. 1934 History  
*BA, University of North Carolina; LL B, George Washington University; MA, American University  
Retired, U.S. Government; Assistant Professor, History, Campbell College (North Carolina)  
4306 36th Street South, Arlington, Virginia*

Thomas, James Albert  
Ph D. 1966 Psychology  
*BA, MA, Ohio State University  
U.S. Army Personnel Research Office  
6012 North Dakota Avenue, N.W., Washington, D.C. 20011*

Thornton, Allan Fitzhugh  
Ph D. 1965 Economics  
*AB, Morningside College; MA, American University  
Director, Division of Research and Statistics, Federal Housing Administration  
4822 Upton Street, N.W., Washington, D.C.*

Tiedemann, John George  
Ph D. 1961 Psychology  
*BA, MS, George Washington University  
American Psychological Association  
Acting Chief, Combat Systems Research Division, U.S. Army Behavioral Science Research Laboratory  
2938 McKinley Street, N.W., Washington, D.C. 20015*

Todd, Harry Swain  
Ph D. 1925 International Relations and Organization  
*BA, University of Rochester  
4719 South Fern Court, Orlando, Florida*

Todd, Helga Colquist  
Ph D. 1925 Education  
*BA, University of Pittsburgh  
4719 South Fern Court, Orlando, Florida*

Torrence, Lois E.  
Ph D. 1961 Government  
*BA, Kansas Wesleyan University; MA, Southern Methodist University  
Phi Kappa Phi, Pi Sigma Alpha, Phi Alpha Theta  
American Political Science Association, Canadian Political Science Association, Association for Institutional Research, American Association of University Professors, American Association of University Women  
Professor, Government and Director of Institutional Studies, American University, 1951—1960  
1931 N. Cleveland Street, Arlington, Virginia 22201*

Torvestad, John Nelson  
DCL 1921 Law  
*BS, Hamline University; LL B, Minnesota College of Law; LL M, MPL, National University Law School*

Truitt, Reginald Van Trump  
Ph D. 1929 Biology  
*BS, MS, University of Maryland  
Phi Kappa Phi, Sigma Xi, Omicron Delta Kappa  
American Association for the Advancement of Science, American Society of Zoologists, Audubon Society of America, Ecological Society of America (Vice President), Maryland Academy of Sciences (Fellow), Maryland Natural History Society, Southern Association of Science and Industry, American Fisheries Society, National Shellfisheries Association (President), National Rivers and Harbors Congress, Limnological Society of America  
Retired, Director, Maryland Department of Research and Education, 1941-54  
Great Neck, Stevensville, Maryland 21666*

Turano, Peter Joseph  
Ph D. 1951 Political Science  
*BA, University of New Mexico; MA, University of Maryland  
Government Department, Pan American College  
116 Martha Louise Avenue, Edinburg, Texas 78501*

Turk, Herman  
Ph D. 1959 Sociology  
*BS, University of Nebraska; MA, Columbia University  
American University Honor Society, Alpha Kappa Delta  
American Sociological Association (Fellow), American Association for Public Opinion Research, American Association of University Professors, American Association for the Advancement of Science  
Professor, Sociology, University of Southern California, 1966—  
458 21st Street, Santa Monica, California 90402*

Tyagi, Vir Viranjan Singh  
Ph D. 1958 Economics  
*BS, Agra University (India); MS, University of Maryland  
c/o Embassy of India, 2536 Massachusetts Avenue N.W., Washington, D.C.*
Tyson, Brady Bradford  
Ph D. 1963 International Relations and Organization  
BA, Rice Institute; BD, Southern Methodist University  
Visiting Associate Professor, School of International Service, American University, 1967—  
4501 Cheltenham Drive, Bethesda, Maryland 20014

Urrutia-Aparicio, Carlos  
Ph D. 1960 International Relations and Organization  
BA, University of Dayton; MA, George Washington University  
Ambassador of Guatemala to Organization of American States, 1960-63; Officer, Department of Information and Public Affairs, Organization of American States, 1963—  
8608 Rayburn Road, Bethesda, Maryland

Valdes, William Charles  
Ph D. 1959 Public Administration  
BA, Yale; MA, George Washington University  
Society for Personnel Administration (Executive Committee)  
Staff Director, Office of Civilian Personnel Policy, Office of the Secretary of Defense  
8102 Karl Road, Alexandria, Virginia 22308

