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SAMPLE RECORD

The positions of the key fields are shown in the following sample record.

PN 692187 ORDER NO: AAD80-19475
TI A DISCRIMINANT ANALYSIS APPROACH TO GROUP SEGMENTATION OF RESTAURANT PATRONAGE BASED ON ADVERTISING APPEALS. 167 PAGES
AU DG LEWIS, ROBERT CLARKE (PH.D. 1980 UNIVERSITY OF
PY CS MASSACHUSETTS).
DE MARKETING
AB The purpose of this study was to determine what variables in restaurant advertising can be used to discriminate between the people who would go to a certain restaurant and those who would not. A random sample of 110 subjects was asked to look at three restaurant advertisements, each of which represented a different type of restaurant: family/popular, atmosphere and gourmet. A panel of judges pre-selected the advertisements. Five attribute categories were defined to be rated for strength of appeal for...

DC DESCRIPTOR CODES: 0338
IC INSTITUTION CODE: 0118

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Key to Data Fields

AB Abstract
AU Author
CS Corporate Source
DC Descriptor Code
DE Descriptor
DG Degree
IC Institution Code
PN UMI Order Number
PY Publication Year
TI Title

Data present in record depends on output format requested and type of record.

Dissertations done about OSU from 1909 to 1988.

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EDUCATION, ADMINISTRATION

Between Winter Quarter, 1980 and Spring Quarter, 1986, the government of Bauchi State, Nigeria and the Ohio State University were involved in a program of educational cooperation. The program was for the further training of Bauchi State teachers at The Ohio State University. Under the agreement one hundred and ninety nine teachers from Bauchi State matriculated for baccalaureate degrees in the College of Education in Ohio.

The purpose of this study was: (1) to investigate the conception, development and organization of the NEP program at OSU; (2) to delineate the strengths and weaknesses of the program as perceived by individuals directly involved in the program; (3) to provide data as a basis for developing recommendations that might be useful in formulating and evaluating such programs of international educational cooperation in the future.

Qualitative research methods were used to collect data for the study. A questionnaire was developed and distributed to the program, on which the provided data about their participation in the NEP program. Interviews were conducted with selected NEP participants and key administrators. Available records and documents pertaining to the program were also examined.

The major findings of the study were: (1) not all the NEP participants successfully graduated from the program; (2) there were several administrative problems in running the program; (3) some NEP graduates have left the field of teaching/education after they returned; (4) women were underrepresented; (5) there were other non-academic benefits of the program.

On the basis of the findings of the study, recommendations were made for: (1) better arrangements for developing and implementing similar programs; (2) greater participation of women; (3) provisions of adequate educational resources/materials; (4) thorough assessment of the circumstances leading to graduates leaving the field of teaching/education; (5) further studies to fully examine the long-term effects of the program in Bauchi State.

DESCRIPTOR CODES: 0514
INSTITUTION CODE: 0168


PAGE 0111 IN VOLUME 26/01 OF MASTERS ABSTRACTS.
behavioral factors, although nonbehavioral factors such as weather, homelessness and racism were also cited frequently.

The PRECEDE model for health assessment and planning proved to be an excellent format for use within international student populations. The health risk appraisal, however, was not appropriate for the study population, due to the reliance upon U.S. mortality data that did not coincide with Nigerian health-related statistics.

It was concluded that further investigations of homogenous groups of international students be conducted. Further studies of the impact of religion upon acculturation should also be conducted. Subsequent investigations of West African student groups should be done along tribal lines, instead of politically-devised national boundaries.

DESCRIPTOR CODES: 0680
INSTITUTION CODE: 0168

906993 ORDER NO: AADB6-03042
AN ANNOTATED AND INDEXED CALENDAR AND ABSTRACT OF THE OHIO STATE UNIVERSITY COLLECTION OF SIMONE DE BEAUVIOR'S LETTERS TO NELSON ALGREN. (VOLUMES I AND II) (FRANCE, CHICAGO, ILLINOIS).
636 PAGES
PRINGLE, LAUREN HELEN (PH.D. 1985 THE OHIO STATE UNIVERSITY).
PAGE 3716 IN VOLUME 46/12-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
LITERATURE; MODERN LITERATURE; AMERICAN LITERATURE; ROMANCE

The 352 letters and telegrams sent in the course of their seven-year friendship by Simone de Beauvoir, the French novelist, philosopher, and feminist, to the Chicago novelist Nelson Algren are a primary resource for any biographical or critical study of either writer and for any social or literary history of the era in which she wrote them, the postwar years 1947-1964. Beauvoir's letters are remarkable both in their depiction of her intimate concerns and in the international scope of her references: contemporary French and American literature, philosophy, art, world, and her intellectual circle in Paris, foremost among whom was her lifelong companion Jean-Paul Sartre. Each original letter is represented by a physical description and by an abstract--an abridged paraphrase in the third person--which treats of every person, place, book, film, or anecdote included in the original; notes appended to each abstract clarify Beauvoir's references and direct readers to the pertinent volume and pages of her published memoirs. An index serves as an inventory of the letters' contents.

DESCRIPTOR CODES: 0298; 0591; 0313
INSTITUTION CODE: 0168

889363 ORDER NO: AADB5-18961
COMPARISON OF EDUCATION OF ADULT STAGES OF DEVELOPMENT FOR ENROLLMENT
AND COURSE SELECTION IN NON-CREDIT CONTINUING EDUCATION COURSES AT THE OHIO STATE UNIVERSITY. 131 PAGES
HUDSON, RICHARD ARTHUR (PH.D. 1985 THE OHIO STATE UNIVERSITY).

ZAM, GERARD ANTHONY (PH.D. 1985 THE OHIO STATE UNIVERSITY).
PAGE 2583 IN VOLUME 46/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, HISTORY OF
The passage of the Morrill Land Grant Act in 1862 renewed the national debate over the process and products of industrial education. In Ohio, the debate was prolonged and often bitter. The number and the varied nature of colleges within its borders, a powerful often splintered agricultural community, all provided a fascinating setting for a classic battle which raged over the better part of a decade. The Ohio General Assembly, in its prescribed role as both catalyst and arbiter, sought to implement the major provisions of the national statute but was hindered not only by its inherent tendencies but mostly by unpredictable and uncontrollable circumstances beyond its purview. Acceptance of the land grant was debated for over a year, due mostly to its aversion toward the increased taxation which might result. The delay handicapped efforts to sell Ohio's land-scrup which unfortunately netted a poor return.

The Morrill Act's broad language over the number and type of institution(s) to be established also extended the debate as all manner of propositions inundated the legislature. Several existing institutions sought at least a portion of the grant, and, with the aid of influential spokesmen, proffered a number of competing arguments: the Ohio and Miami universities, their priority as state institutions; Oberlin and Farmers' College, their broad experience in teaching agricultural subjects; and a number of denominational colleges, their plans for expansion or simply their financial exigency. The organized agricultural community were united in their position as to the best use of the grant: one new college under their control. Nevertheless, they disagreed on its course of studies and, subsequently, split into several smaller factions: practical versus scientific agriculture versus a broad university. The legislature, growing weary over the whole affair and painfully aware of yet another extended deadline, eventually forgave and passed enabling legislation which placed the curricular issue (and others) in the hands of the new institution's board of trustees. Thus ended the most acrimonious debate in the history of Ohio higher education, and thereafter eventually arose The Ohio State University.

DESCRIPTOR CODES: 0520
INSTITUTION CODE: 0168

889416 ORDER NO: AADB5-26285
THE 1862-1870 (THE OHIO STATE UNIVERSITY, HIGHER, AGRICULTURAL EDUCATION). 406 PAGES

(continues on next page)
This study was designed to investigate the degree of relationship between tasks inherent in adult stages of development and subject matter of courses selected by adults in the most frequently attended non-credit continuing education courses at The Ohio State University. The stages of adult development as outlined by James E. Wildman (1977) were utilized as a model in this research. The study also investigated the relationship of the demographic variables: age, sex, marital status, level of education, and presence of school-age children in the home to enrollment.

Responses (1,184) of this study were from adults who were enrolled in the most frequently attended non-credit continuing education courses at The Ohio State University from Spring Quarter, 1975, through Spring Quarter, 1979. The instrument utilized was The Continuing Education Questionnaire. The data from the Questionnaire were analyzed through contingency table analysis, specifically chi square. Differences at the .05 level or less were considered significant.

Analysis of the demographic data showed significance at the .001 level for all of the variables. This high level of significance for defined subgroups indicated that they tended to be distinct.

For analyzing the 21 courses studied, in reference to the relationship between age (stage of development) and course selection, 8 were eliminated from statistical analysis because of small cell size. 6 had non-significant (chi(2)) test results, and 7 were found to be significant. Significance indicated that factors other than chance contributed to adults enrolling in the course. In each of these courses the number of enrollees was significantly lower or higher in certain stages of development than would have been expected from a normal distribution.

The non-hypothesized data contained in the Continuing Education Questionnaire assisted in developing a more complete framework for understanding the factors involved in the courses being studied. The data indicate that the adults were generally pleased with all aspects of the courses.

Utilizing the phenomenological approach in the analysis, which allows the data to speak for itself, and an interview guide developed by the researcher, the study sought to describe the tasks and patterns in the students' development as reported by the students themselves. Development in the following areas is discussed: closeness with the family; role models and self concept; the nature of educational and professional goals; career development, future plans and expectations; academic and intellectual issues; values; independence; interpersonal relationships; importance of religion; and, changes between the freshman and senior years.

There is a comparison of the findings with Chopp's theory of student development, and a comparison with some of the concepts in African worldview.

This study offers a contribution towards the formulation of a theory of black student development. Future research is needed which utilizes a similar approach, which allows the students to speak for themselves, with samples of black freshmen through seniors at other large predominantly white universities and black universities.

856952 ORDER NO: AAD84-19021
TITLE: CASE STUDY OF THE NIGERIAN EDUCATION PROGRAM AT THE OHIO STATE UNIVERSITY. 284 PAGES
UMOH, FRANCESCA LIN. (PH.D. 1984 THE OHIO STATE UNIVERSITY).
PAGE 2072 IN VOLUME 45/07-A OF DISSERTATION ABSTRACTS INTERNATIONAL
EDUCATION, TEACHER TRAINING
This study presents the Nigerian Education Program (NEP) descriptively and explores the new learning experiences perceived by the participants.

Ninety-eight of the NEP students concurrently enrolled at the State University and had been in the program for at least a year participated in the study. These Nigerian teachers were tested on teaching strategies, classroom management skills, concepts about teaching, and teacher's role areas all of which were assumed could make them better teachers in their country.

The research questions sort to elicit relationships between these teachers' age, qualifications, and marital status, and their reported perceptions of these areas, respectively. The methodological procedures were conducted in three phases. They combined elements of written and oral surveys, formal and personal interviews, and discussions/analyses with the Nigerian teachers, and the key people directly involved in the program.

Findings. Statistically, relationships were indicated between respondents' age, qualifications, and marital status and their reported perceptions of the concepts developed by some experts about teaching. Younger, less qualified, and...
unmarried teachers reported learning the following concepts in Nigeria: (1) teacher training and higher studies are necessary for higher salary and prestige, (2) children without writing materials in school should be sent home. These groups favored direct teaching style and teaching young children English. (3) Unmarried teachers learned more experiences through taking required courses and that NEP taught them never to send children home from school. These groups preferred indirect teaching style and teaching children their own mother tongue. They also indicated that the teacher verbal interaction can inhibit students learning. Statistics also showed common perceptions across groups: (1) major components of the classroom are teachers and instructional materials, (2) the instructional material that makes teachers most effective is teaching experience and (3) knowledge about children is the most important goal in teaching.

Findings based on the qualitative analyses showed:

1. That the NEP participants' academic background was inadequate for a baccalaureate degree, (2) the program cost was inefficient, (3) that the program would be more productive if conducted in Bauchrom.

