

Accredited Higher Institutions 1938

By

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BULLETIN 1938, No. 16

UNITED STATES DEPARTMENT OF THE INTERIOR *Harold L. Ickes, Secretary*
OFFICE OF EDUCATION *J. W. Stuebaker, Commissioner*

UNITED STATES GOVERNMENT PRINTING OFFICE WASHINGTON : 1939

For sale by the Superintendent of Documents, Washington, D. C. Price 20 cents

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FOREWORD

An edition of the bulletin on Accredited Higher Institutions has been published at intervals of approximately 4 years since the first issue in 1917. The last edition of it was published in 1934. The bulletin is used by university and college officers in evaluating transfer credits, by State departments of education in checking teachers' credentials, and by high-school students as a guide to recognized institutions. Its use by Federal Government agencies to aid them in various phases of their work should also be noted.

For the past 5 years it has been the practice to indicate in the Educational Directory published by the Office of Education the current status of higher institutions with reference to accrediting by the national and regional accrediting associations, which issue new lists each year following their annual meetings. To do this for the State accrediting agencies is not feasible, since they make new lists less frequently and, as a whole, make changes throughout the year. But information on accrediting by State agencies is also useful and important to the groups mentioned, and in order not to be too much out of date should be made available at not too lengthy intervals. Likewise, information on the standards on which accrediting by both voluntary and State agencies is based should be published from time to time to keep it abreast of the changes in the standards.

This bulletin brings together the latest available lists and standards of both voluntary and State accrediting agencies.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

ACCREDITED HIGHER INSTITUTIONS

INTRODUCTION

Although for some years there has been much dissatisfaction manifested with the standards used by the various agencies in accrediting institutions of higher learning, the accrediting movement has suffered no decline. Instead, it has reached out to cover still more departments of learning.

ACCREDITING OF ENGINEERING SCHOOLS

The most noteworthy development of the past few years since the publication of the Office of Education bulletin on Accredited Higher Institutions in 1934, is the drawing up by the Engineers' Council for Professional Development of principles for accrediting engineering colleges and the preparation of a list of accredited engineering curricula. The Engineers' Council for Professional Development, formed in October 1932, represents the five major fields of engineering through their national organizations—the American Society of Civil Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, and the American Institute of Chemical Engineers—together with the Society for the Promotion of Engineering Education and the National Council of State Boards of Engineering Examiners.

The purpose of the council is the improvement of the status of the engineering profession. Its program is carried out under the direction of four operating committees, one of which, the Committee on Engineering Schools, as part of its assignment was authorized "to formulate criteria for colleges of engineering which will insure to their graduates a sound educational background for practicing the engineering profession," and to inspect and accredit the curricula offered by the engineering colleges.

The council calls attention to the fact that "This phase of its program is intended to offer a single accrediting for the duplicated and uncoordinated procedures that have been used in the past."

Acting upon the above authorization, the committee prepared a statement of principles as a basis for accrediting which reads as follows:

ACCREDITED HIGHER INSTITUTIONS

The following statement, proposed by the Committee on Engineering Schools and approved by the council and by the constituent member organizations, embodies the principles in accordance with which accrediting is conducted:

- I. Purpose of accrediting shall be to identify those institutions which offer professional curricula in engineering worthy of recognition as such.
- II. Accrediting shall apply only to those curricula which lead to degrees.
- III. Both undergraduate and graduate curricula shall be accredited. (Accrediting program at present embraces undergraduate curricula only.)
- IV. Curricula in each institution shall be accredited individually. For this purpose, the Engineers' Council for Professional Development will recognize the six major curricula: Chemical, civil, electrical, mechanical, metallurgical, and mining engineering—represented in its own organization, and such other curricula as are warranted by the educational and industrial conditions pertaining to them.
- V. Curricula shall be accredited on the basis of both qualitative and quantitative criteria.
- VI. Qualitative criteria shall be evaluated through visits of inspection by a committee or committees of qualified individuals representing the Engineers' Council for Professional Development.
- VII. Quantitative criteria shall be evaluated through data secured from catalogs and other publications, and from questionnaires.
- VIII. Qualitative criteria shall include the following:
 - (1) Qualifications, experience, intellectual interests, attainments, and professional productivity of members of the faculty.
 - (2) Standards and quality of instruction:
 - (a) In the engineering departments.
 - (b) In the scientific and other cooperating departments in which engineering students receive instruction.
 - (3) Scholastic work of students.
 - (4) Records of graduates both in graduate study and in practice.
 - (5) Attitude and policy of administration toward its engineering division and toward teaching, research, and scholarly production.
- IX. Quantitative criteria shall include the following:
 - (1) Auspices, control, and organization of the institution and of the engineering division.
 - (2) Curricula offered and degrees conferred.
 - (3) Age of the institution and of the individual curricula.
 - (4) Basis of and requirements for admission of students.
 - (5) Number of students enrolled:
 - (a) In the engineering college or division as a whole.
 - (b) In the individual curricula.
 - (6) Graduation requirements.
 - (7) Teaching staff and teaching loads.
 - (8) Physical facilities. The educational plant devoted to engineering education.
 - (9) Finances: Investments, expenditures, sources of income.

In November 1935, the committee began its visitations to the institutions, and on October 1, 1937, the Engineers' Council for Professional Development issued a list of 107 institutions in the United

States offering accredited undergraduate curricula in one or more fields of engineering. The list will be found on page 189 of the bulletin.

APPROVAL OF FORESTRY SCHOOLS

Following a thorough study, undertaken as a basis for rating institutions offering curricula in professional forestry, the Society of American Foresters in 1935 issued its first list of approved forestry schools. Fourteen institutions were placed on the approved list. Six other schools not at that time meeting all the standards were listed as partially approved. The society considered the 20 schools as constituting the total number of forestry schools in the United States giving professional training in forestry which would qualify them as professional schools.

The purpose of the study and the subsequent listing of approved forestry schools was to afford a basis for the admission of graduates of schools of forestry to junior membership in the Society of American Foresters. The society is a professional organization, whose senior membership is composed of professional foresters who have demonstrated competence in their profession. The constitution of the society provides that "junior members shall be graduates of a school of forestry approved by the council of the society; or in lieu of such training they shall show proof that they have acquired an adequate understanding of the basic economic, business, and technical facts and principles sufficient for the foundation of a professional career in forestry, and substantially equivalent to the training given in a school of forestry approved by the council."

Because of the dissimilar conditions existing in the several institutions, the rating of the schools was confined to four basic fields of work—silviculture, forest management, forest utilization, and forest economics and policy. Attempt was made "to measure in a broad way the degree of distinction attained by the several schools in these four fields, and then to strike an average for all four fields as a basis for classification." Work in each field was graded as A, B, or C, and the schools grouped in these classes on the basis of their distinction.

The method of grading the schools was chiefly by determination of, and grading on a percentage basis, the factors affecting the efficiency of instruction. Eighty-five percent of the grade was given in measurable factors affecting the efficiency of instruction; 15 percent in appraising the results of instruction by (a) estimating the efficiency as teachers of the individual members of the faculties; and (b) estimating the efficiency of the graduates as displayed in performance.

The standards used were chiefly quantitative. The weights assigned to the various factors to be measured represented the com-

combined judgment of the schools themselves. Expressed in terms of percentages the major points covered were as follows:

	Percent
1. Departmental status.....	6.0
2. Faculty or provisions for instruction.....	16.0
3. Personnel of faculty.....	24.0
4. Financial support.....	17.0
5. Equipment.....	12.5
6. Field instruction.....	12.5
7. Historical and alumni.....	12.0
Total.....	100.0

Under each of these divisions a number of subdivisions were considered and assigned relative values. For example, under "departmental status," the following items were rated on a scale of 100:

	Scale
Separate college with board of regents.....	100
Separate school.....	95
School coordinate with others in college.....	90
Department with separate board.....	75
Curriculum with professor as head.....	50

Since the report was published in 1935, four other schools have brought up their standards sufficiently to be given the approval of the society. The schools approved for 1938-39 are indicated in the table on page 181 of the bulletin.

ACCREDITING OF THEOLOGICAL SCHOOLS

Another important recent undertaking in accrediting in the field of higher education is concerned with the profession of theology. At the tenth biennial meeting of the American Association of Theological Schools (successor to the Conference of Theological Seminaries and Colleges in the United States and Canada) in 1936, there was presented a "Report of Committee on Accrediting Institutions," which recommended the appointment of a commission to be given "full and final authority to institute and maintain a list of accredited theological seminaries and theological colleges." The report set forth nine standards for accrediting by which the commission on accrediting should be guided.

In the points to be covered, these standards follow for the most part those of organizations accrediting other types of higher educational institutions. They relate to (1) admission, (2) length of course and graduation, (3) fields of study and balance of curriculum, (4) faculty, (5) library, (6) equipment, (7) finances, (8) general tone, and (9) inspection.

The attitude of the association with respect to its accrediting of theological schools is expressed in the preliminary statement of the report, as follows:

The American Association of Theological Schools is an association of institutions devoted to education for the Christian ministry. Its interest in having a list of accredited institutions grows out of its interest in the best possible preparation of men for a successful ministry. It regards as the chief ground for the inclusion of an institution in the list, evidence that the institution is effective in preparing students for a successful ministry. It believes that this evidence is most plainly to be found in the extent to which graduates of these institutions do in actual practice render a successful ministry. Such evidence in itself alone is, in the first place, difficult to secure, and in the second place difficult to interpret satisfactorily. The association believes, however, that certain factors in the life and work of particular institutions are with entire propriety to be regarded as making for or against the effectiveness of that institution in preparing students for a successful ministry. It is these factors which are held under view in the plan for listing accredited institutions

It is recognized that weakness in some of these factors may be compensated for by unusual strength in others. The association 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; they are to be administered by the Commission on Accrediting Institutions by way of stimulus and encouragement.

The proposed Commission on Accrediting Theological Seminaries and Theological Colleges was appointed with authority to inspect such institutions as desired to be considered for accrediting. The work of inspection was carried on during the next 2 years, and on June 30, 1938, the first report of the Commission on Accrediting was issued.

The report lists 46 accredited theological schools, 3 of which are in Canada. Of this number, 11 (1 in Canada) were found to meet all of the standards. The rest fall short of them, some in one particular, others in several. To the names of these institutions certain "notations" are appended, according to the number of items in which they were found to be deficient. In explaining its application of the standards to the schools the report says:

Because of the unique combination of circumstances governing the development of theological schools in the United States and Canada, it was natural and perhaps inevitable that there should be the widest differences between these schools in their organization and manner of work. These schools were not cut to a pattern as they grew, and it is the last thought in any mind now to try to make them uniform.

But the association, by its own act, had adopted a statement of minimum standards, and assigned to a commission the duty of administering a policy of accrediting theological schools with these standards as a basis. And it was discovered, as soon as data from individual schools began to be presented in

detail to the commission, that very few theological schools meet the standards completely in every particular. The very first problem that confronted the commission was that of dealing both fairly and honestly with these divergences.

We have used the term "notation" as a way of referring to footnotes appended to the list of accredited schools; to indicate that while a school is being accredited, it does not yet adequately safeguard standards of admission or of graduation, or has degree practices not in harmony with the standards, or its library is inadequate, and so forth.

It is not improbable that in later reports of the commission, both the number and the extent of these notations will be greatly reduced by the removal of the occasion for them.

The list of theological schools accredited by the American Association of Theological Schools is given in part III, page 181, of this bulletin.

ACCREDITING OF NURSING SCHOOLS

Preliminary work on accrediting nursing schools has been started by the National League of Nursing Education, which has drawn up a set of schedules and is testing them out in a survey of 50 cooperating schools representing different geographical areas. If the results of this survey show the use of the schedules to be practicable, the schedules will be applied to the general accrediting of nursing schools. The league plans to issue a list of accredited schools upon completion of the survey. In the meantime, another organization, the Association of Collegiate Schools of Nursing, was formed in 1933, to promote progressive educational policies among collegiate schools of nursing. The association has at present a membership of 23 schools and departments of nursing which are organized as constituent parts of accredited colleges or universities and which offer a basic professional curriculum in nursing, leading to a degree. It is its purpose to limit its membership to such schools and departments.

RATING OF DENTAL SCHOOLS TEMPORARILY DISCONTINUED

The Dental Educational Council of America, which for many years was the recognized accrediting agency for dental schools in the United States, has been dissolved, and in its place and succeeding to its authority has been created the Council on Dental Education of the American Dental Association.

At its meeting on May 1, 1938, the new council took the following action:

The Council, after giving serious consideration to the fact that no general inspection of dental schools had been made for some years, reached the con-

clusion that in view of the many changes which had taken place in dental education, existing ratings of dental schools would not at the present time carry adequate significance. In view of this conclusion, it was voted: "The council, believing it to be in the best interests of dental education recommends to the deans and faculties that the use of existing ratings of dental schools be discontinued."

As the result of this action there is at present no authoritative list of accredited dental schools. The council hopes to start in the near future a re-survey of the dental schools for the purpose of reclassifying them.

