Administration of HIGHER EDUCATION
An Annotated Bibliography

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Arthur S. Flemming
Secretary

Office of Education
Lawrence G. Derthick
Commissioner
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VIII. Administration of Faculty

1. GENERAL


954. Alumni Magazines.

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

955. BRUMBAUGH, AARON J. and COLLINS, M. W. H., JR. University of Georgia Self-Study. Higher Educ., 15: 97-108, Feb. 1959. (Authors: (1) Director; (2) Associate Director, of University of Georgia Self-Study.)

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

956. CAPLOW, THEODORE and McGEER, REECE J., The Academic Marketplace. New York: Basic Books, 1958. x, 262 p. (Authors: (1) Faculty member, University of Minnesota; (2) Faculty member, University of Texas.)


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

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

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

959. DAVIDSON, CARTER. Industrial Techniques for Higher Education, Jour.
ADMINISTRATION OF FACULTY


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

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


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


963. FICKEN, CLARENCE E. Building a Faculty in a Church-Related College of Liberal Arts. Nashville, Tenn.: Methodist Board of Education, 1966. 72 p. (Author: Dean, Ohio Wesleyan University.)

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


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

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


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


Review of recent studies in the fields of academic freedom and ethics, role of psychologists, college teacher supply and demand, preparation and experience, promotion, salary, tenure, health and retirement, and rating the college teacher. Bibliography, 23 titles.


"The publication of a good faculty handbook will improve employee relations by giving employees knowledge of facts that concern them and by showing them how they fit into the organization." Suggests 83 items of information to be included, and outlines method of compilation with approval by responsible authorities.

989. GULICK, SIDNEY L. From a Professor's Study. In Western College Association, Proceedings, Spring 1956, p. 19-20. (Author: Professor of English, San Diego State College, California.)

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


Discusses 8 advantages of teaching, 3 disadvantages, 4 challenges and rewards, and 12 characteristics of a good teacher.


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

Review of studies in the field for 3 years, 1955-1958. "Nine-tenths of the articles on college teaching personnel written during 1955-57 were almost entirely descriptive. Some relatively neglected areas of research are highly important, for example, academic freedom. Researches are here reported under preparation and certification, supply and demand, rank, promotion and tenure, rating, salaries, academic freedom, and retirement." Bibliography, 38 titles.


Report of panel discussion under chairmanship of Russell M. Cooper, Dean, University of Minnesota, describing values of cooperative research, problems suitable for such research, and difficulties to be overcome. Followed by reports of 9 panel discussions held under auspices of North Central Commission on Research and Service, March 28, 1954 (p. 383-420).


"This book is written to give basic understandings and guidance to those who desire to improve human relations in educational organizations. Since the problem of human relations is of vital concern to the entire group associated with any educational organization, the book is written for all these persons. . . . It is believed that the understandings developed are fundamental to a comprehensive understanding of educational organization in its human relations aspects."—Foreword. Contains nine chapters and bibliography, 118 titles, most of them briefly annotated. Reviews by W. J. Jorda, Clear. House, 83: 111-118, Oct. 1957; by D. E. Pagrmat, Edu. Forum, 22: 371-373, March 1958; and by H. L. Harken, Nation's Schools, 59: 134+, June 1957.


A very thoughtful and impassioned analysis of three alternatives facing the professor in a Southern publicly supported institution of higher education who believes in integration of the races in higher education—resignation, ignoring the problem, or efforts at positive influence. Considers effect of each possible course on the professor, on the institution, and on the supporting public. "While it is quite easy to say what is right under hypothetical conditions, it is extremely difficult to decide what is best under actual circumstances." For discussion by Howard L. Parsons, Coe College, Iowa, see Jour. Negro Educ., 27: 439-450, Fall 1958.


In 11 tables gives various summaries for 261,563 persons on the faculties of institutions of higher education in the country—an increase of 12.5 percent over number reported in November 1953.


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


"This survey indicates the various means being used by colleges and universities to maintain qualified faculties at a time of mounting enrollments." Based on questionnaire responses from 1,557 institutions who were asked to check 12 personnel and 9 instructional practices used. Results are reported separately for various groups of institutions and comparisons made with conditions in 1954-57, and 1967-68.

Based on questionnaire responses from 623 institutions. Results are presented in text and 29 summary tables, while in appendix data are presented in greater detail in 15 extended tables. In most cases data are given in terms of nine groups of institutions: State universities (47 institutions), nonpublic universities (60), municipal universities (9), Land-Grant colleges (41), State colleges (86), teachers colleges (84) and nonpublic colleges, according to size, as small (146), medium (110), and large (56). Data are presented on following topics: (1) preparation and experience requirements for appointment, (2) promotion of instructional staff, (3) attention to staff members' health, (4) encouragement to further study, including leaves of absence, and (5) retirement.

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

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


Unpublished doctoral dissertation (Ed. D.). "Codes of ethics for 54 state and national associations for teachers were analyzed to obtain their guiding principles. From this analysis 82 principles were derived which became basic statements in a questionnaire sent to 75 graduates of each of the State teachers colleges for the year 1949. . . . A total of 197 men and 158 women returned 350 usable questionnaires. . . . The study shows that teachers who are graduated from teachers colleges in Pennsylvania are becoming increasingly ethics-conscious."


Unpublished doctoral dissertation. Based in large part on questionnaire returns from 833 participants and leaders, chiefly from North Central Association area, who participated in workshops held in summers from 1940 to 1962. Of the participants, one-third were college teachers or administrators. Suggests 12 ways to improve such workshops. Conclusion: "In the hands of careful people, workshops can continue to challenge, to inspire, and to stimulate the professional and career growth of active teachers."

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

In 2 parts. Part I, Non-Academic Staff Personnel Practices, based on questionnaire responses from 143 institutions. Part II, Faculty Personnel Policies, based on questionnaire responses from 124 institutions. Institutions were for most part members of the Association but several others were included. Names of all institutions given. Part I: Covers General Information, Employment and Salary Administration, Education, Employee Benefits, Recruiting and Testing, Promotions and Separations, Working Conditions, and Miscellaneous Personnel Practices. Part II: Covers General Information, Employment and Salary Administration, Education, and Employee Benefits. For many topics, analyses are given by geographic location, size, and type of institution. References to earlier but less extensive similar studies of 1949, 1952, and 1964.

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

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

986. REX, JANET CATHARINE. Staff Relationships Affected by Practice in Social Science Departmental Administra-
ADMINISTRATION OF FACULTY


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


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


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


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


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


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


Unpublished doctoral dissertation (Ed. D.). Based on interviews, using an 153-item guide, with administrators, staff members, and students in 11 private institutions. Studies selection and appointment practices, evaluation and promotion; tenure, retirement, and leaves of absence; salaries; and inservice growth.
994. TRAVIS, ORDWAY. The Role of the College Teacher in Our Culture. AAUP Bull., 87: 17-30, Spring 1951. (Author: Chairman, Board of Higher Education, New York City.)

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


"I shall try to answer four questions: (1) What is the problem of faculty freedom in higher education—especially as this is viewed in the public interest of asserting the best possible education? (2) What is the relation of the students to the integrity of this faculty freedom? (3) What is a sound administrative view of faculty freedom? Is it, in any way, different from the faculty's own view? and in conclusion (4) What can be done to ensure, strengthen, and give full support to the freedom I am urging?"


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


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


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


1000. WOODSBEURNE, LLOYD STUART. An Appraisal of the Faculty Organization Program Governing the Colleges of the City of New York. New York: Board of Higher Education, 1950. 78 p. (Au-
ADMINISTRATION OF FACULTY

2. FACULTY PARTICIPATION IN ADMINISTRATION

1002. ANONYMOUS. How the World Was Not Created. AAUP Bull., 39: 256-
258, Summer 1958. (Author: "An Associate Professor of History.")

A matter on faculty meetings and methods of conducting them.


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

1004. BENNET, A. W. and HOUNTAN, P. T. Anxiety, Authoritarianism, and Student Attitude Toward Departmental Control of College Instruction. Jour.

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


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

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

"This is a subject to explore with fear and trembling... I know of no place in which good administrative practice is less clearly defined than the role of our faculties in their colleges and universities." Discusses the appropriate place of the faculty in cur-
curriculum development, standards of scholarship, faculty selection, faculty tenure, buildings and grounds, student personnel, financial development, and participation in board of trustees. "We need much more thinking than we have as yet done on these joint organizational problems."


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

1008. CATTELL, JAMES MEEKEN. University Control. New York: Science Press, 1918. vii, 496 p. (Author: Professor of Psychology, Columbia University.)

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

Preface.


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


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


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


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

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

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


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

1015. GOWINE, ELIZABETH STURTVANT. A Study of Decision Making in Certain Administrative Functions of Selected
1017. HİMSTAD, RALPH E. The Role of Faculties of Colleges and Universities in the Determination of Institutional Policies. AAUP Bull., 38: 637-644, Winter 1982. (Author: Executive Secretary, American Association of University Professors.)

Copy of a letter to local chapters of the Association. Explains significance of a new study being undertaken for the Association under chairmanship of Professor Paul W. Ward, Syracuse University, who will give full-time to the study for a semester. Reproduces questionnaire of 44 items regarding practices and policies in each institution. For reports by Professor Ward, see Nos. 1934 and 1935.


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


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

1020. JOYAL, ARNOLD E. Faculty Participation in College Policy Formulation and Administration. (AACTE Study Series No. 3.) Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1968. 40 p. (Author: President, Fresno State College, California.)

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


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

1022. KINGSHUR, LAURA M. Democracy Within Teaching Departments of Some Leading American Universities. Educ. Forum, 17: 306-311, March 1963. (Author: Assistant Professor of Eco-
unions. Emeritus, Champlain College, New York.)

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


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


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


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


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


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


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


"A college which operates fully according to the democratic principle as Bishop College does, is a rarity. To make an operation of this kind successful, there is required a
staff significantly different from the staff found in the average college. . . . The plan at Bishop College gives the teachers an opportunity to practice democracy, and it gives the students a chance to see democracy in action.


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


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


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


"The line between administration and faculty at Wabash is a thin and wobbly line. . . . While we have lamentable examples of presidents and boards of trustees who regard the professor as a hired hand . . . we have even more examples of faculty attitudes toward administrative officers and trustees which are just as lamentable and no more easily justified." For corrections of certain factual data used, see W. C. Eells, AAUP Bull., 43: 692-695, Dec. 1957.


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


For earlier phase of the study, of which this is the completion, see No. 1034. A detailed statistical report and analysis in both tabular and graphic form for 228 institutions in May 1963 with comparisons with changes since 1939. Final 1963 statistical summary for 326 reporting institutions. Fourteen appendices of graphs and text summarize a variety of significant information on practices and policies. "As a result of the cooperation of the various Chapters, a veritable mine of information is in our files; the statistics presented in Committee reports trace merely the outlines of these materials and indicate some of the directions of movement they imply. The question may be asked, indeed it should be asked, as to what the practical results of these studies may be? What, if anything, can be done about it? In answer to this question the Committee has several suggestions and recommendations to make." Four specific recommendations made.

3. RECRUITMENT AND APPOINTMENT


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


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


"Would it be possible for the members of each chapter [of the AAUP], acting anony- mously as individuals, to rate their institution on those points which are of interest to prospective teachers?" Points out value of such information to prospective applicants for positions on the faculty.


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


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


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


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


"Fresh hope is stirring in college profes- sors who are near or past retirement age."
A report on "an experiment started by the John Hay Whitney Foundation of New York in 1953. Recently I visited some of the retired professors who have sought out new challenges to their teaching abilities." A vivid report of interviews with professors and their students at Bethany College, Colby College, Washington College, Morehouse College, and Centre College and a general discussion of the problems involved. "These are promising straws in the wind for the 2,500 college teachers who retire every year and the six or seven thousand retired college teachers who are now believed to be interested in continuing their classroom work."


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


Discusses the flow of college professors to industry for economic reasons, but presents the other side of the picture, willingness of men in industry to consider college teaching positions. Of a group studied in General Electric Co., who left the employ of the company, over 82 percent of those holding doctor's degrees and over 20 percent of those holding master's degrees entered educational pursuits. "There is now ample evidence, in the operation of one company at least, that manpower flows in both directions."


Discusses use of men retired from business and industry as college professors on part-time or full-time basis. Reports that 83 percent of 2,400 top managers and professional personnel in a major corporation said they were definitely interested in such a future career, and 49 percent more said they would give serious consideration to an academic offer.


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

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

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


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


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

1052. CATHY, ROSALIND. Is the Earth Really Pear-Shaped? AAUW Jour., 52: 214-218, May 1959. (Author: Profes-
Discusses need for great increases in number of college teachers to meet the needs of modern scientific progress. "The intellectually able woman who has earned her baccalaureate degree and possibly her master's degree and who has her children well on their way in school and wants occupation outside the home should be encouraged to consider college teaching."


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


Predicts a need for from 850,000 to 500,000 college teachers in 1970 as compared with 190,000 in 1950, but that the number of Ph. D.'s will decrease in the next decade. "Even if every Ph. D. every year went into college teaching, one could still not fill the gap, but by no means all Ph. D.'s go into teaching." Reports that ratio of women to men for bachelor's degrees is 1 to 1.8; for master's degrees, 1 to 2; but for doctor's degrees only 1 to 10. "We must help young women to complete their Ph. D.'s."

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

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

1056. The Council at Work: Summary Report of Survey on Interest and Activity Relating to College Teaching. Educ. Record, 38 : 166-175, April 1957. A comprehensive report summarising the activities and interests of 20 national organisations which "appear to be particularly active in the field of college teaching." Presented in four groups: Recruitment, Retention of Existing Faculty, Making the Most of a Scarce Resource, Preparing College Teachers and Helping Teachers on the Job.


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


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

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

"The tug of war between supply and demand for teachers is also taking place on the college campus. To better understand what attracts and holds teachers on the college level, a pilot study of Minnesota faculty members has recently been made." Based on 94 percent reply to questionnaire sent to 773 college teachers (a 25 percent random sam-
1060. FIESS, EDWARD. College Teachers Must Come From Colleges. Coll. & Univ., 82: 336-341, Spring 1967. (Author: Lecturer in English, Queens College, New York.)

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

1061. FOLGER, JOHN K. AND BUMBAUGH, AARON J. Research Program of the Southern Regional Education Board. Higher Educ., 14: 93-96, Feb. 1958. (Authors: (1) Associate Director for Research; (2) Consultant in Higher Education; both of Southern Regional Education Board.)

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


States reasons for his decision, both psychological and philosophical.


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


"We are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first time in history, such men and women are very much in demand on a very wide scale. . . . While our educational institutions are suffering from under-financing and paying their teachers distressingly low salaries, our total expenditure for higher education stands at eight-tenths of one percent of our gross national product." See also No. 1065.


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


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


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


States nine specific procedures desirable in selection of college teachers, most of them
based upon actual personal observation of the teaching of the candidate. Also discusses briefly work in a large university which "has recently instituted a course called Apprentice College Teaching.'


Proposes a great use of foreign professors. Says that thousands of competent foreign professors could be secured for American institutions. Reports that 762 such were in institutions in the United States in 1955-56.

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

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


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


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


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

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

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


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


"Ohio University has three programs for expanding the opportunities for young English teachers and for prospective English
7.12. eu, i*iip.Ss cb of the was add to the roster. These yard, and Yale.


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


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


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

States details and makes evaluations of the plan.


A detailed follow-up and statistical analysis of more than 1,600 seniors recommended by 350 member colleges since 1945 who should be encouraged to do graduate work with the idea of preparing for careers as college teachers. Also reports opinions of students and of college administrators on how the program has operated and gives suggestions for its improvement.


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

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

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


"Getting the numbers needed will involve: (1) using every available source of supply
including some that are new to some institutions; (2) providing attractive inducements to enter teaching; (3) developing in-service training programs for many who will be recruited from other fields of activity and who will be new to the field of college teaching; (4) making greater use of teaching aids to reduce the number of teachers needed." All of these fully discussed.

1054. LEFOLD, WILLIAM K. and HOUFTON, ARTHUR V. Would Engineering Students Be Teachers? Jour. Eng. Educ., 49: 747-754, May 1959. (Authors: (1) Associate Professor and Assistant to Dean of Engineering; (2) Instructor in Mechanical Engineering; both of Purdue University, Indiana.)

Detailed report on questionnaire responses from approximately 40 percent of the "high scholarship undergraduate students and graduate students in engineering at Purdue University." Find that "a substantial percent (29%) indicated a definite interest" in possible teaching careers and almost-10 percent were definitely planning on engineering teaching as a career.

1055. LEE, HAROLD N. The Factor of Economic Status in Professional Recruitment. AAUP Bull., 17: 102-110, Spring 1931. (Author: Professor of Philosophy, Tulane University, Louisiana.)

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


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


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

1058. LLOYD, R. GRAHN and WALKER, GEORGE H. Teacher Supply and Demand in the Negro College. Jour. Negro Educ., 23: 421-427, Fall 1954. (Authors: (1) Chairman, Department of Economics, Savannah State College, Georgia; (2) Dean, Graduate School of Education, Texas College.)

Based on questionnaire responses from 80 institutions, whose names are given. Finds 1959 new members of instructional staffs are needed immediately, most frequently in education, English, and social sciences.


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

1060. MALOTT, ERNE W. What are We Doing to Offset the Coming Shortage of Teachers? In National Association of State Universities, Proceedings, 1955, p. 129-141. (Author: President, Cornell University, New York.)

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

1061. MAUL, RAY C. Teacher Supply and Demand in Degree-Granting Institutions, 1954-55. WRA Res. Bull., 33:
Based on questionnaire returns from 573 institutions. Results are presented in text and 32 tables, in most cases in terms of seven groups of institutions: public universities and land grant colleges (82 institutions), non-public universities (56), State colleges (1,031), teachers colleges (94), and non-public colleges in three groups according to size, lesser (50), medium (112), larger (176). Conclusion: “It is generally recognized that college and university enrollments will expand greatly during the next 15 years, and thus teaching staffs must be enlarged. To plan most effectively, administrative officials need numerous facts not now generally available concerning the teaching staffs currently in service... It has been the purpose of this section to present up-to-date information in these areas.”


Similar to No. 1091 but more comprehensive and recent. Presented in three major divisions. Part I, “Turnover of Administrative Positions,” and Part II, “The Demand for College Teachers,” are based on data furnished by 239 degree-granting institutions or 82 percent of the 1,017 which were invited to participate. Results are presented in series of tables showing number of withdrawals, reasons for withdrawals, and number of unfilled positions for fields of study, for each of the nine groups of institutions indicated in No. 1091. Part III “represents a pioneer attempt to assemble an important body of information on the occupations of doctor's degree graduates.” Based on reports from deans of 117 graduate schools. Finds that of over 8,000 of those with doctor's degrees whose positions could be ascertained, 27 percent were in college or university positions. Part III also includes special consideration of women as college teachers, use of part-time teachers, and up-grading of teachers in service. Appendix contains 35 extensive and detailed tables.


This is the third biennial report of the NEA Research Division on the professional personnel needs of institutions of higher education. Each report shows the measure of success achieved by employing officials in meeting these needs in a two-year period.” For earlier reports, see Nos. 1091 and 1092. The most comprehensive and authoritative source of reference for supply and demand of college teachers. Based on replies received from 1,350 institutions (including for first time junior colleges) of junior colleges of percent of the 1,550 which were invited to participate. Principal results shown in series of vivid graphs, as well as in extensive tables with interpretative comments. Presented in four major sections: I. The Effort to Staff Universities and Colleges with Qualified Teachers. II. The Effort to Staff Junior Colleges with Qualified Teachers. III. Occupations Claiming Doctor’s Degree Graduates of 1956-57 and 1957-58. IV. Instructional Staff Needs in the Decade Ahead. Appendix contains 25 detailed tables, giving data usually for each of the nine classes of institutions listed in No. 1091. Part I shows that less than one-quarter of the new college teachers in 1955-56 had earned doctor’s degrees compared with more than 40 percent of the entire staffs in 1953-54; that over one-fifth had less than a master’s degree, compared with 10 percent in 1953-54. Part II shows that less than 8 percent of new junior college teachers had doctor’s degrees. Part III shows that 40 percent of doctoral graduates in 1956-57 and 1957-58 entering a new occupation went into non-educational fields. Part IV presents and discusses validity of six general assumptions on basis of which it predicts need for 346,000 new college teachers by 1970 averaging over 30,000 per year to take care of replacements, estimated at 6 percent a year, and increases in enrollment.


States there are not more than 200 Negro teachers permanently employed as faculty
members in predominantly white colleges in the United States. Suggests possible greater use of them.


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


Based in large part on returns from 254 institutions of higher education who were asked to describe plans to use on their campuses for identification and motivation of right kinds of young people for college teaching. Appendix describes in considerable detail programs in use at Tulane University, Harvard University, Dickinson College, Rosary College, and University of Pittsburgh and by Association of College and University Presidents of West Virginia. Review by E. A. Nock, Coll. & Univ., 34: 336-337, Spring 1959.


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


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


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


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

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

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

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


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


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


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

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

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

1108. TYRE, CARL A. Wanted: Teachers. Hispania, 41: 17-35. March 1958. (Author: Professor of Spanish, New Mexico College of Agriculture and Mechanical Arts.)

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


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


Estimates student enrollments in collegiate schools of business will rise "at least 210% of their 1933 levels by 1970" and that "total faculty should expand in proportion to the expansion in student enrollments." States that "collegiate faculties, which numbered approximately 5,300 persons in 1933, will have annual needs for new personnel of about 700 in 1940, and 980 in 1955. . . . More than 6,000 new Ph. D.'s, D.B.A.'s or the equivalent will be needed in collegiate business teaching by 1960." Data presented in 14 tables and three graphs.
Higher Education Faculty Requirements in the Humanities and Social Sciences. Sch. & Soc., 78: 145-152, Nov. 14, 1953. (Authors: Staff members, American Council of Learned Societies.)

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


"The subject breaks down into three questions: Where are future college teachers to be found? How can they be attracted and retained? How are they to be trained?" Gives consensus of the group and summaries of experiences reported by members in each of these three topics.


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


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

1116. WELLEMeyer, J. F., JR. Full-Time Teachers in American Colleges and Universities. Sch. & Soc., 83: 223-224, June 23, 1956. (Author: Staff Adviser on Personnel Studies, American Council of Learned Societies.)

Contains tabulated distributions of 150,000 faculty members into 16 different teaching fields, based on two assumptions. "There are serious doubts about both of these assumptions." Largest number is in field of education, with 11,250.


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

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


4. QUALIFICATIONS

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


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

1122. ANGEL, GEORGE W. and LAWES, LEONARD S. Should College Teachers Take Education Course? Jour. Teach. Educ., 2: 209-212, Sept. 1961. (Authors: (1) Faculty member, New York State Teachers College, New Paltz; (2) Faculty Member, University of Minnesota.)

Based on questionnaire responses from 108 heads of academic departments of various colleges who were asked to rate the importance of 13 specific graduate courses in education for new faculty members of their departments. "In general it may be said that heads of college departments place little value on courses in professional education as a means of preparing college teachers." See also No. 1123.


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


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


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


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

1127. BARZUN, JACQUES; ELLER, JOHN; PETTSON, AND THOMPSON, DAVID L. Panel Discussion: The Great Split—
Scholarship and Teaching. In Association of Graduate Schools in the Association of American Universities, Proceedings, 1958, p. 106-124. (Authors: (1) Dean, Graduate School, Columbia University; (2) Dean, Graduate School, Harvard University; (3) Dean and Vice-Principal, McGill University, Canada.)

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


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

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

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


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

1131 BLEGEN, THEODORE C. A Movement Gains Momentum. Sch. & Soc., 75: 17-20, Jan. 12, 1952. (Author: Dean, Graduate School, University of Minnesota.)

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

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

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


"This report ... marks the end of one era and the beginning of another." Discusses the earlier plan, supported by grants of $100,000 per year for 5 years from Carnegie Corporation of New York and General Education Board and new and extended plan supported by grant from Ford Foundation of $24,500-00 for 5 years, permitting awards of 1,000 fellowships per year. Includes 10 pages of discussion.

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

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

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


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

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

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

1138. CAMPBELL, ANNE L. Perspectives on the Negro College Teachers World. CLA Jour., 1: 85-92, March 1968. (Author: Chairman, Department of English, Prairie View State College, Texas.)

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


Discusses various factors, but chiefly preparation and competence of faculty, listing 11 particularly pertinent features distilled from a longer list of 60.

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

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


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


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


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

Compares number of junior college instructors with different degrees in 1918, 1922, 1933, and 1955 in both public and private junior colleges. "In summary, the junior college instructors, within the past 25 years, have made most satisfactory professional development. . . . They have increased their number who have graduate degrees by approximately 50 percent."

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

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


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

1147. CUTTEN, GEORGE B. The Professor and the Art of Teaching. *J. Sch. & Soc.*, 87: 36-49, Jan. 31, 1949. *(Author: President Emeritus, Colgate University, New York.)*

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


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


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

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

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


1152. DONNELLY, THOMAS O. Who Is a Good Professor? *Jour. Higher Educa*
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22: 304-309, 343, June 1951. (Author: Dean, College of Arts and Sciences, University of New Mexico.)

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


1154. DOUGLAS, PAUL FRANKLIN. Irving Babbitt: America's Best Remembered Teacher. Improv. Coll. & Univ. Teach., 6: 8-9, Winter 1953. (Author: Director, Rollins College Center for Practical Politics; former President, American University.)

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

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

Report on 19,000 faculty ratings by students at State College of Washington in 1949. Extensive analysis made possible by use of IBM punched cards. Comparisons are reported by size of class, by rank and age of professors, by degrees held, by sex, and by length of service at the college.

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

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

1157. DRUCKER, ARTHUR J. and REMMERS, HERMAN H. Do Alumni and Students Differ in Their Attitudes Toward Instructors? Jour. Educ. Psych., 42: 123-143, March 1951. (Authors: (1) Not specifically identified; (2) Director, Division of Educational Reference; both of Purdue University, Indiana.)

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


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


An account of the development during 20 years of a program at Oregon State College, and description of its content and operation. "The minor program has attracted the interest of both faculty and students. More than 80 faculty members have participated in the original course on college teaching, and the student enrollment in the three basic
courses averaged between 20 and 25 during 1951-52 academic year. In a very short time, the minor has become established as a part of the graduate curriculum.” For comments by W. C. Korfman, see No. 1207.


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

1161. ELLIS, WALTER CROSBY. Highest Earned Degrees of Faculty Members in Institutions of Higher Education in the United States, 1964-55. *Coll. & Univ.*, 34: 3-38, Fall 1968. (Author: Retired Professor of Education.)

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


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


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


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


“The ideal college teacher must be composed of part of the foreign born and part of the American born.” Discusses five essentials for the college language teacher—bilingual proficiency, knowledge of the American student, speaking mastery of the foreign
language, residence abroad, and knowledge of the foreign literature, history, and civilization.


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

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

Group of 87 juniors and seniors (60 men, 27 women) wrote answers to the questions: "If it were suggested to you that after graduation you prepare yourself to be a college professor, would your reaction to this plan tend to be favorable or unfavorable? What are your reasons for this decision?" Of responses, 29 percent were favorable, 61 percent unfavorable. Implications and interpretations given.