**DESCRIPTOR CODES:** 0530
**INSTITUTION CODE:** 0168

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852658 ORDER NO: AADB84-19028

**THE ACADEMIC ABILITY OF AGRICULTURAL EDUCATION GRADUATES COMPARES TO OTHER AGRICULTURE, EDUCATION, AND UNIVERSITY GRADUATES OF THE OHIO STATE UNIVERSITY. 444 PAGES**


Page 164 IN VOLUME 45/06-A OF DISSERTATION ABSTRACTS INTERNATIONAL

**EDUCATION, AGRICULTURAL**

The purpose of this study was to describe graduates of agricultural education on measures of academic ability and performance, relative to other university populations. The study was descriptive survey research of a comparative nature. The study included four target populations: agricultural education graduates, other agriculture graduates, secondary education graduates, and all university graduates. Each of these populations included graduates of The Ohio State University for the time period of Summer 1978 to Spring 1983. Random samples were drawn for the agricultural education, other agriculture, and education graduates. The data for these samples were obtained from the records of each subject maintained in the records offices of The Ohio State University. Data for the university population were obtained in the form of population statistics.

Two-thirds of the agricultural education graduates were males. They held a mean cumulative grade point average of 2.81 upon graduation from college. They ranked at the seventy-eighth percentile of their high school class. In which they earned a grade point average of 3.20. They held ACT scores of 18.7 on the English portion, and a composite score of 21.3. They earned a 2.76 mean grade point average in agriculture courses.

A significant difference existed between the groups on the characteristic of sex. The mean grade point average held by agricultural education graduates was lower than that held by education graduates, but no different than that held by other agriculture or university graduates. Agricultural education graduates were no different than the other groups on the characteristics of sex, rank, school grade average, or ACT math and composite scores. Agricultural education graduates scored lower than university graduates on the ACT English exam, but no different than other agriculture or education graduates.

Agricultural education graduates who held agricultural education as a first major were no different than those who held it as a second major on each of the characteristics, except grade in student teaching. Second majors earned higher grades in student teaching than first majors. A higher proportion of male agricultural education graduates entered the teaching profession than female graduates.

**DESCRIPTOR CODES:** 0517
**INSTITUTION CODE:** 0168

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841024 ORDER NO: AADB84-10362

**A FOLLOW-UP STUDY OF THE EMPLOYERS OF COUNSELOR EDUCATION DOCTORAL GRADUATES; THE OHIO STATE UNIVERSITY, 1956 - 1982. 189 PAGES**

Bennett, Emryle Hayes (Ph.D. 1984 THE OHIO STATE UNIVERSITY).

Page 84 IN VOLUME 45/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL

**EDUCATION, GUIDANCE AND COUNSELING**

The major purposes of this investigation were to determine: (1) What are the self-reported Ph.D. graduate and employer demographic characteristics?, (2) How do the employers describe and rate the graduates on selected variables?, (3) What are the employer perceptions of the employees' Ph.D. education?, and (4) What are the employer recommendations for the Ph.D. program?

The data were collected by means of a mail questionnaire. Descriptive statistics were used to describe the collected data. The findings are based on 215 (66 percent) of the Ph.D. graduates in counselor education, The Ohio State University from 1956 to 1982, and 139 (73 percent) of the employers. Over one-half of the responding graduates indicated they received the Ph.D. in the 1970's, finished in two or three years, were 35 years or younger upon receipt of degree and had at least one professional credential.

A majority of the responding employers indicated they (1) were in university or school related positions, (2) had doctorates, (3) majored in education, (4) received highest degree prior to 1970, (5) held current job for 11 years or (cont. next page)
less, (6) had supervised the graduate for six years or less, and (7) held at least one professional credential.

The employers rated the graduates as follows: (1) all 24 personal attributes were excellent and all 12 professional competencies were above average to excellent; (2) continued professional growth and enthusiasm to work were top strengths; (3) highest competencies were counseling, consulting/education and interpreting/teaching; (4) top competencies needed for present job were counseling, interpreting/teaching, consulting/education and program development; (5) highest skills needed for professional advancement were counseling techniques, research and statistics, and practicum/internship; (6) highest skills to be taught in program based on graduates' present job were counseling theory, research, and statistical analysis. All components of the program that should be taught in the OSU counselor education program were administration, advanced practicum/internship, and counseling and guidance courses.

The employers rated Ph.D. graduate's program preparation for present job as average to excellent, and compared to the program preparation of other Ph.D. employees as average to excellent.

DESCRIPTION CODES: 0519
INSTITUTION CODE: 0168

834564 ORDER NO: AAD84-03564
A STUDY TO ASSESS AND COMPARE THE EFFECTS ON ACHIEVEMENT AND ATTITUDE OF TWO REMEDIATION EFFORTS IN MATHEMATICS BY THE OHIO STATE UNIVERSITY. 270 PAGES
ROBERT RHODES, THOMAS MICHAEL (PH.D. 1983 THE OHIO STATE UNIVERSITY).
PAGE 3312 IN VOLUME 44/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL
EDUCATION, MATHEMATICS
Remedial efforts in mathematics are costly to four-year institutions, in terms of financial and human resources expended. Remedial coursework is also costly to students who must pay extra fees and enroll in programs longer than those who do not need remediation. This dissertation is an evaluation of an effort by The Ohio State University Mathematics Department to move some remediation from the university setting to the high school.

The study utilized a spiral learning strategy, utilizing numerical and graphical approaches to algebraic content and organized around a theme of problems, was written for college-intending high school seniors underprepared in mathematics. The evaluation occurred as a part of the field testing of this material in a course titled Basic College Preparatory Mathematics (BCPM) taught in fifty-seven classes in forty-one Ohio high schools during the 1982-83 school year. The sample was initially selected for BCPM based on performance, as juniors, on an Early Mathematics Placement Test administered by the University. Those scoring in the lowest placement level (level-5), possessing essentially no algebraic skills, were viewed as the target population for the course. BCPM students were pre and post tested on numerical and algebraic items and their performance on mid-course examination items was compared with students taking similar coursework at the University. An attitude survey was administered, pre and post, at both locations.

BCPM proved successful in improving the placement level of seventy-six percent of students who entered the course at level-5. These individuals should be able to avoid one or more remedial courses in college. High school and university student performance on mid-course examination items was contrasted using pretest as a covariate. High school students outperformed university students on algebraic items (p < .001) while the reverse occurred on numerical items (p < .05). No significant differences were found, pre or post, between the high school and university groups on three attitude scales. In the high school, pretest and attitude toward calculators emerged as significant predictors (p < .01) of posttest score in a regression procedure.

DESCRIPTION CODES: 0280
INSTITUTION CODE: 0168

830323 ORDER NO: AAD84-00118
DOCTORAL CANDIDATES' AND GRADUATES' PERCEPTIONS OF ADVISOR-ADVISEE RELATIONSHIPS IN SELECTED AREAS OF EDUCATION AT THE OHIO STATE UNIVERSITY. 209 PAGES
PAGE 2685 IN VOLUME 44/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL
EDUCATION, HIGHER

This two-part study was conducted to explore the perspectives of Ph.D. students in the academic fields of Adult and Vocational-Technical Education, Educational Administration, Educational Foundations and Research, and Student Personnel in the College of Education at The Ohio State University.

Part A, a 15-item survey questionnaire, was sent to 214 doctoral candidates and graduates. Initial survey and follow-up efforts resulted in an analysis of 170 respondents in two sections: (1) a descriptive profile of respondents and (2) an analysis of responses to questions concerning the advisor and significant others who assisted in dissertation endeavors.

One purpose of Part A was to obtain a sampling for the 30 interviews, Part B of the study. The sampling stratification for Part B included sex and dissertation stage. To ensure that differences, if any, between the experiences of men and women and those experienced by other respondents in dissertation interviews were summarized through use of the constant comparative method.

The three foci for the study were: (1) relationships with others, especially the advisor, (2) the processes involved in students' doctoral endeavors, and (3) significant experiences. Major outcomes included: (1) Satisfactory with (cont. next page)
the doctoral program, particularly the dissertation experience, directly related to the advisee's satisfaction with the editor advisor. Although most people provided professional assistance and/or personal support for dissertation writing, (2) processes involved three areas: rites of passage, dissertation writing, and special problems of women. Malaysia, a neology, described the trauma associated with the general and/or the final oral examination processes. Malaysia was reported by approximately 63 percent of the interviewees. Dissertation writing consisted of topic selection, writing frustration, and research aspirations. Problems of women included expectation-reality discrepancy and situational and psychological obstacles. Commitment priority and psychological-ecological "space" were subcategories of psychological obstacles. Approximately 66 percent of the women interviewees appeared to have special problems and/or they perceived their doctoral experiences differently from the fifteen male interviewees. (3) Significant experiences included research euphoria and kysmic moments.

DESCRIPTOR CODES: 0745
INSTITUTION CODE: 0168


The purpose of the study was to evaluate the extent to which the experiences and assignments expected during student teaching are needed and accomplished and the performance of university supervisors and cooperating teachers. The experiences and assignments and the responsibilities of university supervisors and cooperating teachers were identified from the Handbook for Student Teachers, 1981 and through an extensive literature review. Twenty-three experiences, 20 assignments 12 responsibilities of university supervisors and eight responsibilities of cooperating teachers were identified.

The following three populations were identified from the school years 1979, 1980 and 1981: university supervisors who were responsible for the supervision of student teachers (N = 14), cooperating teachers with whom agricultural education student teachers were placed (N = 88) and undergraduates who student taught (N = 141). Responses were obtained from 76 university supervisors, 76 cooperating teachers and 108 student teachers. Stratified random samples of six university supervisors, nine cooperating teachers and eight student teachers participated in the interviews.

Data were collected by means of three separate mailed questionnaires followed by face to face interviews with a sample of university supervisors and telephone interviews with a sample of cooperating teachers and student teachers. The responses to the mailed questionnaires were analyzed using frequencies, percentages, and measures of central tendency and Kendall's coefficient of concordance and coefficient of rank correlation.

The results of the study indicated that: (1) there was a very strong positive agreement in the rankings of rated and accomplishment of experiences and assignments; (2) all experiences expected during student teaching should be continued except two; (3) student teachers were adequately prepared to teach in the classroom; (4) the major areas of weakness were in adult education, supervised occupational experience programs, record books, and FFA; (5) activities of university supervisors rated the lowest were evaluating student teacher's lesson plan prior to observing the student teacher teach and serving as a resource person for cooperating teachers; and (6) activities of cooperating teachers rated the lowest were giving feedback prior to and after teaching, and allowing opportunities for adult education and supervised occupational experience programs.

DESCRIPTOR CODES: 0517
INSTITUTION CODE: 0168


The purpose of this study was to examine the Negro experience at The Ohio State University from 1873 to 1938, and special emphasis was given to those Negroes who were in the teacher-training program at the University, namely the College of Education. Two basic approaches were used to examine the various aspects of the Negro experience, i.e. social life on campus, student-teaching experiences and career opportunities, but the most outstanding of these two approaches was in the assessment of the Negro viewpoint relative to their experiences at Ohio State. The second approach ultimately analyzed the attitudes of white administrators, professors and students.

Based upon the materials that were gathered and reviewed, the following conclusions could be made. (1) The Ohio State University led all other white institutions in the nation in enrolling and graduating Negro students in the early twentieth century. (2) There were several characteristics which set Negroes apart among the Negro graduates and of these characteristics, the most prevalent were: (a) the vast majority of Negro graduates from Ohio State went into teaching, and the teaching opportunities for them, (cont. next page)
directly after graduation, were in the border or Southern states; (b) the female graduates, in particular, tended to be light-skinned Negroes, who were from the Upper Class and who oftentimes had problems dealing with the masses of Negroes and with the whole idea of race consciousness; (c) a great number of the Negro graduates supported solely by education. Many parents or in part by their parents and part-time employment; there were no scholarships or fellowships available to them; and (d) Negro students at Ohio State were barred from most campus organizations, public notices, dormitories and other university-related activities. (3) The data collected on University officials revealed that the first president of Ohio State made the strongest statement pertaining to equal opportunities for Negroes and that all prospective professors initiated policies that would help to achieve equal opportunities for Negroes. The white students formed Inter-Racial Councils and the University Anti-Negro Guild. (4) Finally, there needs to be additional studies on Negro life at predominantly white institutions.

