

conferences with students, and other extra work.

4. The instructor who undertakes a considerable amount of extra work, such as serving on committees, lecturing off campus, radio speaking, student advising, in addition to a full teaching schedule, usually neglects the task of teaching and of making contact with his own students, or becomes so distraught and fatigued that the quality of all his work declines.
5. The accelerated war program has practically eliminated time for study, organization of work, visits to other institutions, attendance at meetings, not to mention time for rest and relaxation. Even before the war, many members of the staff probably were on routine and scheduled duty so great a proportion of the time that personal growth and development of interests were nearly impossible.
6. Selection of the instructional staff for teaching ability and enthusiasm for teaching, rather than for distinction in research alone, and recognition of that ability by promotion and increase in salary would do much to improve the quality of instruction and the morale of the teaching staff. Furthermore, it seems sound to recognize the necessity and value of research for teaching purposes, as well as for publication.
7. The low salary scale at the University of Kansas not only tends to lower the morale of the staff, but actually makes it impossible for many members of the faculty to purchase books and other useful teaching materials, to travel, or to study at other institutions. This problem is complicated by the fact that the University does not have satisfactory plans for sabbatical leaves and retirement. (See II, 1)
8. The work (teaching, research, service) of departments and individuals is often hampered by inadequate and poorly equipped quarters. Some class rooms are too small to accommodate the classes and unsuited to the type of work being done. Some laboratories are crowded and not