

UNITED STATES DEPARTMENT OF THE INTERIOR
Harold L. Ickes, *Secretary*
OFFICE OF EDUCATION
Bess Goodykoontz, *Acting Commissioner*

ACCREDITED
HIGHER INSTITUTIONS

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By

ELLA B. RATCLIFFE
Chief Educational Assistant
Division of Higher Education, Office of Education



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FOREWORD

This bulletin is a compilation of the standards for accrediting the higher educational institutions employed by the chief standardizing agencies and of the lists of institutions accredited by each agency. It is a periodical publication. Since the first issue in 1917, editions have been issued approximately every 4 years. The purposes of its publication are to assist university and college officers in evaluating transferred credits, to aid State department education officers in checking teachers' credentials, and to afford college and high-school students a guide to recognized institutions. In order to serve these purposes the bulletin must be issued with sufficient frequency to take account of the changes that occur from time to time in the standards and accredited lists. The last edition was issued in 1930. The changes that have taken place in the interim are worthy of note.

The bulletin is divided into three parts, as follows:

Part I, which contains the standards used by the national and regional associations in accrediting universities and colleges, junior colleges, and teacher-training institutions, and the lists of institutions accredited by each association.

Part II, which contains the standards (where such exist) used by State universities and State departments of education in accrediting the universities and colleges, junior colleges, and teacher-training institutions within the State. Where no formal standards have been adopted by the State agencies, a brief statement indicates the recognition given to the institutions by the State university or the State department of education.

Part III, which contains lists of the schools of architecture, business, chemical engineering, dentistry, journalism, law, library science, medicine, music, optometry, osteopathy, and pharmacy, accredited, approved, or classified by the national organization representing each of these groups of schools.

In contrast with colleges and universities, the standards for professional and technical schools have become uniform through the presence of but one accrediting association for each type of school for the entire United States.¹ In cases where these associations have not adopted

¹ The only exception to this statement is in the case of law schools. Both the American Bar Association and the Association of American Law Schools have adopted standards for legal education, the Bar Association for accrediting law schools, and the Association of American Law Schools for the admission of institutions to membership. The standards of these two bodies, for the most part, parallel each other, but in certain particulars the requirements for membership in the Association of American Law Schools exceed the standards for accrediting set up by the American Bar Association.

standards for accrediting the schools, they have set up requirements for admission to membership which accomplish the same purpose. Since all the schools of one profession are subject to the application of the same requirements, the reason for publishing the standards for the nonprofessional higher educational institutions does not apply in the case of the professional schools. The accredited or membership lists of the various associations are therefore printed without the standards under which they are accredited or admitted to membership.

The national and regional associations represented in the bulletin are:

- For universities and colleges, junior colleges, and teacher-training institutions:
- American Council on Education.
 - Association of American Universities.
 - Middle States Association of Colleges and Secondary Schools.
 - New England Association of Colleges and Secondary Schools.
 - North Central Association of Colleges and Secondary Schools.
 - Northwest Association of Secondary and Higher Schools.
 - Southern Association of Colleges and Secondary Schools.
- For junior colleges (only): American Association of Junior Colleges.
- For teacher-training institutions (only): American Association of Teachers Colleges.
- For professional and technical institutions as follows:
- Architecture: Association of Collegiate Schools of Architecture.
 - Business: American Association of Collegiate Schools of Business.
 - Chemical engineering: American Institute of Chemical Engineers.
 - Dentistry: Dental Educational Council of America.
 - Journalism: American Association of Schools and Departments of Journalism.
 - Law: American Bar Association.
 - Library Science: American Library Association.
 - Medicine: American Medical Association.
 - Music: National Association of Schools of Music.
 - Optometry: International Association of Boards of Examiners in Optometry.
 - Osteopathy: American Osteopathic Association.
 - Pharmacy: American Association of Colleges of Pharmacy.

In addition to the voluntary standardizing bodies representing the various types of professional education, some of the State departments of education have also approved the professional schools located within their own boundaries. The approval of schools of medicine, dentistry, law, pharmacy, etc., by the Board of Regents of the University of the State of New York is the most notable example of State standardization of professional education. The approval by the regents of professional schools, as well as of colleges and universities, covers not only the State of New York, but extends to institutions throughout the country. In view of the universality of recognition accorded the approved lists of the national associations of professional schools, the State-approved lists (where such exist) are not included in the bulletin.

ACCREDITED HIGHER INSTITUTIONS

INTRODUCTION

Recent Changes Affecting the Standardization of Institutions of Higher Education

CHANGES IN STANDARDS

The North Central Association of Colleges and Secondary Schools.—The outstanding event in the accrediting movement in recent years was the adoption by the North Central Association of Colleges and Secondary Schools, at its annual meeting in Chicago, April 18–21, 1934, of a report which will completely change the association's method of accrediting institutions of higher education. The Statement of policy relative to the accrediting of institutions of higher education, which the report presents, promulgates a set of general optimum "principles" as a substitute for the former minimum specific "standards" of the association, which had for some years been the subject of much criticism.

The criticism of the former standards was based on several grounds. They made no adequate provision for the recognition of institutions that differed in their purposes and objectives. They placed emphasis upon factors that could be evaluated only quantitatively. They required conformity to minimum standards purely mechanical and not difficult of fulfillment by institutions having the required financial support. Instead of stimulating colleges to further accomplishment, they encouraged satisfaction with a goal already attained.

In the statement of characteristics by which an institution will be judged, all specific requirements are omitted. The language used differs from that in the former standards in that it merely sets forth certain general principles that will guide the association in accrediting institutions, instead of laying down definite requirements the fulfillment of which is mandatory. The policy that will govern the accrediting of an institution in the future is stated as follows:

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristics may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

A change in its standards for judging colleges has been in contemplation by the North Central Association for several years. Dis-

satisfaction with the original standards led to the appointment of a committee on the revision of standards to make a careful study of the existing standards with a view of improving them or of formulating new ones. From this committee, which was composed of 15 persons representing various types of institutions, an executive committee of 5 was selected to plan and supervise the conduct of the study. The members of this committee were, President Lotus D. Coffman, University of Minnesota, chairman; President George F. Zook, University of Akron; Dr. Charles H. Judd, University of Chicago; President H. M. Gage, Coe College, Cedar Rapids, Iowa, and Dr. W. W. Charters, Ohio State University.

To enable the association to carry on the extensive 5-year study proposed, the General Education Board was asked for financial assistance and consented to subsidize the study to the extent of \$110,000, provided the association itself would contribute \$25,000 additional. The first installment of the funds appropriated by the General Education Board was made available on July 1, 1931. A staff under the direction of President Zook was organized to make a study of all the association's standards. For this purpose 57 institutions were subjected to intensive investigation. The report of the committee adopted at the 1934 annual meeting of the association is the result of this study. The scheme of rating it presents (see pp. 20-24) will be used in future in accrediting institutions of higher learning in the North Central territory. It is the intention of the association to prepare a manual to accompany the statement of policy, in which there will be a concise interpretation of each principle.

In 1927 the North Central Association voted that "such teacher-training institutions in the North Central territory as meet the standards of accredited institutions of higher education for colleges and universities may be accredited by the association in the regular way by applying these standards, although these colleges are professional institutions and grant professional degrees." In 1928 the association began to transfer from the teacher-training list those institutions which it found to meet the college standards. From year to year these transfers continued, until at the annual meeting of the association in 1934, the remaining institutions which were not eligible for transfer were automatically dropped, and the separate listing of teacher-training colleges was abandoned.

The colleges and junior colleges listed by the association for 1934-35 (pp. 25-27) are institutions accredited under the former standards of the association. Under its new policy the association will publish but one list of accredited higher institutions. "Attached to the name of each institution in the list will be notations relative to such objective facts as are pertinent to a description of the characteristics of an institution."

The new statement of policy calls for continuous study leading to adjustment and improvement in policy and procedures.

Association of American Universities.—In 1933 the Association of American Universities published a revised "Memorandum of procedure advised for institutions seeking approval of the association for inclusion in its accepted list."

The purpose in the maintenance of a list of accredited institutions of higher education by the Association of American Universities differs from that of the regional associations, in that its chief concern is the efficient preparation of students for graduate study. In the earliest years of its accrediting activities, which began in 1913, the association based its approval of institutions almost wholly on the records of their graduates in leading graduate and professional schools. Since 1923, in addition to this criterion, the association had made use "in a general way of the statement of principles and standards for accrediting colleges of the American Council on Education" (see pp. 6-10), expecting institutions applying for places on the accepted list "to meet the requirements of this statement point by point as a minimum", with certain modifications of the standard relating to endowment.

The report of the committee on the classification of universities and colleges presented at the 1933 annual conference of the association indicates that the committee was impressed with the growing criticism of prevailing college standards. It was not prepared, however, to discard completely all of the positive criteria by which it has become usual to judge a college. With regard to the standards the report says:

The committee has never treated these so-called standards as definite rules and specifications to be applied in an exact and mechanical fashion, but it is important to know whether an institution has the tools and materials for the production of good college graduates * * *. We believe, however, that a restatement of our regulations would help to remove some of the misunderstandings which occur in the interpretation of standards by college officials. In our judgment the statement of standards or criteria which we have employed should be modified in such a way as to lessen their appearance of mechanical rigidity and to include so far as possible an indication of their functional significance.

The new "Memorandum of procedure advised for institutions seeking approval of the association for inclusion in its accepted list" contains certain important changes. While it retains the admission standard of a 4-year secondary school course or its equivalent, the graduation requirement of 120 semester-hours of credit, the standard designating 2 years of graduate study for faculty members, with a doctor's degree or its equivalent for major professors (heads of departments in the former standard), and the standard fixing 16 hours per week as the maximum number for efficient instruction, each of these standards is restated or amplified to give them greater force or to

render them more elastic. For example, a notable addition to the standard relating to training of the faculty is the following:

In all cases competence as a scholar and as a teacher (rather than the possession of degrees) will be considered as the essential characteristics of an acceptable member of a faculty.

All quantitative requirements with regard to size of faculty, with reference to the number of students, to financial support, to material equipment and upkeep, and to library, have been omitted, the criteria being stated in general terms.

ADDITIONS TO ACCREDITED LISTS

Middle States Association of Colleges and Secondary Schools.—In 1932 the Middle States Association of Colleges and Secondary Schools adopted standards for accrediting junior colleges which followed, for the most part, those recommended by the American Council on Education (see pp. 6–10). To date six junior colleges have been accredited by the association.

Southern Association of Colleges and Secondary Schools.—At their request, the Southern Association of Colleges and Secondary Schools undertook the inspection and accrediting of the institutions of higher education for Negroes within its territory. The first list of accredited Negro colleges was published by the association in December 1930, and contained the names of seven colleges, one of which was listed as class "A", and six of which were listed as class "B". The list for the year 1933–34 contains 38 accredited institutions, classified as follows: Standard 4-year colleges, class "A", 10; standard 4-year colleges, class "B", 22; standard 2-year junior colleges, class "B", 6.

Northwest Association of Secondary and Higher Schools.—The Northwest Association of Secondary and Higher Schools, which was the last of the regional associations to inspect and accredit institutions of higher education, has greatly expanded its list of accredited institutions in the past 4 years. In 1930 the association had accredited 17 colleges and universities, 3 junior colleges, and 8 teacher-training institutions; for the year 1934–35 it has accredited 37 colleges and universities, 11 junior colleges, and 16 teacher-training institutions. The large increase (for a territory containing a rather small number of institutions) is due in part to the addition of Alaska and Montana to the Northwest Association. The institutions in Montana withdrew from the North Central Association and allied themselves with the Northwest Association during the current year.

Professional and technical education.—Unlike other national bodies representing various fields of professional and technical education, the Society for the Promotion of Engineering Education and (with one exception) none of the other national engineering societies has defined standards for accrediting engineering colleges. Such a task, of

course, would be greatly complicated by reason of the division of the engineering field into a number of specialties. However, the Society for the Promotion of Engineering Education has had the problem under consideration for a number of years and is now cooperating with five national societies and with the National Council of State Boards of Engineering Examiners looking toward the definition and recognition of professional standards in engineering. These bodies have jointly organized the Engineers' Council for Professional Development, which is endeavoring to finance and promote an extensive program in which the accrediting of engineering colleges is included.

The only division of engineering education in which engineering colleges have been accredited by its national body is chemical engineering. On December 15, 1931, the committee on chemical engineering education of the American Institute of Chemical Engineers issued a report for the information of institutions which might desire to be recognized by that organization as accredited colleges. The report did not follow the usual form of institutional standards setting up specific requirements to be met. It merely enumerated five characteristics—relating to faculty, curriculum, laboratory, and library facilities, administrative relationships, and records of graduates—in which institutions must demonstrate acceptable standards in order to qualify for accrediting. Each of these characteristics was written in general terms. Each was amplified by a statement in which were indicated the factors that would be taken into account in judging the standard maintained.

The latest list of colleges accredited by the American Institute of Chemical Engineers, and the first to be printed in an edition of the bulletin on Accredited Higher Institutions, appears on page 150.

Lists of accredited schools of optometry and of osteopathy appear also for the first time in this edition of the bulletin.

The institutions listed in this bulletin are accredited or approved by State and voluntary accrediting agencies. The U.S. Office of Education does not accredit or approve any educational institutions.

PART I: UNIVERSITIES AND COLLEGES, JUNIOR COLLEGES, AND TEACHER-TRAINING INSTITUTIONS ACCREDITED BY NATIONAL AND REGIONAL ACCREDITING ASSOCIATIONS

Standards and Accredited Lists

AMERICAN COUNCIL ON EDUCATION

Director: GEORGE F. ZOOK, 744 Jackson Place, Washington, D.C.

The following statements of standards for accrediting colleges, junior colleges, and normal schools and teachers colleges were drawn up by the American Council on Education in 1924 and recommended to regional and other accrediting agencies for adoption either in their entirety or in modified form. The objects which the council thus hoped to achieve were:

- (a) To remedy the existing diversity of standards and statements among standardizing agencies, and the confusion arising therefrom.
- (b) To supply the lack of such statements in certain sections of the country.
- (c) To aid associations and institutions now compelled to deal with students from all parts of the United States, and also State departments of education dealing with the certification of teachers.

The accrediting agencies have since been working toward the fulfillment of these purposes.

The list of "Accredited Higher Institutions" which the American Council on Education has several times published, is a compilation of the accredited lists of the Association of American Universities, the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, the Southern Association of Colleges and Secondary Schools, and the membership list of the New England Association of Colleges and Secondary Schools. The standards and lists of these associations follow the statement of the American Council standards.

STANDARDS FOR ACCREDITING COLLEGES

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 4-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 professorial rank should include at least 2 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 organizations.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

Definition.—The junior college is an institution of higher education which gives 2 years of work equivalent in prerequisites, scope, and thoroughness to the work done in the first 2 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 4-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 1 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 2 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.

STANDARDS FOR ACCREDITING NORMAL SCHOOLS AND TEACHERS COLLEGES

Definition.—The normal schools or teachers colleges are institutions of higher education with 2-year, 3-year, or 4-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 4-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 1 year of graduate work in a graduate school, or special training supplemented by experience, preferably of at least 3 years. The training of the head of a department should be (a) in a 2-year institution, that required for a master's degree; and (b) in an institution offering 4-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 2-year curricula only not less than \$25,000; and (b) for institutions offering 3-year and 4-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 4-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

COMMITTEE ON CLASSIFICATION OF UNIVERSITIES AND COLLEGES

Chairman (acting): FERNANDUS PAYNE, *Indiana University, Bloomington, Ind.*

MEMORANDUM OF PROCEDURE ADVISED FOR INSTITUTIONS SEEKING APPROVAL OF THE ASSOCIATION FOR INCLUSION IN ITS ACCEPTED LIST¹

INTRODUCTORY STATEMENT

The Association of American Universities is primarily an association of graduate schools. Its reason for having an approved list grows out of its interest in the preparation of students for graduate work. It regards as the chief ground for the inclusion of a college in its approved list evidence that the college is successful in a high degree in stimulating scholarly interest in its students and in preparing them for more advanced scholarly endeavor. It believes that this evidence is most clearly to be found in the extent to which the graduates of a college continue their study in leading graduate, professional, and research institutions, and in the degree of success which they attain.

As such evidence taken by itself is frequently and for many reasons not fully conclusive, the committee on the classification of universities and colleges, in considering the claims of an institution for inclusion in the approved list, takes into account also certain other matters: the character and quality of the student body; the faculty and the conditions under which it works; the administration of the institution; its library, its laboratories, and its educational facilities of all sorts; its curriculum; and its character as an institution. Weakness in some

¹ From the Journal of Proceedings and Addresses of the Association of American Universities, October 1912.

of these may be compensated for by unusual strength in others. The committee does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of an institution can be satisfactorily determined by finding that it has met these standards one by one until all have been met. On the other hand, the committee does not regard the standards as arbitrary. The standards state minimum limits in certain important factors, limits which are far surpassed by the colleges which would be universally recognized as strong colleges.

DEFINITIONS AND CRITERIA FOR ACCREDITING COLLEGES

The term "college" as used below is understood to designate institutions of nonprofessional higher education which grant bachelor's degrees.

A college should demand for admission the satisfactory completion of a 4-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. Since it cannot in general be assumed that all graduates of such secondary schools are fitted for the pursuit of higher education, it is desirable that qualitative requirements for admission should be imposed. It is further desirable that the content of the entrance requirements should be such as to prepare students when admitted to college to enter upon work above the usual secondary school level. In admitting students with advanced standing from other institutions the college should enforce fully its own entrance requirements and its standards for acceptable college work. It should not grant credit for work done elsewhere if the quality and character of the work fall below the requirements which it enforces upon its own students.

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. This is in accordance with custom and practice in the United States. A program of studies providing for the full equivalent of this requirement but not directly measurable in terms of these quantitative units may be found acceptable, provided that its completion represents training fully equivalent to that called for in the fulfillment of such quantitative requirements.

The Association of American Universities, in view of its interest in the preparation of students for graduate study, will not place upon its approved list a college which does not provide a curriculum which would prepare students for graduate work in at least seven departments. 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.

The training of the members of the faculty of professorial rank should include at least 2 years of study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of major professors should be that represented by the doctor's degree or its equivalent. A faculty 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 all cases competence as a scholar and as a teacher (rather than the possession of degrees) will be considered as the essential characteristics of an acceptable member of a faculty.* Information should be supplied regarding the scholarly activities of the several members of the faculty with such evidence as may be obtainable as to their effectiveness in awakening scholarly interest in students and in preparing students for advanced scholarly work.

Teaching schedules exceeding 16 hours per week per instructor, or excessively large classes should be interpreted as endangering educational efficiency.

The financial status of a college is of very great indirect importance. Adequate financial support by making the institution relatively independent of student fees helps to relieve the institution of the temptation to accept or to continue on its rolls students of poor academic quality. Such support makes possible a stronger faculty, more ample facilities, and greater permanence in the maintenance of high standards. The minimum annual income for an acceptable college, exclusive of payment of interest, annuities, etc., should be sufficient to support fully the program which the college offers. In general at least half of its income should be derived from stable sources other than student fees, preferably from permanent endowment. Services of members of the faculty contributed through permanent organizations for the support of educational programs may be capitalized in satisfaction of the requirement 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 education program.

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

The college should have a library which is live, adequate, well-distributed, and professionally administered, with collections bearing specifically upon the subjects taught, and with a definite annual appropriation for the purchase of new books. Such library funds should be sufficient not only to purchase the needed books but also to maintain subscriptions to the special journals or periodicals for each of the separate departments or fields represented in the staff or curriculum of the college.

In determining the standing of a college, emphasis should be placed upon the curriculum, the quality of its instruction, the character of its administration, the efficiency of its offices of record, 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. No college will be accredited until it has been inspected and reported upon by a representative regularly appointed by the committee on classification.

APPLICATIONS FOR INCLUSION IN THE APPROVED LIST

The committee desires to have from institutions applying for consideration a brief statement under each of the foregoing paragraphs and in addition the following specific information:

- (1) The number (*not the names*) of students in each of the last six graduating classes.
- (2) A memorandum giving a summary of the major work and the quality of work completed, while an undergraduate, by each of the students in each of such classes who have entered upon graduate or professional studies in specified institutions, particularly those institutions which are members of the Association of American Universities. (Blanks will be supplied by the chairman of the committee.)
- (3) A catalog and a financial report of the institution for the current year.
- (4) A statement of the training and experience of the faculty if this is not included in the catalog, with additional evidence, if any, of their scholarly interests and achievements.

- (5) A tabulation showing the hours of instruction and size of classes of each full-time teacher.
- (6) Such additional information as the authorities of the institution may think helpful.

COLLEGES AND UNIVERSITIES APPROVED 1933-34

- Alabama:**
 Birmingham-Southern College, Birmingham.
 Howard College, Birmingham.
 University of Alabama, University.
- Arizona:** University of Arizona, Tucson.
- Arkansas:**
 Hendrix College, Conway.
 University of Arkansas, Fayetteville.
- California:**
 California Institute of Technology, Pasadena.
 College of the Pacific, Stockton.
 Dominican College, San Rafael.
 Mills College, Mills College.
 Occidental College, Los Angeles.
 Pomona College, Claremont.
 Stanford University, Stanford University.¹
 University of California, Berkeley.¹
 University of Redlands, Redlands.
 University of Southern California, Los Angeles.
 Whittier College, Whittier.
- Canada:**
 McGill University, Montreal.¹
 University of Toronto, Toronto.¹
- Colorado:**
 Colorado College, Colorado Springs.
 Colorado School of Mines, Golden.
 University of Colorado, Boulder.
 University of Denver, Denver.
- Connecticut:**
 Connecticut College for Women, New London.
 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
 George Washington University, Washington.
 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.
 Georgia School of Technology, Atlanta.
 University of Georgia, Athens.
 Shorter College, Rome.
 Wesleyan College, Macon.
- Hawaii:** University of Hawaii, Honolulu.
- Idaho:** University of Idaho, Moscow.
- Illinois:**
 Augustana College, Rock Island.
 Bradley Polytechnic Institute, Peoria.
 Carthage College, Carthage.
 Eureka College, Eureka.
 Illinois College, Jacksonville.
 Illinois Wesleyan University, Bloomington.
 Knox College, Galesburg.
- Illinois—Continued.**
 Lake Forest College, Lake Forest.
 MacMurray College, Jacksonville.¹
 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
 Wheaton College, Wheaton.
- 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.
 Columbia College, Dubuque.
 Cosnell College, Mount Vernon.
 Drake University, Des Moines.
 Grinnell College, Grinnell.
 Iowa State College of Agriculture and Mechanic Arts, Ames.
 Morningside College, Sioux City.
 Simpson College, Indianola.
 State University of Iowa, Iowa City.¹
- Kansas:**
 Baker University, Baldwin City.
 Kansas State College of Agriculture and Applied Science, Manhattan.
 University of Kansas, Lawrence.¹
 Washburn College, Topeka.
- Kentucky:**
 Berea College, Berea.
 Centre College, Danville.
 University of Kentucky, Lexington.
- Louisiana:**
 Louisiana State University, Baton Rouge.
 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.¹
 United States Naval Academy, Annapolis.
 University of Maryland, College Park.
- Massachusetts:**
 Amherst College, Amherst.
 Boston College, Chestnut Hill.
 Boston University, Boston.
 Clark University, Worcester.¹

¹ Member of Association of American Universities.¹ Formerly Illinois Woman's College.

Massachusetts—Continued.

Harvard University, Cambridge.¹
 Holy Cross College, Worcester.
 Massachusetts State College, Amherst.
 Massachusetts Institute of Technology, Cambridge.
 Mount Holyoke College, South Hadley.
 Radcliffe College, Cambridge.
 Simmons College, Boston.
 Smith College, Northampton.
 Tufts College, Medford.
 Wellesley College, Wellesley.
 Wheaton College, Norton.
 Williams College, Williamstown.
 Worcester Polytechnic Institute, Worcester.

Michigan:

Albion College, Albion.
 Kalamazoo College, Kalamazoo.¹
 Michigan State College of Agriculture and Applied Science, East Lansing.
 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.
 St. Olaf College, Northfield.
 University of Minnesota, Minneapolis.¹

Mississippi: Millsaps College, Jackson.

Missouri:

Central College, Fayette.
 Drury College, Springfield.
 Park College, Parkville.
 St. Louis University, St. Louis.
 University of Missouri, Columbia.¹
 Washington University, St. Louis.¹
 Westminster College, Fulton.
 William Jewell College, Liberty.

Montana:

Montana State College, Bozeman.
 State 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.

New Jersey:

College of St. Elizabeth, Convent Station.
 New Jersey College for Women (Rutgers University), New Brunswick.
 Princeton University, Princeton.¹
 Rutgers University, New Brunswick.
 Stevens Institute of Technology, Hoboken.

New Mexico: University of New Mexico, Albuquerque.

New York:

Adelphi College, Garden City.
 Alfred University, Alfred.
 Bard College, Annandale-on-Hudson.
 Bernard College, New York.
 Colgate University, Hamilton.
 College of the City of New York, New York.
 College of New Rochelle, New Rochelle.
 Columbia University, New York.¹

¹ Member of Association of American Universities.

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.
 University of Rochester, Rochester.
 Vassar College, Poughkeepsie.
 Wells College, Aurora.

North Carolina:

Davidson College, Davidson.
 Duke University, Durham.
 Meredith College, Raleigh.
 University of North Carolina, Chapel Hill.¹

North Dakota:

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

Ohio:

Baldwin-Wallace College, Berea.
 Case School of Applied Science, Cleveland.
 College of Wooster, Wooster.
 Denison University, Granville.
 Heidelberg College, Tiffin.
 Hiram College, Hiram.
 Kenyon College, Gambier.
 Lake Erie College, Painesville.
 Marietta College, Marietta.
 Miami University, Oxford.
 Mount Union College, Alliance.
 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:

Oklahoma College for Women, Chickasha.
 University of Oklahoma, Norman.

Oregon:

Oregon State Agricultural College, Corvallis.
 Reed College, Portland.
 University of Oregon, Eugene.
 Willamette University, Salem.

Pennsylvania:

Allegheny College, Meadville.
 Bryn Mawr College, Bryn Mawr.
 Bucknell University, Lewisburg.
 Carnegie Institute of Technology, Pittsburgh.
 Dickinson College, Carlisle.
 Drexel Institute, Philadelphia.
 Franklin and Marshall College, Lancaster.
 Gettysburg College, Gettysburg.

Pennsylvania—Continued.

Haverford College, Haverford.
 Lafayette College, Easton.
 Lehigh University, Bethlehem.
 Muhlenberg College, Allentown.
 Pennsylvania State College, State College.
 Swarthmore College, Swarthmore.
 University of Pennsylvania, Philadelphia.*
 University of Pittsburgh, Pittsburgh.
 Ursinus College, Collegeville.
 Washington and Jefferson College, Washington.
 Westminster College, New Wilmington.
 Wilson College, Chambersburg.

Rhode Island: Brown University, Providence.*

South Carolina:

College of Charleston, Charleston.
 Converse College, Spartanburg.
 Furman University, Greenville.
 University of South Carolina, Columbia.
 Winthrop College, Rock Hill.
 Wofford College, Spartanburg.

South Dakota:

University of South Dakota, Vermillion.
 Yankton College, Yankton.

Tennessee:

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

Texas:

Incarinate Word College, San Antonio.
 Our Lady of the Lake College, San Antonio.
 Rice Institute, Houston.
 Southern Methodist University, Dallas.

Texas—Continued.

Texas Christian University, Fort Worth.
 Texas State College for Women, Denton.
 University of Texas, Austin.*

Utah:

Brigham Young University, Provo.
 University of Utah, Salt Lake City.
 Utah State Agricultural College, Logan.

Vermont:

Middlebury College, Middlebury.
 University of Vermont, Burlington.

Virginia:

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

Washington:

College of Puget Sound, Tacoma.
 State College of Washington, Pullman.
 University of Washington, Seattle.
 Whitman College, Walla Walla.

West Virginia:

Bethany College, Bethany.
 West Virginia University, Morgantown.

Wisconsin:

Beloit College, Beloit.
 Carroll College, Waukesha.
 Lawrence College, Appleton.
 Marquette University, Milwaukee.
 Milwaukee-Dowser College, Milwaukee.
 Ripon College, Ripon.
 University of Wisconsin, Madison.*

Wyoming: University of Wyoming, Laramie.

* Member of Association of American Universities

* Negro.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Chairman (acting): WILSON FARRAND, Newark Academy, Newark, N.J.

PRINCIPLES AND STANDARDS FOR ACCREDITING COLLEGES

In accrediting colleges the Middle States Association of Colleges and Secondary Schools makes use of the principles and standards recommended by the American Council on Education. (See pp. 6-10.)

The following institutions are accredited for the year 1933-34.

In each case the college of liberal arts and sciences or the school of engineering, or both, in the cases of institutions which have both, are included, but no other schools are included.

COLLEGES APPROVED NOVEMBER 1933

Delaware: University of Delaware, Newark.

District of Columbia:

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

Maryland:

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

New Jersey:

Brothers College, Madison.
College of St. Elizabeth, Convent Station.
Georgian Court College, Lakewood.
Newark College of Engineering, Newark.
New Jersey College for Women, New Brunswick.
Princeton University, Princeton.
Rutgers University, New Brunswick.
Seton Hall College, South Orange.
Stevens Institute of Technology, Hoboken.

New York:

Adelphi College, Garden City.
Alfred University, Alfred.
Bard College, Annandale-on-Hudson.
Barnard College, New York.
Brooklyn College, Brooklyn.
Canisius College, Buffalo.
Clarkson College of Technology, Potsdam.
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.
College of the Sacred Heart, New York.
College of St. Rose, Albany.
Columbia University, New York.
Cornell University, Ithaca.
D'Youville College, Buffalo.
Elmira College, Elmira.
Fordham University, New York.
Good Counsel College, White Plains.
Hamilton College, Clinton.
Hobart College, Geneva.
Hunter College of the City of New York, New York.
Kenka College, Kenka Park.
Manhattan College, New York.
Marymount College, Tarrytown-on-Hudson.
Nazareth College, Rochester.
New York University, New York.
Niagara University, Niagara Falls.

* Negro.

New York—Continued.

Polytechnic Institute of Brooklyn, Brooklyn.
Rensselaer Polytechnic Institute, Troy.
Russell Sage College, Troy.
St. Bonaventure's College, St. Bonaventure.
St. John's College, Brooklyn.
St. Joseph's College for Women, Brooklyn.
St. Lawrence University, Canton.
Skidmore College, Saratoga Springs.
Syracuse University, Syracuse.
Union University, Schenectady.
University of Buffalo, Buffalo.
University of Rochester, Rochester.
Vassar College, Poughkeepsie.
Wells College, Aurora.
William Smith College (coordinate with Hobart College), Geneva.

Pennsylvania:

Albright College, Reading.
Allegheny College, Meadville.
Bryn Mawr College, Bryn Mawr.
Bucknell University, Lewisburg.
Carnegie Institute of Technology, Pittsburgh.
Dickinson College, Carlisle.
Drexel Institute, Philadelphia.
Franklin and Marshall College, Lancaster.
Geneva College, Beaver Falls.
Gettysburg College, Gettysburg.
Grove City College, Grove City.
Haverford College, Haverford.
Immaculate College, Immaculate.
Juniata College, Huntingdon.
Lafayette College, Easton.
LaSalle College, Philadelphia.
Lebanon Valley College, Annville.
Lehigh University, Bethlehem.
Lincoln University, Lincoln University.*
Marywood College, Scranton.
Mercyhurst College, Erie.
Moravian College (for men), Bethlehem.
Mount St. Joseph's College, Philadelphia.
Muhlenberg College, Allentown.
Pennsylvania College for Women, Pittsburgh.
Pennsylvania State College, State College.
Rosemont College, Rosemont.
St. Joseph's College, Philadelphia.
St. Thomas College, Scranton.
St. Vincent College, Beatty.
Seton Hill College, Greensburg.
Susquehanna University, Selinsgrove.
Swarthmore College, Swarthmore.
Temple University, Philadelphia.
Thiel College, Greenville.
University of Pennsylvania, Philadelphia.
University of Pittsburgh, Pittsburgh.
Ursinus College, Collegeville.
Villa Maria College, Erie.
Villanova College, Villanova.
Washington and Jefferson College, Washington.
Westminster College, New Wilmington.
Wilson College, Chambersburg.

PRINCIPLES AND STANDARDS FOR ACCREDITING
JUNIOR COLLEGES

The Middle States Association of Colleges and Secondary Schools restricts its interest to those junior colleges which give instruction in academic subjects and no junior college will be placed upon the association's list of approved junior colleges unless its student body is engaged primarily in the study of such subjects; but a junior college which includes in its student body certain groups of students which are engaged in the study of vocational subjects of college grade may be eligible for inclusion in the list. Junior colleges which are primarily schools of vocational education are not eligible for inclusion in the list.

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

1. The requirement for admission shall be the satisfactory completion of a 4-year course of not less than 15 units in a secondary school approved by a recognized accrediting agency, or the equivalent of such 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. (Refer also to standard 9.)
2. 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. (In junior colleges in which the "conference" or tutorial method of instruction is employed not less than 2 full academic years of full-time work shall be recognized as the equivalent of 30 year-hours or 60 semester-hours. The Commission on Institutions of Higher Education shall judge whether such 2 years of work do actually fulfill the requirements stated above.)
3. Members of the teaching staff in regular charge of classes should have a baccalaureate degree and should have had not less than 1 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. It is understood that the graduate training of a member of the faculty shall have been in the subject taught by him or in a closely related subject.
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. The curricula should provide both for breadth of study and for concentration and should have justifiable relation 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. No junior college should be accredited unless it has a registration of not fewer than 50 students.
7. The minimum annual operating income for the 2 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.
An institution conducted for profit is not eligible for inclusion in the approved list of junior colleges.
8. 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 progress should also be considered when judging an institution.

9. It is essential that a junior college conduct its work at the college level and not at the secondary school level. If a secondary school or the final 2 years of a secondary school be maintained in connection with a junior college, great care must be used to prevent the work of the junior college from becoming a mere continuation of the work at the secondary school level. In general, classes and laboratory sections should not include both secondary and junior college students. The faculty of the junior college should be made up primarily of those giving instruction to junior college students but in some cases members of the faculty may instruct classes in both divisions of such an institution, provided that instruction to junior college classes is maintained upon the college level.

10. In determining the standing of a college, emphasis will be placed upon the character of the curriculum, the efficiency of instruction, the standard for diplomas, the tone of the institution, and its success in stimulating and preparing students to do satisfactory work in colleges and universities.

JUNIOR COLLEGES APPROVED NOVEMBER 1933

Columbia Junior College, Washington, D.C.
 Junior College of Georgetown Visitation Convent,
 Washington, D.C.
 Centenary Collegiate Institute, Hackettstown, N.J.

Packer Collegiate Institute, Brooklyn, N.Y.
 Sarah Lawrence College, Bronxville, N.Y.
 Beth Low Junior College, Brooklyn, N.Y.

NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Secretary: GEORGE STEWART MILLER, *Tufts College, Medford, Mass.*

The New England Association of Colleges and Secondary Schools is not an accrediting association, but the standards for membership which it enforces parallel the standards for accrediting colleges employed by the other regional associations of colleges and secondary schools. Its list of members may therefore be regarded as an accredited list. The standards and list of members of the association are given below. The fact that a college does not appear on the list does not necessarily mean that it is not eligible; it may mean simply that the institution has not applied for membership.

STANDARDS FOR COLLEGES

Minimum requirements for an acceptable college of liberal arts:

1. A college should demand for admission the satisfactory completion of a 4-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 2 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 \$75,000.

MEMBERS OF THE NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, 1933-34

Connecticut:

Albertus Magnus College, New Haven.
Connecticut College for Women, New London.
Connecticut State College, Storrs.
Trinity College, Hartford.
Wesleyan University, Middletown.
Yale University, New Haven.

Maine:

Bates College, Lewiston.
Bowdoin College, Brunswick.
Colby College, Waterville.
University of Maine, Orono.

Massachusetts:

American International College, Springfield.
Amherst College, Amherst.
Boston University, Boston.
Clark University, Worcester.
College of the Holy Cross, Worcester.
Emmanuel College, Boston.
Harvard University, Cambridge.
International Y.M.C.A. College, Springfield.
Massachusetts Institute of Technology, Cambridge.
Massachusetts State College, Amherst.

Massachusetts—Continued.

Mount Holyoke College, South Hadley.
Radcliffe College, Cambridge.
Regis College, Weston.
Simmons College, Boston.
Smith College, Northampton.
Tufts College, Medford.
Wellesley College, Wellesley.
Wheaton College, Norton.
Williams College, Williamstown.

New Hampshire:

Dartmouth College, Hanover.
University of New Hampshire, Durham.

Rhode Island:

Brown University, Providence.
Pambrake College (Brown University), Providence.
Providence College, Providence.
Rhode Island State College, Kingston.

Vermont:

Middlebury College, Middlebury.
Norwich University, Northfield.
University of Vermont, Burlington.

JUNIOR COLLEGES

Connecticut:

Junior College of Connecticut, Bridgeport.

Massachusetts:

Bradford Junior College, Bradford.
Lesell Junior College, Auburndale.

New Hampshire:

Colby Junior College for Women, New London.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Secretary. GEORGE A. WORKS, 318 Graduate Education Building, Chicago, Ill.

STATEMENT OF POLICY RELATIVE TO THE ACCREDITING OF INSTITUTIONS OF HIGHER EDUCATION

Adopted at the annual meeting of the association, April 18-21, 1934

This statement of policy defines certain principles that will be followed in accrediting institutions of higher education. It is stated in general terms and includes brief descriptions of those characteristics of an institution that will be examined as a basis of accreditation.

This statement of policy is supplemented by a manual which contains elaborations of the statements here given and detailed directions for the execution of the policy here set forth. Upon each important issue the manual contains specific directions for the collection of information and such norms and criteria as will make possible a fair and intelligent evaluation of an institution.

1. *Membership.*—The North Central Association of Colleges and Secondary Schools will accredit and admit to membership as an institution of higher education a university, college, junior college, or institution of similar character that is judged to be of acceptable quality in matters later defined in this statement of principles. In the interpretation of this policy the liberty to integrate the whole or a part of a secondary school with a higher institution will be permitted.

Eligibility for membership will be based upon the character of an institution as a whole, including all the units within its organization. In the case of units, such as professional schools, that fall within the areas of other accrediting agencies, the actions of such accrediting agencies will be taken into account; but the Association does not bind itself to accept the judgment of these agencies.

2. *Purposes of accrediting.*—The purposes of the Association in accrediting higher institutions are as follows:

1. To describe the characteristics of institutions worthy of public recognition as institutions of higher education.
2. To guide prospective students in the choice of an institution of higher education that will meet their needs.
3. To serve individual institutions as a guide in interinstitutional relationships, such as the transfer of students, the conduct of intercollegiate student activities, the placement of college graduates, and the selection of college faculties.
4. To assist secondary schools in the selection of teachers and in advising students as to a choice of institutions, and to promote in any other ways the coordination of secondary and higher education.
5. To stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association.

3. *Bases of accrediting.*—An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

4. *Eligible institutions.*—To be considered by the association an institution must be legally authorized to confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate. An approved institution is not barred from offering curriculums terminating at the end of 1, 2, or 3 years if they are taught at the level of collegiate instruction. The curriculum should presuppose the completion of a secondary school curriculum as a condition for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee the educational progress of students to a definite stage of advancement beyond the completion of the usual secondary school offering. Before an institution will be considered for accreditation, it must have been in operation long enough to make possible an evaluation of its program.

5. *Individuality of institutions.*—In its accrediting procedures the association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable. Well-conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged.

6. *Institutional purposes and clientele.*—Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of an adequate program of general education at the collegiate level for admission.

Every institution that applies for accreditation will offer a definition of its purposes that will include the following items:

1. A statement of its objectives, if any, in general education.
2. A statement of the occupational objectives, if any, for which it offers training.
3. A statement of its objectives in individual development of students, including health and physical competence.

This statement of purposes must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

7. *Faculty.*—An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience and educational work, and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty.

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students, to representation of the teaching fields, to the training of instructors in their fields of instruction, to group organization of the faculty, to faculty meetings, and to faculty committees.

Under satisfactory working conditions consideration will be given to the following: Salary status; tenure; instructional load; recruiting, selection, and appointment; aids to faculty growth; and provisions for leaves of absence, retirement, insurance, housing, and recreation and community life.

8. *Curriculum.*—The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. In general these offerings include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions.

An institution should provide appropriate facilities for general education unless, as may be the case in a particular institution, its program presupposes the completion of an adequate program of general education at the collegiate level prior to entrance.

The organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution. Responsibility for the grouping of curriculum content, as by courses, departments, or divisions, will lie with institutions. The merit of a curriculum organization will be judged primarily by the manner in which it functions.

The curriculum of an institution will be regarded as effective only when the faculty includes instructors competent by reason of educational preparation to offer instruction in announced courses.

The institution should be able to show clearly that the curriculum as described in published statements is effectively administered in the case of individual students and that there is reasonable adherence to stated requirements in the awarding of degrees and certificates of progress.

9. *Instruction.*—An institution will be expected to show a sympathetic concern for the quality of instruction offered students and to give evidence of efforts to make instruction effective. Consideration will be given to the emphasis placed by the institution upon teaching competence in the selection and promotion of teachers, to the manner in which young instructors are inducted into teaching activities, to the aids that are provided as stimuli to the growth of individual members of the staff, to the institution's concern for high scholarship in students, to its emphasis upon the adjustment of the curriculum and teaching procedures to the abilities and interests of students, to efforts to make such examinations as are given more reliable and more accurate measures of student accomplishment, and to the alertness of the faculty to the instructional needs of students. Familiarity of the administration and faculty with current discussions of instructional problems at the college level and with recent experimental studies of college problems are further evidences of institutional alertness to the need for good college teaching.

10. *Library.*—The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

In estimating the adequacy of the library, attention will be given to the holdings of standard works of general and special reference, to the holdings of magazines and periodicals, and to the number and variety of books. The use of the library by students and by the faculty, library expenditures over a period of years, the salaries of the library staff, the qualifications of the staff, and the administrative practices relating to the library will all be considered in this connection.

11. *Induction of students.*—The policy of an institution in admitting students should be determined on the one hand by the purposes of the institution and on the other by the abilities, interests, and previous preparation of applicants. An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution.

12. *Student personnel service.*—The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development, and in making suitable vocational choices and preparation. Attention will also be given to the practices of an institution in counseling students about their health, their financial affairs, and their intimate personal affairs. The student's relation to extra-curriculum activities will also be studied. The practices of an institution in the provision and control of health services, in the housing and boarding of students, in the management of extra-curriculum activities, in the control of student conduct, and in financial assistance to students will be considered.

13. *Administration.*—The administrative organization should be suitable for accomplishing the objectives of the institution. Adequate provision should be made for the performance of all administrative functions by a personnel competent in their respective lines of activity.

In evaluating the administration of an institution, the emphasis will be placed upon the manner in which the functions are performed rather than upon the organization or the personnel, although the suitability of the organization and the competence of the personnel cannot be ignored. Attention will be given to such matters as the constitution and activities of the board of control; the general system of administrative control; the administration of academic matters, such as curriculum, faculty personnel, and instruction; the business administration, including financial accounting, budgeting, purchasing, the collection of revenues, and the supervision of the finances of student activities; the administration of the physical plant; the management of invested funds, if any; the administration of the student personnel service; the administration of special educational activities, if any, such as summer session or extension services, and the system of records and reports.

14. *Finance.*—The institution should provide evidence of financial resources adequate for and effectively applied to the support of its educational program.

The items of information to be considered in determining the adequacy of the financial support are the expenditure per student for educational purposes; the extent to which the institution is dependent upon student fees; the stability of the financing, as indicated by the amount of income per student from stable sources, and the avoidance of burdensome indebtedness; and the procedures in financial accounting and reporting. Necessary adjustments will be allowed for contributed services of instructors and administrative officers in Catholic institutions.

15. *Physical plant.*—The physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational

program and should contribute effectively to the realization of the accepted objectives of the institution.

In judging the plant, consideration will be given to the adequacy and effectiveness of such features as site; general type of buildings; service systems; classrooms, laboratories, and other facilities appropriate to the special purposes of the institution; office facilities; library building; facilities for health service, recreation, and athletics; dormitories; auditoriums; assembly rooms; and the operation and care of the plant.

16. *Intercollegiate athletics.*—If the institution maintains a program of intercollegiate athletics, the same policies should prevail in regard to faculty, administration, and the management of students as are in force in connection with the other features of the institution.

In evaluating the athletic program, consideration will be given to the requirements for eligibility for participation; the distribution of scholarships, loan funds, grants of financial aid, and remunerative employment; the methods taken to safeguard the health of participants; the administrative organization; the financial control; and the competence of the staff.

17. *Institution's study of its problems.*—An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies.

18. *Published list of accredited institutions.*—The association will publish one list of accredited institutions of higher education. Attached to the name of each institution in the list will be notations relative to such objective facts as are pertinent to a description of the characteristics of an institution.

19. *Continuing revision of policy and procedures.*—The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and adoption. Continuous study leading to adjustment and improvement is accepted as necessary to the full fruition of the plan and will be considered an integral part of the regular accrediting activities of the association. It shall be the policy of the commission to study the operation of the principles given in this statement of policy and of the detailed procedures described in the manual.

In pursuit of this policy, there will be collected periodically from member institutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. It shall be the duty of the secretary, with the counsel of the board of review, to conduct annually one or more detailed studies upon selected phases of the accrediting program. The study of any given year will include only a limited number of institutional characteristics, but they should be so chosen as to make it possible from time to time to determine improved procedures and criteria for the use of inspectors and the board of review. The results of such studies will be regularly reported to the commission on institutions of higher education.

ACCREDITED INSTITUTIONS, 1934-35

UNIVERSITIES AND COLLEGES

(These institutions were accredited under the former standards of the association)

Arizona:

Arizona State Teachers College, Tempe.
Northern Arizona State Teachers College, Flagstaff.
University of Arizona, Tucson.