DESCRIPTOR CODES: 0820
INSTITUTION CODE: 0168

798828 ORDER NO: AAB83-00263
STUDY OF COGNITIVE-INTELLECTUAL AND PSYCHOSOCIAL DEVELOPMENT OF WOMEN AT KENYON COLLEGE AND THE OHIO STATE UNIVERSITY. 215 PAGES
HEIDKE, JOHN DUROH (PH.D. 1982 THE OHIO STATE UNIVERSITY). TY PAGE 2568 IN VOLUME 43/08-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

EDUCATION, HIGHER

The purpose of this study was to ascertain the differences and similarities between freshmen and senior women at Kenyon College and The Ohio State University relative to their perceptions of the college environment, mastery of certain psychosocial development tasks and levels of cognitive-intellectual development. Several instruments were employed to accomplish this purpose. They included: (a) The College and University Environment Scale, Barratt Developing Purposes Inventory, Ervin Identity Scale, Mines-Jensen Interpersonal Relations Inventory, and Knefelkamp and Widick Instrument to measure Perry's scheme of cognitive development. (b) The instruments were administered to 109 women.

Mean differences and analyses of variance suggested that freshmen and senior women at Kenyon and Ohio State do perceive their college environments differently. Kenyon students noted higher scholastic rigor and a greater sense of community than Ohio State women. Ohio State women observed more psychosocial maturity to be fully developed.

Interestingly, freshmen women at both schools had more positive perceptions of the campus than seniors. Senior women had more complex modes of reasoning than freshmen. Significant differences between classes were not noted on the psychosocial tasks of establishing identity and developing purposes. Seniors showed greater mastery of the task of freeing interpersonal relationships than did freshmen.

Results suggested that faculty members and administrators would do well to provide for small classes and modest-sized living arrangements in order to maximize development. This has particular relevance to larger institutions of higher education.

Housing arrangements, student culture, physical activities, finances, and the potential for self-governance had major influences on the college experience according to the respondents. This implies a strong need to integrate classroom activities with those outside the classroom.

DESCRIPTOR CODES: 0745
INSTITUTION CODE: 0168

789829 ORDER NO: AAD82-22129
THE RELATIONSHIP BETWEEN ATHLETIC PARTICIPATION AND THE ACADEMIC APTITUDE, ACHIEVEMENT AND PROGRESS OF MALE AND FEMALE ATHLETES IN REVENUE AND NON-REVENUE PRODUCING SPORTS AT THE OHIO STATE UNIVERSITY. 137 PAGES
MAYO, ANN MARIE (PH.D. 1982 THE OHIO STATE UNIVERSITY). PAGE 1443 IN VOLUME 43/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

EDUCATION, HIGHER

The purpose of the study was to examine the academic aptitude, achievement and progress of different categories of athletes (male and female, grant-in-aid and non-grant-in-aid, participants in revenue producing and non-revenue producing sports, individual competitors and team competitors, and blacks and whites) in order to determine if there were differences among these athlete types. The measures of academic aptitude, achievement, and progress examined included: (a) college board test scores, predicted point hour ratio, cumulative point hour ratio, point hour ratio during season of competition, point hour ratio in Basic Education Requirement courses only, and hours attempted during seasons of competition and off-seasons.

The major findings of the study indicated that: (1) Black athletes in revenue-producing sports achieve significantly lower academically than white athletes in revenue producing and non-revenue producing sports. (2) White athletes in revenue sports closely resemble their own counterparts in non-revenue sports with regard to academic aptitude, achievement, and progress. (3) A greater proportion of black male revenue athletes choose majors in recreation and communications, than other athletes. These majors may be perceived to be "easier" or "more compatible" with an
athlete's athletic goal. (4) Athletes with lower ACT and SAT scores majored in physical education, recreation and communications or were undecided about major choice. Although the undecided majors had higher test scores than the physical education, recreation and communications majors, they achieved lower grades academically. (5) Significantly more grant-aided athletes (male and female) chose physical education, recreation or communications majors. (6) There were no significant differences in academic achievement between freshmen and upperclassmen. (7) When the revenue sports were controlled for, there were no significant differences in academic achievement among athletes competing as individuals and athletes competing as members of teams.

**DESCRIPTION CODES:** 0745
**INSTITUTION CODE:** 0168

789804 ORDER NO: AAD82-22082

**INDUSTRIAL TECHNOLOGY EDUCATION AT THE OHIO STATE UNIVERSITY: ITS ORIGIN, DEVELOPMENT, LEADERS, AND INFLUENCE THROUGH THE WARNER ERA.** 262 PAGES

EZELL, ERNEST BOYD, JR. (PH.D. 1982 THE OHIO STATE UNIVERSITY).

**PAGE:** 1482 IN VOLUME 43/05-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

**EDUCATION, INDUSTRIAL**

The purpose of this study was to compile and interpret a comprehensive and accurate history of the Academic Faculty of Industrial Technology Education at The Ohio State University through the Warner era. The historical method of research was employed and was subdivided into three steps: collection of the data, data analysis, and the interpretation and presentation of the data. The major sources of the data were the historical records located in The Ohio State University Archives; the Epsilon Pi Tau Archives at Bowling Green State University; and the Rutherford B. Hayes Library at Fremont, Ohio. Other sources of data were the periodicals and publications that were germane to the period under study.

The industrial arts education program at The Ohio State University had its beginning with the manual training movement that began in the 1870's. This movement mirrored the development of the University. The program was instituted to meet the needs for manual training teachers. Ex-President of the United States Rutherford B. Hayes was one of its strongest proponents. The emphasis of the first program was changed very early in its development to reflect an industrial technology or industrial training orientation, and the teacher preparation program was allowed to lapse. This concept did not meet with success.

After the turn of the century, the program was revitalized with the major emphasis being placed on teacher education. The program developed into one of the best industrial arts education programs in the nation. Under the supervision of William E. Warner, the graduate program evolved. The contributions of Warner and his graduate students include the research and development of the Ohio Prospects, the Terminological Investigation, and A Curriculum to Reflect Technology. Two major organizations Epsilon Pi Tau (EPT) and The American Industrial Arts Association (AIKA) also find their origin with The Ohio State University industrial arts program.

The most recent contribution to the industrial arts profession has been the development of the Industrial Arts Curriculum Project (IACP), the most widely acclaimed of any of the innovative curriculum projects of the 1960's and 1970's. This study recorded the historical evolution of a small segment of the industrial arts profession.

**DESCRIPTION CODES:** 0521
**INSTITUTION CODE:** 0168

789802 ORDER NO: AAD82-22077

**MAKING THE MOST OF PROGRAM REVIEW: A STUDY OF THE ORIGINS, OPERATIONS, AND OUTCOMES OF PROGRAM REVIEW AT THE OHIO STATE UNIVERSITY.** 238 PAGES

RGIASIO, DANIEL ANTHONY (PH.D. 1982 THE OHIO STATE UNIVERSITY).

**PAGE:** 1438 IN VOLUME 43/05-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

**EDUCATION, HIGHER**

The purpose of this study is to identify outcomes of the academic program review process in use at The Ohio State University. Data were obtained from interviews with seventy-one program review participants and from seven program review documents. The constant comparative method, an inductive technique for systematically collecting, verifying, organizing, and analyzing data, served as the major research procedure. The study also presents historical and procedural explanations of program review at Ohio State.

Eight program review outcome categories were identified and classified into two distinct types: primary and secondary outcomes. Primary and secondary outcomes were distinguished on the basis of prime beneficiary. Primary outcomes are program review outcomes that predominantly benefit the program community (actors and/or activities inside programs). Secondary outcomes are program review outcomes that predominantly benefit the university community (actors and/or activities outside programs).

Five primary outcome categories and three secondary outcome categories were identified. The primary outcome categories are operational outcomes, program knowledge outcomes, curricular outcomes, human resources outcomes, and physical resources outcomes. The secondary outcome categories are personal outcomes, university knowledge outcomes, and communication outcomes.

These findings provided the basis for seven conclusions: (1) When the goal of program review is program improvement, a wide range of program review outcomes may occur. (2) Most program review outcomes reflect evolutionary
not revolutionary, program change. (3) Program review contributes to program planning and to the stabilization of academic decisions. (4) Program review outcomes cannot be adequately assessed solely by analyzing program review documents. (5) Program review is making the university more collegial. (6) Comprehensive, faculty-based program review is time consuming. (7) Ohio State’s program review process can be characterized as a “loosely coupled system.” Increasing numbers of colleges and universities are relying on academic program review to aid planning and decision making, and a large portion of institutional time and effort has been directed toward creating review systems intended to produce useful results. Therefore, research designed to assess the efficacy of these systems by examining their outcomes is urgently needed. This study has advanced a framework to guide that research.

**Descriptor Codes:** 0745  
**Institution Code:** 0168

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**780494 ORDER NO: AADB2-14124**  
**A DESCRIPTION AND ANALYSIS OF THE DEVELOPMENT AND IMPLEMENTATION OF THE FIELD EXPERIENCE COMPONENT OF THE PROFESSIONAL INTRODUCTION PROGRAM AT THE OHIO STATE UNIVERSITY**  
**PAGE 144 IN VOLUME 43/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL, EDUCATION, TEACHER TRAINING**

This study was conducted to gather data on the development and implementation of the field experience component of the Professional Introduction Program at The Ohio State University.

Historical analysis, including document examination and interviews, were used to provide a description of the development of the field experience component of the program. Data on the implementation aspects were obtained by surveying through questionnaires the instructional staff, a 15% random sample of Ed. 451 cooperating teachers, a 15% random sample of Ed. 451 cooperating teachers, and a 15% random sample of teacher candidates who participated in the program during the 1980-81 academic year. In addition, a 34% random sample of those responding to the questionnaire were selected at random and interviewed.

The historical analysis revealed three distinct stages in the development of the program: (1) the planning and conceptualization stage, (2) the experimental stage, and (3) the approved course stage.

Results of the data analysis on implementation indicated that teacher candidates were most positive in their perceptions of whether each objective was assigned, followed by instructors, Ed. 451 cooperating teachers, and finally Ed. 450 cooperating teachers.

The following recommendations were derived from the general findings of this study: (1) When planning a program or program component, a decision should be reached concerning the ultimate aim of the program or program component. Based on this aim, theoretical perspectives should be identified and followed when developing the program. (2) Adequate time must be allowed for development of the program or program component prior to implementation. The total program needs to be conceptualized as a whole before development starts. (3) Program development needs to be the responsibility of informed individuals who are familiar with the mechanism established for change. (4) Individuals with major responsibility for implementation of a program need to either be involved in the development or have an understanding and/or commitment to the development that occurred.

**Descriptor Codes:** 0530  
**Institution Code:** 0168

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**772360 ORDER NO: AADB2-07224**  
**LEARNING CONDITIONS AT THE PH.D. LEVEL AT THE OHIO STATE UNIVERSITY. 396 PAGES**  
**Page 4324 IN VOLUME 42/10-A OF DISSERTATION ABSTRACTS INTERNATIONAL, EDUCATION, HIGHER**

The Problem. This study identified Actual and Ideal learning conditions by thirty candidates, equally selected from the fields of Science, Behavior Science, and Professional School. The data were gathered for the 1969-70 academic year, at The Ohio State University during the 1980-81 academic year. The perceived purpose of the doctorate, the University’s goals, the departments’ roles, the students’ needs, and barriers to graduate education were explored.

The Method. A chronological literature review showed the development of the Ph.D. degree in relationship to present learning conditions. Respondents completed a questionnaire to define perceptions of the degree’s purpose, the University’s goals, the departments’ roles, students’ needs, and barriers to graduate education; a Repertory Grid to provide a sketch of the graduate experience in relationship to Actual and Ideal orientation; two Q-sortings of 64 facet structured items to identify Actual and Ideal types, or factors. The extremes of the Q-items were rank ordered, compared for the sorts, and used to describe learning conditions.

The Results. The graduate process for each respondent was an individual set of events that paralleled doctoral experiences of other respondents with different perceptions of the degree’s purpose, the University’s goals, and barriers to graduate education. Students’ needs included time management, social interaction, and additional guidance from an advisor. Departments’ roles included development of: (1) teachers/researchers for universities; (2) researchers; and (3) generalists for professional fields. Five Actual types (cont. next page)
were identified as: (1) directed active participant; (2) creative integrator; (3) self-directed interactor: (4) lonely undirected; and (5) practical careerist. Three Ideal types were identified as: (1) creative interactionists; (2) questioner; and (3) student-centered dialoguer. Conditions that promoted learning included: a nurturing of curiosity and creativity; a facilitative advisor who valued advisee’s ideas; a community of scholars within the department; student opportunities to develop and test ideas; and student’s development of self-direction, self-reliance, and initiative. Conditions that were detrimental included conditions that produced fear, anxiety, competition, and tension. Politics within a department detracted from students’ educational processes and did not produce a conducive climate for the production of scholarship. As a result of this study, a holistic approach to graduate education was proposed.