ACCREDITING OF SCHOOLS OF ARCHITECTURE

Uncertainty also exists in the minds of the Association of Collegiate Schools of Architecture as to the propriety of recognizing its present membership list as an accredited list. Quoting the secretary of the association:

Membership in this association means that at the time of admission the member-school met the requirements for admission but does not mean that it has maintained its standing. In fact, it is quite possible that this is not the case in some instances.

Because we have raised the question of whether "accrediting" should be done by the American Institute of Architects, the National Council of Architectural Boards, ourselves, or some other body, without having the question satisfactorily settled, we have undertaken a survey of our membership, which is still under way. However, there is no really satisfactory method short of the personal investigation by a committee, to form an adequate picture of the quality of instruction given by any school, and this is beyond our means.

It has been the practice of the Office of Education to include the membership list of the Association of Collegiate Schools of Architecture in its bulletins on Accredited Higher Institutions. The practice is continued in the present issue, as it is believed that, although standards of some of the institutions may have changed since the institutions applied for membership, the list may still serve a useful purpose.

CHANGES IN STANDARDS

The most important change in accrediting in the general field of higher education was the adoption by the Middle States Association of Colleges and Secondary Schools, in 1937, of a complete new set of standards by which to evaluate universities and colleges, junior colleges, teachers colleges, and engineering schools, with special considerations applicable to the accreditation of the three latter types of institutions. These new standards, following the example of the policy adopted by the North Central Association in 1934, abolish all quantitative requirements, the purpose being "not to standardize but to give * * * approval to institutions which justify their pres-

ence in the higher educational field and which reasonably accomplish the purposes they set for themselves." The standards, together with a statement of the principles which the association will observe in accrediting institutions, appear on pages 17 and 25 of the bulletin.

The Southern Association of Colleges and Secondary Schools, at its meeting in March 1938, also drew up a new set of standards which follow the general policy for accrediting adopted by the North Central Association and the Middle States Association. Action on the standards will be taken at the next annual meeting of the association in 1939.

The North Central Association of Colleges and Secondary Schools, whose complete set of new standards was reported in the 1934 issue of the Office of Education bulletin on Accredited Higher Institutions, at its meeting in 1937, added to its standard concerning "eligible institutions," the requirement that—

To be considered for accrediting by the association an institution must be incorporated as a nonprofit corporation devoted primarily to educational purposes.

From its standard relating to finance, the association eliminated, as one of the items of information to be considered in determining the adequacy of an institution's financial support, the item "the extent to which the institution is dependent upon student fees."

The American Association of Teachers Colleges, at its 1937 meeting, added the following to its standards:

12. *Administrative stability.*—The appointment of administrative officers and of faculty members and the determination of educational policies should be governed by professional considerations. Political factors should not be permitted to interfere with the efficiency of an institution. The spirit of these principles should also be demonstrated in the internal administration of the college for the development and maintenance of the best type of faculty service and of student growth.

Several State universities and State departments of education set up new standards or revised their existing ones. The State Department of Education of Arkansas set up standards for Negro colleges and junior colleges, the New Jersey Department of Public Instruction for colleges and junior colleges, the Department of Education of Tennessee for 4-year and 2-year teachers colleges, and the New York State Education Department set up standards for junior colleges and revised its standards for colleges. The University of South Dakota abolished its standards for 4-year colleges and teachers colleges and now accepts for those types of institutions the ratings made by the North Central Association. The Intercollegiate Standing Committee of Iowa, the North Carolina College Conference, and the Association of Texas Colleges, accrediting agencies in their respective States, have each made revisions in their standards in the past few years.

The following tabulation, shows the number of universities and colleges, junior colleges, and teacher-training institutions accredited by national and regional accrediting associations in 1938:

Accrediting organization	Universities and colleges	Junior colleges	Teacher-training institutions
1	2	3	4
Association of American Universities.....	285		
Middle States Association of Colleges and Secondary Schools.....	121	12	2
New England Association of Colleges and Secondary Schools.....	41	7	
North Central Association of Colleges and Secondary Schools.....	235	47	(¹)
Northwest Association of Secondary and Higher Schools.....	55	14	9
Southern Association of Colleges and Secondary Schools.....	141	48	(²)
Negro colleges:			
Class A.....	20	4	
Class B.....	18	4	
American Association of Teachers, Colleges.....			157

¹ Includes 2 institutions in Canada.

² The association includes teacher-training institutions in the list with universities and colleges.

³ Of this number, 17 fail to meet one or more standards but are continued on the approved list pending removal of deficiencies; 11 are on probation.

⁴ Of this number, 3 are on probation.

The following tabulation shows the number of professional and technical schools and departments accredited, approved, or classified by their national professional organizations:

Accrediting organization:	Number of schools or departments accredited
American Association of Colleges of Pharmacy.....	59
American Association of Collegiate Schools of Business.....	50
American Association of Schools and Departments of Journalism.....	32
American Association of Schools of Social Work.....	35
American Association of Theological Schools.....	43
American Bar Association.....	¹ 98
American Library Association.....	27
American Medical Association.....	² 77
American Osteopathic Association.....	6
Association of Collegiate Schools of Architecture.....	32
Engineers' Council for Professional Development.....	³ 107
International Association of Boards of Examiners in Optometry.....	8
National Association of Schools of Music.....	⁴ 91
Society of American Foresters.....	18

¹ 91 colleges fully accredited; 7 colleges on probation.

² 2 are on probation; 2 with approval withdrawn Oct. 11, 1936; on June 6, 1937, protection was extended to students enrolled in first year class in 1937-38, at these institutions.

³ Accredited for 1 or more curricula in engineering.

⁴ 75 schools fully accredited; 14 provisionally accredited; 2 accredited for 2 years.

The institutions listed in this bulletin are accredited or approved by State and voluntary accrediting agencies. The Office of Education, United States Department of the Interior, 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

ASSOCIATION OF AMERICAN UNIVERSITIES

COMMITTEE ON CLASSIFICATION OF UNIVERSITIES AND COLLEGES

*Secretary: FRANK H. BOWLES, 321 University Hall, Columbia University,
New York, N. Y.*

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

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 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.

¹ From the Journal of Proceedings and Addresses of the Association of American Universities, November 1937.

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.

Teachers of professorial rank should have a minimum training of 2 years of study in their respective fields of teaching in a recognized graduate school, and chairmen of departments a minimum of 3 years.

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 ac-

ceptable 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 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 8 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) Pertinent facts about the library; number of volumes, list of periodicals, reference works, reading-room capacity, accessibility to students, use of books, annual appropriation for the past 5 years, binding, etc.

- (7) Grades: Distribution of, of transfer students, requirements for remaining in college, for graduation, for carrying extra work, etc.
- (8) Fields in which majors are offered.
- (9) Degrees: professional, graduate; requirements for.
- (10) Policy with respect to tenure.
- (11) Retirement and pension provisions.
- (12) Such additional information as the authorities of the institution may think helpful.

LIST OF MEMBERS AND OF APPROVED INSTITUTIONS WHOSE QUALIFIED GRADUATES ARE ADMITTED TO GRADUATE SCHOOLS OF THE ASSOCIATION OF AMERICAN UNIVERSITIES, 1938

ALABAMA:

Alabama College, Montevallo.
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.²
College of the Pacific, Stockton.
Dominican College, San Rafael.
Mills College, Mills College.
Occidental College, Los Angeles.
Pomona College, Claremont.
Scripps College, Claremont.
Stanford University, Stanford University.²
University of California, Berkeley.²
University of Redlands, Redlands.
University of Southern California, Los Angeles.
Whittier College, Whittier.

CANADA:

McGill University, Montreal.²
University of Toronto, Toronto.²

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.
Connecticut State College, Storrs.
Trinity College, Hartford.
Wesleyan University, Middletown.
Yale University, New Haven.²

DELAWARE: University of Delaware, Newark.**DISTRICT OF COLUMBIA:**

Catholic University of America, Washington.²
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.

HAWAII: University of Hawaii, Honolulu.**IDAHO:** University of Idaho, Moscow.**ILLINOIS:**

Augustana College, Rock Island.
Bradley Polytechnic Institute, Peoria.
Illinois College, Jacksonville.
Knox College, Galesburg.
Lake Forest College, Lake Forest.
MacMurray College, Jacksonville.
Monmouth College, Monmouth.
North Central College, Naperville.
Northwestern University, Evanston.²
Rockford College, Rockford.
Rosary College, River Forest.
University of Chicago, Chicago.²
University of Illinois, Urbana.²
Wheaton College, Wheaton.

INDIANA:

DePauw University, Greencastle.
Earlham College, Earlham.
Franklin College, Franklin.
Indiana University, Bloomington.²
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.
Cornell College, Mount Vernon.
Drake University, Des Moines.
Grinnell College, Grinnell.
Iowa State College of Agriculture and Mechanic Arts, Ames.
State University of Iowa, Iowa City.²

KANSAS:

Baker University, Baldwin City.
Kansas State College of Agriculture and Applied Science, Manhattan.

² Member of Association of American Universities.

KANSAS—Continued.

University of Kansas, Lawrence.²
Washburn College, Topeka.

KENTUCKY:

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

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.²
United States Naval Academy, Annapolis.
University of Maryland, College Park.

MASSACHUSETTS:

Amherst College, Amherst.
Boston College, Chestnut Hill.
Boston University, Boston.
Clark University, Worcester.²
College of the Holy Cross, Worcester.
Harvard University, Cambridge.²
Massachusetts State College, Amherst.
Massachusetts Institute of Technology, Cambridge.²
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:

Auburn College, Auburn.
Kalamazoo College, Kalamazoo.
Michigan State College of Agriculture and Applied Science, East Lansing.
University of Michigan, Ann Arbor.²

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.²

MISSISSIPPI:

Millsaps College, Jackson.
Mississippi College, Clinton.
University of Mississippi, University.

MISSOURI:

Central College, Fayette.
Drury College, Springfield.
Park College, Parkville.
St. Louis University, St. Louis.
University of Missouri, Columbia.²
Washington University, St. Louis.²
Westminster College, Fulton.
William Jewell College, Liberty.

MONTANA:

Montana State College, Bozeman.
Montana State University, Missoula.

NEBRASKA:

Doane College, Crete.
University of Nebraska, Lincoln.²

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.²
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.
Barnard College, New York.
Brooklyn College, Brooklyn.
Colgate University, Hamilton.
College of the City of New York, New York.
College of New Rochelle, New Rochelle.
Columbia University, New York.²
Cornell University, Ithaca.²
Elmira College, Elmira.
Fordham University, New York.
Hamilton College, Clinton.
Hobart College, Geneva.
Hunter College of the City of New York, New York.
Manhattanville College of the Sacred Heart, 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.
Skidmore College, Saratoga Springs.
Syracuse University, Syracuse.
Union University, Schenectady.
United States Military Academy, West Point.
University of Buffalo, Buffalo.

² Member of Association of American Universities.

NEW YORK—Continued.

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.²

NORTH DAKOTA:

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

OHIO:

Antioch College, Yellow Springs.
Baldwin-Wallace College,⁴ Berea.
Capital University, Columbus.
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.²

Ohio University, Athens.

Ohio Wesleyan University, Delaware.

Otterbein College, Westerville.

University of Akron, Akron.

University of Cincinnati, Cincinnati.

University of Toledo, Toledo.

Western College, Oxford.

Western Reserve University, Cleveland.

Wittenberg College, Springfield.

OKLAHOMA:

Oklahoma College for Women,
Chickasha.

University of Oklahoma, Norman.

OREGON:

Lindfeld College, McMinnville.

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, Pitts-
burgh.

Dickinson College, Carlisle.

Drexel Institute of Technology, Phila-
delphia.

Franklin and Marshall College, Lan-
caster.

Gettysburg College, Gettysburg.

Grove City College, Grove City.

PENNSYLVANIA—Continued.

Haverford College, Haverford.

Lafayette College, Easton.

Lehigh University, Bethlehem.

Muhlenberg College, Allentown.

Pennsylvania State College, State Col-
lege.

Seton Hill College, Greensburg.

Swarthmore College, Swarthmore.

University of Pennsylvania, Philadel-
phia.²

University of Pittsburgh, Pittsburgh.

Ursinus College, Collegeville.

Washington and Jefferson College, Wash-
ington.

Westminster College, New Wilmington.

Wilson College, Chambersburg.

RHODE ISLAND: Brown University, Provi-
dence.²

SOUTH CAROLINA:

College of Charleston, Charleston.

Converse College, Spartanburg.

Furman University, Greenville.

The Citadel, The Military College of
South Carolina, Charleston.

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.²

George Peabody College for Teachers,
Nashville.

Maryville College, Maryville.

Southwestern, Memphis.²

University of Chattanooga, Chattanooga.

University of Tennessee, Knoxville.

University of the South, Sewanee.

Vanderbilt University, Nashville.

TEXAS:

Agricultural and Mechanical College of
Texas, College Station.

Incarnate Word College, San Antonio.

Our Lady of the Lake College, San An-
tonio.

Rice Institute, Houston.

Southern Methodist University, Dallas.

Texas Christian University, Fort Worth.

