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BUREAU OF EDUCATION

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ACCREDITED
HIGHER INSTITUTIONS



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., December 1, 1927.

SIR: The accompanying manuscript is a compilation of the standards for accrediting institutions of higher learning employed by the several national and regional associations and of the lists of institutions accredited or classified by each association. These standards and lists, made by voluntary accrediting agencies, have come to be recognized as the most reliable source of information with reference to the standings of institutions of higher learning. There is large and wide demand for copies of them. The compilation has been prepared in order to supply this demand. I recommend that it be published as a bulletin of the Bureau of Education.

Respectfully submitted,

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

ACCREDITED HIGHER INSTITUTIONS.

INTRODUCTION

The standards and lists of voluntary accrediting agencies whose activities cover the entire United States, or large divisions of it, are included in this bulletin. The standards and lists of individual State universities and State departments of education and of church boards of education are omitted, since these concern as a rule a very limited number of institutions, and changes are made in them with much less frequency than is the case with association standards and lists. The bulletin includes, however, the lists of the professional schools of law, medicine, dentistry, and library science classified by the associations interested in the standards of these several types of institutions. In the absence of a classified or an accredited list of pharmacy schools, the bulletin contains a list of the members of the American Association of Colleges of Pharmacy, which has established definite standards of membership.

In contrast to the situation with reference to colleges, junior colleges, and teacher-training institutions, the standardizing of the several types of professional schools is carried on for the most part by a single agency in each professional field.¹ These agencies have drawn up very carefully prepared standards, and several of them have divided the institutions into classes in accordance with the degree to which they meet the standards. The standards are of interest to a relatively small group and are therefore omitted. It is thought that the classified lists will furnish the information desired by most persons. However, the names and addresses of the secretaries of the respective agencies are given in connection with the lists in order that persons desiring to obtain copies of the standards may do so.

The Bureau of Education desires to emphasize the fact that the institutions listed in this bulletin are not classified or accredited by the Bureau of Education. Inclusion in the bulletin does not imply national governmental recognition. The Bureau of Education makes no attempt to standardize or classify the collegiate institutions of the country.

¹ Exception to this statement is the "registering" and "accrediting" of professional schools by the regents of the University of the State of New York.

I. COLLEGES, JUNIOR COLLEGES, AND TEACHER-TRAINING INSTITUTIONS

American Council on Education

The following standards for accrediting colleges, junior colleges, and teacher-training institutions are recommended by the American Council on Education to national, regional, and State agencies engaged in defining and accrediting institutions of higher learning. The council is not an accrediting agency. Its purpose in drawing up standards and submitting them to the accrediting bodies was to bring about, so far as possible, the use of uniform standards by the accrediting agencies already in the field. The list of "accredited higher institutions" which it has several times published is a compilation of the lists of the Association of American Universities, the Association of Colleges and Secondary Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools.

Colleges

(Approved by the council at its annual meeting in May, 1922)

Definition.—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. **Admission of students.**—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. **Graduation requirements.**—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. **Faculty.**—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 professorial 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. *Income.*—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. *Buildings and equipment.*—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. *Preparatory school.*—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. *Educational standards.*—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. *Inspection.*—No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by the accrediting organization.

Junior Colleges

(Approved at the annual meeting of the council in May, 1924)

Definition.—The junior college is an institution of higher education which gives two years of work equivalent in prerequisites, scope, and thoroughness to the work done in the first two years of a college as defined elsewhere by the American Council on Education.

1. *Admission of students.*—The requirement for admission should be the satisfactory completion of a four-year course of study in a secondary school approved by a recognized accrediting agency or the equivalent of such a course of study. The major portion of the secondary school course of study accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

2. *Graduation requirements.*—Requirements for graduation should be based on the satisfactory completion of 30 year-hours or 60 semester hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges and universities. In addition to the above quantitative requirements, each institution should adopt qualitative standards suited to its individual conditions.

3. *Faculty.*—Members of the teaching staff in regular charge of classes should have a baccalaureate degree and should have had not less than one year of graduate work in a recognized graduate school; in all cases efficiency in teaching, as well as the amount of graduate work, should be taken into account.

4. 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.

5. *Curricula.*—The curricula should provide both for breadth of study and for concentration and should have justifiable relations to the resources of the institution. The number of departments and the size of the faculty should be increased with the development of varied curricula and the growth of the student body.

6. *Enrollment.*—No junior college should be accredited unless it has a registration of not less than 50 students.

7. *Income.*—The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

8. *Buildings and equipment.*—The material equipment and upkeep of a junior college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational program, should also be considered when judging the institution.

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

Normal Schools and Teachers Colleges

(Approved at the annual meeting of the council in May, 1924)

Definition.—The normal schools or teachers colleges are institutions of higher education with two-year, three-year, or four-year curricula designed to afford such general and technical education as will fit students to teach in elementary and secondary schools.

1. *Admission of students.*—The requirement for admission should be the satisfactory completion of a four-year course of study in a secondary school approved by a recognized accrediting agency or the equivalent of such a course of study.

2. *Graduation requirements.*—The minimum requirement for a diploma should be the satisfactory completion of 60 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), and the minimum requirements for graduation with the baccalaureate degree the satisfactory completion of 120 semester hours of credit (or the equivalent in term hours, points, majors, or courses).

3. *Enrollment.*—Each curriculum leading to a diploma or degree should be duly unified, recognized separately and only if the following conditions are met:

(a) Two-year curricula leading to diplomas should have a minimum enrollment of 80 students fully matriculated according to the provisions of standard 1 above.

(b) Four-year curricula leading to baccalaureate degrees should have a minimum enrollment of 100 students fully matriculated according to the provisions of standard 1 above, with not fewer than 25 in the junior and senior years, exclusive of any other students.

4. *Faculty.*—The size of faculty should bear a definite relation to the program of the institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full-time teachers should be correspondingly increased. Members of the teaching staff in regular and permanent charge of classes (except teachers of special subjects in elementary schools, including music, drawing, and manual training, and assistants in the training school) should have a bachelor's degree from a recognized institution of higher education and should have had not less than one year of graduate work in a graduate school, or special training supplemented by experience, preferably of at least three years. The training of the head of a department should be (a) in a two-year institution that required for a master's degree; and (b) in an institution offering four-year curricula, the doctor's degree, or the equivalent as represented by a corresponding professional or technical training. In all cases efficiency of teaching as well as the amount of graduate work should be taken into account. A degree-giving institution should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff. (In administering this standard, accrediting agencies would not ordinarily expect to make it retroactive.)

A teaching schedule exceeding 16 hours per week per instructor, or classes (exclusive of those for lectures) of more than 30 students, should be interpreted as endangering educational efficiency.

5. *Income.*—The minimum annual operating income for an accredited normal school or teachers college, exclusive of payment of interest, annuities, etc., should be (a) for institutions offering two-year curricula only not less than \$25,000, and (b) for institutions offering three-year and four-year curricula not less than \$50,000. At least one-half of this operating income should be derived from stable sources other than students' fees. Increase in faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. The financial status of each normal school or teachers college should be judged in relation to its educational program.

6. *Buildings and equipment.*—The material equipment and upkeep of a normal school or teachers college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational program, should also be considered when judging the institution.

A normal school or teachers college should have a live, well-distributed, professionally administered library bearing specifically upon the subjects taught, and a definite annual appropriation for the purchase of new books. Institutions offering four-year curricula should have at least 8,000 volumes, exclusive of public documents, in such a library.

7. *Practice teaching and observation.*—In order to make practice teaching and observation the unifying and dominant characteristics of the curricula of normal schools and teachers colleges, adequate provision should be made as to the number of pupils enrolled in the training department, the number and

preparation of the teachers in the training department, and the amount of practice teaching and observation required of each candidate for graduation.

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

9. *Teacher training in universities and colleges.*—The accrediting of standard colleges and universities as institutions for the technical training of teachers should be based upon meeting the following minimum requirements, in addition to compliance with the requirements for standard colleges and universities as to admission, graduation, training and schedule of faculty, and size of classes:

(a) At least one full-time professor devoting himself exclusively to courses in education.

(b) Adequate facilities for practice teaching and observation according to the principles suggested in paragraph 7.

(c) Adequate provision in the library for technical books and periodicals on education.

(d) Such a formulated curriculum or announcement of courses in education as will duly emphasize the technical character of the preparation for teaching.

Association of American Universities

The Association of American Universities publishes the following "Memorandum of procedure for institutions seeking approval of the association for inclusion in its accepted list":

Between the date of the original approval by the Association of American Universities in 1913 of the list of colleges accepted by the Carnegie Foundation for the Advancement of Teaching and the adoption of the present statement of principles, the committee of the association has been governed in a general way by the principle that acceptability of institutions would be determined by their demonstrated ability to prepare graduates for admission to standard graduate and professional schools with the expectation that such students would ordinarily take advanced degrees with the minimum amount of prescribed work and in the minimum time prescribed, provided always they made proper correlation of undergraduate work with graduate work.

The committee considers the performance of recent graduates of institutions in the graduate and professional schools of the country to be fundamental in determining whether the institution should be included in the approved list of the association. However, the announced standards of an institution and its possession of faculty equipment and resources requisite for giving instruction in accordance with such standards, as well as the way in which its entrance requirements and its requirements for degrees are administered, will certainly be taken into account.

The committee recognizes the advantage of a more definite statement of principles and standards of its procedure. On the other hand, it desires to avoid the implication that it would at once approve any institution which has barely come up to the point of meeting the minimum of the specifications adopted by the committee. It might, for example, require the maintenance of an acceptable status for a period of three or five years before full recognition would be accorded.

The committee accepts in a general way the statement of principles and standards for accrediting colleges of the American Council on Education (see

pp. 2 and 3), and will expect institutions which apply for places on the accepted list to meet the requirements of this statement point by point as a minimum, with the modifications included below.

NOTE.—The modification of the statement of principles and standards referred to in the last paragraph above is an addition to standard 4 of the principles and standards of the American Council on Education. As modified by the association, standard 4 reads:

"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. (Services of members of the faculty contributed through permanent organizations for the support of educational programs may be capitalized in satisfaction of the requirements for endowment, the estimate of the equivalent to be based on payments ordinarily made for similar services of instructors correspondingly trained, by institutions in the same section and operating under similar conditions.) The financial status of each college should be judged in relation to its educational program."

Colleges and Universities Approved by the Association, 1926-27

Alabama:

Birmingham-Southern College, Birmingham.
Howard College, Birmingham.¹
University of Alabama, University.

Arizona: University of Arizona, Tucson.

Arkansas: University of Arkansas, Fayetteville.

California:

California Institute of Technology, Pasadena.
Dominican College, San Rafael.¹
Leland Stanford Junior University, Stanford University.¹
Mills College, Mills College.
Occidental College, Los Angeles.
Pomona College, Claremont.
University of California, Berkeley.¹
University of Redlands, Redlands.¹
University of Southern California, Los Angeles.

Canada:

McGill University, Montreal.¹
University of Toronto, Toronto.¹

Colorado:

Colorado College, Colorado Springs.
University of Colorado, Boulder.

Connecticut:

Connecticut College for Women, New London.¹
Trinity College, Hartford.
Wesleyan University, Middletown.
Yale University, New Haven.¹

Delaware: University of Delaware, Newark.

District of Columbia:

Catholic University of America, Washington.¹
Georgetown University, Washington.
Trinity College, Washington.

Florida:

Florida State College for Women, Tallahassee.
University of Florida, Gainesville.

Georgia:

Agnes Scott College, Decatur.
Emory University, Emory University.
University of Georgia, Athens.

Idaho: University of Idaho, Moscow.

Illinois:

Carthage College, Carthage.
Eureka College, Eureka.
Illinois College, Jacksonville.
Illinois Wesleyan University, Bloomington.
Illinois Woman's College, Jacksonville.
Knox College, Galesburg.
Lake Forest College, Lake Forest.
Monmouth College, Monmouth.
North-Central College, Naperville.
Northwestern University, Evanston.¹
Rockford College, Rockford.
Rosary College, River Forest.
University of Chicago, Chicago.¹
University of Illinois, Urbana.¹

Indiana:

DePauw University, Greencastle.
Earlham College, Earlham.
Franklin College, Franklin.
Indiana University, Bloomington.¹
Purdue University, La Fayette.
Rose Polytechnic Institute, Terre Haute.
University of Notre Dame, Notre Dame.
Wabash College, Crawfordsville.

Iowa:

Coe College, Cedar Rapids.
Cornell College, Mount Vernon.
Drake University, Des Moines.
Grinnell College, Grinnell.
Iowa State College of Agriculture and Mechanic Arts, Ames.
Morningside College, St. Louis City.
Simpson College, Indianola.
State University of Iowa, Iowa City.¹

Kansas:

Baker University, Baldwin City.
University of Kansas, Lawrence.¹
Washburn College, Topeka.