Contains a section "The Improvement of Teaching" (p. 19-37), which describes the Fund's activities and grants for various purposes including teaching by television, college teaching internships at 15 institutions, and fellowships for college teachers, "a continuation of this program bringing the total of awards as of 1954 to nearly one thousand.


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


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


1173. FORD, GUY STANTON. Teaching and Taught. AAUP Bull., 41: 476-488, Autumn 1956. Reprinted from Emory

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

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

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


Reports in considerable detail results of a visit by a layman to several institutions to find the characteristics of successful college teachers. Tentative definition evolved: "I think of the good teacher as the man or woman of unusual effectiveness in conveying knowledge, enthusiasm, and curiosity from himself to others, whatever may be his personality or methods." Quotes a dozen professors interviewed in the study. Examples: "The universities don't give a damn about teaching. The tangible reward for good teaching is zero. No wonder there is so little of it;" and "The teaching of undergraduates by fledglings of Ph. D.'s becomes more and more unfortunate."


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


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


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


Suggests that money is not at the bottom of all our educational problems. Emphasises the importance of raising the prestige of professors as well as their salaries.
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Summarizes judgments of 48 heads of California junior colleges. Almost two-thirds of them preferred instructors with previous high school teaching experience. States reasons for these judgments.

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

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


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


"I shall endeavor to summarize as succinctly as possible three recent developments in the field of graduate education that may have a significant bearing upon the academic training of college teachers... (1) the graduate internship program; (2) three experimental programs in graduate studies at Vanderbilt University, at Stanford University, and at a group of seven colleges in Southern California, respectively; and (3) a statement about the activities of an Informal Committee of Fifteen which has been addressing itself for the past 18 months to a number of these problems."


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


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


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

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

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

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

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


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


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


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


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


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


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


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

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


Considers the training necessary for successful participation in the college general education course. "How much retooling does it take to manufacture an honest, well-equipped general education teacher out of the crude ore of a specialized historian?"

Conclusion: "If the general education program of today is to have a fair trial it ... must possess a sizable core of sympathetic supporters. And it must be taught to believe in it, crusade for it, and can make it come alive."


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

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

Based on author's doctoral dissertation (No. 1189) but states it summarizes questionnaire responses from 561 teachers in seven institutions representing 52 teaching fields, who report six types of difficulties experienced by beginning college teachers. A majority of them favor some type of internship for college teachers. Makes 13 recommendations for improvement in preparation of college teachers.


Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 186 junior college teachers of physical sciences in 124 junior colleges in 87 states, and on recommendations from 104 administrators in same colleges and from 38 national authorities in junior college education.


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


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

Report of judgments of 226 undergraduates and 169 graduates to a series of questions about conditions at New York University, including qualifications of the faculty and teaching methods. Compares the judgments of the two groups.


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


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

1207. Korfmann, William C. Graduate School—Last Citadel. Sch. & Soc., 77: 237-259, April 25, 1953. (Author: Faculty member, St. Louis University, Missouri.)

Comments occasioned by article by M. D. Duryea, No. 1159. Expresses vigorous opposition to any professional work in education in the graduate school. "Graduate-faculty instructors in the humanities may well resent attempts to force into curricula already crowded formal courses in education, specific programs in teacher education and preparation...There is no room for a 'minor in college teaching,' even if some theoretical justification for such a program could be made."


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


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


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


Covers the vocation of the Christian teacher and his methodology in relation to his own discipline, to the humanities, to the social sciences, to the natural sciences, to counseling, and to the college community.
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Unpublished doctoral dissertation (Ed. D.). This is a pilot study, intended as an aid to the development of objectives for the special course in preparation and training of community college instructors. The material was gathered from two primary sources of data: teachers functioning in a community college and teachers engaged in the preparation of junior and community college instructors. Letter group consisted of "the 14 colleges and universities listed by the American Association of Junior Colleges as providing work in this field, contacted by means of a questionnaire."


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


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


Describes major objectives and methods of the Danforth Foundation. "Since 1954, when this program was first established, 188 teachers have been provided with the means of devoting one full year toward the completion of their Ph. D.'s."

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

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

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

Reviews more than a score of researches in the field in past 55 years. Finds that about 40 percent of American colleges have used them, and that their use is increasing. Bibliography, 29 titles.


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

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

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

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


States and discusses "five cardinal guides to effective college teaching."

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

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


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


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


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


Discusses qualifications sought by college presidents in searching for good teachers.

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


"Through whatever gate the professor enters teaching, to succeed he must be a leader. A teacher will not succeed in arousing a student to think about the subject unless he thinks about it himself." Status and amphi-
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The five characteristics of the successful professor.


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

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

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


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


Presidential address, St. Louis, Mo., Dec. 29, 1956. "A large proportion of the members of the American Historical Association are college teachers. Yet in seventy-six years of the history of this organization no presidential address has directly dealt with the central function of our profession..." No president of the Association has ever addressed himself directly to the problem of college teaching. I propose tonight to do this." Conclusion: "I believe that the greatest challenge facing historians today is the challenge of the classroom. To meet it we shall have to give to teaching a higher place in our scale of values than we do today."


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


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


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

1236. RASMUSSEN, H. R. Responsibility of the Christian Professor on the State University Campus. Christ. Scholar, 38: 288-304, Dec. 1955. (Author: Minister, University Presbyterian (All-Student) Church, Purdue University, Indiana.)

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

1237. RILEY, JOHN W., JR.; RYAN, BRYCE F.; and LIFSHITZ, MARCIA. The Student Looks at His Teacher: An Inquiry Into the Implications of Student Ratings at the College Level. New Brunswick, N.J.: Rutgers University Press, 1960. xi,106 p. (Authors: Faculty members, Department of Sociology, Rutgers University, New Jersey.)

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


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 308 faculty members in 287 institutions who had entered on their duties in the 5-year period from 1950-51 to 1954-55. Also summarizes courses for college teachers as given at Chicago, Syracuse, Michigan State, Wayne, Ohio State, Oregon State, Wisconsin, Nebraska, and Stanford universities.


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


Traces development of the degree for Americans from the first earned one in Germany in 1817, and the first honorary one in 1853, to the present. "A salutary change would be to restrict the Ph. D. to those who are likely to continue research and to establish other degrees for those who want to teach... It would almost certainly render our present confusion less confused." For comment by W. C. Ellis, see Sch. & Soc., 85: 74-75, Mar. 2, 1957.


"This is a book about the Teacher of Teachers in America and this is the principal thesis: Theoretically, in a democratic society, the Teacher of Teachers should prove to be a man whose resources match the penalties of leadership." Developed in eight chapters in three major parts: (1) Leader or Follower? (2) The Creative Path. (3) Frontiers of Theory and Practice. Appendix (p. 277-293), "A Selected Library for the Teacher of Teachers," lists a large number of readings "for those who are deeply concerned with the present crisis in our culture, and commit themselves to doing something about it through education." Reviews by H. G. Watson, Harvard Educ. Review, 22: 278-279, No. 4, 1952; by H. S. Genders, Nation's Schools, 81: 86, May 1953; by W. H. Burton, Sch. Review, 61: 54-55, Jan. 1953; and by E. O. Smith, Teach. Coll. Record, 54: 345-346, March 1953.

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

1244. SCHUBERT, DELVYN G. Traits and Qualities in My College Teachers I Have Liked. Peabody Jour. Educ., 31: 97-98, Sept. 1958. (Author: Faculty member, Los Angeles State College of Applied Arts and Sciences, California.)

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

1245. SCOTT-CRAW, THOMAS S. K. Four Contrasted Professors. Christs. Scholar, 36: 127-130, June 1958. (Author: Professor of Philosophy, Dartmouth College, New Hampshire; on leave as Chairman of Committee on Faculty Work of the Episcopal Church.)

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


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


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


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


Lists and discusses nine qualities of good college teachers.


Unpublished doctoral dissertation (Ed. D.). Based on responses to 50 statements of col-
College teacher qualifications, evaluated on a 4-point scale (great value, real value, little value, undesirable) by 281 deans of liberal arts colleges and 527 of their teachers, each dean being asked to have the list evaluated by "two of their most promising young teachers." Twenty-six qualifications were judged to be of great or real value by more than 80 percent of the respondents.

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

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


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


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


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

1255. Straut, Dewey B. and Ebel, Robert L. Instructor Rating at a Large State University. Coll. & Univ., 27: 247-254, Jan. 1952. (Authors: (1) Dean, College of Liberal Arts; (2) Director, University Examination Service; both of State University of Iowa.)

Gives forms used and a summary of results of a student opinionnaire answered by 1,230 students, and a faculty opinionnaire answered by 150 faculty members at State University of Iowa regarding adoption of a student rating plan at the University. About nine-tenths of the respondents in both groups were favorable. Reports results of use of 7,559 rating sheets for instructors with 287 classes. "The net effect of this rating program appears to have been good. The rating program is, in other words, one step which may lead to more effective teaching in the college."


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


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


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


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


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


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


In response to request from American Educational Research Association, author investigated aims, content, and procedures of courses dealing with problems of college education. Based on examination of catalogs and personal letters from 43 institutions offering such courses, a total of 78 courses being found "that actually treat the problems of college teaching." Classifies 13 procedures and 12 devices used in conducting these courses.

1263. UNRUH, ADOLPH. The Special Training Needed for Teachers in Junior Colleges or Community Colleges. Educ., 71: 139-143, Nov. 1956. (Author: Faculty member, Washington University, Missouri.)

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

1264. VAN DOREN, MARK. The Good Teacher. Improv. Coll. & Univ. Teach., 0: 36-37, Spring 1953. (Author: Professor of English, Columbia University.)

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


"At the University of Washington, students of 264 classes anonymously rated their teachers on clarity of lectures, awakening of interest, and three other matters. At the end of the rating scale were spaces for comments. Over 90 percent of the students wrote comments. For the 57 teachers whose mean rating on the scale was either the top 10 percent or the bottom 10 percent of the faculty, we made statistical analyses of the comments of their 1,503 students. The two groups of teachers appear to differ fundamentally in their conception of the students, and consequently, in their techniques and motivation."


A reply to M. Magalaner, No. 1218, "I have seldom seen so many misconceptions concerning the role of a teacher recorded at one breath; least of all in an essay purporting
to improve college instruction. I propose that instead of college teachers being required to attend high school, teachers from high schools be required to attend college classes from time to time.”


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


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


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


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


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

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


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


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


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


A vigorous presentation of the dangers of over-methodizing college teaching: “A lot of our pearls are being cast before swine who have been fattened on the acorns and chestnuts of comic books, and are incapable of assimilating more adult fare.…” It is my conviction that any attempt to pour all of
our college teachers of the future into one mold, and to trim all of our present teachers down to a series of common denominators will be a capitulation to the less inspired educators which we can ill afford to make."

1276. Wily, Napier. Higher Degrees and Lower Standards. Jour. Gen Educ. 10: 90-103, April 1957. (Author: Dean, Division of Humanities, University of Chicago.)

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

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

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


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5. STATUS

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


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


Gives the texts of the 1940 Statement of Principles and the 1955 Conference Statement on Academic Freedom and Academic Tenure, and 1949 Statement Concerning Resignations. All these are important basic statements which have been printed each year since 1950 as well as in earlier years in the Spring issues of the Bulletin. They have had an important influence on practices and policies among colleges and universities throughout the country.


"The Statement of Principles on Academic Retirement which follows was developed ... by a joint committee of the American Association of University Professors and the American Association of Colleges." It was endorsed by the former in March 1961, by the latter in January 1961. "The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution." States four "acceptable practices" with five illustrative examples. Contains important subdivisions regarding annuities.


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


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


Address at dinner at Oregon State College honoring three professors "who have been deemed to have made significant contributions to the cause of college teaching." The faculty and student committee on the advancement of teaching selected the professors "by a student poll in which the greatest weight was given to plurality of votes, but to the reasons students gave for their choice of outstanding teachers."


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

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

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


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


"The faculty and other professional personnel constitute the most valuable investment of a college or university. Though the need is admittedly critical, the development of in-service programs during the past 25 years has been slow. If we are going to protect our investment in faculty personnel, the time to act must not be further delayed." Lists 10 functional categories in which to classify 115 different "methods, procedures, and devices" for in-service programs of improvement. Bibliography, 17 titles.


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


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

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Professor of Sociology, New York University.

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


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


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


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


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


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


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


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


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


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


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

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


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


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


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


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


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

1308. COARD, ROBERT L. In Pursuit of the Word "Professor": An Exploration of the Uses and Associations of the Title. Jour. Higher Ed., 30: 237-245, May 1939. (Author: Assistant Professor of English, University of Alabama.)

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

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

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

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


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


Contains 22 annotated titles.


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

1314. CRAWFORD, W. H.; KINTZER, FREDERICK; and BATIE, WILLIAM A. A Faculty Study Program. Jun. Coll. Jour., 28: 429-429, April 1958. (Authors: (1) Assistant Professor and Junior College Consultant, State College of Washington; (2) Dean, Olympic College, Washington; (3) Counselor, Centralia Junior College, Washington.)

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

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

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


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


Based on a study of publications during a 20-year period of 385 members of the faculty of University of Colorado. Finds that "faculty members as a group reach a peak in research and writing activity around 45 years.

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

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

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


"Other things being equal, a Catholic scholar would probably prefer the more congenial, familiar atmosphere of a Catholic college, but unfortunately other things are very far from equal." States various possible advantages of teaching in a non-Catholic college. "Most intangible rewarding of all, the Catholic professor in a secular college will find himself treated, possibly for the first time, like a respected colleague rather than a necessary evil." For reply by J. K. Durick, see No. 1323.  


Treats tenure briefly, retirement more extensively. Tabulates frequency and number of teachers involved in six types of retirement plans in 842 colleges and universities and 140 state teachers colleges. Discusses also survivor benefits and disability.


Discusses chiefly the emphasis upon independent research as necessary to professional advancement and the difficulty of getting such research published. Also considers problems of domestic life and economic status. Conclusion: "Tom, all things considered, don't be a teacher!"


Progress report on objectives and plans of the Faculty Christian Fellowship. "The national office has been seeking to establish small committees of qualified scholars to work intensively and continuously on the problems of the relation of Christianity to their discipline."


"It is the purpose of this paper to present evidence which would tend to encourage industry in various sections of the country to make increasing use of the faculties of our engineering colleges. The end result of such encouragement would reside in the improved understanding by faculty members of industrial operations." Based on a "survey addressed to educators, selected industry personnel, and engineering college administrators."


A vigorous reply to G. F. X. Delannay, No. 1320. "Frankly, I have no objection to public washing of our dirty linen by friendly critics in our own automatic washers. After all, the Catholic World is not the Nation. . . . It seems to me that he is chiefly concerned in painting a 'too rosy picture of the secular campus' so that all of the best students we have will take off next semester for good old State U. or more ivy-covered halls. . . . His comparisons of the best in secular education with the worst in Catholic education . . . may
serve to make us poor professors feel sorry for ourselves.

1326. ELLIS, ELMER. Making Competent Teachers of New Instructors. Jour. Higher Educ., 25: 204-206, April 1954. (Author: Dean, College of Arts and Sciences, University of Missouri.)

Suggests several types of in-service training, including visits to classes related to a professor’s own field and a “seminar or series of lecture-demonstrations of good teaching.”

1327. ENOCHS, JAMES B. Preparing for a Fourfold Role. Improv. Coll. & Univ. Teach., 3: 84-87, Mar. 1955. (Author: Specialist on State College Curricula, California State Department of Education.)

Based on questionnaire responses from administrators and instructional staff of 10 colleges in California, “These then are the four general behavioral patterns of the college instructor: the teacher of a subject, the teacher of students, the participant in the professional life of the college, the participant in the professional, business, and social life of the community.”

1328. FRED, EDWIN B. Productive Scholarship in Southern Colleges and Universities. In Southern University Conference, Proceedings, 1960, p. 70-90. (Author: President, University of Wisconsin.)

Discusses the possibilities, the prerequisites, and the processes of productive scholarship. States 10 features of a successful faculty research committee and eight principles which “must underlie any consideration of productive scholarship: in other words, the climate for creative thinking.”


Unpublished doctoral dissertation (Ed. D.). Covers eight liberal arts colleges in Illinois. Studies faculty reaction to working conditions, use of various teaching devices, student reactions to teaching situations, teacher-student ratio, teacher load, percent of faculty with doctor’s degrees, and average years of service of faculty.

1330. GARRISON, LLOYD LEE. A Faculty Looks at Itself. Improv. Coll. & Univ. Teach., 2: 63-65, Nov. 1954. (Author: Associate Professor of Business Administration, Oklahoma A. & M. College.)

Chairman of a faculty committee on improvement of instruction reports how it was set up and how it has been working since its organization in 1950. Discusses especially examinations, student evaluation of faculty, characteristics of an effective college teacher, and use of part-time staff consultants from business and industry.


Describes plan, borrowed from Madison Avenue, tried by faculty of the college at beginning of year. “Any technique which helps identify the true feelings of the faculty is a valuable one. ‘Brainstorming’ did this at Austin Peay. It also seemed to open the way for a less restrained exchange of ideas between faculty and administration groups. And it was a lot of fun.”


Tentative statement by Committee of American Psychological Association. Lists seven principles with reference to acceptance of a position, work standards, termination of employment, methods for appeal to the American Psychological Association, and special cases making charges of incompetence.


Explanation of the College Retirement Equities Fund, “a new method of providing retirement through periodic investments in common stocks and the payment of a variable, or unit, annuity in combination with a traditional fixed dollar annuity.”


Based on No. 1333 but with various changes from it. Includes four illuminating charts showing changes in cost of living, stock yield.
and other factors from 1890 to 1960. "We at TIAA hope and trust that the new plan will be part and parcel of the important work of keeping colleges well staffed with outstanding men and women who can apply themselves to teaching and research work without too many worries about their ultimate financial security."

1335. — and King, Francis P. Your Retirement Security—The New OASI and Retirement Plans. AAUP Bull., 40: 357-374, Autumn 1964. (Authors: (1) See No. 1333; (2) Research Associate, TIAA.)

"Almost all educators are affected to a greater or lesser degree by amendments to the Social Security Act signed by President Eisenhower on September 1, 1964." Topics discussed: Highlights of New OASI (Old Age and Survivors’ Insurance), OASI Coverage for Publicly Supported Institutions of Higher Education, Coverage for Ministers, Eligibility for OASI Benefits, Taxes, Your Institution's Retirement Plan, Coordination Patterns, Mobility of Academic Talent, Inflation and the Retirement Income.


Gives information for guidance of college and university trustees, administrative officers, and insurance committees.


Describes the plan in use at University of Washington for promotion and for other purposes for evaluation of instructors (1) by students who express their judgment on five features, and (2) by a secret committee of faculty colleagues. Discusses faculty objections to evaluation and the general administration of evaluative procedures.


"In the last ten years, research personnel in higher education have found that at least six guiding principles are essential to effective in-service efforts undertaken by colleges to enhance the professional development of their faculties." States them and considers their significance.


"An honest appraisal and appreciation of the important role the faculty wife plays in the school and college community."


"The colleges of America are now being overwhelmed by requests, and even demands for the most precious thing they possess—the time of their scholars. In many ways this new demand is most gratifying . . . but there are dangers along the way."


Description of a 3-weeks workshop in summer of 1953 designed "to be of assistance to faculty from various colleges, junior colleges, and universities in the revision of the courses they teach, in the planning of new ones, and in making their teaching generally effective." Methods outlined and evaluations made.


"It will not be enough to train and recruit more and more Ph.D.'s for our faculties. . . . When the doctors enter the colleges, we must make it possible for them to live as scholars."


"In committees, college professors are enlisted to debate issues, rather than study
them. They seldom have an understanding of educational research." Report of a cooperative project involving 32 teacher-education institutions in the North Central Association. States that in four years faculty groups have completed over 60 investigations classified in 29 groups. Says that a similar project among liberal arts colleges had been in operation over 10 years. Conclusion: "A program of intercollegiate cooperation is one effective way to promote thoughtful, factual investigations of the problems of higher education."


1345. HOLLENBACH, JOHN AND DE GRAAF, CLARENCE. Teaching for Thinking: A Study Made by Faculty Members of Hope College. Jour. Higher Educ., 25: 122-123, March 1957. (Authors: (1) Chairman, Self-Help Committee; (2) Head, Department of English; both of Hope College, Michigan.)

"The study was first of all an attempt on the part of 11 faculty members of Hope College faculty to learn more about how college students learn to think. Second, it was an attempt to learn more precisely what college teachers do in order to help students learn to think. . . . Finally, the aim and hope of the study were to learn to teach better for the development of sound abilities and habits of thinking."

1346. HORNOR, SISTER MARVIN AND STERNLE, DANIEL J. A College Examines Its Use of Test Results. Jour. Educ. Research, 50: 611-615, April 1957. (Faculty member, Our Lady of Cincinnati College, Ohio.)

Reports results of a faculty study of use of test results in a program of improvement of instruction at the College. Tabulates 18 uses made of six tests. Conclusion: "Tests do have an important role to play in the entire education process, for the benefit both of student and instructor."


Four replies to the question are given by Dean Francis E. Minaska, Cornell University; by Dean K. L. Knickerbocker, University of Tennessee; by Dean W. L. Ayres, Purdue University; and by Dean A. W. Thompson, State College of Washington.


Considers a variety of theories and practices regarding faculty personnel policies based on review of relevant literature. Includes discussion of selection and appointment, salary and promotion, rank and termination, academic freedom, leaves of absence, conditions of work, housing and services, recreation and social life, and retirement.


Unpublished doctoral dissertation (Ed. D.). "The following topics were treated: (1) related literature; (2) the opinions of experts; (3) the program of orientation at Ohio Wesleyan University; (4) the program of orient-
tation at [49] selected liberal arts colleges as revealed by surveys and investigations.


Discusses six topics: normal retirement age, use of staff after normal retirement age, normal retirement income and means of providing it, group life insurance, group medical insurance, and group disability benefits.


Reports progress in raising of retirement age in some colleges since report 1 year earlier, and changes in insurance and other plans for faculty benefits.


Reports grant of $205,000 from Ford Foundation for establishment and administration for 5 years of a national register of retired faculty members at Washington, D.C. Gives text of a proposed statement on retirement policies.

1353. JOHNSON, GEORGE E. Is a Compulsory Retirement Age Ever Justified? Jour. Geront., 6: 263-271, July 1951. (Author: Vice President and Secretary, Teachers Insurance and Annuity Association.)

A general discussion with reference to pension plans for various types of workers but with some specific application to college professors. States advantages and disadvantages of compulsory age for retirement. Conclusion: “After examining the pros and cons of all methods, we will probably decide, as nearly all pension committees have, that a compulsory retirement age is the least objectionable of the available methods, and we will therefore recommend it even though we know of its patent weaknesses.” Bibliography, 11 titles.


“Here is information on what industry is doing to help its employees prepare for well-adjusted retirement, along with some suggestions which have been made to increase activity in this field of the college world.” Reports plans and practices of Exxon Standard Oil Co., Shell Oil Co., General Motors Corporation, and other organizations. Suggests advisability of a Teacher Continuation Service for new placements of some “retired” college professors.


“I want to focus our attention upon the new TIAA-CREF retirement plan. I want to show how this plan has been designed to meet the individual needs of faculty members.” Also suggests a Pre-Retirement Counseling Plan for college professors to include education on problems of the aging, annual interviews during 5 years preceding retirement, periodic medical checkups, and possible job placement.


A condensation of the material presented in No. 1355.


“In this study of retirement planning for the college professor, we will start by analysing the role of the professor. . . . These needs can be stated briefly as follows: need for an adequate income, and need for a career after retirement.”


Lists various methods of recognition by the institution in which the individual is located, by the profession, by industry, and by the public. Gives several specific examples.

1359. JONES, JAMES J. How Can We Improve Our Faculty Meetings? Educ. Adm. & Supv., 42: 178-180, March 1956. (Author: Assistant Professor of Education, University of Virginia.)

“Faculty meetings mean different things to different people. Yet all those who take part should feel that for their own purposes the meeting is worth while.” Gives seven specific suggestions for improvement.

Describes origin and methods of an informal faculty group interested in the college’s religious resources and leadership, which “continued its joint studies through approximately 20 meetings, held semi-monthly for nearly two years, with attendance usually ranging from 8 to 20. . . . Group discussion was focused upon possibilities for closer integration of religious and subject matter. . . . The most substantial and enduring issue of the group meetings, however, was the planning and presentation of an experimental course. . . . The Christian Tradition as a Cultural Heritage.” Full outline of course given and methods described.


Doctoral dissertation (Ph. D.) at University of Minnesota. Based on personal interviews at each of 23 Catholic colleges for women. Gives detailed reports on nine groups of practices and discusses their significance. “The findings of the interviews reveal practices which can be beneficial to colleges of any type, but particularly, perhaps, to the small college.”


Characterises enlarged programs of various types for prospective and for employed college teachers. Includes postdoctoral fellowships, summer study programs, cooperative graduate fellowships, and institutes for training technical school faculties.

1963. KERLINGER, FRED N. The Functions of the University Professor of Education. Sch. & Soc., 85: 35-37, Feb. 2, 1967. (Author: Assistant Professor of Education, New York University.)

“What I am suggesting for professors of education, in brief, is more ivory tower. . . . The education professor. . . . must often slam the door of the tower and keep the community out if he wants to preserve his professional objectivity and integrity.”

1964. KROUGH, HAROLD C. Faculty Retirement and Insurance Programs in Midwestern Universities. AAUP Bull., 45: 206-208, June 1969. Reprinted from Journal of Insurance, Feb. 1969. (Author: Associate Professor of Business Administration, University of Kansas.)

Tabulates in detail data on retirement programs of the Big 10 and Big 8 midwestern colleges and universities.


“These reflections may be divided into three interrelated classifications, namely, (1) personal implications, that is, significance for the individual himself; (2) social implications; and (3) educational implications.”

1966. LAWSON, DOUGLAS E. Society’s Stake in Merit Rating for Teachers. Sch. & Soc., 85: 140-142, Apr. 27, 1957. (Author: Faculty member, Southern Illinois University.)

Summarises arguments favorable and unfavorable to merit rating and reports in detail method followed at Southern Illinois University for rating 250 faculty members. For comments by G. L. Miller, see Sch. & Soc., 85: 402, Dec. 21, 1957.

1967. LATOCK, FRANK. . . And One to Grow On. AAUP Bull., 41: 733-741, Winter 1955. (Author: Assistant Professor of Education, University of California, Riverside.)

“During 1963-64, nearly 200 college teachers spent a year away from their regular jobs at the expense of the Ford Foundation. I was one of them, and found my experience stimulating enough to suggest communicating it.” Reports his experiences during a year at University of Chicago. “This sabbatical leave, then, has been a period of needed growth and re-creation. . . . This has, I
know, happened to countless other people. . . . I hope the Fund for the Advancement of Education will be able to continue making available opportunities for professional growth."

1368. LazoRFIELD, PAUL F. and THIENlen, WAGNER, Jr. The Academic Mind: Social Scientists in a Time of Crisis. Glencoe, Ill.: Free Press, 1958. xii,460 p. (Author: (1) Professor of Sociology, Columbia University; (2) Not identified.)


"Of the many problems growing out of the experiment in general education at Temple University, there are two that I wish to consider, both related to the basic course in the humanities. The first is the problem of freedom for the teacher. . . . The second is a problem of scholarship. Is it possible to teach general-education courses and remain a scholar?"