DESCRIPTION CODES: 0745
INSTITUTION CODE: 0168
772222 ORDER NO: AAD82-07159
BRANNAN, JOYCE HAGNER (PH.D. 1981 THE OHIO STATE UNIVERSITY). PAGE 4309 IN VOLUME 42/10-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, HEALTH
This descriptive, and historiographic investigation proposed to trace, validate, and record a history of the health education program at The Ohio State University, 1872-1981. It delineated: (1) curricular plus extra-curricular bench marks and, (2) antecedent influence and transition points which played a synergistic role in parenting these bench marks.

Following Van Dalen’s model, data from archival and oral history sources (n = 36) were collected, criticized, interpreted, and recorded using a chronological and scenario approach.

Major conclusions of this study were delineated. (1) A recordable history of health education at The Ohio State University was traced and, to a large degree, validated starting with the 1874 faculty request that Norton S. Townsend, M.D. deliver weekly hygienic lectures. (2) Health education at OSU experienced multiple beginnings: (a) in 1916, John H. Nichols initiated the first on-going hygiene course which became a University graduation requirement (1920-1971); (b) in 1932, Delbert Obertmerfeuer launched the Ohio State University into a national leadership role with the creation of 2-years undergraduate professional curriculum in health education as well as M.A. and Ph.D. options; and (c) in 1947, extension work began with the Kellogg-funded Ohio Extension Health Education Project. (3) The 37 Health Education courses offered (1941-1981) were initiated and designed around Ph.D. curriculum with 15 courses added during the 1970s. Flexibility to redesign internal course components enabled a relatively small but stable curriculum to meet evolving student needs. (4) During the 1960s, the University-required personal health course, taught via televisions, reached 6,000-9,000 students annually; it received national recognition as an educational and research innovation. (5) Multiple factors--such as the economy, war faculty personalities, administrative policies, legal mandates, and research findings--functioned as antecedent influences to the bench marks and transition points. (6) The history of the University plus the personal and professional experiences of faculty members and students were influenced by the historical evolutions of the health education program at The Ohio State University.

DESCRIPTION CODES: 0680
INSTITUTION CODE: 0168
76476 PH.D. CAREER PATTERNS AND PERCEPTIONS OF THE DOCTORAL PROGRAM IN HEALTH EDUCATION AND PHYSICAL EDUCATION AT THE OHIO STATE UNIVERSITY, 1939-1977. 555 PAGES
DAVIS, PATRICIA (PH.D. 1981 THE OHIO STATE UNIVERSITY). PAGE 3058 IN VOLUME 42/07-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, PHYSICAL
The purpose of this study was to determine the Ph.D. career patterns of doctor of philosophy degree recipients with concentrations in health education or physical education at The Ohio State University from August, 1939 through August, 1977; and to obtain the Ph.D. recipients’ perceptions of the doctoral program and their experiences. A twelve-page instrument containing forty-nine questions, divided into four areas, was developed and utilized to collect the data. Part I, General Information, provided data related to the career history of respondents; Part II, Career History, elicited data on positions held, institution types, institution sizes, and annual incomes of respondents for ten different career stages extending from initial post-university through present position; Part III, Doctoral Program, sought respondents’ perceptions of the doctoral program; and Part IV, Education History, obtained data on the pre-doctoral education of respondents. Questionnaires were mailed to 233 Ph.D. recipients and were returned by 233, or 79.5 percent. Data were grouped by areas of concentration first and three time periods second. Tabular and written descriptive forms were used in presenting the findings; they were most commonly expressed in sums and percentages.

A few of the major conclusions were: (1) the majority of all Ph.D. recipients would reselect the same major field of study; (2) second most frequently selected were higher education, teacher education, guidance, and psychology; (3) school’s reputation was the principal reason the majority of Ph.D. recipients selected The Ohio State University for doctoral study; (4) nearly all respondents held administrative (cont. next page)
or teaching positions in public higher learning institutions following receipt of their doctorates; (5) health educators were older than physical educators at commencing and completing their doctorates; and (6) important missing components of doctoral programs were computer scientists' competencies, research and statistic competencies, and field experiences in areas of concentration.

Some of the recommendations were: (1) more data should be made available to potential doctoral students on job prospects, and (2) more preparation should be required in research and statistics.

**DESCRIPTOR CODES:** 0523
**INSTITUTION CODE:** 0168

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**741622 ORDER NO: AAD81-07332**

**THE HISTORY OF THE TWILIGHT SCHOOL OF OHIO STATE UNIVERSITY:**

A STUDY IN LEADERSHIP. 207 PAGES
GRADY, MARYL L. (PH.D. 1980 THE OHIO STATE UNIVERSITY).TV
PAGE 4232 IN VOLUME 41/10-A OF DISSERTATION ABSTRACTS INTERNATIONAL

EDUCATION, ADMINISTRATION

The primary objective of this research has been to present the history of the Twilight School. The Twilight School was an evening school which provided credit courses for adults. It existed on the campus of Ohio State University from 1942 - 1959.

In attempting to relate the history of the Twilight School, two major concerns were to relate the study to adult education and leadership theory. The Twilight School was an early effort to provide for the needs of adult learners at Ohio State.

The program was administered by two individuals during its brief history. These directors were Norval Neil Luxon and Luke K. Cooperrider.

In an effort to examine these individuals and the leadership they exercised over the program, various leadership theories have been presented. These theories, then, became the basis for comparing the administrations of Luxon and Cooperrider.

Historical methodology was used in this study. Primary data were the documents maintained by the archives of Ohio State University and interviews conducted with key individuals connected with the Twilight School's program.

The results of the examination indicate that the Twilight School was unsuccessful because it lacked strong leadership. The leadership dilemma can be linked to three key concerns: being goals, tasks, and people.

Norval Luxon emerged from the study as the leader because he could exist in a position where organizational goals were unspecified. Additionally, Luxon's interactions with individuals both inside and outside the organization were positive. Luxon was suited to the situation.

Luke Cooperrider clearly had expectations for the Twilight School's program which were not met during his tenure. Cooperrider's goals and the goals of the university as a whole were not compatible. Cooperrider's contacts with individuals within the university and in the community did not provide the support needed for organizational survival. The Twilight School was eliminated while Cooperrider held the position.

During the years 1942 - 1959, adult education was not a highly regarded facet of the total program of Ohio State University. While other universities were making great strides in this area, Ohio State was not committed to this enterprise. Because Cooperrider was aware of the condition of adult education at other universities and frequently pointed to the directions Ohio State could pursue, he clearly fell into disfavor with the administration of the university.

In summary, then, the Twilight School failed because it lacked leadership from Cooperrider and higher university administrators. It failed too, because Ohio State University was not commited to the field of adult education during the period of 1942 - 1959.

**DESCRIPTOR CODES:** 0514
**INSTITUTION CODE:** 0168

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**733790 ORDER NO: AAD81-00225**

FACULTY AND STUDENT PERCEPTIONS OF IMPORTANT LEARNING CONDITIONS IN THE EXECUTIVE DEVELOPMENT PROGRAM AT THE OHIO STATE UNIVERSITY. 165 PAGES
PRALL, RALPH JOHN (PH.D. 1980 THE OHIO STATE UNIVERSITY).TV
PAGE 2884 IN VOLUME 41/07-A OF DISSERTATION ABSTRACTS INTERNATIONAL

EDUCATION, ADULT

The literature pertaining to management development reveals that accelerated change contributes most immediately to such activity. Changes in the competitive, economic, governmental and social environments, to name several, within which the manager and his organization must operate, often affect the manager and his organization. He needs to keep informed of such developments and learn to cope with them to help maintain a high level of job performance for himself and a high degree of viability for his organization. One method to help cope with such change is through management development programs, such as the Executive Development Program of the Ohio State University. Recognizing the affects of accelerated change on managers and their organizations, universities offer continuing education programs designed to help managers effectively cope with change.

The literature regarding current issues in higher education indicates that the quality of the teaching-learning process is a high priority. This is recognized at the Ohio State University, as well as at similar institutions in Ohio and across the nation. This study dealt with the quality of the teaching-learning process.

This was a study of faculty and student perceptions of important learning conditions in the Executive Development Program of The Ohio State University. The study was based on (cont. next page)
Gerald Pine and Peter Horne's 12 conditions for learning in adult education because these conditions grow out of the literature pertaining to adult education tending toward the humanistic school of thought on teaching and learning. Of the various approaches of preparation, only the humanistic approach is appropriate where the conceptual level of the information to be learned is high. A review of the content of the Executive Development Program supported the assumption regarding its high conceptual level. Further, the feedback described in the program seemed to be consistent with the humanistic school of thought on teaching and learning.

The 12 conditions for learning in adult education are widely supported by the literature as necessary for effective learning. Hence, the extent to which the faculty and students of the Executive Development Program were in agreement regarding the 12 conditions could provide insight into whether learning was being maximized in the program. In addition to helping improve the quality of the teaching-learning process in the Executive Development Program, the information yielded by this study could also be used for future planning.

DESCRIPTOR CODES: 0516
INSTITUTION CODE: 0168

695222 ORDER NO: AAB80-22285
HAWK, DONALD EARL (PH.D. 1980 THE OHIO STATE UNIVERSITY). THY PAGE 1415 IN VOLUME 41/04-A OF DISSERTATION ABSTRACTS INTERNATIONAL
EDUCATION, HEALTH
The purpose of this study was to develop and implement a procedural model to follow-up The 1970-1979 Health Education Bachelor's degree graduates of The Ohio State University. This model incorporated the "desired outcomes" for the school health educator; it was designed to obtain graduates' feedback concerning their professional preparation and what they viewed as important qualities of the school health educator.

The study was divided into five phases: Phase I: Identify the School Health Education Program at The Ohio State University; Phase II: Development of a Survey Instrument to Obtain Feedback from the Population; Phase III: Collection of Data; Phase IV: Presentation, Analysis and Interpretation of Data; Phase V: Appraisal of the Procedural Model Process.

The survey instrument was composed of the knowledge, skill, and attitude/value items (KSAVs) as validated by the tenured Health Education faculty at The Ohio State University. The large number of items was divided equally to develop two similar forms. Graduates responded to each item according to two scales. One scale requested a rating of the "importance" of each KSAV statement on a "1" (poor preparation) to "6" (excellent preparation) scale. The other scale requested a rating of the "adequacy of your preparation" to achieve each stated KSAV on a "1" (poor preparation) to "6" (excellent preparation) scale. An additional point of "0" (no preparation) on the latter scale stressed the differentiation between the quality of one's professional preparation and possible lack of specific knowledge and thought.

One form of the instrument was mailed to one stratified random sample (N = 66) while the other form was mailed to a similar sample (N = 66). Eighty-nine usable survey instruments (67% response) were returned. Analysis of the data was conducted using descriptive, correlational, and inferential statistics. Grand means were presented for the KSAV's for each Professional Function. These grand means were interpreted by discussing the following: (1) the KSAV's assigned the highest and lowest group means on the two scales.

The major results were: (1) Both Questionnaire respondents perceived the KSAV's to be relatively important. On a scale of 1-6, the grand means ranged from 4.61 to 5.60 on the Questionnaire A "importance" scale and from 4.49 to 5.46 on the Questionnaire B "importance" scale. (2) The "Adequacy of Your Preparation" grand means on both Questionnaires were lower than the "importance" grand means. There was more variance in the "importance" grand means. On a scale of 0-6, the grand means for the KSAV's on Questionnaire A ranged from 3.14 to 4.92 and from 3.60 to 4.89 on Questionnaire E. (3) Fifty of the possible 56 correlational relationships between respondents' "importance" grand means on the KSAV's and their "Adequacy of Your Preparation" grand means on the same items were significant at an alpha level of .05. (4) There were significant differences at the .05 level between the grand means of respondents grouped by selected demographic and employment-related variables; these variables included "graduate degree hours completed," "percentage of professional duties related to health instruction," "sex," "year of graduation," and "school health educator status."

