

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1923, No. 34

HIGHER EDUCATION  
1920-1922

By

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[Advance sheets from Biennial Survey of Education in  
the United States, 1920-1922]



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1923

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# HIGHER EDUCATION, 1920-1922.

By GEORGE F. ZOOK,

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## THE COLLEGE ENTRANCE EXAMINATION BOARD.

The total number of candidates examined by the College Entrance Examination Board in June, 1921, was 18,223, as against 15,266 the previous June. The secretary's report states that 1,724 schools sent candidates to the board's examinations in 1921. Of these, 918 were public schools and 806 private schools, from which there were 6,669 and 10,946 candidates, respectively. In addition there were 608 candidates who were either conditioned college students, or prepared by private tutors, or self-prepared, or who neglected to give the information called for by the board's form of application for examination.

The secretary's report also shows that there was an increase over the previous year of 2,202 in the number of boys and of 755 in the number of girls who took the board's examination. It is interesting to note that in the number of boys from the private schools there was an increase of 1,761, and from the public schools an increase of 519; and that in the number of girls from the private schools there was an increase of 508 and from the public schools an increase of 199.

The new comprehensive examination plan is increasing in popularity. The number of candidates seeking admission by this plan increased from 2,519 in 1920 to 2,713 in 1921. Twenty-eight colleges and universities were designated by candidates for admission under the new plan. Young women particularly prefer to take the comprehensive examination, as seems clear from the number who took the new-plan examinations for admission to the following

higher institutions: Wellesley, 501; Smith, 490; Harvard, 469; Vassar, 324; Mount Holyoke, 257; Yale, 270; Princeton, 181; Radcliffe, 71; Barnard, 63; Wells, 19.

In the list of subjects which new-plan candidates elect for examination, English, mathematics, French, and Latin are the most popular. History, chemistry, physics, and Spanish follow in the order named.

#### THE NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD.

The nineteenth annual report of the New England College Entrance Certificate Board states that the total number of schools which in 1920-21 had the certificate privilege from the board was 579, of which 98 had the specimen certificate privilege. Of these, 347 (about 60 per cent, the same per cent as last year) sent one or more pupils on certificate to the colleges represented on the board.

At the present time there are 33 schools on the trial list, and 453 on the fully approved list, making a total of 486. To these may be added 112 schools that have the right of sending specimen students on certificate, making a grand total of 598 schools that have the certificate privilege from the board for the year 1921.

The following institutions compose the membership of the New England College Entrance Certificate Board: Amherst College, Bates College, Boston University, Bowdoin College, Brown University, Colby College, Massachusetts Agricultural College, Middlebury College, Tufts College, Wesleyan University, and Williams College.

#### THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

In the proceedings of the North Central Association of Colleges and Secondary Schools for 1921 the secretary reports 133 accredited colleges and universities. Three of these institutions were added during 1920 and five in 1921, after having been inspected by representatives of the association. In addition to these institutions the association has accredited 43 institutions primarily for the training of teachers, and 20 junior colleges. The number of accredited secondary schools was 1,372.

#### THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES.

The Association of Colleges and Secondary Schools of the Southern States reported for 1921 a membership of 53 universities and colleges and 63 secondary schools. Besides these there were 21 individual members. The association has approved 50 colleges and universities and 557 secondary schools. In 1921 the association revised its standards by adopting a large part of the standards recommended by the committee on standards of the American Council on Education.

**ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND.**

At the meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland in November, 1921, 59 colleges were approved as meeting the standards for colleges of arts and sciences adopted by the association in 1919. Attention was called to the fact that certain other colleges "can not at present be placed upon the approved list, because they do not fully meet the definition and standards, but they nevertheless approximate them, or have recently made marked progress toward meeting them." Eleven institutions were cited as falling in this group.

The association voted at its meeting in 1920 to establish a commission on secondary schools, the duties of which should be (1) to prepare a set of standards for first-grade secondary schools and to recommend modifications of those standards from time to time, and (2) to prepare and adopt one or more lists of schools in accordance with the approved sets of standards. The commission has not yet been formed.

**THE AMERICAN BAR ASSOCIATION.**

The question of requiring higher standards for admission to the bar has been considered by the American Bar Association upon a number of occasions. In 1918 the association "approved the action taken by many of the law schools in requiring two years of a college course as a condition of admission to their courses of study," and "expressed the conviction that this should be the minimum requirement recognized by law schools of the first class."

At its annual meeting in 1921 the association at the urgent solicitation of its Council on Legal Education and Admission to the Bar adopted the following resolutions:

The American Bar Association is of the opinion that every candidate for admission to the bar should give evidence of graduation from a law school complying with the following standards:

1. It shall require as a condition of admission at least two years' study in a college.
2. It shall require its students to pursue a course of three years' duration if they devote substantially all of their working time to their studies, and a longer course, equivalent in the number of working hours, if they devote only a part of their working time to their studies.
3. It shall provide an adequate library available for the use of students.
4. It shall have among its teachers a sufficient number giving their entire time to the school to insure actual personal acquaintance and influence with the whole student body.

At the same time the association directed the Council on Legal Education and Admission to the Bar from time to time to publish the names of those law schools which comply with the above standards for the benefit of intending students and others. The president of the association and council were directed to cooperate with State and

local bar associations and with the constituted authorities in the several States to secure the adoption of these standards as requirements for admission to the bar. Finally, the council was requested to call a national conference of representatives from State and local bar associations to consider the resolutions adopted by the association and to devise means of putting them into effect.

At the conference which was held in Washington February 23-24, 1922, there were delegates from bar associations in every State in the Union as well as a large number of representatives from the leading law schools of the country. Elihu Root, as chairman of the Council on Legal Education and Admission to the Bar, presented the resolutions which the bar association had adopted the previous year and urged the conference to approve them.

In support of these resolutions Mr. Root called attention eloquently to a number of alleged shortcomings of the bar, including the sacrifice of clients' interests, increased court expenses, and continual trial delays. At the same time he made it clear that the increasing mass of statute law and court decisions now require "not less, but more ability; not less, but more learning; not less, but more intellectual training in order to advise an honest man as to what his rights are and in order to get his rights for him." Finally, he pointed out that the increasingly complex social and economic legal questions growing out of modern industry, transportation, capital, and labor demand a careful selection of the fit from the unfit for service at the bar. Such a process, he maintained, can be attained through a requirement that students spend two years in college before entering a law school.

After further discussion by Chief Justice Taft and others, the standards of the bar association were approved and the conference adopted a resolution authorizing the creation of an advisory committee on legal education which should cooperate with the American Bar Association in the promotion of standards of legal education and admissions to the bar.

The effect of the action taken by the bar association and its sanction by the subsequent conference is likely to have marked effect on legal education. The publishing of the list of law schools which meet the association's standards and the campaign which the association is conducting for the adoption of these standards remind one of similar efforts which for many years the American Medical Association has made with such marked effect on medical education. If the standards of the bar association become effective, there is every reason to predict that the number of students who gain admission to the bar may fall off somewhat, but the ability and character of those who do enter the legal profession will doubtless be of a higher order.

## ASSOCIATION OF AMERICAN LAW SCHOOLS.

This association, organized in 1900; has from time to time emphasized the necessity of establishing standards for law schools. In general it has recognized that this function belongs properly to the American Bar Association, but some idea of the standards which the Association of American Law Schools regards as desirable may be gained from the requirements which are imposed on the 55 institutions belonging to the association. The requirements are as follows:

1. After September 1, 1923, it shall require of all candidates for its degree at the time of their admission to the school either the completion of one year of college work or such work as would be accepted for admission to the second or sophomore year in the college of liberal arts of the State university or of the principal colleges and universities in the State where the law school is located and, after September 1, 1925, it shall require of all candidates for its degree at the time of their admission to the school either the completion of two years of college work or such work as would be accepted for admission to the third or junior year in the college of liberal arts of the State university or of the principal colleges and universities in the State where the law school is located.

2. It shall require of its candidates for the first degree in law resident study of law in day classes during a period of at least three years, 30 weeks each, and the completion of 60 credit hours in law. A credit hour in law consists of one hour of day classroom instruction per week for at least 15 weeks; provided, however, that night instruction may be given a credit value of three-fourths of that of day classroom instruction, but in no instance, except as herein provided [special action by the executive committee] shall more than 20 credit hours toward a law degree be given for such instruction.

Credit for night classroom instruction shall be given only when the candidate has passed written examinations in the subjects for which credit is given, which examinations shall be of the same standard as those given in corresponding subjects in the day school.