Kentucky:

Centre College of Kentucky, Danville.
University of Kentucky, Lexington.

¹ Added to list in 1926.

¹ Member of Association of American Universities.

- Louisiana:** Tulane University of Louisiana, New Orleans.
- Maine:**
Bates College, Lewiston.
Bowdoin College, Brunswick.
Colby College, Waterville.
University of Maine, Orono.
- Maryland:**
Goucher College, Baltimore.
Johns Hopkins University, Baltimore.
University of Maryland, College Park.
- Massachusetts:**
Amherst College, Amherst.
Boston College, Chestnut Hill.
Boston University, Boston.
Clark University, Worcester.¹
Harvard University, Cambridge.¹
Massachusetts Agricultural College, Amherst.
Massachusetts Institute of Technology, Cambridge.
Mount Holyoke College, South Hadley.
Radcliffe College, Cambridge.
Simmons College, Boston.¹
Smith College, Northampton.
Tufts College, Tufts College.
Wellesley College, Wellesley.
Wheaton College, Norton.
Williams College, Williamstown.
Worcester Polytechnic Institute, Worcester.
- Michigan:**
Albion College, Albion.¹
University of Michigan, Ann Arbor.¹
- Minnesota:**
Carleton College, Northfield.
College of St. Catherine, St. Paul.
College of St. Teresa, Winona.
Hamline University, St. Paul.
Macalester College, St. Paul.
University of Minnesota, Minneapolis.¹
- Mississippi:** University of Mississippi, University.
- Missouri:**
Drury College, Springfield.
Park College, Parkville.
University of Missouri, Columbia.¹
Washington University, St. Louis.¹
William Jewell College, Liberty.
- Montana:** University of Montana, Missoula.
- Nebraska:**
Doane College, Crete.
University of Nebraska, Lincoln.¹
- Nevada:** University of Nevada, Reno.
- New Hampshire:**
Dartmouth College, Hanover.
University of New Hampshire, Durham.¹
- New Jersey:**
College of St. Elizabeth, Convent Station.
Princeton University, Princeton.¹
Rutgers University, New Brunswick.
Stevens Institute of Technology, Hoboken.
- New York:**
Alfred University, Alfred.
Barnard College, New York.
Clarkson College of Technology, Potsdam.
Colgate University, Hamilton.
College of the City of New York, New York.
College of New Rochelle, New Rochelle.
Columbia University, New York.¹
- New York—Continued.**
Cornell University, Ithaca.¹
Elmira College, Elmira.
Fordham University, New York.
Hamilton College, Clinton.
Hobart College, Geneva.
Hunter College of the City of New York, New York.
New York State College for Teachers, Albany.
New York University, New York.
Polytechnic Institute of Brooklyn, Brooklyn.
Rensselaer Polytechnic Institute, Troy.
St. Lawrence University, Canton.
Syracuse University, Syracuse.
Union University, Schenectady.
United States Military Academy, West Point.
University of Buffalo, Buffalo.¹
* University of Rochester, Rochester.
Vassar College, Poughkeepsie.
Wells College, Aurora.
- North Carolina:**
Davidson College, Davidson.
Trinity College (Duke University), Durham.
University of North Carolina, Chapel Hill.¹
- North Dakota:** University of North Dakota, University.
- Ohio:**
Case School of Applied Science, Cleveland.
College of Wooster, Wooster.
Denison University, Granville.
Heidelberg University, Tiffin.
Kenyon College, Gambier.
Lake Erie College, Painesville.
Marietta College, Marietta.
Miami University, Oxford.
Oberlin College, Oberlin.
Ohio State University, Columbus.¹
Ohio University, Athens.
Ohio Wesleyan University, Delaware.
Otterbein College, Westerville.
University of Akron, Akron.
University of Cincinnati, Cincinnati.
Western College for Women, Oxford.
Western Reserve University, Cleveland.
Wittenberg College, Springfield.
- Oklahoma:** University of Oklahoma, Norman.
- Oregon:**
Oregon Agricultural College, Corvallis.
Reed College, Portland.
University of Oregon, Eugene.
- Pennsylvania:**
Allegheny College, Meadville.
Bryn Mawr College, Bryn Mawr.
Carnegie Institute of Technology, Pittsburgh.
Dickinson College, Carlisle.
Franklin and Marshall College, Lancaster.
Gettysburg College, Gettysburg.¹
Haverford College, Haverford.
Lafayette College, Easton.
Lehigh University, Bethlehem.
Muhlenberg College, Allentown.
Pennsylvania State College, State College.
Swarthmore College, Swarthmore.
University of Pennsylvania, Philadelphia.¹
University of Pittsburgh, Pittsburgh.
Washington and Jefferson College, Washington.
Westminster College, New Wilmington.
Wilson College, Chambersburg.

¹ Added to list in 1926.^{*} Member of Association of American Universities.

ACCREDITED HIGHER INSTITUTIONS

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Rhode Island: Brown University, Providence.

South Carolina:

Converse College, Spartanburg.
University of South Carolina, Columbia.¹
Winthrop College, Rock Hill.¹

South Dakota: University of South Dakota, Vermillion.

Tennessee:

University of Chattanooga, Chattanooga.
University of Tennessee, Knoxville.
University of the South, Sewanee.
Vanderbilt University, Nashville.

Texas:

Rice Institute, Houston.
University of Texas, Austin.

Utah:

Agricultural College of Utah, Logan.¹
University of Utah, Salt Lake City.

Vermont:

Middlebury College, Middlebury.
University of Vermont, Burlington.

Virginia:

College of William and Mary, Williamsburg.
Randolph-Macon College, Ashland.¹
Randolph-Macon Woman's College, Lynchburg.
Sweet Briar College, Sweet Briar.
University of Richmond, Richmond.
University of Virginia, Charlottesville.¹
Washington and Lee University, Lexington.

Washington:

State College of Washington, Pullman.
University of Washington, Seattle.
Whitman College, Walla Walla.

West Virginia: West Virginia University, Morgantown.

Wisconsin:

Beloit College, Beloit.
Lawrence College, Appleton.
Milwaukee-Dowder College, Milwaukee.
Ripon College, Ripon.
University of Wisconsin, Madison.¹

Wyoming: University of Wyoming, Laramie.

Association of Colleges and Secondary Schools of the Middle States and Maryland

In accrediting colleges the Association of Colleges and Secondary Schools of the Middle States and Maryland makes use of the principles and standards recommended by the American Council on Education. (See pp. 2 and 3.) The following institutions are accredited for the year 1926-27:

Delaware: University of Delaware, Newark.

District of Columbia:

Catholic University of America, Washington.
Georgetown University, Washington.
George Washington University, Washington.
Howard University, Washington.¹
Trinity College, Washington.

Maryland:

College of Notre Dame of Maryland, Baltimore.
Goucher College, Baltimore.
Hood College, Frederick.
Johns Hopkins University, Baltimore.
Morgan College, Baltimore.¹
Mount St. Mary's College, Emmitsburg.
St. John's College, Annapolis.
University of Maryland, College Park.
Washington College, Chestertown.
Western Maryland College, Westminster.

New Jersey:

College of St. Elizabeth, Convent Station.
Georgian Court College, Lakewood.
Princeton University, Princeton.
Rutgers University, New Brunswick.

New York:

Adelphi College, Brooklyn.
Alfred University, Alfred.
Barnard College, New York.
Canisius College, Canisius.
Colgate University, Hamilton.
College of Mount St. Vincent, New York.
College of New Rochelle, New Rochelle.
College of the City of New York, New York.

New York—Continued.

College of the Sacred Heart, New York.
Columbia University, New York.
Cornell University, Ithaca.
Elmira College, Elmira.
Fordham University, New York.
Hamilton College, Clinton.
Hobart College, Geneva.
Hunter College of the City of New York, New York.
Manhattan College, New York.
New York University, New York.
Niagara University, Niagara Falls.
St. Bonaventure's College, St. Bonaventure.
St. John's College, Brooklyn.
St. Lawrence University, Canton.
St. Stephens College, Annandale.
Skidmore College, Saratoga Springs.
Syracuse University, Syracuse.
Union University, Schenectady.
University of Buffalo, Buffalo.
University of Rochester, Rochester.
Vassar College, Poughkeepsie.
Walla College, Aurora.
William Smith College (coordinate with Hobart College), Geneva.

Pennsylvania:

Albright College, Mercersburg.
Allegheny College, Meadville.
Augustinian College of Villanova, Villanova.
Bryn Mawr College, Bryn Mawr.
Bucknell University, Lewisburg.

¹ Added to list in 1926.

¹ Member of Association of American Universities.

¹ Colored.

Pennsylvania—Continued.

Dickinson College, Carlisle.
 Franklin and Marshall College, Lancaster.
 Geneva College, Beaver Falls.
 Gettysburg College, Gettysburg.
 Grove City College, Grove City.
 Haverford College, Haverford.
 Juniata College, Huntingdon.
 Lafayette College, Easton.
 Lebanon Valley College, Annville.
 Lehigh University, Bethlehem.
 Lincoln University, Lincoln University.
 Marywood College, Scranton.
 Moravian College, Bethlehem.
 Muhlenberg College, Allentown.
 Pennsylvania College for Women, Pittsburgh.

Pennsylvania—Continued.

Pennsylvania State College, State College.
 St. Joseph's College, Philadelphia.
 St. Vincent College, Betty.
 Seton Hill College, Greensburg.
 Swarthmore College, Swarthmore.
 Temple University, Philadelphia.
 Thiel College, Greenville.
 University of Pennsylvania, Philadelphia.
 University of Pittsburgh, Pittsburgh.
 Ursinus College, Collegeville.
 Washington and Jefferson College, Wash-
 ington.
 Westminster College, New Wilmington.
 Wilson College, Chambersburg.

The association has accredited no junior colleges or teacher-training institutions.

Association of Colleges and Secondary Schools of the Southern States

Standards for colleges of arts and sciences adopted at the meeting of the association in December, 1921, in general accordance with the principles for accrediting colleges recommended by the American Council on Education (see pp. 2 and 3) and amended at the meeting in 1922:

1. *Entrance requirements.*—The requirement for admission shall be the satisfactory completion of a four-year course of not less than 15 units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this association, or the equivalent of such a course as shown by examination. The major portion of the secondary-school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

2. *Requirements for graduation.*—The college should demand 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. *Number of degrees.*—The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

4. *Number of college departments.*—A college of arts and sciences of approximately 100 students should maintain at least eight separate departments, with at least one professor devoting his whole time to his department. 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. 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 other heads of departments.

* Colored.

5. *Training of faculty.*—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 fully organized and recognized graduate school. 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 will 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. Honorary degrees are not recognized as a qualification for teachers.

6. *Salaries.*—The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$2,500 at present, and by 1923-24 not less than \$3,000 for nine months. The local cost of living and other factors shall be taken into consideration.

7. *Number of classroom hours for teachers.*—Teaching schedules exceeding 16 hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

8. *Number of students in classes.*—Classes (exclusive of lectures) of more than 30 students shall be interpreted as endangering educational efficiency.

9. *Support.*—The college should have an annual income of not less than \$50,000 and if not tax-supported an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

10. *Library.*—The 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 in keeping with the curriculum.

11. *Laboratories.*—The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

12. *Separation of college and preparatory school.*—The college may not maintain a preparatory school as part of its college organization. In case such a school is maintained under the college charter, it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

13. *Proportion of regular college students to the whole student body.*—At least 75 per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the 25 per cent of irregular and special students at present.

14. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

15. *General statement concerning curriculum and spirit of administration.*—The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution, shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

16. *Extracurricular activities.*—The proper administration of athletics, amusements, fraternities, and all other extracurricular activities is one of the fundamental tests of a standard college.

Athletics.—The college members of the association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

17. *Standing in the educational world.*—The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence, statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the commission on institutions of higher education on demand.

18. *Professional and technical departments.*—When the institution has, in addition to the college of arts and science, professional or technical departments, the college of arts and science shall not be accepted for the approved list of the association unless the professional or technical departments are of approved grade, national standards being used when available.

19. *Inspection.*—No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the commission. Any college of the association shall be open to inspection at any time.

20. *Filing of blank.*—No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the commission. The list shall be approved from year to year by the commission. The blank shall be filed triennially, but the commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

Colleges of Arts and Sciences Accredited by the Association, 1926-27

Alabama:

Alabama College, Montevallo.
Alabama Polytechnic Institute, Auburn.
Birmingham-Southern College, Birmingham.
Howard College, Birmingham.
Judson College, Marion.
Spring Hill College, Spring Hill.
University of Alabama, University

Florida:

Florida State College for Women, Tallahassee.
University of Florida, Gainesville

Georgia:

Agnes Scott College, Decatur.
Emory University, Emory University.
Georgia School of Technology, Atlanta.
Georgia State College for Women, Milledgeville.
Mercer University, Macon.
Shorter College, Rome.
University of Georgia, Athens.
Wesleyan College, Macon.