The following conclusions were made: (1) Identification and validation of the Professional Functions and KSAV's determined essential for effective teaching of health enabled the Health Education Faculty at The Ohio State University to clarify the goals and objectives of their undergraduate Professional Preparation Program. (2) The developed and implemented procedural model may serve as a means to comply with two of the 1980 State of Ohio Standards for Colleges or Universities Preparing Teachers. (3) The procedural model may be adapted by other teacher education program areas to follow-up their graduates.

DESCRIPTOR CODES: 0680
INSTITUTION CODE: 0168

680576 ORDER NO: AAB80-09317
EFFECTS OF GROUP COUNSELING UPON THE CAREER ORIENTATIONS OF PRE COLLEGE SOCIAL DEVELOPMENT STUDENTS AT THE OHIO STATE UNIVERSITY. 137 PAGES
MOORE, ROSETTA BEATRICE TAYLOR (PH.D. 1979 THE OHIO STATE UNIVERSITY) (cont. next page)
UNIVERSITY). PAGE 5324 IN VOLUME 40/10-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, GUIDANCE AND COUNSELING DESCRIPTOR CODES: 0519 INSTITUTION CODE: 0168


674446 ORDER NO: AAD80-01858 A STUDY OF THE PATTERNS OF DEVELOPMENT IN ESSAYS OF THREE GROUPS OF OHIO STATE UNIVERSITY FRESHMAN WRITERS. 330 PAGES Willis, David Mitchell (Ph.D. 1979 THE OHIO STATE UNIVERSITY). PAGE 4567 IN VOLUME 40/08-A OF DISSERTATION ABSTRACTS INTERNATIONAL. LANGUAGE, GENERAL DESCRIPTOR CODES: 0679 INSTITUTION CODE: 0168


626922 ORDER NO: AAD78-12339 VALUE PREFERENCE AND CRITICAL THINKING SCORES AS THEY RELATE TO COMPLETION OF THE UNDERGRADUATE NURSING CURRICULUM AT THE OHIO STATE UNIVERSITY, WITH SPECIAL REFERENCE TO MINORITIES. (cont. next page)
619766 ORDER NO: AAD78-06208
A STUDY OF THE RELATIONSHIP BETWEEN SENIOR AND ALUMNI OPINIONS RELATING TO THE PROGRAM LEADING TO THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION, THE OHIO STATE UNIVERSITY. 354 PAGES
SOSTROM, JOHN PHILLIP (PH.D. 1977 THE OHIO STATE UNIV). PAGE 6511 IN VOLUME 38/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, CURRICULUM AND INSTRUCTION
DESCRIPTOR CODES: 0727
INSTITUTION CODE: 0168

619595 ORDER NO: AAD78-05811
BILLINGSLEY, NANCY ROSEBERRY (PH.D. 1977 THE OHIO STATE UNIVERSITY). PAGE 6526 IN VOLUME 38/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, GUIDANCE AND COUNSELING
DESCRIPTOR CODES: 0519
INSTITUTION CODE: 0168

611727 ORDER NO: AAD77-32003
A STUDY OF THE WOMEN'S INTERCOLLEGIATE ATHLETIC PROGRAM AND ITS PARTICIPANTS AT THE OHIO STATE UNIVERSITY DURING THE 1976-77 ACADEMIC YEAR. 322 PAGES
WANDZILAK, THOMAS MICHAEL (PH.D. 1977 THE OHIO STATE UNIVERSITY). PAGE 4664 IN VOLUME 38/08-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, PHYSICAL
DESCRIPTOR CODES: 0523
INSTITUTION CODE: 0168

611682 ORDER NO: AAD77-31928
AN ASSESSMENT OF SUPPORTIVE NEEDS OF MATURE AND TRADITIONAL AGED WOMEN STUDENTS AT THE OHIO STATE UNIVERSITY. 148 PAGES
MAHONE, DENISE FELICIA (PH.D. 1977 THE OHIO STATE UNIVERSITY). PAGE 4515 IN VOLUME 38/08-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, ADULT
DESCRIPTOR CODES: 0516
INSTITUTION CODE: 0168

603807 ORDER NO: AAD77-24695
A COMPARISON OF SELECTED BASIC GROSS MOTOR SKILLS OF MODERATELY RETARDED AND NORMAL CHILDREN OF MIDDLE CHILDHOOD AGE UTILIZING THE OHIO STATE UNIVERSITY SCALE OF INTRA GROSS MOTOR ASSESSMENT. 235 PAGES
RYAN, TERRENCE MICHAEL (PH.D. 1977 THE OHIO STATE UNIVERSITY). PAGE 2650 IN VOLUME 38/05-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, PHYSICAL
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603771 ORDER NO: AAD77-24616
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595929 ORDER NO: AAD77-17100
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EDUCATION, HIGHER
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INSTITUTION CODE: 0168

593208 ORDER NO: AAD77-13449
A STUDY TO INVESTIGATE THE RELATIONSHIP OF WOMEN IN PHYSICAL EDUCATION TO THE TOTAL FACULTY WORKFORCE POPULATION IN PHYSICAL EDUCATION AT THE OHIO STATE UNIVERSITY, 1970-1975. 236 PAGES
RUGGIERI, MARY JO (ED.D. 1977 UNIVERSITY OF CINCINNATI). PAGE 146 IN VOLUME 38/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
EDUCATION, MINORITIES
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580303 ORDER NO: AAD77-02466
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Neal, Adrienne Viola (Ph.D. 1976 the Ohio State University). PAGE 4782 IN VOLUME 37/08-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
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DESCRIPTOR CODES: 0516
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580251 ORDER NO: AAD77-02355
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INSTITUTION CODE: 0168

571671 ORDER NO: AAD76-24652
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EDUCATION, AGRICULTURAL
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INSTITUTION CODE: 0168

564707 ORDER NO: AAD76-19054
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Vollmar, William Joseph (Ph.D. 1976 the Ohio State University). PAGE 1182 IN VOLUME 37/02-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
HISTORY, UNITED STATES
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556614 ORDER NO: AAD76-10053
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556585 ORDER NO: AAD76-09992
DOCTORAL PROGRAM EFFECTIVENESS AS PERCEIVED BY SELECTED GRADUATES FROM THE OHIO STATE UNIVERSITY WITH IMPLICATIONS FOR THE DEVELOPMENT OF A COMPREHENSIVE ADVANCED GRADUATE PROGRAM IN VOCATIONAL EDUCATION.. 276 PAGES
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556560 ORDER NO: AAD76-09935
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551691 ORDER NO: AAD76-06276
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525494 ORDER NO: AAD75-11357
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HISTORY, GENERAL
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202381 ORDER NO: AAD00-15894
AN EVALUATION OF THE UNDERGRADUATE PROGRAM AT THE OHIO STATE UNIVERSITY BY AGRICULTURAL EDUCATION GRADUATES (VOLUMES I AND II). 533 PAGES
TANNER, DANIEL (PH.D. 1955 THE OHIO STATE UNIVERSITY).
PAGE 712 IN VOLUME 16/04 OF DISSERTATION ABSTRACTS INTERNATIONAL
EDUCATION, TEACHER TRAINING
DESCRIPTOR CODES: 0530
INSTITUTION CODE: 0168

101902 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
A FOLLOW-UP STUDY OF SELECTED GROUPS OF GRADUATES OF THE OHIO STATE UNIVERSITY SCHOOL.
(cont. next page)
DIALOG File 35: DISSERTATION ABSTRACTS ONLINE 1861-NOV 88 (Cmpr University Microfilms)

REYNARD, HAROLD E. (PH.D. 1954 THE OHIO STATE UNIVERSITY).TY
IN VOLUME W1954
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

FLESHER, MARIE A. (PH.D. 1951 THE OHIO STATE UNIVERSITY).TY
IN VOLUME W1951
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O96069 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
SCIENCE IN THE CORE CURRICULUM AT THE UNIVERSITY SCHOOL OF
THE OHIO STATE UNIVERSITY.
MIKELSON, SYLVAN (PH.D. 1953 COLUMBIA UNIVERSITY).
IN VOLUME W1953
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0054

O78217 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
ADVANCED COMPOSITION FOR STUDENTS IN ENGINEERING AT THE OHIO
STATE UNIVERSITY: EVALUATION AND PROPOSALS. 117 PAGES
RIDER, MAURICE L. (PH.D. 1950 THE OHIO STATE UNIVERSITY).TY
IN VOLUME W1950
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O96034 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
A HISTORY OF INTERCOLLEGIATE ATHLETICS AT THE OHIO STATE
UNIVERSITY.
KOVACIC, CHARLES R. (PH.D. 1953 COLUMBIA UNIVERSITY).
IN VOLUME W1953
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0054

O78212 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
SOME EFFECTS OF THE PLACE OF COLLEGE RESIDENCE ON
OPPORTUNITIES IN SOCIAL EDUCATION FOR SELECTED SENIOR WOMEN AT
THE OHIO STATE UNIVERSITY. 117 PAGES
PALMOUST, MARJORIE J. (PH.D. 1950 THE OHIO STATE UNIVERSITY).
IN VOLUME W1950
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O84328 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
AN EVALUATION OF SELECTED ASPECTS OF THE PRE-SERVICE
PROFESSIONAL CURRICULUM IN AGRICULTURAL EDUCATION AT THE OHIO
STATE UNIVERSITY. 134 PAGES
WOODIN, RALPH J. (PH.D. 1951 THE OHIO STATE UNIVERSITY).
IN VOLUME W1951
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O78200 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
A STUDY OF THE PROFESSIONAL CURRICULUM FOR PROSPECTIVE
SECONDARY SCHOOL TEACHERS OF THE ACADEMIC SUBJECTS AT THE OHIO
STATE UNIVERSITY. 117 PAGES
IN VOLUME W1950
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O84311 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
AN EVALUATION OF THE EARLY STAGES OF SELECTIVE RETENTION IN
THE COLLEGE OF EDUCATION OF THE OHIO STATE UNIVERSITY. 134
PAGES
MECKENKENN, JAMES E. (PH.D. 1951 THE OHIO STATE UNIVERSITY).
IN VOLUME W1951
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

O73503 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
COMMUNITY PARTICIPATION OF SELECTED OHIO STATE UNIVERSITY
GRADUATES: A STUDY OF THE NATURE AND EXTENT OF THE
POSTGRADUATE COMMUNITY PARTICIPATION OF 437 SELECTED GRADUATES
OF THE OHIO STATE UNIVERSITY DURING THE YEARS 1921-1940. 371
PAGES
IN VOLUME W1949
SOCIOLOGY, GENERAL
DESCRIPTOR CODES: 0626
INSTITUTION CODE: 0168

O84295 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L
THE SEPTEMBER SCHOOL EXPLORATORY EXPERIENCE PROGRAM OF THE
COLLEGE OF EDUCATION, THE OHIO STATE UNIVERSITY. 134 PAGES
DIALOG File 35: DISSERTATION ABSTRACTS ONLINE 1861-NOV 88 (Copr University Microfilms)

072923 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
AN EXPLORATORY EVALUATION OF THE JUNIOR STANDING PROGRAM IN THE COLLEGE OF EDUCATION OF THE OHIO STATE UNIVERSITY.
IN VOLUME W1949
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

068772 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
BEGINNING ELEMENTARY TEACHERS AS TRANSITIONISTS: A FOLLOW-UP FIELD STUDY OF FIFTY RECENT GRADUATES OF THE OHIO STATE UNIVERSITY.
IN VOLUME W1948
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

061881 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
MOTION PICTURES IN TEACHER EDUCATION AT OHIO STATE UNIVERSITY. 224 PAGES
WENGER, ROY EMERSON (PH.D. 1945 THE OHIO STATE UNIVERSITY).
IN VOLUME W1945
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

058319 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
A FOLLOW-UP STUDY OF NON-GRADUATING WOMEN FROM THE COLLEGE OF EDUCATION OF THE OHIO STATE UNIVERSITY.
GREENE, FOUNTA DAVIS (PH.D. 1943 THE OHIO STATE UNIVERSITY).
IN VOLUME W1943
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

058308 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
AN ANALYSIS OF THE ADVISER'S REPORT USED IN THE 1942 SURVEY OF EDUCATION PROGRAM IN THE COLLEGE OF EDUCATION AT THE OHIO STATE UNIVERSITY.
BEARD, RICHARD LEONARD (PH.D. 1943 THE OHIO STATE UNIVERSITY).
IN VOLUME W1943
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