Arkansas:

Arkansas State College, Jonesboro.
Arkansas State Teachers College, Conway.
Henderson State Teachers College, Arkadelphia.
Hendrix College, Conway.
University of Arkansas, Fayetteville.

Colorado:

Colorado Agricultural College, Fort Collins.
Colorado College, Colorado Springs.
Colorado School of Mines, Golden.
Colorado State Teachers College, Greeley.
Loretto Heights College, Loretto Heights.
University of Colorado, Boulder.
University of Denver, Denver.
Western State College of Colorado, Gunnison.

Illinois:

Armour Institute of Technology, Chicago.
Augustana College, Rock Island.
Bradley Polytechnic Institute, Peoria.
Carthage College, Carthage.
DePaul University, Chicago.
Eastern Illinois State Teachers College, Charleston.
Elmhurst College, Elmhurst.
Eureka College, Eureka.
Illinois College, Jacksonville.
Illinois State Normal University, Normal.
Illinois Wesleyan University, Bloomington.
James Millikin University, Decatur.
Knox College, Galesburg.
Lake Forest College, Lake Forest.
Lewis Institute, Chicago.
Loyola University, Chicago.
MacMurray College for Women, Jacksonville.
Monmouth College, Monmouth.
North Central College, Naperville.
Northern Illinois State Teachers College, DeKalb.
Northwestern University, Evanston.
Rockford College, Rockford.
Rosary College, River Forest.
Shurtleff College, Alton.
Southern Illinois State Normal University, Carbondale.
University of Chicago, Chicago.
University of Illinois, Urbana.
Western Illinois State Teachers College, Macomb.
Wheaton College, Wheaton.

Indiana:

Ball State Teachers College, Muncie.
Butler University, Indianapolis.
DePauw University/Greencastle.
Earlham College, Earlham.
Evansville College, Evansville.

Indiana—Continued.

Franklin College, Franklin.
Hanover College, Hanover.
Indiana State Teachers College, Terre Haute.
Indiana University, Bloomington.
Manchester College, North Manchester.
Purdue University, Lafayette.
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.
Valparaiso University, Valparaiso.
Wabash College, Crawfordsville.

Iowa:

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

Kansas:

Baker University, Baldwin City.
Bethany College, Lindsborg.
College of Emporia, Emporia.
Fort Hays Kansas State College, Hays.
Friends University, Wichita.
Kansas State College of Agriculture and Applied Science, Manhattan.
Kansas State Teachers College, Emporia.
Kansas State Teachers College, Pittsburg.
Marymount College, Salina.
Mount St. Scholastica College, Atchison.
Municipal University of Wichita, Wichita.
Ottawa University, Ottawa.
St. Benedict's College, Atchison.
Southwestern College, Winfield.
The St. Mary College, Leavenworth.
Sterling College, Sterling.
University of Kansas, Lawrence.
Washburn College, Topeka.

Michigan:

Albion College, Albion.
Alma College, Alma.
Battle Creek College, Battle Creek.
Calvin College, Grand Rapids.
Central State Teachers College, Mount Pleasant.
Hilledale College, Hilledale.
Hope College, Holland.

Michigan—Continued.

Kalamazoo College, Kalamazoo.
 Marygrove College, Detroit.
 Michigan College of Mining and Technology,
 Houghton.
 Michigan State College of Agriculture and
 Applied Science, East Lansing.
 Michigan State Normal College, Ypsilanti.
 Northern State Teachers College, Marquette.
 University of Michigan, Ann Arbor.
 Wayne University, Detroit.¹
 Western State Teachers College, Kalamazoo.

Minnesota:

Carlton College, Northfield.
 College of St. Benedict, St. Joseph.
 College of St. Catherine, St. Paul.
 College of St. Scholastica, Duluth.
 College of St. Teresa, Winona.
 College of St. Thomas, St. Paul.
 Concordia College, Moorhead.
 Gustavus Adolphus College, St. Peter.
 Hamline University, St. Paul.
 Macalester College, St. Paul.
 St. Olaf College, Northfield.
 University of Minnesota, Minneapolis. /

Missouri:

Central College, Fayette.
 Central Missouri State Teachers College, War-
 rensburg.
 Culver-Stockton College, Canton.
 Drury College, Springfield.
 Harris Teachers College, St. Louis.
 Lincoln University, Jefferson City.⁴
 Lindenwood College, St. Charles.
 Missouri Valley College, Marshall.
 Northeast Missouri State Teachers College,
 Kirksville.
 Northwest Missouri State Teachers College,
 Maryville.
 Park College, Parkville.
 St. Louis University, St. Louis.
 Southeast Missouri State Teachers College,
 Cape Girardeau.
 Southwest Missouri State Teachers College,
 Springfield.
 Tarkio College, Tarkio.
 University of Missouri, Columbia.
 Washington University, St. Louis.
 Webster College, Webster Groves.
 Westminster College, Fulton.
 William Jewell College, Liberty.

Montana:

Carroll College, Helena.⁶

Nebraska:

Creighton University, Omaha.
 Doane College, Crete.
 Hastings College, Hastings.
 Nebraska State Normal College, Chadron.
 Nebraska State Teachers College, Kearney.
 Nebraska State Teachers College, Peru.
 Nebraska State Teachers College, Wayne.
 Nebraska Wesleyan University, University
 Place.
 University of Nebraska, Lincoln.

¹ Negro.⁶ Formerly College of the City of Detroit.**New Mexico:**

New Mexico College of Agriculture and
 Mechanic Arts, State College.
 University of New Mexico, Albuquerque.

North Dakota:

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

Ohio:

Antioch College, Yellow Springs.
 Baldwin-Wallace College, Berea.
 Bowling Green State College, Bowling Green.
 Capital University, Columbus.
 Case School of Applied Science, Cleveland.
 College of Mount St. Joseph-on-the-Ohio,
 Mount St. Joseph.
 College of Wooster, Wooster.
 Denison University, Granville.
 Findlay College, Findlay.
 Heidelberg College, Tiffin.
 Hiram College, Hiram.
 John Carroll University, Cleveland.
 Kent State College, Kent.
 Lake Erie College, Painesville.
 Marietta College, Marietta.
 Mary Mansie College, Toledo.
 Miami University, Oxford.
 Mount Union College, Alliance.
 Muskingum College, New Concord.
 Notre Dame College, South Euclid.
 Oberlin College, Oberlin.
 Ohio State University, Columbus.
 Ohio University, Athens.
 Ohio Wesleyan University, Delaware.
 Otterbein College, Westerville.
 St. Mary's of the Springs College, East Colum-
 bus.
 University of Akron, Akron.
 University of Cincinnati, Cincinnati.
 University of Dayton, Dayton.
 University of Toledo, Toledo.
 Ursuline College, Cleveland.
 Western College for Women, Oxford.
 Western Reserve University, Cleveland.
 Wittenberg College, Springfield.

Oklahoma:

Oklahoma Agricultural and Mechanical Col-
 lege, Stillwater.
 Oklahoma College for Women, Chickasha.
 Phillips University, Enid.
 University of Oklahoma, Norman.
 University of Tulsa, Tulsa.

South Dakota:

Augustana College, Sioux Falls.
 Dakota Wesleyan University, Mitchell.
 Huron College, Huron.
 Sioux Falls College, Sioux Falls.
 South Dakota State College of Agriculture and
 Mechanic Arts, Brookings.
 South Dakota State School of Mines, Rapid
 City.
 University of South Dakota, Vermillion.
 Yankton College, Yankton.

⁶ Formerly Mount St. Charles College.

West Virginia:

Bethany College, Bethany.
 Concord State Teachers College, Athens.
 Marshall College, Huntington.
 West Virginia State College, Institute.
 West Virginia University, Morgantown.

Wisconsin:

Beloit College, Beloit.
 Carroll College, Waukesha.
 Lawrence College, Appleton.
 Marquette University, Milwaukee.

Wisconsin—Continued.

Milwaukee-Downer College, Milwaukee.
 Milwaukee State Teachers College, Milwaukee.
 Mount Mary College, Milwaukee.
 Ripon College, Ripon.
 State Teachers College, La Crosse.
 State Teachers College, Oshkosh.
 State Teachers College, Superior.
 Stout Institute, Menomonie.
 University of Wisconsin, Madison.

Wyoming: University of Wyoming, Laramie.

JUNIOR COLLEGES

Arizona: Phoenix Junior College, Phoenix.

Arkansas:

Arkansas Polytechnic College, Russellville.
 Central College, Conway.
 Little Rock Junior College, Little Rock.
 State Agricultural and Mechanical College,
 Magnolia.
 State Agricultural and Mechanical College,
 Monticello.

Colorado: Colorado Woman's College, Denver.

Illinois:

Blackburn College, Carlinville.
 Central Y.M.C.A. College, Chicago.
 Frances Shimer Junior College, Mount Carroll.
 George Williams College, Chicago.
 Joliet Junior College, Joliet.
 La Salle-Peru-Oglesby Junior College, La Salle.
 Lincoln College, Lincoln.
 Lyons Township Junior College, La Grange.
 Monticello Seminary, Godfrey.
 Morton Junior College, Clara.
 North Park College, Chicago.
 Springfield Junior College, Springfield.
 Thornton Junior College, Harvey.

Indiana: St. Joseph's College, Collegeville.

Iowa:

Graceland College, Lamoni.
 Mason City Junior College, Mason City.
 Mount Mercy Junior College, Cedar Rapids.
 Ottumwa Heights College, Ottumwa.

Michigan:

Bay City Junior College, Bay City.
 Emmanuel Missionary College, Berrien
 Springs.

Michigan—Continued.

Flint Junior College, Flint.
 Grand Rapids Junior College, Grand Rapids.
 Highland Park Junior College, Highland Park.
 Jackson Junior College, Jackson.
 Muskegon Junior College, Muskegon.
 Port Huron Junior College, Port Huron.

Minnesota:

Duluth Junior College, Duluth.
 Eveleth Junior College, Eveleth.
 Hibbing Junior College, Hibbing.
 St. Mary's College, Winona.
 Virginia Junior College, Virginia.

Missouri:

Christian College, Columbia.
 Flat River Junior College, Flat River.
 Jefferson City Junior College, Jefferson.
 Junior College of Kansas City, Kansas City.
 Kemper Military School, Boonville.
 Rockhurst College, Kansas City.
 St. Joseph Junior College, St. Joseph.
 Stephens College, Columbia.
 Teachers College of Kansas City, Kansas City.
 The Principia, St. Louis.

Westworth Military Academy, Lexington.

William Woods College, Fulton.

Nebraska: Union College, Lincoln.

Oklahoma:

Northeastern Oklahoma Junior College,
 Miami.

West Virginia: Potomac State School, Keyser.

Wisconsin: St. Norbert College, West De Para.

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS**COMMISSION ON ACCREDITING HIGHER INSTITUTIONS**

Chairman: FREDERICK E. BOLTON, *University of Washington, Seattle, Wash.*

The standards used by the Northwest Association of Secondary and Higher Schools in admitting colleges and universities to the accredited list are those recommended by the American Council on Education. (See pp. 6-10.)

ACCREDITED COLLEGES AND UNIVERSITIES, 1934-35

Alaska:

Alaska Agricultural College and School of Mines, College.

California:

College of the Holy Names, Oakland.
 Dominican College, San Rafael.
 Immaculate Heart College, Hollywood.
 Loyola University, Los Angeles.
 Mount St. Mary's College, Los Angeles.
 Pacific Union College, Angwin.
 St. Mary's College, Oakland.
 San Francisco College for Women, San Francisco.

University of Redlands, Redlands.
 University of San Francisco, San Francisco.
 University of Santa Clara, Santa Clara.

Idaho:

College of Idaho, Caldwell.
 University of Idaho, Moscow.

Montana:

Intermountain Union College, Helena.
 Montana State College, Bozeman.
 Montana State School of Mines, Butte.
 State University of Montana, Missoula.

Oregon:

Albany College, Albany.
 Columbia University, Portland.
 Linfield College, McMinnville.
 Marylhurst College, Oswego.
 Mount Angel College, St. Benedict.
 Oregon State Agricultural College, Corvallis.
 Pacific University, Forest Grove.
 Reed College, Portland.
 University of Oregon, Eugene.
 Willamette University, Salem.

Utah:

Brigham Young University, Provo.
 University of Utah, Salt Lake City.
 Utah State Agricultural College, Logan.

Washington:

College of Puget Sound, Tacoma.
 Gonzaga University, Spokane.
 State College of Washington, Pullman.
 University of Washington, Seattle.
 Whitman College, Walla Walla.
 Whitworth College, Spokane.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

1. The requirement for admission should be the satisfactory completion of a 4-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. Requirements for graduation must 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 other qualitative standards suited to its individual conditions.
3. Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree or the equivalent of this degree in special training and should have not less than 1 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. The teaching schedule of instructors teaching junior college classes shall be limited to 22 hours per week; for instructors devoting their whole time to junior college classes 18 hours should be the maximum.
5. The curriculum should provide both for breadth of study and for concentration and should have justifiable relation to the resources of the institution, but there should be a minimum of five departments. This 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. The limit of the number of students in a recitation or laboratory class in a junior college should be 30.
7. The college work should be the essential part of the curriculum. No junior college should be accredited unless it has a registration of 25 students, if it offers but a single year, and 50 students if it offers more than a single year.
8. The material equipment and upkeep of a junior college, its buildings, lands, laboratories, apparatus, and libraries should be judged by their efficiency in relation to the educational program.

9. The minimum annual operating income for the 2 years of junior college work should be \$10,000, of which not less than \$5,000 should be derived from stable sources, other than students, preferably 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.

ACCREDITED JUNIOR COLLEGES

California:

Southern California Junior College, Arlington.

Idaho:

Northwest Nazarene College, Nampa.

University of Idaho, Southern Branch, Pocatello.

Montana:

Northern Montana College, Havre.

Oregon:

St. Helen's Hall Junior College, Portland.

Utah:

Dixie College, St. George.

Snow College, Ephraim.

St. Mary of the Wasatch College, Salt Lake City.

Weber College, Ogden.

Washington:

St. Martin's College, Lacey.

Walla Walla College, Walla Walla.

STANDARDS FOR ACCREDITING TEACHER-TRAINING INSTITUTIONS

1. A normal school or teachers college should demand for admission the satisfactory completion of 4 years of work in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. Students admitted with less than this amount of preparation should be designated as special or unclassified students.

2. A normal school or teachers college should require for graduation the completion of a minimum quantitative requirement of at least 60 semester-hours and for the baccalaureate degree the completion of a minimum quantitative requirement of at least 120 semester-hours of credit.

3. No normal school or teachers college should be accredited which has an enrollment of less than 80 students of college grade. The students of college grade should constitute at least 90 percent of the total enrollment of the institution (exclusive of the pupils enrolled in the training department).

4. For a normal school or teachers college of approximately 80 students, the faculty should consist of at least 8 heads of departments devoting full time to the work of the institution. With the growth of the student body, the number of full-time teachers should be increased so as to preserve a ratio of teachers to students of from 1 to 12 to 1 to 15 (exclusive of teachers giving full time to elementary and secondary instruction in training departments).

The minimum scholastic requirement of all teachers (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 college graduation, supplemented by special training or experience, or both, of at least 3 years. Graduate study and training in research 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.

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. One hour and a half of laboratory, shop supervisory instruction, or of regularly assigned administrative duties should be reckoned as the equivalent of one teaching hour. When the same work is repeated in different sections, the increase in the load of the instructor above the maximum just indicated should never exceed two teaching hours.

5. The minimum annual operating income for an accredited normal school or teachers 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' fees.

6. A normal school or teachers college should be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course offered. The location and construction of buildings, the lighting, heating, and ventilating of 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 students and teachers.

7. A normal school or teachers college should provide adequate facilities for observation and practice teaching, making this work the integrating and dominant aspect of the curriculum.

(a) The number of pupils annually enrolled in the training department (including children in public schools used for practice) should not be less than four times the annual number of graduates from the institution.

(b) The teachers in training department (including the director and assistants) should number not less than one-third the entire faculty of the institution, and (excepting teachers whose full time is given to instructing elementary and secondary students) should possess the same degree of preparation as other members of the faculty.

(c) Each student candidate for the diploma (60 hours) should be given the equivalent of 1 school year of observation and practice of not less than 1 clock hour a day (a total of 180 hours).

8. Completion of a 2-year curriculum in a standard normal school or teachers college should be accredited at full value in a college or university either for work in art and sciences or for work in the school of education. Further recognition of credits should be based on a careful consideration of the sequence, the length, and the advanced character of the academic courses pursued in the normal school or teachers college.

9. 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.

SUPPLEMENTARY RECOMMENDATIONS

1. Each accrediting agency should make a special examination of colleges of liberal arts whether independent institutions or divisions of universities, before approving them as institutions for the professional training of teachers.

2. No college of liberal arts or university should be accredited as an institution for the professional training of teachers unless it has at least 1 professor giving his whole time to work in teacher training for every 30 students enrolled in such course.

3. A college or university offering professional instruction for teachers should have adequate facilities for observation and practice teaching.

4. The strictly professional courses offered by such colleges and universities for the training of teachers should be extended over a period of at least 1 whole year.

5. The recommendations offered above with respect to library, physical equipment, and inspection in advance of approval apply equally to colleges and universities giving professional education to teachers.

ACCREDITED NORMAL SCHOOLS AND TEACHERS COLLEGES

California:

State Teachers College, Fresno.
State Teachers College, San Diego.

Idaho:

Albion State Normal School, Albion.
Lewiston State Normal School, Lewiston.

Montana:

Eastern Montana Normal School, Billings.
Montana State Normal College, Dillon.

Oregon:

Eastern Oregon Normal School, La Grande.
Maryhurst Normal School, Oswego.
Mount Angel Normal School, St. Benedict.
Oregon Normal School, Monmouth.
Southern Oregon Normal School, Ashland.

Washington:

Holy Name Normal School, Spokane.
Seattle Pacific College, Seattle.
State Normal School, Bellingham.
State Normal School, Cheney.
State Normal School, Ellensburg.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Secretary: T. H. JACK, Randolph-Macon Woman's College, Lynchburg, Va.

STANDARDS FOR COLLEGES OF ARTS AND SCIENCES AND FOR TEACHER-TRAINING COLLEGES

1. *Entrance requirements.*—The requirement for admission shall be the satisfactory completion of a 4-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 shall 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 such scholastic qualitative requirements as may be deemed desirable by each institution.

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 8 separate departments, with at least 1 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.

5. *Training of faculty.*—The training of the members of the faculty of professorial rank should include at least 2 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 that represented by 3 full years of coordinated

graduate work in an institution of recognized standing, in the field in which he is to teach; or should represent a corresponding professional or technical training.

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 for 9 months.

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, 2 laboratory hours will be counted as equivalent to 1 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 library of at least 12,000 volumes, in addition to duplicates and public documents, bearing specifically upon the subjects taught and administered by a professionally trained librarian. For a college of approximately 300 students and a minimum number of departments, there should be spent annually for the library, exclusive of the care of the building, not less than \$5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in the different fields covered by the curriculum should be taken as well as those of more general cultural interest. There should be a catalog of approved type. The library should be open not less than 10 hours per school day. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. Seating capacity for at least 15 percent of the student body should be provided in the reading rooms. Arrangements should be made through freshman week, orientation courses, or otherwise, for students to receive instruction in the use of the library.

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 percent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science.

14. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, and the general sanitary equipment 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.—All members of this association which engage in intercollegiate athletics shall also hold membership in some athletic conference or association, approved by this association, which requires adherence to the widely recognized safeguards against abuse, such as forbidding the playing of "special" students, the nonmigrant rule, and the 1-year rule, together with the rules which experience has proved to be necessary.

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.

Teacher-training colleges must conform to the following additional requirements:

Not more than one-fourth of the credits required for graduation should represent professional subjects.

All subjects offered for degrees in 4-year courses for general or professional degrees shall be of collegiate grade.

The college shall provide adequate facilities for practice teaching and observation.

COLLEGES AND UNIVERSITIES APPROVED DECEMBER 8, 1933

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.
Womans College of Alabama, Montgomery.

Florida:

Florida State College for Women, Tallahassee.
John B. Stetson University, DeLand.
Rollins College, Winter Park.
University of Florida, Gainesville.

Georgia:

Agnes Scott College, Decatur.
Brenau College, Gainesville.[†]
Emory University, Emory University.

Georgia—Continued.

Georgia School of Technology, Atlanta.
Georgia State Woman's College, Valdosta.
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, Danville.
Eastern Kentucky State Teachers College, Richmond.
Georgetown College, Georgetown.
Morehead State Teachers College, Morehead.
Murray State Teachers College, Murray.
Transylvania College, Lexington.

[†] Not now fully meeting one or more of the standards, but continued on the list pending the removal of deficiencies.

[‡] Not now fully meeting standard number 9, but continued on the approved list pending removal of deficiencies.

Kentucky—Continued.

Union College, Barbourville.
 University of Kentucky, Lexington.
 University of Louisville, Louisville.
 Western Kentucky State Teachers College,
 Bowling Green.

Louisiana:

Centenary College, Shreveport.
 H. Sophie Newcomb Memorial College (the
 woman's college of Tulane University), New
 Orleans.
 Louisiana College, Pineville.
 Louisiana Polytechnic Institute, Ruston.
 Louisiana State Normal College, Natchitoches.
 Louisiana State University, Baton Rouge.
 Loyola University, New Orleans.¹
 Southwestern Louisiana Institute, Lafayette.
 Tulane University of Louisiana, New Orleans.

Mississippi:

Blue Mountain College, Blue Mountain.
 Delta State Teachers College, Cleveland.
 Millsaps College, Jackson.
 Mississippi College, Clinton.
 Mississippi State College, State College.¹
 Mississippi State College for Women, Colum-
 bus.
 Mississippi State Teachers College, Hatties-
 burg.¹
 Mississippi Woman's College, Hattiesburg.¹
 University of Mississippi, University.

North Carolina:

Catawba College, Salisbury.¹
 Davidson College, Davidson.
 Duke University, Durham.
 East Carolina Teachers College, Greenville.
 Greensboro College for Women, Greensboro.
 Guilford College, Guilford College.
 Meredith College, Raleigh.
 North Carolina State College of Agriculture and
 Engineering, Raleigh.
 Queens-Chicora College, Charlotte.
 Salem College, Winston-Salem.
 University of North Carolina, Chapel Hill.
 Wake Forest College, Wake Forest.¹⁰
 Woman's College of the University of North
 Carolina, Greensboro.

South Carolina:

Clemson Agricultural College, Clemson Col-
 lege.
 Coker College, Hartsville.
 College of Charleston, Charleston.
 Converse College, Spartanburg.
 Erskine College, Due West.
 Furman University, Greenville.
 Limestone College, Gaffney.
 The Citadel, the Military College of South
 Carolina, Charleston.
 University of South Carolina, Columbia.
 Winthrop College, Rock Hill.
 Wofford College, Spartanburg.

Tennessee:

Carson and Newman College, Jefferson City.
 East Tennessee State Teachers College, John-
 son City.

Tennessee—Continued.

George Peabody College for Teachers, Nash-
 ville.
 Maryville College, Maryville.
 Middle Tennessee State Teachers College, Mur-
 freesboro.
 Southwestern, Memphis.
 Tusculum College, Greenville.
 University of Chattanooga, Chattanooga.
 University of Tennessee, Knoxville.
 University of the South, Sewanee.
 Vanderbilt University, Nashville.
 West Tennessee State Teachers College, Mem-
 phis.

Texas:

Agricultural and Mechanical College of Texas
 College Station.
 Baylor College for Women, Belton.⁷
 Baylor University, Waco.⁷
 East Texas State Teachers College, Commerce.
 Incarnate Word College, San Antonio.
 North Texas State Teachers College, Denton.
 Our Lady of the Lake College, San Antonio.
 Rice Institute, Houston.
 Sam Houston State Teachers College, Hunts-
 ville.
 Simmons University, Abilene.¹
 Southern Methodist University, Dallas.
 Southwestern University, Georgetown.⁷
 Southwest Texas State Teachers College, San
 Marcos.
 Stephen F. Austin State Teachers College,
 Nacogdoches.
 Sul Ross State Teachers College, Alpine.
 Texas Christian University, Fort Worth.
 Texas College of Arts and Industries, King-
 ville.
 Texas State College for Women, Denton.
 Texas Technological College, Lubbock.
 Trinity University, Waxahachie.
 University of Texas, Austin.
 West Texas State Teachers College, Canyon.

Virginia:

Bridgewater College, Bridgewater.¹⁰
 College of William and Mary, Williamsburg.
 East Radford State Teachers College, East
 Radford.
 Emory and Henry College, Emory.⁷
 Hampden-Sidney College, Hampden-Sidney.
 Hollins College, Hollins.
 Lynchburg College, Lynchburg.⁷
 Mary Baldwin College, Staunton.
 Randolph Macon College, Ashland.
 Randolph-Macon Woman's College, Lynch-
 burg.
 Roanoke College, Salem.
 State Teachers College, Farmville.
 State Teachers College, Fredericksburg.
 State Teachers College, Harrisonburg.
 Sweetbriar College, Sweetbriar.
 University of Richmond, Richmond.
 University of Virginia, Charlottesville.
 Virginia Military Institute, Lexington.
 Virginia Polytechnic Institute, Blacksburg.
 Washington and Lee University, Lexington.

¹ See p. 33.⁷ See p. 33.¹⁰ Not now fully meeting standard number 18.¹⁰ Not now fully meeting standard number 18, but continued on the approved list pending the removal of deficiency.

STANDARDS FOR JUNIOR COLLEGES

1. *Entrance requirements.*—The requirement for admission shall be the satisfactory completion of a 4-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 1 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 2 years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than student fees or payments. If not tax-supported, the college should have an endowment of not less than \$200,000 or, in case of church-supported institutions, an endowment of at least \$100,000, plus fixed annual contributions of not less than \$5,000, whose permanence is assured by official statement from the contributing body. 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 percent 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, amusement, 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.

APPROVED JUNIOR COLLEGES

Alabama:

Marion Institute, Marion.
St. Bernard College, St. Bernard.

Florida: St. Petersburg Junior College, St. Petersburg.

Georgia:

Georgia Southwestern College, Americus.
Junior College of Augusta, Augusta.
Middle Georgia College, Cochran.

Kentucky:

Bethel Woman's College, Hopkinsville.
Cumberland College, Williamsburg.
Mount St. Joseph Junior College, St. Joseph.
Nazareth Junior College, Nazareth.
Pikeville College, Pikeville.¹¹
Sacred Heart College, Louisville.
Sue Bennett College, London.

Mississippi:

Gulf Park College, Gulfport.
Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston.
Hinds Junior College, Raymond.¹²
Pearl River College, Poplarville.¹³

¹¹ Failure to observe standard 7.

¹² Failure to observe standards 5 and 7.

¹³ Failure to observe standards 5, 10, and 11.

Mississippi—Continued.

Sunflower County Junior College, Moorhead.¹⁴
Whitworth College, Brookhaven.

North Carolina:

Mars Hill College, Mars Hill.
St. Mary's School, Raleigh.

Tennessee:

Tennessee Wesleyan College, Athens.
Ward-Belmont College, Nashville.

Texas:

Amarillo College, Amarillo.
Brownsville Junior College, Brownsville.
Edinburg College, Edinburg.
John Tarleton Agricultural College, Stephenville.¹⁵

Lamar College, Beaumont.
Lon Morris College, Jacksonville.¹⁴
Texarkana Junior College, Texarkana.
Tyler Junior College, Tyler.

Virginia:

Avarett College, Danville.
Virginia Intermont College, Bristol.

¹⁴ Failure to observe standard 5.

¹⁵ Failure to observe standards 6 and 9.

APPROVED LIST OF NEGRO COLLEGES

STANDARD 4-YEAR COLLEGES—CLASS A

Alabama:

Talladega College, Talladega.
Tuskegee Normal and Industrial Institute,
Tuskegee.

Georgia:

Atlanta University, Atlanta.
Morehouse College, Atlanta.
Spelman College, Atlanta.

North Carolina: Johnson C. Smith University,
Charlotte.

Tennessee: Fisk University, Nashville.

Texas: Wiley College, Marshall.

Virginia:

Hampton Institute, Hampton.
Virginia State College, Petersburg.

STANDARD 4-YEAR COLLEGES—CLASS B

Institutions in this class do not yet meet in full one or more of the standards set up by the association for 4-year colleges, but the general quality of their work is such as to warrant the admission, without condition, of their graduates to any institution requiring the bachelor's degree for entrance.

Florida: Florida Agricultural and Mechanical
College, Tallahassee.

Georgia:

Clark University, Atlanta.
Morris Brown College, Atlanta.
Paine College, Augusta.

Kentucky:

Kentucky State Industrial College, Frankfort.
Louisville Municipal College, Louisville.

Louisiana:

Southern University, Baton Rouge.
Xavier University, New Orleans.

Mississippi: Tougaloo College, Tougaloo.

North Carolina:

Bennett College, Greensboro.
Livingstone College, Salisbury.
North Carolina Agricultural and Technical
College, Greensboro.

North Carolina—Continued.

North Carolina College for Negroes, Durham.
St. Augustine College, Raleigh.
Shaw University, Raleigh.

South Carolina: State Agricultural and Mechanical
College, Orangeburg.

Tennessee:

Knorville College, Knorville.
Le Moyné College, Memphis.

Texas:

Bishop College, Marshall.
Prairie View State Normal and Industrial
College, Prairie View.

Tillotson College, Austin.

Virginia: Virginia Union University, Richmond.

STANDARD 2-YEAR JUNIOR COLLEGES—CLASS A

Mary Allen Seminary, Crockett, Tex.

STANDARD 2-YEAR JUNIOR COLLEGES—CLASS B

Institutions in this class do not yet meet in full one or more of the standards set up by this association for junior colleges, but the general quality of their work is such as to warrant the admission of their graduates into the junior year of any standard 4-year college.

Alabama: State Agricultural and Mechanical
Institute, Normal.

Florida:

Bethune Cookman College, Daytona Beach.
Normal and Industrial Institute, St. Augustine.

Georgia: Fort Valley Normal and Industrial
School, Fort Valley.

North Carolina: Barber-Scott Junior College,
Concord.

Texas: Houston Municipal Junior College for
Negroes, Houston.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Secretary: CHARLES W. HUNT, State Normal School, Oneonta, N. Y.

STANDARDS FOR ACCREDITING TEACHERS COLLEGES AND NORMAL SCHOOLS

Adopted at Washington, D. C., February 20, 1938

1. *Definition of a teachers college.*—Teachers college (4-year institution granting degrees). 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 having at least one 4-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 4-year secondary school curriculum, or equivalent training approved by this association.

Normal school.—A similar institution offering curricula of 2 or more years in length but not granting a degree.

2. *Requirements for admission.*—The quantitative requirements of admission to a teachers college or normal school accredited by this association shall be at least 15 units of secondary school work or the equivalent. These units must represent work done in an accredited secondary school or must be evidenced by the results of examinations. Evidence of a program of selective admissions should be submitted to the accrediting committee. Experience in teaching shall in no case be accepted for entrance, or credit toward graduation.

3. *Standards for graduation.*—The quantitative requirement for graduation from a teachers college shall be the completion of at least 120 semester-hours of credit, or the equivalent in term-hours, quarter-hours, points, majors, or courses. The requirement for graduation from a normal school with a 2-year curriculum shall be at least 60 semester-hours or the equivalent, and from a normal school with a 3-year curriculum, at least 90 semester-hours or the equivalent.

Not more than one-fourth of any curriculum leading to a degree or a certificate or a diploma in a teachers college or normal school shall be taken in extension classes or by correspondence. These classes shall be conducted by regularly appointed teachers who meet all the qualifications of standard 4, Preparation of the Faculty. If extension teachers are regularly employed on a part-time basis and hold educational administrative or supervisory positions, they shall not be permitted to offer courses enrolling individuals who are under their administrative or supervisory jurisdiction. No courses shall be offered for credit either in extension or by correspondence which are not also offered as part of the regular residence work. These courses should likewise meet the standards of sequence, prerequisites, etc., set forth in standard 7, Organization of the Curriculum.

No degree or certificate or diploma shall be issued by a teachers college or normal school to a student who has not spent a minimum of 1 year (30 semester-hours) in regular residence work in the institution issuing the degree, certificate, or diploma. One year of residence work shall be understood to mean 1 year of full-time study, or 2 half-years, or the equivalent of 1 year in summer sessions.

4. *Preparation of faculty.*—The minimum scholastic requirement for members of the faculty (college and training schools) shall be the possession of a master's degree or its equivalent. Preparation should include at least 24 semester-hours of undergraduate and/or graduate work in the field taught and also professional courses in that field.

Because of local conditions, and because of the difficulty of securing degrees in some of the special subject fields, an institution may be considered to have met this standard if not more than 15 percent of the teaching faculty does not have the master's degree or its equivalent.

The quality of instruction and the professional spirit of the school, to the extent that they can be determined, should be considered in applying this standard.

5. *Teaching load of faculty.*—The following teaching load shall be the maximum for a teachers college or normal school faculty: 16 recitation periods not exceeding 60 minutes each per week or its equivalent. Equivalence shall be based

upon the ratio of one class period to one and one-half class periods in shop, laboratory work, and physical education.

6. *Training school and student teaching.*—Each teachers college or normal school shall maintain a training school for purposes of observation, demonstration, and supervised teaching. The use of an urban or rural school system, under sufficient control and supervision of the college, will satisfy this requirement.

In the training school there shall be at least one full-time training-school teacher in charge of at least 30 children for every 18 college students each of whom does during the year a total of 90 clock-hours of student teaching or an equivalent load.

When affiliated urban or rural schools are used as training schools, the institution shall provide supplementary supervision to maintain standards comparable to those of the institutional training school.

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

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.

7. *Organization of the curriculum.*—The curriculum of the teachers college must recognize definite requirements with respect to sequence of courses. Senior college courses must not be open to freshmen who have not taken the prerequisites for these courses. Programs consisting mainly of freshman and sophomore courses carrying full credit shall not be available for students in the junior and senior years.

Every teachers college must, therefore, adopt an organization of its curricula which will provide in its junior and senior years courses which require prerequisite courses in the freshman and sophomore years or courses which are open only to juniors or seniors. The number of such courses taken by a student in the junior and senior years must total at least one-third of the requirements for the completion of a 4-year college curriculum. In a normal school with a 3-year curriculum, two-thirds of the work of students in the last year shall consist of advanced courses to which freshmen are not admitted.

8. *Student health and living conditions.*—Health service: Provision shall be made, by means of suitable organization, for the following phases of student health service: (a) Physical examinations, (b) consultations on health matters and dispensary treatments, (c) correction of remediable defects, and (d) hospitalization or infirmary care. (This type of service, (d) may be provided through cooperative arrangement with independent hospitals.)

The student health service shall be rendered by qualified physicians, nurses, dental hygienists, psychiatrists, and others on such basis and in such manner as local conditions require. Offices and rooms of the health service department or organization shall be equipped with modern scientific apparatus and provision shall be made for essential clerical services.

Health education.—Suitable courses in health education shall be offered and provisions made in the training school department for observation and practice teaching in health education.

Physical education.—Facilities shall be provided for instruction in physical education and for indoor and outdoor physical recreational activities.

Each teachers college or normal school shall make definite provisions to insure for its students living conditions which provide proper safeguards for health, morals, and mental efficiency, and shall foster a responsible type of citizenship and leadership on the part of individuals.

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

9. *Library, laboratory, and shop equipment.*—Each teachers college library shall have at least 15,000 volumes, exclusive of public documents and bound periodicals. For normal schools offering only 2- and 3-year curricula the minimum shall be 10,000 volumes. In computing the number of volumes in a library not over 15 percent shall be allowed for duplicates. Each teachers college library shall provide not less than 150 periodicals appropriate to the academic, cultural, and professional needs of the institution. Institutions offering curricula not more than 3 years in length shall have not less than 100 periodicals.

It is recommended that other items essential to an efficient library, such as: the number of books in different classifications; training-school libraries; training of library staff; budgetary provisions; and physical equipment should approximate the recommendations published in the 1931 edition of the A.A.T.C. standards.

Each teachers college or normal school shall be provided with laboratory equipment sufficient for instructional purposes for each course offered, including suitable shops and shop equipment; gymnasiums for physical education; 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.

10. *Buildings and grounds.*—The location, size, and care of campus; the location, construction, and care of buildings, including maintenance and effective operation of service systems, shall be such as to insure hygienic conditions for students and teachers.

11. *Financial support.*—Each State or municipal teachers college or normal school shall have an annual appropriation sufficient to maintain the standards herein established.

If the teachers college or normal school is a private incorporated institution, it must have a minimum annual income of \$50,000 for its teachers college program. If such teachers college or normal school is not tax-supported, it shall possess a productive endowment of \$500,000 or more.

Membership, accrediting, and classification.—These standards shall be administered by the committee on accrediting and classification provided by the constitution.

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. It is understood that carefully planned experiments dealing with the education of teachers should be encouraged by the committee on accrediting and classification.

The secretary-treasurer of the association shall be the executive secretary of the committee on accrediting and classification.

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.

The secretary shall publish two lists:

(1) A list of member institutions, arranged alphabetically by States, and designated by the length of the longest curriculum offered as follows—2-year, 3-year, 4-year not granting degrees, 4-year granting degrees, and graduate.

(2) A list of accredited institutions arranged alphabetically by States and designated by the length of the longest curriculum offered as in the membership list.

To be placed on this accredited list an institution may fail to meet not more than two standards, provided these shall not be standards 1 and 9, but all institutions failing in any standard shall show satisfactory progress from year to year and meet all standards within 5 years.

The number of the standard or standards which an accredited institution fails to meet shall be listed after the name of that institution.

The committee on standards and surveys may authorize investigations and research concerning standards and the improvement of the education of teachers which it deems necessary or desirable, and may make such provision for the financing of this work as may be approved by the executive committee.

TENTATIVE LIST OF ACCREDITED INSTITUTIONS, 1934-35

[The roman numerals refer to standards not fully met by the institution]

Alabama:

- State Teachers College, Florence.
- State Teachers College, Jacksonville.
- State Teachers College, Livingston. IV.
- State Teachers College, Troy.

Arizona:

- Arizona State Teachers College, Flagstaff. V.
- Arizona State Teachers College, Tempe. IV, V.

Arkansas:

- Arkansas State Teachers College, Conway.
- Henderson State Teachers College, Arkadelphia.

California:

- State Teachers College, Fresno.
- State Teachers College, San Diego.
- State Teachers College, San Francisco. IV.

Colorado:

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

District of Columbia:

- James Ormond Wilson Teachers College, Washington.
- Miner Teachers College, Washington.*

Georgia:

- Georgia State College for Women, Milledgeville. IV.
- South Georgia Teachers College, Statesboro. IX.

Illinois:

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

Indiana:

- Ball State Teachers College, Muncie.
- Butler University, College of Education, Indianapolis. IV.
- Indiana State Teachers College, Terre Haute.

Iowa:

- Iowa State Teachers College, Cedar Falls.

Kansas:

- Fort Hays Kansas State College, Hays.
- Kansas State Teachers College, Emporia.
- Kansas State Teachers College, Pittsburg.
- Municipal University of Wichita, College of Education, Wichita.

* Negro.

Kentucky:

- Bowling Green College of Commerce, Bowling Green. XI.
- Eastern Kentucky State Teachers College, Richmond.
- Morehead State Teachers College, Morehead. IX.
- Murray State Teachers College, Murray. IV, V.
- Western Kentucky State Teachers College, Bowling Green.

Louisiana:

- Louisiana State Normal College, Natchitoches.
- Southwestern Louisiana Institute, College of Education, Lafayette.

Maryland:

- Maryland State Normal School, Towson. IV.

Michigan:

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

Minnesota:

- State Teachers College, Bemidji. IX.
- State Teachers College, Duluth.
- State Teachers College, Mankato. IV, IX.
- State Teachers College, Moorhead. IV.
- State Teachers College, St. Cloud.
- State Teachers College, Winona. IV.

Mississippi:

- Delta State Teachers College, Cleveland.
- State Teachers College, Hattiesburg.

Missouri:

- Central Missouri State Teachers College, Warrensburg.
- Harris Teachers College, St. Louis.
- Northeast Missouri State Teachers College, Kirksville.
- Northwest Missouri State Teachers College, Maryville.
- Southeast Missouri State Teachers College, Cape Girardeau. IV, V.
- Southwest Missouri State Teachers College, Springfield.
- Stowe Teachers College, St. Louis.* IV.
- Teachers College of Kansas City, Kansas City.

Montana: Montana State Normal College, Dillon.

Nebraska:

- Nebraska State Normal College, Chadron.
- Nebraska State Teachers College, Kearney. V.
- Nebraska State Teachers College, Peru.
- Nebraska State Teachers College, Wayne. IV.

New Hampshire:

- State Normal School, Keans. IV.
- State Normal School, Plymouth. IV.

New Jersey:

- New Jersey State Normal School, Jersey City. IV, V.
- New Jersey State Teachers College, Trenton. IV.
- New Jersey State Normal School, Newark. IV.
- State Teachers College, Upper Montclair.

New Mexico:

- New Mexico Normal University, Las Vegas.¹⁰
- New Mexico State Teachers College, Silver City.¹⁰

New York:

- College of the City of New York, School of Education, New York. VI.
- New York State College for Teachers, Albany.
- State Teachers College, Buffalo. IV.
- State Normal School, Fredonia. IV.
- State Normal School, Geneseo. IV.
- State Normal and Training School, Oswego. IV, VI.
- State Normal School, New Paltz. IV, V.
- State Normal School, Potsdam. IV.

North Carolina:

- Asheville Normal and Teachers College, Asheville.
- East Carolina Teachers College, Greenville.
- Western Carolina Teachers College, Cullowhee. V, IX.

North Dakota:

- State Normal School, Dickinson. VIII.
- State Normal and Industrial School, Ellendale. IX.
- State Teachers College, Mayville. IV.
- State Teachers College, Minot. IV, IX.
- State Teachers College, Valley City.

Ohio:

- Bowling Green State College, Bowling Green.
- Kent State College, Kent. V.
- Miami University, School of Education, Oxford.
- Ohio University, College of Education, Athens.
- Western Reserve University, School of Education, Cleveland. IV.
- Wilberforce University, School of Education, Wilberforce.⁴ IV, IX.

Oklahoma:

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

Oregon: Oregon Normal School, Monmouth. IV.

Pennsylvania:

- State Teachers College, Bloomsburg.
- State Teachers College, California.
- State Teachers College, Clarion. IV.
- State Teachers College, East Stroudsburg. IX.
- State Teachers College, Edinboro. IX.
- State Teachers College, Indiana. IV.

Pennsylvania—Continued.

- State Teachers College, Kutztown. V, IX.
- State Teachers College, Lock Haven.
- State Teachers College, Mansfield. IV, V.
- State Teachers College, Millersville.
- State Teachers College, Shippensburg.
- State Teachers College, Slippery Rock.
- State Teachers College, West Chester. IV.

South Dakota:

- Eastern State Normal School, Madison. IV.
- Northern Normal and Industrial School, Aberdeen.
- Southern State Normal School, Springfield. IV.
- State Normal School, Spearfish. IV.

Tennessee:

- State Teachers College, Johnson City.
- State Teachers College, Memphis.
- State Teachers College, Murfreesboro.
- Tennessee Agricultural and Industrial State College, Nashville.⁴

Texas:

- East Texas State Teachers College, Commerce. VI.
- North Texas State Teachers College, Denton. V.
- Sam Houston State Teachers College, Huntsville. IV.
- Southwest Texas State Teachers College, San Marcos.
- Stephen F. Austin State Teachers College, Nacogdoches.
- Sul Ross State Teachers College, Alpine. IV, V.
- West Texas State Teachers College, Canyon.

Utah:

- University of Utah, School of Education, Salt Lake City. IV.

Virginia:

- State Teachers College, East Radford.
- State Teachers College, Farmville.
- State Teachers College, Fredericksburg.
- State Teachers College, Harrisonburg.

Washington:

- State Normal School, Bellingham. IV.
- State Normal School, Cheney. IV.
- State Normal School, Ellensburg. IV.

West Virginia:

- Concord State Teachers College, Athens.
- Fairmont State Teachers College, Fairmont.
- Marshall College, Huntington. IV.
- Shepherd State Teachers College, Shepherds-town.

Wisconsin:

- Central State Teachers College, Stevens Point. IV.
- State Teachers College, Eau Claire. IV.
- State Teachers College, La Crosse.
- State Teachers College, Milwaukee. IV.
- State Teachers College, Oshkosh. IV, VIII.
- State Teachers College, Platteville. IV.
- State Teachers College, River Falls. IV.
- State Teachers College, Whitewater. IV.
- Stout Institute, Menominee. IV.
- Superior State Teachers College, Superior. IV.

⁴ Negro.¹⁰ Suspended for 1 year.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Secretary: DOAK S. CAMPBELL, *Georgia Peabody College for Teachers, Nashville, Tenn.*

The constitution and bylaws 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 it will admit to membership only those junior colleges which have been 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 at its annual meeting in 1925 it defined the junior college and presented a set of standards for the guidance of its members. A revision of the definition and standards was submitted at the annual meeting of the association in November 1929, and is given below.

JUNIOR COLLEGE STANDARDS

1. *Organization.*—The junior college, in its present development, comprises different forms of organization. First, a 2-year institution embracing 2 years of collegiate work in advance of the completion of an accredited secondary school course. The 2-year curriculum of this type shall be equivalent in prerequisites, methods, and thoroughness to that offered in the first 2 years of an accredited 4-year college. Second, an institution embracing 2 years of standard collegiate work as defined above integrated with 1 or 2 continuous years of fully accredited high-school work administered as a single unit.

2. *Entrance requirements.*—The 2-year junior college should require for admission the satisfactory completion of a 4-year course with at least 15 standard units from a secondary school approved by some recognized accrediting agency. Three of these units shall be English. The 4-year junior college should require 8 standard units for entrance and the 3-year type, 12 standard units. In any case the major portion of the units accepted for admission should be definitely correlated with the curriculum to which the student is admitted. For entrance to terminal or finishing courses in the 2-year junior college or the upper division of the 4-year junior college the equivalent of 15 units should be required. This equivalent may be demonstrated by entrance examinations, ability tests, or by the proven ability of the student to profit by the instruction offered.