Kentucky:

Berea College, Berea.
Centre College of Kentucky, Danville.
Georgetown College, Georgetown.
Transylvania College, Lexington.

Kentucky—Continued.

University of Kentucky, Lexington.
University of Louisville, Louisville.

Louisiana:

Centenary College, Shreveport.
H. Sophie Newcomb Memorial College (the women's college of Tulane University), New Orleans.
Louisiana College, Pineville.
Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
Southwestern Louisiana Institute, Lafayette.
Tulane University of Louisiana, New Orleans.

Maryland:

Goucher College, Baltimore.
Johns Hopkins University, Baltimore.

Mississippi:

Millsaps College, Jackson.
Mississippi Agricultural and Mechanical College, Agricultural college.
Mississippi College, Clinton.
Mississippi State College for Women, Columbus.
Mississippi Woman's College, Hattiesburg.
University of Mississippi, University.

Missouri: University of Missouri, Columbia.

North Carolina:

Davidson College, Davidson.
 Duke University, Durham.
 Elon College, Elon College.
 Greensboro College for Women, Greensboro.
 Guilford College, Guilford College.
 Meredith College, Raleigh.
 North Carolina College for Women, Greensboro.
 Salem College, Winston-Salem.
 University of North Carolina, Chapel Hill.
 Wake Forest College, Wake Forest.

South Carolina:

Coker College, Hartsville.
 College of Charleston, Charleston.
 Converse College, Spartanburg.
 Erskine College, Due West.
 Furman University, Greenville.
 Presbyterian College of South Carolina, Clinton.
 The Citadel, the Military College of South Carolina, Charleston.
 University of South Carolina, Columbia.
 Winthrop College, Rock Hill.
 Wofford College, Spartanburg.

Tennessee:

George Peabody College for Teachers, Nashville.
 Maryville College, Maryville.
 Southwestern College, Memphis.
 Tusculum College, Greenville.
 University of Chattanooga, Chattanooga.
 University of Tennessee, Knoxville.
 University of the South, Sewanee.
 Vanderbilt University, Nashville.

Texas:

Agricultural and Mechanical College of Texas, College Station.
 Baylor College, Belton.
 Baylor University, Waco.
 College of Industrial Arts, Denton.
 Incarnate Word College, San Antonio.
 Our Lady of the Lake College, San Antonio.
 Rice Institute, Houston.
 Southern Methodist University, Dallas.
 Southwestern University, Georgetown.
 Texas Christian University, Fort Worth.
 Trinity University, Waco.
 University of Texas, Austin.

Virginia:

Bridgewater College, Bridgewater.
 College of William and Mary, Williamsburg.
 Emory and Henry College, Emory.
 Hampden-Sidney College, Hampden-Sidney.
 Randolph-Macon College, Ashland.
 Randolph-Macon Woman's College, Lynchburg.
 Sweetbriar College, Sweetbriar.
 University of Richmond, Richmond.
 University of Virginia, Charlottesville.
 Virginia Military Institute, Lexington.
 Virginia Polytechnic Institute, Blacksburg.
 Washington and Lee University, Lexington.

West Virginia:

Bethany College, Bethany.
 Marshall College, Huntington.
 West Virginia University, Morgantown.

Junior Colleges

1. *Entrance requirements.*—The requirement for admission shall be the satisfactory completion of a four-year course of not less than 15 units in a secondary school that is approved by this association or by another recognized accrediting agency, or the equivalent of such a course as shown by examination. Any junior college in this association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

2. *Requirements for graduation.*—The minimum requirement for graduation shall be 60 semester hours of credit.

3. *Degrees.*—Junior colleges shall not grant degrees.

4. *Number of students and of college departments.*—The number of regular college students shall be not less than 60, and the number of separate departments not less than 5 (English, history, foreign language, mathematics, science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

5. *Salaries and training of the faculty.*—Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and, in addition, graduate work amounting to one year at least in a graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

6. *Number of classroom hours for teachers.*—The average number of credit hours per week for each instructor shall not exceed 16 hours of college work or 18 hours if part of the work is done in high school.

7. *Number of students in classes.*—The number of students in a class shall not exceed 30 (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed 25. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

8. *Support.*—The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

9. *Library.*—The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least \$500.

10. *Laboratories.*—The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their upkeep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

11. *Separation of college and preparatory classes.*—Where a junior college and high school are maintained together, the high school shall have been accredited by this association. The students shall be taught in separate classes, no high-school student being admitted to any college courses.

12. *Proportion of regular college students to the whole student body.*—At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

13. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

14. *General statement concerning curriculum and spirit of administration.*—The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

15. *Extracurricular activities.*—Athletics, amusements, fraternities, and other extracurricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

16. *Inspection.*—No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the commission. Any college of the association shall be open to inspection at any time.

17. *Filing of blank.*—No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the commission. The list shall be approved from year to year by the commission. The blank shall be filed triennially, but the commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

Junior Colleges Accredited by the Association, 1926-27

Marion Institute, Marion, Ala.
 Junior College of Augusta, Augusta, Ga.
 Gulf Park College, Gulfport, Miss.
 Mars Hill College, Mars Hill, N. C.
 Tennessee Wesleyan College, Athens, Tenn.

Ward-Belmont School, Nashville, Tenn.
 John Tarleton Agricultural College, Stephenville,
 Tex.
 Sullins College, Bristol, Va.
 Virginia Intermont College, Bristol, Va.

Teacher-Training Colleges

Definition.—The standard teachers college is an institution with two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for teaching in elementary and secondary schools.

1. *Entrance requirements.*—The requirement for admission shall be the satisfactory completion of a four-year course of not less than 15 units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this association, or the equivalent of such course as shown by examination. The major portion of the secondary-school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

2. *Requirements for graduation.*—(a) The college should require for the general arts and science degrees and for the bachelor's degree in education 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 qualitative requirements adapted by each institution to its conditions. (b) Not more than one-fourth of the credits required for graduation should represent professional subjects. (c) All subjects offered for degrees in four-year courses for general or professional degrees shall be of collegiate grade.

3. *Number of degrees.*—The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirement for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

4. *Number of college departments.*—A college of 200 students or less should maintain at least eight separate departments, with at least one professor devoting his whole time to his department. The size of the faculty should bear a definite relation to the type of the institution, the number of students, and the number of courses offered. 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 other heads of departments.

5. *Training of faculty.*—The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. 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 will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

6. *Salaries.*—The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended

that the salary of full professors be not less than \$3,000. The local cost of living and other factors should be taken into consideration.

7. *Number of classroom hours for teachers.*—Teaching schedules exceeding 16 hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

8. *Number of students in classes.*—Classes (exclusive of lectures) of more than 30 students shall be interpreted as endangering educational efficiency.

9. *Support.*—The college should have an annual income of not less than \$50,000 and if not tax-supported an endowment of not less than \$500,000. The financial status of the college should, however, be judged in relation to its educational program.

10. *Library.*—The 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 in keeping with the curriculum.

11. *Laboratories.*—The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

12. *Practice teaching and observation.*—The college shall provide adequate facilities for practice teaching and observation.

13. *Proportion of regular college students to the whole student body.*—To be approved a college must have a total registration of at least 100 students from September to June whose preliminary preparation is the equivalent of at least graduation from a four-year accredited high school.

14. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

15. *General statement concerning curriculum and spirit of administration.*—The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

16. *Extracurricular activities.*—The proper administration of athletics, amusements, fraternities, and other extracurricular activities is one of the fundamental tests of a standard college.

Athletics.—The college members of the association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

17. *Standing in the educational world.*—The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence, statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the commission on institutions of higher education on demand.

18. *Inspection.*—No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the commission. Any college of the association shall be open to inspection at any time.

19. *Filing of blank.*—No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the commission. This list shall be approved from year to year by the commission. The blank shall be filed triennially, but the commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

Teacher-Training Colleges Accredited by the Association, 1926-27

Western Kentucky State Teachers College, Bowling Green.	Sam Houston State Teachers College, Huntsville.
Louisiana State Normal College, Natchitoches.	Southwest Texas State Teachers College, San Marcos.
East Texas State Teachers College, Commerce.	West Texas State Teachers College, Canyon.
North Texas State Teachers College, Denton.	

Four-Year Nonmember Colleges

The member colleges of the association are unable to furnish from their graduates a sufficient number of teachers to supply the needs of the high schools of the South. In order to meet this situation, the association in 1924 voted to prepare a list of nonmember colleges whose graduates may be selected as teachers by the accredited secondary schools of the association, inclusion in the list to be based upon certain specific standards approximating those for member colleges. The list of nonmember colleges for the year 1927 is as follows:

Alabama:

Athens Female College, Athens.
Woman's College of Alabama, Montgomery.

Florida:

John B. Stetson University, Deland.
Rollins College, Winter Park.
Southern College, Lakeland.*

Georgia:

Bonnie Tift College, Forsyth.
Brenau College, Gainesville.
Lagrange College, Lagrange.
Piedmont College, Demorest.
State Normal School, Athens.

Kentucky:

Asbury College, Wilmore.
Kentucky Wesleyan College, Winchester.

Louisiana:

Louisiana Polytechnic Institute, Ruston.
Loyola University, New Orleans.

Mississippi:

Belhaven College, Jackson.
Blue Mountain College, Blue Mountain.
Grenada College, Grenada.

North Carolina:

East Carolina Teachers College, Greenville.
Lenoir College, Hickory.
North Carolina State College of Agriculture and
Engineering, Raleigh.
Queens College, Charlotte.*

South Carolina:

Chicora College, Columbia.*
Clemson Agricultural College, Clemson Col-
lege.

South Carolina—Continued.

Columbia College, Columbia.*
Greenville Woman's College, Greenville.
Newberry College, Newberry.

Tennessee:

Carson and Newman College, Jefferson City.
Milligan College, Milligan College.
Tennessee College, Murfreesboro.
Union University, Jackson.
West Tennessee State Teachers College, Mem-
phis.*

Texas:

Abilene Christian College, Abilene.
Austin College, Sherman.
Daniel Baker College, Brownwood.
Howard Payne College, Brownwood.
Simmons College, Abilene.
Texas Presbyterian College, Milford.
Texas Woman's College, Fort Worth.

Virginia:

Hollins College, Hollins.
Lynchburg College, Lynchburg.
Roanoke College, Roanoke.
State Teachers College, Farmville.
State Teachers College, Fredericksburg.
State Teachers College, Harrisonburg.

West Virginia:

Davis and Elkins College, Elkins.
Salem College, Saleff.
State Normal School, Fairmont.*
West Virginia Wesleyan College, Buckhannon.

* Added to list in 1927.

North Central Association of Colleges and Secondary Schools

The following standards of accrediting universities and colleges, based on the standards recommended by the American Council on Education (see pp. 2 and 3), were adopted at the meeting of the association in March, 1923, and revised at subsequent meetings:

1. *Definition.*—A standard American college, university, or technological institution—designated as "college" in this statement of standards—is an institution—

- (a) Which is legally authorized to give nonprofessional bachelor's degrees.
- (b) Which is organized definitely on the basis of the completion of a standard secondary-school curriculum.
- (c) Which organizes its curricula in such a way that the early years are a continuation of and a supplement to the work of the secondary school, and at least the last two years are shaped more or less distinctly in the direction of special, professional, or graduate instruction.

2. *Admission.*—The college shall require for admission at least 15 units of secondary work as defined by this association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency, or evidenced by the result of examinations. The major portion of the units accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

3. *Graduation.*—The college shall require for graduation the completion of a minimum quantitative requirement of 120 semester hours¹ 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.

4. *Faculty—Size.*—The college of 200 students or less, with a single curriculum, shall maintain at least eight distinct departments, each having at least one person of professorial rank giving full time to the college work of his department. 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. With the growth of the student body the number of full-time teachers should be proportionately increased. The development of varied curricula shall involve the addition of further heads of departments.

5. *Faculty—Training.*—The minimum scholastic requirement of all teachers shall be graduation from a college belonging to this association, or the equivalent. The training of the members of the faculty of professorial rank shall include at least two years of study in their respective fields of teaching in a recognized graduate school, presumably including the master's degree. For heads of departments, training should be equivalent to that required for the Ph. D. degree or should represent corresponding professional or technological training. The teacher's success is to be determined by the efficiency of his teaching as well as his research work. The college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff.

6. *Faculty—Service.*—The number of hours of classroom work given by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the amount of time needed for study to keep abreast of the subject, together with the number of students, must be

¹ A semester hour is here used to designate credit for one class period per week of not less than 50 minutes for one semester of at least 18 weeks.

taken into account. Teaching schedules exceeding 16 recitation hours, or their equivalent per week per instructor, will be interpreted as endangering educational efficiency. Institutions which have teachers whose schedules exceed this number must report the facts annually to the secretary of the commission on institutions of higher education.