Studies critically plans and possibilities of three national organizations, Department of Higher Education of the National Education Association, American Federation of Teachers, and American Association of University Professors. "The AAUP, even if it fails to include all the desired elements which have been outlined, learns as the only available organization for college faculty members which has attracted the confidence and support of a considerable proportion of the teachers of higher education. . . . Yet its accomplishments are meager compared with its possibilities."

1371. LIEMERMAN, MYRON. Education as a Profession. New York: Prentice-Hall, 1956. xviii,540 p. (Author: Faculty member, University of Oklahoma.)


1372. . . . The Disorganization Man. Sch. & Soc., 94: 105-167, April 12, 1958. (Author: Faculty member, Yeshiva University, New York.)

A vigorous attack on the effectiveness of the American Association of University Professors and to a lesser extent on the Association of Higher Education as professional organizations in contrast to the American Medical Association. "The AHA is no more 'professional' than a society of stamp collectors."


Based on questionnaire responses from business managers of 87 institutions, whose names are given. Present practices described and five benefits stated. Feels that most of the institutions should improve their plans.


"The prevailing concept, through all pension planning, not just in academic circles, is the constant dollar payment. The fluctuations in the cost of living in the past generation have focused attention on the weakness of this concept. . . . Many readers of the Bulletin already know something of a new concept which has never before been applied to pension plans. It is an attempt to provide an annuity which will vary more closely with the cost of living. It is the recently announced proposal to establish the College Retirement Equities Fund." Plan is fully explained and resolutions quoted as
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adopted by a special Commission of Educators and Laymen, of which President Henry M. Wriston, Brown University, was chairman.


Comprehensive statement of the development and purposes of the two organizations which have grown from 99 participating institutions in 1926 to 703 in 1955.


"The Whitney Visiting Professors program, now in its third year of operation, has gained considerable momentum and registered a strong impact on the colleges which have participated in it. Thirty 'retired' professors have resumed their teaching for one year at colleges other than their own... This article aims to describe and program and its operation."

1377. LUDLOW, H. GLENN. What Attracts the New College Teacher? Sch. & Soc., 87: 323, June 20, 1959. (Author: Faculty member, University of Michigan.)

Based on questionnaires from Bureau of Appointment of University of Michigan to 80 beginning college teachers. "Time and encouragement for research and writing rank high... while opportunities to supplement the academic-year salary and institutional help in getting good housing were among the least important factors."

1378. MCGUIRE, CARL. Inflation and Faculty Annuity Programs. AAUP Bull., 33: 74-99, March 1962. (Author: Associate Professor of Economics, University of Colorado.)

"Faculty annuity programs have been designed, up to now, on the basic assumption that the general levels of prices would not rise significantly, even over an extended period of time. Fifteen years of experience with inflation have proved this assumption to be invalid and the development of a new type of faculty annuity program to be imperative."


Second volume of the Columbia University American Academic Freedom Project. In five parts: I. The Climate of Opinion (3 chapters); II. Academic Government and Academic Freedom (6 chapters); III. The Lines of Attack on Academic Freedom (2 chapters); IV. The Student and the Teacher (3 chapters); V. The University and the Social Order (3 chapters). Bibliography, 396 titles, classified topically. (For first volume by R. Hofstadter and W. P. Metzger, see No. 1344.)


1380. McKLEACHIE, WILLIAM J. Student Ratings of Faculty. Improv. Coll. & Univ. Teach., 5: 4-8, Winter 1957. (Author: Professor of Psychology, University of Michigan.)

Discusses method of constructing a new scale, including purpose of the scale, faculty morale, length of the scale, selection of items, and administration of the scale. "Here is an opportunity to see ourselves as others see us! Let us use it wisely."


Unpublished doctoral dissertation (Ph.D.). Based on data secured by personal visits to "all of the nine Jesuit colleges in the North Central States." Covers "rank and promotion, tenure and academic freedom, salaries, insurance and retirement provisions, service
load, clerical assistance for faculty members, leaves of absence, provisions for attendance at professional meetings, and faculty welfare services." States weaknesses of the nine institutions as revealed by the study.


A vigorous attack on efforts at measurement of teaching competence. "In the endless charting of various qualities of all teachers, 90 percent of the items are not pertinent." Opposes faculty rating by students on moral, statistical, and scientific grounds.


Opposes fixed retirement age of 65 for college professors. "Three points become axiomatic. First, the age to which men and women can work effectively has risen." Even if it had not, the wisdom of experience is the very essence of education. Second, not every teacher ages at the same rate so that some men are older at sixty than are others at sixty-five. Third, the decision to enforce retirement at sixty-five, instead of giving a decision to retire when the clock runs down sufficiently, is logically an absurdity in that it postulates coincidence of age and incompetence." Implications of each of these statements are discussed. For reply by H. A. Webb, see No. 1432.

1384. ——— The Perquisites of Teaching. Improv. Coll. & Univ. Teach., 1: 3-8, Feb. 1953. (Author: See No. 1382.)

After discussing some perquisites and rewards of a questionable type, considers more fully "several perquisites that are not of the equivocal kind"—opportunity for continued study, the challenge of problems, association with youth, and the privilege of service.


States 12 criteria for promotion as determined by vote of 66 faculty members at Ohio Northern University. "Our faculty council believes that if the criteria listed are used instead of the usual one or two standards that administrators tend to lean on substantially, the morale of the faculty will be greatly improved."


Describes various problems studied "four week workshops, two of which are held each summer." States that "workshops can be of considerable importance in providing for in-service training of faculty members and at the same time accomplishing needed research. Persons who attend these workshops are changed as a result of their experience, and they do prepare studies and recommendations which are translated into changed policy.


"Student ratings are likely to be careless, too general, biased, or unpainful. . . . The armed forces and private industry have been using a radically different type of rating scale which attacks these objections. It is the forced-choice scale." Gives examples of it and discusses its merits. "To test this method in a university setting, we devised a 25-block, 100-item forced-choice form for college teachers."

1388. MILLER, VAN. Faculty Committee Advises Dean on Promotion, Rank, Pay. Coll. & Univ. Bus., 12: 45-47. May 1952. (Author: Professor of Education, University of Illinois.)

Outlines the procedures and evaluates the work of such a committee in the College of Education of University of Illinois.


"Analysis of the records of retirement experience of some 859 retired professors, made possible through the cooperation of the TIAA, gives us information on the adjustments to retirement experience for this occupational group. Such items as their degree of satisfaction and dissatisfaction, their problems of
income, and their employment or attempted employment in retirement years receive attention. The group who move from their home community is compared with those who remain in the location of their last assignment.


"A new five-year plan has emerged in Northern Montana." Describes 1951, 1952, and 1953 pre-college conferences. First one dealt especially with guidance and mental hygiene, second with general and vocational education, third with goals of college education. Full report given of methods used in 1953 conference.

1891. Morgan, David H. A New Faculty Member Through the Eyes of a College President. _Coll. & Univ._ 31: 186-198, Winter, 1956. (Author: President, A & M College of Texas.)

A stimulating address at first faculty and staff meeting in fall of 1955. "The new faculty member should be fully informed on the rich traditions and fine work of the institution." Gives several examples. States various ways in which the administration is ready to help the new faculty member. Announces five awards of $500 each to be given to the faculty, three for outstanding teaching, one for improvement of faculty-student relationships, and one for outstanding research by a teacher.


Satirical advice to young college instructors under headings of relations with students, tests and examinations, and professional relationships and activities. "If you adhere diligently to these principles and practices, you may look forward to a long and self-gratifying career as an instructor or assistant professor."


Unpublished doctoral dissertation (Ed. D.). Based on information received from 864 colleges and universities. Finds that of the 296 which reported definite experience with student ratings, four-fifths of them planned to continue use of them. "The indications are that the level before has activity in this area even approached its present level of intensity. What is more, this trend is still increasing."


Reports results of country-wide questionnaire study and analysis of local campus mail with reference to frequency of use of terms "doctor" or "professor." Of 175 replies received, usage was about equally divided. Discusses desirability and trends.


Entire issue is devoted to six addresses and reports of four group meetings at Twelfth Annual Higher Education Conference at New York University, Dec. 8, 1956. Authors are Carroll V. Newsom, President of New York University, and faculty members of the University.


"There is a way to salvage the assets possessed by the older professor and at the same time permit him to retain that feeling of usefulness toward which he has striven for so many years. A man reaching retirement age should be given the opportunity to remain on the staff as a senior professor teaching one section at an appropriate fraction of his salary. The advantages to both the senior professor and the college will be many." States several such advantages.

1897. Neuberger, L. Mark. In-Service Improvement of Teaching. _Improv. Coll. & Univ. Teach._ 7: 48-51, Spring 1958. (Author: Dean of Academic Administration, Utah State University.)

"A review of current educational literature and visits to the campuses of more than forty colleges and universities have convinced the writer that in-service education is the key which has unlocked the door and opened a new vista in higher education. . . . There
are many types of in-service programs in operation today. The most popular seem to be the seminar and workshop."


Report of methods used at the college, whose faculty consisted of 80 members. Author's state nine reasons for assigning rank to faculty members. Assignment was in terms of evidence of scholarship and scholarly attainment, evidence of professional services to the college, and certain minimum requirements. Gives a detailed evaluation schedule and a special 12-point faculty rating scale as used by colleagues. Purdue Rating Scale of Instructors was used to secure student evaluations of faculty. Bibliography, seven titles.


Unpublished doctoral dissertation. Based in part on questionnaire responses and rating sheets from 270 college teachers in New York State Teachers Colleges. Practices evaluated are classified in 10 main types. "A final conclusion drawn from both analysis of the data and from comments and additional practices suggested by those who completed the questionnaires is that there is much evidence that the teaching staff does not feel that the administrative staff show sufficient sympathy toward, or understanding of, good college teaching."


Discusses faculty orientation programs based on study of practices in 25 colleges.

1401. **Parker, John W.** The Place of the Teacher in American Higher Education. *Vital Speeches*, 19: 605–606, July 1963. (Author: President, College Language Association; Faculty member, Fayetteville State College, North Carolina.)

Address before College Language Association, April 24, 1963. A college is "a community of scholars, some real, some potential, but nevertheless a group of persons who have elected to devote themselves to cultural and intellectual pursuits.... Not always does a college or university dean regard superior teaching as of prime importance.... Many of our 'teachers' are not really teachers. They are mathematicians, physicists, historians, linguists, and so on through the list—not teachers.... The college teacher is promoted for almost any reason except that he can teach."

1402. **Peterson, Basil H.** Starting a Year. *Jour. Coll. Jour.*, 27: 18–21, Sept. 1866. (Author: President, Orange Coast College, California.)

"Each year the Orange Coast College sets the stage by holding a pre-school workshop and conference for all members of the faculty.... The pre-school conference this past year gave consideration to three major topics: (1) freedom to teach; (2) teaching the basic skills; and (3) an evaluation of the educational program of Orange Coast College." Gives a description of techniques used which author feels may be of value to other institutions.


"This article proposes that at least a portion of the funds available for these purposes be segregated as an investment in scholarship and professional improvement and be allocated to each individual faculty member according to a fixed proportion of his base salary."

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"My summary sentence would be simply this: Our faculties in many cases are not aware of the urgency and the responsibility of the next 10 years as are you, and, that being the case, it is your responsibility not only to finance our colleges but to stimulate leadership within teaching ranks so that our education may be the most effective we have had in the history of American colleges and universities."


A very comprehensive factual study. Based on questionnaires sent to administrators of 1,500 institutions. Major portion of report deals with (1) the age at which or the period within which retirement should normally occur; (2) the provisions to insure an income for retired faculty members; and (3) the treatment of exceptions.


Supplementary to No. 1410, based on the 1,500 questionnaires there mentioned. Quotations from many of them on compulsory retirement, early retirement, late retirement, normal or optional retirement age, early cessation of administrative work, tapering off, size of retirement benefits, and vesting of pension equity.

1412. Robinson, Roland I. Beyond Retirement. AAUP Bull., 41: 328-335, Summer 1955. (Author: Professor of Banking, Northwestern University, Illinois.)

"Retirement age policy poses a dilemma both for teachers and for academic administrators. ... The academic climate seems to preserve the health of many." Tabulates...
various retirement practices in 380 colleges. Suggests establishment of a Retirement Registrar in the offices of American Association of University Professors to facilitate placement of retired professors in new positions.


Reports system developed in "one medium sized publicly supported institution" for equating five teaching ranks, five research ranks, and four library ranks. Discusses advantages and disadvantages of the plan.


Discusses various differences and similarities of professors in American, British, and Continental universities. "In spite of all the evidence of how much the American public has that education can solve most if not all of its problems, the American professor is lacking in status as compared with the European."


"The Social Security Amendments of 1954 represent a significant advance for the Social Security System instituted 19 years ago. Major changes in the old age and survivors’ insurance program are of considerable importance to teachers in publicly controlled schools, colleges, and universities." Describes details under headings: Extent of Coverage, Improvement of Benefits, Retirement Test, Protection of Benefit Rights of the Disabled, and Financing.


Gives text of a statement of principles and norms prepared at request of a faculty committee of University of Puerto Rico. "I feel that because of its importance and past neglect it is high time that the question of personnel policy be discussed, not only locally, at the University of Puerto Rico, but at large." Followed by comments by Angel G. O. Alfaro, Dean, University of Puerto Rico; by Edward A. Carlin, Dean, Michigan State University; by Maurice B. Cramer, Professor of Humanities, University of Chicago; by Russell M. Cooper, Assistant Dean, University of Minnesota; and by William C. Devane, Dean, Yale College; and by Jose A. Torres, Director, Social Science Department, University of Puerto Rico.


Asserts that professors "need to assume more responsibility for raising public regard for their calling... Those who are doctors and teachers and Ph.D.'s combined should take at least as much pride in their title as do physicians. They should use the title Doctor at every appropriate opportunity."

1418. SHANNON, GEORGE POPE. Administrative Policies and Faculty Effectiveness. In American Conference of Academic Deans, Proceedings, 1951, p. 29-34. (Author: Associate Secretary, American Association of University Professors.)

Analyzes difficulties, aside from academic freedom, in some 50 cases referred to the Association by professors claiming mistreatment by administration. Discusses administrative actions "which can only be described as outrageous or contemptible" and of faculty actions "incredibly stupid, or ignorant, or cowardly, or unprincipled, or just cantankerous."


Report of fund awarded to Michigan State University to cover stipends for 45 teachers in science and mathematics in junior colleges for summer institute of 6 weeks in 1958. States four main objectives for improvement of such teachers.

States three reasons why "our top management believes that it is good business to provide temporary employment for college engineering teachers during their summer vacations" but says that "we at Allison feel that it is unethical to woo the engineering teachers from the college faculties" on any permanent basis of employment. Reports also policies and practices on the part of other large industrial corporations.


Gives a general picture of the work of the university professor with special emphasis on his research activities.


"The following Statement... has been prepared by a joint committee representing the Association of American Colleges and the AAUP. It is intended to supplement the 1950 Statement... The Statement was approved by the Council of the AAUP at its Fall meeting in November 1957, and by the AAC at its annual meeting in January 1958."


"The author recently asked 86 faculty members who had been in their present positions for three years or less to list orientation practices which they felt were helpful or would have been helpful to them in adjusting to their new positions. These faculty members represented 79 institutions at higher learning in 31 different States... Two hundred college administrators who had expressed an interest in the study were also asked to contribute their ideas." Presents two suggestions for use before appointment, nine upon accepting a position, three upon reporting for duty, and nine for subsequent professional adjustment.


A discussion of the intellectual integrity of present-day faculty members and their obligation to convey accurate, disinterested information. "Do they, in defiance of the prevailing practical materialism of these times, exercise conscientiously their potentialities for thinking in accordance with evidence, for judging disinterestedly, and for informing other persons in a manner truly proper?"


Discusses various plans and methods. "The overwhelming weight of evidence, it is hoped, will prevent colleges from adopting ratings of faculty by faculty, or of faculty by students, for assessing teaching effectiveness... The inevitable conclusion to be drawn is that at the present time there are no methods available for appraising the effectiveness of teaching at the higher levels of education."


Brief history of Faculty Christian Fellowship since its organization in 1952, with special emphasis on organization of a study group of professors of sociology.


Reports some of the practices at Northland College contributing to exceptionally high faculty morale. "It is necessary always to have positive goals toward which the faculty is striving. We have found it advantageous to send all faculty members copies of the president's weekly letter to the board of trustees. One of the happiest decisions made at Northland College was the decision to abolish all faculty rankings. Obviously there is no simple or sure procedure for guaranteeing good faculty morale. It takes a lot of honesty and courage on the part of both administration and faculty mem-
Based on information furnished by 26 institutions, "Most of the institutions (92 percent) reported that they had a compulsory retirement age. Questions as to the details of retirement policies indicated that there are often optional aspects to 'compulsory' retirement systems. Only one-third of those reporting a compulsory system had a flat retirement age of 65."


A comprehensive discussion giving general background and applications of the Social Security Act to colleges and universities, including effective date, retirement age, benefits, rates of deductions, and other details. Concludes with 11 answers to specific questions which "may be applicable to colleges and universities generally."


"When social security was made available to educational institutions it was hailed as a second layer to our retirement cake. To many of the older staff members it was not only a second layer to their cake, but also provided a generous amount of frosting." Discusses present conditions and probable developments until 1968 and situation of two groups of staff members in relation to TIAA payments and benefits.


A reply to M. S. Marshall, No. 1853. Presents forcefully reasons for a fixed retirement age. "Retirement, after all, is not calamity but opportunity." Gives numerous examples of men who did outstanding creative work after they were 70 years of age.


"The usual procedures, such as workshops, conferences with the head of the department, lectures, and bulletins have value and should be continued. However, there must be more personal guidance if we are to obtain the desired results. This type of help can be obtained best by a well-adjusted program of supervision." Discusses methods and values of such a program.

1434. White, M. M. Distinguished Professorship at the University of Kentucky. Jour. Eng. Educ., 43: 573-574, June 1953. (Author: Dean, College of Arts and Sciences, University of Kentucky.)

"The problem of recognizing merit and holding personnel is met in all professions. . . . As a recognition of service and ability the College of Arts and Sciences of the University of Kentucky elects each year from its membership the 'Distinguished Professor of the Year.'" Describes method of selection, privileges and obligations of the man selected, and functions served by the plan.


Describes second offering of the course "The Christian Tradition as a Cultural Heritage" at Beloit College and reports changes made in method of presentation. (For first presentation, see No. 1860.) "The lecture method was largely abandoned. A joint student-faculty approach was instituted. . . . In almost every respect, the second offering of the course proved more satisfactory. . . . Several discussions have been held recently concern-

Stresses the obligation and opportunity of the dean to devise and organize various methods of improvement of the faculty before and after their appointment. Conclusion: "A happy faculty is a good one. A continual effort should be made to create conditions that will maintain a high level of student and faculty morale. That is the basis of any successful in-service training program."


Analyses the institutional records used by the committee of administrative officers and faculty members at an unnamed midwestern state university in deciding on the promotions of 64 faculty members during a 15-year period. "The representative member of the superior group is a brilliant or highly-qualified research worker, an outstanding or successful teacher, possessing imagination, insight or originality, industry, and integrity."


Reviews several earlier studies in the field. Reports results of questionnaire study on various phases of retirement policy as reported by 25 church colleges, 63 private colleges, and 87 state and municipal colleges. Summaries are given for each group separately. Concludes that compulsory retirement at age 65 is not biologically, professionally, or economically sound.


From Introduction by John W. Gardner, President, Carnegie Corporation of New York: "Important innovations in college teaching can only be accomplished by men with a thorough mastery of subject matter and an imaginative grasp of the teaching process. Beyond that they need time, energy, and courage. Any substantial innovation in the curriculum disturbs comfortable habits and threatens vested interests in the faculty. Only a faculty which is intellectually vigorous will attempt such an innovation. And only a faculty which is large-minded and courageous will carry it through. Brown University has accomplished such an innovation in the program described by Professor Workman."


"This study was undertaken to determine the degree to which concepts of academic rank may be found in American junior colleges, teachers colleges, and other four-year colleges and universities." Based on analysis of college catalogs. Data are tabulated for 72 junior colleges, 106 teachers colleges, and 158 other 4-year institutions. Gives 11 titles of different ranks identified.


### 6. WORKING CONDITIONS

Includes salary, fringe benefits, economic status, leaves of absence, class size, teaching load, and relative claims of teaching and research.

Gives a vivid personal recital of varied responsibilities—teaching, conferences, and other activities during a 4-day period which makes any serious research impossible.

1442. AMENTHOUT, WINFIELD D. Relation of Class Size and Other Factors to Student Ratings of Teachers. Jour. Teach. Educ., 1: 102, June 1960. (Author: Vice President, Colorado State College of Education.)

“Student rating of teachers has become a valuable instrument for self-improvement in classroom instruction at the Colorado State College of Education.” Discusses influence of such ratings on class size, ability of the student, required courses, and “halo effect.”


Based on questionnaire responses from 20 percent sample of faculty and administrative staff of University of Delaware. Considers seven common misconceptions.


“A major portion of this issue of the Bulletin is devoted to material looking toward the improvement of the economic status of the academic-profession.” Contains introductory statement, with comments on four important following articles: (1) “Economic Status of the Profession: A Statement of Policy,” by William A. Neiswanger, Chairman, University of Illinois, p. 214-216; (2) “Report of the Subcommittee on Standards,” by Francis M. Boddy, Chairman, University of Minnesota, p. 217-218; (3) “Grading of Academic Salary Scales,” by Fritz Machlup, Johns Hopkins University, p. 219-236; (4) “Instructional Salaries in 39 Selected Colleges and Universities for the Academic Year 1967-68: A Study by the Committee on the Economic Status of the Profession of the AAUP Final Report,” by Albert H. Inlow, Chairman, Tufts University, p. 237-269. Second and third articles present a table of minimum salaries by which the salary scales of any institution can be rated, for four academic ranks, and for seven levels of quality, checked against actual practice in over 400 institutions. Last article is sixth report on salaries similar to other biennial reports. (For earlier ones see College Teachers and College Teaching (No. 10) entries 396-402.) Shows that mean salaries for all ranks increased 13.5 percent from 1955-56 to 1957-58. Relates these results to changes in purchasing power and makes comparison with income of other professions.


Describes various “fringe benefits” for college faculty, including housing, meals, coffee break, education of faculty children, retirement systems, and privileges taken for granted.


Extensive quotations from and comments on Rasm and Tidten study (No. 1549). Shows that the university “president over this 5-year period has lost 2 percent of his absolute salary. How has he fared with others? Compare conditions with faculty salaries and with income of men in other fields. "Let's take the President in California. In 1908 he got $10,000. The equivalent today would be $50,000."


Discusses case at Rutgers University involving discovery of streptomycin and state general legal principles involved.


Discusses various factors including academic freedom, teaching loads, leaves of absence, compensation, summer earnings, fringe benefits, and provisions for retirement.

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1957. (Author: Associate Professor of Economics, University of Illinois.) Discusses various methods of meeting the problem of mounting enrollments, including use of television, improvement in salaries, and greater teaching loads.

1450. BROOKS, ROBERT R. R. Salary With the Fringe on Top. Assoc. Amer. Coll. Bull., 41: 328-332, May 1955. (Author: Dean, Williams College, Massachusetts.) Discusses four advantages of fringe benefits for college teachers. "They permit the practicable use of payments based on need, they effect compulsory savings against a rainy day, they encourage group action toward benefits which the individual employee cannot buy, and they help make use of unused facilities."

1451. BROWN, J. DOUGLAS. Teaching and Research in the University. N.Y.A Jour., 48: 12, 14, May 1959. (Author: Dean, Princeton University.) "Teaching in liberal education should be teaching in creativity. . . . There are several reasons why this is true." Given four reasons. For another view, see G. O. Williams, No. 1668.

1452. BURKE, JOHN EMMET. Factors Contributing to Faculty Morale in Teachers Colleges. Teach. Coll. Jour., 22: 2-3, 11, Oct. 1960. (Author: Librarian, George Peabody College for Teachers, Tennessee.) Discusses three major problems in comparison with faculties of liberal arts colleges: (1) considerably lower salary schedules, (2) considerably heavier teaching loads, and (3) inability to compete in the field of creative research.

1453. BUTTON, DANIEL M. For Faculty Families: To Fee or Not to Fee. Coll. & Univ. Bus., 24: 23-24, June 1958. (Author: Former Assistant to the President, State University of New York.) Reports varying practices in 55 institutions in every State regarding remission of tuition to staff members and even to members of their families. Reports that 36 provide some fee benefits for their faculty members. Lists 10 factors that should be taken into account by an institution in formulation of a policy in the matter.

1454. CAMMARANO, JOSEPH R. and SANTOPOLO, FRANK A. Teaching Efficiency and Class Size. Sch. & Soc., 58: 338-341, Sept. 27; 1958. (Authors: (1) Assistant Professor of Economics; (2) Assistant Professor of Political Philosophy; both of Fordham University, New York.) Report results of teaching classes of 30 and 60 students each in economics, government, and sociology at Fordham University. Find no significant differences in performance of the large and small classes.

1455. CARMICHAEL, A. MAX. A Professor Pleads for Merit Pay and Promotion. Coll. & Univ. Bus., 26: 39-40, June 1969. (Author: Professor of Education, San Diego State College, Calif.) Asserts that faculty members should work toward self-evaluation. Makes seven suggestions as to what college teachers can and should do to achieve the required state of maturity.

1456. CASE, HARRY W. Student-to-Instructor Ratio: Methods of Meeting the Enrollment Crisis. Jour. Eng. Educ., 48: 165-173, Dec. 1957. (Author: Professor of Engineering, University of California, Los Angeles.) Gives student-faculty ratios at 26 universities, 10 colleges of arts and sciences, and in eight departments of University of California. Also distribution of total work load per week for different academic ranks from professors to assistants at University of California. Bibliography, 16 titles.

1457. CHERINGTON, ERNEST H., JR. How Many Can We Teach? Jour. Higher Educ., 26: 90-98, 112, Feb. 1955. (Author: Dean, Buchtel College of Liberal Arts, University of Akron, Ohio.) "In American education we do not spread the intellectual repast before the student and invite him to partake . . . instead, we spoon feed him bite by bite, and we even 'burrp' him from time to time. . . . If we dare to throw increasing responsibility for his own education upon the shoulders of the student, three desirable trends will soon become evident. The number of students which the instructor can teach will increase, the drudgery of teaching will gradually disappear, and the college man of tomorrow will be better educated than his counterpart today."

1458. COLLIER, ARNOLD. What the More Promising Beginning Teacher Costs. AAUP Bull., 45: 223-226, June 1960. (Author: Assistant Professor of
Economics, Amherst College, Massachusetts.)

Gives answers secured from six graduate schools indicating probable salaries for new instructors in each of 11 major teaching fields. For those with Ph. D., anticipated salaries vary from $4,800 to $7,800; for those without a Ph. D., from $3,600 to $5,600.


"I am a teacher in this America of ours where, if you care to believe all the publicity, teachers are notoriously underprivileged, under fed, under loved, under appreciated, and under paid. But I'm getting rich at the job! I teach English at a small Eastern college, for a very modest sum indeed. With a wife and four children, I know the importance of money. In teaching, there is never enough of it. If I were teaching for money, I would have quit it long ago. The kind of wealth I am talking about, I can't single in my pants pocket."