3. *Graduation requirements.*—For graduation the student, in addition to meeting the entrance requirements for the particular type of curriculum he is pursuing, must complete, during the last 2 years of the course, 60 semester-hours or 30 session-hours (in addition to physical education) of credit with such scholastic qualitative requirements as are adapted by each institution to its conditions.

A session-hour is defined as a credit given for work in a class which meets for at least one 60-minute period (including 10 minutes for change of classes) weekly for lecture, recitation, or test for a session of 36 weeks (including not over 2 weeks for all holidays and vacations). Three hours of laboratory work should count as the equivalent of 1 hour of lecture, recitation, or test.

4. *Permanent records kept.*—A system of permanent records showing clearly all credits (including entrance records) of each student shall be carefully kept. The original credentials filed from other institutions shall be retained.

5. *Number of college departments.*—The junior college shall offer instruction in at least five separate departments (e.g., English, social science, mathematics, foreign language, and natural science). There shall not be fewer than five teachers employed specifically for instruction in the upper level of the junior college, giving the major portion of their time to such instruction.

6. *Faculty.*—The training of the members of the faculty in the academic department should include at least 1 year of graduate study majoring in the subjects to be taught, together with evidences of successful experience or efficiency in teaching. A junior college should be judged largely by the scholarly achievement and successful experience of its teachers.

(With regard to the average number of class-hours per week for each junior college teacher, this subject is being given special study under the direction of the committee on research; consequently, no definite standard is proposed at this time.)

7. *Size of classes.*—(This subject is being given special study under the direction of the committee on research; consequently, no definite standard is proposed at this time.)

8. *Registration.*—No junior college shall be accredited that has fewer than 50 students in its 2 upper years.

9. *Support.*—The minimum income for the operating education expenses of the junior college should be \$20,000 for the 2-year junior college or \$30,000 for the 4-year type, of which ordinarily not less than \$10,000 should be derived from stable sources such as permanent endowment, public, or church support.

A junior college that does not have such support from endowment, church, State, or public sources must show, for a period of 3 or more consecutive years immediately preceding its application for accrediting that its charges and expenditures are such as to show a minimum average annual net surplus of \$10,000.

These amounts are understood to be the minimum for the smallest junior colleges. Increase in student body, and faculty, should be accompanied by a corresponding increase of income from stable sources. The financial status of each junior college is to be given serious consideration in rating its efficiency.

10. *Library.*—For the smallest junior college there should be a carefully chosen library, adequately cataloged, modern and well distributed with moderate duplication, of not less than 4,000 volumes as an initial collection, exclusive of public documents, selected with special reference to college work, and with a well-selected list of current periodicals and magazines.

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. *Material equipment.*—The location and construction of the building, 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.

13. *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.

14. *Student activities.*—Athletics, amusements, fraternities, and sororities, and all other student activities shall be administered under faculty supervision and shall not occupy an undue place in the life of the college.

In judging the standing of a junior college, account shall be taken of the existence of and the influence upon the students of such student activities as student government; student publications; literary societies, debating teams; current event, scientific, musical, artistic, and foreign clubs; religious and social service organizations.

PART II: UNIVERSITIES AND COLLEGES, JUNIOR COLLEGES, AND TEACHER-TRAINING INSTITUTIONS ACCREDITED BY STATE UNIVERSITIES AND STATE DEPARTMENTS OF EDUCATION

ALABAMA

UNIVERSITY OF ALABAMA

The University of Alabama gives recognition to the work of the higher educational institutions in the State as follows:

COLLEGES

A. Transcript of record given full value. Degree accepted for graduate standing. Graduate work accepted for advanced degrees.

Alabama Polytechnic Institute, Auburn.
Birmingham-Southern College, Birmingham.

Howard College, Birmingham.

B. Transcript of record given full value. Degree accepted for graduate standing.

Alabama College, Montevallo.
Judson College, Marion.

Spring Hill College, Spring Hill.
Woman's College of Alabama, Montgomery.

C. Up to June 1932, full credit allowed. Beginning June 1932 credit for 3 years allowed. Beginning June 1933 credit for 2 years allowed.

Athens College, Athens.

JUNIOR COLLEGES

Transcript of record given full value. Graduation certificate accepted for full junior standing.

Marion Institute, Marion.

St. Bernard College, St. Bernard.

TEACHERS COLLEGES AND NORMAL SCHOOLS

A. Before 1923, a maximum of 56 semester-hours allowed on basis of graduation. Beginning with graduates of 1923 a maximum of 64 semester-hours allowed. Only in college of education is maximum credit assured. In other schools and colleges credit is allowed only as courses fit into the curriculum of the particular school or college. Beginning with third-year graduates of 1930, a maximum of 96 semester-hours is allowed in the college of education to students working toward bachelor's degree in elementary education. Credit allowed in other schools and colleges depends entirely on the character of the courses presented. Beginning with 1932, fourth-year graduates are admitted to graduate study only in the field of elementary education. They will be required to spend at least 3 semesters and one 6-weeks' summer term in residence study for the master's degree.

State Teachers College, Florence.
State Teachers College, Jacksonville.

State Teachers College, Livingston.
State Teachers College, Troy.

B. Transcript of record given full value. Graduation certificate accepted for full sophomore standing in college of arts and sciences; and for full junior standing in the college of education.

State Normal School, Daphna.

COLLEGES FOR NEGROES

A. Standards set up by the Southern Association of Colleges and Secondary Schools met in full.

Talladega College, Talladega.

B. Standards set up by the Southern Association of Colleges and Secondary Schools not met in full, but the general quality of their work is such as to warrant the admission, without condition, of their graduates to any institution accepting the degree from an approved 4-year teachers college for entrance.

Tuskegee Normal and Industrial Institute, Tuskegee.

DEPARTMENT OF EDUCATION

The State Department of Education of Alabama has not adopted standards for accrediting the higher educational institutions in the State. For certification purposes the work of institutions which are members of accrediting associations is recognized, provided the applicants for certificates present credits showing that they have complied with the minimum requirements for the various types of certificates which have been set up by the State board of education. The department of education approves institutions in the State for training teachers for different types of certificates as follows:

COLLEGES

Approved for elementary and secondary certificates:

Alabama College, Montevallo.

University of Alabama, University.

For Negroes: Tuskegee Normal and Industrial Institute, Tuskegee.

Approved for secondary certificates:

Alabama Polytechnic Institute, Auburn.

Athens College, Athens.

Approved for secondary certificates—Continued.

Birmingham-Southern College, Birmingham.

Howard College, Birmingham.

Judson College, Marion.

Spring Hill College, Spring Hill.

Woman's College of Alabama, Montgomery.

For Negroes: Talladega College, Talladega.

TEACHERS COLLEGES AND NORMAL SCHOOLS

Approved for elementary certificates:

State Normal School, Daphne.

State Teachers College, Florence.

State Teachers College, Jacksonville.

State Teachers College, Livingston.

State Teachers College, Troy.

For Negroes:

State Agricultural and Mechanical Institute,
Normal.

State Teachers College, Montgomery.

ARIZONA

UNIVERSITY OF ARIZONA

In addition to the University of Arizona there are but two degree-granting institutions in the State—the *State Teachers College at Flagstaff*, and the *State Teachers College at Tempe*. There are also two junior colleges—the *Phoenix Junior College at Phoenix*, and *Gila College at Thatcher*. The university accredits the work done in these institutions by means of occasional investigations by special committees appointed for the purpose of visiting and examining the work of the colleges.

The bachelor's degree from the teachers colleges is accepted in the College of Education of the University of Arizona for admission to regular graduate standing. A maximum of 9 units of educational methods courses is accepted by the College of Education for transfer from the teachers colleges. In the College of Letters, Arts, and Sciences a maximum of 12 units of professional education courses is accepted from transfers from the teachers colleges.

The university gives full credit to the courses of the junior colleges which parallel its own up to a maximum of 4 semesters of work, with a limitation for each semester set up by the maximum granted in the university.

STATE DEPARTMENT OF EDUCATION

The State Board of Education of Arizona has adopted no standard for accrediting colleges, but makes use of the standards of the North Central Association of Colleges and Secondary Schools. (See pp. 20-24.) "Secondary certificates are granted on evidence of graduation from the University of Arizona and to holders of the degree of bachelor of education from the Arizona State teachers colleges, or from similar institutions of equal rank. * * *"

ARKANSAS

UNIVERSITY OF ARKANSAS

For the purpose of evaluating transfer credit from colleges in Arkansas the University of Arkansas has adopted six classifications. The first class contains institutions which are fully accredited. The second class contains institutions accredited with certain limitations, mentioned below. The other four classes contain institutions which do not receive sufficient recognition for inclusion in this bulletin.

The institutions in classes I and II are accorded recognition as follows:

I. Full credit allowed, but not to exceed an amount equal to that which a student under similar conditions would have been permitted to earn here, defined thus: 16 hours per semester, 17 hours with a grade average of 2.00, 18 hours with a grade average of 3.50, 19 hours with a grade average of 4.50, in which scheme A equals 6, B equals 4, C equals 2, D equals 0, E equals minus 1, F equals minus 2. Graduates of 4-year colleges in this class are admitted to full graduate standing.

II. Full credit as defined above for students whose transcripts show what corresponds in this university to a grade average of 3.00, or above, and who make on their first semester's work here a grade average of 3.00 or above. Those whose grades do not come up to this average will be given a maximum of 14 hours per semester. Graduates of 4-year colleges who rank in the upper 10 percent of their graduating class are admitted to full graduate standing. Graduates who rank in the upper 25 percent (but not the upper 10 percent) of their graduating class may be admitted to graduate standing but will be required to complete two-fifths additional work for the master's degree. Other graduates are given a maximum of senior standing.

ACCREDITED 4-YEAR COLLEGES

- Arkansas College, Batesville (class II for senior college work; class I for junior college work).
 Arkansas State College, Jonesboro (class I).
 Arkansas State Teachers College, Conway (class I).
 College of the Ozarks, Clarksville (class I).
 Harding College, Morrilton (class II for senior college work; class I for junior college work).
 Henderson State Teachers College, Arkadelphia (class II for senior college work; class I for junior college work. Beginning with the class of 1931, the highest 50 percent of the graduating class may be admitted to full graduate standing).
 Hendrix College, Conway (class I).
 Ouachita College, Arkadelphia (class II for senior college work; class I for junior college work).

JUNIOR COLLEGES

- Agricultural and Mechanical College, Magnolia (class I).
 Agricultural and Mechanical College, Monticello (class I. Recognition is also given for 1 year's work beyond junior college level).
 Arkansas Polytechnic College, Russellville (class I).
 Central College, Conway (class I).
 Crescent College, Eureka Springs (class II).
 El Dorado Junior College, El Dorado (class II).
 Fort Smith Junior College, Fort Smith (class II).
 Little Rock Junior College, Little Rock (class I).

STATE DEPARTMENT OF EDUCATION

The Department of Education of Arkansas has adopted no formal standards for accrediting the higher educational institutions of the State. For the certification of teachers the department approves the work of the following institutions as indicated below:

Approved for 4 years of college work:

- Arkansas State College, Jonesboro.
 Arkansas College, Batesville.
 Arkansas State Teachers College, Conway.
 College of the Ozarks, Clarksville.
 Harding College, Morrilton.
 Henderson State Teachers College, Arkadelphia.
 Hendrix College, Conway.
 Ouachita College, Arkadelphia.
 University of Arkansas, Fayetteville.

For Negroes:

- Agricultural, Mechanical, and Normal College,
 Pine Bluff.
 Philander Smith College, Little Rock.

Approved for 2 years of college work:

- Agricultural and Mechanical College, Magnolia.
 Agricultural and Mechanical College, Monticello.
 Arkansas Polytechnic College, Russellville.
 Central College, Conway,
 Jonesboro Baptist College, Jonesboro.
 Little Rock Junior College, Little Rock.
 For Negroes: Dunbar Junior College, Little Rock.

CALIFORNIA

UNIVERSITY OF CALIFORNIA

The University of California accredits the institutions on the accepted list of the Association of American Universities. (See pp. 10-15.) It transfers all academic credits (subject to its own specific requirements) of institutions on the association's list. It also admits to the graduate division, but not necessarily to candidacy for a higher degree on the basis of minimum residence and subject requirements, holders of the bachelor's degree conferred by these institutions.

In addition to the institutions on the accepted list of the Association of American Universities, the University of California admits to the graduate division holders of the bachelor of arts degree (conferred in 1928 or thereafter) from the California State teachers colleges, the requirements for a higher degree to be determined by the graduate adviser in the department of the major subject. The State teachers colleges so recognized are:

Chico State Teachers College, Chico.
 Fresno State Teachers College, Fresno.
 Humboldt State Teachers College, Arcata.
 San Diego State Teachers College, San Diego.
 San Francisco State Teachers College, San Francisco.

San Jose State Teachers College, San Jose.
 Santa Barbara State Teachers College, Santa Barbara.
 University of California at Los Angeles, Teachers College, Los Angeles.

JUNIOR COLLEGES

The University of California accepts at face value credits transferred from the public junior colleges in the State.

Antelope Valley Junior College, Lancaster.
 Bakersfield Junior College, Bakersfield.
 Brawley Junior College, Brawley.
 Central Junior College, El Centro.
 Chaffey Junior College, Ontario.
 Citrus Junior College, Azusa.
 Coalinga Junior College, Coalinga.
 Compton Junior College, Compton.
 Fresno Junior College, Fresno.
 Fullerton Junior College, Fullerton.
 Glendale Junior College, Glendale.
 Lassen Junior College, Susanville.
 Los Angeles Junior College, Los Angeles.
 Long Beach Junior College, Long Beach.
 Marin Junior College, Kentfield.
 Modesto Junior College, Modesto.
 Pasadena Junior College, Pasadena.
 Pomona Junior College, Pomona.

Porterville Junior College, Porterville.
 Reedley Junior College, Reedley.
 Riverside Junior College, Riverside.
 Sacramento Junior College, Sacramento.
 Salinas Junior College, Salinas.
 San Benito County Junior College, Hollister.
 San Bernardino Valley Junior College, San Bernardino.
 San Jose Junior College, San Jose.
 San Mateo Junior College, San Mateo.
 Santa Ana Junior College, Santa Ana.
 Santa Maria Junior College, Santa Maria.
 Santa Monica Junior College, Santa Monica.
 Santa Rosa Junior College, Santa Rosa.
 Taft Junior College, Taft.
 Ventura Junior College, Ventura.
 Visalia Junior College, Visalia.
 Yuba County Junior College, Marysville.

STATE DEPARTMENT OF EDUCATION

The State board of education in honoring recommendations for any credential will be guided by two lists of accredited institutions. The first consists of the institutions accredited for undergraduate work and the second of institutions accredited for graduate work.

The State department of education accepts as accredited for undergraduate work all institutions on the accredited list of the Association of American Universities (see pp. 13-15) and of the American Association of Teachers Colleges (see pp. 41 and 42).

COLLEGES AND UNIVERSITIES FROM WHICH CREDENTIALS REQUIRING POST-GRADUATE WORK ARE RECEIVED

The list is compiled by the State department of education. Other institutions will be added on the receipt of evidence that adequate graduate work is maintained. Some of the prerequisites for accreditation are the following:

- (a) On the accredited list of the Association of American Universities.
- (b) A definite organization for graduate study.

(c) A minimum of 50 full-time graduate students.

(d) Granting annually not fewer than 20 post-graduate (master's and doctor's) degrees.

(e) The offering of from 8 to 12 semester units of work primarily for graduate students each semester in each of eight or more departments or schools offering work for the training of secondary school teachers.

(f) A well-organized department or school of education which provides academic and professional training for the different types of credentials issued by the State department of education, and which requires the full-time service of four or more instructors.

Recommendations for credentials requiring post-graduate work will be received from the following institutions:

University of Arizona, Tucson, Ariz.	University of Nebraska, Lincoln, Nebr.
University of Colorado, Boulder, Colo.	Columbia University, New York, N.Y.
University of Denver, Denver, Colo.	Cornell University, Ithaca, N.Y.
Yale University, New Haven, Conn.	New York University, New York, N.Y.
Catholic University of America, Washington, D.C.	University of North Dakota, University, N.Dak.
Northwestern University, Evanston, Ill.	Ohio State University, Columbus, Ohio.
University of Chicago, Chicago, Ill.	University of Cincinnati, Cincinnati, Ohio.
University of Illinois, Urbana, Ill.	University of Oklahoma, Norman, Okla.
Indiana University, Bloomington, Ind.	Oregon State Agricultural College, Corvallis, Oreg.
State University of Iowa, Iowa City, Iowa.	University of Oregon, Eugene, Oreg.
University of Kansas, Lawrence, Kans.	University of Pennsylvania, Philadelphia, Pa.
Johns Hopkins University, Baltimore, Md.	Brown University, Providence, R.I.
Boston University, Boston, Mass.	George Peabody College for Teachers, Nashville, Tenn.
Clark University, Worcester, Mass.	University of Texas, Austin, Tex.
Harvard University, Cambridge, Mass.	University of Virginia, Charlottesville, Va.
Radcliffe College, Cambridge, Mass.	State College of Washington, Pullman, Wash.
University of Michigan, Ann Arbor, Mich.	University of Washington, Seattle, Wash.
University of Minnesota, Minneapolis, Minn.	University of Wisconsin, Madison, Wis.
University of Missouri, Columbia, Mo.	

The following institutions are accredited by the department of education for the recommendation of applicants for various grades of teaching credentials:

Chico State Teachers College, Chico.	San Jose State Teachers College, San Jose.
Claremont Colleges, Claremont.	Santa Barbara State Teachers College, Santa Barbara.
College of the Pacific, Stockton.	Stanford University, Stanford University.
Dominican College, San Rafael.	University of California, Berkeley.
Fresno State Teachers College, Fresno.	University of California at Los Angeles, Los Angeles.
Humboldt State Teachers College, Arcata.	University of Redlands, Redlands.
Mills College, Mills College.	University of Southern California, Los Angeles.
Occidental College, Los Angeles.	Whittier College, Whittier.
San Diego State Teachers College, San Diego.	
San Francisco State Teachers College, San Francisco.	

The following institutions carry on teacher training through a plan of affiliation with approved teacher-training institutions. The recommendations for credentials come through the school of education of the approved institutions.

Broadoaks School of Education, Pasadena. (Affiliated with Whittier College.)	LaVerne College, La Verne. (Affiliated with Claremont Colleges.)
California School of Fine Arts, San Francisco. (Affiliated with the School of Education of the University of California, Berkeley.)	Miss Fulmer's Kindergarten School, Los Angeles. (Affiliated with School of Education of the University of Southern California.)
Immaculate Heart College, Los Angeles. (Affiliated with Teachers College, University of California at Los Angeles.)	Mount St. Mary's College, Los Angeles. (Affiliated with Teachers College, University of California at Los Angeles.)

COLORADO

UNIVERSITY OF COLORADO

The following is a statement of the recognition accorded by the University of Colorado to other institutions in the State in evaluating transferred credit:

COLLEGES

1. Transcript of record given full value. Degree accepted for graduate standing. Graduate work accepted to apply toward an advanced degree, but under no circumstances may it reduce the residence requirement to less than three full quarters or 1 year.

Colorado College, Colorado Springs.
Colorado School of Mines, Golden.

University of Denver, Denver.

2. Transcript of record given full value insofar as the courses correspond to those offered in the university. Degrees accepted for graduate standing.

Colorado Agricultural College, Fort Collins.
Colorado State Teachers College, Greeley.

Loretto Heights College, Loretto.
Western State College, Gunnison.

JUNIOR COLLEGES

3. Transcript of record given full value insofar as the courses correspond to those offered in the university. Graduate certificate ordinarily equivalent to 2 years' work in the university.

Colorado Woman's College, Denver.
Fort Lewis School (Colorado Agricultural College),

Hesperus.

4. Transcript of record given approximately three-fourths valuation.

Adams State Teachers College, Alamosa.

Regis College, Denver.

DEPARTMENT OF EDUCATION

The Department of Education of Colorado has set up no standards for accrediting the higher educational institutions of the State. For certification purposes it recognizes the work of the following institutions:

COLLEGES

Adams State Teachers College, Alamosa.
Colorado Agricultural College, Fort Collins.
Colorado College, Colorado Springs.
Colorado School of Mines, Golden.
Colorado State Teachers College, Greeley.

Loretto Heights College, Loretto.
Regis College, Denver.
University of Colorado, Boulder.
University of Denver, Denver.
Western State College of Colorado, Gunnison.

JUNIOR COLLEGES

Colorado Woman's College, Denver.
Fort Lewis School (Colorado Agricultural College),
Hesperus.

Grand Junction Junior College, Grand Junction.
Trinidad Junior College, Trinidad.

CONNECTICUT

STATE BOARD OF EDUCATION

The laws of Connecticut, 1931, require the State board of education to give its approval to any college before it can obtain from the general assembly the authority to confer degrees. The board requires of institutions applying for the privilege of granting degrees data on—

1. Resources, equipment, and facilities:
 - A. Buildings—number and estimated value, value of grounds, total value of property, amount of productive endowment, total indebtedness, income (from church, city, State, tuition and student fees, and from all other sources), total income, expenditure for instruction, and total expenditure.
 - B. Classrooms—number and student capacity.
 - C. Laboratories and shops—number and average student capacity.
 - D. Library—number of volumes, annual appropriations for books and for periodicals for past 3 years, annual appropriations for care and maintenance for past 3 years, student capacity, hours open each day, professional training of librarian and assistants.
2. Faculty:
 - A. Departments—number in which at least one professor gives full time to college work; heads of departments—rank, degrees and institutions conferring them, experience (including institutions and dates of service), ratio of faculty to student body.
 - B. Training—number of faculty members with doctor's degree (not honorary or equivalent training), number with 2 years of graduate training, number with master's degree (not honorary or equivalent training), number with bachelor's degree or equivalent training, number with less than bachelor's degree; rank of faculty members holding degrees as indicated; minimum, maximum, and average salaries of members of the faculty holding degrees as indicated.
 - C. Service—teaching hours per week.
 - D. Size of classes.
3. Course of study—total number of days of instruction a year, length of recitation or lecture period, length of laboratory period, minimum number of semester hours required for baccalaureate degree in arts, science, engineering, etc.; definition of a department, of a major, of a minor; additional requirements.
4. Admission—title of officer administering requirements; number of students admitted the current year and the 4 preceding years, as special students, with 15 or more units, with 14 units, with 13 units, with 15 or more units but with deficiencies in required subjects; maximum of such subject deficiencies allowed, when to be made up; number admitted to advanced standing; present basis of admission to advanced standing.
5. Graduation—time required for completion of course; graduates qualified for study for what higher degrees; circumstances under which students may be graduated with less than 120 semester- (180 quarter) hours credit; maximum credit toward degrees granted on correspondence courses and on summer school work; minimum requirement of actual residence in the institution and during what year; degrees conferred without residence, on examination, on thesis, on examination and thesis, honoris causa (baccalaureate, and higher).
6. Registration in courses in freshman, sophomore, junior, and senior classes for present and 4 preceding years, and number of students graduating in each course for which a degree is offered, for present year and 4 preceding years; registration in extension off-campus classes, and in correspondence courses.

7. Preparatory departments—its relation to the institution as regards students, faculty, buildings, and discipline.

The State Board of Education of Connecticut has voted to list as colleges "without the formality of application or inspection" the Connecticut degree-granting institutions listed in the Educational Directory of the United States Office of Education. These institutions are:

APPROVED COLLEGES

Albertus Magnus College, New Haven.
Connecticut College, New London.
Connecticut State College, Storrs.

Trinity College, Hartford.
Wesleyan University, Middletown.
Yale University, New Haven.

APPROVED TEACHER-TRAINING INSTITUTIONS

State Normal School, Danbury.
State Normal School, New Haven.

State Normal School, Willimantic.
The Teachers College of Connecticut, New Britain.

STANDARDS FOR JUNIOR COLLEGES

1. *Definition.*—A junior college should aim to meet the needs of the community in which it is located, including preparation for higher institutions of learning, liberal arts education for those who are going no further than the 2-year junior college course, vocational training for particular occupations usually called semiprofessional vocations, and, where possible, short courses for adults as their interests and needs may determine.

The junior college then must function in offering university preparatory courses acceptable to degree-granting, approved 4-year colleges and universities without loss of time, 2-year liberal arts courses and semiprofessional and vocational courses which have terminal facilities of their own.

2. *Admission.*—The requirements for admission shall be the completion of a 4-year curriculum in a secondary school approved by the Connecticut State Board of Education. There shall be no admission except as this requirement is met.

3. *Requirements for graduation.*—Requirements for graduation shall be based upon the satisfactory completion of 2 years of work corresponding in quantity and quality to that given in the freshman and sophomore years of standard colleges and universities.

4. *Program.*—The program may be organized to meet the needs of the students in the professional and vocational fields, but there must be one curriculum whose completion permits transfer without loss of time or credit to a recognized degree-granting college or university.

6. *Enrollment.*—The enrollment should be sufficient in numbers the first year to warrant the continuation of a well-balanced 2-year program. About 50 students would seem necessary to meet this requirement.

7. *Faculty.*—The ratio of pupils to faculty members should not exceed 20 to 1. The training of the members of the faculty should include at least 1 year of graduate study together with evidence of successful experience and efficiency in teaching.

The total number of hours of teaching should not exceed 18 hours per week including extension work and work in other institutions.

8. *Buildings, libraries, laboratories, equipment.*—The buildings, library, laboratories, equipment, etc., must be adequate for the work planned. There should be a well-distributed, professionally administered library of at least 4,000 volumes exclusive of public documents, bearing specifically upon the subjects taught.

There should also be definite provision in the budget for building up adequate library and laboratory facilities.

9. *Operating income.*—The operating income for the junior college should be at least \$350 per student. The income from endowments or other sources, exclusive of student fees, should become, as soon as possible, \$25,000 per annum.

10. *Student records.*—A system of student records showing clearly all credits (including entrance records of each student) shall be carefully kept. The original credentials filed from other institutions shall be retained.

11. *Length of term.*—A continuous session of at least 34 weeks shall be maintained.

APPROVED JUNIOR COLLEGES

The Junior College of Connecticut, Bridgeport.
Marot Junior College, Thompson.

Mount St. Joseph Junior College, West Hartford

DELAWARE

UNIVERSITY OF DELAWARE

The *University of Delaware* is the only collegiate institution for white students in the State. In adjusting credits of students transferring from institutions outside of Delaware, the university makes use of the lists of the standard accrediting associations. (See pt. I of bulletin.) In the case of students coming from institutions not on the lists of these organizations, it is guided by the practice of the State universities in which the institutions are located.

DEPARTMENT OF PUBLIC INSTRUCTION

The *University of Delaware, Newark*, provides the courses for the training of white teachers of the State, and the *State College for Colored Students, Dover*, provides the courses for the training of colored teachers. In addition to these two institutions, there are two junior colleges, *Beacom College*, and *Goldey College*, at *Wilmington*, recognized for the certification of teachers of commercial education.

DISTRICT OF COLUMBIA

There is no accrediting agency in the District of Columbia. By a law enacted in 1929 the licensing of degree-conferring institutions was vested in the District board of education. No authority was given to the board to standardize institutions.

The District of Columbia is comprised within the territory of the Middle States Association of Colleges and Secondary Schools, and the association has approved those institutions in the District which meet its standards. (See pp. 15-18.) The Association of American Universities and the American Association of Teachers Colleges (pp. 37-42) have also approved institutions in the District.

FLORIDA

UNIVERSITY OF FLORIDA

The higher educational institutions in Florida are inspected and accredited by the accrediting relations committee of the University of Florida. The standards used by the committee "are essentially the same as those of the Southern Association of Colleges and Secondary Schools except for endowment." The committee has classified the institutions as follows:

COLLEGES

1. Fully accredited. Advanced standing allowed; graduates admitted to graduate school.

Florida State College for Women, Tallahassee.
John B. Stetson University, Deland.

Rollins College, Winter Park.
University of Florida, Gainesville.

JUNIOR COLLEGES

1. Fully accredited. Advanced standing allowed.

St. Petersburg Junior College, St. Petersburg.¹

2. Accredited for 1933-34. Advanced standing allowed for work taken in 1933-34.

University of Tampa, Tampa.

DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction of Florida has not adopted standards for accrediting the higher educational institutions of the State. For purposes of teacher certification it defines a standard institution as one fully accredited, at the time of the applicant's graduation or attendance, by the Association of American Universities or by 1 of the 5 regional associations. (See pp. 10-37.) It has provided "that until July 1, 1934, graduates of institutions located in the State of Florida that are not yet accredited, may be granted certificate privileges for residence work on inspection and annual recommendation by the University of Florida and by the Florida State College for Women; and that graduates of all Negro colleges, other than the Florida Agricultural and Mechanical College for Negroes, may be granted certificate privileges for residence work on inspection and annual recommendation by the management of said college."²

¹ St. Petersburg Junior College also offers some work above junior college grade. This work has not been inspected by the University of Florida. Advanced standing is allowed provisionally, subject to a satisfactory record for 1 year in residence.

² Florida Department of Public Instruction, Handbook for Teachers, Section I, 1933.

GEORGIA

UNIVERSITY OF GEORGIA

The University of Georgia has established no standards for accrediting higher educational institutions, but it has grouped the institutions in the State into classes, granting credit to students transferring from the several classes to the university as follows:

COLLEGES

Group A.—Credits accepted at face value to within 1 year of graduation:

Agnes Scott College, Decatur.

Bessie Tift College, Forsyth.

Brenau College, Gainesville.

Emory University, Emory University.

Georgia School of Technology, Atlanta.

Georgia State College for Women, Milledgeville.

Georgia State Woman's College, Valdosta.

LaGrange College, LaGrange.

Mercer University, Macon.

Piedmont College, Demorest.

Shorter College, Rome.

South Georgia Teachers College, Statesboro.

Wesleyan College, Macon.

Group B.—Credits transferred for 2 years' work on transcript and third year by examination:

Berry College, Mount Berry.

Oglethorpe University, Oglethorpe.

JUNIOR COLLEGES

Group A.—Credit granted for 2 years of work in junior division:

Abraham Baldwin Agricultural College, Tifton.

Andrew College, Cuthbert.

Emory Junior College, Oxford.

Emory Junior College, Valdosta.

Georgia Southwestern College, Americus.

Junior College of Augusta, Augusta.

Middle Georgia College, Cochran.

North Georgia College, Dahlonega.

South Georgia State College, Douglas.

West Georgia College, Carrollton.

Group B.—Credit granted as for Group A for those students whose names appear in the upper one-half of their class:

Brewton Parker Junior College, Mount Vernon.

Gordon Junior College, Barnesville.

Norman Junior College, Norman Park.

Reinhardt College, Waleska.

Young Harris College, Young Harris.

Group C.—1 year's college work transferred (freshman course):

Georgia Military College, Milledgeville.

STATE DEPARTMENT OF EDUCATION

The following standards for colleges and junior colleges were adopted by the State Board of Education of Georgia, May 15, 1931, as (1) a basis for granting charters to new or proposed higher educational institutions, and (2) a basis for preparing an approved list of teacher-training institutions for the State of Georgia.

In adopting the standards it was agreed that:

(a) In the case of a proposed new institution, if the board of education is satisfied that it has a reasonable possibility of meeting the standards within 3 years, a provisional charter for 3 years may be granted; such charter to be made permanent if and when such institution shall have met the conditions of the standards.

(b) In the case of institutions already in operation, the application of the standards will not be effective until after the expiration of 3 years from the date of their adoption, May 15, 1931.

At the time of the preparation of this bulletin, therefore, the State board of education had not prepared a list of the institutions in the State which meet the standards.

STANDARDS FOR COLLEGES

1. *Definition.*—A standard 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 curriculum in such way that the early years are a continuation of, and supplement the work of the secondary school, and at least the last 2 years are shaped more or less distinctly in the direction of special, professional, or graduate instruction; (d) which is separate and distinct, both in faculty and operation, from any high school.

2. *Entrance or admission.*—A college shall demand for admission of candidates for degrees the satisfactory completion of a 4-year course (15 units from a 4-year high school or 12 units from a 3-year senior high school) in a secondary school approved by a recognized accrediting agency 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.

Persons over 21 years of age, who do not meet requirements for admission, may be admitted to regular college courses if the authorities of the college are satisfied that such persons can carry the courses satisfactorily. These shall be classified as special students and shall not be admitted to candidacy for bachelor’s degrees until all entrance credits shall have been satisfied.

3. *Graduation.*—A college shall 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 qualitative requirements adapted by each institution to its conditions.

A semester-hour is defined as a credit for work in a class which meets for at least one 60-minute period (including 10 minutes for change of classes) weekly for lecture, recitation, or test for a semester of 18 weeks (including not over 2 weeks for all holidays and vacations). Two hours of laboratory work should count as the equivalent of 1 hour of lecture, recitation, or test.

4. *Degrees.*—Small institutions should confine themselves to one or two baccalaureate degrees. When more than one baccalaureate degree is offered, all shall be equal in requirements for admission and graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

5. *Permanent records.*—A system of permanent records showing clearly all credits (including entrance records) of each student shall be carefully kept. The original credentials filed from other institutions shall be retained. As far as possible, records of graduates should be kept.

6. *Size of faculty and number of departments.*—A college of arts and sciences of approximately 100 students should maintain at least eight separate departments with at least one professor in each, devoting his whole time to that 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.

7. *Training of faculty.*—Faculty members of professional rank shall have not less than 1 full year of graduate work, majoring in the subject taught, in addition to a bachelor’s degree from a fully accredited college, and should have 2 years of training in an approved graduate school.

The training of the head of each department shall be that represented by 2 full years of graduate work or its equivalent.

8. *Faculty load.*—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 taken into account. Teaching schedules, including classes for part-time students, exceeding 18 recitation hours or their equivalent per week per instructor, will be interpreted as endangering educational efficiency. Sixteen hours is the recommended maximum load.

9. *Size of classes.*—Classes (exclusive of lectures) of more than 30 students should be interpreted as endangering educational efficiency.

10. *Financial support.*—The minimum annual operating income for an accredited college, exclusive of payment of interest, annuities, etc., should be \$30,000, of which not less than \$15,000 should be derived from stable sources, other than students, such as permanent endowment, public funds, or church support. Increase in faculty, student body, and scope of instruction should be accompanied by a corresponding increase of income from such stable sources. The financial status of each college should be judged in relation to its educational program.

A college that does not have such support from endowment, church, State, or public sources must show, for a period of 3 consecutive years immediately preceding its application for accrediting, that its charges and expenditures are such as to show a minimum average annual net surplus of not less than \$15,000 for non-educational services, such as board, room rents, etc., which may be used to supplement tuition fees.

11. *Library.*—A college should have a live, well-distributed, adequately housed library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught, administered by a full-time professionally trained librarian, and with a definite annual appropriation for the purchase of new books.

12. *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.

13. *General equipment and buildings.*—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. *Proportion of students candidates for degrees.*—No institution shall be admitted to the accredited list, or continued more than 1 year on such list, unless it has a college registration of at least 100 regular students. A notably small proportion of college students registered in the third and fourth years will constitute ground for dropping an institution from the accredited list.

At least 75 percent of the students in a college should be pursuing courses leading to baccalaureate degrees. Provided, however, that this shall not apply to students enrolled in extension, correspondence, or other similar departments, not in regular course for a degree, in an institution which otherwise meets these standards.

15. *Character of the curriculum.*—The character of the curriculum, the standards for regular degrees, the conservatism in granting honorary degrees, provision in the curriculum for breadth of study and for concentration, soundness of scholarship, the practice of scientific spirit, including freedom of investigation and teaching, loyalty to facts, and encouragement of efficiency, initiative and originality in investigation and teaching, the tone of the institution, including the existence and culture of good morals and ideals, and satisfaction and enthusiasm among students and staff shall be factors in determining its standards.

16. *Extracurricular activities.*—The proper administration of athletics, student publications, student organizations, and all extracurricular activities, is one of the fundamental tests of a standard college and, therefore, should be considered in classification.

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

18. *Inspection and reports.*—Filing of blank. No institution shall be placed on the approved list unless a regular information blank has been filed with the State department of education. The blank shall be filed again for each of the 3 years after the college has been approved, and triennially thereafter, but the department may for due cause call upon any member to file a new report at any time. Failure to file the blank as required shall be cause for dropping an institution.

Inspection.—No college will be placed on the approved list until it has been inspected and reported upon by an agent or agents regularly appointed by the State department of education. All colleges accredited by the department shall be open to inspection at any time.

STANDARDS FOR JUNIOR COLLEGES

1. *Definition.*—The junior college, in its present development, comprises different forms of organization. First, a 2-year institution embracing 2 years of collegiate work in advance of the completion of an accredited secondary school course. The 2-year curricula of this type shall be equivalent in prerequisites, methods, and thoroughness to those offered in the first 2 years of an accredited 4-year college. Second, an institution embracing 2 years of standard collegiate work as defined above integrated with 1 or 2 contiguous years of fully accredited high-school work administered as a single unit.

2. *Entrance or admission.*—A junior college shall demand for admission to the first collegiate class the satisfactory completion of a 4-year course (15 units from a 4-year high school or 12 units from a 3-year senior high school) in a secondary school approved by a recognized accrediting agency or the equivalent of such a course 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.

For entrance to terminal or finishing courses in the 2-year junior college or the upper division of the 4-year junior college, the equivalent of 15 units should be required. This equivalent may be demonstrated by entrance examinations, ability tests, or by the proven ability of the student to profit by the instruction offered.

3. *Graduation.*—A junior college shall require for graduation the completion of a minimum quantitative requirement of 60 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.

A semester-hour is defined as a credit given for work in a class which meets for at least one 60-minute period (including 10 minutes for change of classes) weekly for lecture, recitation, or test, for a semester of 18 weeks (including not over 2 weeks for all holidays and vacations). Two hours of laboratory work should count as the equivalent of 1 hour of lecture, recitation, or test.

4. *Degrees.*—No junior college shall grant degrees.

5. *Permanent records.*—A system of permanent records showing clearly all credits (including entrance records) of each student shall be carefully kept. The original credentials filed from other institutions shall be retained. As far as possible records of graduates should be kept.

6. *Size of faculty and number of departments.*—The junior college shall offer instruction in at least five separate departments. There shall not be fewer than five teachers employed specifically for instruction in the upper level of the junior college, giving the major portion of their time to such instruction.

7. *Training of faculty.*—The training of the members of the faculty shall include at least 1 year of graduate study majoring in the subject to be taught, together with evidences of successful experience or efficiency in teaching.

8. *Faculty load.*—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 taken into account. Teaching schedules including classes for part-time students, exceeding 18 recitation hours or their equivalent per week per instructor, will be interpreted as endangering educational efficiency. Sixteen hours is the recommended maximum load. When a teacher devotes part time to high-school instruction and part time to college instruction his load shall be computed on the basis of one high-school unit for 3 year-hours.

9. *Size of classes.*—Classes (exclusive of lectures) of more than 30 students should be interpreted as endangering educational efficiency.

10. *Financial support.*—The minimum annual operating income for an accredited junior college, exclusive of payment of interest, annuities, etc., should be \$20,000, of which not less than \$10,000 should be derived from stable sources, other than students, such as permanent endowment, public funds, or church support. Increase in faculty, student body, and scope of instruction should be accompanied by a corresponding increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

A junior college that does not have such support from endowment, church, State, or public sources must show, for a period of 3 or more consecutive years immediately preceding its application for accrediting, that its charges and expenditures are such as to show a minimum average annual net surplus of not less than \$10,000, from noneducational services, such as board, room rents, etc., which may be used to supplement tuition fees.

11. *Library.*—A junior college should have a live, well-distributed, adequately housed, library of at least 3,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught, administered by a full-time professionally trained librarian, and with a definite annual appropriation for the purchase of new books.

12. *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.

13. *General equipment and buildings.*—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. *Number of students.*—No institution shall be admitted to the accredited list, or continued more than 1 year on such list, unless it has a regular college registration of at least 50 students. A notably small proportion of students

registered in the final year, continued over a period of several years, will constitute ground for dropping an institution from the accredited list.

15. *Character of the curriculum.*—The character of the curriculum, the standards for regular degrees, the conservatism in granting honorary degrees, provision in the curriculum for breadth of study and for concentration, soundness of scholarship, the practice of the scientific spirit including freedom of investigation and teaching, loyalty to facts, and encouragement of efficiency, initiative and originality in investigation and teaching, the tone of the institution, including the existence and culture of good morals and ideals, and satisfaction and enthusiasm among students and staff shall be factors in determining its standards.

16. *Extracurricular activities.*—The proper administration of athletics, student publications, student organizations, and all extracurricular activities is one of the fundamental tests of a standard college and, therefore, should be considered in classification.

17. *Professional and technical departments.*—When the institution has, in addition to the college of arts and sciences, professional or technical departments, the junior College shall not be accepted for the approved list of the State department of education unless the professional or technical departments are of approved grade, national standards being used when available.

18. *Inspection and reports.*—Filing of blank. No institution shall be placed on the approved list unless a regular information blank has been filed with the State department of education. The blank shall be filed again for each of the 3 years after the college has been approved, and triennially thereafter, but the department may for due cause call upon any member to file a new report at any time. Failure to file the blank as required shall be cause for dropping an institution.

Inspection.—No college will be placed on the approved list until it has been inspected and reported upon by an agent or agents regularly appointed by the State department of education. All colleges accredited by the department shall be open to inspection at any time.

IDAHO

UNIVERSITY OF IDAHO

The University of Idaho has no formal standards for accrediting collegiate institutions. The practice of the university in granting advanced credit to students transferring from other institutions of higher education in the State is to accept courses offered in colleges accredited by the Northwest Association of Secondary and Higher Schools (see pp. 27-81). For institutions that are unable to comply with the standards of the association, committees of the university faculty visit and approve the courses that will be accredited at the university from year to year.

ACCREDITED 4-YEAR COLLEGES

College of Idaho, Caldwell.

University of Idaho, Southern Branch (School of Pharmacy only), Pocatello.

ACCREDITED JUNIOR COLLEGES

University of Idaho, Southern Branch, Pocatello.

ACCREDITED HIGHER INSTITUTIONS

ACCREDITED TEACHER-TRAINING INSTITUTIONS

Albion State Normal School, Albion.

Lewiston State Normal School, Lewiston.

Institutions from which credits are accepted on their merits of individual courses:

Gooding College, Gooding.

Northwest Nazarene College, Nampa.

Ricks College, Rexburg.

Boise Junior College, Boise.

STATE DEPARTMENT OF EDUCATION

Sections of the Idaho laws of 1925 provide that—

The State board of education shall prescribe for all schools, colleges, and academies within the State of Idaho above the grade of high schools, courses of study required for and leading to teachers' certificates of all classes and grades and also for all purposes of accrediting said schools, colleges, or academies.

That upon any school within the State of Idaho complying with such courses so prescribed, said schools shall be uniformly accredited whether said schools be public or private.

Under these provisions the State board of education has accredited the following schools:

COLLEGES

College of Idaho, Caldwell.

Gooding College, Gooding.

Northwest Nazarene College, Nampa.

University of Idaho, Moscow.

JUNIOR COLLEGES

Boise Junior College, Boise.

Ricks College, Rexburg.

University of Idaho, southern branch, Pocatello.

TEACHER-TRAINING INSTITUTIONS

Albion State Normal School, Albion.

Lewiston State Normal School, Lewiston.

ILLINOIS

UNIVERSITY OF ILLINOIS

Criteria of a standard college adopted by the University of Illinois:

1. An enrollment of not fewer than 100 students of college grade, with an average for a series of years of at least 25 percent registered in the junior and senior classes.

2. A graduation requirement of 4 years (120 semester-hours) of collegiate work. The program of studies should have a proper relation to the resources of the institution; there should be advanced work in several fields and a reasonable margin for free electives.

3. A normal entrance requirement of 15 units and a minimum requirement of 14 units (by the minimum requirement is meant the smallest number of units with which a student may be permitted to begin college work, i.e., the nominal requirement minus the number of units of conditions allowed), with the provision that all entrance conditions must be removed before a student may be permitted to begin a second year of work in the same institution.

NOTE.—It is suggested that in doubtful cases the usual plan of admission by certificate be supplemented by an inquiry addressed to the high-school principal as to whether he can personally recommend the student in question as one capable of profiting by college work, or by requiring entrance examinations in

English, and possibly in one or two other subjects to be elected by the student, or by both methods. Cases in which such additional evidence might be sought would include those students from unaccredited high schools, students with low grades in their high-school records, and students with more than three units in vocational subjects.

4. Not less than eight distinct departments in liberal arts and sciences, with at least one professor giving full time to college work in each department; preparatory courses, if any, being separate in faculty, students, and discipline.

5. A minimum educational attainment of all college teachers of academic subjects equivalent to graduation from a college of high grade. For faculty members of professorial rank, graduate work equal to that required for the master's degree at the University of Illinois. Further graduate study and training in research equivalent to that required for the Ph. D. degree are recommended, especially for heads of departments.

6. The average salary paid to members of the faculty is a serious factor in determining the standing of any institution. Heads of departments should receive salaries of \$2,500 or more.

7. A maximum teaching load for any college teacher of 16 semester-hours per week with an enrollment in recitation or laboratory sections not exceeding 30 students. It is suggested that a 2-hour laboratory period with more than 12 students enrolled be counted as one and one-half hours in figuring the teaching load of science teachers.

NOTE.—The maxima indicated in this criterion should be reduced in case of programs involving a wide range of subjects of several sections approximating the maximum number of students.

8. Buildings and equipment of the value of at least \$250,000 for an institution having an enrollment of not more than 200 full-time college students in liberal arts and sciences, with an appropriate additional investment in buildings and equipment in the case of an institution having an enrollment above 200 full-time college students.

NOTE.—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.

9. A net annual guaranteed income for educational purposes, ordinarily from endowment, and apart from tuition, fees, board, room rent, etc., of at least \$25,000 for an institution having an enrollment of not more than 200 full-time college students; with an appropriate additional income in the case of an institution with an enrollment of more than 200 full-time college students.