Varki, Thankamma C.  
Ph D. 1964 Economics  
BA, University of Madras (India); B Ed., University of Delhi (India); BL, University of Kerala (India); MA, Panjab University (India)  
Assistant Educational Advisor, Ministry of Education, New Delhi, India*  
DII/45 Andrews Ganj, Road No. 1, New Delhi, India

Vinikas, Matos Joseph  
Ph D. 1924 International Relations and Organization  
BS, Cooper Union; MA, American University

Vogel, Albert William  
Ed D. 1960 Education  
BA, MA, University of New Mexico  
National Council of Teachers of English, Comparative Education Society, American Association of University Professors, History of Education Society, Southwestern Philosophy of Education Society  
Assistant Professor, Educational Philosophy, University of New Mexico, 1963—  
3119 Indiana Avenue, Albuquerque, New Mexico 87103

Voigt, George Quentin  
Ph D. 1932 Physics  
BSc., Massachusetts Institute of Technology; MS, American University

Vowels, Robert Clifford  
Ph D. 1964 Economics  
BA, MA, Howard University  
Economics Department, Indiana State University of Pennsylvania  
P.O. Box 348, Indiana, Pennsylvania 15701

Vyys, Pramod  
Ph D. 1961 International Relations and Organization  
BA, University of Baroda; MA, University of Bombay (India)

Wadsworth, Jr., Lawrence W.  
Ph D. 1955 International Relations and Organization  
BS, Centenary; MA, Tulane University  
Pi Sigma Alpha  
American Political Science Association, American Association of University Professors  
Grazier Professor, International Law, School of International Service, American University  
3520 Tilden Street, N.W., Washington, D.C. 20008

Wagner, Carl Michael  
Ph D. 1963 Psychology  
BS, Seattle University; MA, Fordham University  
Deputy Director, Behavioral Sciences Department, Naval Medical Research Institute  
318 West Edmonston Drive, Rockville, Maryland 20852

Wallace, Sarah Agnes (Deceased)  
Ph D. 1925 History  
Ph B., University of Chicago; MA, George Washington University  
Teacher, Public Schools, n.d.

Walt, Dorothy Elizabeth (Mrs. Waugh)  
Ph D. 1962 Psychology  
AB, University of California (Los Angeles); MA, State University of Iowa  
American Psychological Association, Eastern Psychological Association  
Chief, Personnel Management Research Division, Department of Defense, 1965—  
340 N Street, S.W., Washington, D.C. 20024

Waltmeyer, William Claude  
Ph D. 1929 Philosophy  
AB, Gettysburg College; BD, Lutheran Theological Seminary; MA, American University  
Phi Beta Kappa  
American Association of University Professors, Society of Biblical Literature  
Professor Emeritus, English Bible, Gettysburg College, 1929—  
251 Springs Avenue, Gettysburg, Pennsylvania 17325
Wason, James Robert
Ph D. 1963 Economics
  BA, American International College
  Alpha Chi
  American Economic Association, Industrial Relations Research Association, Economic History Association, American Historical Association
  2423 Foster Place, S.E., Hillcrest Heights, Maryland 20031

Weary, Bettina
Ph D. 1960 Sociology
  BA, Barnard College; MA, Columbia University
  American Association for the Advancement of Science, American Sociological Association, American Personnel and Guidance Association
  1301 Delaware Avenue, S.W., Washington, D.C. 20024

Weaver, Paul Elwood
Ph D. 1958 International Relations and Organization
  BS, United States Military Academy; MA, Georgetown University

Webber, Clemmie Embly
Ed D. 1965 Education
  BS, MS, South Carolina State College
  Beta Kappa Chi, Phi Delta Gamma, Delta Sigma Theta
  National Education Association, Palmetto Education Association, National Science Teachers Association, American Association of University Professors
  Professor, Science Education, South Carolina State College, 1955—
  1551 Russell, N.E., Orangeburg, South Carolina 29115

Webster, Robert Lyle
Ph D. 1958 Public Administration
  BA, University of North Dakota; MS, Columbia University
  Distinguished Service Award, U.S. Department of Agriculture, Distinguished Alumni Award, University of North Dakota, Outstanding Alumni Award, Columbia University School of Journalism, Sigma Delta Chi
  National Press Club, American Agricultural Editors Association, American Association Agricultural College Editors, American Society for Public Administration
  Consultant, Communications and Agricultural Information, Ford Foundation in India
  Care Ford Foundation, 32 Ferozshah Road, New Delhi, India