Texas State College for Women, Denton.

University of Texas, Austin.²

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, Williams-
burg.

Hollins College, Hollins.

² Member of Association of American Universities.

³ Negro.

VIRGINIA—Continued.

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, Lex-
 ington.

WASHINGTON:

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

WASHINGTON—Continued.

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-Downer College, Milwaukee.
 Ripon College, Ripon.
 University of Wisconsin, Madison.*

WYOMING: University of Wyoming, Laramie.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

*Secretary: FRANK H. BOWLES, 321 University Hall, Columbia University, New
York, N. Y.*

PRINCIPLES AND STANDARDS FOR ACCREDITING INSTITUTIONS OF HIGHER EDUCATION

In establishing and maintaining a list of accredited institutions it is the purpose of the Middle States Association to indicate those undergraduate institutions within its territory which meet certain standards of excellence.

The standards of the association are stated for the guidance of institutions within its territory whether they are accredited or nonaccredited, with the hope that they will undertake to evaluate themselves along the lines indicated. It is to be emphasized that no institution will be judged worthy of placement or continuance on the accredited list unless it shows evidence of continued effort to improve itself.

It is always to be understood that in appraising an institution which seeks its approval the commission seeks to avoid obliging colleges to conform to any fixed pattern. The purpose of the commission is not to standardize but to give its approval to institutions which justify their presence in the higher educational field and which reasonably accomplish the purposes they set for themselves. Indeed, adherence to conventional policy and procedure, while in no sense objectionable and often desirable, is not essential. The commission wishes to encourage intelligent experimentation and pioneering in both administration and teaching. The real test turns upon the intellectual and scholastic honesty of the individual enterprise, its right to claim recognition in the college world, and the proof it affords of the success of its endeavors through the students it trains and graduates.

In the consideration of an institution emphasis will be placed on the manner in which the institution as a whole performs its task of instruction. Attention will be given to aspects that have an important bearing on instructional efficiency such as the financial condition; building and grounds; the organization of the curriculum; the administration; library; laboratories; admission policy; graduation requirements; student activities and faculty competence.

* Member of Association of American Universities.

DEFINITION

An institution eligible for inclusion in the accredited list of the association is a State, municipal, or incorporated private institution not operated for profit, or a unit of a recognized college or university, having at least one 4-year unified curriculum which is devoted exclusively to education in the liberal arts and sciences; which has legal authority to grant a 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 education approved by the association.

PRINCIPLES AND STANDARDS

I. Purpose.—It is important at the outset for any institution seeking the approval of the commission to make public avowal to its natural constituency and to its neighboring institutions of its fundamental purpose in receiving students and in offering them instruction. Merely to introduce into the annual announcement or catalogue a conventional paragraph with reference to objectives is not enough. The institution under consideration must have a clear-cut realizing sense of the reasons for its existence, based on sound educational premises. There must be evidence of progressive movement towards the realization, in some degree, of the ideals and purposes which the institution sets for itself. It should be made clear in this connection from what chief sources the institution receives its support and to what type of students it offers educational opportunity.

II. Admissions.—The policy of a college with respect to the admission of students is, in the judgment of the commission, a reliable index of its educational character.

In evaluation of the admission policy emphasis will be placed on the extent to which a system of selective admission is employed and the manner in which the college lives up to its announced entrance requirements. The admission of doubtfully qualified students or of a large proportion of special or non-matriculated students, deviation from announced admission standards, or the use of entrance probation will be considered as evidences of unsound admission practice. The fidelity with which a college lives up to announced entrance requirements is of primary importance.

III. Faculty.—The commission is not disposed to fix rigid standards in judging the competence of the faculty. Many factors will be considered. The formal education of the staff is of first importance although the institutions in which college teachers have done undergraduate and graduate work successfully are of more significance than the degrees they hold. The major instructional responsibilities must, however, be mainly in the hands of thoroughly educated and experienced instructors. This means ordinarily nothing less than the doctor's degree or its genuine equivalent. Evidence of intellectual alertness will be sought and account taken of the scholarly productions of the faculty and of the participation of its members in the activities of learned societies.

IV. Instruction.—The commission's representatives will visit the classrooms and laboratories of the college under consideration but will not attempt wholly to evaluate the instruction by observation. The college will be expected to furnish objective evidence of the quality of its instruction through the intellectual performance of its students. In judging the instructional efficiency of the college, consideration will be given to the performance of the student body in standardized tests and the quality of their work in leading graduate, profes-

sional, and research institutions, and to the degree to which the institution as a whole seems to be living up to its promises to the public in the quality, scope, and the results of the program of instruction it offers.

V. *Curriculum.*—The commission believes that the curriculum of a college should be such as will carry out its announced purposes and at the same time be adaptable to the needs of the student body. The first concern is that a college should have the faculty, the plant, the library, the laboratories, and the atmosphere with which to carry out its announced objectives. The desires and the attainments of the individual student should have much to do with the organization of his own complete program of study. At the same time, especially if the field of study be general liberal arts and sciences, such a program should be well integrated and should not permit the student to confine his education to a narrowly restricted field. Curricular offerings in liberal arts should ordinarily include all the usual academic fields. The offering of specialized vocational curricula should be undertaken with caution.

In order to make the curriculum effective it is important that in each field in which major work is offered there should be at least two full time faculty members not offering work in other fields. At least one of the two should be of professorial rank and should have training equivalent to the Ph. D.

It is also desirable that the size of the classes and the teaching load of the individual instructor be such as to promote effective teaching and productive scholarship.

VI. *Library.*—It cannot be too strongly urged that the library is the heart of any higher educational institution. The very first consideration is the degree to which the books it possesses support and supplement the instruction it offers and the extent to which both faculty and students actually use such books. The commission will insist above all else that a college library shall not be a repository. The modern college cannot justify itself without a library which gives evidence of constant and productive use.

In consideration of the library, emphasis will be placed on the policy regarding the accession and discard of books, on the usefulness and scope of the reference and general collection and periodicals, on the accessibility and usefulness of the book collection, and on the amount and the apportionment of money budgeted for library purposes. Figures showing the extent to which the library is used are important. It is assumed that the librarian and members of his staff will have specific professional training. The librarian should have faculty rank and broad authority in the expenditure of funds for library purposes.

VII. *Laboratories.*—A college must house its laboratories for instruction in science adequately and provide the equipment and apparatus for instructional, experimental, and research work in science, but it is to be recognized that equipment and elaborate laboratory housing will not themselves assure productive work in the basic sciences. An atmosphere of genuine interest in science must be created and the work must be predicated upon the zeal of instructors and students in the subjects of study rather than upon the mere acquisition of a given number of semester hours of credit to meet an arbitrary curricular requirement. Given appropriately equipped and housed laboratories any college undertaking instruction in science must expect to secure the services of teachers possessed of a genuine scientific spirit and outlook as well as thorough training and experience.

VIII. *Graduation.*—The requirement for the bachelor's degree should be not fewer than 120 nor more than 140 semester hours of work or the equivalent on the college level based upon full matriculation. Qualitative as well as quantitative standards for graduation are desirable. All institutions will be ex-

pected to state their residence requirements and the limit set on the amount of credit applicable toward a degree for off-campus extension courses and for correspondence or home study work. Faithfulness in the administration of the announced requirements for graduation is always expected.

IX. The Catalogue.—The catalogue, an institution's chief medium for communication with the public, should be written in clear, concise English, and be carefully edited.

The catalogue should include a full roster of the faculty, showing earned degrees, the institutions granting them and the dates of the degrees, a statement of entrance requirements, graduation requirements, and a description of all courses to be offered during the year for which the catalogue is issued. Courses given in rotation should be clearly indicated. The practice of listing a number of courses to be given on demand is to be discouraged. Whenever possible, each department should announce the names of all who give instruction in the department and the instructor of each course should be indicated.

An institution should print a roster of its students either in the catalogue or published separately.

The catalogue is an official, authoritative statement of the purpose of the college, and therefore should not be in the nature of a prospectus. Material designed primarily for publicity purposes should be published separately.

X. Professional schools.—The commission believes that professional schools associated with institutions seeking its approval should in all cases meet the standards of their respective national accrediting agencies. The connection of an unapproved professional school with an institution of higher education will weigh heavily against the accreditation of that institution.

XI. Graduate work.—Graduate instruction should be offered only by institutions with adequate resources. In general, it is desirable for graduate courses to be separately organized, separately administered, separately taught. Credit hours accumulated beyond the requirement for a bachelor's degree will not be regarded as graduate work. Courses in an undergraduate curriculum should not be applied toward an advanced degree. Nothing in this paragraph should be construed to prevent the enrollment in graduate courses of properly qualified undergraduates.

XII. Student activities.—The cultural, social, and physical advantages of a well-regulated program of student activities are an important part of a sound educational plan. Facilities for participation in this program should be available to all members of the student body and every student should be encouraged to participate in some phase of this program.

The professionalizing of intercollegiate athletics inevitably works to the detriment of any well-planned activity program. The subsidizing of students for participation in intercollegiate contests is condemned.

XIII. Administration.—A sound instructional program can operate effectively only when supported by a competent administration and an alert, interested board of trustees. Consequently, attention will be given to the manner in which the administration operates, to its responsiveness to institutional needs, and to its efforts to appraise its own effectiveness and that of the institution. Specifically, the administration should hold itself responsible for the efficient operation of the admissions, registrar's and bursar's office, and the library, and is expected to provide health, guidance, and placement services for the students.

Consideration will be given to the provision a college makes for salaries and for retirement allowances, and to its practice and announced policy in maintaining security of tenure.

The functions of trustees, faculty, and the staff administrative offices should be clearly and formally defined. Once defined, the duties of any individual member of the administration should not be subject to arbitrary or sudden change or interference by the trustees, faculty, or other members of the administration.

XIV. Finances.—The satisfactory realization of the general standards here outlined is predicated upon a sound financial structure. Resources adequate for the accomplishment of announced purposes must be available, and current income must be such as to enable the institution to carry on its work without embarrassment. The commission does not fix definite required items of resources and endowment, but believes that no college program can be long sustained successfully unless the income from student fees is supplemented by other income. A reasonable measure of financial independence, such as that secured by endowment funds, is essential to the continued success of any college.

In examining the financial condition of an institution, consideration will be given to the income available for educational purposes and to the manner in which that income is expended. An institution is expected to operate on a budget prepared in accordance with the best financial and educational practice and to issue an annual financial statement, audited by a properly qualified outside agency, giving a clear and accurate picture of its financial status. Attention will be given to the relative amounts expended for instruction, administration, maintenance, equipment and supplies, library, and student activities.

The business management of the institution should be under the care of a responsible, trained financial officer, charged with the preparation and supervision of the budget.

XV. Buildings and grounds.—A college must have a physical plant designed to aid in the accomplishment of its purposes. The educative value of college environment is not to be overlooked. Buildings and grounds should not merely be adequate; they should clearly lend the aid to a college program which comes from attractive surroundings, from decent and presentable architecture, and from good housekeeping, all the way from the boiler room to the president's office. The physical plant should also be designed to promote the health, the recreation, and the personal welfare of faculty and students. The commission will not measure classrooms and laboratories and dictate procedures in the care and administration of dormitories, but will expect adequate facilities for the orderly conduct of all types of instruction and the hygienic surroundings which are demanded in modern civilization. The physical plant must fit the purposes of the individual institution and be maintained in an order which gives evidence that it is possible for those purposes to be accomplished.

XVI. Special considerations applicable to the accreditation of junior colleges, teachers colleges, and engineering schools.—A. The junior college.—The principles and standards established for accrediting colleges, with the exception of those relating to length of course, quantitative graduation requirements and degrees, apply with equal force to institutions seeking approval as junior colleges. The commission will recognize two types of institutions: First, those which offer a 4-year course, organized in an administrative unit, covering the last 2 years on the secondary level and the first 2 years on the college level; second, those which offer a 2-year course, organized as a separate administrative unit, on the college level. In either event the 2-year course on the higher level must be based upon the completion of an approved 4-year secondary school course or the equivalent, and must be of distinctly college character and quality. The 2-year course on the upper level may be devoted solely to work in

liberal arts and science, or to such work coupled with curricula in semiprofessional and vocational fields, terminal in character, or may be devoted entirely to such terminal courses.

B. The teachers college.—The application of a teachers college for accreditation will be evaluated in terms of all the above principles and standards. Certain additional factors, however, will also be considered which are distinctively applicable to a teachers college, such as laboratory schools and the appropriate facilities for the effective administration of such schools.

C. The engineering school.—Any engineering school to be considered for inclusion in the accepted list of the Middle States Association must first present evidence of its recognition by the Engineers' Council for Professional Development. Such an institution will then be evaluated in the terms of the foregoing standards.

GENERAL CONSIDERATIONS

After visitation and inspection and appraisal by recognized objective standards, a college seeking approval will be judged by the total effect it produces upon the commission's representatives, upon its own immediate public, and upon the entire fraternity of educational institutions. Close articulation and cooperation of official board, administrative officers and instructional staff will be expected. Freedom of teaching must prevail. Students should be industrious and eager and loyal to the institution. The atmosphere of the entire enterprise should be wholesome and promising. The sum of all factors should give the total impression of honest effort and productive result.