3. The conferring of its degree shall be conditioned upon the attainment of a grade of scholarship ascertained by examination.

4. It shall own a library of not less than 5,000 volumes.

5. Its faculty shall consist of at least three instructors who devote substantially all of their time to the work of the school.

6. Each member shall maintain a complete individual record of each student, which shall make readily accessible the following data: Credentials for admission; the action of the administrative officer passing thereon; date of admission; date of graduation or final dismissal from school; date of beginning and ending of each period; attendance, if the student has not been in continuous residence throughout the whole period of study; courses which he has taken, the grades therein, if any, and the credit values thereof, and courses for which he is registered; and a record of all special action of the faculty or administrative officers.

## THE ASSOCIATION OF AMERICAN COLLEGES.

Dr. R. L. Kelly, executive secretary of the Association of American Colleges, makes the following statement concerning the activities of the organization and the institutions in which that association is particularly interested:

For the past two years the commission on the reorganization of the college curriculum of the Association of American Colleges has been making an intensive study

of the materials of the college curriculum since the World-War, and the tendencies in the emphasis given to these materials. The study has extended to 100 colleges or more.

Four general conclusions have been reached: That the American college curriculum is becoming simplified, humanized, individualized. It is not becoming vocationalized.

The simplification shows itself in several ways. The reduction of padding in departmental announcement has gone so far with some colleges that they are actually teaching in a given year from 90 to 99 per cent of the courses announced in the catalogues. The number of departments in which a student may major is relatively small, some times in standard colleges going as low as nine or even seven. These results, furthermore, have not been secured by faculty prescriptions but come chiefly from the expression of student preference.

The humanizing or socializing tendency shows itself strikingly in the subjects usually taken by college students. The outstanding subjects are English, French, history, chemistry, mathematics, biology, political science, sociology, economics, psychology, education, and Bible. In other words, with the exception of mathematics, all the older "disciplinary" subjects are disappearing from the college curriculum and the modern subjects are gaining ground.

Colleges, however, are not all emphasizing the same subjects, although English is the master subject of practically all of them. In nearly all colleges also French and chemistry have heavy enrollment. As for the rest, the few subjects which are emphasized individually by the colleges when put together make a long list. Each college tends to preserve its own individuality; in other words, presumably offering or aspiring to offer a program which expresses its own peculiar disposition and character.

That the colleges are not becoming vocationalized is demonstrated by student registration. It is true that education is gaining as a college subject, particularly in women's and coeducational colleges, although the tendency often is to treat the subject rather as cultural than vocational. But home economics, law, medicine, journalism, commercial subjects, engineering, and the like have not strongly gripped the students of the liberal arts college.

The American college is extricating itself from the grip of hoary tradition on one side and is refusing on the other to lay large emphasis on the immediate means of earning a livelihood. It is still primarily a place of orientation.

#### THE AMERICAN COUNCIL ON EDUCATION.

The constituent membership of the American Council on Education is composed of representatives from national educational organizations. There are now 13 of these organizations, devoted primarily to the promotion of some special field of higher education, which are known as associate members. During the biennium the institutional members, from which the council receives nearly all its financial support, have increased from 120 to 143. The council continues to do its work primarily through the director and 12 standing committees.

At the annual meeting of the council in May, 1921, there was held a joint conference with the National Conference Committee on Standards of Colleges and Secondary Schools to consider the situation concerning the standardization of colleges and universities. Several persons described for the conference the progress which had been



made in this movement by the national and regional educational associations, the State departments of education, the Catholic Educational Association, and the Protestant Church boards of education. At the conclusion of the discussion it was apparent that, while there was a certain uniformity in the objects which the several accrediting agencies were seeking to attain, there was little uniformity in the standards which they applied. The conference therefore approved the report of a committee recommending the formulation of common standards for colleges, technological institutions, junior colleges, and teacher training institutions. It also requested the council to transmit to the accrediting agencies suggested unified statements of standards for these types of institutions for discussion and report as to adoption, and recommended that the council at an early time unify the present lists of accredited institutions.

In accordance with the recommendations of the conference a committee on college standards from the chief accrediting agencies of the country was appointed. This committee after a two-day session composed a statement of principles and standards, which has been distributed to the accrediting agencies of the country. Subcommittees on standards for junior colleges and teacher-training institutions will report similar statements later. In the meantime, the following accrediting agencies have adopted in whole or in part the statement for colleges and universities: Association of Colleges and Secondary Schools of the Southern States; Northwest Association of Secondary and Higher Schools; National Conference Committee on Standards of Colleges and Secondary Schools; Council of Church Boards of Education; Boards of Education of the Methodist Protestant Church and the Disciples of Christ; State departments of education in Maryland, Idaho, Florida, Connecticut, Oregon, and North Carolina.

The principles and standards suggested by the committee are as follows:

The term "college," as used below, is understood to designate all institutions of higher education which grant nonprofessional bachelor's degrees. The committee recommends to the various regional and national standardizing agencies as constituting minimum requirements the following principles and standards which should be observed in accrediting colleges:

1. A college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.
2. A college should require for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

3. The size of the faculty should bear a definite relation to the type of institution, the number of students and the number of courses offered. For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments devoting full time to college work. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.

The training of the members of the faculty of professional rank should include at least two years of study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of the head of a department should be equivalent to that required for the doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the number of persons of professional rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff.

Teaching schedules exceeding 16 hours per week per instructor or classes (exclusive of lectures) of more than 30 students should be interpreted as endangering educational efficiency.

4. The minimum annual operating income for an accredited college, exclusive of payment of interest, annuities, etc., should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. The financial status of each college should be judged in relation to its educational program.

5. The material equipment and upkeep of a college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational progress, should also be considered when judging an institution.

A college should have a live, well-distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books.

6. A college should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter, it should be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

7. In determining the standing of a college, emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions.

8. No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by the accrediting organization.

The committee on standards also authorized a republication of the unified list of accredited higher institutions first published by the council in 1920. The first list included the lists of accredited higher institutions prepared by the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Association of American Universities, and the University of California. To these lists were added the first list prepared by the Association of Colleges and Preparatory Schools of the Middle States and Maryland at its annual meeting in November, 1921. Although this unified list, by reason of the limited

territory or field of higher institutions covered by some of the accrediting agencies, does not by any means include all the higher institutions comparable in quality to those which have been included, it makes the nearest approach to a real national list of accredited higher institutions that now exists.

In 1920 the discussion of bills in Congress, chiefly the Smith-Towner bill providing for a Federal department of education and Federal aid to the States for definite designated educational purposes on condition that the States match the Federal appropriation, occupied a considerable amount of the council's attention. A referendum among the constituent and institutional members of the council was conducted. The director of the council summarized the results of the referendum as follows:

It is apparent that the membership of the American Council on Education is by no means in agreement with respect to any one of the large issues raised in the referendum ballot. All that the returns show are certain trends of opinion. The most important of these appear to be the following:

1. An overwhelming majority of the membership of the council voting favors the creation of a department of education.
2. An almost equally large majority of the council's membership believes that the Smith-Towner bill should be amended.
3. The amendment most generally favored is one providing for the inclusion of the Federal Board for Vocational Education in a new department from the outset.
4. Opinion is nearly evenly divided on the advisability of large Federal appropriations to the States on condition that the States match the appropriations.
5. A considerable majority favor the appointment of an advisory council by the department of education.

Perhaps the largest single enterprise which the American Council on Education has so far undertaken is that of sponsoring the so-called Educational Finance Inquiry. This study is a result of a meeting held by prominent educators at the time of the meeting of the Department of Superintendence in Atlantic City, February, 1921. As a result of this meeting a memorandum calling attention to the urgent need of a thorough investigation of educational resources and expenditures was submitted to several of the foundations interested in the promotion of education. Four of these foundations, the Commonwealth Fund, the General Education Board, the Carnegie Corporation, and the Milbank Memorial Fund, set aside a total of \$170,000 for the conduct of the investigation. The American Council on Education was selected as the agency to sponsor the investigation, and it is proceeding under a special commission headed by Prof. George D. Strayer. It is planned to make intensive studies in several typical States, such as New York, Illinois, and California. Reports on special phases of the investigation will be issued from time to time.

The committee on education for citizenship has cooperated with the educational experts of the War Department, under whose direction Profs. J. G. de Roulhac Hamilton and E. W. Knight, of the University of North Carolina, composed a report which was printed by that department, under the title of "Education for Citizenship."