Summarizes questionnaire responses from 67 small colleges. Gives details of practices regarding retirement and insurance plans, tuition remission to faculty children, housing for staff, car mileage allowances, sabbatical leave, travel to professional meetings, and office arrangements.


Considers beneficial effects of research on the teacher and discusses some of the unsympathetic attitudes shown by instructors in small colleges with heavy teaching loads and many other duties. "In the last analysis, the degree of ambition in the particular teacher will determine whether he will engage in a creative undertaking. It may be that such an effort will involve a curtailment of one's teaching effort."


Summarizes results of a telephone survey of 66 public junior colleges in California. Reports teaching loads in each of five areas: English, social science and political science; biological and physical sciences; art, music, foreign languages; industrial education; and physical education. Also, extra remuneration, if any, for coaching, counseling, sponsorship of student activities, and summer school work. Names and enrollments of cooperating colleges given.


"Faculty housing conditions tend to parallel those of single students. . . . In a few rare instances, colleges have family housing of permanent type especially designed for student and faculty living. Increasing demands are being made for this type of housing which is difficult to construct and finance at current costs."


"One of the major dilemmas faced by the instructor is the time factor. . . . Another area of disturbance lies in the relationships between the instructor and his students. . . . Only by allowing their instructors to achieve intellectual and professional security can the junior college program really gain the status in the educational system it seeks and needs."


Unpublished doctoral dissertation (Ph. D.). Based on study of five classes, enrolling 154 students, in a course in Education at University of Wisconsin. Enrollments of two large classes were 60 and 64; of three small classes, 29, 34, 31. Result: Mean achievements of all small-class students were higher than those of all large-class students on 11 measures of achievement. Their mean attitudes were more favorable on all 16 items of an attitude scale.

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115-116, Feb. 1968. (Author: Instructor in English, University of Utah.)

Comments on various salary studies of past 40 years, noting similarity of many of their conclusions regarding inadequacy of college salaries. Discusses relative claims of teaching, research, and administration and possible recognition for these types of service in appropriate compensation. Presents "four rules of thumb by which one might measure the adequacy of a college teacher's salary."


Discusses inadequacy of university salaries, supplementary income, and related economic factors.


Based on a study made at New York University. "It seems reasonable to establish teaching and counseling time as two main professional tasks." Considers numerous other factors also in attempts to determine total professional load of a college professor.


Discusses chiefly relative values of small and large classes. Gives useful summary of the small-class concept dating from middle of third century, A.D.


"This article will discuss the most widely accepted measurements of faculty teaching and point out the weaknesses of the credit-hour when it is used for this purpose." Analyses five methods based on credit hours and class hours. Gives two illustrative statistical tables.


"The simple fact is that college professors need a larger share of the prosperity which they were and are so instrumental in creating. How much? In terms of the present price level, no qualified person should be a full professor at less than $10,000 per year and no instructor should start below $6,000 per year. . . . Unless these minimal salaries are met, the future will note but not mourn the passing of a literate civilised America. Mankind never mourns thoughtless fools."

1472. Fay, Elmer G. Teaching and/or Research. AAUP Bull., 36: 676-678, Winter 1960. (Author: Associate Professor of Romance Languages, Emory University, Georgia.)

"Some universities, by means of promotions in rank and salary, encourage the members of their faculties to do research. Other universities appear to care very little whether their professors do research or not. Still others take the almost incredible point of view that if a man is a success as a scholar he must, for that reason, be a failure as a teacher." Defends the thesis that ordinarily a productive scholar makes an inspiring teacher.

1473. Feld, William C. The Faculty Salary Problem at Independent Colleges. AAUW Jour., 50: 221-224, May 1957. (Author: Associate Provost, Columbia University.)

"On the average, salaries are lowest at Catholic institutions, somewhat higher at independent institutions; highest at public colleges and universities. . . . We must complete the transition from medieval to modern methods of college financing."


A panel discussion by Walter C. Cleave, Vice President, Myrtle & Co., Chicago; Jay d'Vens, College Housing Branch, Community Facilities Administration, Washington, D.C.; Edgar W. Stewar, Vice President and Treasurer, Purdue University, Indiana; and Eugene Clark, Dean, School of Economics and Business, State College of Washington.


"I will describe one particular type of survey that has been used successfully in determining comparability of salary rates paid to State and university employees with those paid to private employees in the same State."

Discusses need for protection of faculty members against major medical expenses. Outlines plan of the TIAA to meet this need under grant from Ford Foundation of $5,000,000 to encourage such planning.


"In many American colleges and universities today Socrates himself would be refused tenure for having failed to 'publish.' In other institutions Plato would win more recognition for effective teaching in the classroom or on institutional committees than for the Republic." Discusses relative values of teaching and research as bases for promotion and conciles the conflict in many institutions as unnecessary and unfortunate.


A general statement of conditions in elementary, secondary, and higher education and the effect of the anticipated tidal wave of students. "The colleges and institutions of higher education are least prepared and therefore will suffer most." Discusses inadequacy of salaries and "most important, there are no inspiring goals." Claims that at the college level "are the products of the dead weight of petty jealousy, timidity, and intolerable seniority rules.

1485. Hanway, Jean. Maintaining the Scholarly Productivity of the College Faculty. AAUP Bull., 39: 486-488, Autumn 1958. (Author: Associate Professor of English, Kent State University, Ohio.)

Portrays the difficulty of scholarly work in the face of a multiplicity of administrative and social duties and "although a faculty member must be scholarly, he must not forget that teaching is important too."


Discusses fully, with extensive documentation and examples, deterioration in economic status of the professor, reasons for the deterioration, and how much salaries should be raised to compensate for it. Suggests a 50 percent rise as soon as possible. Conclusion: "At present, we may look forward to continued exploitation of faculty, or inadequate plant, and probably deterioration of the product."


"The pay of a head of a distiller's corporation is close to $400,000; the highest paid college president receives $45,000; the lowest, $1,000; and the average $11,000." Gives an extensive table showing pay for 33 groups of occupations, including college coaches, librarians, faculty, and presidents, with notes and comments.


"The object of this paper is to estimate how much a doubling of faculty salaries would cost, and how the additional resources may be made available." Estimates need for $6 billion per year additional by 1968. Suggests raising half of it by increase in tuition rates. Discusses possible sources of major economies including change in student:faculty ratio from 10 to 1 to 15 to 1.


Printed abstract of doctoral dissertation (Ph. D.) at Catholic University of America. "An attempt has been made to synthesize material from a wide variety of sources, thus presenting a complete picture of the economic status of the members of the profession. It is not a historical study, nor a study of any one group or groups of college professors, but rather an objective synthesis of the results of many studies and other observations of the total problem."


"No doubt every institution of higher education would like to grant sabbatical leaves
“to members of its staff if finances permitted.”

Discusses three major values of such leaves. “Study, travel, and the restoration of health—these three comprise a sabbatical leave—but the greatest thing will be to return to the job.”

1491. HENNING, KENNETH K. and
MASTASON, THOMAS R. A Proposal
Equitably to Determine the Teaching

Presents clearly both the administrative view and the faculty view and recommends establishment of standing committee to make equitable adjustments.


Based on replies received from 26 colleges and universities reporting their use of their portions of the Ford salary grants. “Most of the educators felt that the Ford Foundation grants were only a beginning; that it would take an enlightened, interested, alert public to create any kind of a ‘golden era’ for the college teacher of the future.”

1493. HUMBERSON, EARL. Class Size at
the College Level. Minneapolis: University of Minnesota Press, 1928. xxvii, 299 p. (Author: Professor of Education, University of Minnesota.)

The first extensive experimental study of the subject of class size. Gives detailed reports and summaries of 51 experiments carried out at the University of Minnesota from 1924 to 1927. Includes extensive review of earlier studies of class size. Bibliography, 80 titles.


Based on replies from 76 heads of land-grant colleges. “According to the survey, 67 schools have no limitations on salaries of presidents. . . . In 43 colleges and universities, the president’s salary is higher than that of the governor. In 8 institutions the salaries are the same.”


Summary of report at annual meeting of land-grant colleges. “With the exception of one Negro college, all schools participating in the study reported salary raises during 1957-58. . . . Average raises varied from fractions of 1 percent to increases running to 20, 25, 30 percent and more.”


Reports experiment at University of Arkansas with 800 students in economics and business in small classes and in large lecture classes. Conclusions: “The advantage accruing to the small class was not great enough to indicate that the lecture method is infeasible.”

1497. HUTCHINSON, ELMER. An Eco-

nomic Study of College Salaries and
Record, 87: 277-294, Oct. 1958. (Au-
thor: Dean, Graduate School, Case Insti-
tute of Technology, Ohio.)

A somewhat technical analysis, using basic mathematical equations and seven graphs, with various assumptions of relative numbers in the four common faculty ranks and various relations of salary of full professors to that of an instructor. Suggests a faculty organization of 100 members, for example, to consist of 40 instructors, 30 assistant professors, 20 associate professors, and 10 professors. Suggests minimum salaries of $4,000; average, $7,750; maximum, $18,000. “In summary we may say that the foregoing analysis brings out clearly the conditions which are needed to provide academic salaries competitive with industry.”

1498. IMLAW, ALBERT H. By How Much Are College Teachers Underpaid? AAUP Bull., 42: 511-514, Autumn 1958. (Author: Professor of History, Tufts College, Massachusetts; Chairman AAUP Committee on the Economic Status of the Profession.)

A reply to article by Leo Beltow, No. 1544. Considers the same topical heads used by Professor Beltow. Conclusions: “All in all, the report hardly seems to be as far off the beam as Beltow suggests. For all its admitted statistical imperfections, its makeshift and its sympathies—probably provide a better answer than the one he invites by his title and his argument.”

1499. JOHNSON, KENNETH W. Teaching
Load: The Case of Part-Time Fac-
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1500. Keller, A. C. State University Professors Meet the State. AAUP Bull., 36: 67-74, Spring 1950. (Author: Assistant Professor of Romance Languages, University of Washington.) "Washington professors convert with farmers and business men, show Charles Chaplin films to children, are interviewed on the radio, and make the morning headlines. All this is part of an imaginative program to bring the university to the community." Describes the work of 60 professors from 20 departments in community forums and other extra-mural activities.


"This report deals with the problem college faculty members have in financing or otherwise providing for the undergraduate college education of their children. The report attempts to determine the desirability of, and to recommend appropriate methods for, aid to college teachers in the college education of their children." Based on interviews with college and university faculty members and administrative officials in 63 institutions, and upon data from various other sources. Details given in 15 tables and eight charts. "As a result of this report, the Fund for the Advancement of Education made a grant to assist the Faculty, Children's Tuition Exchange." Names of 73 institutions, members of the Exchange, given. Bibliography, 37 titles. Review by S. A. Neck. Coll. & Univ. 30: 77, Oct. 1954.


Reviews establishment of the Tuition Exchange for faculty children, reports its rapid first-year growth, stating number of cooperating institutions more than doubled from 73 to 166. Reports four lessons learned during first year of the organization.


Criticizes A. C. Burich's advocacy of large college classes with extensive use of television in them.


Unpublished doctoral dissertation (Ph. D.). "This is a statistical study which attempts to isolate some factors influencing academic salaries of individual faculty members in three large mid-western land-grant institutions. The 1945-46 salaries of 1315 individuals were studied... The regression equation for the combined effect of age, publication, and possession of the Ph. D. degree were computed. The three variables accounted for 64.8% of the total salary variation among individuals."


"Are university professors encouraged to neglect undergraduate teaching? It is our conclusion that they are." Discusses the strong competition of research and community services for the time and ability of the professor. "Students will get the kind of teaching service they deserve only if university administrators exert a strong pressure to counter the pressure to publish, and, to a lesser extent, the pressure to serve business,


Takes issue with the common feeling that young instructors are not being paid enough to make college teaching attractive. Feels they are better off than they were a few decades ago.

1508. LEAN, ARTHUR S. Professor vs. Student. Sch. & Soc., 86 : 84-86, Feb. 15, 1958. (Author: Faculty member. Southern Illinois University.)

Quotes an anonymous professor: "We could get something done around here if it weren't for those blankety-blank students!"

Discusses various desirable and undesirable attitudes of professors toward students. Many a teller in the academic vineyard has remarked upon the spectacle of professors who seem to assume that the institution which they serve exists primarily for them and their convenience and only incidentally for the students who are treated as the "lowest form of life."


Personal experiences of a professor with a wife and three children after "a lifetime has been spent in teaching, most of it in a Mid- west college, with a salary about as low as is known in the profession."


Unpublished doctoral dissertation (Ph. D.). Based on a study of 414 faculty members. Describes construction of inventory of 100 items representing a wide variety of non-teaching functions.

1511. LEWIS, JOHN P.; FINNELL, WILLIAM G.; and WELLS, HERMAN B. Needs, Resources, and Priorities in Higher Educational Planning. AAUP Bull., 43 : 431-442, Autumn 1957. (Author: Professor of Business Administration; (2) Associate Dean, School of Business Administration; (3) President, all of Indiana University.)

A paper prepared in November 1956 for private circulation to leaders in higher education for use of Educational Policies Commision. Discusses, with much supporting data, needs for next 15 years. "There is an urgent, nonpostponable need for more than a tripling of the 'pie' devoted to faculty salaries. If this does not happen, the whole character and purpose of higher education will be gravely threatened. . . . In the final analysis, the choice we face in American higher education during the next 15 years is between protecting and re-enforcing the intellectual vitality of our enterprise, even at the expense of some student and faculty overcrowding and inconvenience—that, on the one hand, and on the other, convenient, come-one-come-all, proliferating mediocrity. We must choose one or the other."


Develops four basic considerations of salary administration for a college faculty.

1513. LONG, CLARENCE D. Professor Salaries and the Inflation. AAUP Bull., 38 : 577-588, Winter 1952. (Author: Professor of Economics, Johns Hopkins University, Maryland.)

States that a typical colleague at Johns Hopkins University, in terms of buying power, earns 5 percent less if he is an instructor, 10 percent less if he is an assistant or associate professor, and 27 percent less if he is a full professor than he would have earned had he held the same rank a dozen years ago. Presenta a graph showing changes in purchasing power of median salaries of teachers in 40 large public universities from 1912 to 1950.


Report of a study of policies with reference to employment of faculty members outside the university, financed by grant from Carnegie Corporation of New York. Based on hundreds of conferences with men and women in higher education and in business and industry, and on visits to 36 leading universities. Extensive appendix (p. 101-202) gives detailed statements of policies and practices of 26 prominent universities, identified in
same, affecting employment of faculty members outside their universities.


Summary of No. 1514 followed by nine pages of discussion.


"A checklist of 20 factors in faculty consentment was sent to 20 colleges ... in South Dakota, North Dakota, Iowa, and Nebraska. Staff members were asked to rate the top five factors in order of importance." Gives tabulation of several hundred replies, top three being adequate salary, academic freedom, and sensible teaching load.


Unpublished doctoral dissertation (Ph. D.) of the positions of twentieth century educators range from the conviction that research should be combined with teaching on all levels to the belief that new structures should be created for research and the training of researchers. This dissertation describes the origin of the problem relating teaching and research, reviews the nineteenth century efforts to handle the problem, and cites six positions of twentieth century educators on the relation of teaching and research.


Reports several rulings by Commissioner A. J. Altmaier, Federal Security Agency. Most important one was "whether the receipt of royalties after retirement from books written or inventions made prior to retirement will constitute net earnings from self-employment requiring the reduction of the maximum monthly benefit otherwise payable under Section 203 and 208." The ruling of the Commissioner was negative. Considers also two cases when the book was written or the invention made after retirement.


Presents and comments on a graph showing increases in salary between 1947 and 1954 for physicians (80 percent), industrial workers (45 percent), lawyers (10 percent), and college faculty member (minus 5 percent). Conclusion: "Vastly more must be done, and quickly, to stop the financial bleeding taken by our college and university faculty members if the nation's welfare and safety are to be properly protected."


For our privately supported colleges and universities, is needed an increase in faculty salaries at least five times as great as that made possible by the Ford gift, merely to restore salaries to their 1933 purchasing power level, and an increase fifteen times as great to provide adequate salaries today. Peels the graph (See No. 1519.) showing changes between 1940 and 1954 in salaries of physicians, industrial workers, lawyers, and college faculty members.


Compares unfavorably situations in United States and Russia. "In the U.S., the average faculty salary is little more than the average income of industrial workers ... The head of a department in a Russian university can command a salary ... about 6 times the income of the average Russian worker ... . What this adds up to is that Communists—of us—have become the shrewd capitalists in the vital field of education."


"The findings set forth below are not based on a formal questionnaire, but are based..."
rather on a long series of extremely informal interviews—confessions perhaps is a better word—in which the author, formerly a college librarian, has listened to the whispered confidences of a large number of college professors. . . . The data gathered during these interviews seem to indicate that, when college professors fail to read, their failure may be related to one or more of seven situations." States and discusses each of the seven.


"The following report deals mainly with the salary grading program which was developed by the Committee in 1957 and described in the Bulletin in 1958. [See No. 1444.] The report was approved by the Council on April 23, 1958, and accepted by the annual meeting on April 25, 1958." Appendices give detailed data for individual institutions as reported by local AAUP chapters.

1524. Macomber, Freeman G. and Sinkey, Laurence. A Study in Large-Group Teaching Procedures. Educ. Record, 38: 220-229, July 1957. Also in briefer form in Phi Delta Kappan, 38: 198-201, Feb. 1957. (Authors: Associate Provost, and Director; (2) Assistant Director; both of Experimental Study in Instructional Procedures, Miami University, Ohio.)

"The primary purposes of the Study are to determine the effectiveness of large-group instructional procedures, including the use of television for course instruction, and to find ways and means of improving upon present large-group practices in college teaching."


"Contends that research and writing serve to reinforce the college faculty member's teaching efforts rather than competing with them."


Third in annual series of very important and comprehensive salary studies and the most recent one available. (For earlier studies see College Teachers and College Teaching, No. 10, Entries No. 942 and 943.) Based on questionnaire returns from 1,074 institutions of 72 percent of the 1,484 invited to participate in the study. Principal data are reported separately for 11 groups of institutions: State universities, non-public universities, municipal universities, land-grant colleges, State colleges, teachers colleges, non-public colleges (large, medium, small), public junior colleges, non-public junior colleges. Results are presented in two summary graphs and 49 detailed tables, many of them giving salary distributions by $200 intervals for each class of institutions, by region, and by rank of faculty members. Includes also salaries of administrative officers, average salary increases, salary schedules, opportunities for summer employment, and part-time employment. Shows median salaries for all faculty ranks combined in colleges and universities as $4,016; for professors, $4,972; associate professors, $4,933; assistant professors, $4,696; instructors, $4,562."


Describes reactions of a tired professor at end of year, suddenly faced with urgent request to continue work during summer session in a field outside his specialty.

Discusses many aspects of the problem. Given a list of 11 questions for further study by college faculty, administration, and board. Conclusion: "The encouragement of research and publication by faculty members is more a matter of educational philosophy than of educational mechanics."

1530. Morris, Bruce R. Faculty Salaries, Class Size, and Sound Education. AAUP Bull., 45: 196-202, June 1959. (Author: Professor of Economics, University of Massachusetts.)

Points out the dilemmas inherent in increased college enrollments and in demand for higher faculty salaries. Resulting skyrocketing costs will be anathema to State legislators. Suggests several possible solutions, none of which is completely satisfactory.


Report of student life and faculty conditions in an imaginary Utopian university. "The faculty members bore some resemblance to our own, though they did seem somewhat more concerned with intellectual and curricular matters and less concerned with the size of classes, the working load, and broadening problems. The only thing that was a strange and wonderful vitality, and I looked in vain for the haggard ones."


Reports results of a half dozen studies of sabbatical leave. Summarizes an independent investigation by the author based on replies from 175 degree-granting institutions. Finds that some type of sabbatical leave was in existence in 80 countries in 1961.


Based on questionnaire responses from 90 institutions. The questionnaire "was divided into five sections, headed consulting work, sponsored research, administration, general work regulations, and work regulations for sponsored research." Answers to all questions are tabulated. "This report is intended only to present the results of the survey; the reader may make his own conclusion."


"The economic status of professors in institutions of higher education is now of unprecedented importance... Professional salaries in some 1,000 institutions of higher learning have not increased as rapidly as the value of the salary dollar has fallen." States five important policies and urges association chapters to work for their implementation. First policy: That "highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level within five or ten years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure."


Report of a questionnaire on teaching loads in chemistry, answered by 75 institutions having undergraduate enrollments in chemistry varying from 37 to 3,824 students. Presented in six tables, with discussion of each. Comparisons made with teaching loads of non-physical science staffs.
1536. NOREHM, THEODORE H. Teaching in All Four Years of Medical School by a Single Instructor. Jour. Med. Educ., 32: 20-24, Jan. 1957. (Author: Assistant Professor of Medicine, Buffalo School of Medicine, New York.)

"The principle upon which the present program has been based is that if a class of medical students could identify itself with at least one physician who teaches them through their four years of study, the might personalize for them in some measure the practical goal of their studies and help them to fit the parts in the whole." Reports his personal experience as such an instructor and evaluates the experience.

1537. OLIVA, PETER F. Before You Say 'Yes' to an Overseas Assignment. AAUP Bull., 44: 422-427, June 1968. Same, condensed, in Readers' Digest, 24: 36-38, Nov. 1958. (Author: Associate Professor of Education, University of Florida.)

Suggests a large number of pertinent questions regarding salary and living expenses, living conditions, travel restrictions, and other practical matters.


"Recently there have been reports of many instances in which the Internal Revenue Service has questioned or disallowed deductions for travel expenses while on sabbatical leave. This article reports the experience of Indiana University in the latter cases in the hope that this experience will provide helpful guidance for others who may have such deductions challenged."

1539. OWEN, JOHN E. This Pressure to Publish. AAUP Bull., 40: 628-642, Winter 1964-55. (Author: Associate Professor of Sociology, Florida Southern College.)

"It is the thesis of this short paper that the unhealthy features of the manuscript pressure to publish have been exaggerated and that other facets of the actual situation need to be pointed out in order to bring the problem as it exists into better focus."


Based on study of about 30,000 teachers in 380 member institutions of North Central Association. Data are reported in terms of 12 classifications of institutions. Reports percentage of faculty holding three types of degrees for each rank in these groups. Also gives extensive salary data (maximum, minimum, median, mean) for same groups of institutions and for various teaching fields.

"In our treatment of salaries we have stressed salary relationships rather than absolute salary levels. The levels change from time to time—they have risen about 8 percent since 1952-53, according to our estimates—but we believe the significant relationships change more slowly."

1541. RAY, JACK N. Salary Administration: Formal or Informal. Coll. 


A discussion of general principles, contrasting those needed in large and small institutions. "The formal salary administration system can be what it is made to be. The dogs wag the tail... Its success does not rest with the idea, but with those who develop and apply it."

1542. REDFORD, GRANT H. Publish or Else. AAUP Bull., 38: 508-518, Winter 1962. (Author: Assistant Professor of English, University of Washington.)

"Administrators in universities who are placing increasing emphasis on publication as the measure of a faculty member's worth are doing grave harm both to their institutions and to human beings... Reasons why this is so, together with some thoughts on how it can be altered, is the burden of this paper."

1543. RICK, C. (Pseud.) Flight of the Professor. America, 85: 543-549, Sept. 8, 1951. (Author: A professor with 12 years teaching experience in Catholic institutions of higher education.)

Deplores inadequate salaries paid lay professors in Catholic colleges and universities.

"Administrators... thought to the faculty staff salaries but funds are limited and there are more pressing demands for those limited funds. ... This disturbing condition has long existed... has hurt Catholic scholarship and Catholic teaching generally in the past... It sounds almost 'an-Americans' to assert that education and scholarship in Catholic colleges will not be healthy as long as quarterbacks and basket-
ball coaches are more sought after than classical scholars and biology teachers.”


Recommends as a measure of teaching load “the ratio of out-of-class work (preparation, student conferences, correcting assignments) to clock or contact hours of instruction . . . Such a standard of measurement cannot be rigidly adhered to but may, if used in conjunction with known factors of class size, teaching methods, and number of preparations, constitute a more adequate guide in equalizing teaching loads than the commonly used bases of credit or contact hours.”

1545. Richardson, Harold D. and Menke, Robert F. A Relative Salary Scale. Coll. & Univ. Bus., 16: 28-29. March 1954. (Authors: (1) Vice President and Professor of Education; (2) Director of Placement and Assistant Professor of Education; both of Arizona State College, Tempe.)

Proposes a relative salary scale in which the full professor receives double the salary of the beginning instructor. Gives details of such a scale, advancing by steps for different grades and years of service, from $3,500 to $7,000. “In summary, recruitment, promotion, and retention can be improved by this simple yet comprehensive relative type of salary schedule plan.”


Critiques sharply college faculties, graduate students, and scholars. Example: “As scholars have become mice nibbling at minutiae—as they have become mocking birds, mimicking acceptable sounds—they have been betraying . . . the great traditions of genuine scholarship.”


Reports experiments at University of Oklahoma with large and small classes of 300 and 20 students each. “The most significant finding of this study is that the amount of achievement . . . varied as a function of the course instructor and did not vary as a function of the size of class.”


Summarizes his Ruml-Tickton volume (No. 1549) and discusses reasons for discrepancies in salaries shown in it. “In my opinion, for the liberal arts college professor an average of $16,000 is required under prevailing cost-of-living and tax circumstances.”

1549. ——— and Tickton, Sidney G. Teaching Salaries Then and Now: A 50-Year Comparison With Other Occupations and Industries. New York: Fund for the Advancement of Education, 1955. 98 p. (Authors: (1) See No. 1548; (2) Not Identified.)

“The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations.” Makes numerous comparisons for 50 and 25 year periods, 1904–1953, and 1929–1953. Discusses amount of absolute and relative deterioration in salaries of college presidents and professors. Comparisons made with earnings of physicians, dentists, and other professional and industrial groups. The “Technical Report” which occupies two-thirds of the published volume, shows in 29 full-page tables, annually as far as possible, average salaries received since 1904 and salaries “deemed to real purchasing power” in 1953 for presidents, professors, associate professors, assistant professors, and instructors in large State universities and for various groups of elementary-school teachers and administrators, and for physicians, dentists, railroad officials, telephone operators, and workers in automobile, furniture, electrical machinery, tobacco, and coal industries.


Based on questionnaire responses from 49 institutions of “national or regional academic excellence.” Reports 81 benefit programs, major ones being retirement, Federal Old Age and Survivors’ Insurance, group life insurance, medical benefits, salary during disability, and group disability insurance.

Advocates greater allotment of funds to permit larger number of faculty members to attend meetings of professional organizations.

1952. SHYLOCK, RICHARD H. The Academic Profession in the United States. AAUP Bull., 38: 32-70, Spring 1962. (Author: Director, Medical Institute, Johns Hopkins University, Maryland.)

Address of president of American Association of University Professors. General historical presentation including consideration of several topics concerning university professors and college teaching, research work, administrative responsibility, and academic freedom.


"Can we increase productivity of college teachers? . . . I want to indicate, first, several reasons why this is much more difficult in the field of education and then to suggest an approach (based on recognition of the key position of the professor) that I believe has not been seriously tried as yet."