058307 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
DEFINING AND EVALUATING THINKING-PLANNING COMPETENCY OF STUDENTS IN THE COLLEGE OF EDUCATION AT THE OHIO STATE UNIVERSITY.
BACKUS, HOWARD PAUL (PH.D. 1943 THE OHIO STATE UNIVERSITY).
IN VOLUME W1943
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

052673 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
AN EXPLORATORY STUDY OF THE SEPTEMBER FIELD EXPERIENCE PROGRAM FOR STUDENTS IN THE COLLEGE OF EDUCATION, THE OHIO STATE UNIVERSITY. 381 PAGES
RICHEY, ROBERT WILLIAM (PH.D. 1941 THE OHIO STATE UNIVERSITY).
IN VOLUME W1941
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

051351 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
THE OHIO STATE UNIVERSITY CYCLOTRON. 43 PAGES
MAIER, MARTIN STANBERY (PH.D. 1941 THE OHIO STATE UNIVERSITY).
IN VOLUME W1941
PHYSICS, GENERAL
DESCRIPTOR CODES: 0605
INSTITUTION CODE: 0168

049535 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
AN EVALUATIVE STUDY OF THE FRESHMAN PROGRAM FOR 1938-1939 IN THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION. 239 PAGES
FAILING, JEAN (PH.D. 1940 THE OHIO STATE UNIVERSITY).
IN VOLUME W1940
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168

041262 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS INT'L.
THE UNIVERSITY SCHOOL AT THE OHIO STATE UNIVERSITY: AN EVALUATION OF ITS PROGRAM, OF EDUCATION FOR CHILDREN AND YOUTH.
LINDQUIST, RUDOLPH D. (PH.D. 1937 UNIVERSITY OF CALIFORNIA, BERKELEY).
IN VOLUME W1937
(cont. next page)
DIALOG File 35: DISSERTATION ABSTRACTS ONLINE 1861-NOV 88 (Copr University Microfilms)

EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0028

036308 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L.
A STUDY OF THE MATURITY OF HIGH SCHOOL SENIORS, JUNIOR COLLEGE, AND UNIVERSITY STUDENTS AS MEASURED BY THE OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST AND THE PRESSEY INTEREST-ATTITUDE TEST.
IN VOLUME W1935
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0138

031404 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L.
PROGRESS IN THE ELEMENTARY SCHOOL SUBJECTS IN A DEMONSTRATION SCHOOL CONDUCTED BY THE OHIO STATE UNIVERSITY, UNDER THE DALTON LABORATORY PLAN.
THOMPSON, WILLIAM HERTZOG (PH.D. 1930 THE OHIO STATE UNIVERSITY).
IN VOLUME S1977
EDUCATION, CURRICULUM AND INSTRUCTION
DESCRIPTOR CODES: 0727
INSTITUTION CODE: 0168

023039 ORDER NO: NOT AVAILABLE FROM UNIVERSITY MICROFILMS
INT'L.
PREVIOUS EDUCATIONAL TRAINING AT THE OHIO STATE UNIVERSITY.
BAREIS, GRACE MARIE (PH.D. 1909 THE OHIO STATE UNIVERSITY).
IN VOLUME S0168
EDUCATION, GENERAL
DESCRIPTOR CODES: 0515
INSTITUTION CODE: 0168
GRADUATE SCHOOL
The Ohio State University

Procedures for Submitting the Dissertation for the degree Doctor of Philosophy

The following procedures are designed to guide doctoral candidates in preparing and submitting their dissertations for binding and microfilming. These procedures conform to the requirements established by University Microfilms, Inc., which will microfilm the final manuscript. Directions for preparing the abstract are also presented. Candidates and advisers who wish information on any points not covered in these instructions should consult an editor in the Graduate School Office.

DRAFT OF DISSERTATION

The doctoral candidate must submit a readable draft (a typed copy) of his completed dissertation and two copies of the abstract to the Office of the Graduate School not later than six weeks before the Convocation at which he expects to receive his degree. This draft should be accompanied by a Draft Approval Form (attached to these instructions) indicating the approval of the candidate's reading committee. The title of the dissertation is recorded in the Office of the Graduate School, where any subsequent change in title must be submitted. In order to save time, we suggest that the student type his full name (last name first), title of dissertation, and his adviser's name on two 3 x 5 cards.

Candidates should present the Draft Approval Form to the person in charge of Ph.D. records, who receives the nominations for membership on the Final Oral Examination Committee contained on the bottom half of the Draft Approval Form. The adviser will also propose a time and place for this examination. The Dean of the Graduate School will then appoint the Graduate School representative, and it will be the responsibility of the candidate to deliver a copy of the dissertation to the Graduate School representative no later than one week before the date of the examination.

The draft is then presented for examination to the Ph.D. abstract editor so that the candidate may be apprised of any deviations from the requirements set by the Graduate School for the form of the dissertation, including illustrations, charts, tables, graphs, appendixes, and miscellaneous materials to be embodied in the final draft. It is desirable, therefore, in order to obviate revisions in the finished manuscript, that it contain, in addition to the text, at least a specimen of all other sections of the dissertation: Contents, Figures and Tables, Bibliography, and so on. Examples of table headings, legends, and footnotes should also be given; and if illustrations are not in completed form, the method of presentation to be used should be indicated.
The use of a well-established and comprehensive style manual, such as *A Manual of Style* (University of Chicago Press) and *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian, is recommended. These are available at Derby Hall Bookstore.

**FINAL COPIES**

The candidate must deliver the original and first carbon copy of his dissertation to the Graduate School Office to the person in charge of Ph.D. records and to the abstract editor of the Graduate School on or before a date to be announced, which is at least one week before each Convocation. The final copies must be accompanied by the Final Approval Form signed by the three members of the reading committee and by the Graduate School representative. The manuscript and the copy must be exact duplicates, with the title pages signed by the adviser in black ink to indicate his approval of the dissertation. Each copy must conform to the requirements for dissertations, and be presented in separate cardboard boxes, with the candidate's name, department, date, and the degree he expects to receive clearly marked.

**THE ABSTRACT**

With his final manuscript, the candidate must also submit an abstract of his dissertation -- the original and first carbon copy. The title pages of both must be signed by the candidate's adviser to indicate his approval. The maximum length of the abstract, 600 words, must not be exceeded. This is a restriction imposed by University Microfilms. Please do not make it necessary for your adviser to delete material from the abstract because of your failure to comply with the regulation.

**FORMAT OF THE DISSERTATION**

**Parts of the Dissertation**

A dissertation usually consists of three main parts: the preliminaries, the text, and the reference matter. The order of these may vary. A suggested arrangement follows:

1. The preliminaries
   a. Title page, with candidate's full name, followed by a blank page or by the copyright notice if the dissertation is to be copyrighted. A typical title page is given in Exhibit A.
   b. The following notice, if applicable, is centered on the copyright page.

   Copyright by 
   William Henry Brown 
   1960

   (Copyright notice) 
   (full legal name of author) 
   (date of publication on film)
   c. Preface and Acknowledgments, if any
d. Contents, with page references. When two volumes are submitted, each must have its own Contents.

e. List of Tables, with titles and page references.

f. List of Illustrations, with titles and page references.

2. The text

a. Introduction

b. The body of the dissertation, with the larger divisions and more important minor divisions indicated by suitable headings.

3. References

a. Appendixes

b. Bibliography

Pagination

Every page in the dissertation, except the title page and the blank or copyright page following it, must bear a number. The Title page is counted, though not numbered; the copyright page is neither counted nor numbered. All pages are right-hand. The plan of page numbering has been standardized as follows:

1. For the preliminaries small Roman numerals (ii, iii, iv, etc.) are used. The numbering should begin with ii, since the title page counts as page i. Page ii is the Preface or Acknowledgments if there is either; page iii, Contents, and so on.

2. For the remainder of the dissertation, including the text, Illustrations, Appendixes, and Bibliography, Arabic numerals are used. Each page, including photostats, must be numbered. Do not use a letter suffix such as 10a, and so on.

The numbering should begin with 1 and continue consecutively to the end of the dissertation. On pages carrying a major heading such as Contents, the first page of a chapter, or the Bibliography, the page number is placed at the bottom center. Other pages are numbered consistently at top right. The horizontal placement of an illustration does not alter the position of the page number. If the description of an illustration is too long to be placed below the illustration, it should be placed slightly above center on the preceding numbered page and be accompanied by the number of the figure.

3. Legends for tables, graphs, charts, and illustrations should be typed outside the area of the material, but within the 6 x 9 typing space, and carry numerical identification such as Figure 1, Table 1, Chart 1, and so on. These numbers should run consecutively throughout the manuscript, that is, Figure 6 will follow Figure 5, etc., and Table 2 will follow Table 1.
The number of a table or figure is determined by its position in the text in regard to other illustrations in the same category. Thin, protective, unnumbered blank sheets may be placed before photographs but may not be used for the legends. Any preceding pages used for identification must be numbered at bottom center and must be of the same quality of paper as other parts of the text. Lengthy table titles or figure legends may be shortened for listing in the preliminaries.

When closely related figures are presented as a unit, it is desirable to group them in a plate. Plates to be inserted should bear capital Roman numerals. Legends should be arranged in inverted-pyramid style. They must be placed consistently either above or below the illustration. Each figure within the plate is given a separate Arabic numeral.

4. When two separate volumes are required because of the bulk of the dissertation, the title page of the second volume should duplicate the title page of the first volume, with the addition of the words "Volume II," just below the title. Both the Roman and Arabic page numbers in this volume are continuous with Volume I. As in the case of Volume I, the title page is counted among the preliminary pages but does not bear a number. The Contents should be separate for the two volumes. If iv is the last Roman number used in Volume I, the second title page will be counted v and the following preliminary pages vi, vii, and so on.

PREPARATION OF THE DISSERTATION

The following regulations have been adopted by the Graduate School Office to ensure uniformity and minimum standards for doctoral dissertations and to comply with the requirements of University Microfilms, Ann Arbor, Michigan, which will photograph all dissertations accepted by the Ohio State University.

SINCE DISSERTATIONS ARE MICROFILMED EXACTLY AS THEY ARE SUBMITTED TO THE GRADUATE SCHOOL OFFICE, WITHOUT FURTHER EDITING OR PROOFREADING, IT IS IMPERATIVE THAT MANUSCRIPTS NOT ONLY BE FREE FROM ERRORS BUT ALSO BE PROPERLY AND NEATLY PREPARED.

Typing Procedure

The abstract and the body of the dissertation must be double-spaced, except for footnotes, bibliographies, and tabular matter. Long quotations should be single-spaced and indented at both margins. With this arrangement, double quotation marks are not used except in a series of quotations from different writers or to set off a quotation within a quotation, as in the example that follows.

If, on the one side, is the executive power, and the legislature, and the people . . . and on the other an individual nameless and odious, his eye is to see neither, great nor small; attending only to the "trepidations of the balance." If a law is passed by a unanimous legislature . . . and he believes it to be against the Constitution, he must so declare it — or there is no judge.
it should not exceed two and one-half double-spaced pages, exclusive of the title page and the headings on the first page of the abstract. Margins are the same for the abstract as for the dissertation. Pages following the title page are numbered 1, 2, 3. See Exhibit C.

Title pages, properly signed by the adviser, must be submitted for both copies of the abstract. These title pages are identical with those of the dissertation, except that they carry the words "Abstract of" directly above the word "Dissertation." For example, see Exhibit B.

Separate reprints of abstracts are available as a four-page printed folder at a cost of $12.50 for 100 copies. Orders for these reprints should be indicated on the University Microfilm agreement form described below.

ARRANGEMENTS FOR MICROFILMING DISSERTATIONS AND ABSTRACTS

By Graduate Council action, all doctoral dissertations accepted in partial fulfillment of degree requirements will be microfilmed by University Microfilms. When the candidate submits his dissertation and abstract to the Graduate School Office, he signs an agreement with University Microfilms which gives this firm the right to make and sell microcopies of his dissertation. After acceptance, the original manuscript will be sent to University Microfilms, where it is microfilmed and then returned to the University Library for binding and shelving. The film negative is stored in the University Microfilms' vaults, and positives or enlarged photoprints will be made from it and sold upon demand. Positive film copies are sold at the rate of 1 1/4 cents per page; enlarged 5 1/2 x 8 1/2 inch photoprints, at 10 cents per page. A positive microfilm copy of the dissertation is deposited in the Library of Congress. The Library of Congress assumes responsibility for listing copyrighted dissertations in its subject and author catalogues.

