

had served as the first AAPT executive secretary since 1962 with offices in Washington, D.C. The new executive secretary will have an office at the American Institute of Physics.

Buchta had also served as editor of the AAPT publication, *The Physics Teacher*. While a successor to Buchta is being sought, responsibility for the publication will be shared among Robert Detenbeck of the University of Maryland as acting editor, Esther Perry of the AAPT Washington, D.C. office and Patricia Wakeling of W. Inc.

AIP Issues Source Book on Physics Manpower

The number of undergraduate physics majors continues to decline. Most graduate physics departments could accommodate twice the number of first-year graduate students that they now have. Some assistantships are going begging. These facts are described in *Manpower, 1966, Education and Employment*, prepared by Susanne Ellis, supervisor of manpower studies at the American Institute of Physics, under a grant from the National Science Foundation. The third in the AIP series of manpower handbooks, the current volume contains new studies of manpower trends, dropouts, physics faculty and baccalaureate production as well as a manpower flow diagram. There are more graphs and tables than in earlier editions but less text. Each section will begin with a summary of its own highlights.

The new edition does not treat financial support mechanisms in physics as did previous volumes. More effort, however, has been given to expanding educational statistics and analyses. Among the new features are trend studies such as that for enrollment and degrees on the college and graduate-school levels. Another is a study of physics-major dropouts all along the line, from undergraduate to doctoral candidate. The book describes what happens to these dropouts, what type of employment they enter and what starting salaries they receive.

A faculty study is another new feature of this edition. This study provides an analysis of salary differentials in PhD- and MS-granting institutions as well as in four-year colleges. Data

are given on the highest degree and area of specialization for faculty by type of institution. Still another new section, entitled "Colleges and Universities," offers data on the comparative effectiveness of institutions of different size in producing graduate physics students.

The most comprehensive presentation in the book is the flow diagram. Focusing on the graduating class of June 1965 (comprising 5500 bachelors with physics degrees), the diagram traces the class destiny from their high-school graduation to 1971, when only a small fraction will have succeeded in obtaining their PhD's.

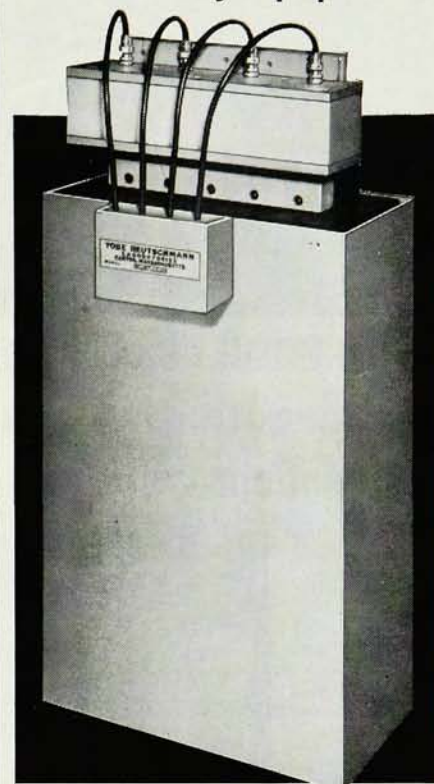
How compiled. Most of the information in the book was gathered from three annual surveys and three special studies. Annual surveys include the ones to department chairmen, to baccalaureate candidates in physics and to graduate students. Responses from these surveys averaged over 70%. Special surveys include a sample study concerning the reasons for the dropout, another sample analysis of how much physics was studied by nonphysics majors and a faculty study.

Apparent anomaly. Two trends in the handbook appear to contradict one another. While the number of undergraduate physics majors continues to decline, enrollment of graduate physics students increases. Where then does this increase come from? On this question, Mrs Ellis notes, "The smaller number of students who are now going into physics is probably the result of stricter screening. These students would therefore be more likely to enter graduate school than the larger group of past years. But this situation of contrary trends in enrollment must soon come to an end. I believe that during the current year or next we shall experience the first leveling off of physics enrollment in graduate school. In fact preliminary reports that do not appear in the present book tend to confirm this idea."

Copies of the handbook are being sent to every department chairman in the country as well as to federal agencies, congressmen concerned with manpower problems, administrators and AIP corporate associates. Individuals who would like to have their own copies (\$2.50 each) can obtain them from the AIP education division. □

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