7. *Size of classes.*—Classes (exclusive of lectures) of more than 30 students should be interpreted as endangering educational efficiency. Institutions which have classes of larger size shall report the fact annually to the secretary of the commission.

8. *Preparation of students for advanced study.*—The college shall be able to prepare its graduates to enter recognized graduate schools as candidates for the advanced degrees.

9. *General standards.*—The character of the curriculum; the efficiency of the instruction, and the scientific spirit, the standard for regular degrees, conservatism in granting honorary degrees, and the tone of the institution shall be factors in determining eligibility for accrediting.

10. *Registration.*—No institution shall be admitted to the accredited list, or continued more than one year on such list, unless it has a regular college registration of at least 100 students. A notably small proportion of college students registered in the third and fourth years, continued over a period of several years, will constitute ground for dropping an institution from the accredited list.

11. *Libraries and laboratories.*—The college shall 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 and current periodicals. It is urged that such appropriation be at least \$5 per student registered.

The college shall be provided with a laboratory equipment sufficient to develop fully and illustrate each course announced.

12. *Finances.*—The college, if a corporate institution, shall have a minimum annual income of \$50,000 for its educational program, one-half of which shall be from sources other than payments by students, and an additional annual income of \$5,000, one-half of which shall be from sources other than payments by students, for each 100 students above 200. Such college, if not tax-supported, shall possess a productive endowment of \$500,000 and an additional endowment of \$50,000 for each additional 100 students above 200. Income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations shall be credited to the extent actually received as 5 per cent income toward the endowment requirement, but to an amount not exceeding the average annual income from such appropriation in the preceding five years. *Provided, however,* That this shall not apply to more than the amount required in excess of \$300,000: *And provided further,* That colleges electing to qualify under this interpretation be subject to annual review for accrediting.

13. *Secondary schools.*—A college should not maintain a secondary school as part of its college organization.

14. *Professional departments.*—When an institution has, in addition to the college of liberal arts, professional or technical schools or departments, the college of liberal arts shall not be accepted for the approved list of the association unless the professional or technical departments are of an accepted grade.

15. *Inspection.*—No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by this association.

Colleges and Universities Accredited by the Association, 1926-27

Arizona: University of Arizona, Tucson.

Arkansas:

Hendrix College, Conway.¹
Ouachita College, Arkadelphia.¹
University of Arkansas, Fayetteville.

Colorado:

Colorado Agricultural College, Fort Collins.
Colorado College, Colorado Springs.
University of Colorado, Boulder.
University of Denver, Denver.

Illinois:

Armour Institute of Technology, Chicago.
Augustana College, Rock Island.¹
Bradley Polytechnic Institute, Peoria.
Carthage College, Carthage.
DePaul University, Chicago.
Eureka College, Eureka.
Illinois College, Jacksonville.
Illinois Wesleyan University, Bloomington.
Illinois Woman's College, Jacksonville.
James Millikin University, Decatur.
Knox College, Galesburg.
Lake Forest College, Lake Forest.
Lewis Institute, Chicago.
Loyola University, Chicago.
Monmouth College, Monmouth.
North-Central College, Naperville.
Northwestern University, Evanston.
Rockford College, Rockford.
Rosary College, River Forest.
Shurtleff College, Alton.¹
University of Chicago, Chicago.
University of Illinois, Urbana.
Wheaton College, Wheaton.¹

Indiana:

Butler College, Indianapolis.
DePauw University, Greencastle.
Earlham College, Earlham.
Franklin College, Franklin.
Hanover College, Hanover.
Indiana University, Bloomington.
Purdue University, La Fayette.
Rose Polytechnic Institute, Terre Haute.
St. Mary's College, Notre Dame.
St. Mary-of-the-Woods College, St. Mary-of-the-Woods.
University of Notre Dame, Notre Dame.
Wabash College, Crawfordsville.

Iowa:

Coe College, Cedar Rapids.
Columbia College, Dubuque.
Cornell College, Mount Vernon.¹
Drake University, Des Moines.
Grinnell College, Grinnell.
Iowa State College of Agriculture and Mechanic Arts, Ames.
Iowa Wesleyan College, Mount Pleasant.¹
Luther College, Decorah.¹
Morningside College, Sioux City.¹
Mount St. Joseph College, Dubuque.
Parsons College, Fairfield.¹
Pann College, Oskaloosa.
St. Ambrose College, Davenport.¹

¹ Added to list in 1927, subject to annual review.

¹ Added to list in 1927, subject to reinspection in 1928.

¹ Added to list in 1927 in the prescribed manner.

Iowa—Continued.

Simpson College, Indianola.¹
State University of Iowa, Iowa City.
University of Dubuque, Dubuque.

Kansas:

Baker University, Baldwin City.
College of Emporia, Emporia.¹
Kansas State Agricultural College, Manhattan.
Municipal University of Wichita, Wichita.¹
Ottawa University, Ottawa.¹
St. Benedict's College, Atchison.¹
St. Mary's College, St. Mary's.¹
Southwestern College, Winfield.¹
University of Kansas, Lawrence.
Washburn College, Topeka.

Michigan:

Albion College, Albion.¹
Alma College, Alma.
Battle Creek College, Battle Creek.
College of the City of Detroit, Detroit.
Hillsdale College, Hillsdale.
Hope College, Holland.
Kalamazoo College, Kalamazoo.
Marygrove College, Detroit.
Michigan State College of Agriculture and Applied Science, East Lansing.
University of Michigan, Ann Arbor.

Minnesota:

Carleton College, Northfield.
College of St. Catherine, St. Paul.
College of St. Teresa, Winona.
College of St. Thomas, St. Paul.
Concordia College, Moorhead.¹
Gustavus Adolphus College, St. Peter.¹
Hamline University, St. Paul.
Macalester College, St. Paul.
St. Olaf College, Northfield.¹
University of Minnesota, Minneapolis.

Missouri:

Central College, Fayette.
Culver-Stockton College, Canton.
Drury College, Springfield.
Lindenwood College, St. Charles.
Missouri Valley College, Marshall.
Missouri Wesleyan College, Cameron.
Park College, Parkville.
St. Louis University, St. Louis.
University of Missouri, Columbia.
Washington University, St. Louis.
Webster College, Webster Grove.
Westminster College, Fulton.
William Jewell College, Liberty.

Montana:

Montana State College of Agriculture and Mechanic Arts, Bozeman.
University of Montana, Missoula.

Nebraska:

Craigton University, Omaha.
Doane College, Crete.¹
Hastings College, Hastings.¹
Nebraska Wesleyan University, University Place.
University of Nebraska, Lincoln.

New Mexico: University of New Mexico, Albuquerque.

North Dakota:

Jamestown College, Jamestown.
North Dakota Agricultural College, Agricultural College.
University of North Dakota, University.

Ohio:

Antioch College, Yellow Springs.¹
Baldwin-Wallace College, Berea.
Capital University, Columbus.²
Case School of Applied Science, Cleveland.
College of Wooster, Wooster.
Denison University, Granville.
Heidelberg College, Tiffin.
Hiram College, Hiram.
John Carroll University, Cleveland.
Kenyon College, Gambier.
Lake Erie College, Palmsville.
Marietta College, Marietta.
Miami University, Oxford.
Mount Union College, Alliance.³
Muskingum College, New Concord.⁴
Oberlin College, Oberlin.
Ohio State University, Columbus.
Ohio University, Athens.
Ohio Wesleyan University, Delaware.
Otterbein College, Westerville.
St. Xavier College, Cincinnati.
University of Akron, Akron.
University of Cincinnati, Cincinnati.
University of the City of Toledo, Toledo.
Western College for Women, Oxford.

Ohio—Continued.

Western Reserve University, Cleveland.
Wittenberg College, Springfield.

Oklahoma:

Oklahoma Agricultural and Mechanical College, Stillwater.
Oklahoma College for Women, Chickasha.
Phillips University, Enid.⁵
University of Oklahoma, Norman.

South Dakota:

Dakota Wesleyan University, Mitchell.⁶
Huron College, Huron.
South Dakota State College of Agriculture, Brookings.
South Dakota State School of Mines, Rapid City.
University of South Dakota, Vermillion.
Yankton College, Yankton.

West Virginia:

Bethany College, Bethany.
West Virginia Collegiate Institute, Institute.⁷
West Virginia University, Morgantown.
West Virginia Wesleyan College, Buckhannon.⁸

Wisconsin:

Beloit College, Beloit.
Carroll College, Waukesha.⁹
Lawrence College, Appleton.
Marquette University, Milwaukee.
Milwaukee-Dowser College, Milwaukee.
Ripon College, Ripon.
St. Mary's College, Prairie du Chien.⁷
University of Wisconsin, Madison.

Wyoming: University of Wyoming, Laramie.

Junior Colleges

1. *Definition.*—A standard junior college is an institution of higher education with a curriculum covering two years of collegiate work (at least 60 semester hours, or the equivalent in year, term, or quarter credits), which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school. A semester hour is defined as one period of classroom work in lecture or recitation extending through not less than 50 minutes net or their equivalent per week for a period of 18 weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.

2. *Admission.*—The junior college shall require for admission at least 15 units of secondary work as defined by this association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or by the result of examinations. The major portion of the units accepted for admission must be definitely correlated with the curriculum to which the student is admitted.

3. *Organization.*—The work of the junior college shall be organized on a college, as distinguished from high school, basis so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first two years of a standard college as defined by this association.

4. *Faculty.*—The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this association, or an equivalent, and in addition, graduate work in a university of recognized standing amounting to one year. The teaching schedule of instructors shall not exceed 18 hours per week; 15 hours is recommended as the maximum.

¹ Colored.

² Added to list in 1927, subject to annual review.

³ Added to list in 1927, subject to reinspection in 1928.

⁴ Added to list in 1927 in the prescribed manner.

5. *Size of classes.*—Classes, exclusive of lectures, of more than 30 students shall be interpreted as endangering educational efficiency. Junior colleges having classes of larger size shall report the facts annually to the commission.

6. *Registration.*—No junior college shall be accredited unless it has at least 60 students regularly registered in accordance with these standards. Of those enrolled, at least one-third should be in the second year.

7. *Libraries and laboratories.*—The junior college shall have a live, well-distributed, and efficiently administered library of at least 3,000 volumes, exclusive of public documents, selected with special reference to college work and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$800. The junior college shall be provided with laboratories fully equipped to illustrate each course announced.

8. *Finances.*—The minimum annual operation income for the educational program of the junior college should be at least \$20,000, of which not less than \$10,000 should be derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding five years.

9. *Inspection.*—No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by this association. Such inspection will not be authorized until the second year of the junior college shall have been in full operation for at least one full year.

Junior Colleges Accredited by the Association, 1926-27

Arkansas: Central College, Conway.

Colorado: Regis College, Denver.

Illinois:

Broadview College, LaGrange.
Central Y. M. O. A. College, Chicago.
Crane Junior College, Chicago.
Elmhurst College, Elmhurst.
Frances Shimer School, Mount Carroll.
Joliet Junior College, Joliet.
Monticello Seminary, Godfrey.¹
Morton Junior College, Cicero.²
North Park College, Chicago.

Iowa:

Graceland College, Lamoni.
Mason City Junior College, Mason City

Michigan:

Bay City Junior College, Bay City.³
Emmanuel Missionary College, Berrien Springs.
Flint Junior College, Flint.
Grand Rapids Junior College, Grand Rapids.
Highland Park Junior College, Highland Park.

Minnesota:

Hibbing Junior College, Hibbing.
Rochester Junior College, Rochester.
Virginia Junior College, Virginia.

Missouri:

Christian College, Columbia.¹
Flat River Junior College, Flat River.
Kansas City Junior College, Kansas City.
Kemper Military School, Boonville.²
St. Joseph Junior College, St. Joseph.
Stephens College, Columbia.³
The Principia, St. Louis.¹
William Woods College, Fulton.

Montana: Mount St. Charles College, Helena.

Nebraska: Union College, College View.

Oklahoma:

Northeastern Oklahoma Junior College,
Miami.
Panhandle Agricultural and Mechanical
College, Goodwill.

West Virginia: Potomac State School, Keyser.

Institutions Primarily for the Training of Teachers

The standard American institution primarily for the training of teachers is a school with two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for specific teaching in American public schools, such

¹ Added to list in 1927, subject to annual review

² Added to list in 1927, subject to reinspection in 1928.

³ Added to list in 1927 in the prescribed manner.

curricula to be based upon a general education equivalent to at least that represented by graduation from a standard four-year high school. The work of the curriculum for such professional training of teachers, whether general or specific, shall comprise courses of collegiate grade only, provided that, in sections of the country where conditions require, courses of secondary grade may be given for the purpose of preparing grade teachers for work in rural schools.