The candidate may have his dissertation copyrighted by proper indication on the agreement form previously described. The cost of copyrighting is $5.00, plus the charge for two positive prints required by the Copyright Office. A copyright notice, prepared by the candidate, appears on a separate page following the title page.

The abstracts will be published in Dissertation Abstracts, issued monthly by University Microfilms. This publication is widely held by leading libraries. Abstract titles are listed in cumulative and annual indexes.

The Ohio State University Library will continue to bind and shelve the original and carbon copies of all dissertations. The University Library will not make available any dissertation of which University Microfilms has a negative microfilm copy except when a microfilm machine is inaccessible, or in other unusual circumstances.

PAYMENT OF FEES

At the time the candidate presents his first draft, he will receive an agreement form of University Microfilms which grants that firm the right to
microfilm his dissertation. This agreement form, properly filled out, is to be returned to the Graduate School Office when the final manuscript is submitted. The candidate may indicate his wish to copyright his dissertation and to order reprints of his abstract on this agreement form.

When the final dissertation is submitted, fee cards showing any or all of the following fees will be made out in the Graduate School Office. Payment may then be made at the Bursar's Office.

The fee assessed at this time will be as follows:
Microfilming and binding, $44.25
Copyright, $5.00 plus the cost of two positive prints (if indicated) at 2 1/2 cents per page for the two copies. This includes all Roman and Arabic numbered pages.
Reprints of abstracts per 100 (if indicated), $12.50
GRADUATE SCHOOL
THE OHIO STATE UNIVERSITY

The following procedures are designed to guide doctoral candidates in preparing and submitting their dissertation for microfilming and binding. These procedures conform to the requirements established by University Microfilms, Inc., where the final manuscript will be sent for photographing before placement in the Library.

GENERAL PROCEDURES

The doctoral candidate must present for perusal a typed draft of his dissertation to the Graduate School not later than six weeks before the commencement at which he expects to receive his degree. This draft should be accompanied by a Draft Approval Form indicating the title of the dissertation and signed by all members of the candidate's reading committee.

Candidates shall present the Draft Approval Form to the Ph. D. Counselor. The bottom half of the page should include the names of the examining committee and the time and place of the oral examination. The Dean of the Graduate School will then appoint the Graduate School Representative. It is the responsibility of the candidate to deliver a copy of his draft to that faculty member not later than one week before the date of the examination.

The typed draft is submitted to the Graduate School for a brief examination, in the candidate's presence, to insure adherence to the prescribed format of the dissertation. It is necessary, therefore, that in addition to the text it contain at least a specimen of all sections of the dissertation, i.e., preliminaries, appendices, bibliography, and so on.

The candidate must deliver one copy of his completed dissertation in a cardboard box to the Graduate School no later than one week before commencement. This copy must be accompanied by the Final Approval Form signed by the members of the reading committee. The copy must have the title page signed by the adviser in black ink to indicate his approval of the dissertation.
1. Format and Appearance

Since dissertations are microfilmed exactly as they are submitted to the Graduate School without further editing or proofreading, it is imperative that they be free from errors and properly and neatly prepared.

A. Preparation of Manuscript

1. Paper and Duplication
   a. White, 20 lb. bond paper or paper of an equal quality is required. A Xerox copy will be accepted if it is clean and on this paper.
   b. A multilith and mimeograph copy will be accepted if it is clear and black. Regular multilith or mimeograph paper is acceptable for these two processes.
   c. Corrasable paper is not acceptable.
   d. A copy made on chemically treated paper is not acceptable.
   e. Weight, color and texture of the paper must be uniform throughout the dissertation.

2. Typing
   a. Black ribbon only. Consult your duplicating service for special typewriter ribbon requirements for your chosen process. Change ribbons as necessary to produce a sharp black impression.
   b. Only standard type sizes are acceptable. For extensive tables, however, elite or microtype is acceptable even if the body of the text is in larger type. Tables may be photographically reduced.
   c. Corrections
      1) No strikeovers, interlineations or crossing-out of letters or words is acceptable.
      2) Erasures must be clean.
      3) The use of correcting fluid or correcting tape is not acceptable on the submitted copy.

3. Spacing
   a. The dissertation will be accepted double spaced or single spaced with double spacing between paragraphs. Consult with your adviser for the approved style.
   b. Single space long tables, long quotations, footnotes, multiline captions and bibliographic entries.

4. Margins
   a. Typing on both sides of the page will be permitted if approved by your adviser.
   b. Typing on one side                  Typing on both sides
      Top edge   1 inch                   Top edge   1 inch
      Right side 1 inch                   Right side 1 1/2 inches
      Left side  1 1/2 inches              Left side  1 1/2 inches
      Bottom edge 1 inch                  Bottom edge 1 inch
   c. Typing should not extend more than one single space below the bottom marginal line and only then to complete a footnote or last line of a chapter, subdivision or figure caption.
   d. All Tables and Figures including captions must conform to margin requirements.
   e. On pages carrying a major heading, such as the preliminaries, the first page of a chapter, etc., leave a two-inch margin at the top of the page.
   f. A new paragraph at the bottom of a page must have at least two full lines of type or it should begin the next page. The page may be short to allow this.
   g. Do not hyphenate the last word on the page. The line should be short of the margin and the whole word typed on the following page.

5. Pagination
   a. When typing on one side of the page, all numbers are placed within the 6 x 9 inch frame in the upper right hand corner of the page. On pages carrying a major heading, however, such as Appendix or Bibliography and those beginning a chapter, the page number is placed at the center bottom. Half-title pages are also numbered at the center bottom.
b. When typing on both sides of the page, pages should be numbered in book form. This means on pages carrying a major heading such as Appendix or Bibliography and those beginning a chapter, the page number is placed at the center bottom. On all other pages the number is placed in the upper outside corner within the margin requirements. Right-hand pages are always odd numbers.

c. For the preliminaries, small Roman numerals (ii, iii, iv, etc.) are used, placed at the center bottom. The title page is counted though not numbered; the copyright page is neither counted nor numbered.

d. For the remainder of the dissertation including the text, illustrations, appendices and bibliography, Arabic numerals are used. Every page must be numbered beginning with "1" and continuing consecutively to the end of the dissertation.

e. Insertions numbered 10a, 10b, 10c, etc. are not acceptable.

f. When two separate volumes are required because of the size of the dissertation, the title page of the second volume should duplicate the title page of the first with the addition of the words "Volume I" and "Volume II" just below the title. Both the Roman and the Arabic page numbers in Volume II are continuous with Volume I. As is the case with Volume I, the title page is counted among the preliminary pages but will not bear a number. The Table of Contents should be separate for the two volumes. If "iv" is the last Roman number used in Volume I, the second title page will count as "v" and be followed by preliminary pages "vi, vii," and so on.

6. Footnotes

a. There is a wide diversity of practice in footnoting among the publications of the sciences, the humanities and the social sciences. Your adviser will direct you to the current established rules in your field of study. That advice plus frequent and careful reference to general style manuals will be your best guides.

b. Footnote references may be numbered consecutively throughout the manuscript or, preferably, through each chapter.

c. Use a single style throughout.

7. Tables and Figures

a. The whole table or figure including caption must be placed on the page inside the prescribed margins.

b. For tables, the number of the table and its caption are placed two lines above the top line of the table; for figures, the number and caption are placed two lines below the last line or bottom edge of the figure.

c. If the caption is too long to be placed above the table or below the figure and be contained within the prescribed margins, place it slightly above center on the preceding page. The number of the table or figure must appear both with the caption and with the table or figure.

d. Illustrations must carry numerical identification such as Figure 1, Table 1, Chart I and Plate I. These numbers run consecutively throughout the manuscript including the appendices.

e. The bottom of a table or figure usually faces the lower edge of the page on which it appears; however, if because of its size and format it requires horizontal placement, the bottom of the table or figure faces the outer edge of the page.

f. Tables and figures of a half-page or less in length may appear on the same page with the text separated from the text above and below by triple spacing; if larger than half-page, they are better placed on a separate sheet.

g. Page-length tables must not be split to appear on two pages. Never draw a line below an unfinished table which is continued on the next page or pages.

h. Two or more small tables or figures may be grouped together on a single page.

i. Photographs smaller than page size must be firmly mounted with rubber cement or dry-mounting tissue on the same kind of paper used for the dissertation. If preferred, photographs may be printed (photographically) on page-size photographic paper, or they may be printed (mechanically) on page-size paper of the same sort used in the balance of the dissertation.

j. It is important and necessary to use India ink on all glossy photographs. Typing on the face of these prints will not reproduce on microfilm.
k. All colors appear as varying shades of gray when microfilmed; therefore, identification of lines on a graph must be made by line symbols.

l. All footnotes to tables are placed immediately below the tables, not at the bottom of the page with footnotes to the text.

m. As footnotes indexes in tables usually follow numerals, small letters (a, b, c) rather than Arabic numerals should be used. If none of the tables in the manuscript has more than one footnote, an asterisk may be used instead of a small letter; but the use of double or triple asterisks or of asterisks part of the time and letters part of the time is not acceptable. This rule does not apply to the use of asterisks which function as universal symbols in the literature of certain fields.

n. If it is impossible to reduce tabular material to fit within the 6 x 9 inch framework, the 6-inch limit may be extended to the right by way of a fold out. The material to be fold ed is mounted on a regular sheet of 8 1/2 x 11 inch paper, leaving the required 1 1/2 inches on the left side and placing the fold 1 1/4 inches from the right edge of the page. The page number should be placed on the mounting sheet.

8. Computer Print-out Sheets

a. Original print-out sheets may be included in the appendices but not in the text. These sheets, however, must conform to the margin requirements. Reproduced or duplicated copies on paper conforming to the requirements and to the margin requirements may be included in the text.

b. Each sheet, whether included in the text or the appendices, must bear a dissertation page number.

9. Multi-Volume Dissertations

a. Occasionally, binding in two volumes may be required. If the dissertation is within 400 pages and consists mostly of typed material, that is, few photographs and montages, double binding is not required. As a general guide, remember that the entire dissertation pressed down slightly may measure 2 1/2 inches for a single volume. Binding costs will be charged on a per volume basis.

II. ARRANGEMENT OF CONTENTS

Every dissertation is composed of three parts: the Preliminaries, the Text, and the Reference Material. Each part has several sections which must be arranged in the following order.

A. The Preliminaries

1. Title Page

   a. The title page shows the candidate's full legal name and degrees earned. Since abbreviations of degrees vary among academic institutions, careful attention should be given to this matter.

   b. This page is not numbered but is counted as the first page (i) of the Preliminaries.

   c. An example of the title page is given in Exhibit A, page 12.

2. A blank page or copyright notice to be centered as follows:

   Copyright by
   William Henry Brown
   1975

3. Dedication

   a. Optional. If used, make it brief. Center it on the page. No heading is necessary.

   b. If used, number this page ii.

4. Acknowledgments

   a. The heading ACKNOWLEDGMENTS is centered without punctuation 2 inches from the top of the page; the text begins four spaces below.

   b. These pages are numbered in lower case Roman numerals.
5. Vita
   a. The heading VITA is centered without punctuation 2 inches from the top of the page; the text begins four spaces below.
   b. This page is numbered in lower case Roman numerals
   c. See page 13, Exhibit B for an example.

6. Table of Contents
   a. The heading TABLE OF CONTENTS is centered without punctuation 2 inches from the top of this page; the listing begins at the left margin four spaces below.
   b. The titles of parts, sections, or chapters and their principle subdivisions are listed and must be worded exactly as they appear in the body of the dissertation.
   c. The Table of Contents is numbered in lower case Roman numerals.
   d. See page 14, Exhibit C for an example.

7. List of Tables
   a. The heading LIST OF TABLES is centered without punctuation 2 inches from the top of the page; the listing begins at the left margin four spaces below.
   b. The List of Tables uses exactly the same numbers and captions that appear above the tables in the text or in the appendices.
   c. The List of Tables is numbered in lower case Roman numerals.

8. List of Figures
   a. The heading LIST OF FIGURES is centered without punctuation 2 inches from the top of the page; the listing begins at the left margin four spaces below.
   b. The List of Figures uses exactly the same numbers and captions that appear below the figures in the text and in the appendices.
   c. The List of Figures is numbered in lower case Roman numerals.