Recently a committee of management of the University Center for Research in Washington was appointed to take care of the obvious need for assistance to graduate students who wish to come to Washington for periods of various lengths to pursue their research. So far the organization includes sections only in history and the social sciences. If the plan can be carried out, it should be of great benefit to graduate students.

At the annual meeting of the council in May, 1922, it was decided to establish a bureau of university and college personnel information. It is not expected that the bureau will resemble a teachers' agency, inasmuch as it contemplates assembling information rather than recommendations concerning college and university personnel. It was decided to limit the service to the higher institutions included in the list of accredited institutions published by the council.

The committee on international educational relations through subcommittees has adopted several reports on student credentials received from foreign countries. The following extracts from these reports contain the most important features.

#### I. GREAT BRITAIN.

It is the committee's judgment that the interchange of undergraduate students between distant countries (except as this is already provided for by the Rhodes Trust) should not be encouraged. It believes that as a rule men and women of the maturity of graduate students are the only ones who can derive enough profit from study in a foreign country to repay the effort involved. The committee, therefore, makes no general recommendation concerning the treatment of undergraduate students. It expects that American colleges and universities which receive undergraduates from British institutions will admit them to those classes or those courses that the record of their previous studies indicates they are qualified to enter.

The committee's recommendations are as follows:

1. That students or graduates of Canadian institutions who are candidates for admission to undergraduate or graduate standing at colleges and universities in the United States be classified for purposes of admission as if they had studied at American higher institutions.
2. That holders of the bachelor's degree from universities in England, Wales, and Ireland, and holders of the master's degree from universities in Scotland [the M. A. is the first degree at Scottish universities], be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.
3. That holders of the bachelor's degree from universities in Australia, New Zealand, and South Africa and from Government universities in India be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

4. That administrative officers should note that many holders of the bachelor's degree from institutions mentioned in paragraphs 2 and 3 may need to spend at least two years in preparation for the master's degree at an American university. But men who have graduated with high honors from universities in the British Isles and from some of the institutions noted in paragraph 3 will ordinarily proceed to the master's degree at an American institution in the minimum period.

## II. LATIN AMERICA.

The typical Latin-American secondary school resembles more closely the secondary schools of the countries of Continental Europe than the prevailing type of secondary school in the United States. The length of the secondary-school course varies in Latin-American countries. It may cover a period of four, five, or six years. The diploma or degree given upon the completion of the secondary-school course is commonly that of bachelor. In some cases this degree is conferred after four years of general secondary education and one or two years of professional preparatory work.

Specifically the committee recommends:

1. That holders of the bachelor's degree granted upon the completion of the secondary course in Latin-American countries be admitted provisionally to the freshman class of a college or university in the United States. At times it will be desirable that holders of the bachelor's degree who intend to enter a curriculum in engineering or chemistry should spend one year in a college of liberal arts before beginning their engineering or chemical training.
2. That holders of the bachelor's degree granted upon the completion of the secondary-school course in Latin-American countries be admitted provisionally to the freshman classes of colleges of agriculture or veterinary medicine.
3. That duly accredited graduates of primary normal schools in Latin-American countries be admitted provisionally to the freshman class of a teachers' college or of a college of liberal arts in the United States.
4. That duly accredited graduates of higher normal schools should be entitled to advanced standing in a college of education or in a college of liberal arts in the United States, the precise amount of such advanced credit to be determined upon examination of the individual case.
5. That courses certified by diplomas from commercial schools of high standing in Latin-American countries be rated as equivalent to courses pursued at similar secondary institutions in the United States.
6. That Latin American students holding the bachelor's degree who have not pursued preprofessional courses after graduation from their respective secondary schools should be held to the same amount of preprofessional study as is required of students in the United States. This recommendation applies especially to the preprofessional requirements for the study of medicine, law, or dentistry.
7. All certificates and diplomas to be accepted by universities of the United States must be signed by the school authorities and their signatures certified by the diplomatic authorities of the country from which the applicant comes, as well as by the American diplomatic representatives in that country.
8. All certificates and diplomas to be given weight in the universities of the United States must state clearly the subjects covered, the exact extent of the subjects, the textbooks used, the amount of laboratory work completed, and the amount of time given to lecture and laboratory work in each case. The years in which the courses prescribed were successfully completed should also be noted.

## III. FRANCE.

1. That the French "licence" be accepted as the equivalent of the American M. A. degree.
2. That holders of the baccalaureate who produce evidence of having done one year of graduate study in a French university be admitted to graduate standing.

3. That holders of the baccalaureate be admitted for one year as "unclassified students" and if they prove their fitness be then admitted to graduate standing.

The committee suggests that the holder of the French A. B. who enters an American college as a candidate for the bachelor's degree be admitted to that class, or to those courses that the record of his previous studies indicates he is qualified to enter, with due regard to the special graduation requirements of the college and to his knowledge of the English language. It is recommended that no French student be allowed to major in a study or group of studies in which he has not majored in his lycée course. In giving academic rating to holders of the French baccalaureate American college officers will naturally take into account the greater intensity of French secondary education, the consequent early intellectual maturity of French young men and women, and the fact that those who secure the baccalaureate have been subjected to a series of searching examinations that have eliminated a large percentage of the candidates.

Subsequent to this report an extensive supplementary statement on American and French higher degrees has been approved by the committee.

#### NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS.

For some time there has been some discussion as to whether the National Conference Committee might not perform its functions more effectively as a committee of the American Council on Education. In 1920, however, the committee preferred to become an associate member of the council. After the council was asked by the joint conference on college standards in May, 1921, to undertake the unification of college standards, it became clearer that there ought not to be two organizations operating in the same field. The National Conference Committee at a meeting in New York therefore adopted a motion to the effect that it would be willing to serve as the council's committee on standards and that it would be happy to have associated with it in the discharge of these duties any other persons appointed by the council. The council accepted the committee's offer and has merged with it the members of its own committee on standards, some of whom belonged to both committees.

#### THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS.

As stated in a circular of general information, the activities which have occupied the association up to the present time are illustrated by the titles of the special and standing committees.

In October, 1921, the association published a preliminary report of Committee W, on the status of women in college and university faculties. The study covered nearly all of the 176 higher institutions which at that time represented the membership of the association. In 29 colleges and universities for men only, there were among the nearly 2,000 professors only two women, one holding a professorship of third rank in the Harvard medical school and the other a professorship of the second rank in the Yale school of education.

On the other hand, in 14 colleges for women students only, the figures were as follows:

	Men.	Women.
Professors of first rank.....	131	163
Professors of second rank.....	34	133
Professors of third rank.....	33	119
Instructors.....	53	323
Total.....	251	738

#### THE NATIONAL RESEARCH COUNCIL.

The following statement concerning the work of the National Research Council during the biennium has been supplied by Dr. Vernon Kellogg, permanent secretary of the council:

In the two years from 1920 to 1922 the council has undergone much development and has been initiator, sponsor, and to some degree financial supporter of numerous important projects of scientific investigation. Its activities are especially devoted to effecting cooperation and coordination in research work, and in bringing into closer contact the various agencies in America interested in the advance of science especially through fundamental research. To this end the council itself maintains contact on the one hand with colleges and universities from which comes a major part of the research output of the country as well as practically all of the trained personnel for research, and on the other hand with the engineering, industrial, and commercial interests based on the applications of science. The council also maintains an intimate contact with the major national scientific and technologic societies. Indeed its membership is chiefly made up of accredited representatives from nearly 80 such societies.

A gift of \$5,000,000 from the Carnegie Corporation of New York has provided the council with means for the erection of a dignified building in Washington, now in course of erection, for its housing, together with the housing of the National Academy of Sciences, under whose congressional charter it is organized. The remainder of the Carnegie Corporation gift is to be held as a permanent endowment for the council.

In addition to this gift for building and endowment the council has received about \$2,000,000 in special gifts for the support of special scientific undertakings. One million of this, coming from the Rockefeller Foundation (\$750,000) and General Education Board (\$250,000), is devoted to the maintenance through five years of a series of research fellowships in physics and chemistry and a series of fellowships in medicine. Candidates for these fellowships must have already attained a degree of Ph. D. or M. D., and be possessed of unusual qualifications for research or advanced work.

It is not possible in this brief space to present a list of the various research projects now sponsored by the council, but it is one showing a wide variety of undertakings revealing a high degree of cooperation among scientific men and organizations. Its various items represent work in the fields of mathematics, physics, chemistry, geology and geography, anthropology, biology, psychology, medicine, agriculture, and engineering.