Weintraub, Sidney
Ph D. 1966 Economics
  BBA, College of the City of New York; MA, University of Missouri; MA, Yale
  Phi Kappa Phi, Omicron Delta Epsilon, Sigma Delta Chi, Beta Gamma Sigma
  American Economic Association, American Foreign Service Association
  Economic Counselor, American Embassy, Santiago, Chile, 1966—
  c/o American Embassy, Santiago, Chile

Weir, Wilbert Walter (Deceased)
Ph D. 1923 Biology
  BS, University of Wisconsin
  Alpha Zeta
  Soil Science Society of America, American Society of Agronomy
  Forest Ecologist, Southwest Forest and Range Experiment Station, U.S. Forest Service, 1934-42; Material Analyst, Consolidated Vultee Aircraft Corporation, 1943-45; Soil Technologist and Plant Ecologist, Southwest Cemeteries, Inc., 1946-61.

Whiting, Albert Nathaniel
Ph D. 1952 Sociology
  BA, Amherst College; MA, Fisk University
  Alpha Kappa Delta
  American Science Teachers Association, American Sociological Association
  President, North Carolina College at Durham
  Durham, North Carolina 27707

Whitney, Edson Leone (Deceased)
DCL 1921 Law
  AB, Ph D., Harvard University; LL B, Boston University
  Chi Psi Omega
  American Economic Association, American Academy of Political and Social Science
  Professor, Economics, National University (Washington, D.C.) 1923-45
Wichiencharoen, Adul  
Ph D. 1954 International Relations  
LL B, Thammasat University (Bangkok)  
Fulbright scholarship  
National Research Council of Thailand, National Education Council of Thailand, Council of Foreign Relations of Thailand (Executive Committee Member), Siam Society, American Philosophical Association, Philosophy of Science Association  
Dean, Faculty of Liberal Arts, Thammasat University; Professor of Social Planning, United Nations Asian Institute for Economic Development and Planning, Bangkok  
1056/3 Nakornchaisri Road, Bangkok, Thailand

Wiley, Raymond Clifford  
Ph D. 1927 Chemistry  
AB, Oklahoma State University of Agriculture and Applied Science  
American Chemical Society  
Associate Professor, Chemistry, University of Maryland, 1918-58; Toxicologist, State Livestock Laboratory, Maryland, 1940—; Retired  
4507 Beechwood Road, College Park, Maryland 20740

Wilkinson, Vernon Lee  
Ph D. 1933 International Relations and Organization  
AB, Whitman College; MA, American University; Certificate, University of Paris; LL B, Georgetown University  
Phi Beta Kappa, Pi Gamma Mu, Carnegie Fellowship (1931-32), Brookings Fellowship (1932-33)  
Attorney (Partner), McKenna and Wilkinson, 1952—  
3310 Ordway Street, N.W., Washington, D.C. 20008

Williams, Chancellor  
Ph D. 1949 Sociology  
BA, MA, Howard University  
Associate Professor, History, Howard University  
5000 Sheriff Road, N.E., Washington, D.C. 20019

Williams, Lorraine Anderson  
Ph D. 1955 History  
AB, AM, Howard University  
Member, Board of Educational Advisers to New York Times (1967), Phi Alpha Theta  
American Association of University Professors, American Historical Association, American Academy of Political and Social Science, American Studies Association  
Associate Professor and Head, Social Sciences, Howard University, 1962—  
1329 Shepherd Street, N.W., Washington, D.C. 20011

Williamson, Robert Burns  
Ph D. 1958 Economics  
BA, University of Texas; AM, George Washington University  
Associate Professor, Finance, and Social Science Research Associate, Bureau of Business Research, University of Texas, 1963—  
Austin, Texas

Wolle, C. Packard  
Ph D. 1957 Public Administration  
BA, Morningside College; MA, American University  
Project Director (Nigeria), Institute of Public Administration  
PMB 5246, University of Ife, Ibadan, Western Nigeria*

Womeldorph, Stuart Early (Deceased)  
DCL 1928 Law  
LL B, LL M, Washington College of Law; MPS, American University  
District of Columbia Bar  
Executive Secretary, Association of Military Surgeons of United States, 1917-61

Wood, Lester (Deceased)  
DCL 1923 Law  
LL B, Georgetown University  
American Bar Association, District of Columbia Bar Association  
Attorney, Washington, D.C., 1922-63