10. A library of not less than 10,000 bound volumes, in addition to public documents, with a trained librarian in charge. The institution should have a library fund, to be spent exclusively for books, periodicals, and binding, amounting to not less than \$5 per annum for each full-time college student in liberal arts and sciences.

11. Laboratory equipment of a value of not less than \$8,000 in physics (\$8,000 if work is offered in advance of a 1-year course), \$5,000 in chemistry, and \$5,000 in biology. The institution should provide a fund to be expended annually for laboratory equipment, exclusive of supplies, amounting to not less than \$5 for each full-time college student in laboratory subjects. This fund should be in addition to income received from student laboratory fees.

12. In addition to the foregoing specific requirements the general standards of the administration and faculty shall be considered.

CLASS A COLLEGES

Augustana College, Rock Island	Loyola University, Chicago.
Bradley Polytechnic Institute, Peoria	Monmouth College, Monmouth.
Carthage College, Carthage	McKendree College, Lebanon
DePaul University, Chicago (for residence work in arts and sciences and for day school work in commerce).	MacMurray College, Jacksonville.
Eureka College, Eureka.	North Central College, Naperville.
Illinois College, Jacksonville	Northwestern University, Evanston.
Illinois Wesleyan University, Bloomington.	Rockford College, Rockford.
James Millikin University, Decatur.	Rosary College, River Forest.
Knox College, Galesburg	St. Procopius College, Lisle
Lake Forest College, Lake Forest	University of Chicago, Chicago
	Wheaton College, Wheaton (to June, 1931).

CLASS B COLLEGES

Institutions which approximate the standard set for class A but fall short of it in certain particulars.

Armour Institute of Technology, Chicago (Class A for the work of the first two years).	Lewis Institute, Chicago (Class A for the first two years, graduates admitted to graduate school on basis of scholarship).
Aurora College, Aurora.	St. Francis College, Joliet (for recommended graduates).
Elmhurst College, Elmhurst	St. Francis Xavier College for Women, Chicago.
Greenville College, Greenville (superior graduates especially recommended are admitted to full graduate status).	Shurtleff College, Alton.

JUNIOR COLLEGES

Institutions accredited for 2 years of work above that of a 4-year secondary school.

STANDARDS

1. *Entrance requirements.*—No student should be admitted to junior college work unless he complies, at the time of his admission, with the admission requirements of the University of Illinois.

2. *Graduation requirements.*—An acceptable junior college should require for graduation not less than 60 semester-hours of college work.

Students should not ordinarily be permitted to carry for credit work amounting to more than 16 semester-hours, exclusive of physical training and military science.

For the general liberal-arts curriculum approximately one-half of the work should be prescribed. The prescriptions should include not less than 6 hours each in college rhetoric, history, and foreign language, and a total of not less than 16 hours from the three groups of mathematics, physical science, and biological science, provided that not fewer than 4 hours should be offered from each of these three groups.

3. *Enrollment.*—To be considered for accrediting, a junior college should have an enrollment of not fewer than 50 students of college grade.

4. *Number of departments.*—There should be not fewer than six distinct departments in which work of junior college grade is given.

5. *Preparation of faculty.*—The teachers in charge of the junior college work in departments other than manual arts should have a bachelor's degree and should have had in addition at least a year of graduate study in the subject of their department in a university of recognized standing.

No new teachers of academic subjects shall be employed who do not hold the master's or doctor's degree from an institution of the standing of those recognized by the North Central Association. (See p. 20.)

6. *Teaching schedules.*—The teaching schedule of any instructor doing junior college work should be limited to a maximum of 20 recitation periods (single periods) per week.

7. *Size of classes.*—Enrollment in recitation and laboratory sections should be limited to 30.

8. *Library.*—A junior college library should contain not fewer than 5,000 bound volumes, exclusive of periodicals and public documents. At least \$600 a year should be expended for books (not including expenditures for magazines and binding).

9. *Laboratory equipment.*—For acceptable work in the sciences there must be laboratory equipment of a value of not less than \$3,000 in physics, \$2,500 in chemistry, and \$2,500 in biology.

10. *Physical plant.*—The segregation of the junior college students is desirable. Separate quarters should be set aside on a distinct floor or in a distinct wing or in a separate building, in which should be housed the study rooms for junior college students, a separate junior college library, and separate junior college laboratories.

11. *Financial support.*—There should be an income of not less than \$10,000 per annum available exclusively for the current support of the junior college work, as distinct from secondary school work.

12. *Administrative organization.*—There should be a separate administrative organization of the junior college work, with a dean in charge.

ACCREDITED JUNIOR COLLEGES

Blackburn College, Carlinville.

Central Y. M. C. A. Junior College, Chicago.

Crane Junior College, Chicago.

Ferry Hall, Lake Forest.

Frances Shimer Junior College, Mount Carroll.

George Williams College, Chicago.¹

Illinois Military School, Abingdon (credit allowed on basis of successful continuation of advanced courses at the University of Illinois).

Joliet Junior College, Joliet.

J. Sterling Morton Junior College, Cicero.

La Salle-Peru-Oglesby Junior College, La Salle.

Lincoln College, Lincoln.

Lyons Township Junior College, La Grange.

Monticello Seminary, Godfrey.

Mundelein College, Chicago (additional credit on satisfactory record at University of Illinois. Application for accrediting as senior college now pending).

National Kindergarten and Elementary College, Evanston.

North Park Junior College, Chicago.

Quincy College, Quincy.

Roosevelt Military Academy, Alton (credit allowed on basis of successful continuation of advanced courses in sequence at the University of Illinois).

St. Viator College, Bourbonnais.

Springfield Junior College, Springfield.

Thornton Junior College, Harvey.

TEACHER-TRAINING INSTITUTIONS

Graduates of the following institutions who present 20 semester-hours of content courses in one major academic subject in addition to education and not less than 1 year of college work in Greek, Latin, French, or German, are admitted to full graduate standing:

Chicago Normal College, Chicago (equivalent of 3 years of credit as a maximum, for transfers to the College of Education of the University of 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.

DEPARTMENT OF PUBLIC INSTRUCTION

The law of Illinois requires the superintendent of public instruction and the State examining board to inspect institutions of higher learning, to establish criteria by which they may be judged, and to recognize such as are found to meet the requirements. In accordance with this law, a committee is appointed to inspect institutions desiring to

¹ Formerly Y. M. C. A. College.

obtain recognition. In judging colleges of liberal arts, the committee applies the following criteria:

1. Fifteen units of secondary education for admission to freshman standing.
2. Not fewer than eight professors giving full time to work of collegiate rank, each of whom is thoroughly trained in his field, and with academic training equivalent to a master's degree.
3. A department of education prepared to offer at least the minimum required courses in education for teachers' certificates in Illinois.
4. A student body of sufficient numbers to make possible the creation and maintenance of a good college spirit.
5. Buildings and equipment including libraries and laboratories adequate for high-grade college work.
6. Financial support—either endowment or of other character sufficient to enable the institution to operate with reasonable comfort.
7. A minimum of 120 semester-hours for graduation with a bachelor's degree.

The following classification is made of the institutions meeting the requirements:

GROUP I: RECOGNIZED TEACHERS COLLEGES

Chicago Normal College, Chicago.	Southern Illinois State Normal University, Carbondale.
Eastern Illinois State Teachers College, Charleston.	Western Illinois State Teachers College, Macomb.
Illinois State Normal University, Normal.	
Northern Illinois State Teachers College, DeKalb.	

GROUP II: RECOGNIZED COLLEGES AND UNIVERSITIES

Armour Institute of Technology, Chicago.	Loyola University, Chicago.
Augustana College, Rock Island.	MacMurray College, Jacksonville.
Aurora College, Aurora.	McKendree College, Lebanon.
Bradley Polytechnic Institute, Peoria.	Monmouth College, Monmouth.
Carthage College, Carthage.	Mundelein College, Chicago.
College of St. Francis, Joliet.	Mount Morris College, Mount Morris.
DePaul University, Chicago.	North Central College, Naperville.
Elmhurst College, Elmhurst.	Northwestern University, Evanston.
Eureka College, Eureka.	Rockford College, Rockford.
Greenville College, Greenville.	Rosary College, River Forest.
Illinois College, Jacksonville.	St. Francis Xavier College, Chicago.
Illinois Wesleyan University, Bloomington.	St. Viator College, Bourbonnais.
James Millikin University, Decatur.	Shurtleff College, Alton.
Knox College, Galesburg.	University of Chicago, Chicago.
Lake Forest College, Lake Forest.	University of Illinois, Urbana.
Lewis Institute, Chicago.	Wheaton College, Wheaton.

GROUP III: JUNIOR COLLEGES

Blackburn College, Carlinville.	Mallinckrodt College, Wilmetta.
Central Y.M.C.A. Junior College, Chicago.	Monticello Seminary, Godfrey.
Concordia Teachers College, River Forest.	Morton Junior College, Cicero.
Frances Shimer Junior College, Mount Carroll.	North Park College, Chicago.
Joliet Junior College, Joliet.	Quincy College, Quincy.
LaSalle-Peru-Oglesby Junior College, LaSalle.	Springfield Junior College, Springfield.
Lincoln College, Lincoln.	Thornton Junior College, Harvey.
Lyons Township Junior College, LaGrange.	

INDIANA

INDIANA UNIVERSITY

The accrediting agency for institutions of higher education in Indiana is the State board of education. Indiana University recognizes the work of the institutions in the State in accordance with the classification made by the State board.

INDIANA STATE BOARD OF EDUCATION

STANDARDS FOR COLLEGES AND UNIVERSITIES

1. *Teachers and teaching.*—

(a) *Number.*—There shall be eight or more professors devoting their time exclusively to college courses.

(b) *Hours per week.*—No teacher may be required to teach more than 20 hours per week. It is desirable that no teacher be allowed to teach more than 16 hours per week.

(c) *Preparation.*—The teachers shall be graduates of standard normal schools, standard colleges, or universities doing graduate work. Head professors shall have pursued such graduate work for at least 1 year, and a majority of them should have training equivalent to that presupposed for the degree of doctor of philosophy.

(d) *Quality of teaching.*—The teaching shall be of good quality and done in a manner satisfactory to the State board of education.

2. *Financial resources and support.*—

(a) *Endowment.*—There shall be a productive endowment, beyond all indebtedness, of not less than \$500,000.

(b) *Income.*—In lieu of this endowment a fixed annual income, independent of all students' fees, of not less than \$25,000, shall be provided.

In the case of tax-supported institutions or those supported by religious organizations, financial support or contributed services equivalent in value to the endowment specified may be accepted as substitution for endowment.

3. *Entrance requirements.*—

Graduation from a commissioned high school or other secondary school of equal rank shall be required for entrance. Entrance credentials, properly certified by the high-school principal or school superintendent, shall be presented at matriculation or immediately thereafter.

4. *Requirements for graduation.*—

(a) *Academic year.*—The academic or collegiate year shall consist of not less than 36 weeks.

(b) *Class and laboratory hour.*—The class-hour should be at least 50 minutes in length; 2 such hours of practice or demonstration in a laboratory are considered equivalent to a recitation hour.

(c) *The curriculum.*—The curriculum leading to the bachelor's degree shall include 4 full years of work beyond the entrance requirements. It should comprehend a definite plan for selection of major subjects, with such provision for minors and electives as seems best suited to the needs of the students.

(d) *Hours per week.*—The work may be organized on any hour-per-week basis not exceeding 16.

(e) *Extra studies.*—Extra subjects may be carried only by students whose work is of superior quality under such rules and regulations as the faculty may adopt.

(f) *Residence work.*—No standard college may issue a certificate of graduation from any curriculum based on less than 1 year of residence work done therein.

5. *Equipment*—

(a) *Laboratories*.—For teaching each of the sciences offered, there shall be adequate laboratory facilities for meeting the requirements of the State board of education.

(b) *Library*.—The library shall contain at least 8,000 volumes exclusive of public documents. It must be a growing library. It must contain recent as well as earlier standard books in each of the departments of instruction. It must contain standard encyclopedias, dictionaries, and other kinds of reference works, as well as leading periodicals in each department of learning.

The educational department should have a good collection of educational and pedagogical books, as well as sets of the leading school journals and educational reports.

The library room shall not be used for recitation purposes, and the library shall be in charge of a trained librarian.

6. *Reports and records*.—

The college shall make an annual statistical report to the State superintendent of public instruction and such additional reports of attendance as he may require. Student records shall be properly kept and certified promptly on request to other schools or to the State board of education.

A competent registrar shall be employed to keep and certify the record of students' work.

7. *Size of classes*.—

Except in certain drill subjects, not more than 45 students may be enrolled in any one class, and an enrollment of not more than 30 is preferable; provided, however, that in case the number in a class exceeds 45 and the authorities of the institution deem it undesirable under the circumstances to reduce the size of the class, the president of the institution may submit the case to the director of teacher training for decision.

In accrediting colleges and normal schools the State board of education will take into consideration the spirit displayed by the school in adhering to this requirement.

8. *Department of education*.—

There should be a well-organized department of education, offering courses in education to the extent of at least the amount and kind required on any teacher-training course for which the institution is accredited. Facilities must be provided for observation of good teaching and for student teaching.

STANDARD COLLEGES AND UNIVERSITIES

Ball State Teachers College, Muncie.
Butler University, Indianapolis.
DePauw University, Greencastle.
Earlham College, Earlham.
Evansville College, Evansville.
Franklin College, Franklin.
Hanover College, Hanover.
Indiana Central College, Indianapolis.
Indiana State Teachers College, Terre Haute.
Indiana University, Bloomington.

Manchester College, North Manchester.
Purdue University, La Fayette.
St. Mary's College, Notre Dame.
St. Mary-of-the-Woods College, St. Mary-of-the-Woods.
Taylor University, Upland.
University of Notre Dame, Notre Dame.
Valparaiso University, Valparaiso.
Wabash College, Crawfordsville.

STANDARDS FOR JUNIOR COLLEGES

A junior college may be recognized as standard if it maintains only the first 2 years of the course in liberal arts and sciences, and if the number of teachers, size of library, and amount of endowment or supporting income are found to be, respectively, three-fifths of that prescribed for the standard college.

In all other respects the standard junior college should fully meet the requirements of the standard college.

The standard junior college may maintain an accredited normal department of not to exceed 2 years' work.

STANDARDS FOR NORMAL SCHOOLS

1. *Teaching staff.*—(a) *Number.*—There shall be seven or more teachers devoting their time exclusively to the work of the normal courses.

(b) *Qualifications and teaching.*—The teachers shall be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public-school work. They must be able to teach in a manner satisfactory to the State board of education. Heads of departments should have pursued graduate work for at least 1 year. Any departure from this rule shall be allowed only with the approval of the State board of education.

(c) *Hours per week.*—It is the sense of the State board of education that for effective teaching an instructor shall not be occupied with classes more than 20 periods per week and 16 periods are preferable. In the accrediting of normal schools it will be guided by this conviction.

2. *Annual income.*—The total annual income shall be not less than \$15,000.

3. *Entrance requirements.*—(a) No student shall be admitted to the 2-, 3-, or 4-year curriculum unless he is a graduate of a commissioned high school or holds a certificate of equivalency from the State board of education; provided, that teachers of long service and exceptional merit may be admitted under such rules and regulations as the State board of education may see fit to adopt.

(b) Entrance credentials, properly certified by the high-school principal or school superintendent, shall be presented at admission or immediately thereafter.

4. *Graduation requirements.*—(a) *Length of year.*—The year shall consist of 3 terms of at least 12 weeks each. A summer session for teachers of not less than 6 weeks is recommended, and a summer session of 12 weeks is desirable; but a summer session of 10 weeks for 6 days per week (Saturdays always included) may be considered the equivalent of a 12-weeks' session.

(b) *Class and laboratory period.*—The length of the class period shall be at least 50 minutes, the laboratory period being twice the length of the class period.

(c) *Curriculum.*—No curriculum leading to graduation shall be less than 2 years in length.

(d) *Residence work.*—No institution may issue a certificate of graduation from a 2-, 3-, or 4-year course on less than 1 full year of residence work completed in said institution.

(e) *Basis of work.*—An institution may plan its work on not to exceed a 16-hour per week basis in prepared subjects.

(f) *Drills or "unprepared" subjects.*—Work in vocal music, freehand drawing, penmanship, conferences, or physical education that requires no time of the students other than the recitation period, is considered a drill or "unprepared" subject. Such work may be taken in addition to the regular requirement.

(g) *Observation and practice school.*—Adequate practice school facilities shall be provided for observation of expert teaching and for student teaching in all grades of public-school work for which teachers' courses are offered.

5. *Equipment.*—(a) *Laboratories.*—For teaching each of the sciences offered, there must be adequate laboratory facilities for meeting the requirements of the State board of education.

(b) *Library.*—The library must contain at least 3,500 volumes exclusive of public documents. This library should be particularly rich in standard books on educational subjects, educational reports of States, cities, and committees, and sets of important educational journals. It should be a growing library.

The reading table should be supplied with current numbers of the leading educational journals.

The library may not be used for recitation or classroom purposes, and it shall be in charge of a trained librarian.

6. *Size of classes.*—Except in certain drill subjects, not more than 45 students may be enrolled in any one class, and an enrollment of not more than 30 is preferable; provided, however, than in case the number in a class exceeds 45 and the authorities of the institution deem it undesirable under the circumstances to reduce the size of the class, the president of the institution may submit the case to the director of teacher training for decision.

In accrediting colleges and normal schools the State board of education will take into consideration the spirit displayed by the school in adhering to this requirement.

7. *Reports and records.*—The normal school shall make an annual statistical report to the State superintendent of public instruction and such additional reports of attendance as he may require. Students' records shall be properly kept and certified promptly on request to other schools or to the State board of education.

A competent registrar shall be employed to keep and certify the records of students' work.

STANDARD NORMAL SCHOOL

Central Normal College, Danville.

STANDARDS FOR NORMAL DEPARTMENTS AND SPECIAL SCHOOLS

A college or special school which does not meet all requirements of a standard college or a standard normal school may establish a normal department, which may be accredited under the following conditions.

1. *General requirements.*—Requirements of standard normal schools relating to admission of students, standards of work, library and laboratory, length of school year, size of classes, class periods, observation and practice school, and records and reports, shall apply without modification.

2. *Teachers and teaching.*—The school or normal department shall be in charge of a competent dean or director, who shall be held responsible by the State board of education for the organization and management of the work therein.

The teachers in special schools and normal departments must meet the same general requirements as teachers in standard normal schools.

The same number of teachers shall be employed in the entire school as in a standard normal school.

3. *Supporting income.*—A sufficient annual income shall be provided for maintaining the school or department in a manner satisfactory to the State board of education.

The amount of such income to be required will be determined by the nature and extent of the work done by the school.

APPROVED NORMAL DEPARTMENTS

Goshen College, Goshen.

Huntington College, Huntington.

Marion College, Marion.

Oakland City College, Oakland City.

St. Benedict Normal, Ferdinand.

St. Francis Normal, Oldenburg.

St. Francis Normal, Lafayette.

Vincennes University, Vincennes

IOWA

INTERCOLLEGIATE STANDING COMMITTEE OF THE STATE
INSTITUTIONS OF HIGHER LEARNING IN IOWA

The State accrediting agency for the higher educational institutions of Iowa is the Intercollegiate Standing Committee, organized under the authority of the State board of education, which has control of the three State higher institutions—the *State University of Iowa*, the *Iowa State College of Agriculture and Mechanic Arts*, and *Iowa State Teachers College*. The registrar and a member of the teaching staff of each institution, nominated by the president and confirmed by the State board of education, compose the membership of the committee. The committee passes upon the acceptability of credits earned in all colleges and junior colleges of the State which are not accredited by the North Central Association of Colleges and Secondary Schools. The lists of accredited Iowa colleges include the names of institutions accredited by the North Central Association as well as those accredited only by the Intercollegiate Standing Committee. Following are the standards which the committee employs in accrediting 4-year colleges:

STANDARDS FOR COLLEGES

1. *Introduction*.—An institution designated as a college should offer 4 years of standard collegiate work.

2. *Admission requirements*.—Not less than 15 units of standard secondary credit shall be required for unconditional admission to a college. The minimum number of units for conditional admission shall be 14. Entrance conditions should be removed during the first year and an entering student should be required to register at once for work necessary to satisfy entrance requirements. The student's registration, including work necessary to meet entrance requirements, shall not be in excess of what is permitted by the regulations pertaining to the student load.

3. *Work offered*.—A college should maintain at least eight departments, including in the work of these departments courses in English, foreign languages, mathematics, physical and natural science, and social science.

4. *Faculty*.—The administrative head of a college and the instructors in academic subjects must have a bachelor's degree from a standard institution and should have completed in addition at least 1 year of standard graduate work. An instructor in an academic subject who was appointed before a master's degree was required for the teaching of academic subjects and who does not yet have a master's degree must spend at least 6 weeks of each summer vacation in graduate work at a recognized graduate school.

All new administrative heads and all new instructors in academic subjects must have a master's degree from a recognized graduate school.

In addition to a bachelor's degree from a standard institution, an instructor in physical training must meet at least the requirements fixed by the State superintendent of public instruction for this work in normal training high schools (12 semester-hours), and an instructor in mechanical drawing must have earned sufficient credit to meet the requirements in mechanical drawing for a standard degree in mechanical engineering (8 semester-hours). An instructor in music or in art must have a bachelor's degree, or equivalent, representing specialization

in music or in art, and must have had in addition at least a year of advanced work in the particular branches taught by the instructor.

The scholastic preparation of the faculty should not be limited to the minimum requirements. At least one-fourth of the teaching force should have had graduate training represented by the degree of doctor of philosophy or equivalent.

The teaching of instructors in academic subjects shall be confined in each case to the graduate major and to the graduate minor or minors, preferably to the graduate major.

The maximum load of an instructor shall be 15 to 18 periods of college teaching a week, or 20 periods of college and secondary-school teaching, or an equivalent amount of work in classroom instruction, administrative duties, and extracurricular supervision combined. Two periods of laboratory work are to be counted as one period of teaching. Advisory duties and extracurricular supervision are to be counted as laboratory work.

5. *Enrollment.*—A college maintaining a 4-year curriculum should have an enrollment of at least 100 students.

6. *Standards of work.*—The regular credit work of a student shall be 15 hours a week, 1 additional hour being allowed if desired. Except in the last semester before graduation, extra work should be permitted only in case of superior scholarship and in no case should a student be permitted to register for more than 20 hours of credit work a week.

Recitation periods should not be less than 50 minutes in length, 2 periods of laboratory work being counted as 1 recitation period.

7. *Library and other equipment.*—The library should be properly cataloged and should be under the charge of a competent librarian. The library and laboratory facilities should be adequate for the courses offered.

8. *Miscellaneous.*—When a secondary school is connected with a college, the secondary school must be accredited by the North Central Association, if the college is to be approved. This standard shall apply to any Iowa college beginning work after September 1, 1930, and to all Iowa colleges after September 1, 1932.

The location, buildings, and equipment of a college should be such as to insure hygienic conditions.

The academic year shall consist of 2 semesters of 18 weeks each or equivalent.

The system of records should show clearly the secondary and college credit of each student. Original credentials brought from another institution should be retained by the college.

Only 10 (or 5) weeks of credit should be allowed for a session of 10 (or 5) weeks whether the classes meet 5 or 6 times a week.

A student should not be permitted to earn a total of more than 10 semester-hours of credit by extension work, including correspondence work, and by examination during one calendar year.

A minimum of 120 semester-hours or equivalent shall be required for graduation with a degree.

ACCREDITED COLLEGES

Buena Vista College, Storm Lake
 Central College, Pella.
 Clarke College, Dubuque.
 Coe College, Cedar Rapids.
 Columbia College, Dubuque.
 Cornell College, Mount Vernon.
 Drake University, Des Moines.
 Grinnell College, Grinnell.
 Iowa State College of Agriculture and Mechanic Arts, Ames.
 Iowa State Teachers College, Cedar Falls.
 Iowa Wesleyan College, Mount Pleasant.
 John Fletcher College, University Park.

Luther College, Decorah.
 Morningside College, Sioux City.
 Parsons College, Fairfield.
 Penn College, Oskaloosa.
 St. Ambrose College, Davenport.
 Simpson College, Indianola.
 State University of Iowa, Iowa City.
 Trinity College, Sioux City.
 University of Dubuque, Dubuque.
 Upper Iowa University, Fayette.
 Wartburg College, Le Mars.
 Western Union College, Le Mars.

Three-year college:

Graceland College, Lamoni.

STANDARDS FOR JUNIOR COLLEGES

1. *Introduction.*—An institution offering only 2 years of college work should be designated as a junior college.

The location of a junior college should be such as to warrant expectation of an adequate enrollment and a proper development of the institution.

2. *Admission requirements.*—Not less than 15 units of standard secondary credit shall be required for unconditional admission to a junior college. The minimum number of units for conditional admission shall be 14. Entrance conditions should be removed during the first year and an entering student should be required to register at once for work necessary to satisfy entrance requirements. The student's registration, including work necessary to meet entrance requirements, shall not be in excess of what is permitted by the regulations pertaining to the student load.

3. *Work offered.*—A junior college should provide college courses in at least the following fields: English, foreign languages, mathematics, physical or natural science, and social science. The number and character of these courses should be such as to provide proper preparation for subsequent college work.

4. *Faculty.*—The administrative head of a junior college and an instructor in an academic subject must have a bachelor's degree from a standard institution and in addition a master's degree from a recognized graduate school.

An administrative head appointed before the adoption of this standard (1928) should have completed at least 1 year of standard graduate work in addition to a bachelor's degree. An instructor in an academic subject who was appointed before the adoption of this standard and who does not have a master's degree must spend at least 6 weeks of each summer vacation in graduate work at a recognized graduate school.

In addition to a bachelor's degree from a standard institution, an instructor in physical training must meet at least the requirements fixed by the State superintendent of public instruction for this work in normal training high schools (12 semester-hours), and an instructor in mechanical drawing must have earned sufficient credit to meet the requirements in mechanical drawing for a standard degree in mechanical engineering (8 semester-hours). An instructor in music or in art must have a bachelor's degree, or equivalent, representing specialization in music or in art, and must have had in addition at least a year of advanced work in the particular branches taught by the instructor.

The teaching of instructors in academic subjects shall be confined in each case to the graduate major and to the graduate minor or minors, preferably to the graduate major.

The maximum load of an instructor shall be 15 to 18 periods of junior college teaching a week, or 20 periods of junior college and high-school teaching, or an equivalent amount of work in classroom instruction, administrative duties, and extracurricular supervision combined. Two periods of laboratory work are to be counted as one period of teaching. Advisory duties and extracurricular supervision are to be counted as laboratory work.

5. *Enrollment.*—A junior college in its earlier years should have a minimum of 25 students in the first year and 50 students in the 2 years, the ideal minimum of the fully developed junior college being from 150 to 200 students.

6. *Standards of work.*—The work of any course in a junior college should be equivalent in quantity and quality to the work of a similar freshman or sophomore course in a standard college.

The regular credit work of a student shall be 15 hours a week, 1 additional hour being allowed if desired. Except in the last semester before graduation,

extra work should be permitted only in case of superior scholarship and in no case should a student be permitted to register for more than 20 hours of credit work a week.

The length of the recitation period and the number of laboratory periods counted as one-class period should be in harmony with the practice of standard colleges.

7. *Library and other equipment.*—The library should be properly catalogued and should be under the charge of a competent librarian. The library and laboratory facilities should be adequate for the courses offered.

A properly equipped study room should be provided for the exclusive use of junior college students.

8. *Miscellaneous.*—When a secondary school is connected with a junior college, the secondary school must be accredited by the North Central Association, if the junior college is to be approved. This standard shall apply to any Iowa junior college beginning work after September 1, 1930, and to all Iowa junior colleges after September 1, 1932.

The location, buildings, and equipment of a junior college should be such as to insure hygienic conditions.

The academic year shall not be shorter than the academic year of standard colleges.

The system of records should show clearly the secondary and college credit of each student. Original credentials brought from another institution should be retained by the junior college.

Junior college credit earned in night-school classes and Saturday classes or by correspondence or other forms of extension work or by examination may not be used in meeting requirements for a degree from a State institution of higher learning.

Not more than one-half of the collegiate requirements for a degree from a State institution of higher learning may be satisfied by credit earned in a junior college. When the combined credit earned in a junior college and in any other institution of collegiate rank is sufficient to satisfy one-half of the collegiate requirements for a degree from a State institution of higher learning, further credit toward a degree may not be earned in a junior college.

A minimum of 60 semester-hours shall be required for graduation from a junior college.

The diploma granted for completion of a junior college curriculum shall not be called a degree.

ACCREDITED JUNIOR COLLEGES

Albia Junior College, Albia.	Lenox College, Hopkinton.
Bloomfield Junior College, Bloomfield.	Maquoketa Junior College, Maquoketa.
Boone Junior College, Boone.	Marshalltown Junior College, Marshalltown.
Briar Cliff Junior College, Sioux City.	Mason City Junior College, Mason City.
Britt Junior College, Britt.	Mount Carmel Junior College, Dubuque.
Burlington Junior College, Burlington.	Mount Mercy Junior College, Cedar Rapids.
Centerville Junior College, Centerville.	Mount St. Clare Junior College, Clinton.
Chariton Junior College, Chariton.	Muscatine Junior College, Muscatine.
Cherokee Junior College, Cherokee.	Northwestern Junior College, Orange City.
Clarinda Junior College, Clarinda.	Osceola Junior College, Osceola.
Creston Junior College, Creston.	Ottumwa Heights College, Ottumwa.
Des Moines Catholic Junior College, Des Moines.	Red Oak Junior College, Red Oak.
Eagle Grove Junior College, Eagle Grove.	Sheldon Junior College, Sheldon.
Elkader Junior College, Elkader.	Tipton Junior College, Tipton.
Ellsworth Junior College, Iowa Falls.	Waldorf Junior College, Forest City.
Emmetsburg Junior College, Emmetsburg.	Washington Junior College, Washington.
Estherville Junior College, Estherville.	Waukon Junior College, Waukon.
Fort Dodge Junior College, Fort Dodge.	Webster City Junior College, Webster City.
Independence Junior College, Independence.	

STATE DEPARTMENT OF PUBLIC INSTRUCTION

STANDARDS FOR IOWA LIBERAL ARTS COLLEGES SEEKING TO BECOME ACCREDITED BY THE BOARD OF EDUCATIONAL EXAMINERS FOR TEACHERS' CERTIFICATES UNDER THE PROVISIONS OF CHAPTER 193, SUPPLEMENT TO THE SCHOOL LAWS, 1933

Colleges which are accredited by the board of educational examiners for the training of teachers shall be accredited for particular fields of teacher training, such as high school and elementary school.

I. Standards for institutions accredited for the standard secondary certificate.

A. *Academic*.—An Iowa institution accredited as a 4-year college by the intercollegiate standing committee, a record leading to a degree from which is accepted for admission to the graduate college of the State University of Iowa.

B. *Professional*.—The institution must maintain a college or a department of education which meets the following:

1. *Head of department of education*.—The head of the department of education must be a person who has taken a master's degree in a recognized graduate school with a major in education.

2. *Other members of education faculty*.—Other members of the education faculty shall meet the prescribed standards in their respective teaching fields.

3. *Directed observation and supervised student teaching*.—There shall be adequate provision for directed observation and supervised student teaching under expert direction.

4. *Library*.—There shall be a pedagogical library of standard books on the teaching profession with an ample supply of books and periodicals necessary for the professional training of teachers and with a definite provision for the annual purchase of new material.

II. Standards for 2-year curricula accredited for the standard elementary certificate.

A 2-year teacher-training curriculum, to be given certificate recognition, must be so organized as to prepare students for teaching kindergarten, primary, intermediate, or upper grades. The school should decide what type or types of training it wishes to offer and organize its courses accordingly.

A. *Academic*.—An Iowa institution accredited as a 4-year college or as a junior college by the intercollegiate standing committee.

B. *Professional*.—Teacher-training facilities as follows are required:

1. *Supervisor*.—There must be a supervisor in charge who has specialized in each type of training offered and who has demonstrated superior skill in teaching. The training of the supervisor shall be represented by a master's degree in education from a standard university or a bachelor's degree from an approved college with not less than 2 years of graduate training and specialization in the type of work to be supervised.

2. *Other members of education faculty*.—Other members of the education faculty shall meet the prescribed standards in their respective teaching fields.

3. *Directed observation and supervised student teaching*.—There shall be adequate provision for directed observation and supervised student teaching under expert direction.

4. *Library*.—There shall be a pedagogical library of standard books on the teaching profession with an ample supply of books and periodicals necessary for the professional training of elementary teachers and with a definite provision for the annual purchase of new material.

C. *Qualifications for instructors in special subjects.*—

1. *Music.*—The training of the instructor in music shall be not less than that represented by the degree of bachelor of music or a bachelor of arts with a music major from a standard college with special preparation in public-school music.

2. *Art.*—The training of the instructor in art shall be not less than that represented by a bachelor's degree with a major in art from a standard college with special preparation in public school art.

3. *Physical education.*—The training of the instructor in physical education shall be not less than that represented by a bachelor's degree in physical education from a standard college with special preparation in health and hygiene.

ACCREDITED COLLEGES

Buena Vista College, Storm Lake.	John Fletcher College, University Park.
Central College, Pella.	Luther College, Decorah.
Clarke College, Dubuque.	Morningside College, Sioux City.
Coe College, Cedar Rapids.	Parsons College, Fairfield.
Columbia College, Dubuque.	Penn College, Oskaloosa.
Cornell College, Mount Vernon.	St. Ambrose College, Davenport.
Drake University, Des Moines.	Simpson College, Indianola.
Grinnell College, Grinnell.	State University of Iowa, Iowa City.
Iowa State College of Agriculture and Mechanic Arts, Ames.	University of Dubuque, Dubuque.
Iowa State Teachers College, Cedar Falls.	Upper Iowa University, Fayette.
Iowa Wesleyan College, Mount Pleasant.	Wartburg College, Clinton.
	Western Union College, Le Mars.

COLLEGES HAVING 2-YEAR TEACHER-TRAINING COURSES ACCREDITED FOR STATE TEACHERS' CERTIFICATES

Buena Vista College, Storm Lake.	Morningside College, Sioux City.
Central College, Pella.	Parsons College, Fairfield.
Clarke College, Dubuque.	Simpson College, Indianola.
Coe College, Cedar Rapids.	University of Dubuque, Dubuque.
Drake University, Des Moines.	Upper Iowa University, Fayette.
Iowa State Teachers College, Cedar Falls.	Wartburg College, Clinton.
Iowa Wesleyan College, Mount Pleasant.	Western Union College, Le Mars.

OTHER ACCREDITED 2-YEAR TEACHER-TRAINING COURSES

Creston Junior College, Creston.	Mount St. Clare Junior College, Clinton.
Ellsworth Junior College, Iowa Falls.	Northwestern Junior College, Orange City.
Graceland College, Lamoni.	Ottumwa Heights Junior College, Ottumwa.
Lenox College, Hopkinton.	Waldorf Junior College, Forest City.
Mount Mercy Junior College, Cedar Rapids.	Wartburg Normal College, Waverly.
Maquoketa Junior College, Maquoketa.	

KANSAS

UNIVERSITY OF KANSAS

The University of Kansas has adopted standards for 4-year colleges and junior colleges closely in accord with the standards of the North Central Association of Colleges and Secondary Schools (see pp. 20-24), except on the point of junior-senior work required for a degree. The statement of the university's standard on this point is as follows:

The college shall be able to prepare its students to enter recognized graduate schools as candidates for advanced degrees. This will require the completion of at least 40 semester-hours of work of junior-senior grade and a major of at least

20 semester-hours in a chosen department. At least 10 of the hours in the major department shall be of junior-senior grade. Junior-senior courses are open only to students who have secured at least 50 semester-hours of college credit exclusive of required physical education work. Junior-senior courses, moreover, are courses with prerequisites of earlier preparation of courses conducted on a level distinctly above the junior college level. Sophomores who have completed the prerequisites in well-established sequence courses may be admitted to a junior-senior course in the same sequence. But the credit in such course shall not be counted for sophomore toward the satisfaction of the 40-hour junior-senior requirement for graduation.

APPROVED COLLEGES

Baker University, Baldwin City.	Mount St. Scholastica College, Atchison
Bethany College, Lindsborg	Municipal University of Wichita, Wichita.
Bethel College, Newton.	Ottawa University, Ottawa.
College of Emporia, Emporia	St. Benedict's College, Atchison
Friends University, Wichita	St. Mary College, Leavenworth.
Kansas State College of Agriculture and Applied Science, Manhattan.	Southwestern College, Winfield.
Marymount College, Salina.	Sterling College, Sterling.
McPherson College, McPherson.	Washburn College, Topeka.

Junior college work fully approved; senior college courses subject to individual evaluation:

Kansas Wesleyan University, Salina.

APPROVED JUNIOR COLLEGES

The standards of the University of Kansas for junior colleges are also closely in accord with those of the North Central Association. In addition, however, to the requirements of the North Central Association standard relating to the training of the faculty, the university specifies that an instructor in a junior college must also have at least 10 semester-hours of college work in advance of any course he is teaching in the junior college.

The following junior colleges are approved by the university:

Arkansas City Junior College, Arkansas City.	Highland College, Highland.
Central Academy and College, McPherson	Hutchinson Junior College, Hutchinson
Coffeyville Junior College, Coffeyville.	Independence Junior College, Independence
College of Paola, Paola.	Iola Junior College, Iola.
El Dorado Junior College, El Dorado.	Kansas City Junior College, Kansas City
Fort Scott Junior College, Fort Scott	St. John's College, Winfield.
Garden City Junior College, Garden City.	

TEACHERS COLLEGES

The two State teachers colleges of Kansas, the *Kansas State Teachers College, Emporia*, and the *Kansas State Teachers College, Pittsburg*, are fully accredited by the University of Kansas so far as their courses correspond to courses offered in the university. A graduate of one of these colleges is admitted to the graduate school of the university in full standing, provided an evaluation of his transcript shows that he has met the university requirements for the corresponding undergraduate degree at the university. By agreement with these colleges a maximum of 30 semester-hours of elementary education and in-

dustrial arts is accepted toward the degree of bachelor of science in education at the university if taken at one of the colleges, even though similar work is not offered in the university.

The *Fort Hays Kansas State College, Hays*, is accredited in the same way as the two teachers colleges. This institution was recently changed by action of the legislature from a teachers college to a State college.

DEPARTMENT OF EDUCATION

The education law of Kansas provides as follows:

Upon application of any college or university, or educational institution of like standing, incorporated under the general laws of the State of Kansas, and requiring a 4-year high-school course or its equivalent, approved by the State board of education, as a condition of admission to its freshman class; the State board of education shall have power to examine the course of study prescribed and the character of work done by it; and if, in the judgment of said board, the course of study and the character of the work done shall be of such standing as to prepare the graduates of such institution to teach successfully in the public schools of the State, and if said institution maintains a department of education and the course of study prescribed includes work in said department satisfactory to the State board of education, the board shall place such institution on the accredited list.

COLLEGES ACCREDITED BY THE STATE BOARD OF EDUCATION

4-YEAR COLLEGES

Baker University, Baldwin City.
Bethany College, Lindsborg
Bethel College, Newton.
College of Emporia, Emporia.
Fort Hays Kansas State College, Hays.
Friends University, Wichita.
Kansas State College of Agriculture and Applied Science, Manhattan.
Kansas Wesleyan University, Salina.
Marymount College, Salina.
McPherson College, McPherson.

Mount St. Scholastica College, Atchison.
Municipal University of Wichita, Wichita.
Ottawa University, Ottawa.
St. Benedict's College, Atchison.
Southwestern College, Winfield.
Saint Mary College, Leavenworth.
State Teachers College, Emporia.
State Teachers College, Pittsburg.
Sterling College, Sterling.
University of Kansas, Lawrence.
Washburn College, Topeka.

JUNIOR COLLEGES

Arkansas City Junior College, Arkansas City.
Central Academy and College, McPherson.
Coffeyville Junior College, Coffeyville.
College of Paola, Paola.
El Dorado Junior College, El Dorado.
Fort Scott Junior College, Fort Scott.
Garden City Junior College, Garden City.

Highland College, Highland.
Hutchinson Junior College, Hutchinson.
Independence Junior College, Independence.
Iola Junior College, Iola.
Kansas City Junior College, Kansas City.
Parsons Junior College, Parsons.
St. John's College, Winfield.

KENTUCKY

UNIVERSITY OF KENTUCKY AND STATE DEPARTMENT OF EDUCATION

The accrediting of higher educational institutions in Kentucky is in the hands of the committee on accredited relations of the University of Kentucky. The standards used by the committee are those of the Southern Association of Colleges and Secondary Schools (see pp.

31-33), with the exception of the standard relating to endowment. The committee does not enforce this standard as rigidly as does the association.

Credits from the institutions which are accredited by the University of Kentucky are accepted for certification purposes by the State department of education.

ACCREDITED COLLEGES

1. Transcript of record given full value:

4-YEAR COLLEGES

Ashbury College, Wilmore.	Morehead State Teachers College, Morehead.
Berea College, Berea.	Murray State Teachers College, Murray.
Bowling Green College of Commerce, Bowling Green.	Nazareth College, Louisville.
Centre College, Danville.	Transylvania College, Lexington.
Eastern State Teachers College, Richmond.	Union College, Barbourville.
Georgetown College, Georgetown.	University of Kentucky, Lexington.
Kentucky Wesleyan College, Winchester.	University of Louisville, Louisville.
	Western State Teachers College, Bowling Green.

JUNIOR COLLEGES

Bethel Woman's College, Hopkinsville.	Paducah Junior College, Paducah.
Campbellsville College, Campbellsville.	Pikeville College, Pikeville.
Caney Junior College, Pippapass.	Sacred Heart Junior College, Louisville.
Cumberland College, Williamsburg.	St. Catherine Junior College, St. Catherine.
Lees Junior College, Jackson.	Sue Bennett Memorial College, London.
Lindsay-Wilson Junior College, Columbia.	Villa Madonna College, Covington.
Nazareth Junior College, Nazareth.	

Junior college for training of elementary teachers
Louisville Normal School, Louisville.

ACCREDITED 4-YEAR COLLEGES FOR NEGROES

Kentucky State Industrial College, Frankfort.	Louisville Municipal College for Negroes, Louisville.
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LOUISIANA

LOUISIANA STATE UNIVERSITY

The Louisiana State University accepts at face value credits earned in institutions accredited by recognized accrediting agencies, insofar as they fit in with the curriculum which the student elects at the university. Credits earned at institutions not accredited by recognized accrediting agencies are accepted provisionally. If the student from an unaccredited institution makes a satisfactory record at the university, his transferred credits are given permanent acceptance; if his record is not satisfactory, he is not allowed quality credits on his transferred work.

The higher educational institutions in the State are classified as follows:

COLLEGES

1. Transcript of record given full value Degree accepted for graduate standing. Graduate work accepted for advanced degrees:

Louisiana State University, Baton Rouge.	Tulane University of Louisiana, New Orleans.
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2. Transcript of record given full value. Degree accepted for graduate standing:

Centenary College, Shreveport.

H. Sophie Newcomb Memorial College, New Orleans.

Louisiana Polytechnic Institute, Ruston.

Louisiana State Normal College, Natchitoches.

Loyola University, New Orleans.

Southwestern Louisiana Institute, Lafayette.

DEPARTMENT OF EDUCATION

The Department of Education of Louisiana has adopted no standards for approving higher educational institutions. Its practice is "to adhere with reasonable fidelity to the standards of the Southern Association of Colleges and Secondary Schools, at least to the extent of having the inspectors who visit the college applying require that the college show adequate reasons for any deficiency in these standards."

The department of education has approved the following institutions:

4-YEAR COLLEGES

Centenary College, Shreveport.

H. Sophie Newcomb Memorial College, New Orleans.

Louisiana College, Pineville.

Louisiana Polytechnic Institute, Ruston.*

Louisiana State Normal College, Natchitoches.*

For Negroes:

Leland College, Baker.*

New Orleans University, New Orleans.*

Louisiana State University, Baton Rouge.

Loyola University, New Orleans.

St. Mary's Dominican College, New Orleans.*

Southwestern Louisiana Institute, Lafayette.*

Tulane University of Louisiana, New Orleans.

Ursuline College, New Orleans.*

Southern University, Scotlandville.*

Straight College, New Orleans.*

Xavier University, New Orleans.*

JUNIOR COLLEGES

De La Salle Normal School, Lafayette

Dodd College, Shreveport.

Holy Cross Normal School, New Orleans.

Mount Carmel Normal College, New Orleans.

New Orleans Normal School, New Orleans.

For Negroes:

Louisiana Normal and Industrial Institute, Grambling.

Normal College of the Sacred Heart, Grand Coteau.

Normal School of the Sisters of Mercy, New Orleans.

Ouachita Parish Junior College, Monroe.

St. Vincent's College, Shreveport.

Southeastern Louisiana College, Hammond.

McDonough High School and Junior College No. 35, New Orleans.

MAINE

UNIVERSITY OF MAINE

The University of Maine does not accredit the higher educational institutions in the State. The practice of the university in granting recognition to the work of the colleges, junior colleges, and teacher-training institutions in Maine is as follows:

1. Undergraduate work accepted if of C grade or above. Work of D grade may be accepted in the college of agriculture. Work of D grade may be accepted in the school of education up to one-fourth of total credit allowed.

Bates College, Lewiston.

Bowdoin College, Brunswick.

Colby College, Waterville.

* Conducts also 2-year teacher-training courses designed for the preparation of elementary school teachers.

JUNIOR COLLEGES

2. Candidates for admission to the college of arts and sciences who complete the 2-year course are admitted to junior standing if they are certified by the president of the college and satisfy the other regular requirements for admission to advanced standing. Credit adjusted after candidate has demonstrated ability to pass college courses successfully.

Westbrook Junior College, Portland.

3. Candidates admitted in home economics without definite statement of advance credit to be allowed. Credit later adjusted after candidate has demonstrated ability to pass college courses successfully.

Nasson Institute, Springvale.