The council has special divisions of international, Federal, States, and educational relations, through which it maintains relations with foreign scientific organizations, Government departments and scientific bureaus, State scientific bureaus, and the colleges and universities and educational organizations.

Since its organization a number of other countries have set up somewhat similar institutions, sometimes under the same name, National Research Council, as in Australia and Japan, sometimes under other names suggesting, however, the same aims. A number of these organizations together with other officially recognized national scientific bodies are federated as the International Research Council, with headquarters at Brussels, with which are associated several International unions representing various special fields of the physical and biological sciences.

#### CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.

During the biennium the Carnegie Foundation for the Advancement of Teaching added to its list of exhaustive educational studies a notable volume entitled *Training for the Public Profession of the Law*. The study was undertaken in 1913 at the request of the committee on legal education and admissions to the bar of the American Bar Association.

The author of the study, Mr. A. Z. Reed, after tracing the growth of law schools in this country and the effect which these institutions have had on the rules for admission to the bar, arrives at the conclusion that legal education in law schools has almost entirely supplanted the law office method of securing a legal education, with results some of which are desirable and others which are unfortunate. In the first place inadequate attention is now given to the value of office training and experience. In line with modern theories of engineering education Mr. Reed contends that "theoretical instruction shall be correlated with some sort of practical activity pursued outside of the school."

Another unfortunate circumstance, partly caused by the lack of proper professional spirit among lawyers and partly traceable to the growing influence of the law schools, has been the assumption that all lawyers should constitute a single homogeneous body with no attempt at differentiation, as in England. As a result of this conception all law-school students take the same curriculum and all candidates for admission to the bar in a State are prepared for the same examination. In some States the law schools have even secured an exemption from all bar examinations for their graduates.

The author is convinced that a new professional spirit among lawyers is highly desirable and that "it is only through cooperation between a school which intelligently devises the means and a profession which properly defines the ends that sound professional training can be established." The logical conclusion is of course that the professional practitioners should assume control of bar admission requirements and examinations.

If the professional practitioners regain control of bar admissions the author believes that there will be a far better chance of installing in this country a system somewhat similar to the differentiation made in England between barristers on the one hand and attorneys



and solicitors on the other. Such a differentiation would in the author's opinion not only tend to raise the level of the profession, but it would of course compel the law schools to throw over the regulation three-year curriculum in "judge-made technical law," which prepares a "standardized lawyer," and respond to the demand for specialized legal training.

The following quotation from the report emphasizes the importance of this matter:

The scholarly law-school dean properly seeks to build up a "nursery for judges" that will make American law what American law ought to be. The practitioner bar examiner, with his satellite schools, properly seeks to prepare students for the immediate practice of the law as it is. The night-school authorities, finally, see most clearly that the interests not only of the individual but of the community demand that participation in the making and admin. tration of the law shall be kept accessible to Lincoln's plain people. All these are worthy ideals. Taken together, they roughly embrace the service that the public expects from its law schools as a whole. But no single institution, pursuing its special aim, can attain both the others as well. Attempts by each type of law school to carry the entire burden of legal education produce such unsuccessful results as to bring the entire body of practitioners into disrepute. The representatives of the several types must begin to face the problem of legal education in a broader spirit than some of them have recently displayed, if judges, lawyers, and politicians are to regain that place in popular esteem which is essential to a law-abiding community.

Once it is recognized that a unitary bar not only can not be made to work satisfactorily but can not even be made to exist, then the development of our present differentiated system into one that shall produce better results will be a slow process. It can be begun at once, but it may not be completed by those now living. The amount of time that students can reasonably be expected to devote to their education, both preliminary and professional, determines the curriculum and methods of each type of school; and these in turn determine the character of the subsequent bar admission tests. It is impossible to reverse the process and provide adequate professional tests to which all schools shall conform. Only in so far as bar examinations are adjusted to the training that is practicable for the particular type will they be of service in insuring high standards of proficiency among those admitted to the bar. Only in this way can completely incompetent individuals be prevented from securing the privilege of practicing law. Only in this way can each school be aided to develop its own training up to the limits of its possible development.

The author shows that in recent years there have been four outstanding developments in legal education: (1) The teaching on the part of the larger law schools of national law instead of local or severely practical law; (2) the use of the case method; (3) the growth of evening law schools; (4) the growth of preprofessional college requirements.

In connection with the growth of evening instruction the author points out that from 1889-90 to 1915-16 the number of students in law schools devoted solely to day instruction grew from 3,949 to 11,469, whereas the number of students in night schools and in schools giving instruction both in day and evening classes grew

from 537 to 10,734. The significance of the night schools is therefore apparent, and the author believes that the growth of these schools is related directly to the demand that legal education be made accessible to all classes of people, a situation which in the interest of preventing the legal profession from falling into the control of any single class of people is devoutly to be hoped for. The author points out, however, that the educational standards in evening schools should not be inferior to those of the day schools, and that therefore evening schools may legitimately be expected and required to increase their law course to more than the usual three years.

A number of the larger law schools have in recent years established one or two years of collegiate training as a requirement for entrance. The author points out that these law schools have had one or both of the following objects in mind: (1) Training in certain prelegal subjects, such as history and political science, and (2) general cultural training. At the conclusion of the report there is a table classifying the law schools. In a later annual report of the Carnegie Foundation the author uses the same classification for 1921-22, as follows:

1. Schools offering courses of standard length:
  - (a) Two years or more of college training required, 32 schools.
  - (b) Low-entrance full-time schools, 35.
  - (c) Part-time schools, 60.
  - (d) Mixed full-time and part-time schools, 11.
2. Offering courses of less than standard length:
  - (a) Full-time schools, 2.
  - (b) Part-time schools, 7.

Total number of schools, 147.

#### TEACHERS' INSURANCE AND ANNUITY ASSOCIATION.

On June 30, 1922, 77 colleges and universities had adopted the contractual plan of old-age annuities through the Teachers' Insurance and Annuity Association.

The number of insurance policies and annuity contracts in force at various dates were as follows:

Date.	Insurance policies.	Total insurance.	Number annuity contracts.	Total annuity.
Oct. 1, 1919.....	174	\$784,336	113	\$109,438
Oct. 1, 1920.....	553	2,795,298	450	494,915
Oct. 1, 1921.....	982	4,978,175	776	917,064
June 30, 1922.....	1,415	7,422,921	1,142	1,432,665

In March, 1921, a canvass of the policyholders of the association was made to ascertain whether the selection of 4 of the 16 trustees of the association would be a satisfactory basis of representation of the policyholders on the board. About one-half of the policyholders

voted almost unanimously to accept the suggested representation on the board. Accordingly arrangements have been made whereby a committee composed of policyholders will each year nominate five persons. The policyholders will in turn select three persons, not necessarily from the five nominated by the committee. The Carnegie Corporation will then elect one of the three to the board. Each nominating committee selects its successor. Eventually there will be four representatives from the policyholders on the board.

Says the report of the committee:

If it has proved true, as seems to be universally admitted, that a certain number of men in the faculty of a college for women gives a better balanced and more stimulating leadership to the students, it may well be asked seriously whether our colleges for men are not blindly following a medieval tradition to the detriment of the students in excluding women entirely from their faculties. This idea seems to be gaining ground.

Among 104 coeducational colleges and universities the following table shows the distribution of the faculty:

Subjects.	Full professors.		Associate professors.		Assistant professors.		Instructors.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Academic.....	2,147	95	623	71	903	106	1,319	544
Education.....	190	9	42	17	49	15	38	43
Engineering.....	431	0	162	3	275	4	478	14
Medicine.....	826	4	267	3	352	14	876	17
Law.....	224	0	13	0	16	0	22	1
Commerce.....	54	1	17	0	43	3	109	26
Agriculture.....	348	0	139	0	267	2	218	12
Journalism.....	18	0	4	0	11	3	10	4
Music.....	130	19	14	5	18	13	120	14
Bible or theology.....	81	0	4	2	5	3	13	1
Home economics.....	1	53	1	34	0	95	0	243
Physical education.....	46	9	15	10	27	34	77	100
Military science.....	64	0	6	0	56	0	34	0
Total.....	4,560	190	1,307	145	2,022	292	3,314	1,019

Committee G (methods of increasing the intellectual interest and raising the intellectual standards of undergraduates) has listed a number of specific methods which fall under three main headings: (1) Those which depend primarily upon the quality of the intellectual interest and standards of the faculty; (2) the conditions of instruction and of curricular administration; (3) the general conditions of undergraduate life. The committee is now busy formulating an exhaustive bibliography for the several methods included under these main headings.