Wood, Marie Viola  
Ph D. 1955 History  
BA, Shaw; MA, Howard University  
Professor, History; Administrative Assistant to the President, Hampton Institute (Virginia)  
Permanent address: 5206 First Street, N.W., Washington, D.C. 20011

Wood, Jr., Thomas L.  
Ph D. 1954 Public Administration  
BA, University of Georgia; MBA, Columbia University  
Phi Beta Kappa, Phi Kappa Phi,Phi Eta Sigma, Blue Key, Omicron Delta Kappa  
Washington Technical Personnel Forum, Virginia Chamber of Commerce, Management Relations Committee  
Personnel Director, MELPAR, Inc., 1963—  
6827 Murray Lane, Annandale, Virginia 22003
Woods, Irving Arro
Ph D. 1954 Psychology
BS, Queens College of the City of New York; MA, New York University
Office of Extramural Programs, National Institute of Neurological Diseases and Blindness
710 Horton Drive, Silver Spring, Maryland 20902

Woods, Kenneth Flint
Ph D. 1962 History
BS, Ball State Teachers College; MA, University of Maryland
150 N.W. 18th Street, Homestead, Florida 33030*

Woodward, Lawrence Godfrey
Ph D. 1959 Public Administration
BA, MA, George Washington University
American Society for Public Administration, Society for Personnel Administration, Public Personnel Association
Administrative Officer, Central Intelligence Agency, 1966—
4412 Vacation Lane, Arlington, Virginia 22207

Wool, Harold
Ph D. 1965 Economics
AB, Brooklyn; MSS, New School for Social Research
American Historical Association, American Economic Association
Director for Procurement Policy, Office of Assistant Secretary of Defense (Manpower), 1952—
6716 Brigadoon Drive, Bethesda, Maryland 20034

Wright, John William
Ph D. 1938 Economics
BS, Utah State University; MS, American University
Certificate of Merit from U.S. Department of Agriculture
American Economic Association, American Farm Economic Association, American Marketing Association, American Statistical Association, American Society for Advancement of Science, Fiber Society
Retired, Chief of Division, U.S. Department of Ag: culture; Director Pakistan Institute of Cotton Research and Technology, 1957-60; Consultant, 1960—
2122 Massachusetts Avenue, N.W., Washington, D.C. 20008

Wright, Leonard Townsend
Ph D. 1962 Economics
BS, MBA, Syracuse University
Associate Professor, Finance, School of Business, State University of New York, Albany, 1963—
25 Eldorado Drive, Clifton Knolls, Elnora, New York 12065

Wright, Ruth Etta
Ph D. 1933 International Relations and Organization
BA, Middlebury College; MA, University of Vermont
Colchester, Vermont

Wyatt, Julien Daniel (Deceased)
DCL 1926 Law
AB, MA, Wofford College
Lawyer

Yalem, Ronald J.
Ph D. 1956 International Relations and Organization
BA, Washington University; MA, American University
Associate Professor, Political Science, University of Alabama, 1966—
36 Vestavia Hills, North Port, Alabama

Yapko, Benjamin L.
Ed D. 1958 Education
BS, College of William and Mary; M Ed., University of Virginia
4635 N. Wildwood, Milwaukee, Wisconsin 53211

Yodfat, Aryeh Y.
Ph D. 1963 History
BA, MA, Hebrew University (Israel)
c/o Embassy of Israel, 1621 22nd Street, N.W., Washington, D.C. 20008*

Yoon, Hong Sub
Ph D. 1935 International Relations and Organization
BPS, Waseda University (Japan); MA, Columbia University

Yoon, Stanley Sung-soon
Ph D. 1932 History
AB, Huron College; AM, University of Minnesota
226, Noryangjin-Dong, Yungdongpo-Ku, Seoul, Korea
Yoon, Young Kyo
Ph D. 1959 International Relations and Organization
BA, Chosun Christian University (Korea); MA, Hardin-Simmons University

Yunus, K.
Ph D. 1954 International Relations and Organization
B Com., M Com., Fouad First University (Egypt)

Zanotti, Isidoro
Ph D. 1958 International Relations and Organization
LL B, National School of Law, University of Brazil
Brazilian Bar Association, Inter-American Bar Association (Council), American Society of International Law, American Political Science Association, American Academy of Political and Social Science
Legal Adviser, General Secretariat, Organization of American States, 1949—

Zelen, Marvin
Ph D. 1957 Statistics
BS, City College of New York; MA, University of North Carolina
Professor, Statistics, State University of New York, Buffalo
14226 Ridgelea Road, Amherst, New York