4. Candidates required to pass examinations for admission to sophomore standing in arts and sciences and technology. Candidates are admitted to agriculture (including forestry and home economics) without examination if fully certified by the principal. Credit in home economics adjusted after candidate has demonstrated ability to pass college courses successfully.

Ricker Junior College, Houlton.

NORMAL SCHOOLS

5. Graduates admitted to sophomore standing in college of arts and sciences. Graduates admitted to agriculture and credentials evaluated definitely after expiration of first semester or first year after candidate has demonstrated his ability. Graduates who stand in the first half of class and are recommended by the principal are admitted to junior standing in the school of education. Specific amount of credit allowed is based upon normal school record. A maximum of 54 hours is granted, which allows candidate to graduate in 2 years. Normal school graduates must satisfy the entrance units of the college they wish to enter.

Aroostook State Normal School, Presque Isle.

Dingley Normal Training School, Lewiston.

Eastern State Normal School, Castine.

Madawaska Training School, Fort Kent.

State Normal School, Farmington.

Washington State Normal School, Machias.

Western State Normal School, Gorham.

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Maine has adopted no standards for accrediting higher educational institutions and has prepared no list of institutions which it approves.

MARYLAND

UNIVERSITY OF MARYLAND

The University of Maryland does not accredit colleges and universities but accepts the lists of approved institutions of the national and regional accrediting associations. (See pt. I of bulletin.)

DEPARTMENT OF EDUCATION

For accrediting the 4-year colleges and junior colleges of the State, the Department of Education of Maryland makes use of the standards recommended by the American Council on Education. (See pp. 6-10.) The following institutions have been approved by the board as standard colleges:

STANDARD COLLEGES

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

Approved for 2 years of college work St. Charles College, Catonsville.

No junior colleges have been approved by the board.

STANDARD NORMAL SCHOOLS

The normal schools in Maryland are under the control of the State board of education, and no set standards for these institutions have been formulated. The board approves the work of the schools as indicated below:

1. For 3-year course:

Coppin Normal School, Baltimore. ¹	Maryland State Normal School, Salisbury.
Maryland State Normal School, Frostburg.	Maryland State Normal School, Towson.

2. For 2-year course:

Maryland State Normal School, Bowie.¹

MASSACHUSETTS

There is no provision in Massachusetts for accrediting higher educational institutions by the State department of education.

MICHIGAN

UNIVERSITY OF MICHIGAN

The University of Michigan has established no standards for accrediting collegiate institutions. Each case of transferred credit is dealt with on its merits.

DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction of Michigan has adopted no formal standards for accrediting the higher educational institutions in the State, but before an institution is permitted to conduct a teacher training course it is examined concerning the quality of its work.

The following institutions conduct teacher-training courses:

COLLEGES

Adrian College, Adrian.	Michigan State College of Agriculture and Applied Science, East Lansing.
Albion College, Albion.	Mount Mercy College, Grand Rapids. (2-year normal course.)
Alma College, Alma.	Nazareth College, Nazareth.
Battle Creek College, Battle Creek.	Olivet College, Olivet.
Calvin College, Grand Rapids.	Sacred Heart Seminary, Detroit.
Detroit Teachers College, Detroit.	St. Joseph College and Academy, Adrian. (2-year course.)
Emmanuel Missionary College, Berrien Springs. (Normal course approved.)	St. Mary's College, Monroe.
Hillsdale College, Hillsdale.	University of Detroit, Detroit.
Hope College, Holland.	University of Michigan, Ann Arbor.
Kalamazoo College, Kalamazoo.	Wayne University, Detroit. ²
Marygrove College, Detroit.	
Michigan College of Mining and Technology, Houghton.	

¹ Negro

² Formerly College of the City of Detroit.

STATE TEACHERS COLLEGES

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

JUNIOR COLLEGES

Bay City Junior College, Bay City.	Grand Rapids Junior College, Grand Rapids.
Catholic Junior College, Grand Rapids.	Port Huron Junior College, Port Huron.
Flint Junior College, Flint.	

MINNESOTA

UNIVERSITY OF MINNESOTA

The University of Minnesota has adopted no formal standards for 4-year colleges. In general, the university uses the standards of the North Central Association (see pp. 20-24) as a basis for recognizing the colleges in the State. Committees of the university make periodical inspections of the institutions which are supplemented by written reports from the institutions themselves covering the preparation of the staff, outlines of courses and curricula, and enrollments, library, laboratory, and other plant facilities.

The following institutions are recognized as institutions of collegiate grade:

4-YEAR COLLEGES

*Augsburg College, Minneapolis.	Gustavus Adolphus College, St. Peter.
Carleton College, Northfield.	Hemline University, St. Paul.
*College of St. Benedict, St. Joseph.	Macalester College, St. Paul.
College of St. Catherine, St. Paul.	*St. John's University, Collegeville.
College of St. Scholastica, Duluth.	*St. Mary's College, Winona.
College of St. Teresa, Winona.	St. Olaf College, Northfield.
Concordia College, Moorhead.	*St. Thomas College, St. Paul.

TEACHERS COLLEGES

Bemidji State Teachers College, Bemidji.	Moorhead State Teachers College, Moorhead.
Duluth State Teachers College, Duluth.	St. Cloud State Teachers College, St. Cloud.
Mankato State Teachers College, Mankato.	Winona State Teachers College, Winona.

STANDARDS FOR JUNIOR COLLEGES

Standards for judging Minnesota schools offering 1 or 2 years of college work.

A GENERAL CONDITIONS

1. *Amount of work to be recognized.*—The maximum amount of college work to be recognized shall be 2 years, but in no case shall a second year's work be recognized until a school has for a reasonable length of time demonstrated its ability to do the first year's work satisfactorily.

2. *Limit to length of time of recognition.*—The normal period of recognition shall be 1 year. Renewals shall be subject to the continued compliance of the school with the standards.

3. *Reports.*—The registrar of the university shall compile a report for each school recognized for advanced credit, such report to show the record of each student in each subject taken in the university.

*The junior college certificate will be discontinued in 1936, and the certificate for early elementary, later elementary, and junior high school teachers will be granted on a 4-year basis.

*Graduates of this institution may be admitted to the graduate school under certain specified conditions.

B. SPECIFIC REGULATIONS

1. *Applications.*—Application for recognition should be made to the committee on the relation of the university to other institutions of learning before May 1 preceding the year in which work is given for which recognition is desired.

2. *Courses to be offered at the school.*—At least 1 full year of college work, that is, 14 to 17 semester credits, must be offered, consisting of courses in at least 4 subjects with at least 1 subject in each of the 3 groups: Language, science and mathematics, social sciences.

3. *Student.*—(a) *Number.*—While it is not the policy of the university to insist that a specified number of students be enrolled before a school may be accredited, it recommends that no institution attempt college work unless there are at least 25 students who will enroll.

(b) *Admission.*—Only graduates of a secondary school accredited to the university, or high-school seniors who have completed a minimum of 15 entrance units may be admitted to junior college classes, except those in elementary languages, where properly qualified high-school seniors may be allowed to enter.

4. *Teachers.*—(a) *Training and experience.* All persons giving instruction in such courses shall have done at least 1 full year of work in a recognized graduate school (ordinarily 1 year of graduate work in addition to at least 2 years of undergraduate study in the subject taught), with special attention to the subjects which they teach, and they must also have had successful experience as high-school or college teachers.

(b) The university will regard the qualification of exceptional teaching ability as of first importance.

Normally each instructor will be expected to teach not more than one subject in the junior college, and may devote the rest of his teaching time to the same or an allied subject in the high school. No instructor may teach more than two subjects in the junior college.

No instructor shall teach more than a total of four recitation periods, or their equivalent, a day. If administrative work is involved, the amount of teaching shall be lessened.

Whenever in the opinion of the university the size of the school warrants, instructors may be required to give all their time to junior college instruction.

5. *Library and equipment.*—Each department shall be provided with books and apparatus sufficient to carry on its work in a proper manner. The books may be in part in a city library if they can be drawn out for students' use under suitable regulations. For the information of the teacher, to maintain his interest and to keep him in touch with the spirit of his subject, the list of books must include both large reference works and two or three periodicals representing scientific or research activity in the subject. Provision must be made for adequate additions to the library, taking into consideration original equipment and the growth of the school.

6. *Inspection.*—Equipment and work of departments in such schools shall be inspected by the university.

C. ADMISSION OF STUDENTS WITH ADVANCED CREDITS

1. All advanced standing is granted provisionally, subject to satisfactory work after enrolling in the university.

Students entering the university from a school whose work has been recognized shall be allowed not more than 17 credits for each semester of such work provided the following conditions are fulfilled: (a) All entrance requirements of the particular college in which the student enrolls must be met. (b) The student must present a statement showing that the work for which credit is desired was completed in a satisfactory manner, and that he is entitled to honorable dismissal on the basis of his character and conduct. (c) All work for which credit is allowed

must be in subjects which may be counted toward a degree in the college in which the student enrolls. (d) The student must complete satisfactorily his first year's work in residence at the university. If, however, a student shall receive any conditions or failures in his first year at the university, his case shall be considered by the appropriate committee for the purpose of adjusting credits.

2. The student is advised to pursue during his first year at the university some courses which are a continuation of those for which he seeks advanced credit in order that in the event of his receiving conditions or failures the record in such continuation courses may serve as a basis for assigning advanced credits. The student is also advised to acquaint himself with the requirements for graduation of the particular college he intends to enter in order that he may so shape his course as to meet them with the minimum loss of time.

ACCREDITED JUNIOR COLLEGES

Bethel Institute, St. Paul.
Concordia College, St. Paul.
Duluth Junior College, Duluth.
Ely Junior College, Ely.
Eveleth Junior College, Eveleth.
Hibbing Junior College, Hibbing.

Itasca Junior College, Coleraine.
Rochester Junior College, Rochester.
St. Mary's Hall, Faribault (credit for 1 year's work).
St. Paul Luther College, St. Paul.
Virginia Junior College, Virginia.

STATE DEPARTMENT OF EDUCATION

The Department of Education of Minnesota has established no standards for accrediting higher educational institutions, but it has prepared the following list of institutions in the State whose graduates may be granted certificates to teach in the Minnesota schools, provided they have had the required professional training:

ACCREDITED COLLEGES

Carleton College, Northfield.
College of St. Catherine, St. Paul.
College of St. Scholastica, Duluth.
College of St. Teresa, Winona.
College of St. Thomas, St. Paul.
Concordia College, Moorhead.

Gustavus Adolphus College, St. Peter.
Hamline University, St. Paul.
Macalester College, St. Paul.
St. Olaf College, Northfield.
University of Minnesota, Minneapolis.

TEACHERS COLLEGES

Bemidji State Teachers College, Bemidji.
Duluth State Teachers College, Duluth.
Mankato State Teachers College, Mankato.

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

Colleges whose graduates are eligible for certification if admitted to the Graduate School of the University of Minnesota:

Augsburg College, Minneapolis.
College of St. Benedict, St. Joseph.

St. Mary's College, Winona.

Graduates of junior colleges cannot qualify for any kind of a State teaching certificate.

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI

The University of Mississippi does not accredit the collegiate institutions of the State in accordance with formal standards. For the acceptance of transferred credits it gives recognition to the Mississippi institutions follows.

ACCREDITED HIGHER INSTITUTIONS

COLLEGES

1. Full credit allowed:

Blue Mountain College, Blue Mountain.
Delta State Teachers College, Cleveland.
Millsaps College, Jackson.
Mississippi State College, State College.

Mississippi State College for Women, Columbus.
Mississippi Woman's College, Hattiesburg.
State Teachers College, Hattiesburg.

2. Partial credit (75 percent or more):

Belhaven College, Jackson.

JUNIOR COLLEGES

1. A maximum of 2 years' credit allowed; or one-half the hours required for bachelor's degree in a senior college:

All Saints' Junior College, Vicksburg.
Bennett Academy, Mathiston.
Clarke Memorial College, Newton.
Copiah-Lincoln Junior College, Wesson.
East Central Junior College, Decatur.
East Mississippi Junior College, Scooba.
Grenada College, Grenada.
Gulf Park College, Gulfport.
Harrison-Stone-Jackson Junior College, Perkinston.

Hillman College, Clinton.
Hinds Junior College, Raymond.
Holmes County Junior College, Goodman.
Jones County Junior College, Ellisville.
Mississippi Synodical College, Holly Springs.
Northwest Junior College, Senatobia.
Pearl River Junior College, Poplarville.
Southwest Junior College, Summit.
Sunflower County Junior College, Moorhead.
Whitworth College, Brookhaven.

2. Partial credit (75 percent or more):

Chickasaw College, Pontotoc.

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Mississippi has set up no standards for accrediting institutions of higher learning. For certification purposes it approves the following institutions, whose graduates are eligible to teach in State accredited high schools:

Belhaven College, Jackson.
Blue Mountain College, Blue Mountain.
Delta State Teachers College, Cleveland.
Millsaps College, Jackson.
Mississippi College, Clinton.

Mississippi State College, State College.
Mississippi State College for Women, Columbus.
Mississippi Woman's College, Hattiesburg.
State Teachers College, Hattiesburg.
University of Mississippi, University.

JUNIOR COLLEGES

Approved by the Junior College Accrediting Commission

(2 YEARS)

All Saints' Junior College, Vicksburg.
Bennett Academy, Mathiston.
Clarke Memorial College, Newton.
Copiah-Lincoln Junior College, Wesson.
East Central Junior College, Decatur.
East Mississippi Junior College, Scooba.
Grenada College, Grenada.
Gulf Park College, Gulfport.
Harrison-Stone-Jackson Junior College, Perkinston.
Hillman College, Clinton.

Hinds Junior College, Raymond.
Holmes County Junior College, Goodman.
Jones County Junior College, Ellisville.
Mississippi Synodical College, Holly Springs.
Northwest Junior College, Senatobia.
Pearl River Junior College, Poplarville.
Southwest Junior College, Summit.
Sunflower County Junior College, Moorhead.
Whitworth College, Brookhaven.

MISSOURI

UNIVERSITY OF MISSOURI AND STATE DEPARTMENT OF PUBLIC SCHOOLS

All of the colleges of Missouri that are members of the Missouri College Union are accredited by the University of Missouri and by the State department of public schools. The standards used by the

union in admitting institutions to membership are those of the North Central Association (see pp. 20-24), and the institutions in the State which are not members of the union, but which are accredited by the North Central Association, are likewise accredited by the university and by the department of public schools.

ACCREDITED SENIOR COLLEGES

Central College, Fayette *	Southeast Missouri State Teachers College, Cape Girardeau.
Central Missouri State Teachers College, Warrensburg.	Southwest Missouri State Teachers College, Springfield.
Culver-Stockton College, Canton *	Tarkio College, Tarkio *
Drury College, Springfield *	Teachers College of Kansas City, Kansas City.
Harris Teachers College, St. Louis.	University of Missouri, Columbia. *
Lindenwood College, St. Charles *	Washington University, St. Louis. *
Missouri Valley College, Marshall *	Westminster College, Fulton *
Northeast Missouri State Teachers College, Kirksville.	William Jewell College, Liberty. *
Northwest Missouri State Teachers College, Maryville.	
Park College, Parkville *	
St. Louis University * and corporate colleges:	
Fontbonne College, St. Louis.	
Maryville College, St. Louis.	
Webster College, Webster Groves.	

The State department of public schools also accredits the work of the following Negro colleges:

Lincoln University, Jefferson City.

Stowe Teachers College, St. Louis.

JUNIOR COLLEGES

The following "general requirements" ⁹ for accrediting the junior colleges of the State have been adopted by the University of Missouri in cooperation with the department of public schools:

1. *Definition*.—A standard junior college is an institution of higher education which offers and maintains at least 60 semester-hours of work acceptable for advanced standing in the college of arts and science of the University of Missouri, including the equivalent of the required work of the first 2 years of this college of arts and science. A semester-hour is defined as 1 period of classroom work in lecture or recitation extending through not less than 50 minutes net, or its equivalent, per week for a period of 18 weeks, 2 periods of laboratory work being counted as the equivalent of 1 hour of lecture or recitation. The junior college work is based upon and continues or supplements the work of secondary instruction as given in any accredited 4-year high school. Its classes are composed of only those students who have complied with the minimum requirements for admission. No junior-college student shall receive credit for more than 16 hours in 1 semester exclusive of the required practical work in physical education. The maximum credit a student can earn in a junior college is 64 semester-hours. After a student's college credits, counted in the order in which they have been earned, amount to a total of 64 hours, no additional credit may be obtained for work completed in a junior college.

* Member of Missouri College Union

⁹ Certain specific requirements concerning filing of entrance certificates, credit for admission and advanced standing, records, etc., are also designated.

2. *Admission*.—The junior college shall require for admission at least 15 units, representing a 4-year curriculum, of secondary work as defined by the University of Missouri, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency, excepting that credit for work completed in an unaccredited secondary school may be obtained upon the basis of examination. In no case shall entrance examinations be given for more than four units for each year spent in a secondary school. These examinations for secondary credit must be taken at the beginning of the term in which the student enters the junior college.

Students over 21 years of age who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students, but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

A student shall not be admitted to classes of college rank with any entrance condition.

It is recommended that the major portion of the units accepted for admission 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 2 years of a standard college.

4. *Faculty*.—The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a standard college, and, in addition, graduate work amounting to 1 year in a university of recognized standing. (Exceptions may be made in the case of teachers of special subjects, such as art, music, and physical training, provided such teachers have the equivalent training.) The courses taught by any teacher must be in the field of specialization represented by his graduate work. The teaching schedule of instructors shall not exceed 18 hours a week; 15 hours is recommended as the maximum.

5. *Size of classes*.—Classes of more than 30 students shall be interpreted as endangering educational efficiency.

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 modern, well-distributed, cataloged, and efficiently administered library of at least 2,000 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 \$500. The junior college shall be provided with a laboratory adequately equipped for each laboratory course offered.

8. *Inspection*.—No junior college shall be accredited until it has been inspected and reported upon by a committee representing the university. Such inspection will not be authorized until the college has filed the regular information blank furnished by the university.

9. *Courses specified in accrediting*.—In the accrediting of a junior college, the approved courses are specified. The fact that a junior college is accredited does not necessarily mean that all the courses offered by it are approved.

10. *Summer sessions*.—The approval of courses for the regular academic session carries with it the approval of courses offered in a summer session only when the work of the summer session is conducted under the same conditions as that of the regular academic session with regard to such matters as personnel of faculty, entrance requirements, courses offered, and amount of work required for a semester hour's credit. The maximum credit that may be earned in a summer

session is 1 semester-hour for each week of attendance. Any departure from the work of the regular session in the matter of teachers or courses must be specifically approved by the committee before credit can be accepted.

11. *Degrees.*—It is suggested that junior colleges confer the degree of associate in arts upon students who have satisfactorily completed a regular 2-year curriculum in "arts and science." In the cases of other 2-year curricula, the degrees of associate in fine arts, associate in education, and associate in science, respectively, are appropriate.

ACCREDITED JUNIOR COLLEGES

Christian College, Columbia.	St. Teresa Junior College, Kansas City.
Cottey College, Nevada	Southwest Baptist College, Bolivar
Flat River Junior College, Flat River	Stephens College, Columbia.
Hannibal-La Grange College, Hannibal.	The Principia, St. Louis.
Jefferson City Junior College, Jefferson City	Trenton Junior College, Trenton.
Kansas City Junior College, Kansas City.	University of Kansas City (the Lower College), Kansas City.
Kemper Military School, Boonville.	Wentworth Military Academy, Lexington
Moberly Junior College, Moberly.	William Woods College, Fulton.
Progressive Series Teachers College, St. Louis.	
St. Joseph Junior College, St. Joseph.	

MONTANA

UNIVERSITY OF MONTANA

The University of Montana (which includes all six of the State higher educational institutions, namely, the *State University at Missoula*, *Montana State College at Bozeman*, the *Montana School of Mines at Butte*, the *Montana State Normal College at Dillon*, the *Eastern Montana Normal School at Billings*, and the *Northern Montana College at Havre*) has adopted no standards for accrediting colleges and universities, but is guided by the recommendations of the standard accrediting associations. (See pt. I of bulletin.) In territory not covered by these organizations it is guided by the rating of the State university of the State concerned.

DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of Montana does not rate higher educational institutions.

NEBRASKA

UNIVERSITY OF NEBRASKA

All higher educational institutions in Nebraska not accredited by the North Central Association of Colleges and Secondary Schools which desire to obtain accredited relations with the University of Nebraska must be approved each year by the university's committee on advanced standing. The following institutions (which include also those accredited by the North Central Association) were accredited by the university in 1934.

COLLEGES

Creighton University, Omaha.
 Dana College, Blair.
 Doane College, Crete.
 Duchesne College, Omaha.
 Hastings College, Hastings.
 Midland College, Fremont.
 Municipal University of Omaha, Omaha.
 Nebraska Central College, Central City.

Nebraska State Normal College, Chadron.
 Nebraska State Teachers College, Kearney.
 Nebraska State Teachers College, Peru.
 Nebraska State Teachers College, Wayne.
 Nebraska Wesleyan University, Lincoln.
 Union College, Lincoln.
 York College, York.

JUNIOR COLLEGES

College of St. Mary of Creighton University,
 Omaha.
 Concordia Teachers College, Seward.
 Hebron Junior College, Hebron.

Luther College, Wahoo.
 McCook Junior College, McCook.
 Scottsbluff Junior College, Scottsbluff.

DEPARTMENT OF PUBLIC INSTRUCTION

The laws of Nebraska provide that when any college, university, or normal school in the State shall have a course of study equal in extent and similar in subjects to the elementary course of the State normal schools (now State teachers colleges), and shall have ample equipment and a faculty fully competent to give satisfactory instruction in the branches contained in the elementary course and equivalent to that given in the State normal schools, its graduates from such course may be granted a certificate of the same tenor and effect as the certificate to teach issued to the graduates from the elementary course of the State normal schools.

The laws further provide that when such an institution offers a course equal in extent and similar in subjects to the higher course in the State normal schools (now State teachers colleges), and has ample equipment and a faculty competent to give satisfactory instruction in the branches contained in the higher course and equivalent to that given in the State normal schools, its graduates from such course may be granted a first-grade State certificate of the same tenor and effect as the certificate to teach issued to graduates from the higher course of the State normal schools.

1. Such institutions shall be incorporated under the laws of the State of Nebraska.

2. The incorporation shall have at least \$50,000 invested, or available for use in the school.

3. The incorporation shall employ not fewer than five teachers who shall put in full time in giving instruction in the branches of study required to be taught by the provisions of the laws (mentioned above).

4. The State superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the State board of examiners for life certificates that any institution desiring recognition * * * has fully complied with the requirements set forth herein and in laws (mentioned above).

5. The entrance requirements to the elementary and higher courses and the time required for the completion of said courses shall be the same as in the State normal schools.

Each year the State superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the State board of examiners

for life certificates that the requirements have been met before any certificate can be granted by such institution.

The following institutions are authorized to issue teaching certificates—

1. Certificates based upon 4 years of college work:

<p>Creighton University, Omaha. Duchene College, Omaha. Hastings College, Hastings. Midland College, Fremont. Municipal University of Omaha, Omaha.</p>	<p>Nebraska Wesleyan University, Lincoln. Union College, Lincoln. University of Nebraska, Lincoln. York College, York.</p>
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2. Certificates based upon 1 year of college work:

<p>College of St. Mary, Omaha. (Junior college.) Concordia Teachers College, Seward. (Junior college.) Dana College, Blair. (Junior college.) Hastings College, Hastings. Luther College, Wahoo. (Junior college.)</p>	<p>Midland College, Fremont. Municipal University of Omaha, Omaha. Nebraska Central College, Central City. Nebraska Wesleyan University, Lincoln. Union College, Lincoln. York College, York.</p>
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3. Certificates based upon 2 years of college work:

<p>College of St. Mary, Omaha. (Junior college.) Concordia Teachers College, Seward. (Junior college.) Dana College, Blair. (Junior college.) Hastings College, Hastings. Luther College, Wahoo. (Junior college.)</p>	<p>Midland College, Fremont. Municipal University of Omaha, Omaha. Nebraska Wesleyan University, Lincoln. Union College, Lincoln. University of Nebraska, Lincoln. York College, York.</p>
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STATE TEACHERS COLLEGES

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| <p>Nebraska State Teachers College, Chadron.
Nebraska State Teachers College, Kearney.</p> | <p>Nebraska State Teachers College, Peru.
Nebraska State Teachers College, Wayne.</p> |
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PROPOSED STANDARDS FOR ACCREDITING JUNIOR COLLEGES

(Subject to Revision)

1. *Definition.*—A standard junior college shall be interpreted as being an institution of higher education providing a collegiate curriculum covering 2 years above that of the secondary school curriculum (at least 60 semester-hours, or the equivalent in year, term, or quarter credit). For its first year a junior college may be accredited with instruction offered to a single class. A semester-hour is defined as 1 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, 2 periods of laboratory work being counted as the equivalent of 1 hour of lecture or recitation.

Curricula.—The curricula of junior colleges should provide courses of instruction designed to prepare students for higher institutions of learning; courses of instruction designed to prepare for agricultural and industrial, commercial, homemaking, and other vocations; and such other courses of instruction as may be deemed necessary to provide for the civic and the liberal education of the citizens of the community.

2. *Admission.*—The junior colleges shall admit thereto the graduates of any accredited high schools of Nebraska, the graduates of other high schools, and such other candidates as may be recommended for admission by the president of the junior college. The colleges shall require for admission at least 15 units, or their equivalent, of secondary work as defined by the Nebraska High School Manual, representing graduation from a 4-year high school, or 11 to 12 units, or their equivalent, of secondary work earned in a senior high school or in grades 10 to

12, inclusive. These units must represent work done in a secondary school approved by recognized accrediting agencies or by the result of proper examinations. The major portion of the units accepted for admission must be definitely correlated with the curricula to which the student is admitted. Conditional admission may be authorized in the case of students who do not lack more than one unit as defined above.

3. *Organization.*—The curriculum of the junior college must recognize definite requirements as regards the sequences of courses. Coherent and progressive lines of study leading to specific achievement within definite fields must be characteristic of the college curriculum. It is recommended that junior colleges adopt some system of numbering courses or a catalog which will definitely and clearly indicate the sequence of courses and the year in which courses should be given.

The work of the junior college shall be organized on a college, as distinguished from a high-school basis, so as to secure equivalency in prerequisites, scope, and thoroughness of the work done in the first 2 years of a standard college in Nebraska, as recognized by the State department of public instruction. Curricula should be so organized that students, upon the completion of the same, may enter upon further professional or technical collegiate work in other higher institutions of learning.

4. *Faculty.*—The minimum scholastic requirement of all teachers of classes in a junior college shall be graduation from a college accredited to the University of Nebraska or other regional accrediting agencies, or the equivalent, and in addition thereto a master's degree earned in a university or college recognized and accredited by a regional accrediting agency, such work to be in the field of the subjects which they teach. All faculty members in the junior college should also show evidence of successful experience or efficiency in teaching. Scholarly achievement and successful experience should be a factor in accrediting a junior college.

It is recommended that new teachers appointed to the staffs of junior colleges should have approximately 30 semester-hours of graduate work in the field in which they are teaching, including professional courses in the subject matter of that field.

5. *Teaching load.*—The teaching schedule of all instructors, including classes for part-time students, shall not exceed 18 hours a week. Fifteen hours are recommended as the maximum.

6. *Student load.*—Students registered in the junior college should normally not be permitted to carry more than 15 credit-hours of work per week, or its equivalent. Exceptions to this general statement may be permitted only upon the recommendations of the faculty. In no case shall a student be permitted to register for more than 18 hours per week.

7. *Size of classes.*—Classes, exclusive of lectures, of more than 30 students shall be interpreted as endangering educational efficiency.

8. *Registration.*—No junior college shall be accredited unless it has at least 40 students regularly registered in accordance with these standards. Of those enrolled, at least one-third should be in the second year.

9. *Graduation.*—(a) The minimum requirement for graduation from any accredited junior college shall be at least 60 credit-hours of work, as defined above, such work to correspond in grade and quality to that given in the freshman and sophomore years of standard colleges and universities in this State. In addition to the quantitative requirements, each junior college accredited shall give evidence of having adopted and maintained qualitative requirements suited to individual conditions.

(b) Graduation shall be evidenced not by a degree but by a diploma or a certificate which certifies to the completion of the junior college curriculum as selected by the individual graduates.

10. *Libraries and laboratories.*—(a) Each junior college should provide for a live, well-distributed and efficiently administered library of approximately 3,000 volumes, exclusive of public documents and bound periodicals. In computing the number of volumes in the library, not more than 15 percent should be allowed for duplication. For purposes of guidance, books should be distributed among the various classifications in approximately the following order:

Class	Subject	Percent
000-099.9	General, library economy bound periodicals.....	7.5
100-199.9	Philosophy and psychology.....	5.0
200-299.9	Religion and Bible stories.....	2.5
300-399.9	Sociology and education.....	20.0
400-499.9	Language and philology.....	2.5
500-599.9	Sciences.....	7.5
600-699.9	Useful arts.....	7.5
700-799.9	Fine arts.....	5.0
800-899.9	Literature.....	20.0
900-999.9	History and geography.....	20.0

(These proportions should be revised from time to time in order that they may be adjusted to changing emphases in the work of junior colleges.)

Each junior college should provide adequate facilities in the way of current periodicals appropriate to the academic, cultural, and professional needs of the institution.

(b) There should be a definite annual appropriation for the purchase of current books and periodicals. Such appropriation should approximate not less than 3 percent of the entire college budget for current expenses, exclusive of capital outlay and such supplementary business operations as dormitories, cafeterias, and book stores.

(c) The library should be housed so as to provide reasonable safety from fire to the stacks; adequate provision for reading, reference work, and use of periodicals; accessions, cataloging, and work rooms; librarians' quarters; reserve book and loan desk service; library methods classroom; and the equipment necessary for efficient service in all departments of the library.

Laboratory and shop equipment: 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 laboratory facilities for the teaching of sciences.

11. *Location, construction, and sanitary location 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.

12. *Records.*—A system of permanent records showing clearly not only the secondary but the college credits of each student shall be adequately and carefully administered. All original credentials filed in the junior colleges and received from other institutions as evidences of work already completed shall be retained in the files of the junior college.

13. *Extracurricular activities.*—There should be provision for extracurricular activities and abundant opportunity for development of leadership and initiative. These activities should at all times be properly administered by or with the

approval of the faculty and administrative officers. Such activities should not occupy an undue place in the life of the junior college.

14. *Separation of college and high-school classes.*—Whenever a senior high school and college are maintained together, students of the college shall be taught in classes to which high-school students are not admitted.

15. *Inspection.*—The State superintendent of public instruction or his authorized representative, or representatives (the State board of examiners), shall inspect not less than once each year each accredited junior college. It shall be the duty of the proper executive's office of the junior college to make, under oath, an annual report to the State superintendent of public instruction, upon such blanks as may be furnished from time to time by the State superintendent of public instruction. Supplemental reports may, from time to time, be required. The State superintendent of public instruction shall prepare and publish, from time to time, such standards and regulations as, in his judgment, seem necessary to the proper accrediting of junior colleges. All reports of inspection of junior colleges shall be made to proper administrative officers and shall include recommendations as to the accrediting of courses of study offered by the junior colleges as may meet the standards and regulations as determined.

16. *Term of accreditation.*—All junior colleges will be accredited annually and only when the evidences are such as to lead to the belief that the standards heretofore set up are being met. Under no conditions can a junior college be established under the provisions of the law as enacted by the legislature meeting in 1931 prior to the academic year 1932-33. Preliminary steps leading to organization of junior colleges, as contemplated under provisions of Senate File No. 1, may be initiated at any time following 90 days after the adjournment of the legislature.

17. *Affiliation with higher institutions.*—Accredited junior colleges shall effect arrangements with recognized degree-granting colleges and universities of the State whereby their graduates may be admitted without examination to full standing in the junior year. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accreditation by the State department of public instruction.

The law makes no provision for the accrediting of institutions of higher learning, including junior colleges, except for the purpose of issuing teachers' certificates. (See p. 91.)

NEVADA

Neither the University of Nevada nor the Department of Education of Nevada has adopted standards for accrediting higher institutions outside the State. The *University of Nevada* is the only institution of college grade within the State.

NEW HAMPSHIRE

UNIVERSITY OF NEW HAMPSHIRE

The University of New Hampshire has set up no specific standards for accrediting collegiate institutions. All applications for transfer with advanced credit from colleges and junior colleges are dealt with individually on their merits. Students transferring from the two State normal schools—the *State Normal School, Keene*, and the

State Normal School, Plymouth--are given eight-ninths credit for satisfactory advanced course work not later than up to the senior year.

STATE BOARD OF EDUCATION

The State Board of Education of New Hampshire has adopted no standards for accrediting colleges and universities, but by a cooperative agreement made with each of the three higher institutions in the State their work in certain courses in education is accepted in place of State examinations in corresponding subjects. The institutions are *Dartmouth College, Hanover*; *St. Anselm's College, Manchester*; and *University of New Hampshire, Durham*.

The two State normal schools are under the direct administration and control of the board, and no formal standards for accrediting them are necessary. The schools are *State Normal School, Keene*, and *State Normal School, Plymouth*.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

Definition.—A junior college is an institution of higher education which offers 2 years of work equivalent in prerequisites, scope, and thoroughness to the first 2 years of work at a recognized degree-granting college.

For its first year, a junior college may be accredited with instruction offered to a single class.

A junior college which wishes to be accredited may secure the necessary blanks from the State board of education.

Faculty.—Each member of the staff of instruction shall have a baccalaureate degree and not less than 1 year of organized graduate work in the field of the subjects which he teaches. He should also give evidence of successful experience or efficiency in teaching.

Teaching load.—The teaching load should not exceed 15 or 18 hours of junior college work per week.

Student load.—The regular credit work of a student should be 15 hours per week. Except in the last semester before graduation, extra credits should be permitted only in case of superior scholarship and in no case should a student be allowed to register for more than 20 credit-hours per week.

Admission of students.—The requirements for admission shall be the satisfactory completion of a 4-year curriculum in a secondary school approved by the New Hampshire State Board of Education or by a recognized accrediting agency for schools in other States. There shall be no conditional admission.

Graduation requirements.—(a) Requirements for graduation shall be based upon a 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 foregoing quantitative requirements, each institution should adopt qualitative requirements suited to its individual conditions.

(b) Graduation must be evidenced not by a degree but by a diploma or certification of completion of the junior college curriculum.

Program.—A junior college may offer curricula in such vocations as will meet the needs of the students and there must be at least one curriculum whose completion permits transfer without time loss to a recognized degree-granting college.

Enrollment.—A junior college should have a minimum of 20 students in the first year and 40 students in the 2 years.

Buildings, libraries, laboratories, and equipment.—There shall be adequate space and equipment for recitation, study, library, laboratory, and other instructional activities.

An adequate library of books and materials suited to the work offered shall be easily accessible to the students. The library of the school should be properly cataloged and in charge of a competent librarian. The addition of new books each year, in order to keep the library facilities up to date for the courses offered, is necessary.

Records.—A system of permanent records showing clearly the secondary and college credits of each student shall be adequately and carefully administered. The original credentials filed from other institutions shall be retained in the junior college.

Extracurricular activities.—There should be provision for extracurricular activities and abundant opportunity for development of leadership and initiative. Such activities should be properly administered and should not occupy an undue place in the life of the junior college.

Separation of college and high-school classes.—If a junior college and high school are maintained together, students shall be taught in separate classes.

Inspection.—The State board of education will inspect once each year each accredited junior college and will file with the institution a report on its organization, administration, and instruction, and upon the credentials of the teachers.

Term of accreditation.—A junior college when application is made by its governing body will be accredited annually upon evidence that these standards are to be met.

Reports.—Statistical reports and the scholastic records of graduates shall be filed at the close of the school year with the State board of education.

College year.—A junior college shall be in session for at least 34 weeks each year, exclusive of holidays.

Affiliation with higher institutions.—Each junior college shall effect an arrangement with one or more recognized degree-granting colleges by which its graduates may be admitted without examinations to full standing in the junior year, grade 15. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accrediting by the State board.

Colby School for Girls, New London, is the only accredited junior college in the State.

NEW JERSEY

DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction of New Jersey has set up no standards for accrediting the higher educational institutions in the State. For certification purposes it has approved the following institutions:

College of St. Elizabeth, Convent Station.
Drew University, Madison.
New Jersey State Normal School, Glassboro.
New Jersey State Normal School, Jersey City.
New Jersey State Normal School, Newark.
New Jersey State Normal School, Paterson.
New Jersey State Teachers College, Upper Montclair.

Rutgers University, New Brunswick.
Seton Hall College, South Orange.
State Teachers College and State Normal School, Trenton.
Upsala College, East Orange.

NEW MEXICO

UNIVERSITY OF NEW MEXICO

The University of New Mexico grants recognition to the colleges in the State as follows:

1. Subject to the fulfillment of the requirements for admission to the University of New Mexico, and provided the courses are the same as or equivalent to those offered in the university, advanced standing, par value, is allowed. Graduates are admitted to the graduate school of the university.

New Mexico College of Agriculture and Mechanic Arts, State College.

2. In addition to the general regulations with reference to all transferred credits, the following provisions apply to the group of institutions listed below.

A. After a student has fully met the requirements for admission to the University of New Mexico, acceptable courses, to the extent of 64 semester-hours of freshman and sophomore work, may be established by a satisfactory record in the university for 1 semester or 2 summer sessions.

B. Beyond 64 semester-hours, acceptable courses may be established by any of the following methods:

(a) By an average of B in a full program of study at the University of New Mexico during 1 semester or 2 summer sessions.

(b) By satisfactory grades (C or better) in more advanced courses in any subject in which credit is sought.

(c) By special examinations.

C. In handling credits for extension work, such further regulations may be made from time to time as may seem necessary.

D. All questions arising in connection with the evaluation of credits presented which are not fully covered by the above principles will be individually handled by the committee on entrance and credits.

New Mexico Military Institute, Roswell.
New Mexico Normal University, Las Vegas.

New Mexico School of Mines, Socorro.
New Mexico State Teachers College, Silver City.

Graduates of the New Mexico Normal University, the New Mexico School of Mines, and the New Mexico State Teachers College are admitted to the graduate school of the University of New Mexico under the following provisions:

1. Each case will be considered on its merits, including such factors as scholarship and balanced program.

2. In each case, the undergraduate requirements in the proposed major and minor for the master's degree must be brought up to the equivalent of the requirements in the University of New Mexico.

3. The undergraduate credits will not be validated until the student has done satisfactory work for at least 1 semester or 2 summer sessions.

Montezuma College, Las Vegas, has recently been reestablished. For the present, its credits in courses known to be adequately planned and taught may be established at the University of New Mexico either by examination or by the satisfactory completion of advanced work in the same departments, with doubtful or exceptional cases handled individually in the light of available information.

STATE DEPARTMENT OF EDUCATION

The State Department of Education of New Mexico has not established standards for accrediting higher educational institutions. For certification purposes the department recognizes the work of the following institutions, provided the applicants fulfill the requirements of the board:

COLLEGES

New Mexico College of Agriculture and Mechanic Arts, State College.	New Mexico State Teachers College, Silver City.
New Mexico State Normal University, Las Vegas.	University of New Mexico, Albuquerque.

JUNIOR COLLEGES

New Mexico Military Institute, Roswell.

NEW YORK

UNIVERSITY OF THE STATE OF NEW YORK

(New York State Education Department)

REQUIREMENTS FOR THE REGISTRATION OF COLLEGES

In the registration of a college it shall be understood that deficiencies in certain requirements may be overcome by special excellence in others.

1. *Equipment and resources.*—(a) It shall have a minimum productive endowment, beyond all indebtedness, of at least \$500,000. In tax-supported institutions or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment specified are acceptable substitutes.

(b) In all other respects its equipment and resources shall be adequate for carrying on the courses of study it offers.

2. *Facilities for practical work.*—It shall have adequate and satisfactory laboratory facilities. These laboratories shall be kept up to their full efficiency by means of adequate annual expenditures.

3. *Library.*—It shall maintain 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.

4. *Faculty.*—(a) It shall have a sufficient number of full-time, salaried instructors giving their entire time to instruction, but in no case less than eight.

(b) Members of the teaching staff should have had not less than 1 year of graduate study, and a majority of them including all heads of departments, should have had training equivalent to that presupposed by the degree of doctor of philosophy. Satisfactory teaching experience may be considered in determining the equivalent.

(c) A majority of the faculty having independent charge of classes shall be of professorial rank.

(d) The number of teaching hours a week for each member of the teaching staff should not exceed 16.

(e) Salaries paid to members of the teaching staff shall be adequate. The minimum will depend upon the local cost of living as well as upon other factors.

5. *Course of study.*—(a) The course of study shall cover 4 full years of satisfactory grade in liberal arts and science.

(b) Each year shall cover not less than 34 weeks of actual work, of not less than 15 periods a week, or the satisfactory equivalent.

(c) The course of study shall provide for both breadth of study and concentration and should have a justifiable relation to the resources of the institution.

6. *Admission*.—Its admission requirements shall aggregate at least 15 units in courses of study acceptable to the department.

7. *Graduation*.—(a) It shall require candidates for graduation to have completed the full 4-year course.

(b) Its graduates shall be qualified for admission to study as candidates for higher degrees.

8. *Preparatory department*.—It should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter, it shall be kept rigidly distinct and separate from the college in students, aculty, buildings, and discipline.

REGISTERED UNIVERSITIES AND COLLEGES

Adelphi College, Garden City.	Ladycliff College, Highland Falls.
Alfred University, Alfred.	Long Island University, Brooklyn.
Canisius College, Buffalo.	Manhattan College, New York.
Clarkson College of Technology, Potsdam.	Marymount College, Tarrytown.
Colgate University, Hamilton.	Nazareth College, Rochester.
College of Mount St. Vincent, Mount St. Vincent-on-Hudson.	New York State College for Teachers, Albany.
College of New Rochelle, New Rochelle.	New York University, New York.
College of St. Rose, Albany.	Niagara University, Niagara Falls.
College of the Sacred Heart, New York.	Notre Dame College of Staten Island, Staten Island.
College of the City of New York, New York.	Polytechnic Institute of Brooklyn, Brooklyn.
Brooklyn College, Brooklyn.	Rensselaer Polytechnic Institute, Troy.
Columbia University, New York.	Russell Sage College, Troy.
Bard College, Annandale-on-Hudson.	St. Bonaventure's College, St. Bonaventure.
Barnard College, New York.	St. Francis College, Brooklyn.
Cooper Union Institute of Technology, New York.	St. John's College, Brooklyn.
Cornell University, Ithaca.	St. Joseph's College for Women, Brooklyn.
D'Youville College, Buffalo.	St. Joseph's Seminary and College, New York.
Elmira College, Elmira.	St. Lawrence University, Canton.
Fordham University, New York.	Sarah Lawrence College, Bronxville.
Good Counsel College, White Plains.	Skidmore College, Saratoga Springs.
Hamilton College, Clinton.	State Teachers College, Buffalo.
Hartwick College, Oneonta.	Syracuse University, Syracuse.
Hobart College, Geneva.	University of Buffalo, Buffalo.
William Smith College, Geneva.	University of Rochester, Rochester.
Houghton College, Houghton.	Union University, Schenectady and Albany.
Hunter College, New York.	Vassar College, Poughkeepsie.
Ithaca College, Ithaca.	Wagner Memorial Lutheran College, Staten Island.
Keuka College, Keuka Park.	Wells College, Aurora.
	Yeshiva College, New York.

REQUIREMENTS FOR THE REGISTRATION OF JUNIOR COLLEGES

A college that maintains only the first 2 years of the 4-year course of study may be registered as a junior college. It shall meet all the requirements of these regulations for the registration of a college with the following exceptions: (a) Its minimum productive endowment shall be not less than \$250,000. (b) Its library shall contain not less than 4,000 volumes. (c) It shall have not less than four full-time salaried instructors.

REGISTERED JUNIOR COLLEGES

Briarcliff Junior College, Briarcliff Manor.	Seth Low Junior College (Columbia University), Brooklyn.
Packer Collegiate Institute, Brooklyn.	

REGISTERED NORMAL SCHOOLS

State Normal School, Brockport.
 State Normal School, Cortland.
 State Normal School, Fredonia.
 State Normal School, Geneseo.
 State Normal School, New Paltz.

State Normal School, Oneonta.
 State Normal School, Oswego.
 State Normal School, Plattsburg.
 State Normal School, Potsdam.
 Syracuse Training School for Teachers, Syracuse.

NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina is a member of the North Carolina College Conference, which cooperates with the State department of education in rating the colleges of the State. The classified list of colleges prepared by the State department of education serves both the department and the university, and other higher institutions of the State, in giving proper recognition to the college work done in the State.

The university grants credit for only such work satisfactorily completed as fits in with the curriculum to be followed for a degree. This restriction applies to work done in any class of institution. Toward admission to the school of medicine the university recognizes only such work as has been completed satisfactorily in an institution included in the Approved List of Colleges issued annually by the Council on Medical Education and Hospitals of the American Medical Association.

PRINCIPLES FOR ACCREDITING SENIOR COLLEGES

(As amended and adopted by the North Carolina College Conference Nov. 10, 1932)

The term "college" as used below is understood to designate all institutions of higher education which grant nonprofessional bachelor's degrees. The committee recommends that the following principles and standards be observed in accrediting colleges:

1. Requirement for admission shall be the satisfactory completion of a 4-year course in a secondary school approved by a recognized accrediting agency, 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.

2. A 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.

NOTE 1.—A college year shall consist of not less than 34 weeks, exclusive of holidays.

NOTE 2.—The recitation hour should be 60 minutes gross, or not less than 50 minutes of actual teaching.

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

The training of the members of the faculty of professorial rank should include at least 2 years of study in their respective fields of teaching in recognized graduate schools, or a corresponding professional or technical training. It is desirable that the training of the head of a department should be equivalent to that required for a 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) or more than 30 students should be interpreted as endangering educational efficiency. Extension class teaching, where engaged in, is regarded as an integral part of the teaching load and must therefore be included in the regular teaching schedule.