ACCREDITED COLLEGES, 1938

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. Joseph's College, Emmitsburg.

University of Maryland, College Park.

Washington College, Chestertown.

Western Maryland College, Westminster.

NEW JERSEY:

College of St. Elizabeth, Convent Station.

Drew University, Madison.

Georgian Court College, Lakewood.

Newark College of Engineering, Newark.

New Jersey College for Women, New Brunswick.

NEW JERSEY—Continued.

Princeton University, Princeton.

Rutgers University, New Brunswick.

St. Peter's College, Jersey City.

Seton Hall College, South Orange.

Stevens Institute of Technology, Hoboken.

Upsala College, East Orange.

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.

* Negro.

NEW YORK—Continued.

Hobart College, Geneva.
 Houghton College, Houghton.
 Hunter College of the City of New York,
 New York.
 Keuka College, Keuka Park.
 Manhattan College, New York.
 Marymount College, Tarrytown-on-Hud-
 son.
 Nazareth College, Rochester.
 New York University, New York.
 Niagara University, Niagara Falls.
 Polytechnic Institute of Brooklyn,
 Brooklyn.
 Rensselaer Polytechnic Institute, Troy.
 Russell Sage College, Troy.
 St. Bonaventure College, St. Bonaven-
 ture.
 St. John's University, Brooklyn.
 St. Joseph's College for Women, Brook-
 lyn.
 St. Lawrence University, Canton.
 Sarah Lawrence College, Bronxville.
 Skidmore College, Saratoga Springs.
 Syracuse University, Syracuse.
 Union University, Schenectady.
 University of Buffalo, Buffalo.
 University of Rochester, Rochester.
 Vassar College, Poughkeepsie.
 Wagner Memorial Lutheran College,
 Staten Island.
 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, Pitts-
 burgh.
 Chestnut Hill College, Philadelphia.
 College Misericordia, Dallas.
 Dickinson College, Carlisle.

PENNSYLVANIA—Continued.

Drexel Institute of Technology, Phila-
 delphia.
 Duquesne University, Pittsburgh.
 Franklin and Marshall College, Lancas-
 ter.
 Geneva College, Beaver Falls.
 Gettysburg College, Gettysburg.
 Grove City College, Grove City.
 Haverford College, Haverford.
 Immaculata College, Immaculata.
 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 Mercy College, Pittsburgh.
 Muhlenberg College, Allentown.
 Pennsylvania College for Women, Pitts-
 burgh.
 Pennsylvania State College, State Col-
 lege.
 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, Philadel-
 phia.
 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.

ACCREDITED TEACHERS COLLEGES

NEW JERSEY State Teachers College, Upper
 Montclair. | NEW JERSEY State Teachers College, Tren-
 ton.

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

* Negro.

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 less 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.

ACCREDITED JUNIOR COLLEGES

DISTRICT OF COLUMBIA :

Columbia Junior College, Washington.
Dunbarton Junior College, Washington.
Immaculata Seminary, Washington.
Junior College of Georgetown Visitation Convent, Washington.

MARYLAND :

Mount Saint Agnes Junior College,
Mount Washington, Baltimore.

NEW JERSEY :

Centenary Collegiate Institute, Hackensack.

NEW YORK :

Bennett Junior College, Millbrook.
Junior College of the Packer Collegiate Institute, Brooklyn.

PENNSYLVANIA :

Alliance College, Cambridge Springs.
Bucknell University Junior College, Wilkes-Barre.
Scranton-Keystone Junior College, La Plume.
Williamsport-Dickinson Seminary, Williamsport.

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, 1938

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 College, Boston.
Boston University, Boston.
Clark University, Worcester.
College of the Holy Cross, Worcester.
Emmanuel College, Boston.
Harvard University, Cambridge.
Massachusetts Institute of Technology, Cambridge.
Massachusetts State College, Amherst.
Mount Holyoke College, South Hadley.

MASSACHUSETTS—Continued.

Radcliffe College, Cambridge.
Regis College, Weston.
Simmons College, Boston.
Smith College, Northampton.
Springfield College, Springfield.
Tufts College, Medford.
Wellesley College, Wellesley.
Wheaton College, Norton.
Williams College, Williamstown.
Worcester Polytechnic Institute, Worcester.

NEW HAMPSHIRE:

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

RHODE ISLAND:

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

VERMONT:

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

JUNIOR COLLEGES

CONNECTICUT:

Junior College of Connecticut, Bridgeport.

MAINE:

Ricker Junior College, Houlton.
Westbrook Seminary and Junior College, Portland.

MASSACHUSETTS:

Bradford Junior College, Bradford.

MASSACHUSETTS—Continued.

Lasell Junior College, Auburndale.

NEW HAMPSHIRE:

Colby Junior College for Women, New London.

VERMONT:

Green Mountain Junior College, Poulton.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Secretary, A. J. BRUMBAUGH, University of Chicago, Chicago, Ill.

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

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 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.

4. *Eligible institutions.*—To be considered for accrediting by the association, an institution must be incorporated as a nonprofit corporation devoted primarily to educational purposes and legally authorized to confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such 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 the 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 administra-

tion, 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 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 OF HIGHER EDUCATION

Effective April 1938, to April 1939

ARIZONA:

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

ARKANSAS:

Agricultural and Mechanical College (junior college), Magnolia.
Agricultural and Mechanical College, Monticello. (Accredited as a junior college but offers 4 years of work.)
Arkansas Polytechnic College (junior college), Russellville.
Arkansas State College, Jonesboro
Arkansas State Teachers College, Conway.
Central College (junior college), Conway.
Henderson State Teachers College, Arkadelphia.
Hendrix College, Conway.
Little Rock Junior College, Little Rock.
University of Arkansas, Fayetteville.

COLORADO:

Colorado College, Colorado Springs.
Colorado State College of Agriculture and Mechanic Arts, Fort Collins.
Colorado State College of Education, Greeley.
Colorado Woman's College (junior college), Denver.
Loretto Heights College, Loretto.
University of Colorado, Boulder.
University of Denver, Denver.
Western State College of Colorado, Gunnison.

ILLINOIS:

Armour Institute of Technology, Chicago.

ILLINOIS—Continued.

Augustana College and Theological Seminary, Rock Island.
Aurora College, Aurora.
Blackburn College (junior college), Carlinville.
Bradley Polytechnic Institute, Peoria.
Carthage College, Carthage.
Central Y. M. C. A. College, Chicago.
Chicago Musical College, Chicago.
College of St. Francis, Joliet.
De Paul University, Chicago.
Eastern Illinois State Teachers College, Charleston.
Elmhurst College, Elmhurst.
Frances Shimer Junior College, Mount Carroll.
George Williams College, Chicago (accredited as a junior college but offers 4 years of work.)
Illinois College, Jacksonville.
Illinois State Normal University, Normal.
Illinois Wesleyan University, Bloomington.
James Millikin University, Decatur.
Joliet Junior College, Joliet.
Knox College, Galesburg.
Lake Forest College, Lake Forest.
La Salle-Peru-Oglesby Junior College, La Salle.
Lewis Institute, Chicago.
Lincoln College (junior college), Lincoln.
Loyola University, Chicago.
Lyons Township Junior College, La Grange.
MacMurray College for Women, Jacksonville.

ILLINOIS—Continued.

Monmouth College, Monmouth.
 Monticello College (junior college),
 Godfrey.
 Morton Junior College, Cicero.
 North Central College, Naperville.
 North Park College (junior college),
 Chicago.
 Northern Illinois State Teachers Col-
 lege, De Kalb.
 Northwestern University, Evanston.
 Rockford College, Rockford.
 Rosary College, River Forest.
 St. Francis Xavier College for Women,
 Chicago.
 School of the Art Institute of Chicago,
 Chicago.
 Springfield Junior College, Springfield.
 Southern Illinois State Normal Uni-
 versity, Carbondale.
 The Principia College, Elsah.
 Thornton Junior College, Harvey.
 University of Chicago, Chicago.
 University of Illinois, Urbana.
 Western Illinois State Teachers Col-
 lege, Macomb.
 Wheaton College, Wheaton.

INDIANA:

Ball State Teachers College, Muncie.
 Butler University, Indianapolis.
 DePauw University, Greencastle.
 Earlham College, Earlham.
 Evansville College, Evansville.
 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. Joseph's College (junior college),
 Collegeville.
 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.
 Washburn College, Crawfordsville.

IOWA:

Clarke College, Dubuque.
 Coe College, Cedar Rapids.
 Columbia College, Dubuque.
 Cornell College, Mount Vernon.
 Drake University, Des Moines.
 Graceland College (junior college), La-
 moni.
 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.
 Mason City Junior College, Mason City.
 Morningside College, Sioux City.

IOWA—Continued.

Ottumwa Heights College (junior col-
 lege), Ottumwa.
 Parsons College, Fairfield.
 St. Ambrose College, Davenport.
 Simpson College, Indianola.
 State University of Iowa, Iowa City.

KANSAS:

Baker University, Baldwin City.
 Bethany College, Lindsborg.
 Bethel College, Bethel College.
 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, Pitts-
 burg.
 Marymount College, Salina.
 Mount St. Scholastica College, Atchison.
 Municipal University of Wichita, Wich-
 ita.
 Ottawa University, Ottawa.
 St. Benedict's College, Atchison.
 Southwestern College, Winfield.
 The St. Mary College, Leavenworth.
 University of Kansas, Lawrence.
 Washburn College, Topeka.

MICHIGAN:

Albion College, Albion.
 Alma College, Alma.
 Bay City Junior College, Bay City.
 Calvin College, Grand Rapids.
 Central State Teachers College, Mount
 Pleasant.
 Flint Junior College, Flint.
 Grand Rapids Junior College, Grand
 Rapids.
 Highland Park Junior College, High-
 land Park.
 Hillsdale College, Hillsdale.
 Hope College, Holland.
 Jackson Junior College, Jackson.
 Kalamazoo College, Kalamazoo.
 Marygrove College, Detroit.
 Michigan College of Mining and Tech-
 nology, Houghton.
 Michigan State College of Agriculture
 and Applied Science, East Lansing.
 Michigan State Normal College, Ypsal-
 anti.
 Muskegon Junior College, Muskegon.
 Northern State Teachers College, Mar-
 quette.
 Port Huron Junior College, Port Huron.
 University of Detroit, Detroit.
 University of Michigan, Ann Arbor.
 Wayne University, Detroit.
 Western State Teachers College, Kala-
 mazoo.

MINNESOTA:

Carleton College, Northfield.
 College of St. Benedict, St. Joseph.
 College of St. Catherine, St. Paul.
 College of St. Scholastica, Duluth.

MINNESOTA—Continued.

College of St. Teresa, Winona.
 College of St. Thomas, St. Paul.
 Concordia College, Moorhead.
 Duluth Junior College, Duluth.
 Eveleth Junior College, Eveleth.
 Gustavus Adolphus College, St. Peter.
 Hamline University, St. Paul.
 Hibbing Junior College, Hibbing.
 Macalester College, St. Paul.
 St. Mary's College, Winona.
 St. Olaf College, Northfield.
 University of Minnesota, Minneapolis.
 Virginia Junior College, Virginia.

MISSOURI:

Central College, Fayette.
 Central Missouri State Teachers College,
 Warrensburg.
 Christian College (junior college), Co-
 lumbia.
 Culver-Stockton College, Canton.
 Drury College, Springfield.
 Flat River Junior College, Flat River.
 Harris Teachers College, St. Louis.
 Junior College of Kansas City, Kansas
 City.
 Kemper Military School (junior college),
 Boonville.
 Lincoln University, Jefferson City.
 Lindenwood College, St. Charles.
 Missouri Valley College, Marshall.
 Northeast Missouri State Teachers Col-
 lege, Kirksville.
 Northwest Missouri State Teachers Col-
 lege, Maryville.
 Park College, Parkville.
 Rockhurst College, Kansas City. (Ac-
 credited as a junior college but offers
 4 years of work.)
 St. Joseph Junior College, St. Joseph.
 St. Louis University, St. Louis.
 Southeast Missouri State Teachers Col-
 lege, Cape Girardeau.
 Southwest Missouri State Teachers Col-
 lege, Springfield.
 Stephens College (junior college), Co-
 lumbia.
 Tarkio College, Tarkio.
 Teachers College of Kansas City, Kan-
 sas City. (Accredited as a junior
 college but offers 4 years of work.)
 University of Missouri, Columbia.
 Washington University, St. Louis.
 Webster College, Webster Groves.
 Wentworth Military Academy (junior
 college), Lexington.
 Westminster College, Fulton.
 William Jewell College, Liberty.
 William Woods College (junior college),
 Fulton.

MONTANA:

Carroll College, Helena.

NEBRASKA:

Creighton University, Omaha.

NEBRASKA—Continued.