The following constitute the minimum standards for accrediting institutions primarily for the training of teachers:

1. The minimum scholastic requirement of all teachers in such schools (except teachers of the so-called special subjects in elementary schools, including music, drawing, and manual training, and assistants in the training school) shall be equivalent to graduation from a college belonging to this association, supplemented by special training or experience, or both, of at least three years. Graduate study and training in research equivalent to that required for the master's degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

2. Such schools shall require for admission not less than 15 secondary units as defined by this association. Students admitted with less than 15 units shall be designated as special or unclassified students.

3. Such school shall require not less than 60 semester hours for graduation, and not less than 120 semester hours or equivalent credit for any degree.

4. Such schools shall be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course announced.

5. Such schools shall provide adequate facilities for practice teaching and observation.

6. Such schools shall receive an annual income for maintenance and operation of not less than \$50,000, or if less, at least \$150 per year per student in average attendance.

7. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and method of cleaning shall be such as to insure hygienic conditions for students and teachers.

8. The average teaching program of a teacher in such schools shall not exceed 15 clock hours per week in actual teaching, or the equivalent, in classroom, laboratory, shop, or supervisory instruction. The class unit for instruction shall not exceed 30 students.

9. The character of the curriculum, the efficiency of instruction, the professional spirit, and the tone of the institution shall also be factors in determining eligibility.

10. No institution shall be admitted to the approved list unless it has a total registration of at least 100 students from September to June, whose preliminary preparation is the equivalent of at least graduation from a four-year high school.

No institution shall be accredited or retained on the accredited list unless a regular blank has been filed with the commission, and is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

*Institutions Primarily for the Training of Teachers Accredited by the Association,
1926-27*

Colorado:

Colorado State Teachers College, Greeley.
Western State College of Colorado, Gunnison.

Illinois:

Eastern Illinois State Teachers College, Charleston.
Illinois State Normal University, Normal.
Northern Illinois State Teachers College, De Kalb.
Southern Illinois State Normal University, Carbondale.
Western Illinois State Teachers College, Macomb.

Indiana:

Indiana State Normal School, Terre Haute.
Indiana State Normal School, Eastern Division, Muncie.

Iowa: Iowa State Teachers College, Cedar Falls.**Kansas:**

Kansas State Teachers College, Emporia.
Kansas State Teachers College, Hays.
Kansas State Teachers College, Pittsburg.

Michigan:

Central Michigan Normal School, Mount Pleasant.
Detroit Teachers College, Detroit.
Michigan State Normal College, Ypsilanti.
Northern State Normal School, Marquette.
Western State Normal School, Kalamazoo.

Minnesota:

State Teachers College, Moorhead.
State Teachers College, St. Cloud.
State Teachers College, Winona.

Missouri:

Central Missouri State Teachers College, Warrensburg.
Harris Teachers College, St. Louis.
Lincoln University, Jefferson City.
Northeast Missouri State Teachers College, Kirksville.
Northwest Missouri State Teachers College, Maryville.
Southeast Missouri State Teachers College, Cape Girardeau.

Missouri—Continued.

Southwest Missouri State Teachers College, Springfield.

Teachers College of Kansas City, Kansas City.

Montana: State Normal College, Dillon.**Nebraska:**

State Normal College, Chadron.
State Normal School and Teachers College, Kearney.
State Normal School and Teachers College, Peru.
State Normal School and Teachers College, Wayne.

New Mexico:

New Mexico Normal University, East Las Vegas.

New Mexico State Teachers College, Silver City.

North Dakota:

State Normal and Industrial School, Ellendale.
State Teachers College, Mayville.
State Teachers College, Minot.
State Teachers College, Valley City.

Ohio:

Cleveland School of Education, Cleveland.
Miami University, Teachers College, Oxford.
Ohio University, College of Education, Athens.
State Normal College, Bowling Green.
State Normal College, Kent.

Oklahoma:

Central State Teachers College, Edmond.
East Central State Teachers College, Ada.
Northeastern State Teachers College, Tahlequah.
Northwestern State Teachers College, Alva.
Southeastern State Teachers College, Durant.
Southwestern State Teachers College, Weatherford.

South Dakota:

Eastern State Teachers College, Madison.
Northern Normal and Industrial School, Aberdeen.

Wisconsin: State Normal School, Superior.

Northwest Association of Secondary and Higher Schools

The standards employed by the Northwest Association of Secondary and Higher Schools in admitting institutions to membership in the association are, for colleges, junior colleges, and teacher-training institutions, those recommended by the American Council on Education. (See pp. 2 and 3.)

The following institutions are accredited by the association for the year ending April, 1928:

Colleges

University of Redlands, Redlands, Calif.
College of Idaho, Caldwell, Idaho.
University of Idaho, Moscow, Idaho.
Oregon Agricultural College, Corvallis, Oreg.
Reed College, Portland, Oreg.
University of Oregon, Eugene, Oreg.
Willamette University, Salem, Oreg.

Agricultural College of Utah, Logan, Utah.
Brigham Young University, Provo, Utah.
College of Puget Sound, Tacoma, Wash.
Gonzaga University, Spokane, Wash.
State College of Washington, Pullman, Wash.
University of Washington, Seattle, Wash.
Whitman College, Walla Walla, Wash.

* Colored.

† Added to list in 1927, subject to reinspection in 1928.

Junior Colleges

Southern Branch, University of Idaho, Pocatello, Idaho. | Mount Angela College, St. Benedict, Oreg.

Teacher-Training Institutions

State Normal School, Albion, Idaho.
State Normal School, Lewiston, Idaho.
Oregon Normal School, Monmouth, Oreg.

State Normal School, Bellingham, Wash.
State Normal School, Chaney, Wash.
State Normal School, Ellensburg, Wash.

New England Association of Colleges and Secondary Schools

The New England Association of Colleges and Secondary Schools adopted the following "minimum requirements for an acceptable college of liberal arts" at its annual meeting October 20, 1923. To date no action has been taken with reference to the preparation of a list of institutions that meet the standards.

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 the equivalent of 120 semester hours for graduation, with further scholastic qualitative requirements adapted by each institution to its conditions.

3. The college should be able to prepare its graduates to enter recognized graduate schools as candidates for advanced degrees.

4. The college should have a faculty so large that the ratio of the number of students to the number of faculty members above the grade of assistant shall not exceed 20 to 1.

5. The training of the members of the faculty of professorial 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 or attainment. A college should be judged in large part by the ratio which scholarly achievement and successful experience as teachers bears to the total number of the teaching staff.

6. The college should arrange the teaching schedules so that the total number of hours of teaching of any instructor shall vary according to the subject taught, not exceeding 18 hours per week, including extension work and work in other institutions. The college should limit the number of students in a recitation or laboratory class to 30 to each instructor.

7. The college should have at least eight departments of liberal arts and sciences in each of which at least one teacher of professorial rank devotes his whole time to instruction.

8. The material equipment and upkeep of a college, including its buildings, lands, laboratories, and apparatus for the teaching of science, should be sufficient to insure efficient operation. A college should have a 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.

9. The college should have an annual income of at least \$100,000, including tuition fees, but exclusive of other student charges. The income from endowment, or other sources, exclusive of student fees, should be at least \$40,000.

*Institutions Primarily for the Training of Teachers Accredited by the Association,
1926-27*

- Colorado:**
Colorado State Teachers College, Greeley.
Western State College of Colorado, Gunnison.
- Illinois:**
Eastern Illinois State Teachers College, Charleston.
Illinois State Normal University, Normal.
Northern Illinois State Teachers College, De Kalb.
Southern Illinois State Normal University, Carbondale.
Western Illinois State Teachers College, Macomb.
- Indiana:**
Indiana State Normal School, Terre Haute.
Indiana State Normal School, Eastern Division, Muncie.
- Iowa:** Iowa State Teachers College, Cedar Falls.
- Kansas:**
Kansas State Teachers College, Emporia.
Kansas State Teachers College, Hays.
Kansas State Teachers College, Pittsburg.
- Michigan:**
Central Michigan Normal School, Mount Pleasant.
Detroit Teachers College, Detroit.
Michigan State Normal College, Ypsilanti.
Northern State Normal School, Marquette.
Western State Normal School, Kalamazoo.
- Minnesota:**
State Teachers College, Moorhead.
State Teachers College, St. Cloud.
State Teachers College, Winona.
- Missouri:**
Central Missouri State Teachers College, Warrensburg.
Harris Teachers College, St. Louis.
Lincoln University, Jefferson City.
Northeast Missouri State Teachers College, Kirksville.
Northwest Missouri State Teachers College, Maryville.
Southeast Missouri State Teachers College, Cape Girardeau.
- Missouri—Continued.**
Southwest Missouri State Teachers College, Springfield.
Teachers College of Kansas City, Kansas City.
- Montana:** State Normal College, Dillon.
- Nebraska:**
State Normal College, Chadron.
State Normal School and Teachers College, Kearney.
State Normal School and Teachers College, Peru.
State Normal School and Teachers College, Wayne.
- New Mexico:**
New Mexico Normal University, East Las Vegas.
New Mexico State Teachers College, Silver City.
- North Dakota:**
State Normal and Industrial School, Ellendale.
State Teachers College, Mayville.
State Teachers College, Minot.
State Teachers College, Valley City.
- Ohio:**
Cleveland School of Education, Cleveland.
Miami University, Teachers College, Oxford.
Ohio University, College of Education, Athens.
State Normal College, Bowling Green.
State Normal College, Kent.
- Oklahoma:**
Central State Teachers College, Edmond.
East Central State Teachers College, Ada.
Northeastern State Teachers College, Tahlequah.
Northwestern State Teachers College, Alva.
Southeastern State Teachers College, Durant.
Southwestern State Teachers College, Weatherford.
- South Dakota:**
Eastern State Teachers College, Madison.
Northern Normal and Industrial School, Aberdeen.
- Wisconsin:** State Normal School, Superior.

Northwest Association of Secondary and Higher Schools

The standards employed by the Northwest Association of Secondary and Higher Schools in admitting institutions to membership in the association are, for colleges, junior colleges, and teacher-training institutions, those recommended by the American Council on Education. (See pp. 2 and 3.)

The following institutions are accredited by the association for the year ending April, 1928:

Colleges

- University of Redlands, Redlands, Calif.
College of Idaho, Caldwell, Idaho.
University of Idaho, Moscow, Idaho.
Oregon Agricultural College, Corvallis, Oreg.
Reed College, Portland, Oreg.
University of Oregon, Eugene, Oreg.
Willamette University, Salem, Oreg.
- Agricultural College of Utah, Logan, Utah.
Brigham Young University, Provo, Utah.
College of Puget Sound, Tacoma, Wash.
Gonzaga University, Spokane, Wash.
State College of Washington, Pullman, Wash.
University of Washington, Seattle, Wash.
Whitman College, Walla Walla, Wash.

* Colored.

† Added to list in 1927, subject to reinspection in 1928.

Junior Colleges

Southern Branch, University of Idaho, Pocatello, Idaho. | Mount Angela College, St. Benedict, Oreg.

Teacher-Training Institutions

State Normal School, Albion, Idaho. | State Normal School, Bellingham, Wash.
 State Normal School, Lewiston, Idaho. | State Normal School, Cheney, Wash.
 Oregon Normal School, Monmouth, Oreg. | State Normal School, Ellensburg, Wash.

New England Association of Colleges and Secondary Schools

The New England Association of Colleges and Secondary Schools adopted the following "minimum requirements for an acceptable college of liberal arts" at its annual meeting October 20, 1923. To date no action has been taken with reference to the preparation of a list of institutions that meet the standards.

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 the equivalent of 120 semester hours for graduation, with further scholastic qualitative requirements adapted by each institution to its conditions.
3. The college should be able to prepare its graduates to enter recognized graduate schools as candidates for advanced degrees.
4. The college should have a faculty so large that the ratio of the number of students to the number of faculty members above the grade of assistant shall not exceed 20 to 1.
5. The training of the members of the faculty of professorial 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 or attainment. A college should be judged in large part by the ratio which scholarly achievement and successful experience as teachers bears to the total number of the teaching staff.
6. The college should arrange the teaching schedules so that the total number of hours of teaching of any instructor shall vary according to the subject taught, not exceeding 18 hours per week, including extension work and work in other institutions. The college should limit the number of students in a recitation or laboratory class to 30 to each instructor.
7. The college should have at least eight departments of liberal arts and sciences in each of which at least one teacher of professorial rank devotes his whole time to instruction.
8. The material equipment and upkeep of a college, including its buildings, lands, laboratories, and apparatus for the teaching of science, should be sufficient to insure efficient operation. A college should have a 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.
9. The college should have an annual income of, at least \$100,000, including tuition fees, but exclusive of other student charges. The income from endowment, or other sources, exclusive of student fees, should be at least \$40,000.