4. The minimum annual operating income of an accredited college 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 of income from such stable sources. The financial status of each college should be judged in relation to its educational program.

5. "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 for 9 months."

6. The material equipment and upkeep of a college, its buildings, lands, laboratories, apparatus, and libraries should also be judged by their efficiency in relation to its educational program.

"A college should have a live, well-distributed, professionally administered library of at least 12,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught, and a definite annual appropriation for the purchase of new books. Present member institutions will be given a reasonable time to meet this requirement, provided they show that definite progress is being made from year to year."

7. 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, and buildings.

8. 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.

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

GROUP A: 4-YEAR STANDARD COLLEGES

Atlantic Christian College, Wilson.

Catawba College, Salisbury.

Chowan College, Murfreesboro.

Davidson College, Davidson.

Duke University, Durham.

Elon College, Elon College.

Flora Macdonald College, Red Springs.

Greensboro College for Women, Greensboro.

Gulford College, Gulford College.

High Point College, High Point.

Lenoir-Rhyne College, Hickory.

Meredith College, Raleigh.

Queens-Chicora College, Charlotte.

Salem College, Winston-Salem.

State College of Agriculture and Engineering of the

University of North Carolina, Raleigh.

University of North Carolina, Chapel Hill.

Wake Forest College, Wake Forest.

Woman's College of the University of North Carolina, Greensboro.

ACCREDITED HIGHER INSTITUTIONS

GROUP B: 4-YEAR COLLEGES IN CLASS B (NONE)

COLLEGES FOR NEGROES

GROUP A: 4-YEAR STANDARD COLLEGES

Agricultural and Technical College, Greensboro.
 Bennett College for Women, Greensboro.
 Johnson C. Smith University, Charlotte.
 Livingstone College, Salisbury.

North Carolina College for Negroes, Durham.
 Shaw University, Raleigh.
 St. Augustine College, Raleigh.

GROUP B: 4-YEAR COLLEGES IN CLASS B (NONE)

PRINCIPLES FOR ACCREDITING JUNIOR COLLEGES

In defining standards for the junior college the committee had in mind an institution covering the first 2 years of college work. At the same time it is not unmindful of the fact that rarely is the junior college confined to this form of organization; usually these 2 years of college work are united with 2 or more of high-school work, or with preparatory classes, or with other collateral courses for teachers. Nor does it desire to ignore the possibility that junior colleges may offer also courses and curricula of college grade not now typically paralleled in the first 2 years of work in standard colleges and universities. For the present, however, the committee has not attempted to define more nearly these varying types but has suggested as standards certain requirements pertaining largely, if not exclusively, to these 2 college years, believing these years to be the essential part of the work. The existence of these 2 years alone justifies the term "junior college" and all attempts at standardization should proceed on the assumed identity of this work in scope and thoroughness with similar work done by the standard 4-year college.

1. The requirements for admission shall be the satisfactory completion of a 4-year course in a secondary school approved by a recognized accrediting agency 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.

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

3. Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree, or the equivalent of this degree in special training and should have not less than 1 year of graduate work in a recognized graduate school. In all cases, effective instruction on the part of the members of the teaching staff as well as the amount of graduate work should be taken into consideration.

4. The teaching schedule of instructors teaching junior-college classes shall be limited to 22 hours per week; for instructors devoting their whole time to junior college classes 18 hours should be the maximum.

5. The curriculum should provide for breadth of study and should have justifiable relation to the resources of the institution, but there should be a minimum of five departments, each in charge of a teacher giving at least half of his time to collegiate instruction in his department. This number of departments, and the size of the faculty should be increased with the development of varied curricula and growth of the student body.

6. The limit of the number of students in a recitation or laboratory class in junior college should be 30.

7. The college work should be the essential part of the curriculum. No junior college should be accredited until its registration in the college work has reached approximately 50 students.

8. The material equipment and upkeep of a junior college, its building, land, laboratories, apparatus, and libraries, should be judged by their efficiency in relation to the educational program.

(a) The laboratory shall be adequate for all the experiments called for by the courses offered in the science (about \$2,000 worth of apparatus for each science offered), and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

(b) A junior college should have a live, well-distributed, professionally administered library of at least 3,000 volumes, exclusive of public documents, bearing specifically on the subjects taught and with a definite annual appropriation for the purchase of new books. By 1931-32 the library should contain not fewer than 4,000.

9. The minimum annual operating income for the 2 years of junior college work should be \$10,000 of which not less than \$5,000 should be derived from stable sources, other than students, preferably 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.

10. The high-school department run in connection with the junior college shall be accredited by a recognized accrediting agency for secondary schools.

GROUP C— STANDARD JUNIOR COLLEGES

Belmont Abbey College, Belmont.
 Boiling Springs Junior College, Boiling Springs.
 Burcombe County Junior College, Biltmore.
 Campbell College, Bule's Creek.
 Davenport College, Lenoir.
 Lees-McRae College, Banner Elk.
 Louisburg College, Louisburg.
 Mars Hill College, Mars Hill.
 Mitchell College, Statesville.

Montreat Normal School, Montreat.
 Peace Institute, Raleigh.
 Pineland School for Girls, Pemburg.
 Presbyterian Junior College, Maxton.
 Rutherford College, Rutherford College.
 St. Genevieve of the Pines, Asheville.
 St. Mary's School, Raleigh.
 Weaver College, Weaverville.
 Wingate Junior College, Wingate.

STANDARD JUNIOR COLLEGES FOR NEGROES

Kittrell College, Kittrell.

PRINCIPLES FOR ACCREDITING TEACHERS COLLEGES

Definition.—A standard teachers college is an institution with 4-year curricula designed to afford such general and professional education as will best fit students for teaching in the elementary schools and for teaching in the secondary schools.

1. The requirement for admission shall be the satisfactory completion of a 4-year course in a secondary school approved by a recognized accrediting agency, 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.

2. A 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.

NOTE 1.—A college year shall consist of not less than 34 weeks, exclusive of holidays.

NOTE 2.—The recitation hour should be 60 minutes gross, or not less than 50 minutes of actual teaching.

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

(a) Not more than one-fourth of the credits required for graduation should represent professional subjects.

(b) All subjects offered for degrees in 4-year courses for general or professional degrees shall be of collegiate grade.

(c) The college shall make provision for adequate facilities for practice teaching and observation.

The training of the members of the faculty of professorial rank should include at least 2 years of study in their respective fields of teaching in recognized graduate schools, or a corresponding professional or technical training. It is desirable that the training of the head of a department should be equivalent to that required for a 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 efficiency. Extension class teaching, where engaged in, is regarded as an integral part of the teaching load and must therefore be included in the regular teaching schedule.

4. The minimum annual operating income of an accredited college 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 judged in relation to its educational program.

5. *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 for 9 months.

6. The material equipment and upkeep of a college, its buildings, lands, laboratories, apparatus, and libraries should also be judged by their efficiency in relation to its educational program.

A college should have a live, well-distributed, professionally administered library of at least 12,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught, and a definite annual appropriation for the purchase of new books.

7. 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, and buildings.

8. 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.

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

STANDARD TEACHERS COLLEGES

Appalachian State Teachers College, Boone.
 East Carolina Teachers College, Greenville.
 Western Carolina Teachers College, Cullowhee.

For Negroes: Winston-Salem Teachers College,
 Winston-Salem.

PRINCIPLES FOR ACCREDITING STANDARD NORMAL SCHOOLS

Definition.—A standard normal school is an institution with 2-year curricula designed to afford such general and professional education as will best fit students for teaching in the elementary schools.

1. The requirements for admission shall be the satisfactory completion of a 4-year course in a secondary school approved by a recognized accrediting agency 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.
2. Requirements for graduation must 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 or universities. In addition to the foregoing quantitative requirements, each institution should adopt other qualitative standards suited to its individual conditions.
 - (a) Not more than 30 percent of the credits required for graduation should represent professional studies.
 - (b) All subjects offered for graduation shall be of collegiate grade.
 - (c) The standard normal school shall make provision for adequate facilities for practice teaching and observation.
3. Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree, or the equivalent of this degree in special training and should have not less than 1 year of graduate work in a recognized graduate school. In all cases, effective instruction on the part of the member of the teaching staff, as well as the amount of graduate work, should be taken into consideration.
4. The teaching schedule of instructors teaching normal school classes shall be limited to 22 hours per week; for instructors devoting their whole time to normal-school classes 18 hours should be the maximum.
5. The curriculum should provide for breadth of study and should have justifiable relation to the resources of the institution, but there should be a minimum of five departments, each in charge of a teacher giving at least half of his time to collegiate instruction in his department. This 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. The limit of the number of students in a recitation or laboratory class in a normal school should be 30.
7. The college work should be the essential part of the curriculum. No normal school should be accredited until its registration in the college work has reached approximately 50 students.
8. The material equipment and upkeep of a normal school, its building, land, laboratories, apparatus, and libraries should be judged by their efficiency in relation to the educational program.
 - (a) The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences (about \$2,000 worth of apparatus for each science offered), and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.
 - (b) A normal school should have a live, well-distributed, professionally administered library of at least 3,000 volumes, exclusive of public documents, bearing specifically on the subjects taught, and a definite annual appropriation for the purchase of new books. By 1931-32 the library should contain not fewer than 4,000 volumes.

9. The minimum annual operating income for the 2 years of normal-school work should be \$10,000, of which not less than \$5,000 should be derived from stable sources, other than students, preferably 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 normal school should be judged in relation to its educational program.

10. The high-school department of a normal school shall be accredited by a recognized accrediting agency for secondary schools.

STANDARD NORMAL SCHOOLS

For Negroes:

Elizabeth City State Normal School, Elizabeth City.
State Colored Normal School, Fayetteville.

For Indians: Cherokee Indian Normal School
Pembroke.

NORTH DAKOTA

UNIVERSITY OF NORTH DAKOTA

The University of North Dakota has established no standards for accrediting institutions of higher education, but it accepts credits transferred from institutions in the State as indicated below.

1. Degree accepted for graduate standing only in case applicant has completed work substantially equivalent to the requirements for the baccalaureate degree and has sufficient preparation for his graduate major and minors:

Jamestown College, Jamestown.

North Dakota Agricultural College, State College.

2. The college of liberal arts and the school of education allow 60 semester-hours for the completion of the junior college course. Students who take the trade or vocational courses at these institutions are given about three-fourths valuation on such subjects or courses as can be applied to the degree sought at the university:

North Dakota School of Forestry, Bottineau.

North Dakota State School of Science, Wahpeton.

3. Advanced standing from normal schools in North Dakota is granted as follows by the college of liberal arts and the school of education:

(a) Students who have completed the 1-year professional course for high-school graduates in an accredited normal school are allowed 30 semester-hours of advanced standing, provided they can satisfy the requirements for admission.

(b) Students who have completed the 2-year professional course for high-school graduates in an accredited normal school are allowed 60 semester-hours of advanced standing, provided they can satisfy the requirements for admission.

(c) Students who have completed the regular 4- or 5-year normal course are given 15 and 45 hours, respectively, of advanced standing.

(d) The college of liberal arts and the school of education allow 90 semester-hours advanced standing to students who complete 3 or more years of work at the State teachers colleges. The degree (A.B. in education) conferred by the teachers colleges is accepted for graduate standing only if the student has completed work which is substantially equivalent to the requirements for the baccalaureate degree conferred by the university and has sufficient preparation for his graduate major and minors.

State Normal School, Dickinson.

State Normal and Industrial School, Ellendale.

State Teachers College, Mayville.

State Teachers College, Minot.

State Teachers College, Valley City.

Affiliated college: Wesley College, Grand Forks.

University students are free to enroll in courses in religion, while students in Wesley College may pursue courses offered in the university. The college of liberal arts and the school of education accept work done in religion in Wesley College to the amount of 32 semester-hours and grant credits toward degrees for Wesley College instruction in voice, piano, organ, violin, and expression, to the amount of 8 semester-hours, one half-hour lesson counting as 1 hour. Wesley College accepts credits from the University of North Dakota for theoretical work required for the teacher's certificate and graduation diploma.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of North Dakota has no standards for accrediting collegiate institutions. It requires, however, that in order to be recognized for granting first-grade professional certificates a college must be accredited by one of the five regional accrediting associations. (See pt. I of bulletin.)

OHIO

OHIO STATE UNIVERSITY

The Ohio State University has not adopted a set of standards for accrediting the colleges of the State, but adheres to the standards of the North Central Association (see pp. 20-24) and gives recognition to the institutions on the accredited list of the association. The university is also a member of the Ohio College Association, which employs the same standards as the North Central Association and admits to membership only those institutions accredited by that association.

The institutions in Ohio which are members of the North Central Association and of the Ohio College Association, and which are accredited by Ohio State University are:

- | | |
|---|---|
| Antioch College, Yellow Springs. | Muskingum College, New Concord. |
| Baldwin-Wallace College, Berea. | Notre Dame College, South Euclid. |
| Bowling Green State College, Bowling Green. | Oberlin College, Oberlin. |
| Capital University, Columbus. | Ohio State University, Columbus. |
| Case School of Applied Science, Cleveland. | Ohio University, Athens. |
| College of Wooster, Wooster. | Ohio Wesleyan University, Delaware. |
| Denison University, Granville. | Otterbein College, Westerville. |
| Findlay College, Findlay. | St. Mary's of the Springs College, East Columbus. |
| Heidelberg College, Tiffin. | University of Akron, Akron. |
| Hiram College, Hiram. | University of Cincinnati, Cincinnati. |
| John Carroll University, Cleveland. | University of Dayton, Dayton. |
| Kent State College, Kent. | University of Toledo, Toledo. |
| Lake Erie College, Painesville. | Ursuline College, Cleveland. |
| Marietta College, Marietta. | Western College for Women, Oxford. |
| Mary Mansie College, Toledo. | Western Reserve University, Cleveland. |
| Miami University, Oxford. | Wittenberg College, Springfield. |
| Mount Union College, Alliance. | |

ACCREDITED HIGHER INSTITUTIONS

STATE DEPARTMENT OF EDUCATION

STANDARDS FOR TEACHER TRAINING

1. The teacher-training group in each institution shall have at its head a ranking teacher-training official who is capable of leadership in modern education. He shall function as a technical adviser to all prospective public-school teachers in their complete programs each term from the time of their declaration of intention to teach until their graduation, to all college teachers in all courses in which they have prospective public-school teachers, and to the college administrators in all phases of the teacher-training program of the institution and the State. He shall represent the institution in the counsel he gives to the State department of education.

2. All college and training teachers shall possess general knowledge in many fields and specialized knowledge in their respective teaching fields.

(a) All college and training teachers shall possess at least 1 year of graduate training in their respective teaching fields. It is recommended that the majority of the education and content teachers should possess at least 3 years of graduate training in their respective teaching fields.

(b) The college content teachers shall possess general knowledge of modern psychology and education. They shall be encouraged to possess professional training.

3. There shall be an adequate number of college and training teachers.

4. The group of strictly professional courses required of all candidates for provisional certificates shall include:

Subject	Semester-hours		
	High school	Elementary	Special
1	2	3	4
Educational psychology..... (Prerequisite: A course in general psychology).	2 or 3	2 or 3	2 or 3
Principles of teaching (6 observations).....	2 or 3	2 or 3	2 or 3
Administration, organization, management (6 observations).....	2 or 3	2 or 3	2 or 3
Methods (8 observations).....	2	0	2 to 4
Electives (chosen from the list below) enough when added to the courses above to total.....	14	14	14
History of education.....	2 or 3		
Introduction to teaching.....	2 or 3		
Tests and measurements.....	2 or 3		
Educational sociology.....	2 or 3		
School law.....	2 or 3		
Any other educational course.....	2 or 3		
Student teaching (number of hours determined by the attainment and proficiency of the student).....	3 to 5	3 to 5	3 to 5
Public-school music.....		2	
Physical education.....		2	
Art.....		2	
Total professional requirements.....	17 to 19	24 to 26	17 to 21

5. There shall be developed in each institution a comprehensive and reliable system of student selection and guidance.

6. There shall be adequate provision for library, laboratory, demonstration, and training school facilities.

7. There shall be a proper relationship established between each institution and a public school whereby observation and practice teaching may be secured. In practice teaching a 1-hour semester credit should be given for 15 hours of actual teaching. Not more than 3 hours of teaching by a student in 1 day should be permitted.

8. Applicants for provisional high-school certificates should be required to complete 1 major and 2 minors in content material. A major should require the completion of not less than 18 semester-hours and a minor of not less than 10 semester-hours.

APPROVED COLLEGES

Ashland College, Ashland.
 Athnaeum—Teachers College, Cincinnati.
 Baldwin-Wallace College, Berea.
 Bluffton College, Bluffton.
 Bowling Green State College, Bowling Green.
 Capital University, Columbus.
 Cedarville College, Cedarville.
 College of Mount St. Joseph—on-the Ohio, Mount St. Joseph.
 College of Wooster, Wooster.
 Defiance College, Defiance.
 Denison University, Granville.
 Findlay College, Findlay.
 Heidelberg College, Tiffin.
 Hiram College, Hiram.
 John Carroll University, Cleveland.
 Kent State College, Kent.
 Lake Erie College, Painesville.
 Marietta College, Marietta.
 Mary Manse College, Toledo.
 Miami University, Oxford.
 Mount Union College, Alliance.

Muskingum College, New Concord.
 Notre Dame College, Cleveland.
 Oberlin College, Oberlin.
 Ohio Northern University, Ada.
 Ohio State University, Columbus.
 Ohio University, Athens.
 Ohio Wesleyan University, Delaware.
 Otterbein College, Westerville.
 Rio Grande College, Rio Grande.
 St. Mary's of the Springs College, Columbus.
 Toledo Diocesan College, Toledo.
 University of Akron, Akron.
 University of Cincinnati, Cincinnati.
 University of Toledo, Toledo.
 Ursuline College, Cleveland.
 Western College for Women, Oxford.
 Western Reserve University, Cleveland.
 Wilmington College, Wilmington.
 Wilberforce University, Wilberforce.¹
 Wittenberg College, Springfield.
 Youngstown College, Youngstown.

OKLAHOMA

UNIVERSITY OF OKLAHOMA AND THE DEPARTMENT OF PUBLIC INSTRUCTION OF OKLAHOMA

The State board of education of Oklahoma is the authorized accrediting agency of the State. The University of Oklahoma cooperates with the board in drawing up standards for institutions of higher education and in preparing lists of accredited institutions. The board has not drawn up standards for accrediting senior colleges, but in inspecting these institutions applies the standards of the North Central Association (see pp. 20-24), except in the matters of endowments and salaries. The following institutions are accredited by the State board of education and the University of Oklahoma:

ACCREDITED 4-YEAR COLLEGES

Bethany-Peniel College, Bethany.
 Catholic College of Oklahoma for Women, Guthrie.
 Central State Teachers College, Edmond.
 Colored Agricultural and Normal University, Langston.
 East Central State Teachers College, Ada.
 Northeastern State Teachers College, Tahlequah.
 Northwestern State Teachers College, Alva.
 Oklahoma Agricultural and Mechanical College, Stillwater.

Oklahoma Baptist University, Shawnee.
 Oklahoma City University, Oklahoma City.
 Oklahoma College for Women, Chickasha.
 Panhandle Agricultural and Mechanical College, Goodwell.
 Phillips University, Enid.
 Southeastern State Teachers College, Durant.
 Southwestern State Teachers College, Weatherford.
 University of Oklahoma, Norman.
 University of Tulsa, Tulsa.

¹ Negro.

ACCREDITED HIGHER INSTITUTIONS

STANDARDS FOR JUNIOR COLLEGES

1. *Definition.*—A standard junior college is an institution of higher education with a curriculum covering 2 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 4-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 1 hour of lecture or recitation.
2. *Admission.*—The junior college shall require for admission at least 15 units of secondary work. 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 basis, so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first 2 years of a standard college.
4. *Faculty.*—The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a standard college and, in addition, graduate work in a university of recognized standing amounting to 1 year, presumably including the master's degree. The teaching schedule of instructors shall not exceed 18 hours per week, 15 hours is recommended as the norm. Twenty-two hours of college and high-school work combined shall be the maximum. Members of the faculty shall be assigned work in keeping with their majors and minors in collegiate training. Instructors in junior colleges offering secondary work shall hold Oklahoma State high-school certificates.
5. *Size of classes.*—Classes, exclusive of lectures, of more than 30 students shall be interpreted as endangering educational efficiency.
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. The regulations concerning the number enrolled may be waived for the first year a college is accredited.
7. *Libraries and laboratories.*—The junior college shall have a live, well-distributed, and efficiently administered library of at least 2,000 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. Such an appropriation shall be at least \$500. The junior college shall be provided with laboratories fully equipped to illustrate each course announced.
8. *Finances.*—The annual income shall be sufficient to provide adequately for maintaining these standards.
9. *Reports and records.*—An annual report shall be made to the State department of education, on blanks provided for the purpose, prior to November 1. A system of complete and accurate records showing the secondary and college credit of each student shall be maintained in such form as to be used easily and preserved safely.
10. *Inspection.*—The State board of education shall designate a committee which shall be responsible for the inspection of junior colleges. After a visit to a college, a complete report shall be made to the State board of education.

ACCREDITED JUNIOR COLLEGES

Junior colleges are not accredited for teacher-training purposes, as a ruling which went into effect at the beginning of the school year

1933-34, eliminates teacher-training programs from all junior colleges except Bacone College. This school serves Indian youths principally and a program of training Indians for a limited number of public schools in which Indians only are enrolled, is being conducted there. With the exception of Bacone College, no junior college is permitted even to offer any course that could be counted as meeting the professional requirements.

Altus Junior College, Altus.

Bacone College, Bacone.

Bartlesville Junior College, Bartlesville.

Bristow Junior College, Bristow.

Cameron State School of Agriculture, Lawton.

Conners State Agricultural College, Warner.

Eastern Oklahoma College, Wilburton.

Murray State School of Agriculture, Tishomingo.

Muskogee Junior College, Muskogee.

Northeastern Oklahoma Junior College, Miami.

Oklahoma Military Academy, Claremore.

Oklahoma Presbyterian College, Durant.

Okmulgee Junior College, Okmulgee.

Sapulpa Junior College, Sapulpa.

Seminole Junior College, Seminole.

University Preparatory School and Junior College,
Tonkawa.

Wetumka Junior College, Wetumka.

Woodward Junior College, Woodward.

Accredited for 1 year of college work by the University of Oklahoma:

Chandler Junior College, Chandler.

Holdenville Junior College, Holdenville.

Monte Cassino, Tulsa.

Okemah Junior College, Okemah.

Poteau Junior College, Poteau.

Wewoka Junior College, Wewoka.

OREGON

UNIVERSITY OF OREGON

The University of Oregon has established no standards for accrediting higher institutions, but accepts the lists of approved institutions of the regional accrediting associations (see pt. I) and the report of the American Association of Collegiate Registrars. It grants recognition to the colleges of the State as indicated below:

1. Transcript given full value. Degree accepted for graduate standing. Graduate work accepted for advanced degrees.

COLLEGES

Oregon State Agricultural College, Corvallis.

University of Oregon, Eugene.

2. Transcript given full value. Degree accepted for graduate standing.

Albany College, Albany.

Linfield College, McMinnville.

Marylhurst College, Oswego.

Mount Angel College, St. Benedict.

Pacific College, Newberg.

Pacific University, Forest Grove.

Reed College, Portland.

Willamette University, Salem.

JUNIOR COLLEGES AND NORMAL SCHOOLS

3. Maximum of 93 term hours or junior standing granted on records from junior colleges or normal schools.

Columbia University, Portland.

Eastern Oregon Normal School, La Grande.

Marylhurst Normal School, Oswego.

Mount Angel Normal School, St. Benedict.

Oregon Normal School, Monmouth.

Southern Oregon Normal School, Ashland.

SPECIAL SCHOOLS

4. Maximum of 60 term-hours granted for completion of certain specific subjects.

Eugene Bible College, Eugene.

STATE DEPARTMENT OF EDUCATION

The department of education of Oregon has no standards for accrediting the higher educational institutions in the State. For teacher-training purposes it accepts only the institutions accredited by the national and regional accrediting associations. The following institutions in Oregon are accredited for the certification of teachers:

Albany College, Albany.
 Eastern Oregon Normal School, La Grande.
 Linfield College, McMinnville.
 Marylhurst College, Oswego.
 Marylhurst Normal School, Oswego.
 Mount Angel College, St. Benedict.
 Mount Angel Normal School, St. Benedict.
 Oregon Normal School, Monmouth.

Oregon State Agricultural College, Corvallis.
 Pacific College, Newberg.
 Pacific University, Forest Grove.
 Reed College, Portland.
 Southern Oregon Normal School, Ashland.
 University of Oregon, Eugene.
 Willamette University, Salem.

PENNSYLVANIA

DEPARTMENT OF PUBLIC INSTRUCTION

State Council of Education

**POLICY AND PROCEDURE OF THE STATE COUNCIL OF EDUCATION RE APPROVAL OF
 CERTIFICATES OF INCORPORATION OF NEW COLLEGES DESIRING RIGHT TO CONFER
 DEGREES**

I. Application for approval of a certificate of incorporation of a college shall be submitted to the council within 60 days immediately following its receipt by the superintendent of public instruction.

II. Immediately upon receipt of said application the superintendent of public instruction shall make or cause to be made an investigation including the following information:

1. What degree or degrees does the institution desire authority to grant?
2. What is the explicit character of the proposed curriculum or curriculums in outline and subject content?
3. What is the composition of the faculty as to qualifications and number?
4. What is the character of the physical plant and educational equipment, existing or planned, to meet the needs of the proposed curriculum or curriculums?
5. What is the explicit character of the proposed standards of admission to the proposed college?
6. Has the institution sufficient resources to initiate and maintain the proposed curriculum or curriculums in accordance with the standards of the council?

III. The application together with the information shall be submitted to the council within 60 days immediately following its receipt by the superintendent of public instruction.

IV. If the council is satisfied that the applying institution meets all legal requirements and that the educational needs of the particular locality in which the proposed institution is to be situated and of the Commonwealth at large are likely to be met by the granting of said application, the certificate of incorporation shall be approved forthwith, together with the right to confer such specified degrees as the resources of the institution in the judgment of the council warrant and also such other degrees as the council may from time to time approve.

PROPOSAL OF A POLICY AND THE PROCEDURE OF THE STATE COUNCIL OF EDUCATION
RE APPROVAL OF NEW CURRICULUMS REQUESTED BY ACCREDITED INSTITUTIONS

I. Application for approval of a new curriculum and/or power to grant additional degrees must be accompanied by a copy of the charter, together with any amendments thereto certified from the record of such charter, either in the office of the secretary of the Commonwealth or the prothonotary of the court of common pleas of the county.

II. Immediately upon receipt of said application, the superintendent of public instruction shall make or cause to be made an investigation including the following information:

1. *What degrees are now granted by the college, and what additional degrees is it proposed to grant?*
2. *What is the explicit character of the proposed curriculum or curriculums in outline and subject content?*
3. *What is the present and proposed composition of the faculty as to qualifications and number?*
4. *What is the character of the physical plant and educational equipment, existing or planned, to meet the needs of the proposed curriculum or curriculums?*
5. *What is the explicit character of the proposed standards of admission to the proposed curriculum?*
6. *Has the institution sufficient resources to initiate and maintain the proposed curriculum or curriculums in accordance with the standards of the council?*

III. The application together with the information shall be submitted to the council within 60 days immediately following its receipt by the superintendent of public instruction.

IV. If the council is satisfied that the applying institution meets all of the State requirements, and if the educational needs of the particular locality in which the institution is located, and of the Commonwealth at large are likely to be met by the granting of said application, the proposed curriculums will be approved in accordance with the standards of the State council, and the institution, if the charter permits, granted authority to confer the appropriate degree. If the decree incorporating the college does not include a clause permitting it to "grant such other degrees as the State Council of Education may from time to time approve" then the application will be returned to the applicant without action pending proceedings to amend the charter according to law. Application to amend a charter to grant additional degrees will come to the State council in the manner outlined for the approval of certificates of incorporation.

COLLEGES AND UNIVERSITIES ACCREDITED BY THE STATE COUNCIL OF EDUCATION

<p>Albright College, Reading. Allegheny College, Meadville. Beaver College, Jenkintown. Bryn Mawr College, Bryn Mawr. Bucknell University, Lewisburg. Carnegie Institute of Technology, Pittsburgh. Cedar Crest College, Allentown. College Misericordia, Dallas. Dickinson College, Carlisle. Drexel Institute, Philadelphia. Dropsie College, Philadelphia. Duquesne University of the Holy Ghost, Pittsburgh. Elizabethtown College, Elizabethtown. Franklin and Marshall College, Lancaster. Geneva College, Beaver Falls. Gettysburg College, Gettysburg. Grove City College, Grove City. Haverford College, Haverford. Immaculata College, Immaculata. Juniata College, Huntingdon. Lafayette College, Easton. La Salle College, Philadelphia. Lebanon Valley College, Annville. Lehigh University, Bethlehem. Lincoln University, Lincoln University. Marywood College, Scranton. Mercyhurst College, Erie. Moravian College and Theological Seminary, Bethlehem.</p>	<p>Moravian College for Women, Bethlehem. Mount Mercy College, Pittsburgh. Mount St. Joseph College, Philadelphia. Muhlenberg College, Allentown. Pennsylvania College for Women, Pittsburgh. Pennsylvania Military College, Chester. Pennsylvania State College, State College. Philadelphia College of Pharmacy and Science, Philadelphia. Rosemont College, Rosemont. Seton Hill College, Greensburg. St. Francis College, Loretto. St. Joseph's College, Philadelphia. St. Thomas College, Scranton. St. Vincent College, Latrobe. Susquehanna University, Selinsgrove. Swarthmore College, Swarthmore. Temple University, Philadelphia. Thiel College, Greenville. University of Pennsylvania, Philadelphia. University of Pittsburgh, Pittsburgh. Ursinus College, Collegeville. Villa Maria College, Erie. Villanova College, Villanova. Washington and Jefferson College, Washington. Waynesburg College, Waynesburg. Westminster College, New Wilmington. Wilson College, Chambersburg.</p>
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PROCEDURE AND STANDARDS OF THE STATE COUNCIL OF EDUCATION IN THE
 ACCREDITMENT OF JUNIOR COLLEGES
 PROCEDURE AND POLICY

A. A junior college desiring approval by the Council of Education of the Commonwealth of Pennsylvania shall make formal application to the superintendent of public instruction supplying so far as possible in the application information concerning all matters referred to in these standards.

B. In approving a junior college the State council of education shall not only ascertain whether the institution making application conforms to the standards as hereinafter set forth, but also whether there is need for such an institution and whether its approval will advance the larger educational interests of the State.

INSPECTION

C. Before action shall be taken on any application for accreditation of an institution in the Commonwealth, inspection shall be made by an officer or officers of the department of public instruction or by a member or members of the council of education or by a joint committee as the council shall direct. The council may from time to time authorize inspection to determine the quality of the work done and the conformity of the institution to the established standards herein set forth. The continuance of the institution on the approved list of the council shall depend upon its conformity to the standards. In inspecting an institution, attention shall be given to the manner in which the institution conforms to the standards hereinafter stated.

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FOREIGN INSTITUTIONS

D. An institution located in another State may be accredited without inspection if such institution conforms to the standards hereinafter stated and if it has previously been approved by a recognized standardizing agency for the area concerned.

STANDARDS

1. *Definition.*—A standard junior college is an institution of higher education with a curriculum covering 2 years of post high-school work (at least 60 semester-hours or the equivalent in year, term, or quarter-hours) which is based upon and continues or supplements the work of secondary instruction as given in any fully accredited secondary school.

2. *Admission.*—A standard junior college shall require for admission the satisfactory completion of a 4-year curriculum in a secondary school approved by the department of public instruction or its equivalent.

3. *Graduation.*—Requirements for graduation shall be based on the satisfactory completion of not less than 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.

4. *Degrees.*—No degree shall be granted by a junior college.

5. *Curricula.*—The curricula of the junior college should provide for breadth of study and for concentration and should have justifiable relation to the resources of the institution. It may provide any or all of the following:

(a) Broad academic training for those not planning to continue their education.

(b) Definite preparation for various types of senior colleges.

(c) Definite vocational training on a semitechnical level.

The number of departments and the size of the faculty should be increased only with development of varied curricula and the growth of the student body. Additional departments created subsequent to the approval of the junior college shall be established only with the approval of the State council of education.

6. *Faculty training.*—The minimum preparation of teachers should be not less than the equivalent of 1 year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already hold the baccalaureate degree.

7. *Teaching schedule.*—The average number of class-hours per week for each instructor should not exceed 18. Fifteen is recommended as a standard load.

8. *Student enrollment.*—No junior college shall be accredited unless it has at least 100 students regularly registered in accordance with these standards. Tentative approval for 1 year may be given in the first year of operation or organization where the enrollment of students is not less than 60.

9. *Financial budget.*—The minimum annual operating expenditure of a 2-year standard junior college should not be less than \$25,000, of which ordinarily not less than \$15,000 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 must be accompanied by increase of income from such stable sources. The application for approval for a junior college should contain a certified budget indicating the financial resources of the institution, the assured income and plant expenditures including expenditures for maintenance, salaries, books, laboratory equipment and other items, both on a 1-year basis and on a 2-year basis.

10. *Library.*—A working library, adequately cataloged, modern, and well distributed, of not less than 4,000 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 students throughout the day. A trained librarian shall be in charge of the library. A definite annual appropriation for the support of the library shall be provided. It is recommended that this shall not be less than \$500.

11. *Laboratories.*—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 that it shall not attempt to work in others where the laboratory facilities are inadequate:

12. *Buildings and equipment.*—Material equipment and upkeep of the junior college, including its buildings, lands, laboratories, libraries, and their efficient operation in relation to its educational program, shall also be considered in the approval of a junior college.

13. *Length of term.*—A junior college shall be in session at least 34 full weeks each year, exclusive of all holidays.

GENERAL STANDARDS

A. The work of a junior college shall be organized on a college, as distinguished from a high-school, basis so as to secure equivalency, in prerequisites, scope, and thoroughness, to the work done in the first 2 years of a standard college. The junior college shall limit its work to the courses ordinarily given in the first 2 years of a standard college and shall not include in the courses offered courses specifically designed for the preparation of teachers nor other courses definitely professional in character.

B. 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.

C. Athletics, amusements, fraternities, and sororities and all extracurricular activities shall be administered under faculty supervision and shall not occupy an undue place in the life of the college.

D. A system of permanent records showing clearly all credit, including entrance records, of each student shall be kept carefully. The original credentials filed from other institutions shall be retained by the junior college.

The State council of education has not yet prepared a list of accredited junior colleges.

POLICY OF THE STATE COUNCIL OF EDUCATION RELATIVE TO THE ACCREDITMENT OF INSTITUTIONS FOR THE PREPARATION OF TEACHERS

Institutions desiring to be accredited, so that credentials issued by the institution may be accepted by the department of public instruction toward satisfaction of the requirements of teacher certification, must meet the conditions and standards indicated below:

Application must be made on the form prescribed by the State council of education.

The applying institution must be duly incorporated or chartered in accordance with the laws of this Commonwealth or of the State in which it is domiciled.

The applying institution must conform to the standards and conditions required of colleges chartered under the act of June 26, 1895, P.L. 327, together with the amendments and supplements thereto, and have appropriate facilities for the preparation of teachers.

Credentials issued by institutions located in other States may be accepted in the case of those established and maintained in accordance with standards equivalent to those required of institutions in this Commonwealth under the act of June 26, 1895, P.L. 327. In satisfaction of the educational requirements of the above act, the approval of one or more of the following accrediting agencies may be accepted:

American Association of Teachers Colleges.

Association of American Universities.

Carnegie Foundation for the Advancement of Teaching.

Middle States Association of Colleges and Secondary Schools.

North Central Association of Colleges and Secondary Schools.

Southern Association of Colleges and Secondary Schools.

Northwest Association of Secondary and Higher Schools.

New England Association of Colleges and Secondary Schools.

State department of public instruction of domiciliary State.

The above standards and conditions for approval of institutions shall become effective forthwith in the case of all applying institutions not now on the accredited list and shall become fully effective in the case of all institutions on and after July 1, 1931.

ACCREDITED TEACHERS COLLEGES

State Teachers College, Bloomsburg.

State Teachers College, California.

State Teachers College, Clarion.

State Teachers College, East Stroudsburg.

State Teachers College, Edinboro.

State Teachers College, Indiana.

State Teachers College, Kutztown.

State Teachers College, Lock Haven.

State Teachers College, Mansfield.

State Teachers College, Millersville.

State Teachers College, Shippensburg.

State Teachers College, Shippery Rock.

State Teachers College, West Chester.

For Negroes:

Cheyney Training School, Cheyney.

RHODE ISLAND

PUBLIC EDUCATION SERVICE

The Public Education Service of Rhode Island has established no formal standards for accrediting institutions of higher learning, and has prepared no list of approved institutions. For the certification of teachers, graduation from any reputable standard 4-year college, with satisfactory evidence of 400 clock-hours of courses in the art and science of education, and 450 clock-hours of practice teaching under the direction of a satisfactory critic teacher, is required.

Certificates are not granted to graduates of junior colleges.

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA

The University of South Carolina has not prepared a list of higher educational institutions which it accredits. The university grants full recognition to the work of 4-year colleges, junior colleges, and teacher-training institutions which are members of the regular regional standardizing associations (see pp. 15-36) or are on their approved

lists. The candidates for admission from institutions not members of standardizing associations or not approved by them are admitted on examination.

DEPARTMENT OF EDUCATION

The State Board of Education of South Carolina has examined and approved the curriculum, standing, faculty, and equipment of the following institutions for the certification of teachers:

COLLEGES

Four years of college work:

Clemson Agricultural College, Clemson College.
Coker College, Hartsville.
Columbia Bible College, Columbia.
Columbia College, Columbia.
College of Charleston, Charleston.
Converse College, Spartanburg.
Erskine College, Due West.
Furman University, Greenville.
Greenville Woman's College, Greenville.

Four years of college work—Continued

Lander College, Greenwood.
Limestone College, Gaffney.
Newberry College, Newberry.
Presbyterian College, Clinton.
The Citadel, The Military College of South Carolina, Charleston.
University of South Carolina, Columbia.
Winthrop College, Rock Hill.
Wofford College, Spartanburg.

JUNIOR COLLEGES

Two years of college work:

Anderson College, Anderson.
South Carolina Textile and Industrial Institute, Spartanburg.

Two years of college work—Continued

Wesleyan Methodist College, Central.

INSTITUTIONS FOR NEGROES

COLLEGES

Four years of college work:

Allen University, Columbia.
Benedict College, Columbia.
Clafin College, Orangeburg.

Four years of college work—Continued

State Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina, Orangeburg.

JUNIOR COLLEGES

Two years of college work:

Morris College, Sumter.

TEACHER-TRAINING INSTITUTIONS

Two years of normal work:

Avery Institute, Charleston.
Bettis Academy, Trenton.
Brewer Normal, Greenwood.
Clinton Normal and Industrial Institute, Rock Hill.

Two years of normal work—Continued

Friendship College, Rock Hill.
Voorhees Normal and Industrial School, Denmark.

One year of normal work:

Brainerd Institute, Chester.
Browning Home and Mather Academy, Camden.

One year of normal work—Continued

Penn Normal Industrial and Agricultural School, Frogmore, St. Helena Island.

SOUTH DAKOTA

UNIVERSITY OF SOUTH DAKOTA

STANDARDS FOR ACCREDITING COLLEGES

1. A standard college is one offering a course of 4 years in advance of the work of an accredited 4-year high school.
2. The departments of instruction shall be not less than seven in number.
3. Six thousand bound volumes may be accepted as meeting the minimum requirement for library. This must include satisfactory reference for each department of instruction, as well as general reference works. Not less than 25 periodicals of good grade should be taken. The annual expenditure for periodicals and new books should not fall below \$400.
4. Laboratory equipment will correspond in extent to the courses offered. For a single year of chemistry or biology the minimum value of apparatus should be \$1,000; for a year of physics, \$1,500; for other sciences, an adequate amount.
5. Students should be required to present for admission not less than 15 units, as defined in the State high-school manual. Conditioned freshmen may be admitted under 21 years of age with not less than 14 units, and special students over 21 years of age may be admitted on such conditions as the authorities of the college may permit. The total of conditioned freshmen and special students must not exceed 15 percent of the total enrollment.
6. For graduation the requirements shall be not less than 120 semester-hours, including 6 hours in English, 12 hours in a foreign language, 6 hours in mathematics or a natural science, 6 hours in a social science, 12 hours in each of three minors, and anywhere from 24 to 36 hours in a major.
7. The degree conferred upon graduates shall be bachelor of arts, or bachelor of science, as the character of the course may render advisable.
8. The normal registration of students shall be 15 to 16 hours per week of prepared work. Credit on transfer to the university will be granted at the rate of 30 semester-hours for the first year, and 32 for succeeding years. Applications for transfer credit on excess registration will be determined upon the basis of the quality of the student's work during his first semester at the university.
9. Class-hours shall not be less than 50 minutes clear in length.
10. The maximum size of a recitation or laboratory section should be 30. Not over 5 percent of all sections may exceed this maximum.
11. The minimum scholastic requirement of all instructors shall be graduation from a standard college, or its definitely established equivalent. At least 60 percent of the faculty must have the master's degree from an institution of acceptable grade. Graduate preparation of all instructors for the subject taught is very desirable, but the assignment of teachers is primarily to be adjusted by the authorities of the college.
12. Instruction shall be departmentalized as far as possible, and not less than eight teachers shall be doing college work.
13. The teaching schedule of instructors shall not exceed 18 hours per week. (For interpreting this standard, 2 hours of laboratory supervision shall be considered the equivalent of one of recitation or lecture work.)
14. The salary to be paid instructors can not be specified, but the average annual turnover in teaching force should not exceed 30 percent.
15. High-school and college students shall not be taught in the same classes.
16. The grading system and its administration, the form and keeping of the permanent records, the arrangement and clearness of the college catalog or announcement, shall be such as conform to the better practice of higher institutions.
17. No institution will be accredited until it has graduated an acceptable class, but from a school otherwise meeting the standards a student may transfer credits

to the university without prejudice, provided his average for the first semester in the university is not less than 80.

18. No college will be recognized as standard so long as any secondary school maintained by its organization and under its auspices is not accredited by the State department of public instruction.

4-YEAR STANDARD COLLEGES ACCREDITED

Augustana College, Sioux Falls.
Dakota Wesleyan University, Mitchell.
Huron College, Huron.
Sioux Falls College, Sioux Falls.

South Dakota State College of Agriculture and
Mechanic Arts, Brookings.
South Dakota State School of Mines, Rapid City.
Yankton College, Yankton.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

1. An accredited junior college is one offering a course of 2 years, comprising not less than 60 semester-hours, in advance of the work of an accredited 4-year high school.

2. The departments of instruction shall be not less than 5 in number.

3. Three thousand volumes, exclusive of public documents, may be accepted as meeting the minimum requirement for library. This must include satisfactory reference for each department of instruction, as well as general reference works. Not less than 20 periodicals of good grade should be taken. The annual expenditure for periodicals and new books should not fall below \$250.

4. Laboratory equipment will correspond in extent to the courses offered, but no effort should be made to offer chemistry or biology with less than \$1,000 of apparatus, or physics with less than \$1,500 of apparatus.

5. Students should be required to present for admission not less than 15 units, as defined in the State high-school manual. Conditioned freshmen may be admitted under 21 years of age with not less than 14 units, and special students over 21 years of age may be admitted on such conditions as the authorities of the college may permit. The total of conditioned freshmen and special students must not exceed 15 percent of the total enrollment.

6. For graduation the requirement shall be not less than 60 semester-hours, including 6 hours each in English, a foreign language, a social science, and either mathematics or a natural science.

7. A diploma may be issued to graduates, but no baccalaureate degree shall be conferred.

8. The normal registration of students shall be 15 or 16 hours per week of prepared work. Credit on transfer to the university will be granted at not to exceed 30 semester-hours for the first year and 32 hours for the second year.

9. Class-hours shall not be less than 50 minutes clear in length.

10. The maximum size of a recitation or laboratory section shall be 30.

11. The minimum scholastic requirement of all instructors shall be graduation from a standard college, or its definitely established equivalent. At least 40 percent of the faculty must have the master's degree from an institution of acceptable grade. Graduate preparation of all instructors for the subject taught is very desirable, but the assignment of teachers is primarily to be adjusted by the authorities of the college.

12. Instruction shall be departmentalized as far as possible, and not fewer than four teachers shall be doing college work.

13. The teaching schedule of instructors teaching junior college classes shall be limited to 22 hours per week, for instructors devoting their whole time to junior college classes, 18 hours shall be a maximum. (For interpreting this standard, 2 hours of laboratory supervision shall be considered the equivalent of one of recitation or lecture work.)

14. The salary to be paid instructors cannot be specified, but the average annual turnover in teaching force should not exceed 40 percent.

15. High-school and college students shall not be combined into the same class for instruction, except in foreign language. In case of such combination, college students may claim credit at the rate of 6 semester-hours for a course meeting 5 times per week throughout the year.

16. The grading system and its administration, the form and keeping of the permanent records, the arrangement and clearness of the college catalog or announcement, shall be such as conform to the better practice of higher institutions.

17. No institution will be accredited until it has graduated an acceptable class, but from a school otherwise meeting the standards a student may transfer credits to the university without prejudice, provided his average for the first semester in the university is not less than 80.

18. No junior college will be accredited when maintained in connection with a secondary school unless such secondary school is fully accredited by the State department of public instruction.

ACCREDITED JUNIOR COLLEGES

Columbus Junior College for Women, Sioux Falls.
Freeman Junior College, Freeman.
Notre Dame Junior College, Mitchell.

Wessington Springs Junior College, Wessington Springs.

STANDARDS FOR ACCREDITING TEACHERS COLLEGES

1. An accredited teachers college is one offering a course of 4 years in advance of the work of an accredited 4-year high school.

2. The departments of instruction shall not be less than nine in number.

3. Six thousand bound volumes, exclusive of Government documents, may be accepted as meeting the minimum requirement for library. This must include satisfactory reference for each department of instruction, as well as general reference works. Not less than 30 periodicals of good grade should be taken. The annual expenditure for periodicals and new books should not fall below \$600.