Doane College, Crete.
 Duchesne College, Omaha. (Accredited
 as a junior college but offers 4 years
 of work.)
 Hastings College, Hastings.
 Nebraska State Teachers College, Chad-
 ron.
 Nebraska State Teachers College, Kear-
 ney.
 Nebraska State Teachers College, Peru.
 Nebraska State Teachers College, Wayne.
 Nebraska Wesleyan University, Univer-
 sity Place.
 Union College, Lincoln.
 University of Nebraska, Lincoln.

NEW MEXICO:

New Mexico College of Agriculture and
 Mechanic Arts, State College.
 New Mexico Military Institute (junior
 college), Roswell.
 New Mexico Normal University, Las
 Vegas.
 University of New Mexico, Albuquerque.

NORTH DAKOTA:

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

OHIO:

Antioch College, Yellow Springs.
 Ashland College, Ashland.
 Baldwin-Wallace College, Berea.
 Bowling Green State University, Bowl-
 ing Green.
 Capital University, Columbus.
 Case School of Applied Science, Cleve-
 land.
 College of Mount St. Joseph, 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 University, Kent.
 Kenyon College, Gambier.
 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, South Euclid.
 Oberlin College, Oberlin.
 Ohio State University, Columbus.
 Ohio University, Athens.
 Ohio Wesleyan University, Delaware.
 Otterbein College, Westerville.
 St. Mary of the Springs College, East
 Columbus.
 University of Akron, Akron.
 University of Cincinnati, Cincinnati.
 University of Dayton, Dayton.
 University of Toledo, Toledo.

* Negro.

OHIO—Continued.

Ursuline College, Cleveland.
Western College, Oxford.
Western Reserve University, Cleveland.
Wittenberg College, Springfield.
Xavier University, Cincinnati.

OKLAHOMA:

Oklahoma Agricultural and Mechanical College, 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.

WEST VIRGINIA:

Bethany College, Bethany.
Concord State Teachers College, Athens.
Marshall College, Huntington.
Potomac State School of West Virginia University (junior college), Keyser.
West Virginia State College, Institute.^a
West Virginia University, Morgantown.

WISCONSIN:

Beloit College, Beloit.
Carroll College, Waukesha.
Lawrence College, Appleton.
Marquette University, Milwaukee.
Milwaukee-Downer College, Milwaukee.
Mount Mary College, Milwaukee.
Ripon College, Ripon.
St. Norbert College, West De Pere.
State Teachers College, La Crosse.
State Teachers College, Milwaukee.
State Teachers College, Oshkosh.
State Teachers College, River Falls.
State Teachers College, Superior.
Stout Institute, Menomonie.
University of Wisconsin, Madison.

WYOMING: University of Wyoming, Laramie.

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

COMMISSION ON ACCREDITING HIGHER INSTITUTIONS

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

STANDARDS FOR ACCREDITING COLLEGES

Definition.—The term "college" as used below is understood to designate all institutions of higher education which grant nonprofessional bachelors' 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

^a Negro.

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.

ACCREDITED COLLEGES AND UNIVERSITIES

ALASKA:

University of Alaska, Fairbanks.

CALIFORNIA:

Chapman College, Los Angeles.

College of Medical Evangelists, Loma Linda.

College of the Holy Names, Oakland.

Dominican College, San Rafael.

Fresno State College, Fresno.

George Pepperdine College, Los Angeles.

Immaculate Heart College, Hollywood.

CALIFORNIA—Continued.

Loyola University, Los Angeles.

Mount St. Mary's College, Los Angeles.

Pacific Union College, Angwin.

St. Mary's College, Oakland.

St. Patrick's Seminary, Menlo Park.

San Diego State College, San Diego.

San Francisco College for Women, San Francisco.

San Francisco State College, San Francisco.

CALIFORNIA—Continued.

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

IDAHO:

College of Idaho, Caldwell.
 Northwest Nazarene College, Nampa.
 University of Idaho, Moscow.

MONTANA:

Great Falls Normal College, Great Falls.
 Intermountain Union College, Billings.
 Montana State College, Bozeman.
 Montana State Normal College, Dillon.
 Montana State School of Mines, Butte.
 Montana State University, Missoula.

NEVADA:

University of Nevada, Reno.

OREGON:

Linfield College, McMinnville.
 Marylhurst College, Oswego.
 Mount Angel College and Seminary, St. Benedict.
 Oregon State College, Corvallis.
 Pacific University, Forest Grove.
 Reed College, Portland.
 University of Oregon, Eugene.

OREGON—Continued.

University of Portland, Portland.
 Willamette University, Salem.

UTAH:

Brigham Young University, Provo.
 College of St. Mary-of-the-Wasatch, Salt Lake City.
 University of Utah, Salt Lake City.
 Utah State Agricultural College, Logan.

WASHINGTON:

Central Washington College of Education, Ellensburg.
 College of Puget Sound, Tacoma.
 Eastern Washington College of Education, Cheney.
 Gonzaga University, Spokane.
 St. Edward's Seminary, Seattle.
 Seattle College, Seattle.
 Seattle Pacific College, Seattle.
 State College of Washington, Pullman.
 University of Washington, Seattle.
 Walla Walla College, College Place.
 Western Washington College of Education, Bellingham.
 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 colleges 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:

Ricks College, Rexburg.
University of Idaho, Southern Branch,
Pocatello.

MONTANA:

Billings Polytechnic Institute, Poly-
technic.
Great Falls Junior College, Great
Falls.
Northern Montana College, Havre.

OREGON:

Multnomah College, Portland.
St. Helen's Hall Junior College, Port-
land.

UTAH:

Dixie Junior College, St. George.
Snow College, Ephraim.
Weber College, Ogden.
Westminster College, Salt Lake City

WASHINGTON:

Pacific Lutheran College and Three-Year
Normal School, Parkland.
St. Martin's College, Lacey.

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 1 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 2 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

IDAHO:

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

MONTANA:

Eastern Montana Normal School, Billings.

OREGON:

Eastern Oregon Normal School, La Grande.
Marylhurst Normal School, Oswego.

OREGON—Continued.

Mount Angel Normal School, Mount Angel.

Oregon Normal School, Monmouth.
Southern Oregon Normal School, Ashland.

WASHINGTON:

Holy Names Normal School (3 years), Spokane.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Secretary: ALEXANDER GUERRY, *University of the South, Sewanee, Tenn.*

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 professional 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 MARCH 30, 1938

ALABAMA:

Alabama College, Montevallo.
Alabama Polytechnic Institute, Auburn.
Birmingham-Southern College, Birmingham.
Howard College, Birmingham.⁴
Huntingdon College, Montgomery.⁵

See footnote on p. 43.

ALABAMA—Continued.

Judson College, Marion.⁴
Spring Hill College, Spring Hill.⁵
State Teachers College, Florence.
State Teachers College, Jacksonville.
State Teachers College, Livingston.
State Teachers College, Troy.

ALABAMA—Continued.

University of Alabama, University.

FLORIDA:

Florida Southern College, Lakeland.^b
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.^b
Emory University, Emory University.
Georgia School of Technology, Atlanta.
Georgia State College for Women, Milledgeville.

Georgia State Woman's College, Valdosta.

Mercer University, Macon.

Shorter College, Rome.^a

South Georgia Teachers College, Collegeboro.

University of Georgia, Athens.

Wesleyan College, Macon.^b

KENTUCKY:

Berea College, Berea.

Centre College, Danville.

Eastern Kentucky State Teachers College, Richmond.

Georgetown College, Georgetown.^a

Morehead State Teachers College, Morehead.

Murray State Teachers College, Murray.

Nazareth College, Louisville.

Transylvania College, Lexington.

Union College, Barbourville.

University of Kentucky, Lexington.

University of Louisville, Louisville.

Western Kentucky State Teachers College, Bowling Green.

LOUISIANA:

Centenary College, Shreveport.^a

H. Sophie Newcomb Memorial College (the woman's college of Tulane University), New Orleans.

Louisiana College, Pineville.^b

Louisiana Polytechnic Institute, Ruston.^b

Louisiana State Normal College, Natchitoches.

Louisiana State University, Baton Rouge.

Loyola University, New Orleans.^a

Southwestern Louisiana Institute, Lafayette.

Tulane University of Louisiana, New Orleans.

MISSISSIPPI:

Blue Mountain College, Blue Mountain.^a

Delta State Teachers College, Cleveland.^a

MISSISSIPPI—Continued.

Millsaps College, Jackson.

Mississippi College, Clinton.

Mississippi State College, State College.

Mississippi State College for Women, Columbus.

Mississippi State Teachers College, Hattiesburg.

Mississippi Woman's College, Hattiesburg.

University of Mississippi, University.

NORTH CAROLINA:

Catawba College, Salisbury.

Davidson College, Davidson.

Duke University, Durham.

East Carolina Teachers College, Greenville.

Greensboro College for Women, Greensboro.

Gulford College, Gulford College.

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.

SOUTH CAROLINA:

Clemson Agricultural College, Clemson College.

Coker College, Hartsville.

College of Charleston, Charleston.

Columbia College, Columbia.

Converse College, Spartanburg.

Erskine College, Due West.^b

Furman University, Greenville.

Limestone College, Gaffney.^a

Newberry College, Newberry.^a

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.^a

George Peabody College for Teachers, Nashville.

Lincoln Memorial University, Harrogate.^a

Maryville College, Maryville.

State Teachers College, Johnson City.

State Teachers College, Memphis.

State Teachers College, Murfreesboro.

Southwestern, Memphis.

Tusculum College, Greenville.

^a Not now fully meeting one or more of the standards but continued on the approved list pending the removal of deficiencies.

^b On probation.

TENNESSEE—Continued.

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

TEXAS:

Agricultural and Mechanical College of Texas, College Station.
 Baylor University, Waco.^a
 College of Mines and Metallurgy, El Paso.
 East Texas State Teachers College, Commerce.
 Hardin Simmons University, Abilene.^a
 Incarnate Word College, San Antonio.
 Mary Hardin-Baylor College, Belton.^a
 North Texas State Teachers College, Denton.
 Our Lady of the Lake College, San Antonio.
 Rice Institute, Houston.
 Sam Houston State Teachers College, Huntsville.
 Southern Methodist University, Dallas.
 Southwestern University, Georgetown.
 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, Kingsville.
 Texas State College for Women, Denton.

TEXAS—Continued.

Texas Technological College, Lubbock.
 Trinity University, Waxahachie.^a
 University of Texas, Austin.
 West Texas State Teachers College, Canyon.

VIRGINIA:

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

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 mini-

^a Not now fully meeting one or more of the standards but continued on the approved list pending the removal of deficiencies.

^b On probation.

^c Not now fully meeting standard No. 18 but continued on the approved list pending the removal of deficiency.

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.

ACCREDITED HIGHER INSTITUTIONS

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:

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 College, Douglas.
West Georgia College, Carrollton.
Young G. L. Harris College, Young Harris.

KENTUCKY:

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

MISSISSIPPI:

Copiah-Lincoln Junior College, Wesson.
Gulf Park College, Gulfport.
Harrison-Stone-Jackson Junior College, Perkinston.

MISSISSIPPI—Continued.

Hinds Junior College, Raymond.
Holmes Junior College, Goodman.
Pearl River College, Poplarville.*
Sunflower Junior College, Moorhead.
Whitworth College, Brookhaven.*

NORTH CAROLINA:

Belmont Abbey Junior College, Belmont.
Mars Hill College, Mars Hill.
St. Mary's School, Raleigh.

TENNESSEE:

Southern Junior College, Collegedale.
Tennessee Wesleyan College, Athens.
Ward-Belmont School, Nashville.

TEXAS:

Amarillo College, Amarillo.
Brownsville Junior College, Brownsville.
Edinburg College, Edinburg.
John Tarleton Agricultural College, Stephenville.
Lamar College, Beaumont.
Lon Morris College, Jacksonville.
Paris Junior College, Paris.
San Angelo College, San Angelo.
Schreiner Institute, Kerrville.
Texarkana Junior College, Texarkana.
Tyler Junior College, Tyler.

VIRGINIA:

Averett College, Danville.
Sullins College, Bristol.
Virginia Intermont College, Bristol.

APPROVED NEGRO COLLEGES

STANDARD 4-YEAR COLLEGES—CLASS A

Institutions in this class meet in full the standards set up by the association for 4-year colleges.

ALABAMA:

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

FLORIDA:

Florida Agricultural and Mechanical College, Tallahassee.

GEORGIA:

Atlanta University, Atlanta.

GEORGIA—Continued.

Morehouse College, Atlanta.
Spelman College, Atlanta.

KENTUCKY:

Louisville Municipal College for Negroes, Louisville.

LOUISIANA:

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

* On probation.

NORTH CAROLINA:

Bennett College, Greensboro.
Johnson C. Smith University, Charlotte.
Negro Agricultural and Technical College, Greensboro.

North Carolina College for Negroes, Durham.

TENNESSEE:

Fisk University, Nashville.

TEXAS:

Prairie View State Normal and Industrial College, Prairie View.

Wiley College, Marshall.

VIRGINIA:

Hampton Institute, Hampton.

Virginia State College for Negroes, Ettrick.

Virginia Union University, Richmond.

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 of their graduates to any institution requiring the bachelor's degree for entrance.