American Association of Junior Colleges

The constitution and by-laws of the American Association of Junior Colleges provide that "the active membership of this association shall be made up of standardized junior colleges in the United States." This has not been interpreted to mean that the association shall act as a standardizing body, but that its membership shall be composed of junior colleges standardized by some recognized agency, such as a State university, a State department of education, a State association of colleges and universities, or one of the regional accrediting bodies. The association has, therefore, set up no formal requirements for accrediting junior colleges, but it has defined a junior college and has suggested a set of standards which it hopes may serve as a guide to individual institutions and perhaps to accrediting agencies. The definition and standards follow.

Standards Adopted at the Cincinnati Meeting, February 21, 1925

1. *Definition.*—The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high-school graduates.
2. *Entrance requirements.*—The requirements for admission shall be the satisfactory completion of a standard four-year course of study of not fewer than 15 units in an accredited high school or academy approved by any recognized accrediting agency. The major part of the secondary-school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.
3. *Requirements for graduation.*—For graduation from a junior college, a student must complete a minimum quantitative requirement of 30 session hours of credit (or the equivalent in semester hours, quarter hours, etc.) with such scholastic qualitative requirements adapted by each institution to its conditions. This work shall correspond in grade to that given in the freshman and sophomore years of standard colleges and universities. A session hour is defined as a credit given for a class which meets one 60-minute period weekly for lecture, recitation, or test for a session of 36 weeks (34 weeks exclusive of holidays), two hours of laboratory work being counted as the equivalent of one hour of lecture, recitation, or test. Students shall not carry for credit more than 18 hours per week.
4. *Degrees.*—No junior college shall confer a bachelor's degree.
5. *Number of college departments.*—The number of separate departments maintained shall not be less than five (English, social science, foreign language, mathematics, science) and the number of teachers not less than five employed specifically for college instruction giving the major part of their time to this instruction.
6. *Training of the faculty.*—The minimum preparation of teachers shall not be less than the equivalent of one year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already

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hold the baccalaureate degree. Efficiency of teaching, as well as training, both general and specific in the subject to be taught, shall also be taken into account.

7. *Number of classroom hours for teachers.*—The average number of class hours per week for each instructor shall not exceed 18. Where some time is given to teaching below the college level, as many as 20 class hours per week may be allowed.

8. *Number of students in classes.*—The number of students in a class shall not exceed 30 (except for lectures). It is recommended that the number in a class in foreign language and English composition should not exceed 25. The number of students in laboratory sections shall not exceed the number for which desk space and equipment have been provided.

9. *Support.*—The minimum annual operating income for the two years of junior college work should be \$20,000, of which ordinarily not less than \$10,000 should be derived from stable sources other than students, such as public or church support or permanent endowment. Increase in student body, faculty and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college shall be judged in relation to its educational program.

10. *Library.*—A working library, adequately catalogued, of not less than 2,500 volumes, exclusive of public documents, with appropriate current periodicals shall be maintained, and there shall be a reading room in connection with the library which is open to the students throughout the day. A trained librarian shall be in charge of the library. A definite annual income for the support of the library shall be provided.

11. *Laboratories.*—The laboratories shall be adequately equipped for individual work on the part of each student, and an annual income shall be provided. It is recommended that the school with limited income be equipped for good work in one or two sciences and not attempt work in others.

12. *Separation of college and high-school classes.*—Where a junior college and high school are maintained together, it is required that students be taught in separate classes.

13. *High school accredited.*—Where a junior college and high school are maintained together, the high school shall be accredited by an authorized accrediting agency before the junior college shall be accredited.

14. *Proportion of regular college students to the whole student body.*—At least 75 per cent of the students in the junior college shall be pursuing courses leading to graduation.

15. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, and the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for teachers and students.

16. *General statement concerning curriculum and spirit of administration.*—The character of the curriculum, the efficiency of instruction, the system of keeping students' records, the spirit and atmosphere of the institution, the nature of its publicity, and its standing in the educational world shall be factors in determining its rating.

17. *Extracurricular activities.*—Athletics, amusements, fraternities, and sororities, and all other extracurricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

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American Association of Teachers Colleges

Standards for Accrediting Teachers Colleges Adopted in 1926, Revised in 1927

The American Association of Teachers Colleges has adopted the following standards for accrediting teacher-training institutions. Inspection of the teacher-training institutions of the country is now being made for the purpose of preparing a classification of them based upon these standards.

I. Definition of a teachers college.—*A.* A teachers college, within the meaning of these standards, is a State, municipal, or incorporated private institution, or an independent unit of a recognized college or university, which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training approved by this association.

B. A similar institution devoted exclusively to the preparation of teachers, which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training approved by this association; which has a curriculum less than four years in length and does not have legal authority to grant a standard bachelor's degree; or which has a curriculum four years in length but has not granted and does not grant a bachelor's degree, shall be designated as a normal school or a junior teachers college.

C. Normal schools and junior teachers colleges shall conform to the same standards as teachers colleges except as hereinafter specifically indicated.

II. Requirements for admission.—*A.* The quantitative requirements of admission to a teachers college accredited by this association shall be at least 15 units of secondary school work, or the equivalent. These units must represent work done in a secondary school approved by the State department of public instruction of the State in which the college is located, and must conform to the definitions of the various units as recommended by the State department of public instruction, or must be evidenced by the result of examinations.

Experienced teachers over 25 years of age may be admitted to a teachers college for such work as they are qualified to take, but before receiving a diploma or a degree, they shall meet the full entrance requirement.

If the State department of public instruction maintains no accredited list of secondary schools or publishes no definitions of secondary-school units, those of a regularly recognized accrediting agency shall be used.

B. Equivalence for entrance or secondary-school work shall be determined only by regularly scheduled written examinations, which shall be of such character as to satisfy the committee on admissions of the college that the applicant is fully prepared to do college work as hereinafter defined.

C. Experience in teaching shall in no case be accepted for entrance, or credit toward graduation, except supervised teaching in the training school.

III. Standards for graduation.—*A.* The quantitative requirement for graduation shall be the completion of at least 120 semester hours of credit, or the equivalent in term hours, quarter hours, points, majors, or courses.

B. The requirement for graduation for a normal school or junior teachers college with a two-year curriculum shall be at least 60 semester hours or the equivalent; and for a normal school or junior teachers college with a three-year curriculum, at least 90 semester hours or the equivalent.

IV. *Size of faculty.*—A. There shall be a reasonable ratio of students to faculty in the college department, which shall be subjected to investigation to determine the proper ratio.

B. In the training school there shall be at least one training-school teacher for every 18 college students, each of whom does 90 clock hours of student teaching.

V. *Preparation of faculty.*—A. The minimum scholastic requirement for teachers in the training school shall be graduation from a college of recognized standing, presumably evidenced by possession of a bachelor's degree, or equivalent training. Six years after the date on which these standards take effect, the minimum scholastic requirement for all new training-school teachers shall be the same as for teachers in the college department.

Teachers who have been members of the faculty of the training school for not less than five years, and whose training is not equivalent to this requirement, may be considered to have equivalent training for six years after the date on which these standards take effect, provided that the president of the college submits a statement of their training and experience and files with the committee on accrediting and classification a declaration that such members of the faculty are rendering service in their own teaching and in the supervision of student teaching which is of a superior quality as judged by the standards of the best public-school systems in the State in which the teachers college is located.

During this period of six years this declaration must be made annually and shall be based upon actual inspection of the teacher's work.

B. The minimum scholastic requirement for members of the faculty who give instruction in the college department shall be graduation from a college of recognized standing and additional training which shall include at least one year of study in their respective fields of teaching in a recognized graduate school, or equivalent, and presumably possession of the master's degree. Members of the faculty who have served in their respective positions for not less than five years, and who do not meet this requirement, may be regarded as having done so for six years after the date on which these standards take effect, provided that the president of the college submits a statement of their training and experience and files a declaration that such members of the faculty are giving satisfactory instruction of college grade.

During this period of six years this declaration must be made annually until each such member of the faculty has secured the required training, and shall be based upon actual inspection of the work of such members of the faculty.

C. It is desirable that members of the faculty of the teachers college should possess training of a distinctly professional quality, which represents at least three years of study beyond the bachelor's degree, in a recognized graduate school, or corresponding professional or technological training. The effort of a teachers college to maintain a faculty of higher scholarly equipment than is required by the minimum standard shall be held to constitute a strong presumption that superior work is being done. The proportion of members of the faculty which should be on the different levels of training above the first degree shall be subjected to immediate investigation.

VI. *Teaching load of faculty.*—The following teaching loads shall be the maximum for a teachers college faculty: Sixteen clock hours per week, or the equivalent. Equivalence shall be based upon the ratio of one class period to one and one-half class periods in shop and laboratory work, one to one and one-quarter in physical education, and one to three-quarters in English composition.

VII. *Training school and student teaching.*—A. Each teachers college shall maintain a training school under its own control as a part of its organization, as a laboratory school, for purposes of observation, demonstration, and supervised

teaching on the part of students. The use of an urban or rural school system under sufficient control and supervision of the college to permit carrying out the educational policy of the college to a sufficient degree for the conduct of effective student teaching, will satisfy this requirement.

B. Student teaching shall be so organized as to lead to a proper initial mastery of the technique of teaching and, at the same time, protect the interests of the children in the training school.

C. No teacher in the training school who is also responsible for a regular amount of supervision of student teaching shall be required to have charge of more than 40 children at any one time.

D. The minimum amount of student teaching required of every graduate of a teachers college shall be 90 hours of supervised teaching.

E. For every 18 college students to be given 90 hours of student teaching, there shall be a minimum group of 30 children, either in the campus training school or in affiliated urban or rural schools under the supervision of the teaching college.

F. No training-school teacher shall supervise, in a year, the entire student teaching or more than 18 college students, each of whom does 90 hours of student teaching, or an equivalent number of student teachers.

G. In the case of use of affiliated urban or rural schools for student-teaching purposes, when the degree of affiliation and control is restricted to such an extent that a teaching force of more limited training than is contemplated by these standards must be used, and which is not capable of effective supervision of student teaching, or which by the terms of the affiliation is not expected to do supervision of student teaching, there shall be one full-time supervisor of student teaching for every 50 student teachers, each of whom does 90 hours of student teaching. Such supervisors must possess the scholastic qualifications required of members of the faculty of the college department.

H. It is recommended that at least two-fifths of the teaching in the training school should be done by regular teachers of the training school or by other members of the faculty.

VIII. *Organization of the curriculum.*—A. The curriculum of the teachers college must recognize definite requirements as regards sequences of courses. Senior college courses must not be open to freshmen who have not taken the prerequisites for these courses. Programs consisting mainly of freshmen and sophomore courses carrying full credit shall not be available for students in the junior and senior years. Coherent and progressive lines of study, leading to specific achievement within definite fields, must be a characteristic of the college curriculum.

Each teachers college must, therefore, adopt an organization of its curricula which will provide in the junior and senior years a sufficient number of advanced courses which require elementary courses as prerequisites, so that at least one-half of the work of a student in the junior and senior years shall consist of advanced courses open only to juniors and seniors.

B. In a normal school or junior teachers college with a three-year curriculum, one-half of the work of students in the last year shall consist of advanced courses to which freshmen are not admitted.

IX. *Living conditions of students.*—A. Each teachers college shall make definite provisions to insure for its students living conditions which provide proper safeguards for health, morals, and mental efficiency and shall promote a responsible type of citizenship and leadership on the part of individuals.

B. When dormitories are maintained these shall be of safe construction, shall be kept in wholesome, sanitary condition, and shall be under responsible supervision.

X. *Library, laboratory, and shop equipment.*—A. Each teachers college shall have a live, well-distributed and professionally administered library bearing specifically upon the subjects taught. At least 15,000 volumes, exclusive of public documents, are recommended as a minimum.

B. Each teachers college with less than 500 students should have a definite annual appropriation for the purchase of new reference books and current periodicals, amounting to at least \$2,500. Teachers colleges with 500 to 1,000 students should have a definite annual appropriation amounting to at least \$5 per student registered. Teachers colleges with larger enrollments should have an amount equal to at least \$4 per student. The foregoing is to be regarded as a recommendation rather than a requirement.

C. Each teachers college shall be provided with laboratory equipment sufficient for instructional purposes for each course offered.

D. Each teachers college must be provided with suitable shops and shop equipment for instructional purposes for each course offered, including gymnasiums for physical education; commercial equipment for courses in commerce; suitable kitchens, dining rooms, and laboratories for household arts, and adequate farm buildings and demonstration farms for work in agriculture.

XI. *Location, construction, and sanitary condition of buildings.*—The location and construction of buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and method of cleaning shall be such as to insure hygienic conditions for students and teachers.