"Any attempt to define a full-time teacher as one who devotes his whole time to his university duties and receives his total income from the university in realistic and short-sighted, and would do irreparable damage to higher education if it were adopted. . . . In the opinion of the writer any well-qualified college professor who is devoting four-fifths or five-sixths of his work-week to his university duties is entitled to classification as a full-time teacher, even though he may be devoting one-fifth or one-sixth of his time to outside consultation work."


Unpublished doctoral dissertation (Ph. D.). "The present study traces the positions taken by nine important nineteenth century educators on the relation of teaching and research: Jefferson, Wayland, and Tappan during the pre-Civil War period; White, Gitman, and Eliot during the 1870-1890 period; and Hall, Jordan, and Harper during the period at the end of the century."

1956. SOLTOW, LEX. Are College Teachers Really Underpaid? AAUP Bull., 42: 504-610, Autumn 1956. (Author: Associate Professor of Statistics, Ohio State University.)

"Recent studies of college teachers' salaries by the American Association of University Professors, the Ford Foundation (No. 1548), and the McGraw-Hill Publishing Co. (No. 1519), continue to show that remuneration of teachers in higher education is deficient. It is the purpose of this article, in particular, to qualify the statistics and inferences of the recent report of the Committee on the Economic Status of the Profession (No. 1444). . . . It will be argued that the above report is not only a deficient historical analysis, but that its emphasis detracts from the main factors determining the remuneration of college teachers." For reply by A. H. Inman, see No. 1498.


Based on data from 71 institutions. Finds that 48 have programs of sabbatical leave, others do not. Gives details of plans in operation.


Eighty-six faculty members in 70 institutions in 21 States who had been in their present positions two or more than twenty-five years were asked "to rank fifty selected personal, mental, and professional problems according to the degree of difficulty they caused during the

"The successful American college professor is a healthy schizophrenic. His body houses two incompatible personalities. He is a teacher and a scholar." Discussion of opportunities, obligations, and difficulties to act as both teacher and scholar.


Discusses salaries, working conditions, professional growth, opportunities for research, personal relationships. "Much can be accomplished to make college teaching more attractive if a friendly atmosphere prevails on the campus. The president is a tremendous influence toward creating such an atmosphere if he so wishes."


Advocates reduction of teaching load of faculty members to provide more time for their research.


"The author, a college professor and proud of it, presents a refreshing rebuttal to those who complain that teachers are deplorably ill-rewarded. When you read what he says, you may wish you were lucky enough to have a faculty job yourself." - Editorial Note. Author's point is that in terms of stimulating challenge, opportunity, flexibility, prestige, and just plain downright satisfaction with a total work situation, a professor's life is hard to beat."


An extensive survey of the relevant literature from 1928 to 1955. Conclusion: "The general consensus of objective and experimental studies is that mere size of class as such has little if any effect on the degree to which the student can acquire a knowledge of facts as measured by his performance on an objective examination." Discusses seven variables not adequately considered in the studies reviewed. Bibliography: 78 classified titles.


States 10 factors which need to be considered by a joint faculty-administrative committee in considering merit of a professor as a basis for increase in salary.

1565. Williams, George Gideon. Teaching and Research in the University. NHE Jour., 48: 13-14, May 1959. (Author: Associate Professor of English, Rice Institute, Texas.)

"A professor is a good teacher only if he stimulates his students to engage lovingly, vigorously, and seriously in the process of learning... The strong drift of the universities away from their teaching responsibilities is tragic and terrifying." For another view, see J. D. Brown, No. 1481. For other views, briefly expressed, by Mark Van Doren, Henry S. Canby, Russell S. Poor, and Luella Cole, see p. 14 of same issue.


"It is my intention to cite some of the evidence to show that teaching has fallen to a secondary or even tertiary level in the scale of values accepted in our educational institutions and to point to some of the dangers resulting from this development." Shows how much administration and research overshadow teaching. "The research men are those who 'have something on the ball'; they are the men of power, of position, of renown. The more teacher, on the other hand, is now regarded as a person of lesser capacity and industry, who, through lack of talent or inclination, cannot do research."

1567. Williams, Robert L. Are We Spending Too Much on Higher Educa-
ADMINISTRATION OF HIGHER EDUCATION

"About 80 percent of the budget for operations of a university goes into salary and wage payments to the supporting faculty and supporting staff... But faculty salaries are too low and must be increased substantially if we are to attract a sufficient number of young men and women of high intellectual promise into the teaching profession." Discusses faculty-student ratios, teaching loads, other responsibilities of a professor, and other factors. "Some departments perform quite satisfactorily with a ratio of 1:20, while other may require a ratio of 1:4."


"Borrowing a thread from the fabric of business and industry, faculty members of Wisconsin State College applied a 'brainstorming' approach to an academic problem. Describes system used and some of the results at a faculty conference held prior to opening of college."


"The activities within this total service load may be classified as follows: teaching assignments (including off-campus assignments, student advisement, part-time administrative assignments, direction of research, participation in research, office routines, and community (public) and professional services." Discusses each of these factors and makes recommendations for their distribution on equitable basis to faculty members. Recommendations are based on practice in 17 large universities, whose names are given, as determined by replies to a questionnaire sent to deans of schools of education in these universities.


Based on data received from 206 institutions. Gives maximum, minimum, and median salaries for four faculty ranks for institutions in six geographical areas and for United States as a whole. Also a graphic comparison of salaries for the four faculty ranks for 1948-49, 1950-51, 1952-53, and 1954-55.
IX. Administration of Students

1. GENERAL

Includes student participation in college and university administration.


Unpublished doctoral dissertation (Ed. D.). Based upon data from all 77 women enrolled at the National College for Christian Workers and 96 women at the University of Kansas. Conclusion: "It would seem to be necessary to extend a broader interpretation of education for Christian service to the church membership which furnished future students."


"Brandeis, one of our youngest universities (October 1948) has offered a challenge to its members to build new campus patterns of human relations that will grow with the University. . . . In seeking a realistic balance between student freedom and responsibility the administration and students have shared some problems of interaction, inevitable because of little campus tradition and a pressure for dynamic social action and change." Discusses especially problems involving passing of freshmen, editorial policy of the student newspaper, and appropriate dress at meals.


"From the earliest times, the courts have been alert to protect the college student against arbitrary and unreasonable actions on the part of the college Administration." Reports various cases, beginning with one in 16th century at University of Oxford, England.


Finds a calm sobriety and a sense of casual greatness, rectitude, modesty, good manners, quiet conformity, and tolerance of idiosyncrasy at Harvard. "An imperial but modest colonnus in American higher education; at once both the nation's oldest and most contemporary college."


A progressive campus life somewhat tamed from the experimental 1930's, but still far ahead of the academic procession. The student and not the curriculum remains the center of attention.


Finds more individuality among Brooklyn's 15,000 students in their subway status than among those of Harvard or Sarah Lawrence despite their predominantly local and Jewish background. Sees the College as a tribute to the nation's belief in public education.


Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 310 women enrolled at least one semester 1946 to 1963 and tape-recorded interviews with 22
of them. Studies personal history, secondary school background, college experiences, and suggestions for improvement of curricular and extra-curricular programs.


"College and universities that have devised successful systems for cooperative planning and sharing of responsibility for policy making have found these systems to be among the most important educational offerings, as well as their most effective devices for administration."


Answer: "(1) By placing greater emphasis on general and Christian education; (2) by devoting more of the time to the development of the skills and abilities of students; (3) by making the university a nursery of principle and honor; (4) by having faith in themselves and in the power of Christian education to bring about the transformation; (5) by acting in the light of that faith." Discuss each of these in detail.


"This report is the result of visits, extending over a period of one year, to twenty American colleges and universities, whose names are given. Everywhere we travelled we found the majority of students willing and sometimes anxious to talk about their own educational experiences, about influences upon them, and about their own actions and reactions. . . . We have made an honest attempt to describe the scene on the campuses of the twenty colleges which we visited. Our conclusions are based on literally hundreds of conversations and interviews with students and faculty members. . . . This is our answer to questions such as those: What is the college's responsibility for and relationship to the character development of its students? How can such a responsibility become related to the profound aim of most colleges to develop and sharpen the intellect? What positive and negative influences on character now operate on the campus? In what direction should colleges be moving to meet the increasing demand for men and women educated for both competence and conscience?"


Doctoral dissertation (Ed. D.) at Columbia University. The purpose of this study is to examine the present status and emerging trends of student participation in college administration. As a background, the philosophical bases of such participation and the nature of the college as a social institution are considered. Various types of student participation, their values, limitations, and objectives, are described and methods of stimulating satisfactory forms of participation are included. . . . It is intended as a handbook for students, faculty, and administrative officers concerned with the establishment and promotion of student participation in college administration."


Report of research into student participation in college policymakers, under grant from Ford Foundation. Based chiefly on two questionnaires, one for dean of students, and one for student body presidents, mailed to 281 accredited colleges in United States in 1964-65. Replies were received from 244 deans and 462 student body presidents of 280 institutions. "Presidents of colleges and presidents of student governments alike will agree that it is high time somebody under-
not an appraisal of the developing role of organized students on college campuses and prominent student organizations in their proper perspective."—President Edward K. Graham, Woman's College of North Carolina, in introduction.


Report of a special meeting of the Problems and Policies Committee of the American Council on Education in June 1953. Consists of major papers and discussions concerning them as follows: (1) "Introduction to the Subject," by James R. Killian, Jr., President, Massachusetts Institute of Technology; (2) "Student Culture and Faculty Values," by David Riesman, Professor of Social Sciences, University of Chicago; (3) "Student Capabilities for Higher Education," by Philip E. Jacob, Professor of Political Science, University of Pennsylvania; (4) "Knowledge of Students Through Social Studies," by Nevitt Sanford, Professor of Psychology, University of California.


Unpublished doctoral dissertation (Ed. D.). Based on studies of scores made by 113 China-born students in Columbia, Fordham, and New York Universities on American Council on Education Psychological Examinations. All test scores except one were significantly lower than those made by American college freshmen. Learning difficulties were found to be linguistic rather than quantitative in nature.

1956. HOOPER, ROBERT and MARSHALL, HUMBERT. The Undergraduate in the University: A Report to the Faculty by the Executive Committee of the Stanford Study of Undergraduate Education, 1954-56. Stanford, Calif.: Stanford University, 1957. viii, 128 p. (Author: (1) Director, and (2) Assistant Director of the Study.)


Unpublished doctoral dissertation (Ph. D.). Based on an analysis of records of 587 foreign graduate students of whom 247 were on probation at some time during their period of academic study. Compares them with 330 who were not on probation with respect to various factors.

1958. KAMM, ROBERT B. A Student-Faculty Approach to Campus Government. Sch. & Soc., 79: 186-188, June 12, 1954. (Author: Dean of Students, Drake University, Iowa.)

"Most significant of all is the Student-Faculty Council, a governing body with wide responsibility and influence on the campus [of Drake University], composed of 8 students and 7 faculty members." Describes method of selection and operation. "The student-faculty council considered a decade ago to be somewhat of an 'experiment,' has now gone far beyond that stage and become a meaningful and contributing part of the University's program."


"The area of student autonomy may be severely confined because of the philosophies, personalities, and circumstances of the particular situation; but it can be an area of genuine autonomy. The influence of the student voice in deciding serious matters may be limited for the same reasons. But it should be an honest voice. Otherwise, the student is being misused for democratic living."


"Bluffton College has for many years successfully followed the practice of faculty participation in administration. But morale was extremely low until the students also were
permitted to participate in many administrative decisions. . . . There seems to be no question that student participation in the administration of Bluffton College is here to stay.”

1591. Lloyd-Jones, Esther; Barry, Ruth; and Wolfe, Beverly. Case Studies in College Student-Staff Relationships. New York: Teachers College, Columbia University, 1956. ix, 117 p. (Authors: Faculty members, Teachers College, Columbia University.)

Contains 22 case studies, vividly presented, concerning various administrative and personnel aspects of college relationships. Each case includes a half dozen or more inclusive questions for discussion.


Unpublished doctoral dissertation (Ed. D.). Based on personal visits to each of the colleges. Conclusion: “In accordance with the criteria which were established for this study, a Director of Student Personnel should be appointed to coordinate the over-all student personnel program and the work of the Deans of Men and Women and the Directors of Recruitment and Admissions, and Placement.”


Lists 18 standing committees at the College and shows extent of student representation on each of them. “Southern State Teachers College has been practicing such a plan for the last four years with tremendous success.”


A report prepared for the Commission on Student Personnel of the Council. “It was decided at the outset that this study would not be a series of recommendations with respect to desirable practices in this area. Institutions differ widely in their philosophies of this matter. Diversity of practice is a good thing. Consequently this is largely a descriptive report, emphasizing throughout specific examples of different forms of student involvement in administration and policy formation. . . . There is, however, a presumption on the Commission’s part that student leadership can make useful contributions to educational policy-making.”


Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 114 institutions and on personal visits to 20 of them. Separate chapters devoted to organization and administration, orientation and housing, religious guidance, discipline and student activities, counseling services, vocational guidance, financial aid, and health services. Bibliography, 236 titles.


An anthology of fact, fiction, satire, humor and reminiscence about college and university life. Authors quoted range from Chaucer to the present time.


“It is our belief, on the basis of the experiences related, that the Campus-City Coordinating Council for Student Affairs, functioning the year round, has an important role to play in the areas of student conduct, student welfare, public relations, and campus-city relationships. . . . It should serve as a continuing resource for better communication and increased cooperation between students of the college and citizens of the community.”


Unpublished doctoral dissertation (Ph. D.). Based on personal visits to seven institutions. Investigated six areas of administration: academic preparation of students, student pro-
2. RECRUITMENT AND ADMISSION


"My key proposition is just this: The size and quality of the freshman class entering a given institution in a given year is the end product of that institution's relation with its community during the preceding year."

1902. ——— The Past, Present, and Future of Admission Requirements.


States "some principles that seem broadly applicable" and applies them to the past in two periods, 1630-1870 and 1870-1940; to the present, especially as affected in three ways by the war, and to the future, making two predictions beyond which "I do not dare to go."


"This is a book on the problems of entering college. There are an appalling number of such problems—they begin with the basic decision on whether a son or daughter should go to college, go on through the implications of preparation, of choosing, of financing, and the actual process of application and admission until the final possibilities have been weighed and the last formality has been dealt with. . . . This book undertakes to identify the problems, to define them, to explain why they exist, and to break them down into their component parts." Written in form of 358 questions and answers. Reviews by W. G. Bowling, Coll. & Uni., 34: 326-330, Spring 1955; and by R. N. Scott, High School Jour., 49: 143, Jan. 1956.


An editorial. "Careful consideration of all pertinent developments along social, economic, political, diplomatic, and educational lines will yield but one conclusion, namely, that the future years will be marked by a strong ebb tide, rather than a tidal wave, in enrollment in higher education." Enumerates 11 factors to sustain this conclusion. Comments, pointing out possible satirical character of the editorial, by Richard H. Hill, Sch. & Soc., 85: 75, March 2, 1957.


"During the current academic year at least 20 independent colleges for women, all of whose members of the College Entrance Examination Board, have been experimenting with 'early decision' plans for a limited number of applicants." Gives names of institutions and makes tentative appraisal of the plan.

Sees little merit in the idea of early admission to college. Discusses some of the problems involved, and alternatives to early admissions.

1607. BURTON, PHILIP WARD. Keep Women Out of College! This Week Mag., Feb. 9, 1958, p. 10-12, 36-38. (Author: Professor of Journalism, Syracuse University, New York.)

States that an obvious solution to the problem of overcrowded colleges is to cut down on the number of women allowed to enter coeducational institutions. Asserts that men need a college degree more than women. For reply by Dorothy Thompson, see No. 1668.


States six arguments opposing and six favoring selective admission of students in State-supported institutions. Reports reactions of legislature and of general public to announcement by University of Oklahoma of new policy of marked restriction on enrollment of freshmen. Suggests desirability of interstate cooperation in the matter of selective admission. Includes 3-page discussion.


"Will the increasing pressure of American students seeking admission to our colleges and universities result in these institutions cutting sharply or even eliminating their admissions of students from other lands?" Conclusion: "In the years ahead, the foreign student will be squeezed;... he will not be squeezed out."


Compares proportion of Negroes enrolled in higher educational institutions in the United States with proportion of total population securing higher education in 25 foreign countries.


Unpublished doctoral dissertation (Ed. D.) Comparison of three groups of 226 students each: (1) a borderline group admitted on basis of individual testing and counseling, (2) those admitted on regular basis of high school record and recommendations, (3) those refused admission.


Unpublished doctoral dissertation (Ed. D.) Based on data secured from 26 private and 21 public institutions in the State with enrollments in 1954-55 of 124,000 students. Makes five forecasts, on basis of different assumptions, varying from 253,000 to 389,000 students in 1970-71.


Discusses plight of thousands of ambitious students who, having completed the pre-medical courses given in liberal arts colleges, are each year refused admission to medical colleges. Proposes an alternative plan.


Summarizes results of questionnaire sent to 330 college admissions officers to show present practices in college admissions. Includes suggestions for certain improvements.


"In the fall of 1951, eleven American colleges and universities opened their doors to
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Finds that "the admissions work in the colleges and universities surveyed has been centralized in one office, sharing a coordinate function with the registrar or recorder." Considers fundamental causes for the origin of the office.


An analysis of past and present competition between selective colleges and statement of need for further restraint. Suggests six alternatives, the last of which is "chaos," if none of the others are accepted.

1622. HANNAH, JOHN A. Education for Inequality: There is a Great Deal of Difference in Individuals. Vital Speeches, 22: 595-596, July 15, 1956. (Author: President, Michigan State University.)

States that we must recognize inequality in the talents and potentialities of individuals and we must see to it that those with unusual capabilities are enabled to get a good education. Emphasizes that too much stress is placed on right of everyone to an education and too little on the education of the gifted. "We lose only three potential Ph. D.'s out of 100 at the high school age. But we lose a potential of 44 for failure to enter college."

1623. HANSON, ROBERT J. A Study of College Admission Counseling in Michigan. Detroit, Mich.: Wayne University,

Based on questionnaire responses from chief admissions officers of 44 institutions, all accredited institutions in the State except theological seminaries, and personal interviews with admissions officers of 25 of them. Studies organizational structure, admissions procedures, and relationships to Michigan secondary schools.


Unpublished doctoral dissertation (Ed. D.). Based on study of literature from 1825 to 1958 and on questionnaire returns from 180 State teachers colleges.


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


"The purpose of this article is to review the progress that is being made" with reference to "more genuine equality of opportunity for Negroes, Jews, and other minority youth." Gives many data on graduate and professional education, undergraduate admissions, social life, the role that the law has played, and the help of voluntary groups. Conclusion: "Much remains to be done...but a good beginning toward the easing of the conscience of the American college has been made."


Estimates the number of high school graduates who go to college and the number who would if they had the economic opportunity. "We are not trying to say precisely how many young people should go to college or what they ought to study if they go, except in very general terms...We are advocating a program which would assist young people with ability who want a college education, but cannot personally afford it." Section "Selections from the Literature" (p. 166-184) contains extracts from 26 pertinent articles and reports. Reviews by G. K. Chalmers, Jour. Higher Educ., 24: 445-448, Nov. 1953; and by K. W. Bigelow, Teach. Coll. Record, 54: 410-412, April 1953.


Discusses advantages and disadvantages of various types of selective admissions in both public and private institutions, including past academic record, examinations, and character and personality traits. Conclusion: "Truly it is the United States that is the loser when we deny any boy or girl the privilege to gain more wisdom."


Describes plan initiated at Columbia University by which adults who do not meet the usual entrance requirements may enter candidacy for a baccalaureate degree.

of Sociology, University of North Carolina.)

Reviews history of admission of Negro students to Southern institutions since 1935. Tabulates 453 regular session and 907 summer session Negro students admitted to 22 publicly supported southern colleges in 1932-33. Discusses administrative attitudes and policies, academic adjustments, attitudes of white students, and situation in privately controlled colleges.


Reports that integration in southern higher education has almost been accomplished since 1948 when Negroes were first admitted to graduate and professional schools of several state universities. States there are 125 formerly all-white southern institutions which admit Negroes and that about 2,000 Negro students are enrolled in these institutions.


"Regardless of the devices and techniques that are employed to recruit students for colleges of pharmacy, the profession of pharmacy will always be working with the odds against it."


Address at 75th anniversary of University of North Dakota. Claims that the high school curriculum must be toughened, college admissions limited, and less promising students be taught in junior colleges.


Unpublished doctoral dissertation (Ed. D.). "The purpose of this study was to determine (a) what changes in admissions requirements had been made in colleges in the State of New Mexico during the years 1932-35, (b) how effective such changes were, and (c) what additional changes would be desirable."


Outlines some of the problems to be studied at the Center for the Study of Higher Education, University of California, Berkeley, including selective admission of students for State institutions, facilities for lower ability students, selective admission for private colleges, and general pattern of higher institutions in a diversified system of State education.


Unpublished doctoral dissertation (Ed. D.). "An informational and evaluative study of the problem of the dissemination of college information to high school students." Based on questionnaire responses from 1,981 college freshmen in institutions in California and Arizona, and from 283 school officials in institutions which were members of the North Central Association.


After visiting 43 urban colleges, author concludes that they are doing very little planning for expected increases in enrollment in next 10 years. Advocates careful review of admissions policies.


Unpublished doctoral dissertation (Ed. D.). Based on personal interviews with 340 high school graduates in upper 10 percent of 1955 graduating classes of 61 Indiana high schools, and with 80 Indiana University students from same 10 percent group who could be matched with 80 of the nonattending group. Twelve significant findings stated. Among
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Unpublished doctoral dissertation (Ed. D.). Compares two groups of University of Georgia freshmen entering in the fall of 1953. Conclusion: "The findings of this study should definitely impress upon principals and admissions officers that there are many, varied, and yet statistically significant differences in certain factors operating independently of intelligence, and that these must be taken into consideration in both the preparation and selection of college freshmen."


Defends the open-door policy of admissions required by law of many publicly supported institutions, although recognises that a restrictive admissions policy has a number of justifications.


"Driven by a diploma fixation unparalleled in history, parents are scrambling to get infants into the 'right' nursery schools, hiring tutors, moving to prestige neighborhoods. But the inside track in the college admissions rat race is something only students themselves can find."


Discusses trend among colleges toward early admission of gifted children, illustrating by several case studies.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,537, or 92-per cent, of the eligible freshmen at the University of Missouri in 1955. Major conclusions: "Parents exerted a greater influence upon beginning freshmen than any other individual. . . . Of the high school personnel studied in this report, the teacher was most influential. . . . No single factor was more important than all other factors."


Representatives of various colleges answer numerous questions regarding selection practices, racial and religious factors, multiple applications, and class standing as factors in admissions.

1646. PEASE, RICHARD. The Students' View of Early Admissions. Coll. Board Review, No. 28:10-13, Winter 1956. (Author: College Entrance Examination Board Program Director.)

Early admissions program was launched in 1951-52 to see if gifted high school students could successfully enter college early. Reviews problems encountered and lessons learned. Reaction of students, generally favorable.


"In the past five years the National Scholarship Service and Fund for Negro Students has alone sent places and $800,000 worth of scholarship assistance for more than 2,500 Negro students in over 250 different interracial colleges in 27 States. It might have found places for five times that number, had the qualified candidates been available."


An analysis of admissions policies and provisions of a non-curricular nature as shown by catalogues of 196 junior colleges.

1649. RICH, DOROTHY ALYNE. A Comparative Study of Freshmen Entering

Unpublished doctoral dissertation (Ph. D.). Based on study of records of students entering State University of Iowa. Iowa State College, Iowa State Teachers College, Drake University, and Wartburg College in 1953. Major results: "The findings of this study do not support the argument that colleges are being forced to change their entrance requirements because of increased curricular offerings of the secondary schools. . . . Scholarship in high school is one of the important pre-requisites for successful scholarship in college. . . . The size of high school attended is not a determining factor for a student who achieves scholastic success in the first year of college."


A vigorous and detailed criticism of validity of statements in two 1949 publications regarding anti-Semitism in admission to colleges.

1652. SHYRER, HOWARD. How Real Is the Crisis? Johns Hopkins Mag., 10: 7-9, 31-32, Oct. 1956. (Author: Member, Admissions Staff, Johns Hopkins University, Maryland.)

"For the 280 openings in the freshman class this fall, 1,500 completed applications were received."


Unpublished doctoral dissertation (Ph. D.). Based on 81-page questionnaire responses from 785 accredited institutions. Finds that some selection procedures are employed in three-fourths of the institutions. Conclusion: "The present study provides evidence of a positive relationship between selection programs and quantity of production. Efforts to extend and improve programs of selective admission and retention for teacher education should therefore be greatly accelerated."


"Here is a list of the personal qualities colleges are looking for, and suggestions for youngsters and their parents on how to develop them."


Summarizes early college admission requirements from 1643 and gives current arguments for and against entrance examinations and certificates as methods of entrance. States reasons given by students for their choice of Georgia Institute of Technology. Conclusion: "The general practice in college admissions during recent years has been to admit those students who have graduated from accredited secondary schools and who have earned credits in specific patterns of secondary school subjects." Bibliography, 11 titles.


Based on observations made as a result of series of visits to colleges and universities under grant from Carnegie Corporation of New York. Discusses enrollment prospects for several types of institutions. "If the predictions are correct, we may fear that the changes in prospect are neither more sweeping nor more difficult, nor more discouraging than those already experienced. It seems certain that they will be stimulating."

"The primary purpose of this report is to call attention to what actually happened to college and university enrollments between 1939 and 1954, in the belief that there has been far too much attention paid to comparisons with the artificial situation of 1950 and guesses as to future trends."

1658. Thompson, Dorothy. Oh, Professor! Lad. Home Jour., 75: 11-16, June 1958. (Author: Lecturer and newspaper columnist.)

A reply to P. W. Burton, No. 1607. Claims "that women need the values provided by a liberal arts education as much as men do."


A discussion of the complex problems involved in college admissions.


Discusses general principles and reports in detail on Michigan Secondary School-College Agreement, its methods and its success.


Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 336 girls who attended college and 486 who did not, and on personal interviews with 50 from each group—all from girl graduates of 1951 and 1952 of 24 selected Nebraska high schools.


Discusses problem of selective admission for Western State colleges and universities.

1663. Wilson, Eugene S., Jr. Order or Chaos in College Admissions? Coll. Board Review, No. 24, 8-10, Fall 1954. (Author: Director of Admissions, Amherst College, Massachusetts.)

Offers five solutions to the problem of multiple applications for admission. Favors plan by which a student would be allowed to list his first choice college only on his College Board test application blank.


Report of a questionnaire study of 515 member colleges of the Association of American Colleges with total enrollments of over 700,000 students. "It appears that in full-time undergraduate enrollments, an increase of 20 percent across the board is all that can be expected of four-year liberal arts colleges in the next four or five years unless they obtain capital resources beyond what can now be foreseen."


Unpublished doctoral dissertation (Ph. D.). Considers eight student characteristics, historic and current points of view, and "at least a score of different kinds of post-high-school institutions" fitted to a wide variety of interests, needs, and abilities of students.


3. ORIENTATION AND COUNSELING

For other references see journals, yearbooks, and proceedings of American College Personnel Association, American Personnel and Guidance Association, Division of...
Counseling of American Psychological Association, National Association of Student Personnel Administrators (formerly National Association of Deans and Advisers of Men), National Association of Women Deans and Counselors (formerly National Association of Deans of Women), and National Vocational Guidance Association. The issues of Review of Educational Research for April 1951, April 1954, and April 1957 are devoted entirely to 3-year critical summaries and reviews of pertinent literature in the entire field of counseling and guidance, including publications at the higher educational level.