ALABAMA:

State Teachers College, Montgomery.

GEORGIA:

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

KENTUCKY:

Kentucky State Industrial College, Frankfort.

MISSISSIPPI:

Tougaloo College, Tougaloo.

NORTH CAROLINA:

Livingstone College, Salisbury.
St. Augustine's College, Raleigh.
Shaw University, Raleigh.

SOUTH CAROLINA:

Benedict College, Columbia.

State Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina, Orangeburg.

TENNESSEE:

Knoxville College, Knoxville.

Lane College, Jackson.

Le. Moyne College, Memphis.

TEXAS:

Bishop College, Marshall.

Samuel Huston College, Austin.

Texas College, Tyler.

Tillotson College, Austin.

STANDARD 2-YEAR JUNIOR COLLEGES—CLASS A

ALABAMA:

State Agricultural and Mechanical Institute, Normal.

GEORGIA:

Fort Valley Normal and Industrial School, Fort Valley.

NORTH CAROLINA:

Barber-Scotia Junior College, Concord.

TEXAS:

Mary Allen Junior College, Crockett.

STANDARD 2-YEAR JUNIOR COLLEGES—CLASS B

ALABAMA:

Stillman Institute, Tuscaloosa.

FLORIDA:

Bethune-Cookman College, Daytona Beach.

FLORIDA—Continued.

Florida Normal and Industrial Institute, St. Augustine.

TEXAS:

Houston Colored Junior College, Houston.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

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

STANDARDS FOR ACCREDITING TEACHERS COLLEGES AND NORMAL SCHOOLS

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 teaching load of faculty members in a teachers college will vary for different instructors and among different subjects. The average teaching load for the entire college should not exceed, for regular,

part-time, and extension classes, 15 recitation periods of not more than 60 minutes each per week or its equivalent. Equivalence shall be based upon the ratio of 1 class period to 1½ class periods in shop, laboratory work, and physical education.

This standard shall not be interpreted to prevent the teaching load of an instructor varying from one semester to another nor the adjustment of teaching loads to other institutional responsibilities. Any individual teaching load in excess of 18 hours per week should be justified by the president in his annual report to the association in terms of such factors as: size of classes, type of work, or instructional emergencies.

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.)

Minimum provisions for meeting the above requirements are as follows: (1) either a nurse or a physician as a full-time member of the staff; (2) examination by a physician for every student at least once each year; (3) hospitalization, which should include board, room, general nursing, expense of operating room for emergency operations, for a week. Examination and hospitalization may be provided by student fee.

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.

If the institution maintains a program of intercollegiate athletics there should be evidence that funds needed for an adequate health and physical education program for all students are not diverted to furthering such athletic activities. The major purposes of athletics should be to promote the physical and recreational welfare of the student body. Consequently, subsidies and special concessions to athletes and other tendencies to professionalism have no place in such a program.

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.*—The determination of the adequacy of financial support should be made on the basis of such items as stability and regularity of income sufficient to maintain intact the program from year to year; expenditure per student; extent to which the institution is dependent on student fees; avoidance of burdensome indebtedness; sound procedures of accounting; standards of compensation for administrative and instructional staff.

A regular income of less than \$50,000 a year will be considered as raising serious question as to the adequacy of the institution's program.

If the teachers college is a private incorporated institution, it should have sufficient income exclusive of student fees to avoid such evils as overcrowding of facilities and overloading of teachers caused by the necessity of securing a large number of students.

12. Administrative stability.—The appointment of administrative officers and of faculty members and the determination of educational policies should be governed by professional considerations. Political factors should not be permitted to interfere with the efficiency of an institution. The spirit of these principles should also be demonstrated in the internal administration of the college for the development and maintenance of the best type of faculty service and of student growth.

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 which has been approved.

To be included on the accredited list of February 1938 and thereafter, any institution which is deficient in any minute details of any standard must present evidence that the total effectiveness of the institution is sufficiently high to warrant accreditation. To be continued on the accredited list, it is expected that satisfactory improvement on minute items of deficiency be shown from year to year.

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.

ACCREDITED INSTITUTIONS, FEBRUARY 1938

ALABAMA:

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

ARIZONA:

Arizona State Teachers College, Flagstaff.
Arizona State Teachers College, Tempe.

ARKANSAS:

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

CALIFORNIA:

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

CALIFORNIA—Continued.

San Francisco State College, San Francisco.

Santa Barbara State College, Santa Barbara.

COLORADO:

Colorado State College of Education, Greeley.

Western State College of Colorado, Gunnison.

CONNECTICUT:

New Haven State Teachers College, New Haven.

Teachers College of Connecticut, New Britain.

DISTRICT OF COLUMBIA:

James Ormond Wilson Teachers College, Washington.

Miner Teachers College, Washington.⁴

GEORGIA:

Georgia State College for Women, Milledgeville.

South Georgia Teachers College, Collegeboro.

ILLINOIS:

Chicago Teachers College, Chicago.¹

Eastern Illinois State Teachers College, Charleston.

Illinois State Normal University, Normal.

Northern Illinois State Teachers College, De Kalb.

Southern Illinois State Normal University, Carbondale.

Western Illinois State Teachers College, Macomb.

INDIANA:

Ball State Teachers College, Muncie.

Butler University, College of Education, Indianapolis.

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.

KENTUCKY:

Eastern Kentucky State Teachers College, Richmond.

Morehead State Teachers College, Morehead.

Murray State Teachers College, Murray.

Western Kentucky State Teachers College, Bowling Green.

LOUISIANA:

Louisiana State Normal College, Natchitoches.

LOUISIANA—Continued.

Southwestern Louisiana Institute, College of Education, Lafayette.⁷

MARYLAND: Maryland State Normal School, Towson.

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.

State Teachers College, Duluth.

State Teachers College, Mankato.

State Teachers College, Moorhead.

State Teachers College, St. Cloud.

State Teachers College, Winona.

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.

Southwest Missouri State Teachers College, Springfield.

Stowe Teachers College, St. Louis.²

Teachers College of Kansas City, Kansas City.

MONTANA: Montana State Normal College, Dillon.

NEBRASKA:

Nebraska State Normal College, Chadron.

Nebraska State Teachers College, Kearney.

Nebraska State Teachers College, Peru.

Nebraska State Teachers College, Wayne.

NEW HAMPSHIRE:

State Normal School, Keene.

State Normal School, Plymouth.

NEW JERSEY:

New Jersey State Teachers College, Glassboro.

New Jersey State Teachers College, Jersey City.

New Jersey State Teachers College, Trenton.

New Jersey State Teachers College, Newark.

² Negro.

⁷ Subject to reinspection.

NEW JERSEY—Continued.

New Jersey State Teachers College,
Upper Montclair.

NEW MEXICO:

New Mexico Normal University, Las
Vegas.

New Mexico State Teachers College,
Silver City.

NEW YORK:

College of the City of New York, School
of Education, New York.

New York State College for Teachers,
Albany.

State Normal School, Fredonia.

State Normal School, Geneseo.

State Normal School, Oneonta.

State Normal and Training School,
Oswego.

State Normal School, New Paltz.

State Normal School, Potsdam.

State Teachers College, Buffalo.

NORTH CAROLINA:

Asheville Normal and Teachers College,
Asheville.

East Carolina Teachers College, Green-
ville.

Western Carolina Teachers College, Cul-
lowhee.

NORTH DAKOTA:

State Normal School, Dickinson.

State Normal and Industrial School,
Ellendale.

State Teachers College, Mayville.

State Teachers College, Minot.

State Teachers College, Valley City.

OHIO:

Bowling Green State College, Bowling
Green.

Kent State College, Kent.

Miami University, School of Education,
Oxford.

Western Reserve University, School of
Education, Cleveland.

Wilmington College, School of Educa-
tion, Wilmington.

OKLAHOMA:

Central State Teachers College, Edmond.

East Central State Teachers College,
Ada.

Northeastern State Teachers College,
Tahlequah.

Northwestern State Teachers College,
Alva.

Southeastern State Teachers College,
Durant.

Southwestern State Teachers College,
Weatherford.

OREGON:

Easterh Oregon Normal School, La
Grande.

Oregon Normal School, Monmouth.

Southern Oregon State Normal School,
Ashland.

PENNSYLVANIA:

State Teachers College, Bloomsburg.

State Teachers College, California.

PENNSYLVANIA—Continued.

State Teachers College, Clarion.

State Teachers College, East Strouds-
burg.

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, Slippery Rock.

State Teachers College, West Chester.

SOUTH DAKOTA:

Eastern State Normal School, Madison.

Northern Normal and Industrial School,
Aberdeen.

State Normal School, Spearfish.

TENNESSEE:

State Teachers College, Johnson City.

State Teachers College, Memphis.

State Teachers College, Murfreesboro.

Tennessee Agricultural and Industrial
State College, Nashville.

TEXAS:

East Texas State Teachers College, Com-
merce.

North Texas State Teachers College,
Denton.

Sam Houston State Teachers College,
Huntsville.

Southwest Texas State Teachers College,
San Marcos.

Stephen F. Austin State Teachers Col-
lege, Nacogdoches.

Sul Ross State Teachers College, Alpine.

West Texas State Teachers College,
Canyon.

UTAH:

University of Utah, School of Educa-
tion, Salt Lake City.

VIRGINIA:

Madison College, Harrisonburg.

Mary Washington College, Fredericks-
burg.

State Teachers College, East Radford.

State Teachers College, Farmville.

WASHINGTON:

Central Washington College of Educa-
tion, Ellensburg.

Eastern Washington College of Educa-
tion, Cheney.

Western Washington College of Educa-
tion, Bellingham.

WEST VIRGINIA:

Concord State Teachers College, Athens.

Fairmont State Teachers College, Fair-
mont.

Glenville State Teachers College, Glen-
ville.

Marshall College, Huntington.

Shepherd State Teachers College, Shep-
herdstown.

West Liberty State Teachers College,
West Liberty.

* Negro.

† Subject to reinspection.

WISCONSIN:

Central State Teachers College, Stevens Point.
 State Teachers College, Eau Claire.
 State Teachers College, La Crosse.
 State Teachers College, Milwaukee.
 State Teachers College, Oshkosh.

WISCONSIN—Continued.

State Teachers College, Platteville.
 State Teachers College, River Falls.
 Stout Institute, Menominee.
 Superior State Teachers College, Superior.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Secretary: WALTER C. EELLS, 744 Jackson Place, Washington, D. C.

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 has adopted no standards for accrediting the institutions of higher learning in the State. In evaluating credentials the university is, in the main, guided by the attitude of the various regional accrediting associations, particularly the Southern Association of Colleges and Secondary Schools. (See p. I of bulletin.)

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Alabama does not formally accredit the higher educational institutions in the State. It accepts as standard the institutions accredited by the regional accrediting associations and it recognizes partially or temporarily certain institutions in the State which have not been accredited by these agencies.

The following is a list of Alabama institutions approved by the State department of education for the academic and professional training of teachers:

APPROVED 4-YEAR COLLEGES

Alabama College, Montevallo.	Spring Hill College, Spring Hill.
Alabama Polytechnic Institute, Auburn.	State Teachers College, Florence.
Athens College, Athens.	State Teachers College, Jacksonville.
Birmingham-Southern College, Birmingham.	State Teachers College, Livingston.
Howard College, Birmingham.	State Teachers College, Troy.
Huntingdon College, Montgomery.	University of Alabama, University.
Judson College, Marion.	

APPROVED 2-YEAR COLLEGES

Alabama State Normal School, Daphne.	For Negroes—Continued.
Snead Junior College, Boaz.	State Teachers College, Montgomery.
For Negroes:	Talladega College, Talladega.
Miles Memorial College, Birmingham.	Tuskegee Normal and Industrial Institute, Tuskegee.
State Agricultural and Mechanical Institute, Normal. (2-year course.)	

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 teachers colleges are fully accredited to the university and their degrees are accepted for admission to regular standing in the graduate college, but with the provision that the student either major or minor in education. Courses in educational methods are limited to a maximum of 9 units and the maximum of 10 units is accepted by transfer from the teachers colleges in apprentice teaching. The university has not as yet taken any action in connection with the recognition of the master's degree awarded by the teachers colleges nor of any graduate work done in those institutions.