4. Laboratory equipment will correspond in extent to the courses offered. For a single year of chemistry or biology the minimum value of apparatus should be \$1,000; for a year of physics, \$1,500; for other sciences, as adequate amount.

5. Students should be required to present for admission not less than 15 units, as defined in the high-school manual. Conditioned freshmen may be admitted under 21 years of age with not less than 14 units, and special students over 21 years of age may be admitted on such conditions as the authorities of the college may permit. The total of conditioned freshmen and special students must not exceed 15 percent of the total enrollment.

6. For graduation the requirement shall not be less than 120 semester-hours, including 6 hours in English, an equal amount in mathematics or a natural science, 12 hours in each of 3 minors, and a major in education and psychology of not less than 32 hours.

7. The degree conferred upon graduates shall be bachelor of science in education.

8. The normal registration of students shall be 15 or 16 hours per week of prepared work, with a maximum of 20 hours per week under faculty regulation. Credit on transfer to the university will be granted at the rate of 24, 56, and 88 semester-hours for 1, 2, and 3 years, respectively, of work in the teachers college. Applications for transfer credit in excess of this will be determined upon the basis of the quality of the student's work during his first semester at the university. Students may be awarded advanced standing not to exceed 36 semester-hours in

education, 16 in any other subject, and 12 of "blanket" or unclassifiable credit.

9. Class hours should be 50 minutes in length whenever possible. Shorter periods will submit credits to a proportionate reduction upon transfer.

10. The maximum size of a recitation or laboratory section should be 30. Not over 5 percent of all sections may exceed this maximum.

11. The minimum scholastic requirement of all instructors shall be graduation from a standard college, or its definitely established equivalent. At least 50 percent of the faculty must have the master's degree from an institution of acceptable grade. Graduate preparation of all instructors for the subject taught is very desirable, but the assignment of teachers is primarily to be adjusted by the authorities of the college.

12. Instruction shall be departmentalized as far as possible, and not fewer than 12 teachers shall be doing college work.

13. The teaching schedule of instructors shall not exceed 18 hours per week. (For interpreting this standard 2 hours of laboratory supervision shall be considered the equivalent of one of recitation or lecture work.)

14. The salary to be paid instructors cannot be specified, but the average annual turnover in teaching force should not exceed 30 percent.

15. High-school and college students shall not be taught in the same classes.

16. The grading system and its administration, the form and keeping of the permanent records, the arrangement and clearness of the college catalog or announcement, shall be such as conform to the better practice of higher institutions.

17. No institution will be accredited until it has graduated an acceptable class, but from a school otherwise meeting the standards, a student may transfer credits to the university without prejudice, provided his average for the first semester in the university is not less than 80.

ACCREDITED TEACHERS COLLEGES

Eastern State Teachers College, Madison.

State Normal School, Spearfish.

Northern Normal and Industrial School, Aberdeen.

Southern State Normal School, Springfield.

DEPARTMENT OF PUBLIC INSTRUCTION

The University of South Dakota is the accrediting agency of the State. To graduates of the institutions which the university has accredited recognition is granted by the Department of Public Instruction as follows:

1. High-school certificates granted to holders of bachelor's degrees who have had 15 semester-hours in education, including 3 semester-hours of practice teaching:

Augustana College, Sioux Falls.

Dakota Wesleyan University, Mitchell.

Huron College, Huron.

Northern Normal and Industrial School, Aberdeen.

South Dakota State College of Agriculture and
Mechanic Arts, Brookings.

University of South Dakota, Vermillion.

Yankton College, Yankton.

2. Elementary school certificates granted to graduates of the 2-year course who have had 15 semester-hours in education, including 3 semester-hours of practice teaching:

Augustana College, Sioux Falls.

Black Hills Normal School, Spearfish.

Columbus Junior College, Sioux Falls.

Dakota Wesleyan University, Mitchell.

Eastern Normal School, Madison.

Eureka Junior College, Eureka.

Huron College, Huron.

Northern Normal and Industrial School, Aberdeen.

Notre Dame Junior College, Mitchell.

Sioux Falls College, Sioux Falls.

Southern State Normal School, Springfield.

University of South Dakota, Vermillion.

Westington Springs Junior College, Westington
Springs.

Yankton College, Yankton.

TENNESSEE

UNIVERSITY OF TENNESSEE

The University of Tennessee does not have a set of formal standards for accrediting the higher educational institutions of the State. The following policy is used in granting credit to students transferring from institutions within the State to the university:

1. Students transferring from institutions belonging to the Southern Association of Colleges and Secondary Schools are allowed advanced credit for work done in those institutions, provided such work meets the requirements of the curriculum the student enters at the University of Tennessee.
2. Students transferring from institutions which do not belong to the Southern Association of Colleges and Secondary Schools are given tentative advanced credit for work done in those institutions, provided such work meets the requirements of the curriculum the student wishes to enter at the university. This credit, however, does not become a permanent part of the student's record at the university until he has completed with an average grade of "C" 1 year's work.

4-YEAR COLLEGES

1. Colleges holding membership in the Southern Association of Colleges and Secondary Schools:

Carson and Newman College, Jefferson City.
George Peabody College for Teachers, Nashville.
Maryville College, Maryville.
Southwestern, Memphis.
State Teachers College, Johnson City.
State Teachers College, Memphis.

State Teachers College, Murfreesboro.
Tusculum College, Greeneville.
University of Chattanooga, Chattanooga.
University of Tennessee, Knoxville.
University of the South, Sewanee.
Vanderbilt University, Nashville.

2. Colleges not holding membership in the Southern Association of Colleges and Secondary Schools:

Bethel College, McKenzie.
Cumberland University, Lebanon.
King College, Bristol.
Lambuth College, Jackson.
Lincoln Memorial University, Harrogate.

Milligan College, Milligan College.
Tennessee College, Murfreesboro.
Tennessee Polytechnic Institute, Cookeville.
Union University, Jackson.

JUNIOR COLLEGES

1. Junior colleges holding membership in the Southern Association of Colleges and Secondary Schools:

Hwassee College, Madisonville.
Nashville Agricultural and Normal Institute,
Madison.

Tennessee Wesleyan College, Athens.
University of Tennessee Junior College, Martin.
Ward-Belmont College, Nashville.

2. Junior colleges not holding membership in the Southern Association of Colleges and Secondary Schools:

Austin Peay Normal School, Clarksville.
Burritt College, Spencer.
David Lipscomb College, Nashville.

Freed-Hardeman College, Henderson.
Martin College, Pulaski.
Trevecca College, Nashville.

STATE DEPARTMENT OF EDUCATION

The Tennessee State Commissioner of Education may issue certificates on transcripts from colleges or universities that are members of, or approved by, the Association of Colleges and Secondary Schools of the Southern States, or other regional accrediting associations, or that are approved for certification purposes by the State departments of education of the States in which the institutions are located.

The State Commissioner of Education may issue certificates to applicants who present transcripts from colleges in this State, not accredited by the Association of Colleges and Secondary Schools of the Southern States, when such colleges have been inspected and approved by the State board of education for certification purposes. This inspection and approval shall be made annually.

The following institutions are approved by the State board of education, for 1933-34:

4-YEAR COLLEGES

Bethel College, McKenzie.
 Carson and Newman College, Jefferson City.
 Cumberland University, Lebanon.
 George Peabody College for Teachers, Nashville.
 King College, Bristol.
 Lambuth College, Jackson.
 Lincoln Memorial University, Harrogate.
 Maryville College, Maryville.
 Milligan College, Milligan College.
 Scarritt College, Nashville.
 Southwestern, Memphis.
 State Teachers College, Johnson City.
 State Teachers College, Memphis.
 State Teachers College, Murfreesboro.

Tennessee College, Murfreesboro.
 Tennessee Polytechnic Institute, Cookeville.
 Tusculum College, Greeneville.
 Union University, Jackson.
 University of Chattanooga, Chattanooga.
 University of Tennessee, Knoxville.
 University of the South, Sewanee.
 Vanderbilt University, Nashville.
 For Negroes:
 Fisk University, Nashville.
 Knoxville College, Knoxville.
 Lane College, Jackson.
 Tennessee Agricultural and Industrial State Teachers College, Nashville.

JUNIOR COLLEGES

Austin Peay Normal School, Clarksville.
 David Lipscomb College, Nashville.
 Freed-Hardeman College, Henderson.
 Hitwassee College, Madisonville.
 Martin College, Pulaski.
 Nashville Agricultural and Normal Institute, Madison.
 Tennessee Wesleyan College, Athens.

Trevecca College, Nashville.
 University of Tennessee Junior College, Martin.
 Ward-Belmont College, Nashville.
 For Negroes:
 LeMoyn College, Memphis.
 Morristown Normal and Industrial College, Morristown.
 Swift Memorial College, Rogersville.¹⁰

TEXAS

UNIVERSITY OF TEXAS

The University of Texas is a member of the Association of Texas Colleges and cooperates in setting up standards for, and in classifying, the colleges of the State. The association has adopted the following:

MINIMUM STANDARDS FOR SENIOR COLLEGES

1. *Admission.*—A senior college shall require for admission a minimum of 15 units, accredited by the State department of education, or obtained by examination, as an equivalent. (All examination papers are to be kept on file for 1 year, subject to inspection.) No quantitative condition may be allowed, but subject conditions are permissible provided 15 acceptable units are presented.

No affiliated units are to be accepted except from graduates of the secondary school from which they are obtained, or from another accredited school by which they were accepted for advanced standing.

The major portion of the secondary school credit should be definitely correlated with the curriculum of the college to which the student is admitted.

From a secondary school which is organized with separate junior high school and 2-year senior high school, 12 units done in the upper 3 years of the high school will satisfy the entrance requirement, the other three units being accepted en bloc from the junior high school work.

¹⁰ 1-year approval.

A student who is 21 years of age or over, may be exempt from the above admission requirements and admitted on "individual approval", provided: The admitting officer is convinced from the student's record that he is able to carry the college work assigned; (2) that for 1 year, at least, and until he has satisfied the full 15 entrance units, according to the regulations of the institution, he must not be classified as a "regular" student, and cannot be eligible, therefore, for intercollegiate competition of any kind.

2. *Requirements for graduation.*—The senior college should require for graduation the satisfactory completion of not less than 180 term-hours (or its equivalent in other college units of credit), with such further qualitative scholastic requirements, as each college may determine according to its conditions of work. The satisfactory completion of this amount of credit implies 4 full years of college work (with an aggregate of at least 144 weeks), unless the time is reduced by quality work, which grants the student the privilege of taking more than the normal amount of work each term. Any plan which reduces the aggregate time below 126 weeks must be considered as tending toward educational inefficiency.

3. *Number of degrees.*—The conferring of a multiplicity of degrees is discouraged. It is far better for a small institution to build 1 or 2 strong degrees.

When more than one baccalaureate degree is offered, all should be equivalent in requirements for admission and graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves strictly to undergraduate work.

4. *Number of college departments.*—There should be maintained at least 8 separate departments in liberal arts and sciences with at least 1 professor devoting his whole time to each department.

The size of the faculty should bear a definite relationship to the type of instruction, the number of students, and the number of classes offered.

5. *Separation of college and academy.*—The college should not maintain a preparatory school as a part of the college organization. In case such a school is maintained under the college charter it must be rigidly separated to the extent of separate faculty, classes, and discipline.

At least 75 percent of the students of a senior college should be pursuing courses leading to baccalaureate degrees in arts and sciences.

6. *Training of the faculty.*—A faculty properly qualified should consist entirely of graduates of standard colleges, and each head of a department shall hold at least a master's degree from a standard college or have attained eminent success as a teacher. Graduate study and training in research equivalent to that required for a Ph.D. degree are urgently recommended for the heads of departments. In the department of education, in addition to the above, teachers should have had successful experience in public-school work.

7. *Salaries.*—Heads of departments should receive salaries not less than those paid by standard institutions. Under normal conditions it is expected that the salary of a full professor of a senior college should be made at least \$3,000 for the regular college year of 36 weeks.

8. *Classroom hours per teacher.*—The number of hours of work for each teacher will vary in the different departments. The amount of preparation required for the class and the time needed to keep abreast of the subjects, together with the number of students in the department, should be taken into account in determining this factor. Teaching demands exceeding 16 hours per week for each instructor should be interpreted as endangering educational efficiency. In general, 2 laboratory hours will be counted as equivalent to 1 recitation hour.

9. *Number of students in classes.*—The number of students in a recitation or laboratory class should be limited to 30. A smaller number is much desired.

10. *Support.*—There should be an annual income of not less than \$30,000 from either or all of tuition, fees, rentals, or endowment (but not including charges for

board and room) for the maintenance of the college exclusive of the academy, fine arts, and other departments.

To insure permanency it is urged that an adequate productive endowment be established and maintained by each standard senior college.

11. *Library.*—The library should contain, exclusive of public documents and periodical publications, at least 8,000 volumes bearing specifically upon the subjects taught in the college.

12. *Laboratories.*—The laboratory equipment should be sufficient to perform all the experiments called for by the courses offered in the sciences, sufficiency to be measured by the use value. These facilities should be kept up by annual appropriations in keeping with the curriculum.

13. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, the heating, and ventilating of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and the 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, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standards for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining its standing.

15. *Standing in educational world.*—The institution must be able to prepare its graduates to enter recognized schools as candidates for advanced degrees.

16. *Extracurricular activities.*—The proper administration of athletics, student publications, student organizations, and all other extracurricular activities is one of the fundamental tests of a standard college and, therefore should be considered in classification.

Athletics: The 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 and commercialism in athletics shall disqualify a college from membership in the approved list of the association.

17. *Enrollment.*—In order to maintain the tone and spirit of a standard senior college of the first class, a minimum enrollment of bona fide students (those carrying at least 12 hours of college credit work) shall be 135, of whom at least 35 shall be third- and fourth-class college students.

FIRST-CLASS SENIOR COLLEGES, MAY 1933

Institutions that meet in full all the respective criteria prescribed. Students from institutions so rated should receive hour-for-hour credit.

Ablene Christian College, Abilene.	Simmons University, Abilene.
Agricultural and Mechanical College of Texas, College Station.	Southern Methodist University, Dallas.
Austin College, Sherman.	Southwest Texas State Teachers College, San Marcos.
Baylor College, Houston.	Southwestern University, Georgetown.
Baylor University, Waco.	Stephen F. Austin State Teachers College, Nacogdoches.
Daniel Baker College, Brownwood.	Sul Ross State Teachers College, Alpin.
East Texas State Teachers College, Commerce.	Texas Christian University, Fort Worth.
Howard Payne College, Brownwood.	Texas College of Arts and Industries, Kingsville.
Incarnate Word College, San Antonio.	Texas State College for Women, Denton.
McMurry College, Abilene.	Texas Technological College, Lubbock.
North Texas State Teachers College, Denton.	Texas Woman's College, Fort Worth.
Our Lady of the Lake College, San Antonio.	Trinity University, Waco.
St. Edward's University, Austin.	University of Texas, Austin.
St. Mary's College, San Antonio.	West Texas State Teachers College, Canyon.
Sam Houston State Teachers College, Huntsville.	

MINIMUM STANDARDS FOR JUNIOR COLLEGES

1. *Preparatory work.*—The preparatory work of a junior college must be affiliated by the State department of education to the extent of at least four units for each year offered.

2. *Admission.*—It should require for admission not fewer than 15 units, affiliated by the State department of education. No quantitative conditions may be allowed; but subject conditions may be permitted, provided 15 acceptable units have been presented. Graduation from an accredited secondary school is a primary qualification for admission to full collegiate standing; 15 units without graduation does not meet the requirements (except of course, by examination or by individual approval). The major portion of the secondary school courses accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

From a secondary school which is organized with separate junior high school and 3-year senior high school, 12 units done in the upper 3 years of the high school will satisfy the entrance requirement, the other 3 units being accepted en bloc from the junior high school work.

A student who is 21 years of age or over, may be exempt from the above admission requirements and admitted on "individual approval", provided: (1) the admitting officer is convinced from the student's record that he is able to carry the college work assigned; (2) that for 1 year, at least, and until he has satisfied the full 15 entrance units, according to the regulations of the institution, he must not be classified as a "regular" student, and cannot be eligible, therefore, for intercollegiate competition of any kind.

3. *Amount of work.*—It should offer 2 years of college work, the equivalent of 15 60-minute hours per week of recitation each year.

A maximum of 60 semester-hours may be transferred from a junior college to a senior college provided that after a student has done some work in a senior college, it may permit the student to do in a junior college an additional 6 semester-hours of freshman or sophomore work.

4. *Laboratories.*—If courses are offered in science above the academy, it should have laboratory equipment sufficient to perform all the experiments called for by such courses; sufficiency to be measured by the use value. These facilities should be kept up by the annual appropriations in keeping with the curriculum.

5. *Library.*—It should have a library of not fewer than 2,000 volumes bearing specifically upon the subjects taught.

6. *Number of departments.*—It should maintain at least five departments with a professor giving his full time to each. Teachers other than heads of departments may teach in more than one department. As speedily as possible such schools should go from 5 to 6 and 7, and even more, full professors. The library and laboratories should not lag in constant growth.

7. *Classroom hours per teacher.*—No teacher should be required to do more than 21 hours per week of classroom work.

8. *Student classroom hours per week.*—No student should be allowed to do more than 15 hours of classroom work per week on a basis of 60 year-hours for graduation, i.e., as a rule the student should be allowed only one-fourth of his degree work per year. A student may take, in addition to 15 hours, a given amount of music or other fine arts.

9. *Training of the faculty.*—A faculty properly qualified should consist entirely of graduates of standard colleges, and each head of a department should hold a master's degree from a standard college or have attained eminent success as a teacher.

Graduation from a standard college is the desired standard for teachers of such special subjects as music, art, expression, physical education; and this standard is emphasized, but temporarily not required; teachers of such special departments must show a record of acceptable training in schools of their own specialties, and how much academic training each has had; on the basis of these data the committee shall determine the acceptabilities in each case.

10. *Preparatory and college classes.*—Teachers may teach both preparatory and college classes. Preparatory students may carry college classes only under the following restrictions:

(a) A student who is not a graduate of an affiliated school, or who has not 15 approved units, must be classed as a preparatory student and not as a college student.

(b) Only the student who is within 2 units of graduation from the preparatory department may enroll in any college class.

(c) A student must enroll for all required and elective entrance subjects necessary for his graduation from the preparatory department before enrolling for any college subject.

(d) All students who complete the preparatory course must be graduated and not simply passed into college without a diploma.

(e) In receiving students into the preparatory department each subject must be checked separately either by its affiliation, or by examination, or by the completion of an advanced preparatory course in that subject. Merely spending a year (or less) in the preparatory department does not approve the units previously earned by the students.

11. *Enrollment.*—In order to maintain the tone and spirit of a standard junior college of the first class, a minimum enrollment of bona fide college students (those carrying at least 12 hours of college credit work) shall be 60, of whom at least 20 shall be second-year college students.

12. *General statement concerning curriculum and spirit of administration.*—The character of the curriculum, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standards for graduation, and the tone of the institution shall, also, be factors in determining its standing.

13. *Extracurricular activities.*—The proper administration of athletics, student publications, student organizations, and all other extracurricular activities is one of the fundamental tests of a standard college, and, therefore, should be considered in classification.

Athletics.—The membership of the association will be expected to maintain membership and good standing in some athletic association if they conduct inter-collegiate athletics, 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 and commercialism in athletics shall disqualify a college from membership in the approved list of the association.

FIRST-CLASS JUNIOR COLLEGES, MAY 1933

Institutions that meet in full all the respective criteria prescribed. Students from institutions so rated should receive hour-for-hour credit.

Amarillo Junior College, Amarillo.
 Blinn Memorial College, Brenham.
 Brownsville Junior College, Brownsville.
 Clarendon Junior College, Clarendon.
 Clifton College, Clifton.
 College of Marshall, Marshall.
 Decatur Baptist College, Decatur.
 Edinburg College, Edinburg.
 Gainesville Junior College, Gainesville.
 Hillsboro Junior College, Hillsboro.
 Houston Junior College, Houston.
 Jacksonville College, Jacksonville.
 John Tarleton Agricultural College, Stephenville.
 Kidd-Key College and Conservatory, Sherman.
 Lamar College, Beaumont.
 Lon Morris College, Jacksonville.
 Lutheran College, Seguin.
 North Texas Agricultural College, Arlington.

Paris Junior College, Paris.
 Randolph College, Cisco.
 Ranger Junior College, Ranger.
 San Angelo Junior College, San Angelo.
 San Antonio Junior College, San Antonio.
 Schreiner Institute, Kerrville.
 Temple Junior College, Temple.
 Texarkana Junior College, Texarkana.
 Texas Military College, Terrell.
 Tyler Junior College, Tyler.
 Victoria Junior College, Victoria.
 Wayland College, Plainview.
 Weatherford College, Weatherford.
 Wesley College, Greenville.
 Westminster College, Tehuacana.
 Westmoorland College, San Antonio.
 Wichita Falls Junior College, Wichita Falls.

SECOND-CLASS JUNIOR COLLEGES

Institutions that approximate the respective criteria prescribed, but fall short of them in certain particulars. Students from institutions so rated should receive not more than 13 session-hours, or 26 semester-hours, per year.

The Miss Hockaday School for Girls, Dallas.

| Victory College, Fort Worth.

STATE DEPARTMENT OF EDUCATION

MINIMUM STANDARDS FOR SENIOR COLLEGES

1. *Admission.*—A senior college shall require for admission a minimum of 15 units, affiliated by the State department of education, or obtained by examination as an equivalent. (All examination papers are to be kept on file for 1 year subject to inspection). No quantitative condition may be allowed, but subject conditions are permissible, provided 15 acceptable units are presented.

No affiliated units are to be accepted except from graduates of the secondary school from which they are obtained, or from another accredited school by which they were accepted for advanced standing.

The major portion of the secondary school credit should be definitely correlated with the curriculum of the college to which the student is admitted.

2. *Requirements for graduation.*—The Senior college should require for graduation the satisfactory completion of not less than 180 term-hours (or its equivalent in other college units of credit) with such further qualitative scholastic requirements as each college may determine according to its conditions of work. The satisfactory completion of this amount of credit implies 4 full years of college work (with an aggregate of at least 144 weeks) unless the time is reduced by quality work, which grants the student the privilege of taking more than the normal amount of work each term. Any plan which reduces the aggregate time below 126 weeks must be considered as tending toward educational inefficiency.

At least 36 weeks of actual residence work should be required of all students who enter with advanced standing.

3. *Number of degrees.*—The conferring of a multiplicity of degrees is discouraged. It is far better for a small institution to build one or two strong degrees.

When more than one baccalaureate degree is offered all should be equivalent in requirements for admission and graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves strictly to undergraduate work.

4. *Number of college departments.*—There should be maintained at least eight separate departments in liberal arts and sciences with at least one professor devoting his whole time to each department.

The size of the faculty should bear a definite relationship to the type of instruction, the number of students, and the number of classes offered.

5. *Separation of college and academy.*—The college should not maintain a preparatory school as a part of the college organization. In case such a school is maintained under the college charter, it must be rigidly separated to the extent of separate faculty, classes, and discipline.

At least 75 percent of the students of a senior college should be pursuing courses leading to baccalaureate degrees in arts and sciences.

6. *Training of the faculty.*—A faculty properly qualified should consist entirely of graduates of standard colleges and each head of a department shall hold at least master's degree from a standard college or have attained eminent success as a teacher. Graduate study and training in research equivalent to that required for a Ph.D. degree are urgently recommended for the heads of departments. In the department of education, in addition to the above, teachers should have had successful experience in public-school work.

7. *Salaries.*—Heads of departments should receive salaries not less than those paid by standard institutions. Under normal conditions, it is expected that the salary of a full professor of a senior college should be made at least \$3,000 for the regular college year of 36 weeks.

8. *Classroom hours per teacher.*—The number of hours of work for each teacher will vary in the different departments. The amount of preparation required for the class and the time needed to keep abreast of the subjects together with the number of students in the department should be taken into account in determining this factor. Teaching demands exceeding 16 hours per week for each instructor should be interpreted as endangering educational efficiency. In general, 2 laboratory hours will be counted as equivalent to 1 recitation hour.

9. *Number of students in classes.*—The number of students in a recitation or laboratory class should be limited to 30. A smaller number is much desired.

10. *Support.*—There should be an annual income of not less than \$30,000 from either or all of tuition, fees, rentals, or endowment (but not including charges for board and room) for the maintenance of the college exclusive of the academy, fine arts, and other departments.

To insure permanency, it is urged that an adequate productive endowment be established and maintained by each standard senior college.

11. *Library.*—The library should contain, exclusive of public documents and periodical publications, at least 8,000 volumes bearing specifically upon the subjects taught in the college.

12. *Laboratories.*—The laboratory equipment should be sufficient to perform all the experiments called for by the courses offered in the sciences; sufficiency to be measured by the use-value. These facilities should be kept up by annual appropriations in keeping with the curriculum.

13. *General statement concerning material equipment.*—The location and construction of the buildings, the lighting, the heating, and ventilating of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and the 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, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standards for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall, also, be factors in determining its standing.

15. *Standing in educational world.*—The institution must be able to prepare its graduates to enter recognized schools as candidates for advanced degrees.

16. *Extracurricular activities.*—The proper administration of athletics, student publications, student organizations and all other extracurricular activities is one of the fundamental tests of a standard college, and, therefore, should be considered in classification.

ACCREDITED SENIOR COLLEGES

Abilene Christian College, Abilene.
 Agricultural and Mechanical College of Texas,
 College Station.
 Austin College, Sherman.
 Baylor College for Women, Belton.
 Baylor University, Waco.
 Daniel Baker College, Brownwood.
 East Texas State Teachers College, Commerce.
 Howard Payne College, Brownwood.
 Incarnate Word College, San Antonio.
 McMurry College, Abilene.
 North Texas State Teachers College, Denton.
 Our Lady of the Lake College, San Antonio.
 Rice Institute, Houston.
 St. Edward's University, Austin.
 St. Mary's College, San Antonio.
 Sam Houston State Teachers College, Huntsville.
 Simmons University, Abilene.
 Southern Methodist University, Dallas.
 Southwestern University, Georgetown.
 Southwest Texas State Teachers College, San
 Marcos.

Stephen F. Austin State Teachers College, Nacog-
 doches.
 Sul Ross State Teachers College, Alpine.
 Texas Christian University, Fort Worth.
 Texas College of Arts and Industries, Kingsville.
 Texas State College for Women, Denton.
 Texas Technological College, Lubbock.
 Texas Woman's College, Fort Worth.
 Trinity University, Waxshachie.
 University of Texas, Austin (including Texas
 School of Mines, El Paso).
 West Texas State Teachers College, Canyon.

For Negroes:

Bishop College, Marshall.
 Prairie View State Normal and Industrial
 College, Prairie View.
 Samuel Huston College, Austin.
 Texas College, Tyler.
 Tillotson College, Austin.
 Wiley College, Marshall.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

GENERAL REQUIREMENTS¹¹

1. *Definition.*—A standard junior college is an institution of higher education which offers and maintains at least 60 semester-hours of work acceptable for advanced standing in the colleges of arts and sciences of standard senior colleges, including the equivalent of the required work of the first 2 years of said colleges of arts and sciences. A semester-hour is defined as 1 period of classroom work in lecture or recitation extending through not less than 55 minutes net, or its equivalent, per week, for a period of 18 weeks at least, 2 periods of laboratory work being required as the equivalent of 1 hour of lecture or recitation. The junior college work is based upon and continues or supplements the work of secondary instruction as given in any accredited 4-year high school. Its classes are composed of only those students who have complied with the minimum requirements for admission. No junior college student shall receive credit for more than 16 hours in 1 semester exclusive of the required practical work in physical education. The maximum credit a student can earn in a junior college is 60 semester-hours.

2. *Admission.*—The junior college shall require for admission at least 15 units, representing a 4-year curriculum of secondary work as defined by the high-school division of the State department of education or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency, excepting that credit for work completed in an unaccredited secondary school may be obtained upon the basis of examination. In no case shall entrance examinations be given for more than 4 units for each year spent in a

¹¹ The department has also a set of special requirements concerning credit for admission and for advanced standing.

secondary school. These examinations for secondary credit must be taken at the beginning of the term in which the student enters the junior college.

Students over 21 years of age who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students, but they can not be candidates for graduation until they have met the requirements for admission as regular students.

A student shall not be given unconditioned college credit until all entrance conditions have been fully met.

It is recommended that the major portion of the units accepted for admission 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 basis, as distinguished from a high-school basis, so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first 2 years of a standard college.

4. *Faculty.*—It shall maintain at least five departments with a professor giving his full time to each. Teachers other than heads of departments may teach in more than one department. As speedily as possible such schools should go from five to six and seven, and even more, full professors. The minimum scholastic requirement of all teachers of classes in the junior college should be graduation from a standard college, and in addition, graduate work amounting to 1 year in a university of recognized standing. All the teachers shall be graduates of standard colleges. The head of each department shall hold a master's degree from a standard college or have completed a year of graduate work in his teaching field. The courses taught by any teacher must be in the field of specialization represented by his graduate work. The teaching schedule of instructors shall not exceed 18 hours a week; 15 hours is recommended as the maximum.

5. *Size of classes.*—Classes of more than 35 students shall be interpreted as endangering educational efficiency.

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 20 should be in the second year. To be counted in this requirement the student must be taking 12 hours of work per week.

7. *Libraries.*—The junior college shall have a modern, well-distributed, cataloged, and efficiently administered library of at least 2,000 volumes, exclusive of public documents, selected with special reference to the college work being offered, and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$500.

8. *Laboratories.*—If courses are offered in science above the academy, it should have laboratory equipment sufficient for all the experiments called for by such courses, sufficiency to be measured by the value of the apparatus and its relation to the science courses offered.

9. *Student load.*—No student should be allowed to do more than 15 hours of classroom work per week on a basis of 60-year-hours for graduation; i.e., as a rule the student should be allowed only one-fourth of his degree work per year, unless a student is a conditioned freshman. A student may take, in addition to 15 hours, a given amount of music or other fine arts.

10. *Inspection.*—No junior college shall be accredited until it has been inspected and reported upon by an examiner representing the State superintendent of public instruction. Such inspection will not be authorized until the college has filed the regular information blank furnished by the State board of examiners.

11. *Affiliation.*—Before being classified, a junior college must have had its preparatory department accredited by the State department of education to the extent of at least 4 units for each year offered.

ACCREDITED JUNIOR COLLEGES

Amarillo Junior College, Amarillo.
 Blinn Memorial College, Brenham.
 Brownsville Junior College, Brownsville.
 Clarendon Junior College, Clarendon.
 Clifton College, Clifton.
 College of Marshall, Marshall.
 Decatur Baptist College, Decatur.
 Edinburg College, Edinburg.
 Gainesville Junior College, Gainesville.
 Hillsboro Junior College, Hillsboro.
 Houston Junior College, Houston.
 Jacksonville College, Jacksonville.
 John Tarleton Agricultural College, Stephenville.
 Kidd-Key College, Sherman.
 Lamar College, Beaumont.
 Lon Morris College, Jacksonville.
 Lutheran College, Seguin.
 North Texas Agricultural College, Arlington.
 Paris Junior College, Paris.
 Randolph College, Cisco.
 Ranger Junior College, Ranger.
 San Angelo Junior College, San Angelo.

San Antonio Junior College, San Antonio.
 Schreiner Institute, Kerrville.
 Temple Junior College, Temple.
 Texarkana Junior College, Texarkana.
 Texas Military College, Terrell.
 Tyler Junior College, Tyler.
 Victoria Junior College, Victoria.
 Victory College, Fort Worth.
 Wayland College, Plainview.
 Weatherford College, Weatherford.
 Wesley College, Greenville.
 Westminster College, Tehuacana.
 Westmoorland College, San Antonio.
 Wichita Falls Junior College, Wichita Falls.
 For Negroes:
 Butler College, Tyler.
 Guadalupe College, Seguin.
 Houston Colored Junior College, Houston.
 Jarvis Christian College, Hawkins.
 Mary Allen Seminary, Crockett.
 Paul Quinn College, Waco.
 St. Philip's Junior College, San Antonio.

UTAH

UNIVERSITY OF UTAH

The University of Utah recognizes work completed in the other two institutions of college grade in the State, the *Utah State Agricultural College*, at *Logan*, and *Brigham Young University*, at *Provo*. It also recognizes the 2 years of work done in the following institutions:

JUNIOR COLLEGES

Branch Agricultural College, Cedar City.
 Dixie Junior College, St. George.
 St. Mary-of-the-Wasatch, Salt Lake City.

Snow College, Ephraim.
 Weber College, Ogden.
 Westminster College, Salt Lake City.

DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of Utah has adopted no standards for accrediting 4-year colleges. The three colleges in the State are accredited by voluntary accrediting agencies. Their graduates may receive the State high-school teacher's certificate.

ACCREDITED COLLEGES

Brigham Young University, Provo.
 University of Utah, Salt Lake City.

Utah State Agricultural College, Logan.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

1. A junior college shall be understood to designate an institution of higher learning which gives 2 years of college work commonly known as the freshman and sophomore years.
2. A junior college shall require for admission the satisfactory completion of 15 scholastic units in a secondary school approved by a recognized accrediting agency, or 12 scholastic units in the upper 3 years of a secondary school similarly approved.
3. A junior college shall offer college work in at least four groups or departments, including in each year one or more subjects in each of three of the following

groups: Language, history and social science, biological science, physical science, mathematics, business, vocational training, and education. The recognition of practice teaching in junior colleges shall be a prerogative of the State board of education.

4. A junior college shall require as a minimum for graduation 60 semester-hours or 90 quarter-hours of college work.

5. The faculty of a junior college shall be made up of teachers of recognized ability, holding at least the master's degree from an accredited institution, or the equivalent of such degree.

6. No instructor in a junior college shall carry more than 20 teaching hours a week. If part of the instructor's teaching is in the high school, 5 hours of high-school teaching may be counted as 4 hours of junior-college teaching.

7. The nature and quality of the instruction in all subjects taught in a junior college shall be approved by the State board of education as a prerequisite of accreditation.

8. By permission of the faculty of a junior college, a high-school student of special ability, who has finished his junior year with an excess of credits, may, after registering for the high-school subjects needed to complete 16 units for graduation, take the remainder of his year's work in the junior college. He shall not be classified as a junior college student, however, until he has fully completed all requirements for entrance to the college.

9. The student load in a junior college shall consist of 16 hours with a maximum of 18 hours for exceptional students.

10. A junior college shall possess a library with a minimum of 5,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught. It shall be receiving regularly at least two standard periodicals. It shall be provided with a definite appropriation of not less than 50 cents per capita of students enrolled for the purchase of new books yearly.

11. In a course requiring laboratory work, a junior college shall possess equipment necessary to meet college standards, the adequacy of such equipment to be determined by the State board of education.

12. Accreditation, once granted, shall not be considered a permanent acquirement. It may be withdrawn whenever it is evident that the standards as set forth by the State board of education have not been fully met.

13. A State school desiring to be accredited as a junior college shall apply to the State board of education for inspection.

ACCREDITED JUNIOR COLLEGES

Dixie Junior College, St. George.
St. Mary-of-the-Wasatch, Salt Lake City.
Snow College, Ephraim.

Weber College, Ogden.
Westminster College, Salt Lake City.

VERMONT

UNIVERSITY OF VERMONT

The University of Vermont receives but few students on transfer from the other higher educational institutions of the State, and has, therefore, not found it needful to set up standards for or to prepare a list of accredited colleges. The credentials of graduates of junior colleges seeking admission to the university on advanced credit are dealt with according to their individual merits. Graduates of the three State normal schools are not allowed advanced standing at the university.

STATE DEPARTMENT OF EDUCATION

There is no formal accrediting of higher educational institutions by the Department of Education of Vermont. Institutions in the State which are approved for teacher preparation are:

COLLEGES

Bennington College, Bennington.
Middlebury College, Middlebury.
Norwich University, Northfield.

St. Michael's College, Winooski Park.
Trinity College, Burlington.
University of Vermont, Burlington.

JUNIOR COLLEGES

Troy Conference Academy and Green Mountain Junior College, Poultney.

STATE NORMAL SCHOOLS

State Normal School, Castleton.
State Normal School, Johnson.

State Normal School, Lyndon Center.

VIRGINIA

UNIVERSITY OF VIRGINIA

The University of Virginia has adopted no standards for accrediting higher educational institutions, and has prepared no list of accredited colleges. In granting advanced standing to students from the institutions in the State, the university makes use of the list of standard institutions prepared by the State board of education.

STATE BOARD OF EDUCATION

STANDARDS FOR COLLEGES

1. *Entrance requirements.*—The requirement for admission shall be based upon the satisfactory completion of a standard 4-year course of study of not less than 16 units in a high school or academy approved by the State board of education or by an accrediting agency recognized by this board; or, admission may be based upon approved college entrance examinations. The major part of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college accredited by the State board of education will be called upon from time to time for a record of all the students entering the freshman class, such record to contain the name of each student, the secondary school, method of admission, units offered in each subject, and total units accepted.

2. *Requirements for graduation.*—For graduation there shall be completed a minimum quantitative requirement of 60 session hours of credit (or the equivalent in semester-hours, quarter-hours, etc.), with further scholastic qualitative requirements adapted by each institution to its conditions. A session-hour is defined as the credit given for a class which meets one 60-minute period weekly for lecture, recitation, or quiz for a session of 36 weeks (34 weeks, exclusive of holidays), 2 or 3 periods of laboratory work being counted as the equivalent of 1 hour of lecture, recitation, or quiz.

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 science of approximately 100 students should maintain at least eight separate departments, with at least one professor devoting his whole time to each 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 the varied curricula should involve the addition of other heads of departments.

5. *Enrollment.*—The total enrollment shall be such as to give assurance of the development of a real college atmosphere and of student activities on such a basis as not to overload single individuals of the student body.

6. *Training of the faculty.*—The training of the members of the faculty of professorial rank should include at least 2 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.

7. *Salaries.*—The average salary paid members of the faculty 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 or \$3,000. The local cost of living and other factors shall be taken into consideration.

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

9. *Number of classroom hours for teachers.*—Teaching schedules exceeding 16 hours per week per instructor shall be interpreted as endangering educational efficiency. In general 2 laboratory hours will be counted as equivalent to 1 recitation hour.

10. *Support.*—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.

11. *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.

12. *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.

13. *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 disciplines.

14. *Proportion of regular college students to the whole student body.*—At least 75 percent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science.

15. *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.

16. *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.

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

18. *Standing in the educational world.*—The standard college must be able to prepare to enter its students as candidates for advanced degrees. Proper records of the graduates of the college in graduate or professional schools shall be filed with the State board of education upon request.

19. *Inspection.*—No college shall be recommended to the State board of education for accredited rating until it has been visited and reported upon by a representative, or representatives, of the State board of education. Any college accredited by the State board of education shall be open to inspection at any time.

20. *Reports.*—The State board of education may at times require formal reports covering the enforcement of the standards for accrediting colleges. Failure to file such reports upon request will endanger the rating of the college concerned, and continued delay in filing reports shall constitute sufficient cause for dropping the college.

STANDARD COLLEGES

Bridgewater College, Bridgewater.
College of William and Mary, Williamsburg.
Emory and Henry College, Emory.
Hampden-Sidney College, Hampden-Sidney.
Hampton Institute, Hampton.*
Hollins College, Hollins.
Lynchburg College, Lynchburg.
Mary Baldwin College, Staunton.
Randolph-Macon College, Ashland.
Randolph-Macon Woman's College, Lynchburg.

Roanoke College, Salem.
Sweet Briar College, Sweet Briar.
University of Richmond, Richmond.
University of Virginia, Charlottesville.
Virginia Military Institute, Lexington.
Virginia Polytechnic Institute, Blacksburg.
Virginia State College for Negroes, Petersburg.
Virginia Union University, Richmond.
Washington and Lee University, Lexington.

STANDARD TECHNICAL AND PROFESSIONAL COLLEGES

Medical College of Virginia, Richmond.
State Teachers College, Farmville.
State Teachers College, Fredericksburg.

State Teachers College, Harrisonburg.
State Teachers College, Radford.

STANDARDS FOR JUNIOR COLLEGES

Definition.—The junior college is an institution offering 2 years of instruction of strictly college grade, covering at least 30 session-hours, or the equivalent in semester- or term- or quarter-hours, based upon the completion of an accredited 4-year high-school course. Courses offered are identical in scope and thoroughness to corresponding courses in the standard 4-year college. To insure appropriate college atmosphere an enrollment of at least 50 students is maintained by the junior college.

1. *Entrance requirements.*—The requirements for admission shall be based upon the satisfactory completion of a standard 4-year course of study of not less

* Negro.

than 16 units in a high school or academy approved by the State board of education or by an accrediting agency recognized by this board; or, admission may be based upon approved college entrance examinations. The major part of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any junior college accredited by the State board of education will be called upon from time to time for a record of all the students entering the freshman class, such record to contain the name of each student, the secondary school, method of admission, units offered in each subject, and total units accepted.

2. *Requirements for graduation.*—For graduation there shall be completed a minimum quantitative requirement of 30 session-hours of credit (or the equivalent in semester-hours, quarter-hours, etc.), with further 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 the credit given for a class which meets one 60-minute period weekly for lecture, recitation, or quiz for a session of 36 weeks (34 weeks, exclusive of holidays), 2 or 3 periods of laboratory work being counted as the equivalent of 1 hour of lecture, recitation, or quiz.

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

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

5. *Enrollment.*—That the college work may not be overshadowed by the work of the preparatory department, no junior college shall be accredited until its registration in the college division has reached approximately 50 students.

6. *Training of the faculty.*—The minimum preparation of teachers shall be not less than 1 year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already hold the baccalaureate degree. Efficiency of teaching, as well as of training, shall be also 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 of students in a class in foreign language shall 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 2 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 support, or church 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 shall be judged in relation to its educational program.

10. *Library.*—A working library adequately cataloged 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 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 instruction in the courses offered. An annual income for their upkeep shall be

provided. It is recommended that the school with a 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 department accredited.*—Where a junior college and a high school are maintained together, the high school shall be accredited by the State board of education before the application of the junior college for accredited rating can be considered. Requests for accrediting the high-school department should be made to the State board of education.

14. *Proportion of regular college students to the whole student body.*—At least 75 percent of the students in a 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 spirit and atmosphere of the institution, the nature of its publicity, and its standing in the educational world shall be factors in determining its standing.

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.

18. *Inspection and report.*—No institution will be accredited by the State board of education until it has been visited by a representative of the board. Reports from institutions accredited will be requested from time to time.

STANDARD JUNIOR COLLEGES

Averett College, Danville.¹³

Blackstone College for Girls, Blackstone.

Bluefield College, Bluefield.

Eastern Mennonite School, Harrisonburg.¹³

Marion Junior College, Marion.¹³

Shenandoah College, Dayton.

Southern College, Petersburg.

Sullins College, Bristol.

Virginia Interment College, Bristol.¹³

STANDARDS FOR NORMAL SCHOOLS

1. *Definition.*—A normal school is a State, municipal, or incorporated private institution, or a unit of a recognized university, college, or junior college, devoted to the training of teachers for the elementary grades, which does not grant degrees.

2. *Entrance.*—Admission shall be based upon graduation from a high school or academy accredited by the State board of education, or on completion of college entrance examinations approved by the State board of education.

Holders of the elementary certificate and experienced teachers, over 21 years of age, may be admitted for such courses as they are qualified to pursue, but may not be graduated until they have satisfied entrance requirements.

3. *Graduation.*—Graduation from a standard 2-year course shall be based upon completion of a minimum of 30 session-hours' credit or the equivalent in semester- or quarter-hours' credit, which must include satisfactory achievement in student teaching, as provided below:

¹³ Teacher-training department also recognized as standard normal school.

In institutions offering 3-year curricula, graduation shall be based upon completion of 45 session-hours' credit or the equivalent in semester- or quarter-hours' credit, including satisfactory achievement in student teaching.

No certificate of graduation or diploma shall be issued to a student unless she has spent a minimum of 36 weeks in residence at the institution granting the diploma. Not more than 25 percent of the credit toward graduation may be awarded for courses completed in correspondence and extension classes.

4. *Training school and student teaching.*—Each normal school 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 teacher-training institution to permit carrying out the educational policy of the institution to a sufficient degree for the conduct of effective student teaching will satisfy this requirement.

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.

The minimum amount of student teaching required of every graduate of a normal school shall be 90 hours.

For every 18 trainees 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 teacher-training institution.

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

5. *Departments of instruction.*—The departments maintained shall include at least the following: English, history and social science, natural science, mathematics, education, physical education, fine and industrial arts.

6. *Training of faculty.*—The minimum preparation of the faculty shall be graduation from a standard college and not less than 1 year's study in a graduate school of recognized standing. Teachers in the training school shall be graduates of standard colleges, with professional training and experience in teaching elementary grades.

Efficiency of teaching, as well as of training, shall be taken into consideration in accrediting an institution.

7. *Teaching load of the faculty.*—The average number of class-hours per week for each instructor shall not exceed 18 or the equivalent. Equivalents shall be based upon the ratio of one class period to one and one-half class periods in shop and laboratory work, and one to one and one-fourth in physical education.

8. *Number of students in classes.*—The number of students in a class shall not exceed 30, except for lectures. The number of students in laboratory sections shall not exceed the number for which desk space and equipment have been provided.

9. *Curricula.*—In the organization of curricula primary consideration shall be given to courses for teachers of the elementary grades. In the presentation of courses such methods and interpretations as are necessary to instruct students in the use of the State course of study for elementary schools shall be emphasized.

Curricula shall provide, in addition to such academic subjects as English, history and social science, etc., courses in health and physical education, fine and industrial arts, methods of teaching elementary subjects; and provision shall be made for participation in student teaching.

10. *Library.*—A working library, adequately cataloged, of not less than 5,000 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 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 instruction in the courses offered. An annual income for their upkeep shall be provided.