#### STUDIES IN COLLEGE ENTRANCE REQUIREMENTS.

During the past biennium two noteworthy studies have been made on the subject of college entrance requirements by Dr. W. C. John, of the United States Bureau of Education, and Dr. Clyde Furst, secretary of the Carnegie Foundation for the Advancement of Teaching.

Doctor Furst's study covers the 125 higher institutions on the approved list of the Association of American Universities in 1918, not including institutions in that list that give only technical degrees. In order to show the developments of recent years the requirements of these institutions in 1920 are compared with the requirements in the same institutions in 1912. Several institutions had more than one method of admitting students, which accounts for the larger number of instances in the following table:

Required units.	1912	1920
14.....	45	3
14½.....	39	25
15.....	91	145
15½.....	3	5
16.....	7	9
16½.....	3	2
17.....	1	0

The most significant change has been in the number of units which were prescribed by the institutions in 1912 and 1920, respectively.

Units.	1912		1920	
	Number.	Percentage.	Number.	Percentage.
Free units.....	101	3.6	348½	12.3
Elective units.....	659½	23.7	697½	24.6
Alternative units.....	0	0	519½	18.3
Prescribed units.....	2,025½	72.7	1,268½	44.8
Total.....	2,786	100.0	2,834	100.0

This table shows conclusively that although the elective units remain about the same, there has been in the number of prescribed units a great falling off, which has been absorbed chiefly in the alternate units and to a less extent in the free units. In 1912 it was the general custom to prescribe about 12 of the entrance units and in 1920 about 6½. In the reduction of prescribed units all the subjects except English suffered. The sciences and history and civics suffered the most.

Subsequently Doctor Furst made a study of the entrance situation at 40 of the 46 colleges belonging to the Association of Colleges and Secondary Schools of the Southern States in 1920. The data cover the year 1921-22. This study shows that 96.6 per cent of the entering students that year were admitted on certificates only; 2.7 per cent by certificate and examination; and 7 per cent by examination only. The study also reveals that 9.2 per cent of the students presented less than 15 units; 74.1 per cent from 15 to 16 units, inclusive; and 16.7 per cent more than 16 units. It is clear that a number of institutions

may be accepting units which represent less than one-fourth of a school year's work.

A comparison of the southern institutions in 1922 with the 125 institutions in 1920 shows that the former are more conservative concerning entrance requirements. The southern institutions prescribe 51.5 per cent and allow alternate units 12.8 per cent, elective units, 33.2 per cent, and free units 2.5 per cent, as against 48 per cent, 18.3 per cent, 24.6 per cent, and 12.3 per cent, respectively, in the 125 institutions.

The study made by Doctor John is distinctive, because it includes college graduation requirements, as well as entrance requirements, and because it makes a comparison of the practice at 51 State universities and colleges with 50 endowed universities and colleges. The data cover the year 1916-17. The situation concerning prescribed and elective units is shown in the following table:

*Averages of college entrance requirements.*

Degrees.	Prescribed units.						Elective units.
	English.	Foreign language.	Mathematics.	Science.	Social science.	Average.	
A. B. degree:							
State institutions.....	2.95	3.35	2.19	1.12	1.20	9.02	5.17
Endowed institutions.....	3.01	4.86	2.58	1.23	1.11	10.77	4.32
B. S. degree:							
State institutions.....	2.95	2.41	2.30	1.26	1.37	7.83	7.45
Endowed institutions.....	2.66	2.96	2.51	1.30	1.12	9.44	5.38

<sup>1</sup> The figures in this column are not a total of the averages of the prescribed units, but a true average.

The graduation requirements for the bachelor of arts and bachelor of science degrees, respectively, for the two types of higher institutions are shown in the following table:

*Averages of prescribed graduation subjects for the A. B. and B. S. degrees.*

Subjects.	A. B. degree.				B. S. degree.			
	State.		Endowed.		State.		Endowed.	
	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.
Bible.....			6.00	4.37			7.16	5.06
Philosophy and psychology.....	7.00	5.65	7.56					
Social science.....	10.55	8.44	12.14	8.86	8.00	6.38	5.92	4.56
Mathematics.....	7.00	5.65	6.94	5.46	9.70	7.59	6.81	5.35
Foreign language.....	15.19	13.80	20.66	15.94	8.93	7.11	8.56	6.77
English.....	9.02	7.50	9.65	7.44	12.09	9.58	15.62	12.79
Science.....	11.48	9.19	11.44	8.52	9.65	6.34	8.77	6.81
					22.38	19.51	18.15	13.72

The most significant of the tables prepared by Doctor John is that which shows the total prescriptions in each subject for the eight years of high school and college at the two types of institutions. The table is as follows:

*General averages of college entrance requirements and graduation requirements for the A. B. and B. S. degrees.*

Degrees.	Eng-lish.	For-ign lan-guage.	Mathe-matics.	Science.	Social science.	Philos-ophy and psy-chology.	Bible.	Edu-cation.	Pre-scribed. <sup>1</sup>	Elec-tive.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
A. B.										
State.....	13.12	15.55	8.59	6.22	6.40	2.82	0.75	1.14	48.01	51.16
Endowed.....	13.53	23.37	10.24	5.62	5.35	2.85	2.16	1.96	57.34	42.67
B. S.										
State.....	13.74	10.11	10.40	10.49	6.14	3.18	.....	.....	49.71	50.28
Endowed.....	12.96	15.73	11.30	8.60	3.90	2.27	2.52	.....	52.55	47.54

<sup>1</sup> The figures in this column are not a total of the general averages, but a true average.

#### SOLUTION FOR THE GROWTH IN NUMBERS OF COLLEGE AND UNIVERSITY STUDENTS.

The enormous increase in student attendance at universities and colleges since the World War has been the subject of universal discussion and no little apprehension. If there were any certainty that the increasing multitude of students knocking at the college doors were uniformly of superior mental ability and that they had taken a secondary course of study which was thoroughly preparatory to the college curriculum which they desire to enter, the problem of the higher institutions would be much simplified. It would consist merely in finding by hook or crook some financial means of caring for the larger numbers of students.

Unfortunately, however, in responding to an insistent demand for less domination of the secondary curriculum from above, the higher institutions have been forced to reduce the number of prescribed units to the minimum. Certain States, for example Kansas, have practically thrown all specific entrance requirements aside by requiring the admission into the State higher institutions of all graduates from accredited high schools in the State. Such a practice permits students who have followed vocational courses of study to enter curricula for which they have wholly inadequate preparation, and compels the institution, if it protects its standards, to lengthen its curricula or pursue a rigid policy of elimination. In either case, a vast amount of injustice is done to the well prepared and the poorly prepared students. Whatever portion, therefore, of the recent influx of students into the colleges is due to the admission of students who have inadequate preparation for college work, is not a cause for general rejoicing. Such students usually find it necessary to drop

out of college, or they perform their work only with great difficulty. In the meantime they complicate seriously the ability of the institution to realize its educational aims, or they tempt it to be satisfied with a lower standard of work. It is no wonder, therefore, that there is unusual interest in such experiments as the common freshman year at Yale University, which aims to assimilate a great variety of freshmen in the shortest possible time, and in the program of the junior college, which aims to link up again the first two years of college with the work pursued in the high school.

On the other hand it seems equally clear that in the increasing multitude of students there is no assurance that the higher institutions are securing a high proportion of the young people of superior mental ability while being guarded against those who, though their secondary education may be satisfactory, are not mentally capable of satisfactory work on a higher education level. The tests made in the Army during the World War confirmed the first suspicion, and the second is being proved daily in every higher institution in the country.

The case is stated concisely by a report on the use of intelligence examinations in Columbia College in 1922, which is as follows:

Many a student does and should graduate from high school without being a suitable subject for a college education, just as many a student graduates and should graduate from college who is not of Ph. D. caliber. Our acceptance of the State examinations has meant that almost any New York high-school graduate had met our entrance requirements. Our open door to New York consequently admitted a good many students who did not belong in college. On the whole, the quality of the candidates presenting themselves with these credentials has deteriorated in the past few years.