The work of the junior colleges has been accredited through inspections conducted by special examining committees from the university. Their courses are now accepted with full value when covered by equivalents at the university. The maximum number of hours accepted for any one semester is limited to the number of credits which university students may take in particular schedules.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction 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. 27-32.) "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

The University Senate (the general faculty) of the University of Arkansas has adopted recently the following resolutions:

1. All ratings of institutions heretofore made by the University of Arkansas are canceled and in future the university will not attempt to rate or accredit institutions.
2. In the case of students transferring to the university from other institutions of higher education the following practice will be observed:
 - (a) The university will grant to a transfer student coming from an institution that is accredited by a recognized standardizing agency full credit for such work as he may have done in the institution from which he transfers, provided that the work he offers is acceptable for the degree which the student seeks in the University of Arkansas.
 - (b) The case of each student coming from an institution not accredited by a recognized standardizing agency will be considered individually. * * *

(c) All credit given to transfer students on entering the University of Arkansas is considered provisional, and the university reserves the right to increase or decrease the amount of credit provisionally granted. * * *

STATE DEPARTMENT OF EDUCATION

The Department of Education of Arkansas accepted the ratings of the colleges of the State formerly made by the University of Arkansas. (See above.) It has adopted no standards for accrediting institutions for white students and has prepared no list of approved institutions. For Negro institutions it has adopted the following standards:

STANDARDS FOR ACCREDITING INSTITUTIONS OF HIGHER EDUCATION FOR NEGROES

4-YEAR COLLEGES AND UNIVERSITIES

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

- (a) Which is legally authorized to give nonprofessional bachelors' degrees;
- (b) Which is organized definitely on the basis of the completion of a standard secondary-school curriculum;
- (c) Which organizes its curricula in such a way that the early years are a continuation of, and a supplement to the work of the secondary school and the last 2 years are shaped more or less distinctly in the direction of special, professional or graduate instruction.

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

3. *Graduation.*—The college shall require for graduation the completion of a minimum quantitative requirement of 120 semester 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. (A semester hour here is used to designate credit for a class period per week of not less than 50 minutes for 1 semester of at least 18 weeks.

4. *Faculty—Size.*—The college of 200 students or less, with a single curriculum, shall maintain at least 6 distinct departments, each having at least 1 person of professorial rank, giving full time to the college work of his department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be proportionately increased. The development of varied curricula should involve the addition of further heads of departments.

5. *Faculty—Training.*—The minimum scholastic requirement of all teachers shall be graduation from a college belonging to the North Central Association or the equivalent. The training of department heads in the academic field shall include at least 1 year of study in their respective fields of teaching in a recog-

nized graduate school, presumably including the master's degree. The teacher's success is to be determined by the efficiency of his teaching as well as his research work.

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

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

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

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

10. *Registration.*—No institution shall be admitted to the accredited list, or continued more than 1 year on such list, unless it has a regular college registration of at least 50 students in 1932-33; 75 students in 1933-34; 100 students in 1934-35 and thereafter. A notably small proportion of college students registering in the third and fourth years continued over a period of several years, will constitute grounds for dropping an institution from the accredited list.

11. *Libraries and laboratories.*—(a) The college shall have a live, well-distributed, professionally administered library of at least 3,000 volumes in 1931-32; 4,000 volumes in 1932-33; 5,000 volumes in 1933-34; 6,000 volumes in 1934-35; 8,000 volumes in 1935-36 and thereafter (exclusive of public documents), bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least \$5 per student registered.

(b) The college shall be provided with laboratory equipment sufficient to develop fully and illustrate each course announced. Courses announced and a list of laboratory equipment shall be submitted to the State board of education each year for approval.

12. *Finances.*—The college shall have a minimum and guaranteed annual income sufficient to maintain the program specified in these standards.

13. *Secondary schools.*—If the college maintains a high school, the courses in the high school shall be maintained as separate from college courses; that is, students enrolled in a high-school course shall receive only high-school credit and vice versa.

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

15. *Buildings and 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 method of cleaning shall be such as to insure hygienic conditions for both students and teachers.

16. *Inspection.*—No college shall be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by the State board of education.

STANDARDS FOR JUNIOR COLLEGES FOR NEGROES

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 institutions as given in any accredited 4-year high school. 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.

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

3. *Organization.*—The work of the junior college shall be organized on a college, as distinguished from high school, basis, so as to secure equivalency in prerequisites, scope, and thoroughness in the work done in the first 2 years of a standard college as defined by the State board of education.

4. *Faculty.*—The minimum scholastic requirements of all teachers of classes in the junior college shall be graduation from a college belonging to the North Central Association or an equivalent association. Heads of departments shall have in addition 1 year of graduate work in their chosen field in an institution of approved standing. The teaching schedule of instructors shall not exceed 18 clock hours a week.

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 40 students regularly registered in accordance with these standards in 1931-32; 50 students in 1932-33; and 60 students in 1933-34 and thereafter. Of those enrolled, approximately one-third shall be in the second year.

7. *Libraries and laboratories.*—The junior college shall have a live, well-distributed and efficiently administered library of at least 2,000 volumes in 1931-32; 2,500 volumes in 1932-33; and 3,000 volumes in 1933-34 and thereafter (exclusive of public documents), selected with special reference to college work and with a definite annual appropriation for the purchase of new books and periodicals which shall not be less than \$200 annually nor less than \$5 per student regularly registered.

The junior college shall be provided with laboratories fully equipped to illustrate each course announced.

8. *Finances.*—The junior college shall have a minimum and guaranteed annual income sufficient to maintain the program specified in these standards.

9. *General standards.*—The character of the curriculum, the efficiency of instruction, the scientific spirit, and the tone of the institution shall be factors in determining eligibility for accrediting.

10. *Buildings and equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, corridors, closets, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

11. *Inspection.*—No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by the State board of education. Such inspection will not be authorized until the second year of the junior college shall have been in full operation for at least 1 full year.

CALIFORNIA

UNIVERSITY OF CALIFORNIA

The University of California accredits the institutions on the accepted list of the Association of American Universities. (See pp. 14-16.) 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, with the proviso that the University of California may deny admission to graduate status in cases where the undergraduate program has been of such character as not to furnish an adequate basis for advanced work leading to academic or professional higher degrees or certificates. This applies to colleges within the University of California, as well as to those outside.

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 colleges, the requirements for a higher degree to be determined by the graduate adviser in the department of the major subject. The State colleges so recognized are:

Chico State College, Chico.	San Jose State College, San Jose.
Fresno State College, Fresno.	Santa Barbara State College, Santa Barbara.
Humboldt State College, Arcata.	University of California at Los Angeles, Los Angeles.
San Diego State College, San Diego.	
San Francisco State College, San Francisco.	

JUNIOR COLLEGES

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

Antelope Valley Junior College, Lancaster.	Glendale Junior College, Glendale.
Bakersfield Junior College, Bakersfield.	Holmby College, Los Angeles.
Brawley Junior College, Brawley.	Lassen Union Junior College, Susanville.
California Polytechnic School, San Luis Obispo.	Long Beach Junior College, Long Beach.
Central Junior College, El Centro.	Los Angeles Junior College, Los Angeles.
Chaffey Junior College, Ontario.	Los Angeles Pacific College, Los Angeles.
Citrus Junior College, Azusa.	Marin Junior College, Kentfield.
Coalinga Junior College, Coalinga.	Marymount Junior College, Los Angeles.
College of Notre Dame, Belmont.	Menlo Junior College, Menlo Park.
Compton Junior College, Compton.	Modesto Junior College, Modesto.
Deep Springs Junior College, Deep Springs.	Oceanside-Carlsbad Junior College, Oceanside.
Fullerton Junior College, Fullerton.	Pasadena Junior College, Pasadena.

Placer Junior College, Auburn.	San Luis Obispo Junior College, San Luis Obispo.
Pomona Junior College, Pomona.	San Mateo Junior College, San Mateo.
Porterville Junior College, Porterville.	Santa Ana Junior College, Santa Ana.
Reedley Junior College, Reedley.	Santa Maria Junior College, Santa Maria.
Riverside Junior College, Riverside.	Santa Monica Junior College, Santa Monica.
Sacramento Junior College, Sacramento.	Santa Rosa Junior College, Santa Rosa.
Salinas Junior College, Salinas.	Stockton Junior College, Stockton.
San Benito County Junior College, Hollister.	Taft Junior College, Taft.
San Bernardino Valley Junior College, San Bernardino.	Ventura Junior College, Ventura.
San Francisco Junior College, San Francisco.	Visalia Junior College, Visalia.
	Yuba County Junior College, Marysville.

STATE DEPARTMENT OF EDUCATION

In California, training leading to recommendations for teaching credentials is offered in five types of institutions: State colleges, universities, liberal arts colleges, special schools, and private institutions affiliated with schools of education of approved universities or colleges. Following is a list of California teacher-training institutions approved by the California State Board of Education for offering training leading to recommendations for the various kinds of teaching credentials issued by the department.

1. STATE COLLEGES

Chico State College, Chico.	San Francisco State College, San Francisco.
Fresno State College, Fresno.	San Jose State College, San Jose.
Humboldt State College, Arcata.	Santa Barbara State College, Santa Barbara.
San Diego State College, San Diego.	

2. UNIVERSITIES

Stanford University, Stanford University.	University of Southern California, Los Angeles.
University of California, Berkeley.	
University of California at Los Angeles, Los Angeles.	

3. LIBERAL ARTS COLLEGES

Claremont Colleges, Claremont.	Occidental College, Los Angeles.
College of the Pacific, Stockton.	University of Redlands, Redlands.
Dominican College, San Rafael.	Whittier College, Whittier; Broadoaks School of Education, Pasadena.
Mills College, Mills College.	

4. SPECIAL SCHOOLS

Armstrong College of Business Administration, Berkeley.	California School of Arts and Crafts, Oakland.
	Riverside Library School, Riverside.

5. INSTITUTIONS AFFILIATED WITH SCHOOLS OR DEPARTMENTS OF EDUCATION IN APPROVED INSTITUTIONS

California School of Fine Arts, San Francisco.	La Verne College, La Verne.
Immaculate Heart College, Hollywood.	Miss Fulmer's School, Los Angeles.
	Mount St. Mary's College, Los Angeles.

JUNIOR COLLEGES

RULES AND REGULATIONS OF STATE BOARD OF EDUCATION ON PUBLIC JUNIOR COLLEGES

A. *Purpose*.—Each junior college shall be maintained to serve the educational needs of high-school graduates and of such mature individuals as may be accepted for admission by the principal of the junior college.

B. *Programs of study*.—In each junior college there shall be established and maintained a program of study which shall include:

1. Such 2-year curricula providing secondary education beyond the level of the high school as may be necessary to meet the educational needs and objectives of the individual junior college students enrolled; and
2. Such additional courses of study as may be necessary to meet the needs of the students enrolled.

C. *Admission of students*.—The governing board of any high school district in which junior college courses are maintained, or the governing board of any junior college district shall admit to the junior college any high school graduate, and such mature individuals over 18 years of age as may be recommended for admission by the principal of the junior college.

D. *Title of Associate of Arts*.—The governing board of any high-school district in which junior college courses are maintained, or the governing board of any junior college district shall confer the title of associate of arts upon any student who shall complete satisfactorily a 2-year junior college curriculum of 60 credit hours, including the following:

1. A major consisting of at least 20 credit hours in a specified field of study.
2. Four credit hours in health and physical education, as follows: (a) Two credit hours in physical education, earned at the rate of $\frac{1}{2}$ credit hour per semester, for a minimum of 2 periods of not less than 50 minutes per week, in directed physical education activities. (b) Two credit hours in hygiene (community and personal) earned in a 1-semester course of 2 periods of not less than 50 minutes per week (together with outside preparation).
3. Two credit hours in the Constitution of the United States, including the study of American institutions and ideals.
4. Such requirements in oral and written English as may be established by the governing board.

NOTE.—A credit hour is hereby defined as approximately 3 hours of recitation, study, and laboratory work per week carried throughout one half year.

E. *Certificate on completion*.—Any student who successfully completes any special junior college course of study or curriculum of less than 2 years shall be entitled to receive a certificate of completion.

F. *Transcript of record*.—Any student graduating or transferring from a junior college to another school shall be entitled to have a transcript of record sent to such school.

G. *Forms*.—The State department of education shall prescribe forms for transcripts of junior college records and for the title of associate in arts.

H. *Approval of programs of study*.—Each junior college program of study must be approved by the State department of education.

The junior colleges approved by the State board of education are those listed under the University of California, page 62.

COLORADO

UNIVERSITY OF COLORADO AND STATE DEPARTMENT OF
EDUCATION.

Neither the University of Colorado nor the State Department of Education of Colorado has set up standards for accrediting the higher educational institutions of the State, nor has prepared a list of accredited institutions. (For lists of accredited institutions in Colorado, see pt. I.)

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 appropriation 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—relation to the institution as regards students, faculty, buildings, and discipline.

The following institutions in the State are approved:

COLLEGES AND UNIVERSITIES

Albertus Magnus College, New Haven.	St. Mary's Seminary, Norwalk.
Connecticut College for Women, New London.	Trinity College, Hartford.
Connecticut State College, Storrs.	Wesleyan University, Middletown.
St. Joseph College, West Hartford.	Yale University, New Haven.

JUNIOR COLLEGES

Hillyer Junior College, Hartford.	Marot Junior College, Thompson.
Junior College of Commerce, New Haven.	New Haven Y. M. C. A. Junior College, New Haven.
Junior College of Connecticut, Bridgeport.	St. Thomas Seminary, Bloomfield.
Larson Junior College, Hamden.	
Marianapolis Junior College, Thompson.	

TEACHER TRAINING INSTITUTIONS

Arnold College of Hygiene and Physical Education, New Haven.	New Haven State Teachers College, New Haven.
Bridgeport City Normal School, Bridgeport.	Teachers College of Connecticut, New Britain.
Calver-Smith Kindergarten Training School, Hartford.	Willimantic State Teachers College, Willimantic.
Danbury State Teachers College, Danbury.	
Fannie A. Smith Teacher Training School, Bridgeport.	