Zucker, Joseph Steinhauer
Ph D. 1927 Economics
BA, George Washington University; MA, American University
Staff assistant to Secretary of the Treasury; Principal Assistant to Assistant Commissioner, Internal Revenue Service, 1920-64; Self-employed, economist and tax consultant, 1964—
211 Brewster Avenue, Silver Spring, Maryland 20901

429 N Street, S.W., Apt. S-803, Washington, D.C. 20024
To: American University Doctoral Alumni

A few years ago, in connection with a University self-study, you may remember having received a general alumni questionnaire. The replies were very helpful and your assistance was appreciated.

Fifty-two years ago — October 6, 1914 — our University opened for classes as a graduate school and remained solely a graduate institution until 1925. The first doctorate was awarded in 1916 and, during the ensuing half-century, the University has conferred 680 doctoral degrees. It is to you as the recipient of one of our doctoral degrees that this communication is directed.

Through various faculty and other committees and through the Office of Institutional Studies, the University is now engaged in a thorough review of its role in graduate work. While we have information concerning the activities of some of you, we wish to learn more about the specific contributions made by all of our doctoral alumni to business, education, government and other phases of our nation's life. Indeed, the impact of our graduate degree alumni has been world-wide. We are aware, nevertheless, that our strong commitment to graduate education requires the evaluation of our academic programs, the identification of both strengths and weaknesses, and the formulation of a plan for future development.

We feel that you represent our most valuable source of information; you are qualified to help evaluate our past and present doctoral programs. Your experiences at the University can provide valuable guidelines in charting our future.

Although the following three-page questionnaire is self-explanatory, may we call your attention to the fact that Section V, which asks for your general comments, also suggests specific items on which your views are of particular concern to us. Please use additional sheets if the space provided for any section is not adequate. We are enclosing an extra questionnaire to serve as your work and file copy and a postage-free envelope for returning the completed questionnaire. Your cooperation in this effort will be appreciated.

Sincerely yours,

Lois E. Torrence, Director
Office of Institutional Studies
I. Name: ________________________
   (LAST) (FIRST) (MIDDLE) (MAIDEN)

   Social Security Number: ______-____

   Home Address: ________________________
   (NUMBER AND STREET)
   ________________________
   (CITY) (STATE) (ZIP)

   Marital Status: Single ; Married ; Widowed ; Other

   Name of wife or husband:

   Did wife or husband attend A.U.? _____ If yes, give years and degree(s)

   Number of children and ages:

   Did any of your children attend A.U.? _____ If yes, give names, dates and degrees:

   Religious Preference (Optional):

II. List below the undergraduate, professional and graduate institutions from which you received degrees. Please also include any post-doctoral study.

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Years From-To</th>
<th>Attended FT or PT*</th>
<th>Major Field</th>
<th>Degree</th>
<th>Year Received</th>
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   Did you receive any scholarship, fellowship or other financial assistance from the University or from other organizations while working on your doctorate? _____ If yes, please give the sources and type of assistance:

   Were you employed while working on your doctorate? _____ If yes, in what position?

*FT = fulltime attendance; PT = parttime attendance
III. List below the major positions you have held, starting with your current position and working back to the time you received your doctorate.

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution or Organization</th>
<th>Location</th>
<th>Years From-To</th>
<th>Principal Activity*</th>
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If you have not taught in a college or university on a fulltime basis, have you done any parttime college or university teaching? If yes, please give institutions, locations and dates.

IV. Memberships, activities and offices held in professional organizations:

Publications:

Professional honors and recognitions (include scholastic honors, honorary doctorates, etc.):

Travel abroad (locations and purposes):

*Type of activity - e.g., administration, research, teaching, etc.
V. For the purpose of improving the academic opportunities and programs for future students, the University would appreciate any general comments you may wish to make based on your experience. We would specifically like comments on the following: (1) the strengths and weaknesses of the doctoral program you pursued and your suggestions for improving the program; (2) student-faculty relationships and the faculty members you most remember; (3) how your fulltime or parttime enrollment affected your doctoral studies; (4) how, if at all, your doctoral research was related to your employment; (5) your most favorable and unfavorable impressions of the University; (6) your reasons for selecting A.U. and, if not your first choice, where you would have preferred to take doctoral work; (7) the extent to which you have maintained contact with the University and when you last visited the campus.