On account of this situation, which is being experienced quite generally over the country, there have been a variety of expedients to which higher institutions have been forced. New York State has showed educational wisdom in requiring an average distinctly above the passing mark for its college entrance diploma. Goucher College requires an average high-school record of 80 per cent. Other institutions have resorted to similar devices, and there has been much discussion at the annual meetings of various associations of this problem in connection with the great growth in student numbers. Friends of the new intelligence tests are confident that these tests will help materially to solve this problem. They state frankly that the intelligence tests alone are not a satisfactory method of selecting students. The high-school record shows the degree of preparation for the curriculum which the student desires to enter. His record from the high school should also show whether he has acceptable mental and moral qualities. To these evidences are added the results of the intelligence tests, so that college officials have very satisfactory evidence of the ability, preparation, and moral qualities

of students who apply for admission to college. Thus far the officials at Columbia College and numerous other institutions of higher learning have found a very close correlation between the results of these examinations and the usual records and grades of students.

President Walter Dill Scott, of Northwestern University, makes the following statement concerning the intelligence tests and one of the important uses to which they should be put:

The time is past for discussing the effectiveness of mental alertness tests. They are effective. The executives of colleges and of universities must direct their future development and use for prospective freshmen. \* \* \*

The time has arrived for a new epoch in our system of education. It is an epoch in which the form of training will not be determined by such standards as the needs of the adult society or the available courses of instruction, but primarily by the needs of the youth to be educated. An essential part of such an educational system will be vocational and educational advice given by members of the teaching staff, by the dean, by members of the department of education, or by an expert bearing some such title as educational councilor or preferably personnel director. The personnel director will perform an educational function similar to that of the diagnostician in medicine. The instructors of the various courses will perform a function similar to that of the experts in the various curative specialties. \* \* \*

The personnel director will need to know as much as possible of the training, the interest, the ambition, the talents, and the educational needs of all students and of all prospective students. The giving of mental alertness tests will be as much a matter of the routine with such a personnel director as is the use of the clinical thermometer by the diagnostician in medicine.

At the hands of a personnel director no prospective student will be ruthlessly eliminated, although the vocational or educational guidance given him may be to send him to another institution of higher learning or to some other place even better adapted to his needs.

#### THE RESIDENCE OF UNIVERSITY AND COLLEGE STUDENTS.

During the past biennium two studies have been made on the subject of the residence of university and college students, one by Dr. R. E. Kelly, executive secretary of the Association of American Colleges, and the other by the United States Bureau of Education. No study of this character has been made since the two which were completed by Mr. L. A. Kalbach, of the Bureau of Education, for the years 1887-88 and 1896-97, respectively. The present Bureau of Education study covers all types of higher institutions except the normal schools and independent theological schools. It reveals conclusively for the first time that the proportion of students to population is greatest in the States west of the Mississippi River and lowest, as would be expected on account of the large Negro population, in the Southern States. In other words, although the larger and more famous institutions are usually found east of the Mississippi River and north of the Ohio River, they do not draw so large proportions of their population into colleges and universities as do the Western States. The leading States, in this respect, are Oregon, Iowa, Utah,



Kansas, Nebraska, and Washington. Tennessee, Arkansas, and New Mexico bring up the rear.

Another interesting fact is that the well-developed Middle Western and far Western States exceed the other States in the proportion of their students that are taken care of in their own institutions. The average for all the States is 74.9 per cent. In other words, taking the country as a whole, three students out of every four go to university or college in their home State. In this respect, California, Oregon, Utah, Michigan, Nebraska, and New York lead the other States. -New Jersey is at the bottom of the list, accommodating only 18.2 per cent of her students in her own institutions. Other low States are Connecticut, Wyoming, Delaware, Idaho, and New Mexico.

Notwithstanding the fact that some of the States do not have a high proportion of their students in their own institutions, they have a great drawing power on students from other States. Other States have great drawing power, both on students from within and without their respective boundaries. Consequently certain States enroll in their higher institutions more students than they have residents in college. The most conspicuous of these States are: Oregon, California, Colorado, New York, Illinois, New Hampshire, Massachusetts, Michigan, Pennsylvania, and Virginia. The States which are not taking care of so many students as reside in those States, respectively, are Idaho, Montana, South Dakota, Wyoming, Connecticut, North Dakota, Oklahoma, New Jersey, Maine, West Virginia, South Carolina, Mississippi, North Carolina, Arkansas, Kentucky, Alabama, Florida, and Texas.

The study on this subject conducted by Dr. R. L. Kelly is restricted to a much smaller group of higher institutions, most of which are colleges either under independent or Protestant control. The data with a few exceptions cover the year 1918-19.

#### SALARIES AT STATE INSTITUTIONS OF HIGHER LEARNING.

For several years the Bureau of Education has been gathering salary statistics at the State institutions of higher learning. The following table shows a comparison of salaries for the several grades of the faculty:

Officers of instruction.	Median average salary, 1915-16.	Median average salary, 1921-22.	Per cent of increase.
Professor.....	\$2,400	\$3,392	41.3
Associated professor.....	1,926	2,800	45.4
Assistant professor.....	1,603	2,300	43.5
Instructor.....	1,184	1,800	52.0

In using these figures it should be noted that in 1915-16 no allowances were made for houses, heat, or light furnished by institutions to faculty members free of charge, whereas in 1921-22 the institutions were asked to estimate the value of these services where given and to include the amount in the salaries. Probably few if any salaries of faculty members below the rank of full professors were affected by this difference in the basis of securing the salary statistics.

#### THE COST OF HIGHER EDUCATION

With the enormous increase of students and the consequent strain placed on the financial resources of higher institutions, much attention has been paid to the cost of education in our higher institutions. Some persons have been apprehensive as to whether the States can continue for long to increase annually or biennially the appropriations necessary to take care of more and more students. Tuitions and fees have quite generally been raised, but complete relief is by no means in sight.

On account of this situation college and university executives have been forced to resort to unusual means to insure the economical expenditure of their incomes. Much of the demand for surveys of higher institutions arises from the desire to know whether the institutions are using their funds to the best advantage. There has been much discussion of the use of per capita cost studies made by the Bureau of Education and such agencies as the Joint Board of Higher Curricula in Washington.

At the National Association of State Universities, President Kane, of the University of North Dakota, outlined an elaborate plan for securing comparable per capita cost statistics. The Educational Finance Inquiry, cooperating with the United States Bureau of Education, is now getting data for a comprehensive survey of the cost of higher education.

The discussion of per capita cost statistics reveals the necessity for extreme care in procuring comparable data. In view of the different practices among the several institutions and the difficulty of providing a schedule which will be interpreted in a uniform way, it seems highly desirable that information be secured from the higher institutions by personal visits.

#### THE PURNELL BILL.

Of the bills touching the higher institutions which were introduced into Congress during the last biennium, one of the most important is the Purnell bill. This bill is the result of the unfavorable economic effects of the World War on the agricultural experiment stations. In order to remedy this situation the Association of Land-Grant

Colleges in 1920 decided to ask for further Federal aid. Accordingly the bill provides that, in addition to the \$30,000 now received annually through the Hatch and Adams Acts, there shall be an initial appropriation of \$15,000, which shall increase by \$10,000 each year until the annual appropriation reaches \$85,000, at which figure the additional annual appropriations are to remain.

The purpose for which the proposed additional appropriations may be used are considerably more extensive than under the Hatch and Adams Acts. The bill states:

The funds appropriated pursuant to this act shall be applied only to paying the necessary expenses of conducting investigations or making experiments bearing directly on the production, manufacture, preparation, use, distribution, and marketing of agricultural products, and including such scientific researches as have for their purpose the establishment and maintenance of a permanent and efficient agricultural industry, and such economic and sociological investigations as have for their purpose the development and improvement of the rural home and rural life, and for printing and disseminating the results of said researches.

In accordance with the precedent established in connection with the Hatch and Adams Acts the bill does not require the States to match the Federal appropriations. The Purnell bill was not enacted into law.

#### REHABILITATION OF UNITED STATES WORLD WAR VETERANS.

A report issued by the United States Veterans' Bureau shows that up to May 24, 1922, veterans of the World War had been rehabilitated by educational institutions as follows: Universities, 162; colleges, 253; State normal schools, 98; professional schools, 303; industrial schools, 858; commercial schools, 1,041; public schools, 244; others, 269; total, 3,228.

Obviously the higher institutions have opened their doors very freely to accommodate the World War veterans. Indeed, they have at some inconvenience endeavored to adjust their equipment and faculty so as to provide the types of training needed by the veterans.