In the past four years the interview of groups of students by a committee of faculty members has become a standard practice at the Boston University School of Education. Reports procedures, benefits, and weaknesses.


1968. ARJOBA, ADORACION QUIJANO. An Experimental Study of the Adjustment Problems of a Group of Foreign Gradu-


Reports the variety of publications and services available from the Educational Records Bureau in field of test scoring and interpretation. In one year the Bureau scored 600,000 tests for colleges and universities.


Unpublished doctoral dissertation (Ph. D.). Examines effectiveness of guidance programs in nine Seventh-Day Adventist Colleges in the United States. Based on questionnaire responses from college officials and from 1,006 juniors and seniors in the colleges studied.


Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 1,006 men students in eight institutions in eight states. Considers vocational, moral, financial, family life, personality adjustment, religious, and health problems. Special consideration of relation of students to consultants. Bibliography, 51 titles.


Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 256 undergraduates at the University in 1952, divided into two groups, those in upper 10 percent as shown by grades and scores on American Council on Education Psychological Examinations, and those in lowest 10 percent by same measures. Purpose: "To evolve conclusions from the findings which will make it possible to work more intelligently with the problems of superior and inferior students." Major problems are identified in each of the areas of the Mooney Check List.


Unpublished doctoral dissertation (Ed. D.). "The increasing numbers of foreign students that have been coming to the United States (in absolute numbers and in distribution) have sharpened the problems of organization, administration, objectives, and counseling attendant upon their presence in American colleges and universities." Based on questionnaire responses from 122 colleges and universities, and from 324 foreign students enrolled in them. Two conclusions: "There is real need for greater coordination and direction of community groups and resources as they relate to foreign students . . . There is need for a realistic appraisal of the effects of an education in America after foreign students return home."


Unpublished doctoral dissertation (Ph. D.). Based on study of 150 seniors in the five undergraduate colleges of Butler University, Indiana.


Proposes that National Association of Student Personnel Administrators, "in cooperation with any or all of the other 15 in existence which care to join, undertake the establishment of an agency to serve all higher educational personnel workers."


Unpublished doctoral dissertation (Ed. D.). Based on a variety of information from 34 colleges, including checklists from 877 freshmen in the cooperating colleges. Finds that 92 percent of the liberal arts colleges have some type of freshman orientation.


Unpublished doctoral dissertation (Ed. D.). "This study examines the problem of student personnel services in a new community college-West Contra Costa Junior College. No precedent in community or junior college organization was available to serve as a guide for this new school." Conclusion: "All of the services that affect the welfare of students must be brought into close coordination... Without such a team approach, considerable effort and efficiency would be lost."


Discusses functions, operation, staffing, and evaluation of different phases of college personnel programs, including records, counseling, health service, housing, food service, student activities, financial aid, placement, discipline, and special clinics.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from administrators of 21 institutions and from 993 students in the junior colleges of Pennsylvania. Summarizes 10 phases of student personnel services as reported by administrators and students.


Unpublished doctoral dissertation (Ph. D.). Based on analysis of data supplied by 844 students "selected by a proportional stratified sampling technique." Results: "Approximately 84 percent of the sample strongly endorsed the Center... Generally older students, upper-classmen, veterans, and married students had slightly more unfavorable attitudes toward counselors and the Center."

Intended to provide young adults with a useful and inspirational guide to the aims, problems, and expectations of higher education.


"Both the professor and the personnel worker have much to offer toward the attainment of the objectives of higher education...." Illustrated by case study of a student at Eastern Michigan College, and states five implications of the study.


Gives suggestions regarding many aspects of the interpersonal relationships involved in developing a guidance point of view among the members of a college faculty. Bibliography, 15 titles.


Unpublished doctoral dissertation (Ph. D.). Describes process, based on experimental work at 19 Kansas colleges, of reducing the Inventory from 548 to 235 items and simplifying the scoring system. Resultant form correlated .98 with original.


Unpublished doctoral dissertation (Ed. D.). Based on study of institutions with enrollments of less than 5,000 students. Answers five major questions: "(1) In what proportion of state colleges and universities is there a coordinated program of student personnel services? (2) Who is responsible for that direction? (3) What student personnel services are provided? (4) For which functions are those concerned with student personnel services responsible? and (5) What techniques are being used to coordinate the various elements of a student personnel program?"


"As an idea, faculty counseling is not altogether new, but the coordination of the work of faculty members who counsel with other aspects of counseling is relatively new." Designed for use of college and university administrators, college counselors, and faculty members. Bibliography, 136 books, 371 periodical references, and 31 other references.


Prepared by the Society's Committee on Personnel Services in Education, Melvine D. Harder, chairman. Contains 11 chapters, of varied authorship, on many aspects of the field, some of them with brief bibliographies.


Unpublished doctoral dissertation (Ph. D.). Based on data reported voluntarily by 280 students at University of Toledo. Finds that poor adjustment on part of students is most clearly associated with authoritarian parents.

1969. HESS, KATHRYN LOUISE. Expectations of University Freshman
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Unpublished doctoral dissertation (Ph. D.). Part of a study sponsored by a committee appointed by the President of the University to consider the problems of higher education as they affect women. Based on study of 67 freshman women living in a residence hall.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 196 accredited, privately controlled, liberal arts colleges, not affiliated with a university and having enrollments of less than 800 students each. Studies six main areas: orientation, housing services, health services, financial aid sources, counseling and student problems, and self-government.


"Faculty participation in college and university counseling activities continues to in-
other without this program. Major conclusions: (a) Oriented students tend to continue University of Minnesota registration longer than the non-oriented students. (b) There are no differences in the use of personal services by the two populations. (c) Oriented students tend to participate in activities more frequently than non-oriented students.

1705. Lloyd-Jones, Esther, and Smith, Margaret Ruth, eds. Student Personnel Work as Deeper Teaching. New York: Harper & Bros., 1954. v, 361 p. (Authors: Professor of Education, Teachers College, Columbia University; (2) Assistant Professor of Education, Wayne University, Michigan.)


Unpublished doctoral dissertation (Ed. D.). Based on responses to 36-item questionnaire by 161 foreign students at Wayne University. Deals with problems of housing, finances, health, extracurricular activities, community contacts, and home visits. Considers administrative and counseling responsibilities of Foreign Student Adviser.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 446 students (men, 248; women, 218), comprising 30 percent random sample of dormitory freshmen at the university in September 1955. States 14 major findings.


Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 37 institutions in southern States. "It was felt that the evidence gathered would aid college administrators in setting up a guidance program, aid in the expansion and improvement of current programs . . ."


Based on analysis of a battery of clinical tests given to 50 freshmen entering Illinois College in 1954 and repetition of same tests to all of them who graduated in 1958. Resultant data cause some doubt regarding some of the conclusions of Jacob's Study Changing Values in College (No. 2238): "Our investigation at Illinois College is only a pilot study, but we could use such measures with selected freshmen as a guide toward making these changes we consider desirable."


"For professional efficiency, security, and prestige, it seems necessary to revise the present broad statements of purposes in three directions: First, to differentiate them from educational objectives in general; second, to reduce their unjustifiable pretentiousness; and third, to bring them into better alignment with the training and skills of the individual practitioners."


"The counseling of students by faculty members is not a recent innovation in higher education. In early collegiate institutions in this country, the function variously called counseling or guidance or student..."
personnel service was an undifferentiated, inherent component of a teacher’s work.” Considers what counseling responsibilities a modern college teacher should have, how his effectiveness can be evaluated, and how faculty counseling programs can be improved.


“Purpose of this study was to evaluate the student personnel program in six California state colleges by two methods... the latter involved the judgments of the faculty concerning the importance, effectiveness, and effectiveness of the student personnel practices; the other was based on a rating of the student personnel services by a committee of student personnel specialists.” Found “substantial differences” between judgments of the two groups. Concluded that “there is a need to improve the effectiveness of most of the services.”


“This study provides a comparison of women students and their residence counselors with respect to what they consider important for a residence counselor to do and the personality traits they believe she should have to function effectively.” Based on studies in two large dormitories at University of Minnesota and their half-time residence counselors. The students and their counselors rated 28 job functions and 28 personality traits and their importance.


“It is the purpose of this article to present a flexible, basic plan of organization for counseling which represents sound present-day experience that can be adapted to the needs of the small college.”


Based upon historical materials and personal visits to each of the institutions involved.


Purpose: “To gain information concerning the types and frequency of problems students have relating to their value standards of truth, good, beauty, right, and religion, and to examine the sources in the college community where students feel they should receive help and where they feel they have received help relative to these problems.” Based on 100-item questionnaire administered to 822 freshman and sophomore students of Brancliff College and Michigan State College. Answers are analyzed by sex, class, scholastic ability, general academic area, frequency of church attendance, and occupation of father.


Purpose: “To study the student personnel services in the six liberal arts colleges of the Church of the Nazarene. This was done from three aspects: (1) The perceptions of the administrators concerning the available student personnel services, (2) the perceptions of the students and faculty concerning the available student personnel services, and (3) the students’ own perception of their problems.”


Administrators of 104 large institutions were asked to report on their precollege practices and materials. Found that 45 of them had
organised precollege counseling programs, of which 37 cooperated in a more thorough final study.


Unpublished doctoral dissertation (Ph. D.). Based on scores made by 317 students at University of Wisconsin in Colleges of Letters and Science, Education, Engineering, Agriculture, and Commerce, on Strong's Vocational Interest Blank. Conclusion: "Counselors should continue to channel students toward areas of occupations rather than toward specific occupations. Furthermore, the Strong Vocational Interest Blank should probably be revaluated for each particular university student body."


Unpublished doctoral dissertation (Ph. D.). Analyzed statistically, by factor analysis, information on application forms for 394 students who entered the University in 1947. Conclusion: "The Application for Admission Form does not contain information which has statistical significance for predicting achievement or persistence. . . . If the success of college training were measured in terms other than grades and persistence, then some of the factors extracted might have significance for guidance."


Unpublished doctoral dissertation (Ph. D.). Describes construction and characteristics of a 225-item scale, each item to be rated as done either never, rarely, sometimes, usually, or invariably. "The criteria here presented should aid in defining objectives and in evaluating outcomes."

1723. RAPFERTY, KEEN. Mama, Stay Away From My Door. AAUP Bull., 44: 439-443, June 1958. (Author: Professor of Journalism, University of New Mexico.)

"A relatively small number of parents, fathers as well as mothers, can cause more trouble for university teachers and administrators than the students do." Gives numerous instances, both serious and humorous.


Unpublished doctoral dissertation (Ph. D.). Based on questionnaire listing 36 tentative functions of the student assistant. Makes recommendations to reduce conflicts found and to make work of the student assistant more effective and in keeping with his qualifications.


"Lists 12 functions in the field of guidance for which "the instructional staff could assume some responsibility." Conclusion: "The specific activities which college instructors could perform are not superfluous but are commonplace activities which could easily be incorporated in the general college program."

Bibliography, three titles.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 175 institutions, of which 126 indicated substantial assistance, 349 little assistance.

Unpublished doctoral dissertation (Ed. D.). Based on detailed records of women at Stephens College who required the help of the Psychological Counseling Service of the College, compared with a control group of women who succeeded without special help. Numbers of students involved not stated in abstract.


Unpublished doctoral dissertation (Ph. D.). Based on administration of three tests to a random population of 2,020 college sophomores and senior men and women in both public and private institutions.


Unpublished doctoral dissertation (Ph. D.). Reports judgments of a 4 percent random sampling of entire student population and total counselor population of the University on various factors and compares the judgments of the two groups.


"This study has two purposes: (1) to learn the attitudes of college teachers to a guidance program, (2) to test for correlates of positive attitudes to guidance." Based on questionnaire responses from 77 members of a faculty of 60 members "in a college which had been in operation one academic year." Bibliography, seven titles.


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


Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 13 selected-colleges with combined enrollments of 2,045. Problems of students were found to fall into six general areas. "The results of this investigation, supplemented by a search of the literature, failed to indicate any appreciable difference between the problems of students in church-related colleges and those of students in other institutions."


Unpublished doctoral dissertation (Ph. D.). Based on personal visits to each institution. Purpose: "To determine those placement procedures that appeared to be educationally sound and functionally effective, and to recommend those which appeared to be worthwhile and desirable."


Answers following questions: "What research methods have been used in other fields? What are the major trends of research applicable to our fields? What is a sound theoretical framework for our research studies? How can research aid us? What are its limitations? How can we keep up..."
with research findings? What can we contribute to research in personnel work?" Bibliography, 12 titles.

1735. Stroop, Herbert. The College Teacher as Counselor. Sch. & Soc., 65: 120-122, April 14, 1957. (Author: Dean of Students, Brooklyn College, New York.)

"The college instructor who worships at the leading calf of scholarship divorced from social responsibility can hardly be expected to understand fully his role as counselor of students. Fortunately a small but growing group of educators is increasingly showing concern and some understanding for the counseling responsibility of college instructors. . . . Teaching and counseling at many points are very close to each other."


Unpublished doctoral dissertation (Ed. D.). The Mooney Problem Check List was administered twice to all entering freshmen, before and again after the orientation lectures. Half of the students attended the lectures, constituting the experimental group; half did not, constituting the control group. Result: "Both men and women in the experimental group showed greater percentages of reduction in specific problems after having attended the orientation lectures than did members of the control group."


Urges closer cooperation between instructional and counseling functions among instructors in higher education.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 123 colleges of 2,000 to 5,000 enrollment (comparable in size to University of Wyoming); also on questionnaire responses from 750 high school seniors who planned to enter the University of Wyoming, and from 500 freshmen at the University, more than 85 percent of the entering class. "Suggested improvements for the present orientation program at the University of Wyoming include more emphasis on pre-enrollment orientation, greater participation by students in organization of orientation, extension of the orientation program through the first year of college, and continuation of evaluation and study of orientation."


Unpublished doctoral dissertation (Ph. D.). Based on interviews with personnel officers and registrars in 10 junior colleges and five senior colleges in the State and questionnaire responses from 580 former junior college students enrolled in the five senior colleges. None of the senior colleges provided an orientation program for transfer students. Need for such a program clearly indicated.


Unpublished doctoral dissertation (Ed. D.). Based on use of Mooney Problem Check List with 519 students and 24 faculty members.


Unpublished doctoral dissertation (Ph. D.). Based on study of 1,215 entering freshmen at Kansas State College in 1949. "This is a study of the ability of entering college freshmen to evaluate their scholastic aptitudes, achievement in English and reading, and vocational interests. It examines changes occurring in these self-evaluations during the course of a five-day orientation program."

1742. Townsend, Agatha. College Freshmen Speak Out. New York: Har-
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Unpublished doctoral dissertation (Ed. D.). Purpose: "(1) To study the organization, administration, and operation of student disciplinary programs in 10 selected universities; (2) to compare these programs; (3) to determine those disciplinary procedures that appeared to be educationally sound and functionally effective; and (4) to recommend those procedures that appeared to be worthwhile and desirable."


Unpublished doctoral dissertation (Ph. D.). Based on study of "103 freshman girls living in a dormitory some distance from the campus of a midwestern university," with three counselors, two graduate students, and one senior. Problems of the girls were studied by use of Money Problem Check List. "The strongest implication from the study was the need for better screening of resident counselors, particularly in respect to personality and basic attitudes."


Unpublished doctoral dissertation (Ed. D.). Based on comparison of 150 students at North Texas State College and East Texas State Teachers College involving use of Money Problem Check List and other data.


Unpublished doctoral dissertation (Ed. D.). Based on study of conditions at University of Florida, Florida State University, and University of Miami. Opinions were secured through questionnaire and personal interviews. Survey was also made of practices in other universities with enrollments of 5,000 or more students.


4. MORTALITY AND SUCCESS


Unpublished doctoral dissertation (Ph. D.). Based on study of 50 undergraduate engineering students selected from the 148 Arab students attending the University of Texas, 1955-56.


Based on questionnaire concerning 28 behavioral situations administered to 505 students at University of Alabama. Conclusion: "In general the mean responses indicate that the students clearly discriminated among the twenty-eight situations labelled as cheating. Certain situations were ranked high in justification . . . . while a different group of situations were ranked low in justification."


Unpublished doctoral dissertation (Ph. D.). Based on study of 299 freshmen entering the University in 1953, of whom 452 had graduated 4 years later or were still enrolled and 487 who were not enrolled and had not graduated. Former group analysed according to six factors: high school grades, scores on placement tests, father's occupation, parental education, vocational choice, and number of years of education planned.


Based on personal interviews with 123 senior executives of 38 leading industrial firms in Detroit. Gives numerous detailed tables.


Unpublished doctoral dissertation (Ed. D.). Studies, primarily by correlation coefficients, relations of 12 factors for freshmen in 1950-51 and 1951-52. Most significant factor was high school cumulative grade-point ratio with correlations from 0.54 to 0.67.

1753 BLACKWELL, THOMAS E. Does a Student Have a Legal Right to Earned Academic Credit? Coll. & Univ. Bus., 20: 34-35, April 1956. (Author: Vice President and Treasurer, Washington University, Missouri.)

Reports various court decisions, some favorable, some unfavorable, in Pennsylvania, Missouri, Nebraska, Montana, and Tennessee.


On 65th anniversary of granting of first Ph. D. by Bryn Mawr College, reports on many aspects of the careers of 306 alumnae holders of the doctorate, of whom 28 were known to be deceased. Based chiefly on questionnaire responses from 235 of them. "The first striking facts to emerge from the survey are the high record of professional employment, the predominance of college teaching as a profession, and the long term of service that is usual for these Ph. D.'s."


Unpublished doctoral dissertation (Ed. D.). Based on records of 1,484 beginning freshmen in 1952 and 1953 at the University. Studies relationships between 8 selected objective criteria and subsequent first quarter grades at the University.

"This study was undertaken to investigate whether profiles of a college level orientation test battery could be used to aid counselors in the prediction of grades and major areas of concentration." Based on academic records of approximately 2,000 freshmen boys and 1,400 freshman girls at Indiana University, 1949 and 1950. Profiles studied are based on American Council on Education Psychological Examination and Cooperative English Test—Reading Examination.


"Says that the results in terms of genuine education which result from college experience in comparison with amount of time, money, and energy spent is appallingly weak and small, resulting in "tragic general ignorance."


"Studies relation of three reading test scores to college success, using all-university grades, average grades in 26 subject areas, and eight independent variables for 1,914 freshmen at the University. Conclusion: "Students who are low in a specific reading skill, should be given training in that skill."


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Based on study of records of 134 individuals (Ed. D., 57 percent; Ph. D., 13 percent), and questionnaire responses from 90 of them. Median age at conferring of the doctorate was 41 years, varying from 26 to 62 years. Sixty percent were employed in college positions.


The successful students were defined as those with grade-point average of at least one, the non-successful as having averages of less than one. Comparisons between the two groups made in nine factors, securing a multiple correlation coefficient of 0.56.


Based on study of records of 302 students, a random sample of 1,853 dropping out during a 10-year period, and on personal interviews with 10 percent of the group. Involves a detailed investigation of the drop-out as a high school student, a college student, his educational training and plans after leaving college, employment status since withdrawal, and family background.


"Finds that of the group that began as freshmen in 1946, 33 percent had graduated, 12
percent were still in the University, 13 percent had transferred to other institutions, and 45 percent had dropped out of school by fall of 1962. Characteristics of this latter group and reasons for their dropping out are analyzed in detail.


Based on questionnaire responses from placement officers in 48 colleges and universities, in an attempt to determine the effectiveness of college placement and industry recruitment efforts. Shows need for changes in some cases.


Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 226 men at Michigan State University. Conclusion: "A majority of male students reported for disciplinary action have committed minor offenses which do not differ greatly from acceptable behavior."


Unpublished doctoral dissertation (Ph. D.). Based on study of academic and social adjustments and success of 40 students. The data were obtained primarily through intensive interviews conducted at intervals during the students' stay. Each interview was recorded on tape and later transcribed into typewritten form. Conclusion: "In general the Scandinavian students' approach to the new environment was found to be practical and emotionally uninvolved. Their impressions of the American culture were highly differentiated and evaluated in a non-global fashion."


Unpublished doctoral dissertation (Ed. D.). Based on study of 76 over-achieving and 64 under-achieving students for differences in scholastic aptitude, grade average, reading ability, mechanics of expression, high school marks, age, time spent in study, extra-curricular activities, work for pay, class attendance, and place of residence. Two groups also studied separately for each sex, 108 men and 30 women.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from more than 40 percent of the 692 students who entered as freshmen in 1949 but failed to graduate. Major reasons for dropping out summarised and recommendations made for improvement.


"For every 100 freshmen enrolled in accredited junior colleges in the United States in 1954-55, only 45 sophomores were enrolled. Of these sophomores, less than half graduated. Thus it would appear that less than one-fourth of the students entering American junior colleges graduate from them. These striking facts raise serious questions whether or not the junior college is serving American youth as satisfactorily as it should." For discussion by John Lombardi, see Jour. Coll. Jour., 27: 306-309, Feb. 1957.


Based on responses to a 25-item questionnaire from 226 colleges and universities.
ADMINISTRATION OF STUDENTS

(Author: Dean of Engineering, Oregon State College.)

"In the technical-professional college curricula, one person completes the requirements for a first degree out of every two who start. . . . If college teaching in technical areas is to be improved, such improvement must be measurable in either the quality or the quantity or both of the technical graduates." Presents and discusses 10 suggestions for improving the situation.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaires or interviews and study of records of 163 freshmen of 1950 who failed to graduate, and data from 163 carefully matched students who did graduate in 1954. Of reasons given for withdrawal, military service for men and marriage for women were given most frequently. Six recommendations made for improvement of guidance services.


Unpublished doctoral dissertation (Ph. D.). A study of 193 students who transferred from Michigan community or junior colleges to University of Michigan. Includes scholastic, social, and religious factors. Practically all received lower grades in first semester at the University but considerable recovery was made in later semesters. "They liked most of all the University's cosmopolitan yet friendly atmosphere, the great academic facilities, the cultural advantages, and the services of good instructors who were authorities in their fields."


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,315 student withdrawals at the University of Southern California and data concerning them in registrar's office.

Unpublished doctoral dissertation (Ed. D.). Analysis of reasons for withdrawal of 995 of 1,902 freshmen (51 percent mortality) at the University in three academic years, 1953-54. The reasons given most frequently for withdrawal were transfer to another school, entered military service, had financial difficulties, to enter employment, married, deficiencies in scholarship, lack of interest, personal and family difficulties, and wrong vocational objectives.

1781. HARRIS, BERNARD B., and SCHNEE, QUENTIN F. Financial Need and College Scholarships. Pers. & Guid. Jour., 37: 407-409, March 1959. (Authors: (1) Dean of Men, Wisconsin State College, Platteville; (2) Associate Professor, School of Social Work, University of Missouri.)

"This report is one of the findings of a follow-up study which investigated a group of 86 applicants, half of whom received scholarships and half of whom did not receive them" at the University of Wisconsin.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 760 students comprising 86 percent of all baccalaureate graduates of the class of 1947.


1784. HOLMES, CHARLES H. Why They Left College. Coll. & Univ., 34: 296-300, Spring 1959. (Author: Assistant to the Dean, Syracuse University, New York.)

A study of 165 voluntary freshman withdrawals from College of Liberal Arts of Syracuse University in 1956. Finds that 84 percent withdrew to enter another college.


Unpublished doctoral dissertation (Ed. D.). A comparison of many differentiating factors between students who did not complete 2 consecutive years of college with those who did. Conclusion: "Students who have had a strong and satisfying family life and who possess self-confidence and feelings of security in personal relationships, are likely to be happy and successful in college and are unlikely to be found on drop-out lists."


"The purpose of this study has been to inquire into the extent and character of retention, transfer, and withdrawal of undergraduate students in a group of representative institutions of higher education. . . . About 60 percent of the students who enter
colleges eventually graduate, although fewer
than 40 percent graduate from the institu-
tions of first registration in normal progres-
sion. The 10 percent who transfer do so
mainly because of general dissatisfaction.
change in curriculum interests, desire to be
nearer home and need to attend a less ex-
ensive institution." Based on information
secured on 12,667 entering freshmen in fall
of 1950 in 149 institutions. Bibliography.
156 titles.

1787. JENSEN, VERN H. and CLARK,
MONROE H. Married and Unmarried Col-
lege Students: Achievement, Ability, and
personality. Pers. & Guid. Jour., 37: 125-
128, Oct. 1958. (Authors: Faculty mem-
ers, Brigham Young University, Utah.)

Based on study of 56 married and 36 single
men for entire 4-year course at Brigham
Young University. Few significant differ-
ences found.

1788. JOHNSON, THEODORE DAVID. A
Twenty-Year Follow-Up Investigation of
Graduates of North Park (Junior) Col-
lege. Evanston, Ill.: Northwestern Uni-

Based on questionnaire responses from 285
graduates of five classes at 5-year intervals
from 1933 to 1938.

1789. JONES, PAUL HENRY. A Fol-
low-Up Study of the Graduates and
Drop-Outs Enrolled in the Highland
Park Junior College for the School
Years 1953-54 Through 1955-56. De-
troit, Mich.: Wayne State University,

Based on college records and questionnaire
data from 65 percent of random sample of
63 graduates and 233 drop-outs as related
to eight different factors. Conclusion: "The
data indicate the junior college is operating
as an effective institution. Facilities are the
most pressing problem. Student personnel
services are understaffed; the faculty must
assume a more active role in the guidance
of students."

1790. KASDOR, LAWRENCE M. Some
Characteristics of Highly Competent
Readers Among College Freshmen.
Stanford, Calif.: Stanford University,
1955. 234 p. Abstract in Disc. Ab-

An attempt to identify characteristics of the
superior reader among college freshmen.
Based on questionnaire study of 50 superior
readers from nine colleges in Los Angeles
area. Studies nine factors: personal adjust-
ment, intelligence, eye movements, family
background, use of leisure time, health, aca-
demic success, college major and vocational
objective, and reading background.

1791. KIM, KI BUK. The Use of Cer-
tain Measurements of Academic Api-
tude, Study Habits, Motivation, and
Personality in the Prediction of Aca-
demic Achievement. Baton Rouge:
Louisiana State University, 1957. 65 p.

Based on data concerning 300 male freshmen
at Louisiana State University. "The study
indicates that such non-intellectual factors as
study habits, motivation, and personality, as
well as academic aptitude appear to play
significant roles in determining college
grades."

1792. KRAAIK, NANCY KATHERINE. A
Study of the Characteristics of Aca-
demically Successful and Unsuccessful
Freshman Women Who Entered North-
wester University in the Fall of 1954.
Evanston, Ill.: Northwestern Univer-

Based on study of 35 honors students and
48 students on probation. Information se-
cured from university records, test data, per-
sonal interviews, and questionnaires.

1793. KRAfft, ROBERT H. and GREEN-
BAUM, JOSEPH J. The Younger Amer-
ican Scholar: His Collegiate Origins.
Chicago: University of Chicago Press,
1968. xii,323 p.