9. List of Symbols, Abbreviations, and/or Nomenclature
   a. If necessary to the presentation of the dissertation, these lists appear after the Lists of Tables and Figures in the preliminaries following any form acceptable to your field of study.

B. The Text
   1. Introduction
      a. It may precede the first chapter (or major division) of the dissertation. The heading INTRODUCTION is centered without punctuation 2 inches from the top of the page; the text begins four spaces below.
      b. It may be the first chapter of the dissertation. If so, the word INTRODUCTION is the title of the first chapter (or major division) and its placement is consistent with that of other chapter titles.

2. The Body of the Dissertation
   a. This is the substance of the dissertation, the detailed written statement of your research. The internal organization of this material into chapters, sections and subsections is up to you and your major adviser.

C. The Reference Material
   1. The Bibliography or List of References
      a. Any dissertation which makes use of other works either in direct quotation or by reference must contain a bibliography listing these sources.
      b. The heading BIBLIOGRAPHY or LIST OF REFERENCES is centered without punctuation 2 inches from the top of the page; the list begins four spaces below.
      c. The List of References is double spaced between entries, single spaced within each entry.
2. Appendices
   a. This section is usually added to contain supplementary
      illustrative material, original data, and quotations too lengthy
      for inclusion in the text or not immediately essential to the
      understanding of the subject.
   b. The Appendices may be divided into Appendix A, Appendix B,
      etc., depending on the kinds and amounts of material used.
   c. Each Appendix with its title must be listed separately in the
      Table of Contents as a subdivision under the heading
      APPENDICES.

III. GENERAL INFORMATION

A. Use of Copyrighted Material

   Since, in effect, microfilming of dissertations constitutes publication,
   University Microfilms, Inc., has specified that "writers of disserta-
   tions must assume full responsibility for their use of any copyrighted
   material in their manuscripts. Written permission of the copyright
   owner must be obtained when extensive use is contemplated." The
   phrase "extensive use" signifies more than 150 words in direct quotation
   from a single source.

   Candidates are advised that permission to quote extensively from
   copyrighted material should be obtained from the author or the
   publisher holding the copyright. Customarily, authorization is granted
   on condition that proper acknowledgment is made. In some instances,
   however, copyright owners require payment for quotations taken from
   their work. Please clear the use of all material before presenting your
   dissertation.

B. Recommended Style Manuals

      Revision. Washington, D.C.

   2. Campbell, William C. and Ballou, Stephen V. Form and Style
      Mifflin, 1974.

   3. Turabian, Kate L. A Manual for Writers of Term Papers, Theses,
      and Dissertations. Fourth Edition. Chicago, University of Chicago
      Press, 1973
COMPARATIVE STUDY OF APULEIUS' METAMORPHOSES
AND OTHER PROSE FICTION OF ANTIQUITY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
William Henry Brown, B.A., A.M.

The Ohio State University
1975

Reading Committee:
The typed names of your Reading Committee should appear below this title. This includes your Adviser and members of the Reading Committee. It does not include the Graduate School Representative. Your Adviser must still sign on the right.

Department of Classics

Approved By

Adviser

Exhibit B

VITA

July 31, 1941

Born - Brooklyn, New York

1965

B.S.E.E., Polytechnic Institute of
Brooklyn, Brooklyn, New York

1963-1966

Research Assistant, Antenna Laboratory
The Ohio State University, Columbus, Ohio

1965

M.Sc., The Ohio State University, Columbus, Ohio

1965-1968

Teaching Associate, Department of
Mathematics, The Ohio State University,
Columbus, Ohio

PUBLICATIONS

"Effects of Random Errors on the Performance of Antenna Arrays of
September 1959.

FIELDS OF STUDY

Major Field: Electrical Engineering

Studies in Electromagnetism. Professor Joseph R. Doe

Studies in Antennas and Propagation. Professors Robert S. Doe
and Jack H. Doe

Studies in Applied Mathematics. Professor Stanley D. Doe
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THE ELECTRICAL CONDUCTIVITY OF PURE AND DOPED Dy₂O₃ AND Gd₂O₃

By
William Henry Brown, Ph.D.
The Ohio State University, 1975
Professor John Doe, Adviser

(Begin typing the abstract here, double-spaced; do not exceed 600 words.)
This is the MAXIMUM area allowed for the text and the page number of the dissertation.

All Tables and Figures must also conform to these margin specifications.

Dotted line signifies right-hand margin for two-sided copies only.
Degree revoked

Provost Dietrich Haenicke recommended to the trustees that a doctorate awarded to a former student be revoked. The provost made the following statement:

"We are recommending that the Board of Trustees revoke the Doctor of Philosophy Degree awarded to a former student in 1977.

"The Executive Committee of the Graduate Council and I have reviewed and concurred with the recommendation of an ad hoc hearing panel to revoke the degree of Ronald G. Springhorn.

"The University's procedures were compiled with fully in this matter. Additional information on the case will not be released because the panel's hearings were confidential and the University does not release publicly the academic records of former students under the requirements of law."

The trustees adopted the resolution revoking the degree, effective immediately."
Library impounds
OSU dissertation

By Bonny Shonkwiler

Ohio State University library officials have impounded copies of the doctoral dissertation that led to Friday's revocation of a Ph.D. granted in 1977.

Ronald G. Springhorn's dissertation was investigated after a student researcher last year found problems while checking Springhorn's citations. Trustees voted Friday to revoke the degree on the basis of campus rules governing academic misconduct.


THE PRINTED copy was removed from the shelf in October and charged to library administrator William Studer, said Robert Lynch, a weekend supervisor at the library.

Librarians Saturday confiscated microfilm of the work, after unsuccessfully trying to retrieve a copy made from the microfilm by a Dispatch reporter.

The dissertation was done for the Department of Communication. James L. Golden, chairman of the department, said he knew about the degree revocation, but did not know specifics of the case.

An answering machine fielded all telephone calls Saturday at Springhorn's residence in Texarkana, Texas, where he is an associate professor of communication at East Texas State University.

SPRINGHORN'S FACULTY adviser was Victor D. Wall Jr., an associate professor of communication. Wall could not be reached for comment.

Another instructor who read the dissertation, John J. Makay, an associate professor of communication, said Springhorn's work received no special attention when it was submitted.

Makay said he saw no indication of a problem in the work. "There's so much information out there," he said.

Makay said he has not seen Springhorn since he left the OSU campus in 1977.

THE DISSERTATION surveyed 84 students at New Mexico State University on attitudes about a possible tuition increase and factors that might change their minds. It cited 46 books and publications as references.

Springhorn was an assistant professor in the New Mexico State speech department in 1976 and 1977. He was a teaching associate in the communication department at OSU in the 1975-76 school year.

Lynch said the microfilm remained available Saturday morning only by mistake.

He said removal of the materials was not unprecedented, and he was not sure when Studer would return them.
Graduate's degree revoked by board

By Lou Whitmore
Lantern staff writer

MANSFIELD — For the first time in recent memory, the OSU Board of Trustees has revoked a doctoral degree.

The board said Friday there were irregularities in the dissertation of Ronald G. Springhorn, who received his doctorate in communication in 1977.

Apparently the irregularities were problems with the source citations. The problems were discovered by a student researcher last year.

The degree was revoked due to the recommendations of President Edward H. Jennings and Provost Diether H. Haenicke, who reviewed the situation with the Executive Committee of the Graduate Council.

Springhorn lives in Texarkana, Texas, where he is an associate professor of communication at East Texas State University.

OSU Libraries has impounded a book and a microfilmed copy of the 51-page dissertation.


Robert Lynch, weekend supervisor of the libraries, said the library administration has one copy of the dissertation. He said the University Committee on Academic Misconduct has another copy.

Lynch would not say how long the copies have been out of circulation.

According to a story in the Columbus Dispatch, the dissertation surveyed 84 students at New Mexico State University on attitudes about a possible tuition increase and factors that might change their minds.

Haenicke said all OSU officials and its governing bodies fully complied with procedures set by the university.

Additional information on the case will not be released, he said. The university does not release academic records of former students under the requirements of law.
Incorrect footnotes cause system to be questioned

OSU administrators last Friday showed us that a doctorate from OSU may not be everything it’s cracked up to be.

Robert G. Springhorn is an associate professor of communication at East Texas State University. He received his communication doctorate from OSU in 1977. Friday, the Board of Trustees took this degree away from him.

Last year a student was researching a topic related to Springhorn’s. Upon reading his thesis, the researcher allegedly found that Springhorn’s footnotes and references were incorrect.

His dissertation was only 51 pages long, not very long for a doctorate since many are book length. You would think the review board could read through this small thesis and give it the scrutiny it deserved. But it appears that the committee that approved his thesis did not adequately check his sources.

And what about his advisor? An advisor to a student writing a dissertation is supposed to be a mentor, helping the student along and carefully reviewing the student’s work as it progresses.

We find it alarming that such an incident can occur at OSU. This is a sad reflection on higher education. Since many of these dissertations are rarely read after they are placed in the library, how many other phony OSU dissertations are sitting at the main library today?

Advisors and dissertation committee members must be forced to read a document and check references to confirm the validity of a thesis.

If a student can present questionable documentation in his dissertation to members of the faculty, get it approved and receive a doctorate for the effort, the system isn’t working.
Degree-less grad loses teaching job

Ronald G. Springhorn, 32, the associate professor whose Ohio State University doctorate was revoked earlier this month, has been fired from the staff of East Texas State University in Texarkana, Texas.

Springhorn, who had taught communications there since June 1979, was fired last weekend, said East Texas President John Moss.

"We terminated his contract because his degree was revoked," Moss said Tuesday. "A specification of the job required a degree be in hand."

Springhorn's doctorate was revoked by the OSU Board of Trustees on April 7 after an investigation into his dissertation. A student researcher found problems with Springhorn's citations.

OSU officials refuse to comment on the reason for the revocation, claiming it is a personnel matter and is not public information. Moss said OSU never told him why the degree was revoked.
Grad loses doctorate, now job

By Lou Whitmire
Lantern staff writer

The man whose doctorate was revoked by the OSU Board of Trustees April 6 has lost his job at East Texas State University.

Ronald G. Springhorn’s degree was revoked after the board found problems with its source citations. A student researcher apparently discovered the irregularities, but the board would not comment further on them.

Ronald G. Springhorn received his doctorate in communication from OSU in 1977.

East Texas State President John Moss said, “We terminated his contract (April 13) because he no longer met the requirements of his contract.

“He no longer has a doctorate,” Moss said.

Springhorn, who was an associate professor of communication at East Texas State, could not be reached for comment.

Springhorn had previously been put on administrative leave when the board was questioning the validity of the dissertation’s sources, Moss said.


Moss said he did not know Springhorn’s whereabouts or his immediate plans.

Sources at East Texas said Springhorn may be visiting friends in Dallas or staying with his mother in Las Cruces, N.M.
Group alleviates stress

By Robert Hackley
Lantern staff writer

Doctoral students who find the stress of writing their dissertations too demanding can receive help from a special counseling service.

All But the Dissertation, or ABD, is a group of graduate students who get together once a week to discuss problems. The service has been available for more than five years.

Lee Cohen, a psychologist at the Ohio Union, said the group is unique because the doctorate paper process is unique.

"The dissertation is a fairly long, involved process which is related to the personal life of the person," Cohen said. "We're talking in terms of years."

She said there is no framework for a dissertation and because there is no framework, doctoral students are faced with something completely different from the rest of their graduate training.

"We discuss a whole range of topics depending on the individuals and the issues they present," Cohen said.

Jan Morrison, a counselor who worked with ABD spring quarter, said the sessions have a counselor who leads the group.

The group averages about eight to 12 members, but the number varies each quarter. The meetings usually last about 90 minutes.

Morrison said a large group is not wanted because if more than 12 people are in the sessions, the personal process of giving feelings and receiving feedback is not as effective.

"From my experience, it looks very successful," she said. "The people really take a sincere interest in the group. They have a strong sense of commitment."

Morrison said although the service is not advertised, there is a waiting list of about 100 people by the end of the second or third week. She recommended that if people need the service they should ask about it early in the quarter.

"The meeting time varies each quarter because it is determined by the leader's schedule and the extent to which we can accommodate the members from the previous quarter," she said.

Cohen said people who want more information about ABD can contact her at 292-5766.