#### THE RESERVE OFFICERS' TRAINING CORPS.

There has now been sufficient time for the higher institutions to adjust themselves to the Reserve Officers' Training Corps, and substantial progress has therefore been made during the biennium. The number and variety of units, together with the enrollment, have increased. There are more officers on duty, and the number of students enrolled in the advanced courses has grown satisfactorily.

The following table shows the comparison between the number of units and the number of students enrolled for 1919-20 and 1921-22, respectively:

Senior units.	1919-20.		1921-22. <sup>1</sup>	
	Units.	Enrollment.	Units.	Enrollment.
Infantry.....	119	32,390	97	35,695
Field Artillery.....	20	4,348	20	6,638
Engineer Corps.....	19	1,948	21	3,417
Coast Artillery.....	18	2,687	19	3,562
Signal Corps.....	11	704	11	1,577
Cavalry.....	10	948	11	2,255
Motor Transport Corps.....	8	461	9	920
Ordnance Department.....	3	201	8	624
Medical Corps.....			23	1,205
Dental Corps.....			8	692
Air Service.....			6	687
Veterinary.....			4	147
Total.....	208	43,687	237	57,419

<sup>1</sup> Beginning of the second semester.

Of the 57,419 students in 1921-22, 49,225 were enrolled in the basic, or first two years, and 8,194 in the advanced course.

The junior division units are located in the secondary schools, including public and private high schools and military colleges doing secondary school work. During the year 1921-22, there were 105 units and 38,523 enrollments in the junior division, as compared to 68 units and 44,777 enrollments in 1919-20.

With the removal in 1920 of the limit on the number of Army officers who might be detailed for service with the R. O. T. C., the number of such officers has been increased from 388 to 815. In addition, during the year 1921-22 there were 39 warrant officers and 1,205 noncommissioned officers and enlisted men detailed for service with the R. O. T. C.

The number of students who complete the prescribed work of the advanced course and apply for commissions in the R. O. T. C. constitutes of course the real test of the R. O. T. C. in the colleges and universities. In the year ended June, 1920, 982 students completed this work. Of these men, 483 were 21 years of age or older and were therefore eligible for commissions.

#### INSTITUTE OF INTERNATIONAL EDUCATION.

The Institute of International Education has continued vigorously its program of promoting the exchange of professors and students between the United States and foreign countries. A number of professors from foreign universities have lectured at American higher institutions under the auspices of the institute. Official visitors from other countries have been assisted in securing the information

they seek. In February, 1920, the Carnegie Endowment for International Peace appropriated \$12,500 for grants to American professors on leave of absence. The grants are made on condition that the professor lectures for at least one semester in a foreign university, and that he submit a report of his observations on educational conditions in the country which he visits. The amount of the grant varies with the cost of travel to and from the country which is visited.

A number of direct exchanges of professors between an American university and a foreign institution have been arranged by the institute. Also under its auspices seven higher institutions with strong technical divisions contributed in 1921 \$1,000 each to send a distinguished American professor of applied science or engineering to lecture in French universities in exchange for a French professor who lectured very acceptably for one month at each of the contributing American universities.

The institute has devoted a considerable amount of time to the formation and stimulation of international relations clubs, chiefly in the smaller higher institutions. A large number of books dealing with international relations, together with a number of syllabi on the League of Nations, the Monroe Doctrine, the limitation of armament and the recent history of Russia, the Balkans, Mexico, China, the Baltic States, Latin America, and Japan have been distributed to each of the clubs. The director has also visited in person a large number of higher institutions in order to stimulate work of this character.

For the benefit of foreign students the institute has continued its bulletins of information concerning educational opportunities in this and other countries. The most important of these publications during the last biennium are, A Guide Book for Foreign Students in the United States; Opportunities for Higher Education in Italy; Bibliography on the United States for Foreigners.

A joint appeal made by the officers of the institute, the American Council on Education, and the American University Union in Europe, in connection with the campaign for relief in central Europe, succeeded in raising \$300,000 to aid destitute teachers and students in central Europe.

#### THE AMERICAN UNIVERSITY UNION IN EUROPE.

The offices of the American University Union in Europe during the present biennium have been thoroughly transformed into peacetime activities. Under these circumstances it has been much easier for them to perform the function of "intellectual embassies." In numerous ways the London and Paris branches have assisted American students to enter higher institutions abroad and to secure expeditiously permission to use libraries and museums. The directors have

also been active in promoting a number of important conferences looking to clearing up difficulties in the exchange of students between the United States and other countries, as, for example, the equivalence of French and British degrees with American degrees, recognition in Great Britain of the certificates granted by the National Board of Medical Examiners, the Anglo-American Conference of Professors of History organized by the University of London.

The union is chiefly supported by dues from about 50 higher institutions in the United States. During the biennium ended August 31, 1921, it also received \$15,000 from the Rockefeller Foundation. At that time there had been subscribed \$22,029, of which nearly one-half was paid toward a permanent endowment fund. The municipality of Paris still holds open the plot of ground which it granted to the union in 1917, but so far it has not been possible to erect the Maison des Etudiants.

#### INTERNATIONAL FELLOWSHIPS AND SCHOLARSHIPS.

International fellowships and scholarships continue to be a popular form of promoting international educational relations. In September, 1920, as a result of the scholarships given by American colleges, 32 French girls were selected to come to the United States. Forty-two additional French girls held similar scholarships for a second year. Nineteen French men also came to the United States on funds raised by American Army students in France. In May, 1922, it was said that there were 50 scholarships being given by American institutions to French men and women.

During the biennium from 30 to 50 Serbian students were maintained at American colleges under the auspices of the International Serbian Educational Committee. The Russian Students' Christian Association has also been instrumental in providing funds for the support of a considerable number of Russian students in this country.

Through the American Council on Education 25 American young women were selected in 1922 to receive the scholarships offered by the French Government in seven of the leading lycées of France. Scholarships for graduate work were also offered to American men and women at several of the universities and écoles normales.

In 1921 about 30 fellowships were awarded by the Society for American Field Service Fellowships to graduates of American colleges for study and research in French universities.

The American-Scandinavian Foundation awards each year 20 fellowships worth \$1,000 each to American students for study in Norway and Denmark. A similar number of students from those countries secure fellowships from the same foundation for study in this country.

The surplus funds of the Commission for Relief of Belgium have been used to establish the so-called Foundation Universitaire, for the promotion of education and research in Belgium. Twenty-four scholarships have been granted to Belgian students in American universities. Also a limited number of graduate fellowships have been awarded to American students for study in Belgium for the year 1922-23.

This list of fellowships and scholarships includes only those granted by the most prominent foundations and societies. A large number of additional scholarships and fellowships for study abroad are granted by individual colleges, universities, and other organizations. In 1920-21, it was said that there were 362 American students studying in Great Britain. In the previous year there were 280 American students in France.

#### THE RHODES' SCHOLARS.

In recent years there have been numerous suggestions from time to time that the hopes and expectations of the founder of the Rhodes scholarships were not being fulfilled; that the Rhodes scholars did not adequately represent American higher institutions; and that their influence in their country after their return from abroad was disappointing. It should be realized that these suggestions have in nearly every instance been an expression of personal opinion not based on adequate statistical or other data. In 1921, it occurred to President Frank Aydelotte, of Swarthmore College, and secretary of the Alumni Association of American Rhodes Scholars, that a study should be made to determine, if possible, the accomplishments of the American Rhodes scholars before, during, and after their residence at Oxford. The study was made by R. W. Burgess, professor of mathematics at Brown University.

The study revealed that the average age of the scholars at appointment was 22 years and 4 months; that they represented 150 different American higher institutions; that of those who were known to be eligible for the Phi Beta Kappa, 78 per cent have been elected to that organization; and that 42 per cent were members of some athletic team while in college in this country. The statistics also showed the college preparation of the appointees to be as follows: (1) Less than four years in college, 14 per cent; (2) graduates of colleges, 67 per cent; (3) at least one year of postgraduate work, 19 per cent.

The subjects which the Rhodes scholars studied at Oxford are indicated in the following table. The table covers the classes matriculating from 1904 to 1914.

*Subjects studied by American Rhodes scholars at Oxford.*

	Number.	Per cent of total.
Law.....	115	32.7
Modern history and economics.....	60	17.1
Humanities, including the classics, philosophy (6) and anthropology (4).....	59	16.8
English language and literature.....	26	7.4
Theology.....	25	7.1
Mathematics, physics, chemistry, and engineering.....	21	6.0
French, German, and Spanish.....	13	3.7
Physiology and medical subjects.....	10	2.9
Geology and forestry.....	6	1.7
Music.....	3	.9
Record incomplete <sup>1</sup> .....	13	3.7
<b>Total.....</b>	<b>351</b>	<b>100.0</b>

<sup>1</sup> This item includes four men who died and three who resigned early in their Oxford course.