XII. *Limits of registration of students.*—A. No teachers college shall be placed on the accredited list, or continued on such list for more than one year, unless it has a regular registration of at least 200 students of college grade.

B. A notably small proportion of students of college grade registered in the third and fourth years, continued over a period of several years, shall constitute ground for dropping a teachers college from the accredited list. Fifteen per cent of the enrollment of a teachers college should be in the junior and senior years.

C. A normal school or junior teachers college with a two-year curriculum must have an enrollment of at least 60 students of college grade, one-third of whom must be in the second year.

XIII. *Financial support.*—A. Each State or municipal teachers college must have an annual appropriation sufficient to provide a faculty of the size, quality, and attainments hereinbefore prescribed; the required library, laboratory, and shop equipment with proper repairs and replacements; sufficient supplies and material in all departments for educational and instructional purposes; repairs and replacements in the physical plant adequate to maintain the plant in good working condition; and suitable staffs, supplies and material for the effective operation of the physical plant. A marked inferiority or insufficiency in material resources shall be accepted as a strong presumption of unsatisfactory educational conditions.

B. If the teachers college is a private incorporated institution, it must have a minimum annual income of \$50,000 for its teachers college program, one-half of which shall be from sources other than payments by students; and an additional annual income of \$10,000 for each 100 students above 200, one-half of which shall be from sources other than payments by students. If such teachers college is not tax-supported, it shall possess a productive endowment of \$500,000, and an additional endowment of \$50,000 for each additional 100 students above 200.

XIV. *General requirements.*—A. The character of the curriculum, the efficiency of the instruction, the scholarly spirit, and the professional atmosphere of the institution, the standard for granting degrees, and the general tone of the teachers college, shall be factors in determining eligibility for accrediting.

B. No teachers college shall maintain a secondary school, or a department in which strictly secondary-school academic work is offered, as a part of its college organization, except for training-school purposes.

XV. Classification of colleges.—A. Any teachers college which completely meets these requirements shall be designated as a class A college, provided that until September, 1929, it may fail to meet three of these standards; until September, 1930, it may fail to meet two of them; and until September, 1931, it may fail to meet one of them, and nevertheless be given the rating of a class A college, provided however that it shall always meet the definition set up for a teachers college in one of these standards. (Any subdivision of a numbered section indicated by a letter shall be regarded as a standard except where it is a recommendation only.)

B. Any teachers college which fails to conform to not more than two of these standards shall be designated as a class B college, provided that until September, 1929, it may fail to meet five of these standards, until September, 1930, it may fail to meet four of them, and until September, 1931, it may fail to meet three of them and nevertheless be given the rating of a class B college.

C. Any teachers college which fails to conform to standards V-A, V-B, VI-A, VII-A, VII-C, VII-D, VII-E, VII-F, VII-G, and VIII-A shall be designated as a class C college.

XVI. Accrediting and classification of teachers colleges.—A. For the purpose of administering these standards, a committee of five members, known as the Committee on Accrediting and Classification, is hereby created, one member of which shall be elected annually by the association for a term of five years. (In 1926 five members shall be elected for terms of one, two, three, four, and five years, respectively.)

B. The secretary of the association, or the executive secretary, whenever authorized and appointed by the association, shall be the secretary and the executive officer of the committee on accrediting and classification.

C. Each teachers college accredited under these standards shall file annually with the committee on accrediting and classification a report on a blank provided for that purpose by the committee.

D. These standards shall go into effect on September 1, 1927. Not later than the date of the annual meeting of the association in 1928, the committee on accrediting and classification shall prepare an accredited and classified list of teachers colleges on the basis of information contained in the reports submitted to the committee by the colleges.

E. The committee on accrediting and classification may inspect or cause to be inspected any teachers college when it deems such inspection necessary.

F. The committee on standards and surveys shall have power to appoint any commissions for investigation of any problems concerning standards which it deems necessary and desirable.

II. PROFESSIONAL SCHOOLS

Council on Medical Education and Hospitals of the American Medical Association

Secretary: N. P. Colwell, 535 North Dearborn Street, Chicago, Ill.

Classification of Medical Colleges

Revised to March 1, 1927

Schedule for grading medical schools

After careful inspection, medical schools are rated on a civil-service basis on a scale of 100 points. Data relating to each school will be grouped under four general heads in such manner that the groups will have as nearly equal importance as possible, each group being allowed a possible 25 points. The revised schedule under the four general heads is as follows:

1. *Faculty*.—Number; qualifications (standing in profession, evidences of special training, teaching experience, etc.); research ability; efficiency; proportion of time to teaching; proportion to student enrollment; organization of departments; completeness of department staffs, including dieners, employees, etc.; esprit de corps.

2. *Product*.—Qualifications of students admitted; student organizations; esprit de corps; records of graduates before State and national boards; research; articles written; excellence as teachers; membership in medical organizations; reputation in profession; other evidences of character of training; reputation of college.

3. *Administration and supervision*.—Curriculum; grade of course; sequence of subjects; arrangement of subjects in class roster and by departments in annual announcements; completeness of curriculum. Division of students in sections, ward classes, etc. Efficiency of routine. Faculty meetings. Supervision of entrance requirements, of teaching in college and in dispensary and hospital. Records—entrance requirements; class grades; promotion of students; dispensary and hospital records; attendance of teachers and students; conditions, etc.; completeness. Budget—use made of funds; proportion to salaries, etc.

4. *Buildings and equipment*.—College building, including classrooms, laboratories, library, museum, storage rooms, animal houses, and their contents. Dispensary—rooms used for; accessibility; number and regularity of staff; quantity and use of clinical material; character of histories and records. Hospital—accessibility; ownership or control; quantity, variety and use of clinical material. Other equipment. Apparatus. Funds—in addition to students' fees; endowed chairs, fellowships, etc.

Medical schools obtaining 70 per cent or above are rated in class A, those obtaining from 50 to 70 per cent in class B, and those obtaining 50 per cent or less in class C.

Class A—Acceptable Medical Colleges

- University of Alabama School of Medicine, Tuscaloosa, Ala.¹
 University of Arkansas Medical Department, Little Rock, Ark.¹
 College of Medical Evangelists, Loma Linda and Los Angeles, Calif.
 Leland Stanford Junior University School of Medicine, San Francisco, Calif.
 University of California Medical School, San Francisco, Calif.
 University of Colorado School of Medicine, Boulder and Denver, Colo.
 Yale University School of Medicine, New Haven, Conn.
 Georgetown University School of Medicine, Washington, D. C.
 George Washington University Medical School, Washington, D. C.
 Howard University Medical College, Washington, D. C.²
 Emory University School of Medicine, Atlanta, Ga.
 University of Georgia Medical Department, Augusta, Ga.
 Loyola University School of Medicine, Chicago, Ill.
 Northwestern University Medical School, Chicago, Ill.
 Rush Medical College, University of Chicago, Chicago, Ill.
 University of Illinois College of Medicine, Chicago, Ill.
 Indiana University School of Medicine, Bloomington and Indianapolis, Ind.
 State University of Iowa College of Medicine, Iowa City, Iowa.
 University of Kansas School of Medicine, Rosedale and Lawrence, Kans.
 University of Louisville School of Medicine, Louisville, Ky.
 Tulane University of Louisiana School of Medicine, New Orleans.
 Johns Hopkins University School of Medicine, Baltimore, Md.
 University of Maryland School of Medicine and College of Physicians and Surgeons, Baltimore, Md.
 Boston University School of Medicine, Boston, Mass.
 Harvard University Medical School, Boston, Mass.
 Tufts College Medical School, Boston, Mass.
 Detroit College of Medicine and Surgery, Detroit, Mich.
 University of Michigan Medical School, Ann Arbor, Mich.
 University of Minnesota Medical School, Minneapolis, Minn.
 University of Mississippi School of Medicine, University, Miss.¹
 St. Louis University School of Medicine, St. Louis, Mo.
 University of Missouri School of Medicine, Columbia, Mo.¹
 Washington University Medical School, St. Louis, Mo.
 Creighton University School of Medicine, Omaha, Nebr.
 University of Nebraska College of Medicine, Lincoln and Omaha, Nebr.
 Dartmouth Medical School, Hanover, N. H.¹
 Albany Medical College, Albany, N. Y.
 Columbia University College of Physicians and Surgeons, New York, N. Y.
 Cornell University Medical College, New York, N. Y.
 Long Island College Hospital, Brooklyn, N. Y.
 Syracuse University College of Medicine, Syracuse, N. Y.
 University and Bellevue Hospital Medical College, New York, N. Y.
 University of Buffalo School of Medicine, Buffalo, N. Y.
 University of Rochester School of Medicine and Dentistry, Rochester, N. Y.
 University of North Carolina School of Medicine, Chapel Hill, N. C.¹
 Wake Forest College School of Medicine, Wake Forest, N. C.¹
 University of North Dakota School of Medicine, University, N. Dak.¹
 Ohio State University College of Medicine, Columbus, Ohio.
 University of Cincinnati College of Medicine, Cincinnati, Ohio.
 Western Reserve University School of Medicine, Cleveland, Ohio.
 University of Oklahoma School of Medicine, Norman and Oklahoma City, Okla.
 University of Oregon Medical School, Portland, Oreg.
 Hahnemann Medical College and Hospital of Philadelphia, Philadelphia, Pa.
 Jefferson Medical College of Philadelphia, Philadelphia, Pa.
 University of Pennsylvania School of Medicine, Philadelphia, Pa.
 University of Pittsburgh School of Medicine, Pittsburgh, Pa.
 Woman's Medical College of Pennsylvania, Philadelphia, Pa.
 Medical College of the State of South Carolina, Charleston, S. C.
 University of South Dakota College of Medicine, Vermillion, S. Dak.¹
 Meharry Medical College, Nashville, Tenn.¹
 University of Tennessee College of Medicine, Memphis, Tenn.
 Vanderbilt University School of Medicine, Nashville, Tenn.
 Baylor University College of Medicine, Dallas, Tex.

¹ Gives only the first two years of the medical course.² Colored.

University of Texas School of Medicine, Galveston, Tex.
 University of Utah School of Medicine, Salt Lake City, Utah.¹
 University of Vermont College of Medicine, Burlington, Vt.
 Medical College of Virginia, Richmond, Va.
 University of Virginia Department of Medicine, Charlottesville, Va.
 West Virginia School of Medicine, Morgantown, W. Va.¹
 Marquette University School of Medicine, Milwaukee, Wis.
 University of Wisconsin Medical School, Madison, Wis.

Class B

(See Schedule for Grading, page 35)

New York Homeopathic Medical College and Flower Hospital, New York, N. Y.
 Eclectic Medical College, Cincinnati, Ohio.
 Temple University School of Medicine, Philadelphia, Pa.

Class C

Chicago Medical School, Chicago, Ill.
 College of Physicians and Surgeons, Boston, Mass.
 Middlesex College of Medicine and Surgery, Cambridge, Mass.
 Kansas City College of Medicine and Surgery, Kansas City, Mo.
 Kansas City University of Physicians and Surgeons, Kansas City, Mo.
 St. Louis College of Physicians and Surgeons, St. Louis, Mo.

Dental Educational Council of America

Secretary: Albert L. Midgley, 1108 Union Trust Building, Providence, R. I.

Dental Schools Classified by the Council August 1, 1927

Class A

A school shall be considered fully acceptable and designated as class A if, in the judgment of the Dental Educational Council of America, it fairly meets and maintains the requirements.

University of Southern California, College of Dentistry, Los Angeles, Calif.
 Atlanta-Southern Dental College, Atlanta, Ga.
 Chicago College of Dental Surgery, Loyola University, Chicago, Ill.
 Northwestern University Dental School, Chicago, Ill.
 University of Illinois, College of Dentistry, Chicago, Ill.
 State University of Iowa, College of Dentistry, Iowa City, Iowa.
 University of Louisville, College of Dentistry, Louisville, Ky.
 Loyola University, School of Dentistry, New Orleans, La.
 Harvard University Dental School, Boston, Mass.
 Tufts College, Dental School, Boston, Mass.
 University of Michigan, College of Dental Surgery, Ann Arbor, Mich.
 University of Minnesota, College of Dentistry, Minneapolis, Minn.
 Kansas City-Western Dental College, Kansas City, Mo.
 St. Louis University, School of Dentistry, St. Louis, Mo.
 Washington University School of Dentistry, St. Louis, Mo.
 Creighton University, College of Dentistry, Omaha, Nebr.
 University of Buffalo, College of Dentistry, Buffalo, N. Y.
 Ohio State University, College of Dentistry, Columbus, Ohio.
 Western Reserve University, Dental School, Cleveland, Ohio.
 North Pacific College of Oregon, School of Dentistry, Portland, Oreg.
 Thomas W. Evans Museum and Dental Institute, School of Dentistry, University of Pennsylvania, Philadelphia, Pa.
 University of Pittsburgh, School of Dentistry, Pittsburgh, Pa.
 University of Tennessee, College of Dentistry, Memphis, Tenn.
 Baylor University, College of Dentistry, Dallas, Tex.
 Medical College of Virginia, School of Dentistry, Richmond, Va.
 Marquette University, Dental School, Milwaukee, Wis.