A statistical study, financed by Fund for
the Advancement of Education. "It is in-
tended as a straightforward and simple re-
port on the undergraduate origins of younger
American scholars who have won academic
distinction in graduate schools since 1946." Based
on detailed analysis of some 7,000 in-
dividuals, winners of fellowships or holders
of Ph. D.s from 25 leading graduate schools
—graduates of 533 colleges. Reviews by G.
T. Kyner, Amer. Social. Review, 15: 732,
Dec. 1960; by P. Moore, Coll. & Univ., 22:
110-111, Oct. 1960; by W. W. Anderson,
1964; by J. E. Blanchard, Jour. Soc. Re-
search, 48: 475–476, Feb. 1955; by C. Brin- 
1953; by T. H. Hamilton, Pers. & Guild. 
Jour., 32: 242, Dec. 1953; by P. Thomson, 
Sch. Review, 32: 244–245, April, 1954; and 
by K. W. Buslow, Teach. Coll. Record, 55: 

1934. Kraft, Jack Arthur. A Ten- 
Year Follow-Up Study of Graduates of 
a California Junior College. Stanford, 
Calif.: Stanford University, 1951. Ab- 
stract in the Stanford University, Ab- 
stracts of Dissertations . . . 1950–51, 
p. 433–439.

Based on questionnaire responses from 239 
graduates of classes from 1933 through 1948 
of College of Marin. Approximately 70 per- 
cent of the graduates continued their col- 
lege education beyond junior college.

1935. Lane, Melba De La Motte 
Brown. Conditions Associated with 
Women Student Withdrawals at the 
University of Southern California. Los 
Angeles: University of Southern 
California, 1953. Abstract in the Uni- 
versity of Southern California, Abstracts 

A study of 603 women who registered as 
freshmen in 1946 and withdrew before March 
1951. Based on university records and ques- 
tionnaire responses.

1936. Lane, Leon Alvin. The Rela- 
tionship of Selected Interests of Male 
College Freshmen to Three Academic 
Levels of Achievement. Ann Arbor: 
University of Michigan, 1953. 208 p. 
Abstract in Diss. Abstracts, 19: 471, 
Sept. 1955.

Based on study of 3,553 students at Univer- 
sity of Michigan classified as superior, aver- 
age, and inferior, with reference to nine 
vocational groups: architecture, business ad-
ministration, dentistry, education, engineering, 
law, medicine, science, and literature and 
arts.

1937. Lehr, Milton W. A Statistical 
Description of Factors Related to Drop-
Outs and Non-Drop-Outs at Northwestern 
State College. Norman: University of 
Oklahoma, 1953. 37 p. Abstract in 

A comparison of 942 non-drop-out and 174 
drop-out students, 1940–1954. Analyzes 12 
factors. Finds that level of intellectual abil- 
ity has no appreciable connection with con- 
tinuation in college.

1938. Lehrer, Ruth S. and Martin, 
Marion. What Happens to the College 
Student With a Physical Handicap? 
(Authors: (1) Member, Bureau of Edu- 
cational and Vocational Guidance, Hun- 
ter College, New York; (2) Staff mem- 
ber, New York State Department of 
Education.)

Report on the success of 65 young people 
with physical handicaps who attended Hunter 
College during previous 10 years, with em- 
phasis on their vocational rehabilitation.

1939. Lieberman, Harold. Charac- 
teristics and Citizenship Activities of 
Graduates of Ohio Northern University. 
Syracuse, N.Y.: Syracuse University, 
1957. 186 p. Abstract in Diss. Abstracts, 

Based on questionnaire responses from 85 per-
cent of a sample of 1,600 graduates, every 
fourth one in alumni files. Questionnaire 
was patterned after 1947 study by Time, Inc., 
thus facilitating comparisons with that na- 
tional study. See no. 1733. One conclusion: 
"The generally-educated are more active in 
civic and political affairs than the specially-
educated."

1940. Little, J. Kenneth. The Per- 
sistence of Academically Talented Youth 
in University Studies. Educ. Record, 
40: 237–241, July 1959. (Author: Di- 
rector of Institutional Studies and Pro- 
fessor of Education, University of Wis- 
consin.)

A detailed study of the characteristics and 
progress of 1,940 students who entered Uni-
versity of Wisconsin as freshmen in 1953. 
"The findings of this study suggest that there 
is need to cultivate as much as to call the 
youth who are entering the colleges and 
universities."

1941. Liu, Yung-So. The Academic 
Achievement of Chinese Graduate Stu-
dents at the University of Michigan 
(1877–1950). Ann Arbor: University of 
Michigan, 1953. 181 p. Abstract in 

Based on study of 1,077 native-born Chinese 
students. Their achievement was highest in
medical sciences, followed by engineering and the physical sciences; lowest in social sciences. Of the group, 73 percent had returned to China, 20 percent were in the United States, and 7 percent were elsewhere. Information was received from 639 of those who had returned to China of whom the largest number entered higher education, with engineering second, and government service third.


Unpublished doctoral dissertation (Ph. D.). Based on analysis of more than 250 students in experimental and control groups, the experimental group having completed the Cornell Reading Improvement Program in 1964. General conclusion: "The Cornell Reading Program favorably influenced the academic performance of students."


Unpublished doctoral dissertation (Ph. D.). Purpose: To determine whether data available at college entrance provides reliable predictive basis to determine which students may remain in college more than one year. Based on records of 1,823 students at University of Toledo, Ohio.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,082 graduates. Major conclusions: "The controversy and extreme positions sometimes encountered with respect to questioning the relative importance of the University's academic and student activities programs appear unwarranted. . . . It is evident that their judgment is predicated upon an acceptance of such extra-curricular activities as integral to the total educational program of the University."


Unpublished doctoral dissertation (Ed. D.). Based on study of 144 students who withdrew in 1953-54 from East Contra Costa Junior College, California. Comparisons made on various factors with 217 students still enrolled. Conclusion: "This study and an analysis of the literature in this field suggest that dropout studies in a particular institution designed for the particular needs of that institution are more likely to yield constructive results than general dropout studies."


Unpublished doctoral dissertation (Ph. D.). An intensive study of the significance of 27 predictor variables and various combinations of these as judged by the records of the 1949 freshman group in each of 23 university subject areas.

1969. Moore, Forrest G. Factors Affecting the Success of Foreign Students in American Universities. Minneapolis: University of Minnesota,
Unpublished doctoral dissertation (Ph. D.). Based on study of 576 foreign graduate students at University of Minnesota and intensive case studies of 76 of them. Special emphasis on students from China and India.


Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 2,400 college girls (1,300 sophomores and 1,100 seniors) in 87 Catholic college. Analyses responses in terms of admissions, curriculum, finances, college-high school motivation, spiritual items, public relations, and special regions of responsibility. Bibliography, 158 titles.


Unpublished doctoral dissertation (Ph. D.). Based on data concerning 445 graduates of classes from 1939 to 1961. "Honor graduates were defined as those students (1) whose cumulative grade-point average at graduation places them in the upper 3 percent of their graduating class, and (2) who are graduated with distinction or high distinction."


Unpublished doctoral dissertation (Ph. D.). Based on analysis of records of 281 General Division students, classified into nine persistence groups. "Since 5 percent of the 281 students persisted 4-8 or more semesters and did not graduate, and 6 percent graduated, it is indicated that persistence and graduation are not synonymous."

1913 —— Unpromising College Students Who Graduate. Sch. & Soc., 87: 92-98, Feb. 28, 1959. (Author: Assistant Professor of Psychology, University of North Dakota.)

"The subjects of this investigation are 81 graduating, unpromising college students and 45 near-graduating, unpromising college students who completed eight or more semesters. These are part of a group of 581 students who had graduated in the lower third of their high school classes and who were admitted on a trial basis to the University of Toledo." Conclusion: "Students who enter college from the lower third of their high school graduating classes will continue to be doubtful risks and those who graduate will require an additional semester."


Prospects of employment for the 1959 college graduate, as indicated by reports from various institutions. "Though it looks better than 1958, few foresee a return to the seller's market of 1957."


Unpublished doctoral dissertation (Ph. D.). Purpose: "To investigate the value of test scores, previous school marks, and certain other variables in the selection of students for the undergraduate schools of the University of Pennsylvania, and to determine which variables or combination of variables contributed most to the forecasting of academic success." Numerous correlations reported but nature and number of populations involved are not stated in abstract.


Unpublished doctoral dissertation (Ph. D.). Based on study of relation of 21 selected factors to dropout for 1,781 students. Finds significant relationships for 10 of the factors.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 2,308
graduates of Rochester Institute of Technology from 1927 to 1946. Questionnaire of 23 items was in two parts: one dealing with first job secured; the other with present job.


Unpublished doctoral dissertation (Ed. D.). Based on study of 1,113 students who entered the University in 1955, of whom 376 dropped out by fall of 1957. Reasons for dropout secured from 269 of these 376 by personal interviews in their homes, usually in the presence of their parents. Ten reasons for dropping out given. Most important: academic failure, 49 percent; financial need, 25 percent; transfer to other colleges, 7 percent; military service, 5 percent; lack of interest, 5 percent.


Reports experiences at University of North Carolina where 22 Negro students, both graduate and undergraduate, have attended. States reasons why they have not attended in larger numbers.


Statement adopted by General Council of American Society for Engineering Education to guide industrial organizations in campus recruiting for employment of prospective college graduates. Includes four general principles, 17 responsibilities of the employer, 11 responsibilities of the college, and 10 responsibilities of the student.


Unpublished doctoral dissertation (Ph. D.). Based on university records of 644 graduate students from 15 countries who attended the University from 1945 to 1950.


(Adapt: Staff member, Ohio State University.)

Using a variety of census data, estimates 8,494,584 college graduates will be living in 1960, which “is probably an underestimate.”


Report of a study financed by Fund for the Advancement of Education. “The following facts and thoughts about the graduate student, his origins, his career, his success, his failures, and his future are associated with the Divisions of Columbia University in which master’s and doctor’s programs in the liberal arts and sciences are offered, namely the Graduate Faculty of Political Science, Philosophy, and Pure Science... Well over 30,000 records of students registered under Columbia’s Graduate Faculty were studied.” Contains 60 tables showing wide variety of data.


Describes characteristics of most successful and least successful graduate students in 10 departments of the Division of Social Sciences, University of Chicago.


Unpublished doctoral dissertation (Ph. D.). Studies six factors concerning 375 dropout students enrolled in fall terms of 1948 and 1949 who did not return for winter term. “The most significant difference found to exist between dropouts and non-dropouts were with respect to intelligence, education of parents, and occupations of parents.”

1826. RYAN, SUE B. ELDON. Some Characteristics of the 1949 Freshman Class at the University of Missouri and the Relation of These Characteristics to Academic Success. Columbia: University of Missouri, 1960. 175 p. Abstract
Factors studied: high school rank, psychological test scores, English test scores, sex, age, parental occupation, size of high school attended, high school credits in certain fields. Conclusion: "High school rank was the most reliably predictive factor studied on which to base prediction of academic success at college."


Unpublished doctoral dissertation (Ed. D.). Based on replies to a 15-page questionnaire by 1,310 students at the University who had earned a master's degree or equivalent between 1935 and 1948.


"American colleges and universities are presently faced with the costly and distressing problem of having about half of their entering freshmen withdraw before graduation." Considers conditions in different institutions, their causes, and possible improvement.


Unpublished doctoral dissertation (Ed. D.). Based on administration of Mooney Problem Check List to a representative sample of 281 freshmen at University of Florida. Comparison with scores made by same students on American Council on Education Psychological Examination and with their academic grades.


Unpublished doctoral dissertation (Ed. D.). Based on analysis of 33 factors regarding 685 students, one-third of the students enrolled in Junior Division of the University for first time in 1947. Of the 685 students, 97 percent did not remain to graduate.


Unpublished doctoral dissertation (Ed. D.). Based on records of 1,277 students who withdrew before graduation and 600 who graduated or were still in residence. "Out of every 100 students entering the Pennsylvania State University from the highest fifth of their graduating class, 56 graduate in 4 years with a bachelor's degree, 0 will still be enrolled: 0 will be dropped and not reinstated; 7 will withdraw sometime during a semester and not be readmitted; 23 will not return after completing one or more semesters. Out of every 100 leaving, ... 61 will enter other educational institutions, 18 will enter the Military Service; 18 will take a full-time job; 18 (all women) will marry; 2 will return home to help; and 1 will be undecided."


This analysis "tests and affirms the general hypothesis that the nature of contacts between undergraduate students and faculty partly determines whether or not the student will seek advanced training." A method for comparing the effectiveness of undergraduate colleges in stimulating their students to seek the Ph. D. is described. Based on analysis of records of over 9,600 talented students from more than 500 colleges.


Based on same material as No. 1932, but presented in different form with emphasis on effects of financial aid.

1934. THOMPSON, ADOLPHUS PAUL. Factors Related to the Academic Achieve-

Unpublished doctoral dissertation (Ph. D.). This is a comparison of the relative academic achievements of 106 male and 76 female transfers with a matched sample of native students. The transfers entered the University in 1952-53 and 1953-54. The non-transfer, or "native," matriculated in the fall of 1951. Studies relationship between achievement and 10 other factors. States seven major conclusions. One of them: "The transfer students did not significantly maintain their pre-transfer levels of scholarship."


Prepared for the Committee on School and College Relations of the Educational Records Bureau. Based on questionnaire responses from 470 freshmen in 37 colleges. Presents difficulties of students in meeting academic, social, and moral requirements of their freshman year. One out of five freshmen questioned felt that their first year in college was unsatisfactory. Review by J. H. Rhodes, Col. & Univ., 33: 561-563, Spring 1957.


Based on analysis of baccalaureate origin of 7,738 men graduates of 203 colleges listed in Who's Who in America. Found that one of every 104 graduates was listed in this volume. "The 25 highest ranking institutions include 7 Ivy League colleges, 11 State universities, and independent universities outside the Ivy League, a military academy, a naval academy, and a technical institution."


Unpublished doctoral dissertation (Ed. D.). "At the end of the freshman year, it was found that 41 percent of [scholarship] freshmen failed to earn renewal of the scholarship award. This alarming figure presented a problem which warranted an investigation. . . . A survey of the literature failed to uncover any study similar." Based on detailed analysis of numerous factors regarding 588 scholarship students at the College. States seven major conclusions regarding the group.


Gives an extensive developmental scale used for differentiation of freshman and senior attitudes and reports its use at Vassar College and at two other colleges. The results "do not support the view that college students become more alike in their general attitudes while attending college." Bibliography, 30 titles.


Unpublished doctoral dissertation (Ph. D.). Based on detailed study of records of 86 men in an unnamed institution. Conclusion: "There are no simple reasons which explain degree of academic achievement realized by students."


Unpublished doctoral dissertation (Ed. D.). Studies relative values of 28 possible predictors, using 428 graduates and 562 non-graduates, a 25-percent sample, for years 1946-47 to 1950-51. Graduation rate for the 4-year period was 16 percent. Four best predictors of mortality, in order, were "no activities in junior college, one year or less between schools, below 2.00 grade average in junior college, and below 2.00 grade average in high school."

5. LIVING CONDITIONS

Includes health, social, religious, and dormitory conditions.

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Unpublished doctoral dissertation (Ed. D.). Based on questionnaire returns from 103 church-related colleges. Reports on college chapel and other worship services and required attendance at them; number with college ministers or directors of religious activities; library use; student religious organizations; and courses in the field of religion. Conclusion: "Church-related colleges as a whole are strongly emphasizing this phase of college life at this time."

1843. ATKINSON, BYRON H. and BRUGGER, A. T. Do College Students Drink Too Much? Jour. Higher Educ., 30: 305-312, June 1959. (Authors: (1) Associate Dean of Students; (2) Assistant Dean of Students; both of University of California, Los Angeles.)

Historical study of student drinking since the Middle Ages, and in various parts of the United States at different periods. "Perhaps the best policy was stated some one hundred and fifty years ago, when the authorities of William and Mary ordained that the drinking of spirituous liquors (except in that moderation which becomes a prudent and industrious student) be prohibited."

1844. BEDISON, GEORGE V. A Comparative Study of the Social and Economic Status of Students Enrolled in Schools of Education in the Universities in Pennsylvania and Neighboring States. Pitts-


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 944 students in 12 universities. "The results of the study indicated that students who were enrolled in the schools of education in the cooperating universities represented a high intellectual, social, economic, and educational background."


Urges use of term "college union" rather than "student union" in order to include faculty and alumni in scope of its services.


Based on 844 replies to a questionnaire "administered in person by the writer to students during the regular class periods."


Based on analysis of various activities during a typical week as reported by 200 students at the University of Hawaii, and comparison with other similar studies. Bibliography, 15 titles.


Unpublished doctoral dissertation (Ed. D.). Purpose: "To analyze the organization and administration of campus protection and enforcement programs; to determine the objectives and functions of these programs; to determine and compare the relationships between these functions and the regulatory..."
functions of the student personnel programs; and to indicate trends in the development of campus police programs. The study was limited to certain larger public universities with comparable educational programs, similar geographic locations, and analogous administrative organizations.

1849 Farnsworth, Dana L. Mental Health in Colleges and Universities. Cambridge Mass.: Harvard University Press 1957. ix, 244 p. (Author: Director of University Health Services, Harvard University.)

Indicates the responsibility of the college for the mental health of its students, and what it can do about that responsibility. Bibliography, 44 titles.


Unpublished doctoral dissertation (Ph. D.). "The main purpose of this study was to discover whether the religious attitudes of Roman Catholic seniors in college are related to the amount and level of their Catholic schooling." Based on 14-page Inventory of Religious Attitudes administered to 207 Catholic seniors in seven Catholic colleges and four state colleges in Minnesota.


"Summarizes a study by Yale University Center for Alcohol Studies, based on testimony of 17,000 men and women in 27 representative American colleges. Shows most drinking in private, non-sectarian colleges, but that frequent or excessive drinking is rare.


Unpublished doctoral dissertation (Ph. D.). Based on administration of 150-item attitude scale to 486 freshmen at Purdue University in October 1954 and to 390 of these same men in April 1955. Studies conditions, particularly for students living in residence halls, fraternity houses, sorority houses, and off-campus rooming houses. Also in apartments, homes of parents or relatives, cooperative houses, Federal housing projects for married veterans, trailers, and homes owned by the student.


Unpublished doctoral dissertation (Ed. D.). Based in part on questionnaires personally delivered to 249 student families living in university housing at the university and to 150 student families living in private housing.


Unpublished doctoral dissertation (Ph. D.). Based chiefly on administration of Allport's Attitude Inventory on Aspects of Religious Belief to 1,402 undergraduate students at Bradley University, comprising about 60 percent of the total day enrollment, and comparison of results with conditions in other institutions.


Unpublished doctoral dissertation (Ph. D.). Based on study of 514 undergraduate men and 293 undergraduate women at the university classified according to residence; (1) resident halls, (2) fraternities and sororities, (3) rooming houses, (4) homes, (5) married, and (6) changed housing. "It was concluded that the type of residence of women undergraduate students has no differential effect upon their undergraduate achievement" but for men the situation "is not made clear from the results of this investigation."


Discusses increasing frequency of attendance of married students in colleges, advantages and disadvantages. Included is a survey made by Life showing number of married students in 33 colleges and universities.

1857 Hedin, Bernard A. The Relation Between Personal Factors and

Purpose: "To ascertain the nature of the opinions of undergraduate students... with respect to the relative censure they would place on students committing certain violations of University conduct regulations."
Based on judgments expressed by 620 students. Conclusions: "Students... differ in their views on the importance of many campus behavior problems. The wide differences in opinion found between men and women, for example, concerning several types of misbehavior suggest a need for more attention to these issues in college educational programs."

Describes how "Stanford University is tackling the problem of housing married students with a building project consisting of 250 units, now under construction."

Based on a questionnaire of 66 items administered to the presidents and to seniors in each fraternity, independent house, and dormitory having 25 or more members at the University of Illinois.

Based on a questionnaire responses from 462 accredited colleges and universities. Studies degree of agreement regarding areas covered by regulations; relation to size, type, and location of institutions; and agencies responsible for making and enforcing regulations.

Based on responses of 448 students to a 112-unit test covering 10 health areas, each unit consisting of three items—(a) a true statement of a health fact, (b) a false statement of the same health fact, and (c) a behavior-eliciting statement examining practice concerning the health fact of the unit. Conclusion: "College students need increased opportunities for learning in health."

Based on study of 1,352 students at Texas Technological College. Factors considered: College residence, size of home town, college class, marital status, employment, education of parents, major subject, grades, extra-curricular participation, and fraternity membership.

Describes construction and validation of an evaluative instrument of 150 items designed to measure patterns of personal values in eight areas: aesthetic, material, intellectual, power, social contact, religious, prestige, and humanitarian.

Records of 996 students were used to compute interrelations between achievement, high school record, American Council on Education test scores, hours of work per week, and hours of study per week. States 16 major conclusions. Chief one: "The relationship between amount of time spent in work and achievement in college is not significant."

1865. SNOW, BARBARA M. An Analysis of the Relationship of Certain Factors to the Social Acceptance Status of College Freshman Women. University Park:

Unpublished doctoral dissertation (Ed. D.). An investigation of social acceptance status of 168 freshman women at State University of New York Teachers College at Geneseo. "In relation to 20 selected variables to determine likely causes or conditioning factors which might account for variances in social acceptance status."


Based on study of 364 men students at Florida State University. Finds university-owned residence halls most desirable in terms of academic achievement and withdrawal rates. Least desirable is housing in town. Fraternity houses and homes of parents fall between these extremes.


"If it is finally agreed that technical, scientific, and personal health education of the student is desirable, then it is the responsibility of the college administration to do something about it." Describes organization and operation of the health service at Alabama Polytechnic Institute.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 228 deans of women and other professional workers in 44 states, and from 40 student leaders. Chief findings: "The crying need for personalization of the collegiate 'home life' of students."


Unpublished doctoral dissertation (Ed. D.). Finds that approximately half of dormitory residents at the university come from homes within the local area. Analyzes reasons for this condition as shown by questionnaire responses from 258 dormitory residents.


Unpublished doctoral dissertation (Ph. D.). Attitudes, ideologies, and conduct relative to God and the Church were measured from data submitted by 66 Protestant, 20 Jewish, 14 Catholic, and 10 "other" students.

1871. WILLIAMSON, EDMUND G.; HUEBNER, JOHN; and JOHNSTON, WILLARD. Students Live Off Campus. Educ. Record, 37: 216-223, July 1955. (Authors: (1) Dean of Students; (2) Assistant Director Student Housing Bureau; (3) Student Personnel Worker, Student Housing Bureau; all of University of Minnesota.)

Based upon experience at University of Minnesota. "In attempting to achieve the general objective formulated by the Board of Regents—ensuring safe, hygienic, and morally satisfactory quarters for students—the Bureau staff performs essentially eleven kinds of tasks." Names and discusses each of them.

See also Nos. 38, 44, 93, 125, 189, 228, 268, 278, 297, 475, 497, 1573, 1591, 1595, 1599, 1671, 1674, 1694, 1705, 1706, 1716, 1719, 1724, 1731, 1901, 1933, 1940, 1975, 2128, 2402, 2519, 2554, 2557.

6. STUDENT ACTIVITIES

Includes athletics, fraternities, sororities, publications, forensic activities, college unions, recreation, and student self-government. For student participation in college or university government, see Nos. 1,572-1,600.

Presents a tentative statement on intercollegiate athletics as formulated by a committee. "The Committee wishes to point out that its statement is one of principles; it does not go into the details one would expect to find in a code of rules."


Unpublished doctoral dissertation (Ph. D.): Purpose: "(1) To determine and to analyze the existing organizations of student recreation programs in selected large institutions of higher learning; (2) to attempt to describe the most prevalent patterns of organization; and (3) to develop a set of criteria for the valuation of such patterns of organization." Based on study of conditions in 43 universities in the United States with enrollments of 9,000 or more regular students and in 3 largest universities of Canada.


Unpublished doctoral dissertation (Ph. D.): Reports steps involved in development of a "measuring stick" based on judgments of 221 specialists. Resulting instrument measures 7 phases: administrative policies, organization and administration, equipment and facilities, medical and health services, financial aid, eligibility and participation, and publicity. "The developed criteria are valuable guides for objectively evaluating athletics. With these evaluative criteria as 'measuring sticks,' institutions may preserve the values which are inherent in sports. Athletics will then contribute unequivocally to the aims and purposes of higher education."


Unpublished doctoral dissertation (Ed. D.): A study of the small State-supported colleges and universities in the Central States. "This study should have greatest significance and value to college administrators who are attempting to improve ineffective intramural programs. It could also serve as a guide for those who are initiating intramural programs."


Sketches history and present status of college fraternities. Conclusions: Fraternities are necessary. They fill a gap in student life by relieving the boredom of student life and the tedium of classes and study.


Devoted chiefly to situation in State University of New York, ultimately appealed to Supreme Court of the United States. Reviews briefly other cases in other institutions beginning in 1860, especially in Indiana and Mississippi.


Unpublished doctoral dissertation (Ed. D.): Based on questionnaire responses from 303 Blue Key members and 229 non-Blue Key members, all graduates of University of Florida not later than June 1948. Numerous comparisons made between the two groups. "The Blue Key member was a better student substantively" and "averaged $2,000 per year more mean income," but "no conclusive proof can be claimed for the superiority of one group over the other."

1879. BORCHERT, KOOMET. Intercollegiate Athletics and Physical Education at the University of Illinois, 1888-1889. Ann Arbor: University of Michigan,
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Purpose: "To discover the factors responsible for the drastic changes in policy and practice which have taken place in the programs of intercollegiate athletics and physical education at the University of Chicago." Contrasts philosophies and policies of William Rainey Harper, Amos Alonso Stagg, and Robert M. Hutchins. Conclusion: "The struggle between two opposing philosophies of education has been a chief deterrent in the rise and fall of programs at the University of Chicago."


A reply to S. Wilson, No. 1887. Claims that fraternities are helpful to the college as well as to their own members in matters of conduct, grades, athletics, and cooperative living.


"At their best, the fraternities (I use the word to include sororities as well) can be as salt to a university community. But if the salt have lost its savor, it is good for nothing. And even so, with fraternities that lose sight of their major objectives."

1882. BURNS, JAMES McGRÉGÖR. Debate Over Collegiate Debates. N.Y. Times Mag., Dec. 5, 1885, p. 12, 30. (Author: Professor of Political Science, Williams College, Massachusetts.)

States seven values in collegiate debating. Discusses some of the controversy over the current debate question on recognition of Red China.


Address at Conference of Association of College Unions. Considers the social and educational goals of campus centers which have increased in a half century from two to 160, with many more in prospect.


A vigorous indictment of college fraternities and sororities. Says that the "strong influence of national fraternity organizations over the activities of local campus chapters is dangerous, particularly in their being forced to exercise discrimination on racial and religious grounds in election of members. Reports action of Trustees of State University of New York in requiring all nationally-affiliated fraternities and sororities to go on a "local" basis on the 27 campuses of the University, resulting in a lawsuit against the university by the National Interfraternity Conference. Suit was dismissed by the District Court and its action was upheld by the U.S. Supreme Court.


Unpublished doctoral dissertation (Ph. D.). Traces development of the extracurriculum from medieval European to modern American institutions. Points out certain weaknesses and makes recommendations for reducing them and for capitalizing on certain positive measures of improvement.