Another table covering the classes from 1904 to 1914, inclusive, shows the degrees and diplomas secured by the scholars, as follows:

*Degrees and diplomas secured by American Rhodes scholars, with classes where given*

Years.	Diplo- ma.	B. Sc., B. Litt., B. Mus.	B. C. L.			B. A. honors.					War B. A.	B. A. pass.	Du- pli- ca- tions.	Num- ber of differ- ent men.
			First.	Sec- ond.	Third.	1	2	3	4	Not classed.				
1904.....	1	2	1	1	3	6	9	8	3	0	0	1	2	33
1905.....	0	5	0	1	3	3	9	6	1	0	0	0	0	28
1907.....	1	2	0	1	5	1	18	9	4	0	0	0	2	39
1908.....	3	5	0	1	2	2	19	11	0	1	0	1	6	39
1910.....	3	5	0	2	5	3	21	9	1	0	0	0	7	42
1911.....	4	0	1	3	1	7	8	15	7	0	0	1	8	39
1913.....	3	5	2	0	2	7	11	5	0	1	5	1	9	33
1914.....	0	4	0	0	0	4	15	2	1	1	12	1	3	37
<b>Total.....</b>	<b>15</b>	<b>28</b>	<b>4</b>	<b>9</b>	<b>21</b>	<b>33</b>	<b>110</b>	<b>65</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>5</b>	<b>37</b>	<b>290</b>

A large majority of the Rhodes scholars have taken the B. A. degree with honors. An insignificant number were content with the B. A. pass degree. This situation compares very favorably with the general practice at Oxford, where something less than one-fourth of the B. A. men take pass degrees. As to the proportion of honor men among the Rhodes scholars who take "firsts" and "seconds," the Americans are distinctly superior to the general run of Oxford men, as the following table shows.

	Firsts.	Seconds.	Thirds.	Fourths.
All men classed 1906-1914.....	13.1	36.3	50.3	13.4
American Rhodes scholars matriculating 1904-1914.....	14.7	48.9	28.8	7.6

On the other hand, it has been pointed out that the Rhodes scholars do not win so great a proportion of high honors as the men who hold the regular scholarships and exhibitions of the Oxford



colleges. For example, the proportion of scholars and exhibitioners in 1906, 1907, and 1914, respectively, who took "firsts" was 27.4 per cent, 30.8 per cent, and 21.2 per cent; "seconds," 44.1 per cent, 58.4 per cent, and 45.1 per cent. However, considering the special training which these students pursue in English preparatory schools in order to secure these scholarships, it seems as if the American Rhodes scholars compare as favorably with the regular Oxford scholars and exhibitioners as can reasonably be expected.

Answering the question as to what the Rhodes scholars have done upon their return to the United States, the study reveals that nearly one-half of them have pursued further graduate or professional study at American universities. Of these men, 84 have taken degrees as follows: Ph. D., 37; A. M., 12; degrees in law, 18; degrees in theology, 8; degrees in medicine, 9.

The following table shows the occupations of Rhodes scholars in 1920. The table includes the classes from 1904 to 1914.

*Occupations of Rhodes scholars.*

Education.....	114
Divided—	
College presidents, deans, etc.....	7
Other college teachers.....	84
Educational administration.....	7
Secondary school.....	11
Full time, law, theology, medicine.....	5
Law.....	72
Business.....	38
Social and religious work (including 12 ministers).....	23
Government service.....	15
Graduate or professional students.....	10
Scientific work.....	10
Literary and editorial.....	8
Medical work.....	7
Miscellaneous.....	4
Poor health.....	2
Total.....	303

As to the general effect of the Rhodes scholars on American life, Professor Burgess concludes his study as follows:

The expectation of Rhodes, or at least of some of the early writers on the subject was that the Rhodes scholars would enter politics in the English sense, or go into the diplomatic service. But neither of these lines affords a career in the United States for a man with his own way to make; the organization of the diplomatic service, rather than the scholars or the scholarship plan, is to blame for this imperfect fulfillment of early expectation.

But even while it is admitted that in politics and diplomacy the original intent of the plan has not been realized, and is not likely to be realized, one should realize fully the significance of the large proportion—over one-third—of the men engaged in

education, especially in college teaching. There is a closer relationship in the United States than in any other country between education and public life; we are, therefore, justified in saying that the Rhodes scholars in that occupation are in a position to exert as great an influence as they could in any other line—even in politics—and more than in the American diplomatic service. In view of the close relation between law and political life in this country some of the scholars engaged in the practice of law may be expected to become leaders in political life after their professional position is established. In their case, as for all the scholars, it should be remembered that the oldest Rhodes scholars are still young and that in American political and social life most of the leaders are selected from those who have demonstrated their worth in their own profession or business. From this point of view, the important thing is that the Rhodes scholars should be "making good" each in his own life. We may, therefore, hope that the inclusion of 17 men in "Who's Who" and the satisfactory academic standing of the college teachers among the Rhodes scholars are straws that show that the wind is blowing toward a satisfactory future, in which it will be a fact obvious to all that the Rhodes scholarships have accomplished something toward fostering Anglo-Saxon solidarity and assuring the peace of the world.

The following further statement concerning the Rhodes scholarships has been supplied by President Frank Aydelotte, secretary of the Rhodes Scholarship Trust:

Elections of Rhodes scholars are now being held under the new plan by which Rhodes scholars are chosen by committees composed mainly of ex-Rhodes scholars. In addition to this change in the organization of the committees the requirements have been modified in certain other respects: The qualifying examination in Latin and Greek, formerly required of all candidates, has been abandoned, and men are appointed on the basis of their academic record in school and college, supplemented by a personal interview with the committee of selection. The use of open testimonials has also been entirely abandoned. The candidates now merely refer committees to a few men from whom confidential information may be obtained about them.

The new method of appointment has resulted in a largely increased competition for the scholarships and consequent improvement in the quality of the men selected. The increasing competition seems due, in part at least, to the fact that the elections are in the hands of men who are qualified to give candidates information about Oxford and courses of study which they may profitably pursue there. The number of candidates for the three years in which the new plan has been in operation has been as follows: Four hundred and twenty-five in 1919 for 64 appointments in 48 States; 400 in 1920 for 64 appointments in 48 States; 507 in 1921 for 32 appointments in 32 States.

Double the usual number of appointments were made both in 1919 and 1920 by way of catching up for 1918 and 1919 when, because of the war, no Rhodes scholars were appointed from the United States.

Whereas before the war there were occasional States in which no candidates appeared, there has been a keen competition for the scholarships in every State in the Union since 1919. The new committees, however, have been granted discretion by the Rhodes trustees to refuse to appoint whenever in their opinion no one of the candidates before them has the qualifications which would make him a creditable Rhodes scholar. Vacancies so created have been thrown open by the trustees to candidates-at-large selected from competitors in larger States who did not in the first instance receive a scholarship.

Because of the increase in prices the Rhodes trustees have increased the stipend of £300 per year provided for each Rhodes scholar by a bonus of £50 a year, making the value of the scholarships at present £350 per annum.

## FOREIGN STUDENTS IN THE UNITED STATES.

In October, 1921, the Institute of International Education secured information showing that at that time there were 6,488 foreign students and students from American possessions in 345 of the 554 higher institutions which answered the questionnaire which was distributed. Of this number 761 were women. Seven hundred and fifty-three were reported as taking graduate work. The distribution of students by subjects was as follows: Agriculture, 337; liberal arts, 1,948; architecture, 56; chemistry, 168; commerce, 445; dentistry, 245; economics, 41; education, 186; engineering, 1,179; forestry, 15; geology, 8; journalism, 17; law, 117; library methods, 9; medicine, 337; pharmacy, 48; theology, 218; unclassified, 1,114.

A similar study made by the Bureau of Education for the year 1920-21 shows that the total number of foreign students of college grade in American colleges and universities, not including independent theological schools, was 6,901; students from American possessions, 1,456; total, 8,357. These students were distributed as follows among the more important sources: China, 1,443; Canada, 1,294; Philippine Islands, 857; Japan, 525; West Indies, not including Porto Rico, 396; Porto Rico, 302; Russia, 291; Mexico, 282; India, 235; Hawaii, 208; South America, 563; South Africa, 141.