12. *Proportion of students in teacher-training courses.*—In institutions not devoted exclusively to the training of teachers, unless a majority of the students are taking courses leading to teaching, the standing of the institution will be questioned.

13. *Support.*—The minimum annual operating income for a normal school shall be such as is required, in the judgment of the State board of education, to adequately finance the teacher-training program being conducted.

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

15. *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.

16. *Inspection and reports.*—No institution shall be accredited by the State board of education until it has been visited by a representative of the board and has met, for at least a year, the standards of the board.

The State board of education reserves the right to require annual reports and to make annual inspections of accredited institutions.

STANDARD NORMAL SCHOOLS

Nasmond Collegiate Institute, Suffolk.¹

St. Paul Normal and Industrial School, Lawrenceville.¹

WASHINGTON

UNIVERSITY OF WASHINGTON

The policy of the University of Washington in recognizing credits earned at the higher educational institutions in the State rests with the Committee on Relations with Secondary Schools and Colleges. The general principles employed by the committee in judging the institutions are those of the American Council on Education. (See pp. 6-10.)

The committee * * * has sent its representatives into the college classrooms and arranged for conferences before taking final action. The quality of the instruction, the esprit de corps of the faculty, the interest of the supporting community, and the effectiveness of the leadership have been weighed, together with the more tangible evidences of enrollment, income, equipment in the way of buildings, laboratory supplies, and library, degrees and teaching experience of the faculty, teaching load, etc.

The University of Washington gives recognition to the work of the institutions of higher education in the State as follows:

¹Negro.

COLLEGES

1. Transcript of record given full value. Degree accepted for graduate standing. Graduate work accepted for advanced degrees.

State College of Washington, Pullman.

2. Transcript of record given full value. Degree accepted for graduate standing.

College of Puget Sound, Tacoma.
Gonzaga University, Spokane.¹¹

Whitman College, Walla Walla.
Whitworth College, Spokane.¹²

3. Transcript of record given full value. Graduation certificate accepted for full junior standing. Junior and senior work accepted on special recommendation.

Seattle Pacific College, Seattle.
Spokane University, Spokane.

Walla Walla College, College Place.

JUNIOR COLLEGES

1. Transcript of record given full value. Graduation certificate accepted for full junior standing. Two-year junior colleges.

Centralia Junior College, Centralia.
Forest Ridge Convent, Seattle.
Gray's Harbor Junior College, Aberdeen.
Holy Names Normal School, Spokane.
Mount Vernon Junior College, Mount Vernon.
Pacific Lutheran College, Parkland.

St. Martin's College, Lacey.
Seattle College, Seattle.
Washington State Normal School, Bellingham.¹³
Washington State Normal School, Cheney.¹⁴
Washington State Normal School, Ellensburg.¹⁵
Yakima Valley Junior College, Yakima.

STATE DEPARTMENT OF EDUCATION

The Department of Education of Washington has established no standards for accrediting institutions of higher education and has prepared no list of approved institutions. The accrediting of institutions for the preparation of teachers of secondary schools is based upon the approved list of the Association of American Universities. (See pp. 13-15.) The accrediting of institutions for the preparation of teachers for elementary schools is based upon the approved list of the American Association of Teachers Colleges. (See pp. 41 and 42.) An institution not on either of these lists may be accredited if it is on the approved list of its regional accrediting association.

WEST VIRGINIA

WEST VIRGINIA UNIVERSITY

West Virginia University has not formulated a set of standards for accrediting the institutions of higher education in the State. Its practice is to place on its accredited list the 4-year colleges and teachers colleges accredited by the State board of education.

¹¹ Accredited at the rate of 16 hours a semester.

¹² This accreditation to be considered again in 1935.

¹³ Until this year the Washington State normal schools offered the elementary teaching certificate upon the completion of a 2-year course of study. Beginning with 1933 this diploma will be granted at the end of a 2-year program. Accreditation of work beyond the 2 years will depend upon the nature of the courses taken and their adaptability to the curriculum chosen in the university. In 1933 the normal schools of this State were permitted to grant a degree upon the completion of a 4-year curriculum. Graduates with B. A. degrees in education will be accepted for registration in the graduate school of the University of Washington, but with the express understanding that additional undergraduate work may be required before candidacy for an advanced degree is accepted.

COLLEGES

The following institutions are accredited by the university. Their graduates are admitted to graduate work in the university.

Bethany College, Bethany.

Concord State Teachers College, Athens.¹⁸

Davis and Elkins College, Elkins.

Fairmont State Teachers College, Fairmont.¹⁸

Glenville State Teachers College, Glenville.¹⁸

Marshall College, Huntington.¹⁸

Morris Harvey College, Barboursville.

New River State College, Montgomery.¹⁸

Salem College, Salem.

Shepherd State Teachers College, Shepherdstown.¹⁸

West Liberty State Teachers College, West Liberty.¹⁸

West Virginia Wesleyan College, Buckhannon.

Accredited for 3 years' work: Alderson-Broaddus College, Philippi.

JUNIOR COLLEGES

The West Virginia University makes a thorough investigation of junior colleges asking for accredited relations. It then admits students from these junior colleges who are recommended for admission by their presidents but without credit for their previous work until they have been in residence at the university at least one full semester. The acceptance of their previous work is based on the quality of their work in their first semester's residence at the university. After the university has had satisfactory experience with a number of students from a junior college, that junior college is placed on its accredited list.

The following junior colleges in the State are accredited by the university:

Greenbrier College, Lewisburg.

Potomac State School, Keyser.

STATE BOARD OF EDUCATION

The State board of education has adopted no standards for colleges. It has been aided in evaluating the work of the 4-year colleges in the State by the work of the North Central Association (see pp. 20-27). The following indicates the standing accorded by the board to the colleges of the State:

COLLEGES

Standard colleges:

Bethany College, Bethany.

New River State College, Montgomery.

West Virginia University, Morgantown.

West Virginia Wesleyan College, Buckhannon.

For Negroes: West Virginia State College, Institute.

From the following institutions all college credits are accepted for teachers State certificates when they meet the group requirements, and other requirements, of the teacher-training courses:

Alderson-Broaddus College, Philippi.

Davis and Elkins College, Elkins.

Morris Harvey College, Barboursville.

Salem College, Salem.

TEACHER-TRAINING INSTITUTIONS

Standard teachers colleges:

Concord State Teachers College, Athens.

Fairmont State Teachers College, Fairmont.

Glenville State Teachers College, Glenville.

Marshall College, Huntington.

Shepherd State Teachers College, Shepherdstown.

West Liberty State Teachers College, West Liberty.

For Negroes: Bluefield State Teachers College, Bluefield.

¹⁸ In accepting credits from teachers colleges and other institutions which train teachers, the university does not accept more than 20 semester-hours in the subject of education.

JUNIOR COLLEGES

The State board of education has adopted a set of standards for accrediting junior colleges which are the same as those of the North Central Association (see pp. 20-24); except that the standard relating to the financial condition of junior colleges has been revised to read: "The income must be sufficient to secure and retain teachers who qualify according to aforesaid standards."

The following junior colleges are approved by the board:

Greenbrier College, Lewisburg.
Kanawha College, Charleston.¹⁷

Potomac State School, Keyser.

For Negroes: Storer College, Harpers Ferry.

WISCONSIN

UNIVERSITY OF WISCONSIN

The University of Wisconsin handles each transcript on its individual merits. Both grades and content of the course are considered. Ordinarily, however, transcripts from the schools listed below fall into the classification indicated.

4-YEAR COLLEGES

1. Transcript of record evaluated on the 4-year basis:

Beloit College, Beloit.
Carroll College, Waukesha.
Lawrence College, Appleton.
Marquette University, Milwaukee.
Milton College, Milton.

Milwaukee-Dowder College, Milwaukee.
Mount Mary College, Milwaukee.
Ripon College, Ripon.
St. Norbert College, West De Para.

STATE TEACHERS COLLEGES

The State teachers colleges have not had all their new 4-year courses estimated for entrance to the graduate school. However, their records will be handled as though they came from accredited colleges, which means that each case will be considered on an individual basis as to grades and content of the course.

Central State Teachers College, Stevens Point.
State Teachers College, Eau Claire.
State Teachers College, La Crosse.
State Teachers College, Milwaukee.
State Teachers College, Oshkosh.

State Teachers College, Platteville.
State Teachers College, River Falls.
State Teachers College, Superior.
State Teachers College, Whitewater.
Stout Institute, Menomonie.

2. Transcript of record evaluated on the 2-year basis:

St. Lawrence College, Mount Calvary.

Salvatorian Seminary, St. Nazians.

3. Transcript of record accepted on provisional basis. Valuation determined only after completion of satisfactory record in residence:

Nashota House, Nashota.

St. Francis Seminary, St. Francis.

4. Valuation of credentials not covered by preceding classification, and stated fully on report:

Mission House College, Plymouth.¹⁸
Northland College, Ashland.¹⁸

Northwestern College, Watertown.¹⁸

¹⁷ Approved for the renewal of certificates only.

¹⁸ Graduates may enter as seniors. If their college committee recommends a particular student for entrance to the graduate school, he will be admitted.

¹⁹ No credit allowed for work in laboratory sciences taken at Northwestern College.

JUNIOR COLLEGES

1. Transcript of record evaluated on the 2-year basis:

Edgewood Junior College, Madison.

University of Wisconsin Extension, Milwaukee
(First 2 years' work.)

2. Valuation of credentials not covered by preceding classification, and stated fully on report:

St. Francis of Assisi Convent, Milwaukee. (1 year.)

DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of Wisconsin has no formal standards for accrediting colleges. The institutions in the State which it approves for teacher certification are:

Beloit College, Beloit.

Carroll College, Waukesha.

Central State Teachers College, Stevens Point.

Lawrence College, Appleton.

Marquette University, Marquette.

Milton College, Milton.

Milwaukee-Downer College, Milwaukee.

Mount Mary College, Milwaukee.

Northland College, Ashland.

Ripon College, Ripon.

State Teachers College, Eau Claire.

State Teachers College, La Crosse.

State Teachers College, Milwaukee.

State Teachers College, Oshkosh.

State Teachers College, Platteville.

State Teachers College, River Falls.

State Teachers College, Superior.

State Teachers College, Whitewater.

Stout Institute, Menomonie.

University of Wisconsin, Madison.

WYOMING

The presence of but one institution of higher learning in the State of Wyoming obviates the necessity for accrediting activity on the part of the State university or the State department of education. For admission with advanced standing to the University of Wyoming and for certificating teachers, dependence is had upon the policy of the State universities of the States in which the institutions whose students are concerned are located and upon the lists of the accrediting associations. (See pp. 10-36.)

PART III. PROFESSIONAL AND TECHNICAL SCHOOLS ACCREDITED, APPROVED, OR CLAS- SIFIED BY NATIONAL ORGANIZATIONS

AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

Secretary: ZADA M. COOPER, State University of Iowa, Iowa City, Iowa

MEMBERS, 1933-34

Alabama Polytechnic Institute, School of Chemistry and Pharmacy, Auburn, Ala.
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.¹
University of Florida, School of Pharmacy, Gainesville, Fla.
University of Georgia, School of Pharmacy, Athens, Ga.
University of Idaho, Southern Branch, College of Pharmacy, Pocatello, Idaho.
University of Illinois, College of Pharmacy, Chicago, Ill.
Indianapolis College of Pharmacy, Indianapolis, Ind.
Purdue University, School of Pharmacy, La Fayette, Ind.
University of Notre Dame, Department of Pharmacy, Notre Dame, Ind.
Valparaiso University, College of Pharmacy, Valparaiso, Ind.
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.
Xavier University, College 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.
University of Michigan, College of Pharmacy, Ann Arbor, Mich.
Wayne University, College of Pharmacy, Detroit, 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.
State University of Montana, School of Pharmacy, Missoula, Mont.
Creighton University, College of Pharmacy, Omaha, Nebr.
University of Nebraska, College of Pharmacy, Lincoln, Nebr.
Rutgers University, 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.
North Pacific College of Oregon, School of Pharmacy, Portland, Oreg.
Oregon Agricultural College, School of Pharmacy, Corvallis, Oreg.
Duquesne University, School of Pharmacy, Pittsburgh, Pa.
Philadelphia College of Pharmacy and Science, Philadelphia, Pa.
Temple University, School of Pharmacy, Philadelphia, Pa.
University of Pittsburgh, Pittsburgh College of Pharmacy, Pittsburgh, Pa.
University of the Philippines, School of Pharmacy, Manila, P.I.
University of Puerto 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.
University of South Carolina, School of Pharmacy, Charleston, S.C.

¹ Negro.

South Dakota State College of Agriculture and Mechanic 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.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS

Secretary: J. ANDERSON FITZGERALD, University of Texas, Austin, Tex.

MEMBERS, 1934

University of Alabama, School of Commerce and Business Administration, University, Ala.
 University of Arkansas, School of Business Administration, Fayetteville, Ark.
 Stanford University, Graduate School of Business, Stanford University, Calif.
 University of California, College of Commerce, Berkeley, Calif.
 University of Southern California, College of Commerce and Business Administration, Los Angeles, Calif.
 University of Denver, School of Commerce, Accounts, and Finance, Denver, Colo.
 University of Florida, College of Business Administration, Gainesville, Fla.
 University of Georgia, School of Commerce, Athens, Ga.
 Northwestern University, School of Commerce, Chicago, Ill.
 University of Chicago, School of Commerce and Administration, Chicago, Ill.
 University of Illinois, College of Commerce and Business Administration, Urbana, Ill.
 Indiana University, School of Commerce and Finance, Bloomington, Ind.
 State University of Iowa, College of Commerce, Iowa City, Iowa.
 University of Kansas, School of Business, Lawrence, Kans.
 University of Kentucky, College of Commerce, Lexington, Ky.
 Louisiana State University, College of Commerce, Baton Rouge, La.
 Tulane University of Louisiana, College of Commerce and Business Administration, New Orleans, La.
 Boston University, College of Business Administration, Boston, Mass.
 Harvard University, Graduate School of Business Administration, Boston, Mass.
 University of Michigan, School of Business Administration, Ann Arbor, Mich.
 University of Minnesota, School of Business Administration, Minneapolis, Minn.
 University of Missouri, School of Business and Public Administration, Columbia, Mo.
 Washington University, School of Business and Public Administration, St. Louis, Mo.
 University of Nebraska, College of Business Administration, Lincoln, Nebr.
 Dartmouth College, Ames Tuck School of Administration and Finance, Hanover, N. H.
 College of the City of New York, School of Business and Civic Administration, New York, N. Y.
 Columbia University, School of Business, New York, N. Y.
 New York University, School of Commerce, Accounts, and Finance, New York, N. Y.
 Syracuse University, College of Business Administration, Syracuse, N. Y.
 University of Buffalo, School of Business Administration, Buffalo, N. Y.
 University of North Carolina, School of Commerce, Chapel Hill, N. C.
 University of North Dakota, School of Commerce, University, N. Dak.
 Miami University, School of Business Administration, Oxford, Ohio.
 Ohio State University, College of Commerce and Administration, Columbus, Ohio.
 University of Cincinnati, College of Engineering and Commerce, Cincinnati, Ohio.
 University of Oklahoma, College of Business Administration, Norman, Okla.
 University of Oregon, School of Business Administration, Eugene, Oreg.
 University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa.
 University of Pittsburgh, School of Business Administration, Pittsburgh, Pa.
 Southern Methodist University, School of Commerce, Dallas, Tex.
 University of Texas, School of Business Administration, Austin, Tex.
 University of Virginia, McIntire School of Commerce, Charlottesville, Va.
 Washington and Lee University, School of Commerce and Administration, Lexington, Va.
 University of Washington, Department of Economics and Business Administration, Seattle, Wash.
 Marquette University, College of Business Administration, Milwaukee, Wis.
 University of Wisconsin, School of Commerce, Madison, Wis.

¹ Negro.

AMERICAN ASSOCIATION OF SCHOOLS AND DEPARTMENTS OF JOURNALISM

Secretary: H. H. HERBERT, University of Oklahoma, Norman, Okla.

MEMBERS, 1934

Stanford University, Division of Journalism, Stanford University, Calif.
 University of Colorado, Department of Journalism, Boulder, Colo.
 University of Georgia, Henry W. Grady School of Journalism, Athens, Ga.
 Northwestern University, Medill School of Journalism, Evanston, Ill.
 University of Illinois, School of Journalism, Urbana, Ill.
 Indiana University, Department of Journalism, Bloomington, Ind.
 Iowa State College of Agriculture and Mechanic Arts, Department of Technical Journalism, Ames, Iowa
 State University of Iowa, School of Journalism, Iowa City, Iowa.
 Kansas State College of Agriculture and Applied Science, Department of Industrial Journalism, Manhattan, Kans.
 University of Kansas, Department of Journalism, Lawrence, Kans.
 University of Kentucky, Department of Journalism, Lexington, Ky.
 Louisiana State University, School of Journalism, Baton Rouge, La.
 Boston University, Department of Journalism, Boston, Mass.
 University of Michigan, Department of Journalism, Ann Arbor, Mich.
 University of Minnesota, Department of Journalism, Minneapolis, Minn.
 University of Missouri, School of Journalism, Columbia, Mo.
 State University of Montana, School of Journalism, Missoula, Mont.
 University of Nebraska, School of Journalism, Lincoln, Nebr.
 Rutgers University, Department of Journalism, New Brunswick, N.J.
 Columbia University, School of Journalism, New York, N.Y.
 Syracuse University, School of Journalism, Syracuse, N.Y.
 Ohio State University, School of Journalism, Columbus, Ohio.
 University of Oklahoma, School of Journalism, Norman, Okla.
 University of Oregon, School of Journalism, Eugene, Oreg.
 Pennsylvania State College, Department of Journalism, State College, Pa.
 University of Texas, Department of Journalism, Austin, Tex.
 Washington and Lee University, Department of Journalism, Lexington, Va.
 University of Washington, Department of Journalism, Seattle, Wash.
 Marquette University, College of Journalism, Milwaukee, Wis.
 University of Wisconsin, School of Journalism, Madison, Wis.

AMERICAN BAR ASSOCIATION

COUNCIL ON LEGAL EDUCATION AND ADMISSIONS TO THE BAR

Adviser: WILL SHAFROTH, 730 Equitable Building, Denver, Colo.

APPROVED LAW SCHOOLS, 1934

The following institutions are members of the Association of American Law Schools except Hartford College of Law, Hartford, Conn., Loyola University, School of Law, New Orleans, La., Boston College of Law, Boston, Mass.; University of Detroit, School of Law, Detroit, Mich.; Union University, Albany Law School, Albany, N.Y.; Temple University, School of Law, Philadelphia, Pa.; Baylor University, School of Law, Waco, Tex., and College of William and Mary, School of Jurisprudence, Williamsburg, Va.

University of Alabama, School of Law, Tuscaloosa, Ala.
 University of Arizona, College of Law, Tucson, Ariz.
 University of Arkansas, School of Law, Fayetteville, Ark.
 Stanford University, Law School, Stanford University, Calif.
 University of California, School of Jurisprudence, Berkeley, Calif.
 University of Southern California, School of Law, Los Angeles, Calif.
 University of Colorado, School of Law, Boulder, Colo.
 University of Denver, School of Law, Denver, Colo.

Hartford College of Law, Hartford, Conn.²
 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.
 Howard University, School of Law, Washington, D.C.¹
 John B. Stetson University, College of Law, Deland, Fla.
 University of Florida, College of Law, Gainesville, Fla.
 Emory University, School of Law, Atlanta, Ga.
 Mercer University, School of Law, Macon, Ga.
 University of Georgia, Law School, Athens, Ga.
 University of Idaho, College of Law, Moscow, Idaho.
 De Paul University, College of Law, 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.
 Valparaiso University, Law School, Valparaiso, Ind.
 Drake University, Law School, 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.
 University of Kentucky, College of Law, Lexington, Ky.
 University of Louisville, School of Law, Louisville, Ky.⁴
 Louisiana State University, Law School, Baton Rouge, La.
 Loyola University, School of Law, New Orleans, La.
 Tulane University of Louisiana, College of Law, New Orleans, La.
 University of Maryland, School of Law, Baltimore, Md.
 Boston College Law School, Boston, Mass.
 Boston University, School of Law, Boston, Mass.
 Harvard University, Law School, Cambridge, Mass.
 University of Detroit, School of Law, Detroit, Mich.⁴
 University of Michigan, Law School, Ann Arbor, Mich.
 University of Minnesota, Law School, Minneapolis, Minn.
 University of Mississippi, School of Law, University, Miss.
 St. Louis University, School 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, School of Law, Missoula, Mont.
 Creighton University, School of Law, Omaha, Nebr.
 University of Nebraska, College of Law, Lincoln, Nebr.
 Columbia University, School of Law, New York, N.Y.
 Cornell University, Law School, Ithaca, N.Y.
 New York University, School of Law, New York, N.Y.
 Syracuse University, College of Law, Syracuse, N.Y.
 Union University, Albany Law School, Albany, N.Y.
 Duke University, School of Law, Durham, N.C.
 University of North Carolina, School of Law, Chapel Hill, N.C.
 University of North Dakota, School of Law, University, N. Dak.
 Ohio State University, College of Law, Columbus, Ohio.
 University of Cincinnati, College of Law, Cincinnati, Ohio.
 Western Reserve University, School of Law, Cleveland, Ohio.
 University of Oklahoma, School of Law, Norman, Okla.
 University of Oregon, School of Law, Eugene, Oreg.
 Dickinson School of Law, Carlisle, Pa.⁴
 Temple University, School of Law, Philadelphia, Pa.⁴
 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.

¹ Negro.

² Except as to those students who commenced their law school study prior to Sept. 1, 1933.

³ Except as to those students who commenced their law school study prior to Apr. 14, 1931.

⁴ Except as to those students who commenced their law school study prior to Sept. 1, 1931.

⁵ Except as to those students who commenced their law school study prior to Sept. 1, 1932.

⁶ Except as to part-time students, who commenced their law school study prior to Jan. 1, 1934.

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.
 Baylor University, School of Law, Waco, Tex.
 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.
 College of William and Mary, School of Jurisprudence, Williamsburg, Va.
 University of Richmond, School of Law, Richmond, Va.
 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, Law School, Milwaukee, Wis.
 University of Wisconsin, Law School, Madison, Wis.
 University of Wyoming, Law School, Laramie, Wyo.

AMERICAN INSTITUTE OF CHEMICAL ENGINEERS COMMITTEE ON CHEMICAL ENGINEERING EDUCATION

Chairman: HARRY A. CURTIS, University of Tennessee, Knoxville, Tenn.

ACCREDITED CHEMICAL ENGINEERING INSTITUTIONS, 1934

The American Institute of Chemical Engineers has adopted on the recommendation of its Committee on Chemical Engineering Education the following list of * * * institutions as those recognized by the institute as "prepared to teach chemical engineering according to acceptable standards."

Armour Institute of Technology, Chicago, Ill.
 California Institute of Technology, Pasadena, Calif. (5-year course only).
 Carnegie Institute of Technology, Pittsburgh, Pa.
 Case School of Applied Science, Cleveland, Ohio.
 Columbia University, New York, N. Y.

Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.
 Lehigh University, Bethlehem, Pa.
 Massachusetts Institute of Technology, Cambridge, Mass.
 Ohio State University, Columbus, Ohio.
 Polytechnic Institute of Brooklyn, Brooklyn, N. Y.
 Purdue University, Lafayette, Ind.
 Rensselaer Polytechnic Institute, Troy, N. Y.
 State University of Iowa, Iowa City, Iowa.
 University of Cincinnati, Cincinnati, Ohio.
 University of Illinois, Urbana, Ill.
 University of Michigan, Ann Arbor, Mich.
 University of Minnesota, Minneapolis, Minn.
 University of Pittsburgh, Pittsburgh, Pa.
 University of Washington, Seattle, Wash.
 University of Wisconsin, Madison, Wis.
 Yale University, New Haven, Conn.

AMERICAN LIBRARY ASSOCIATION BOARD OF EDUCATION FOR LIBRARIANSHIP

Chairman: HAROLD F. BRIGHAM, Free Public Library, Louisville, Ky.

ACCREDITED LIBRARY SCHOOLS, 1934

The following library schools, with the exception of the University of Chicago and the University of Tennessee, were accredited according to the minimum standards for library schools adopted in 1926, and have been reclassified in conformity with the minimum standards adopted October 1933. Accredited cur-

ricula only, given in the regular academic year, are listed. The asterisk indicates that the reclassification is tentative.

I. Graduate library school:

- University of California, School of Librarianship, Berkeley, Calif.
- University of Chicago, Graduate Library School, Chicago, Ill.⁷
- University of Illinois, Library School, Urbana, Ill.
- University of Michigan, Department of Library Science, Ann Arbor, Mich.
- Columbia University, School of Library Service, New York, N. Y.

II. Senior undergraduate library school:

- Emory University, Library School, Emory University, Ga.
- Louisiana State University, School of Library Science, Baton Rouge, La.
- *Western Reserve University, School of Library Science, Cleveland, Ohio.
- Drexel Institute, School of Library Science, Philadelphia, Pa.
- McGill University, Library School, Toronto, Canada.

III. Junior undergraduate library school:

- *University of Denver, School of Librarianship, Denver, Colo.
- Kansas State Teachers College, Library School, Emporia, Kans.⁸
- *College of St. Catherine, Library School, St. Paul, Minn.
- New Jersey College for Women (Rutgers University), Library School, New Brunswick, N. J.
- New York State College for Teachers, Library School, Albany, N. Y.
- Pratt Institute, School of Library Science, Brooklyn, N. Y.
- *Syracuse University, School of Library Science, Syracuse, N. Y.
- University of Oklahoma, School of Library Science, Norman, Okla.
- *Carnegie Institute of Technology, Carnegie Library School, Pittsburgh, Pa.
- *George Peabody College for Teachers, Library School, Nashville, Tenn.⁹
- *Hampton Institute, Library School, Hampton, Va.¹
- *University of Washington, Library School, Seattle, Wash.
- University of Wisconsin, Library School, Madison, Wis.

II and III. Senior undergraduate library school and junior undergraduate library school:

- *Simmons College, School of Library Science, Boston, Mass.
- *University of North Carolina, School of Library Science, Chapel Hill, N. C.

Accredited for 16 semester-hour curriculum in school library work:

- University of Tennessee, Department of Library Science, Knoxville, Tenn.

NOTE.—The *St. Louis Public Library, St. Louis Library School, St. Louis, Mo.* (a junior undergraduate library school) voluntarily suspended operation June 1932, for 2 years.

AMERICAN MEDICAL ASSOCIATION

COUNCIL ON MEDICAL EDUCATION AND HOSPITALS

Secretary: WILLIAM D. CUTTER, 535 North Dearborn Street, Chicago, Ill.

APPROVED OR CLASS A MEDICAL SCHOOLS, 1934

- University of Alabama, School of Medicine, University, Ala.¹⁰
- University of Arkansas, School of Medicine, Little Rock, Ark.
- College of Medical Evangelists, Loma Linda and Los Angeles, Calif.¹¹
- Stanford University, School of Medicine, San Francisco, Calif.¹¹
- University of California, Medical School, San Francisco, Calif.¹¹
- University of Southern California, School of Medicine, Los Angeles, Calif.¹¹
- University of Colorado, School of Medicine, Denver, Colo.¹
- Yale University, School of Medicine, New Haven, Conn.⁹
- Georgetown University, School of Medicine, Washington, D. C.⁹
- George Washington University, School of Medicine, Washington, D. C.⁹
- Howard University, College of Medicine, Washington, D. C.¹
- Emory University, School of Medicine, Atlanta, Ga.¹

¹ Negro.

⁹ Accredited under minimum requirements for library schools; gives only work leading to master's and doctor's degrees.

¹⁰ Accredited for training school librarians only.

¹¹ Member of Association of American Medical Colleges.

¹² Gives only the first 2 years of the medical course.

¹³ Hospital internship required for graduation.

- University of Georgia, School of Medicine, Augusta, Ga.¹ ¹¹
- Loyola University, School of Medicine, Chicago, Ill.⁹ ¹¹ ●
- Northwestern University, Medical School, Chicago, Ill.¹¹
- University of Chicago, Rush Medical College, Chicago, Ill.⁹ ¹¹
- University of Chicago, School of Medicine of the Division of Biological Sciences, Chicago, Ill.¹¹ ¹¹
- University of Illinois, College of Medicine, Chicago, Ill.¹¹
- Indiana University, School of Medicine, Bloomington and Indianapolis, Ind.⁹
- State University of Iowa, College of Medicine, Iowa City, Iowa.⁹
- University of Kansas, School of Medicine, Lawrence and Kansas City, Kans.⁹
- University of Louisville, School of Medicine, Louisville, Ky.⁹
- Louisiana State University, Medical Center, New Orleans, La.¹¹
- Tulane University of Louisiana, School of Medicine, New Orleans, La.⁹
- Johns Hopkins University, School of Medicine, Baltimore, Md.⁹
- University of Maryland, School of Medicine and College of Physicians and Surgeons, Baltimore, Md.⁹
- Boston University, School of Medicine, Boston, Mass.⁹
- Harvard University, Medical School, Boston, Mass.⁹
- Tufts College, Medical School, Boston, Mass.⁹
- Detroit College of Medicine and Surgery, Detroit, Mich.⁹ ¹¹
- University of Michigan, Medical School, Ann Arbor, Mich.⁹
- University of Minnesota, Medical School, Minneapolis, Minn.¹¹
- University of Mississippi, School of Medicine, University, Miss.⁹ ¹¹ ¹¹
- St. Louis University, School of Medicine, St. Louis, Mo.⁹
- University of Missouri, School of Medicine, Columbia, Mo.⁹ ¹¹
- Washington University, Medical School, St. Louis, Mo.⁹
- Creighton University, School of Medicine, Omaha, Nebr.⁹
- University of Nebraska, College of Medicine, Lincoln and Omaha, Nebr.⁹
- Dartmouth Medical School, Hanover, N.H.⁹ ¹¹
- Columbia University, College of Physicians and Surgeons, New York, N.Y.⁹
- Cornell University, Medical College, New York, N.Y.⁹
- Long Island College of Medicine, Brooklyn, N.Y.⁹
- New York Homeopathic Medical College and Flower Hospital, New York, N.Y.⁹
- New York University and Bellevue Hospital Medical College, New York, N.Y.⁹
- Syracuse University, College of Medicine, Syracuse, N.Y.⁹
- Union University, Albany Medical College, Albany, N.Y.⁹
- University of Buffalo, School of Medicine, Buffalo, N.Y.⁹
- University of Rochester, School of Medicine, Rochester, N.Y.⁹
- Duke University, School of Medicine, Durham, N.C.⁹ ¹¹
- University of North Carolina, School of Medicine, Chapel Hill, N.C.⁹ ¹¹
- Wake Forest College, School of Medicine, Wake Forest, N.C.⁹ ¹¹
- University of North Dakota, School of Medicine, Grand Forks, N.Dak.⁹ ¹¹
- Ohio State University, College of Medicine, Columbus, Ohio.⁹
- University of Cincinnati, College of Medicine, Cincinnati, Ohio.⁹ ¹¹
- Western Reserve University, School of Medicine, Cleveland, Ohio.⁹
- University of Oklahoma, School of Medicine, Oklahoma City, Okla.⁹
- University of Oregon, Medical School, Portland, Oreg.⁹
- Hahnemann Medical College and Hospital of Philadelphia, Philadelphia, Pa.⁹
- Jefferson Medical College of Philadelphia, Philadelphia, Pa.⁹
- Temple University, School of Medicine, Philadelphia, Pa.⁹
- University of Pennsylvania, School of Medicine, Philadelphia, Pa.⁹
- University of Pittsburgh, School of Medicine, Pittsburgh, Pa.⁹
- Woman's Medical College of Pennsylvania, Philadelphia, Pa.⁹
- Medical College of the State of South Carolina, Charleston, S.C.⁹
- University of South Dakota, College of Medicine, Vermillion, S.Dak.⁹ ¹¹
- Meharry Medical College, Nashville, Tenn.¹ ¹¹
- University of Tennessee, College of Medicine, Memphis, Tenn.⁹
- Vanderbilt University, School of Medicine, Nashville, Tenn.⁹
- Baylor University, College of Medicine, Dallas, Tex.⁹
- University of Texas, School of Medicine, Galveston, Tex.⁹
- University of Utah, School of Medicine, Salt Lake City, Utah.⁹ ¹¹
- University of Vermont, College of Medicine, Burlington, Vt.⁹
- Medical College of Virginia, Richmond, Va.⁹

¹ Member of Association of American Medical Colleges.

¹¹ Gives only the first 2 years of the medical course.

¹¹ Hospital internship required for graduation.

¹¹ Removed from approved list, but with proviso that students at present enrolled will be acceptable for transfer to approved medical schools.

¹¹ Placed on probation until July 1, 1934.

University of Virginia, Department of Medicine, Charlottesville, Va.⁹
 West Virginia University, School of Medicine, Morgantown, W. Va.^{9 10}
 Marquette University, School of Medicine, Milwaukee, Wis.^{9 11}
 University of Wisconsin, Medical School, Madison, Wis.⁹

CANADA

University of Alberta Faculty of Medicine, Edmonton, Alta.
 Dalhousie University Faculty of Medicine, Halifax, N.S.¹¹
 Queen's University Faculty of Medicine, Kingston, Ont.
 University of Toronto Faculty of Medicine, Toronto, Ont.⁹
 University of Western Ontario Medical School, London, Ont.
 McGill University Faculty of Medicine, Montreal, Qua.⁹
 University of Montreal Faculty of Medicine, Montreal, Que.¹¹
 Laval University Faculty of Medicine, Quebec, Que.
 University of Manitoba Faculty of Medicine, Winnipeg, Man.^{9, 11}
 University of Saskatchewan, School of Medical Sciences, Saskatoon, Sask.¹⁰

AMERICAN OSTEOPATHIC ASSOCIATION

Executive Secretary: R. C. McCaughan, 430 North Michigan Avenue, Chicago, Ill.

APPROVED COLLEGES OF OSTEOPATHY, 1934

College of Osteopathic Physicians and Surgeons, Los Angeles, Calif.
 Chicago College of Osteopathy, Chicago, Ill.
 Des Moines Still College of Osteopathy, Des Moines, Iowa.
 Kansas City College of Osteopathy and Surgery, Kansas City, Mo.
 Kirksville College of Osteopathy, Kirksville, Mo.
 Philadelphia College of Osteopathy, Philadelphia, Pa.

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE

Secretary: SHERLEY W. MORGAN, Princeton University, Princeton, N.J.

MEMBERS, 1934

Alabama Polytechnic Institute, School of Architecture, Auburn, Ala.
 University of California, School of Architecture, Berkeley, Calif.
 University of Southern California, School of Architecture, Los Angeles, Calif.
 Yale University, Department of Architecture, School of Fine Arts, New Haven, Conn.
 Catholic University of America, Department of Architecture, Washington, D.C.
 Georgia School of Technology, Department of Architecture, Atlanta, Ga.
 Armour Institute of Technology, Department of Architecture, Chicago, Ill.⁹
 University of Illinois, Department of Architecture, Urbana, Ill.
 University of Notre Dame, Department of Architecture, Notre Dame, Ind.
 Kansas State College of Agriculture and Applied Science, Department of Architecture, Manhattan, Kans.
 University of Kansas, Department of Architecture, Lawrence, Kans.
 Harvard University, School of Architecture, Cambridge, Mass.
 Massachusetts Institute of Technology, College of Architecture, Cambridge, Mass.
 University of Michigan, College of Architecture, Ann Arbor, Mich.
 University of Minnesota, School of Architecture, Minneapolis, Minn.
 Washington University, School of Architecture, St. Louis, Mo.
 Princeton University, School of Architecture, Princeton, N.J.
 Columbia University, School of Architecture, New York, N.Y.
 Cornell University, College of Architecture, Ithaca, N.Y.
 New York University, Department of Architecture, College of Fine Arts, New York, N.Y.
 Syracuse University, Department of Architecture, Syracuse, N.Y.
 Ohio State University, Department of Architecture, Columbus, Ohio.
 University of Cincinnati, School of Applied Art, Cincinnati, Ohio.
 University of Oregon, School of Architecture and Allied Arts, Eugene, Oreg.
 Carnegie Institute of Technology, Department of Architecture, Pittsburgh, Pa.

⁹ Member of Association of American Medical Colleges.

¹⁰ Gives only the first 2 years of the medical course.

¹¹ Hospital internship required for graduation.

Pennsylvania State College, Department of Architecture, State College, Pa.
 University of Pennsylvania, Department of Architecture, School of Fine Arts, Philadelphia, Pa.
 University of Texas, Department of Architecture, Austin, Tex.
 University of Washington, Department of Architecture, Seattle, Wash.

DENTAL EDUCATIONAL COUNCIL OF AMERICA

Secretary: ALBERT L. MIDGLEY, 1108 Union Trust Building, Providence, R.I.

DENTAL SCHOOLS CLASSIFIED BY THE COUNCIL, AUGUST 1933

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.

College of Physicians and Surgeons of San Francisco, School of Dentistry, San Francisco, Calif.
 University of California, College of Dentistry, San Francisco, Calif.
 University of Southern California, College of Dentistry, Los Angeles, Calif.
 Georgetown University, Dental Department, Washington, D.C.
 Atlanta-Southern Dental College, Atlanta, Ga.
 Chicago College of Dental Surgery, Dental Department of Loyola University, Chicago, Ill.
 Northwestern University, Dental School, Chicago, Ill.
 University of Illinois, College of Dentistry, Chicago, Ill.
 Indiana University, School of Dentistry, Indianapolis, Ind.
 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.
 Baltimore College of Dental Surgery, University of Maryland, School of Dentistry, Baltimore, Md.
 Harvard University, Dental School, Boston, Mass.
 Tufts College, Dental School, Boston, Mass.
 University of Michigan, School of Dentistry, Ann Arbor, Mich.
 University of Minnesota, College of Dentistry, Minneapolis, Minn.
 Kansas City-Western Dental College, Dental Department of Lincoln and Lee University, 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 Nebraska, College of Dentistry, Lincoln, Nebr.
 Columbia University, School of Dental and Oral Surgery, New York, N.Y.
 University of Buffalo, College of Dentistry, Buffalo, N.Y.
 New York University, College of Dentistry, New York, N.Y.
 Ohio State University, College of Dentistry, Columbus, Ohio.
 Western Reserve University, Dental School, Cleveland, Ohio.
 North Pacific College of Oregon, Portland, Oreg.
 Temple University, Dental School, Philadelphia, Pa.
 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, College of Dentistry, Milwaukee, Wis.

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.

Howard University, Dental College, Washington, D.C.¹
 Meharry Dental College, Nashville, Tenn.¹
 Texas Dental College, Houston, Tex.

¹ Negro.

INTERNATIONAL ASSOCIATION OF BOARDS OF EXAMINERS IN OPTOMETRY

COMMITTEE ON OPTOMETRIC EDUCATION

Director: FREDERIC A. WOLL, Hygiene Building, College of the City of New York, New York, N. Y.

GRADE A SCHOOLS OF OPTOMETRY

Los Angeles College of Optometry (affiliated with the University of Southern California), Los Angeles, Calif.

University of California, Curriculum in Optometry, Berkeley, Calif.

Northern Illinois College of Optometry, Chicago, Ill.

Massachusetts School of Optometry, Boston, Mass.

Columbia University, Professional Courses in Optometry, New York, N. Y.

Ohio State University, Department of Applied Optics, Columbus, Ohio.

Pennsylvania State College of Optometry, Philadelphia, Pa.

Southern College of Optometry, Memphis, Tenn.¹⁴

Canadian schools:

College of Optometry of Canada, Toronto.

Ecole d'Optometrie Universite du Montreal, Montreal.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Secretary: BURNET C. TUTHILL, 3547 Shaw Avenue, Cincinnati, Ohio

LIST AND CLASSIFICATION¹⁴ OF INSTITUTIONAL MEMBERS, 1934

A university school, State-supported:

University of Arizona, School of Music, Tucson, Ariz.

University of Illinois, Urbana, Ill.

State University of Iowa, School of Music, Iowa City, Iowa.

University of Kansas, School of Fine Arts, Lawrence, Kans.

University of Michigan, School of Music, Ann Arbor, Mich.

University of Missouri, Columbia, Mo.

University of Nebraska, School of Music, Lincoln, Nebr.

University of Oklahoma, Norman, Okla.

University of Oregon, School of Music, Eugene, Oreg.

University of Wisconsin, Madison, Wis.

A school of a State-supported college:

Alabama College, Montevallo, Ala.

A department of the college, State-supported:

Florida State College for Women, Tallahassee.

A department of the university, State-supported:

Louisiana State University, Baton Rouge, La.

A university school, part of an endowed university:

Yale University, School of Music, New Haven, Conn.

Northwestern University, School of Music, Evanston, Ill.

Syracuse University, College of Fine Arts, Syracuse, N. Y.

Simmons University, Abilene, Tex.¹⁵

A university school of music:

University of Southern California, College of Music, Los Angeles, Calif.

A university school with separate endowment:

Eastman School of Music of the University of Rochester, Rochester, N. Y.

A conservatory and a school connected with endowed college:

College of the Pacific Conservatory of Music, Stockton, Calif.

Converse College School of Music, Spartanburg, S. C.

¹⁴ This is a new school, having just completed its first 2 years and graduated its first class. It is not the policy of the committee on optometric education to give a definite rating to a new school until the school has had opportunity to prove itself conclusively to the committee. Its rating as "A" is therefore conditional.

¹⁵ The list and classification have been rearranged to accord with the method of listing used in other parts of the bulletin.

- A department of MacMurray College, endowed:
 Illinois Conservatory of Music, Jacksonville, Ill.
- Schools and conservatories connected with church-supported colleges and universities:
 De Paul University, School of Music, Chicago, Ill.
 A department of a university supported by the Catholic Church
 Illinois Wesleyan University, Bloomington, Ill.
 An unendowed school of music connected with a university supported by the Methodist Episcopal Church.
 Southwestern College, Winfield, Kans.
 A department of a college supported by the Methodist Episcopal Church.
 Salem College, Winston-Salem, N.C.
 A department of the college, supported by the Moravian Church.
 Baldwin-Wallace Conservatory of Music, Berea, Ohio.
 A conservatory connected with a college supported by the Methodist Episcopal Church.
 Wittenberg College, Springfield, Ohio.
 A department of the college, supported by the Lutheran Church.
 Baylor University, Waco, Tex.
 Part of a university supported by the Baptist General Convention of Texas.
 Southern Methodist University, Dallas, Tex.
 A school in the university, supported by the Methodist Church, South.
- A college school, endowed:
 Smith College, Northampton, Mass.
- A school of an endowed college:
 H. Sophie Newcomb Memorial College, Tulane University, New Orleans, La.
- A conservatory connected with an endowed college:
 Rollins College Conservatory, Winter Park, Fla.
- A conservatory attached to an endowed college:
 Oberlin Conservatory of Music, Oberlin, Ohio.
- Independent, endowed:
 College of Music of Cincinnati, Cincinnati, Ohio.
 Affiliated with the University of Cincinnati and with the St. Xavier University.
- An independent conservatory:
 Cincinnati Conservatory of Music, Cincinnati, Ohio.
 Under the auspices of the Cincinnati Institute of Fine Arts; affiliated with the University of Cincinnati.
- Independent, sponsored by an endowed foundation:
 Arthur Jordan Conservatory of Music, Indianapolis, Ind.
 Affiliated with Butler University.
- Independent, supported by the L.D.S. Church:
 McCune School of Music and Art, Salt Lake City, Utah.
- Independent, privately supported:
 Cornish School of Music, Seattle, Wash.
 Denver College of Music, Inc., Denver, Colo.
 Affiliated with Colorado Woman's College.
 New England Conservatory of Music, Boston, Mass.
 Kansas City-Horner Conservatory of Music, Kansas City, Mo.
 Cleveland Institute of Music, Cleveland, Ohio.
 Nashville Conservatory of Music, Nashville, Tenn.
- Independent, unendowed:
 Birmingham Conservatory of Music, Birmingham, Ala.
 American Conservatory of Music, Chicago, Ill.
 Chicago Musical College, Chicago, Ill.
 Cosmopolitan School of Music and Dramatic Art, Chicago, Ill.
 Detroit Institute of Musical Art, Detroit, Mich.
 MacPhail School of Music, Minneapolis, Minn.
 Combs Conservatory of Music, Philadelphia, Pa.
 Philadelphia Musical Academy, Philadelphia, Pa.
 Pittsburgh Musical Institute, Pittsburgh, Pa.
 Affiliated with the University of Pittsburgh.
 Wisconsin Conservatory of Music, Milwaukee, Wis.

* Membership temporarily suspended.

SCHOOLS ADMITTED TO PROVISIONAL MEMBERSHIP

- A university school, State-supported:
 University of Colorado, Boulder, Colo.
- A department of an endowed university or college:
 Capital University Conservatory of Music, Columbus, Ohio.
 Baylor College, Belton, Tex.
- A school of music, part of an endowed college:
 Hollins College, Hollins, Va.
- Schools and departments connected with church-supported colleges:
 Judson College, Marion, Ala.
 A department of the college, supported by the Baptist Church.
 Woman's College of Alabama, Montgomery, Ala.
 A department of the college, supported by the Methodist Church, South.
 Loyola College of Music, New Orleans, La.
 A college of Loyola University.
 Our Lady of the Lake College, San Antonio, Tex.
 A department of a college supported by the Catholic Church.
- A conservatory attached to an endowed college:
 Morningside College Conservatory of Music, Sioux City, Iowa.
- Independent, unendowed:
 Cadek Conservatory of Music, Chattanooga, Tenn.
 Associated with the University of Chattanooga.

ACCREDITED FOR FIRST 2 YEARS OF COURSES

- A school of music connected with an endowed college:
 Greensboro College, Greensboro, N.C.
- A part of the college, supported by the Catholic Church:
 Incarnate Word College, San Antonio, Tex.
- Unendowed:
 Concordia Conservatory of Music, Fargo, N.Dak.
 Affiliated with Concordia College, Moorhead, Minn.
- Independent, unendowed:
 Lamont School of Music, Denver, Colo.
 Jacksonville College of Music, Jacksonville, Fla.

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