Unpublished doctoral dissertation (Ed. D.). "A total of 300 senior colleges and universities of all sizes and types, representing all states and 60 Collegiate Conferences were utilized in the study." Based in large part on "critical incident reports" covering 1,194 "incidents of ethically critical behavior" from college presidents, faculty representatives, directors of athletics, coaches, and game officials. Finds that 82 percent of the ethically critical actions reported involved football and basketball. Final statement of ethical standards constituted a major finding of the study."


Describes three seminars in journalism at Princeton University, sponsored by the Daily Princetonian, "to raise the sights of its staff with respect to quality and performance and to provide a better understanding of the responsibility a newspaper bears for the welfare of its constituency."


Statement prepared for annual meeting of Football Writers of America. Summarizes 18 policies of the Association and presents other significant material.


Discusses 18 features of the new athletic regulations of the North Central Association. "The new athletic regulations will be enforced through the regular accrediting machinery of the Association and an unsatisfactory athletic situation may be the cause for the denial of further accreditation."

1891. Faustor, Don, as told to Joseph N. Bell. Is College Football Worth Saving? Sat. Eve. Post., 231: 36, 99-100, Oct. 18, 1958. (Author: Director of Athletics, University of Missouri.)

Says that integrity in collegiate football has deteriorated steadily since World War II. Blames a few double-standard institutions. To save the situation, institutions' presidents must enforce conference standards at their own institutions and coaches' jobs must be secure from alumni pressure.


Presents pictures taken at the University of Illinois, reported to have more fraternities than any other institution. States total number of fraternity chapters has grown from 2,600 to 8,500 on 800 campuses since 1946: that racial-eligibility clauses have been removed from the rules of all but seven national groups.


Unpublished doctoral dissertation (Ed. D.). Purpose: "To discover the patterns of leadership behavior preferred by members of fraternities and sororities at the University of Denver." Based on questionnaire administered to 186 fraternity men representing nine groups, and to 181 sorority women representing seven groups. The leaders, whose behavior was described, were the retiring presidents.


Suggests putting an end to hypocrisy, especially in football, by openly hiring players. Believes that everyone would be better off for eliminating "the sham . . . and the shame . . . of college athletics."


Unpublished doctoral dissertation (Ed. D.). Studies six areas of fraternity operation—membership, member selectivity, indoctrination, scholarship, activities, and administration. "The study is primarily a qualitative analysis rather than a quantitative one."


Based on a 10-point questionnaire sent to "representative students in all 48 accredited dental schools in the United States."

Unpublished doctoral dissertation (Ph. D.). Traces regulations that have undergone most frequent changes and that have had the greatest effect on the game, and makes three predictions concerning needed further changes.


Unpublished doctoral dissertation (Ph. D.). Describes in detail and evaluates outdoor extra-curricular activities at Dartmouth College and Bowdoin College, and in summary form programs of 83 liberal arts colleges. Based on questionnaire responses from Dartmouth and Bowdoin graduates.


States the various reasons, both educational and financial, which caused Georgetown University to abandon intercollegiate football after 77 years. "The extravagances of football have forced us to re-examine our educational, institutional, and social objectives. On no count could we see justification for big-time football. We acted accordingly. Georgetown University, mother of Catholic education in the United States, will be the better for it."


Unpublished doctoral dissertation (Ed. D.). Compares and analyzes "the responses of members of high, average, and low scholarship and work companion choices" in 15 of the 30 fraternities which provide living quarters for their members at Lehigh University.

1901. HANNAH, JOHN A. Council Action on Athletic Policy. Educ. Record, 33: 266-265, April 1952. (Author: President, Michigan State College; Chairman, Special Committee on Athletic Policy.)

Comment by Everett N. Case, Colgate University, New York; Chairman, Executive Committee, American Council on Education: "The objectives so eloquently set forth and the general recommendations so clearly stated have raised public discussion of athletics to a new high level and deserve the support of all who sincerely believe, in intercollegiate athletics not as an end in themselves, but as a valuable part of a well-rounded program of higher education."


Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 383 scholarship recipients in the years 1951-52 to 1954-55. Athletic scholarships are awarded on basis of athletic ability, scholarship, citizenship, and need. Promise to participate in athletics cannot be a condition of the awards. Approximately 60 percent of athletic scholarships were awarded to football players. Conclusion: "The University of Missouri has controlled grants-in-aid to athletics within the limits prescribed by the Missouri Valley Intercollegiate Athletic Association."


Unpublished doctoral dissertation (Ed. D.). Based on personal interviews or questionnaire responses from 59 institutions. Finds that every junior college in the state had a student council and belonged to the California Junior College Student Government Association. Makes 42 recommendations for better organization and administration of student councils.


Based on questionnaire responses from 333 men. Studies their socio-economic attributes, reactions to the fraternity program, and other aspects of fraternity influence and relationships.


This study presents a methodology for making a systematic attack on the problem of student activities program evaluation. It is a dynamic one that calls for active analysis instead of rigid static testing criteria for program evaluation. Illustrated by evaluation of 20 fraternities at Wayne State University which have adequate testimony as to the practicability, usability, and effectiveness of the proposed methodology.


Analyzes factors concerned with participation in student activities by college women at Michigan State Normal College, Ypsilanti. Based on data furnished by 517 women living in residence halls.


Based on questionnaire responses from 2,264 students, more than two-thirds of whom reported that they belonged to at least one campus organization—men, 65 percent; women, 85 percent. Less than 10 percent had no interest in such organizations.


Based on interviews or questionnaires from administrators and faculty members responsible for student activities in all California junior colleges. Describes current practices, indicates their strengths and weaknesses, and proposes standards for their more effective operation.


Based on study of 293 men living in dormitories at Eastern Michigan College. Working for expenses, demands of study, disinterest, and other plans were most frequently given reasons for lack of participation.

1911. KELSEY, JOHN MARVIN. Study of Program of Recreation in Selected Institutions of Higher Learning in North, Central, and South America. Iowa City: State University of Iowa,
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Purpose: "To survey and to analyze the program of recreation for the students, the faculty, and the non-faculty employees in selected institutions of higher learning." Based on questionnaire returns from 80 institutions in the United States, seven in Canada, three in Central America, and three in South America. Responses analyzed in terms of (1) organization and administration, (2) leadership personnel, (3) programs of activities, (4) facilities and equipment, and (5) finances. Conclusion: "Most institutions of higher learning make some provision for the recreational welfare of the students and the faculty, but few institutions of higher learning make similar provisions for the non-faculty employees."


Unpublished doctoral dissertation (Ed. D.). Based on a 15-percent stratified sample of women at the University. Attitudes measured were classified in four groups: (1) Governing, (2) Social, (3) Service and university-wide, and (4) Honorary—departmental—other. "Approximately one half, 51 percent, of the respondents estimated that the present student organizations are good, and 32 percent rated these organizations as being fair."


Unpublished doctoral dissertation (Ph. D.). "The evidence indicated that the University's policy of increasing control over student discussion organizations and over the student selection of outside speakers was a result of a growing concern over the public relations of a state institution, and that the policy came to be more and more a matter of estimating the possible repercussions of public opinion."

1914. Lee, Alfred McClung. Discrimination in College Fraternities and Sororities. Sch. & Soc., 76: 195-199, June 20, 1934. (Author: Faculty mem-

ber. Brooklyn College, New York; President, National Committee on Fraternities in Education.)

Reviews progress in various institutions of policies of local fraternities in attempting to remove racial discrimination in membership. "By and large, the struggle is being led neither by the colleges nor by national fraternity leaders but by undergraduates." Reply by Duncan McConnell, Sch. & Soc., 80: 122, Oct. 16, 1954. Reply to Duncan McConnell by George E. Axtelle, Sch. & Soc., 81: 10-11, Jan. 8, 1955; and by Jacob A. Orstein, Sch. & Soc., 81: 11, Jan. 8, 1955.


"With few exceptions, the accusation still stands: American colleges and fraternities are training schools in antidemocratic racial and religious snobbishness rather than democratic microcosms... Is this necessary?" Believes that it is not. Cites examples of Amherst College and Princeton University and explains the efforts at democratization undertaken by the National Committee on Fraternities in Education.


Unpublished doctoral dissertation (Ed. D.). Traces development of the graduate educational fraternity having, in 1954, 80 campus chapters, 54 field chapters, and membership of approximately 60,000.


Unpublished doctoral dissertation (Ph. D.). "The purpose of this study was four-fold: (1) To ascertain what information college women sports fans feel they need to know about spectator sports in order to understand and appreciate them; (2) to ascertain what counsel of these sports think college women need to know about the game in order to be understanding and appreciative specia-
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tors: (3) to determine how the data obtained from students and adults could be adjusted, combined, and compiled so as to serve as suggested subject matter for a course in sports appreciation; and (4) to show the extent to which these data can be used intelligently in teaching a class in sports appreciation." Based chiefly on reports secured from 2,425 women students in 12 Ohio colleges. Of 20 sports first considered, five were retained for intensive study—football, baseball, basketball, tennis, track and field.


Unpublished doctoral dissertation (Ed. D.). Based on written and oral interviews with responsible officials at each of the 19 State colleges. Information analyzed under seven heads: policies and status, organization, student personnel, athletic staff personnel, business management, equipment and facilities, and public relations.


Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 221 directors of women's physical education in institutions in 45 States, ranging in size from 200 to 22,000 students each.


Based on questionnaire responses from 269 institutions. Replies to six questions are summarized and their implications discussed.


Deals chiefly with "what is being done to deemphasize the exaggerated position of our intercollegiate sports, and what still needs to be done to reemphasize the values to be obtained from them."


Unpublished doctoral dissertation (Ed. D.). Purpose: "To ascertain the definite location of authority and responsibility to determine the policy and to administer the intercollegiate athletic program in member institutions." Based on documentary sources and personal interviews at each institution. Makes numerous recommendations for improvement.


1924. OLIEIN, A. RAY. What Price Athletic Scholarships? in Northwest Association of Secondary and Higher Schools, Proceedings, 1952, p. 74-75. (Author: President, University of Utah.) "Financial assistance to athletes, as to any students, should open the doors of opportunity and thus be a means to an end and should be considered a reward for competition in sports. Scholarship aid should be administered without regard for external pressures, under complete institutional control, and in keeping with regularly established standards of acceptable practice."


Unpublished doctoral dissertation (Ed. D.). Answers seven basic questions regarding the...
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"Those of us in the North Central Association who have given intensive thought to the athletic problem have concluded that this problem will not be solved until college and university faculties take a more active part in examining and formulating athletic policy."


Unpublished doctoral dissertation (Ph. D.). A case study of 80 student leaders at the University in 1953-54. Conclusion: "College personnel-workers charged with admission responsibilities would do well to scrutinize the school records for evidences of past leadership promise; the identification and development of potential leaders should become an important guidance function."


"What are the roles of the university administration and the student in the production of a student publication?" Describes the 40-page handbook developed at Kent State University to answer the question.


Reports statements of policy for organizing junior college athletic conferences, for the junior college administration in dealing with athletic problems, and gives a suggested code of sportsmanship for spectators.


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


Reports policies of 91 institutions with reference to equipment for games in College Union buildings.

1933. Rogers, Everett M. The Effect of Campus Marriages on Participation in College Life. Coll. & Univ., 33: 193-199, Winter 1958. (Author: Assistant Professor of Sociology, Ohio State University.)

Based on questionnaire responses from 725 students at Iowa State College, comparing participation in campus activities, attendance at athletic events, and participation in college social life of married and unmarried students. Bibliography, six titles.


Defends college sororities, stating that among major reasons for their continued existence and even expansion is that they serve a matchmaking function, give a young woman social training, and a familiar atmosphere which encourages development of social grace and poise.

1935. Rogers, Ronald W. The Relationship Between Leadership Participation in College and After College. Iowa City: State University of Iowa,


Unpublished doctoral dissertation (Ed. D.). Based on pre-tests and post-tests given at 20 week intervals to 50 fraternity pledges and 49 dormitory students. Conclusion: "Although changes were observed in moral, social life, emotionality, acceptance of adults, and acceptance of self, the extent of change did not reach the five percent level of confidence."


Unpublished doctoral dissertation (Ed. D.). Purpose: "To determine what college social fraternities have done in the past and are doing in the present to provide guidance to their members." Carried out with full endorsement of National Interfraternity Conference. Based on questionnaire sent to headquarters of 62 national fraternities, to 146 fraternity chapter offices at individual colleges, to deans of men in 75 colleges where these chapters were located, and to fraternity historians in each of the national headquarters.


Unpublished doctoral dissertation (Ph. D.). Based on responses to a checklist of 237 activities, administered personally by the author to 815 male undergraduate students in eight selected colleges and universities. Conclusion: "Both the type of curriculum and the institutional environment are important factors in recreational patterns. The recreational administrator should weigh both in setting up his program for students."

1943. Standifer, James William, Sr. A Study of the Permanence of Recreational Interests of College Graduates in

Unpublished doctoral dissertation (Ed. D.). Based on 800 cases, 100 each among lawyers, physicians, business men, engineers, dentists, pharmacists, teachers of academic subjects, and physical education teachers. Respondents checked 50 recreational activities for participation in them since graduation. Conclusion: "The hypothesis on which this investigation was based, namely that the recreational interests of professional men as they are manifested by participation are permanent, must be rejected."


Unpublished doctoral dissertation (Ed. D.). Based on responses of Class of 1945 to a 107-item opinionnaire. Differences in percentages of favorable responses of athletes and non-athletes were compared and tested for statistical significance. Additional data were secured by interviews with 30 men judged by their classmates as most outstanding and least outstanding.


States a 7-point program as a result of which "within 5 years 90 percent of the diseases which now are so malignant in our colleges and university life, and which have their causes in our misguided intercollegiate programs, will be eliminated."


"To me, that student government is best which vests in the study body the greatest amount of authority and responsibility which the students are prepared to exercise properly at any time. The administration should stand ready with advice and assistance as needed to make that government a success."


States that many of the current problems of college athletics have arisen from efforts to conceive of athletics as education when in reality they have become a form of public entertainment. Proposes that athletics be not required to meet academic standards, and that formal academic control of athletics be relinquished.


"The older behavior of university students often makes modern students at their worst look like pastoral nymphs who dance lightly across verdant fields sprinkling rosewater from sacred uraces." Illustrates by examples of student excesses in medieval universities from year 1228 onward. Emphasizes place of rational student activities in the total program of a university.


Discusses aims, purposes, and goals of student activities.


"The question of the best time and method for holding sorority rushing and pledging has been under consideration for some time at Indiana State Teachers College... In general there are three main outlooks from which this issue is approached: those of the rushed, the sorority chapter, and the college administration." Based on a study of practices in 55 coeducational colleges.


Unpublished doctoral dissertation (Ed. D.). Based on study of 287 students at Indiana and DePauw Universities.


Nine articles (one introductory) by different authors on athletic conditions at Johns Hopkins University, University of Chicago, Haverford College, Amherst College, Swarthmore College, Harvard University, Massachusetts Institute of Technology, and Oberlin College.


Gives eight "guidelines" for faculty advisors, five for business administrators, and 15 for financial officers of student organizations.


Unpublished doctoral dissertation (Ed. D.). "In order to evaluate policies, it was necessary to establish principles as criteria, to collect background material on the policies that influence the student activities in these colleges, to identify and compile existing policies, and to evaluate these in the light of selected principles."


Describes an experiment at University of Minnesota to determine whether attitudes of fraternity members toward university control could be modified. Used II fraternities most opposed to university regulations in the experiment.


A study planned to discover changes, if any, since 1938 when a similar study was made. Based on questionnaires sent to a 10-percent stratified sample of 4,639 students at University of Minnesota. Results presented in 108 tables and text. Found that "71 percent of the women and 60 percent of the men participated in one or more activities."


Claims that fraternities are "stupid, useless, juvenile, and purposeless associations." Thinks that no normal student today would consider joining a fraternity. For reply by H. L. Brown, see No. 1880.


Unpublished doctoral dissertation (Ph. D.). An intensive study of three major issues: (1) Whether or not fraternities are functioning on a democratically acceptable basis; (2) Whether, and to what degree, fraternities contribute to or detract from the personal-social growth and development of individual members; and (3) Whether or not fraternities, as organized groups, affect total-campus life positively or negatively."


"This paper holds to the position that academic achievement is the hard central core of a real college education. But while the academic procedures of the classroom are not sufficient to prepare a college student for living in modern society, they must be supplemented by a soundly conceived program of extra-classroom activities which have a definite educational purpose."

See also Nos. 47, 55, 62, 189, 228, 296, 272, 273, 278, 296, 297, 325, 373, 706, 943,
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7. COSTS TO STUDENTS

Includes tuition charges, student loans, scholarships, and fellowships.


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


Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To analyze student employment policies and practices in these colleges, (2) to determine the extent to which the needs of students for employment might affect administrative policies, and (3) to develop conclusions and recommendations for possible revision or modification of present practices."


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


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


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

1965. FELS, WILLIAM C. Charging the Full Cost of Tuition. Coll. Board Review, No. 38, 17-19, Fall 1958. (Author: President, Bennington College, Vermont.)

Reports increase in tuition, board, room, and health services at Bennington College to the full cost, $2,650. "However, the plan encompassed a provision for adjusting fees to family resources... Thus total charges range downward from $2,650 to $1,050."


States five guiding principles of the fellowship programs of the Foundation and gives detailed reports on four groups of fellowships, chiefly those for graduate students. Tabulates, by years, 12,391 applications received, resulting in award of 3,701 fellowships, 1953 to 1969.


"Last June a bright high school senior in a Midwestern town received scholarship offers totaling more than $25,000. A top football player has a still better opportunity. The college loan fund appears to be a casualty. Why should a student borrow funds when he can get his academics for nothing? A constructive solution to the problem is not easy. A new public attitude must emerge. Four corrective measures appear to be indicated. Scholarships should be confined to need. Parents who pay full tuition for their children should be honored. Educational loans should replace many scholarships, and a new system of recognition devised for scholastic excellence."


Tabulates tuition charges for 287 public junior colleges, varying from $0 to $500 or more per year. "More than 38 percent of all public junior colleges in the United States charge no tuition at all to local residents."


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


"In view of the plight of institutions on the one hand and of families on the other, I propose a revolutionary expansion of loans for college expenses: provisions of loans totaling one and a half billion dollars a year within a few years and rising to a total of two and a half billion dollars a year by 1970. These sums of course far exceed the maximum of 80 million dollars a year for college students to be provided under the National Defense Act of 1963. My proposal estimates furnishing loans that would average $2,000 per year to all students in private colleges and universities who need them... Loans averaging $500 annually would be furnished all students in public colleges and universities needing them."


Based on questionnaire returns from random sample of 15,316 students in 110 institutions in 42 states. "The cost of attending undergraduate college during 1966-67 averaged $1,500 a school year at public institutions, and $2,000 at private ones... Students and their families paid more than three-fifths of the cost... Scholarships accounted for slightly less than 5 percent of total income of all students." Bibliography, 25 titles.


Based on No. 1788. "Some of the gross findings of this study which bear on the relationship between scholarship funds and the characteristics of the users are reported here. During the period 1950-54 about 25 percent of all college students in the Retention and Withdrawal Study (No. 1786) received some form of scholarship aid... Analyzes scholarship holders from various viewpoints. Conclusions: "Available evidence indicates that under present practices of awarding scholarships there is waste and inefficiency."


A continuation of the study (No. 1783) based upon No. 1786. "Further data from the Study are presented here, largely in tabular form, to compare the contribution being made to organized extracurricular activities on the campus by students who received scholarship assistance with those having some but less than half of their college expenses paid from scholarship funds and with those having half or more of their expenses paid from scholarship funds." Conclusion: "Expressed in terms of the marketplace, schol-
arship money brought more participation in extracurricular activities among men than among women. Among men, the best buy was in intercollegiate athletics, and the poorest buy was in curriculum-related activities. Among women, the best buy was at the student government counter, and the poorest investment was in management.


A questionnaire study "designed to investigate the extent and nature of participation in part-time work by women students in a midwestern, state-supported university. The types of jobs held, the rates of pay, the hours worked, and the reasons for working were included in the study." Cover: "all undergraduate women students living on campus during the fall semester of the 1954-55 school year."


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


"The solution to the problem is clear and simple: Colleges should raise tuition fees to charge the students the full cost of his education, and what the student or his parents cannot pay from savings and current earnings they should borrow. After all, this is the decision that 70 percent of American families make when confronted with the purchase of an automobile. The time has come for all of us to regard borrowing for an education as a sensible and natural act. For too long it has been regarded as slightly disreputable."


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


"An attempt has been made to include in this bibliography articles and other material describing research studies in the field of financial aid to students and in related areas. These areas cover plans of high school seniors, academic performance of scholarship holders, problems of administration of scholarship programs, and proposals for more student financial aid." Includes 120 annotated titles.


"The new National Defense Student Loan Program confronts the American college and university community with a quite remarkable opportunity and some equally remarkable problems."


"Now, if you're short of cash, you can still go to college by borrowing. More loan money is available to students today than before. And more students are willing to borrow. It's an important new trend in education." States that in 1965-66 loans to students amounted to $40 million. Quotes
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W. W. Hill, Jr., of College Life Insurance Company of America, as predicting that in
less than 10 years such loans will exceed a
billion dollars a year.

1983. OWENS, ROBERT LEON, III. Financial Assistance for Negro College
Students in America: A Social Historical
Interpretation of the Philosophy of
Negro Higher Education. Iowa City:
State University of Iowa, 1983. 227 p.
Abstract in Diss. Abstracts, 14: 51-52.

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

1984. PERKINS, JOHN ALANSON. Financing Higher Education: Perspectives
and Possibilities. In Association of
Graduate Schools in the Association of
American Universities, Proceedings, 1985,
p. 71-81. Also in Educ. Record, 40: 99-
107, April 1959. (Author: President,
University of Delaware.)

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

1986. PHILLIPS, CHARLES F. Meeting the Cost of a College Education Without
43: 339-348, May 1987. (Author: Presi-
dent, Bates College, Maine.)

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

1988. PIERPONT, WILBUR K. A Sense
of Proportion Is Needed on Our Tuition
and Fee Charges. Coll. & Univ. Bus.,
27: 30-33, July 1969. (Author: Vice
President, University of Michigan.)

Discusses various factors to be considered
in setting fair tuition fees, including pro-
gram costs, future earning power, institu-
tional objectives, social interest and need,
income levels of economic groups, and fin-
cancial resources.

1987. PICKLE, WILLIAM BROUGHTON. A Study of the State Scholarship Aid
Program for Negros in Georgia, 1944-1955.
Auburn: Alabama Polytechnic Institute,
1956. 206 p. Abstract in Diss. Ab-
stracts, 16: 2078-2079, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.);
Purpose: To collect and organise data on
scholarship programs for the higher edu-
cation of Negroes in the State. Cost of the
program rose from $1,044 in 1944 to $208,-
000 in 1955. There were five recipients in
1944 and 1,790 in 1955, with a total of
5,118 for the entire period. Recipients at-
tended 121 colleges in 30 states and pur-
sued 92 fields of study. Recipients were
drawn from 188 of the 189 counties in the
State.

1988. POTTIER, VIRGINIA BOSCH. Fellowships in the Arts and Sciences, 1959-
1960. Washington: Association of Amer-
ican Colleges, 1958. 2d edition. viii,
196 p.

First edition (1957, 128 p.) by L. Vir-
ginia Bosch. Second edition contains per-
scriptions of fellowship offerings from pri-
vate foundations, Government agencies, pro-
essional societies, industry, and other
sources outside the universities themselves.
Includes names and addresses of fellowship
programs, deadlines for applications, re-
quirements for applicants, stipend levels,
citizenship requirements, and other details.
Seven chapters: I. Advice to Applicants. II.
Postdoctoral Fellowships. III. Postdoctoral
Fellowships. IV. Senior and Faculty Awards.
V. Fellowships for Study Abroad. VI. Spon-
ser Awards. VII. Loans. Appendix con-
tains alphabetical list of all awards and
bibliography of other publications.

1969. ROAUDOFF, SHELBY. College and
University Student Loan Programs.
Higher Educ., 15: 1-6, Sept. 1969. (Au-
uthor: With U.S. Office of Education.)

Analysis of extent of use of loan funds
in 1,000 colleges, of which 90 percent had
such funds available. Slightly over half of the available loan funds were borrowed in
1956.


Covers the period July 1987 to Oct. 1988, beginning with incorporation of the Foundation July 8, 1987, and embracing the Foundation's first year of operation under the $2.5 million grant from the Ford Foundation. Gives many details concerning 285 fellows who entered graduate schools in 1987, and discusses selection and recruitment, and relations with graduate schools and with the U.S. Office of Education.


Presents a plan in considerable detail for financing a college education through long-term student loans. "A good college education, according to authoritative figures, adds an average of $100,000 to lifetime earnings. . . . A property having sufficient earning power to be worth $100,000 should be considered adequate collateral for a loan of the full cost of a college or university course, including advanced degree."


States that 75 percent of men and 50 percent of women students earn part of their expenses in college and one out of seven pays his entire way. Reports various methods used, and changing nature of them.


Unpublished doctoral dissertation (Ph. D.). "The basic assumption of this thesis is that students and their families should do all in their power to make it possible for the student to devote his full time during the academic year to the total college experience.

The problem of the thesis is to test the extent to which students and their families accept the assumption." Based on personal interviews with, and financial summaries by, 72 men at University of Pittsburgh who were working 20 hours per week or more, and 64 also at the University, who were not working at all. Students and their families were rated on a 5-point scale. Conclusion: "The findings of this study challenge colleges and universities to take more aggressive steps to acquaint students and their families with the values to be derived from college in both its curricular and extra-curricular aspects."


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


Says that an average high school graduate should be able to appear on a college campus with as little as $100 and have a good chance of parlaying it into a 4 years of higher education. A survey made by Coronet showed that even more students than earlier are now working their way through college.


"Tuition fees, though high, nowhere near cover costs. With a three-million student body and a $3-billion teaching budget, both due to double by 1979. U.S. colleges need more gifts, more efficiency, still higher fees."


Reports practices in each of 84 institutions, showing number of appointments, funds available for support, and sources of these funds.

Based on questionnaire responses from 588 institutions, 886 of which had loan funds for students, 202 of which had no such funds. Gives answers to these questions: How much money is available for student loans? How much is loaned? At what interest rates? Under what terms and conditions? Average size of loan? What do educators think about student loans?


States that many students who need help are unwilling to borrow and some are apparently unwilling to work part time to assist themselves financially. However, students will accept scholarships.


Describes plan adopted at Queens College and commented on favorably in The American Banker and The Wall Street Journal.

"The purpose of this plan is to allow parents of selected students to spread the cost of college education over a period of from six to eight years and to pay for it monthly."


"A scholarship program should have these general features. It should (1) identify the talented... (2) inspire the talented to want the maximum intellectual development possible... (3) implement the aspirations developed." Titles of four sections: The Problem. Sources of Funds. Motivational Factors Relating to College Attendance. Administration of Scholarship Programs. Bibliography, 341 titles.


Based on study, under grant from Carnegie Corporation of New York, of practices in 62 colleges in nine states of the Great Plains area. Purpose: To find the best way to handle short-term loans to students.


Unpublished doctoral dissertation (Ph. D.). "This study was undertaken with the purpose of determining the extent to which students in teacher training institutions are being subsidized by public and private funds, the policies which govern the administration of these funds, and the judgments of the administrators concerning the effectiveness of present programs as well as their recommendations for changes." Based on questionnaire responses from 133 member institutions of American Association of Colleges for Teacher Education.