

Assistance employed for assignable tasks frees the teacher for his specialized service and increases his output. It is wise institutional policy to provide assistance on its budget for those teachers who know how to use it; it is wise for the teacher to consider putting personal funds into assistance.

One half the first group and a quarter of the second group state that they desire personal funds for professional assistance of some kind. These personal needs for professional assistance, when specified, are for secretarial help, research assistant, technician, computation assistant, drawing assistant, abstractor, filing clerk, the sort of service that many colleges furnish as far as they can, but which teachers generally feel the need of in addition to aid thus given. Many are already putting personal funds into such assistance. Thus half (thirty-three) the first group of sixty-four spent from \$5 to \$1,000 each, with a median of \$50, for assistance; half spent from \$25 to \$150; one spent \$500, and one \$1,000. Of the second group, eight of forty-six report paying from \$20 to \$400 each for assistance. Such expenditures are doubtless often a way of accomplishing supplementary tasks as writing, etc., that pay their own way. A recommended policy might be: One who can afford it, will wisely use assistance at his own cost to multiply his professional production. One who must earn extra income beyond his salary may find that hiring assistance with personal funds is a way to earn extra income and at the same time conserve his energy and meet the full requirements of his position as teacher.

Do college teachers use personal funds for research? Seventeen of sixty-four in the first group and four of forty-six in the second, or about 20 per cent. of all, report expenditures within the year, and 15 per cent. report their desire for additional personal funds to be spent for research. Of twenty reporting an expense for research, the range was from \$15 to \$2,600, with the median at \$100 and half the group spending from \$50 to \$300. Should private expenditure for research become common practice? No doubt there should be almost complete reliance upon institution budget for assistance, equipment and other costs in one's institutional work. Nevertheless, an active worker is likely to have some private project under way, or there will be features of his general program on which he will spend personal money at least occasionally. There is good ground for saying that the teacher's private budget should carry every year an item for research; it will make possible self-initiated studies important for his own advancement and wider service.

Wider Professional Needs: The college teacher needs a well-furnished mind with broad interests and con-

tacts. Is he buying non-professional books and magazines? The first group buys from none to one hundred non-professional books a year with a median of ten, and takes from none to twelve general non-professional magazines with a median of three. From instructor up, these medians increase from one book and two magazines, to ten books and five magazines for professors. The second group buys from none to fifty books a year, with a median of three to four, and from none to fifteen magazines with a median of four. The purchase of five to ten books and three or more magazines may be considered typical of the groups reporting; it is a meager allowance and is supplemented one may hope through library and book club. One would desire for college teachers some experience with luxury defined as "money enough to order the books I want after reading the weekly book reviews."

One's budget should be so administered as to make the best use of vacations for uninterrupted study, writing and travel. There is certainly need for opportunity "to catch up," to get broader views, to plan syllabi and to organize one's material, to make contact with social or industrial conditions, to work on bibliography or to collect specimens, to give oneself continuously to some professional task. The sabbatical leave is a fruitful opportunity to this end, whether for a year at half pay, an arrangement which not all private budgets make possible, or the more easily managed half-year on full pay. The twelve monthly salary payments is an advantage over the ten monthly payments from this point of view; the quarter system in the academic year, with one quarter off on an accumulative basis, is another advantage. The forty-two sabbatical leaves reported by thirty of the 110 in the two groups have been spent as follows: in study, nine; travel and study, nineteen; teaching abroad, two; illness or resting, five; writing, five; teaching, one; government service, one.

In summarizing professional needs one may note that the most common recommendation of correspondents "to the young instructor regarding his professional needs" is: Make professional contacts, join the associations, attend meetings, read the journals, buy monographs, abstracts and books. Several say, "Devote at least 10 per cent. of income to professional development"; and one refines the advice thus, "If you think you have ability, raise this allowance to 25 per cent. and gamble on your own future." Another says, "Sacrifice for professional expenditures—I have lost opportunities by failure to spend earlier." And another says, "Spend freely for professional needs in your early years, the proportion will be less later as you earn more."