¹ Gives only the first two years of the medical course.

Class B

A school which in certain particulars does not meet all of the requirements, * * * but which, in the judgment of the council, will be able to meet them within a reasonable time and which meanwhile is, in the judgment of the council, making full utilization of its facilities and is devoting all of its income to the promotion of teaching and advancement of dental education shall be considered as worthy of assistance and designated as class B.

College of Physicians and Surgeons of San Francisco, San Francisco, Calif.¹
 University of Denver, School of Dentistry, Denver, Colo.
 Georgetown University, Dental Department, Washington, D. C.
 Howard University Dental College, Washington, D. C.²
 Indiana University School of Dentistry, Indianapolis, Ind.³
 Tulane University of Louisiana, School of Dentistry, New Orleans, La.⁴
 University of Maryland, School of Dentistry, Baltimore, Md.
 University of Nebraska, College of Dentistry, Lincoln, Nebr.
 Columbia University School of Dental and Oral Surgery, New York, N. Y.
 New York University College of Dentistry, New York, N. Y.
 Temple University School of Dentistry, Philadelphia, Pa.
 Meharry Dental College, Nashville, Tenn.⁵

American Association of Colleges of Pharmacy

Secretary: Zada M. Cooper, State University of Iowa, Iowa City, Iowa

The American Association of Colleges of Pharmacy has not made a classification of the colleges of pharmacy, but its list of members may serve the purpose of such classification; since the by-laws of the association specify qualifications for membership that constitute in effect a set of standards.

Members of the Association, 1926-27

Alabama Polytechnic Institute, Department of Pharmacy, Auburn, Ala.
 University of California, California College of Pharmacy, San Francisco, Calif.
 University of Southern California, College of Pharmacy, Los Angeles, Calif.
 University of Colorado, College of Pharmacy, Boulder, Colo.
 George Washington University, School of Pharmacy, Washington, D. C.
 Howard University, College of Pharmacy, Washington, D. C.²
 University of Idaho, Division of Pharmacy, Pocatello, Idaho.³
 University of Illinois, School of Pharmacy, Chicago, Ill.
 Indianapolis College of Pharmacy, Indianapolis, Ind.⁴
 Purdue University, School of Pharmacy, La Fayette, Ind.
 University of Notre Dame, School of Pharmacy, Notre Dame, Ind.
 Valparaiso University, School of Pharmacy, Valparaiso, Ind.
 Des Moines University, College of Pharmacy, Des Moines, Iowa.
 State University of Iowa, College of Pharmacy, Iowa City, Iowa.
 University of Kansas, School of Pharmacy, Lawrence, Kans.
 Louisville College of Pharmacy, Louisville, Ky.
 Loyola University, New Orleans College of Pharmacy, New Orleans, La.
 Tulane University of Louisiana, School of Pharmacy, New Orleans, La.
 University of Maryland, School of Pharmacy, Baltimore, Md.
 Massachusetts College of Pharmacy, Boston, Mass.
 Detroit Institute of Technology, College of Pharmacy and Chemistry, Detroit, Mich.

¹ Colored.

² Report pending.

³ Will be discontinued after the session of 1927-28.

University of Michigan, College of Pharmacy, Ann Arbor, Mich.
 University of Minnesota, College of Pharmacy, Minneapolis, Minn.
 University of Mississippi, School of Pharmacy, University, Miss.
 St. Louis College of Pharmacy, St. Louis, Mo.
 University of Montana, School of Pharmacy, Missoula, Mont.
 Creighton University, College of Pharmacy, Omaha, Nebr.)
 University of Nebraska, College of Pharmacy, Lincoln, Nebr.
 New Jersey College of Pharmacy, Newark, N. J.
 University of North Carolina, School of Pharmacy, Chapel Hill, N. C.
 North Dakota Agricultural College, School of Pharmacy, University, N. Dak.
 Ohio Northern University, College of Pharmacy, Ada, Ohio.
 Ohio State University, College of Pharmacy, Columbus, Ohio.
 Western Reserve University, School of Pharmacy, Cleveland, Ohio.
 University of Oklahoma, School of Pharmacy, Norman, Okla.
 Oregon Agricultural College, School of Pharmacy, Corvallis, Oreg.
 North Pacific College of Oregon, School of Pharmacy, Portland, Oreg. *
 Duquesne University, College of Pharmacy, Pittsburgh, Pa.¹
 Philadelphia College of Pharmacy and Science, Philadelphia, Pa.
 University of Pittsburgh, Pittsburgh College of Pharmacy, Pittsburgh, Pa.
 University of the Philippines, School of Pharmacy, Manila, P. I.
 University of Porto Rico, College of Pharmacy, Rio Piedras, P. R.
 Rhode Island College of Pharmacy and Allied Sciences, Providence, R. I.
 Medical College of the State of South Carolina, School of Pharmacy, Charleston, S. C.
 South Dakota State College of Agriculture and Mechanical Arts, Division of Pharmacy, Brookings, S. Dak.
 Meharry Medical College, Department of Pharmacy, Nashville, Tenn.¹
 University of Tennessee, School of Pharmacy, Memphis, Tenn.
 University of Texas, College of Pharmacy, Galveston, Tex.
 Medical College of Virginia, School of Pharmacy, Richmond, Va.
 University of Washington, College of Pharmacy, Seattle, Wash.
 State College of Washington, School of Pharmacy, Pullman, Wash.
 West Virginia University, School of Medicine, Department of Pharmacy, Morgantown, W. Va.
 University of Wisconsin, Course in Pharmacy, Madison, Wis.

Associate Members

University of Florida, School of Pharmacy, Gainesville, Fla.
 College of the City of Detroit, School of Pharmacy, Detroit, Mich.

¹ Colored.

² Added to the list in 1923.

*American Bar Association**Council of Legal Education and Admissions to the Bar**

Secretary: John B. Sanborn, Gay Building, Madison, Wis.

At its annual meeting in August, 1921, the American Bar Association approved a set of resolutions presented to it by its Council of Legal Education and Admissions to the Bar, one of which set up requirements for a standard law school, as follows:

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

(a) It shall require as a condition of admission at least two years of study in a college.

(b) 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 part of their working time to their studies.

(c) It shall provide an adequate library available for the use of the students.

(d) It shall have among its teachers a sufficient number giving their entire time to the school to insure actual personal acquaintance and influence upon the whole student body.

Law Schools Meeting the Association Standards, June 15, 1927

University of Alabama, School of Law, Tuscaloosa, Ala.
 University of Arkansas, Department of Law, Fayetteville, Ark.
 Hastings College of Law, University of California, San Francisco, Calif.
 Leland Stanford Junior University, Law School, Stanford University, Calif.
 University of California, School of Jurisprudence, San Francisco, Calif.
 University of Southern California, College of Law, Los Angeles, Calif.
 University of Colorado, School of Law, Boulder, Colo.
 Yale University, School of Law, New Haven, Conn.
 Catholic University of America, School of Law, Washington, D. C.
 Georgetown University, School of Law, Washington, D. C.
 George Washington University, Law School, Washington, D. C.
 University of Florida, College of Law, Gainesville, Fla.
 Emory University, Lamar School of Law, Atlanta, Ga.
 Mercer University, School of Law, Macon, Ga.
 University of Idaho, College of Law, Moscow, Idaho.
 De Paul University, Law School, Chicago, Ill.
 Loyola University, School of Law, Chicago, Ill.
 Northwestern University, Law School, Chicago, Ill.
 University of Chicago, Law School, Chicago, Ill.
 University of Illinois, College of Law, Urbana, Ill.
 Indiana University, School of Law, Bloomington, Ind.
 University of Notre Dame, College of Law, Notre Dame, Ind.
 Drake University, College of Law, Des Moines, Iowa.
 State University of Iowa, College of Law, Iowa City, Iowa.
 University of Kansas, School of Law, Lawrence, Kans.
 Washburn College, School of Law, Topeka, Kans.

* Mention should be made of the standards for membership set up by the Association of American Law Schools. These standards are substantially the same as those of the American Bar Association. The membership lists of the two bodies are likewise substantially the same. Persons desiring to obtain a list of the members of the Association of American Law Schools may do so by writing to the Secretary of the association, H. Claude Horack, State University of Iowa, Iowa City, Iowa.

University of Kentucky, College of Law, Lexington, Ky.
 Louisiana State University, Law School, Baton Rouge, La.
 The University of Louisiana, College of Law, New Orleans, La.
 Boston University, School of Law, Boston, Mass.
 Harvard University, Law School, Cambridge, Mass.
 University of Michigan, Law School, Ann Arbor, Mich.
 University of Minnesota, Law School, Minneapolis, Minn.
 St. Louis University, Institute of Law, St. Louis, Mo.
 University of Missouri, School of Law, Columbia, Mo.
 Washington University, School of Law, St. Louis, Mo.
 State University of Montana, College of Law, Missoula, Mont.
 Creighton University, College of Law, Omaha, Nebr.
 University of Nebraska, College of Law, Lincoln, Nebr.
 Columbia University, School of Law, New York, N. Y.
 Cornell University, College of Law, Ithaca, N. Y.
 Syracuse University, College of Law, Syracuse, N. Y.
 University of North Carolina, School of Law, Chapel Hill, N. C.
 University of North Dakota, College of Law, University, N. Dak.
 Ohio State University, College of Law, Columbus, Ohio.
 University of Cincinnati, College of Law, Cincinnati, Ohio.
 Western Reserve University, Franklin T. Bacon Law School, Cleveland, Ohio.
 University of Oklahoma, College of Law, Norman, Okla.
 University of Oregon, School of Law, Eugene, Oreg.
 University of Pennsylvania, Law School, Philadelphia, Pa.
 University of Pittsburgh, School of Law, Pittsburgh, Pa.
 University of South Carolina, School of Law, Columbia, S. C.
 University of South Dakota, School of Law, Vermillion, S. Dak.
 University of Tennessee, College of Law, Knoxville, Tenn.
 Vanderbilt University, School of Law, Nashville, Tenn.
 Southern Methodist University, School of Law, Dallas, Tex.
 University of Texas, School of Law, Austin, Tex.
 University of Utah, School of Law, Salt Lake City, Utah.
 University of Virginia, Department of Law, Charlottesville, Va.
 Washington and Lee University, School of Law, Lexington, Va.
 University of Washington, School of Law, Seattle, Wash.
 West Virginia University, College of Law, Morgantown, W. Va.
 Marquette University, College of Law, Milwaukee, Wis.
 University of Wisconsin, Law School, Madison, Wis.
 University of Wyoming, Law School, Laramie, Wyo.

American Library Association

Secretary: Carl H. Miam, 86 East Randolph St., Chicago, Ill.

The Council of the American Library Association adopted at its meeting in Seattle, July 7, 1925, minimum standards for junior undergraduate library schools, for senior undergraduate library schools, for graduate schools, and for advanced graduate library schools. On the basis of these standards it prepared the following list of accredited and provisionally accredited library schools for 1926-27.

ACCREDITED HIGHER INSTITUTIONS

Advanced Graduate Library Schools

(No existing school meets these standards.)

Graduate Library Schools

Library School, Carnegie Library of Atlanta, Atlanta, Ga.
 School of Librarianship, University of California, Berkeley, Calif.
 Columbia-University School of Library Service, New York, N. Y.
 Drexel Institute School of Library Science, Philadelphia, Pa.
 University of Illinois Library School, Urbana, Ill.
 Simmons College School of Library Science, Boston, Mass.¹
 School of Library Science, Western Reserve University, Cleveland, Ohio.²

Senior Undergraduate Library Schools

Simmons College School of Library Science, Boston, Mass.¹
 University of Washington Library School, Seattle, Wash.

Junior Undergraduate Library Schools

Library School of the Los Angeles Public Library, Los Angeles, Calif.
 Carnegie Library School, Carnegie Institute, Pittsburgh, Pa.
 Pratt Institute School of Library Science, Brooklyn, N. Y.
 St. Louis Library School, St. Louis Public Library, St. Louis, Mo.
 School of Library Science, Western Reserve University, Cleveland, Ohio.²
 Library School of the University of Wisconsin, Madison, Wis.

Provisionally Accredited Library Schools

Hampton Institute Library School, Hampton, Va.¹
 University of Michigan Department of Library Science, Ann Arbor, Mich.

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- ¹ Colored.
 - ² One-year program for college graduates.
 - ³ Program for college graduates.
 - ⁴ Four-year program.
 - ⁵ Program for undergraduates.