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 two State higher institutions, the *University of Delaware, Newark*, and the *State College for Colored Students, Dover*, provide 4-year courses for the preparation of teachers for the Delaware schools both on the high-school and elementary school level. These are the only colleges in the State.

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. 22-25.) The Association of American Universities and the American Association of Teachers Colleges (pp. 14-52) have also approved institutions in the District.

FLORIDA

UNIVERSITY OF FLORIDA

The University of Florida recognizes as fully accredited all institutions which are accredited by the Southern Association of Colleges and Secondary Schools (see pp. 42 and 47). Students with good records from institutions in the State not accredited by the association are admitted to the university on a provisional basis, with the understanding that the provisional clause will be removed and a final status determined if the student makes a satisfactory record in 1 year's advanced work at the university. If a satisfactory record is not made, no advanced standing is allowed. This policy applies to 4-year colleges, junior colleges, and teacher-training institutions.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

STANDARDS FOR 4-YEAR COLLEGES

1. *Entrance requirements.*—The requirements for admission shall be the satisfactory completion of a 4-year course of not less than 15 units in an accredited secondary school or the equivalent of such a course as shown by examination.

2. *Requirements for graduation.*—A college shall demand for graduation the completion of a minimum of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses).

3. *Number of degrees.*—The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. Institutions of limited resources should confine themselves to strictly undergraduate courses.

4. *Number of college departments.*—The 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 each department.

5. *Training of faculty.*—The training of 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. 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.

6. *Salaries.*—It is recommended that the salary of a full professor be not less than \$3,000 for 9 months.

7. *Number of classroom hours for teachers.*—Teaching schedules exceeding 16 hours per week for instruction shall be interpreted as endangering educational efficiency.

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.

10. *Library.*—The college shall 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 colleges of approximately 300 students and a minimum number of departments, there should be spent annually for the library, exclusive of the care of building, not less than \$5,000, with proportionate increase for larger student bodies and a larger number of departments. Leading periodicals in fields covered by the curriculum should be taken as well as those of general cultural interest. The building should be suitable from the standpoint of light, fire protection, equipment, and staff. The seating capacity of the reading room should be at least 15 percent of the student body.

11. *Laboratory.*—The laboratory equipment should be adequate and these facilities kept up by annual appropriation.

12. *Separation of college and preparatory school.*—The college may not maintain a preparatory school as a part of its college organization.

13. *Proportion of regular college students to the whole student body.*—At least 75 percent of the students should be pursuing courses leading to baccalaureate degrees.

14. *General statement concerning material equipment.*—The location, construction, lighting, heating, ventilation, and the general sanitary equipment shall be such as to insure hygienic conditions.

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 are also factors in determining its standing.

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

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. Statistics of the records of the graduates of the college in graduate or professional schools may be required from time to time.

18. *Professional and technical departments.*—When the institution has professional or technical departments, the college of arts and sciences shall not be approved unless the professional or technical departments are of approved grade.

19. *Inspection.*—No college will be approved by the State department until it has been inspected and reported upon by an agent or agents designated by the State superintendent of public instruction.

20. *Reports.*—Approved institutions shall be required to report upon forms approved by the State department of public instruction at such intervals as the State superintendent of public instruction may require.

APPROVED 4-YEAR COLLEGES

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

University of Florida, Gainesville.
University of Miami, Coral Gables.
University of Tampa, Tampa.
For Negroes:
Florida Agricultural and Mechanical College for Negroes, Tallahassee.

STANDARDS FOR JUNIOR COLLEGES

1. *Entrance requirements.*—The requirements for admission shall be the satisfactory completion of a 4-year course of not less than 15 units in an accredited secondary school or the equivalent of such a course as shown by examination.

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 not be less than 60 and the number of separate departments not less than 5 (English, history, foreign language, mathematics, science). There should be at least 5 teachers employed specifically for college instruction and giving the major part of their time to college instruction.

5. *Salaries and training of faculty.*—Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. Teachers shall be graduates of standard colleges and in addition have credit for graduate work amounting to 1 year at least in a graduate school of recognized standing. A teacher should teach 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 class shall not exceed 30 except for lectures. The number of students in a foreign language class shall not exceed 25; the number in a laboratory section shall not exceed the number for which desk space and equipment are provided.

8. *Support.*—The minimum annual operating income for 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. Increase in faculty and student body should be accompanied by increased and stable income.

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. There should be a definite annual appropriation for the purchase of books and periodicals amounting to 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.

11. *Separation of college and preparatory classes.*—Where a junior college and high school are maintained together, the students shall be taught in separate classes, no high school student being admitted to any college course.

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

13. *General statement concerning material equipment.*—The location, construction, lighting, heating, ventilation, and the general sanitary equipment shall be such as to insure hygienic conditions.

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 approval.

15. *Extracurricular activities.*—Athletics, amusements, fraternities, and the 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 approved by the State department until it has been inspected and reported upon by an agent or agents designated by the State superintendent of public instruction.

17. *Reports.*—Approved institutions shall be required to report upon forms approved by the State department of public instruction at such intervals as the State superintendent of public instruction may require.

APPROVED JUNIOR COLLEGES

St. Petersburg Junior College, St. Petersburg.
For Negroes:
Bethune Cookman College, Daytona Beach.

For Negroes—Continued.

Edward Waters College, Jacksonville.
Florida Normal and Industrial Institute, St. Augustine.

GEORGIA

UNIVERSITY OF GEORGIA

The University of Georgia has established no standards for accrediting higher educational institutions. It gives credit to students transferring to the university from certain colleges in the State as follows:

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

Emory University, Emory University,
Georgia School of Technology, Atlanta.

Mercer University, Macon.

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

Agnes Scott College, Decatur.
 Bessie Tift College, Forsyth.
 Brenau College, Gainesville.
 Georgia State College for Women, Milledgeville.
 Georgia State Woman's College, Valdosta.

La Grange College, La Grange.
 Piedmont College, Demorest.
 Shorter College, Rome.
 South Georgia Teachers College, Statesboro.
 Wesleyan College, Macon.

3. Transcript of record given full value. Graduation certificate accepted for full junior standing. (Two-year junior colleges.)

Abraham Baldwin Agricultural College, Tifton.
 Andrew Junior 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 College, Douglas.
 West Georgia College, Carrollton.
 Young L. G. Harris College, Young Harris.

STATE DEPARTMENT OF EDUCATION

The following standards for colleges and junior colleges have been adopted by the State Board of Education of Georgia, 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 proposed new institutions of higher learning, if the board of education is satisfied that such institution 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 these standards.

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

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 curricula in such a 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 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 bachelors' 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 noneducational 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, 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. The department may for due cause call 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.

APPROVED 4-YEAR COLLEGES

Agnes Scott College, Decatur.
 Berry College, Mount Berry.
 Beaslie 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, La Grange.
 Mercer University, Macon.
 Oglethorpe University, Oglethorpe.
 Piedmont College, Demorest.

Shorter College, Rome.
 South Georgia Teachers College, Statesboro.
 University of Georgia, Athens.
 Wesleyan College, Macon.

For Negroes:

Atlanta University, Atlanta.
 Clark University, Atlanta.
 Georgia State College, Industrial College.
 Morehouse College, Atlanta.
 Morris Brown College, Atlanta.
 Paine College, Augusta.
 Spelman College, Atlanta.

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 40 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, 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. 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.

APPROVED JUNIOR COLLEGES AND NORMAL SCHOOLS

Abraham Baldwin Agricultural College, Tifton.	Reinhardt College, Waleska.
Andrew College, Cuthbert.	South Georgia College, Douglas.
Armstrong Junior College, Savannah.	West Georgia College, Carrollton.
Brewton-Parker Junior College, Mount Vernon.	Young L. G. Harris College, Young Harris.
Georgia Southwestern College, Americus,	For Negroes:
Junior College of Augusta, Augusta.	Fort Valley Normal and Industrial School, Fort Valley.
Middle Georgia College, Cochran.	Georgia Normal and Agricultural Col- lege, Albany.
Norman Junior College, Norman Park.	State Teachers and Agricultural College, Forsyth.
North Georgia College, Dahlonega.	
Rabun Gap Nacoochee Junior College, Ra- bun Gap.	

IDAHO

UNIVERSITY OF IDAHO

The University of Idaho has adopted no standards for accrediting the higher educational institutions, and has approved no list of institutions within the State. It attempts, so far as possible, to follow the recommendations of the regional accrediting associations. In the

case of questionable institutions it handles each case of transfer on its individual merits, according to the courses taken by the student.

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.
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

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 or 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 \$6,000 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.

ACCREDITED HIGHER INSTITUTIONS

CLASSIFICATION AND RATING

I. CLASS A COLLEGES

This class shall include institutions which meet in full all the criteria of a standard college.

Graduates of institutions rated in class A are admitted to the graduate school as candidates for the master's degree on the basis of 1 year's work, subject to the completion of the prerequisites for the several departments; and undergraduates receive hour-for-hour credit in the undergraduate colleges.

Armour Institute of Technology, Chicago (except architecture is B for the 2 upper years).	Illinois College, Jacksonville.
Augustana College, Rock Island.	Illinois Wesleyan University, Bloomington.
Aurora College, Aurora.	James Millikin University, Decatur.
Barat College, Lake Forest (through June 1940).	Knox College, Galesburg.
Bradley Polytechnic Institute, Peoria.	Lake Forest College, Lake Forest.
Carthage College, Carthage.	Loyola University, Chicago.
Central Y. M. C. A. College, Chicago (for arts and science; commerce, day division, junior college status; evening division, credit in accountancy courses only).	McMurray College, Jacksonville.
College of St. Francis, Joliet.	Monmouth College, Monmouth.
DePaul University, Chicago (evening work in commerce allowed after 1 semester satisfactory scholarship at the University of Illinois).	Mundelein College, Chicago.
Elmhurst College, Elmhurst.	North Central College, Naperville.
	Northwestern University, Evanston.
	Rockford College, Rockford.
	Rosary College, River Forest.
	St. Procopius College, Lisle.
	St. Francis Xavier College, Chicago.
	The Principia, Elmhurst.
	University of Chicago, Chicago.
	Wheaton College, Wheaton.

2. CLASS B COLLEGES

This class shall include institutions which approximate the standard set for class A, but fall short of it in certain particulars. For example, a college which has but six departments instead of eight, or permits 2 years instead of 1 for the removal of conditions, or has one or two professors in its faculty with no preparation beyond the baccalaureate degree, or is slightly short of the standard set for the library or laboratory equipment, would fall in this class.

Graduates of institutions rated in class B are admitted to the graduate school subject to the requirement that they take from 8 to 16 hours of work in addition to the year of graduate study that is normally required for the master's degree; and undergraduates receive substantially hour-for-hour credit in the undergraduate colleges up to a maximum of 30 semester hours a year, except in specific departments as may be noted in the rating of the individual institution.

Eureka College, Eureka.	McKendree College, Lebanon.
Greenville College, Greenville (superior graduates especially recommended are admitted to full graduate standing).	St. Viator College, Bourbonnais (class A for first 2 years).
Lewis Institute, Chicago (class A for the first 2 years; graduates admitted to graduate school on basis of scholarship).	Shurtleff College, Alton.

3. JUNIOR COLLEGES

Criteria of a Standard Junior College

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. 32.)

6. *Teaching schedules.*—The teaching schedule of an 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.

Junior colleges shall include schools offering 1 or 2 years of work above that of a 4-year secondary school which meet the standards for junior colleges adopted by the Council of Administration (above).

For each junior college a detailed schedule of credits shall be worked out and credits shall be allowed only in accordance with these schedules.

Accredited Junior Colleges

Blackburn College, Carlinville.	Morgan Park Junior College, Chicago.
Elgin Junior College, Elgin.	Morton (J. Sterling) Junior College, Cicero.
Frances Shimer School, Mount Carroll.	North Park College, Chicago.
George Williams College, Chicago.	Quincy College, Quincy.
Herzl Junior College, Chicago (for recommended graduates who have scholarship average of C or better).	Springfield Junior College, Springfield.
Joliet Junior College, Joliet.	Thornton Junior College, Harvey.
La Salle-Peru-Oglesby Junior College, La Salle.	Wilson Junior College, Chicago (for recommended graduates who have scholarship average of C or better).
Lincoln College, Lincoln.	Wright Junior College, Chicago (for recommended graduates who have scholarship average of C or better).
Lyons Township Junior College, La Grange.	
Monticello College, Godfrey.	

TEACHER TRAINING INSTITUTIONS

Unless otherwise noted, graduates of the following institutions who present 20 semester hours of content courses in one major academic subject in addition to education are admitted to full graduate standing:

Chicago Teachers College, Chicago (equivalent of 3 years of credit as a maximum for transfers to the college of education of the University of Illinois).	Illinois State Normal University, Normal.
Concordia Teachers College, River Forest (maximum 60 semester hours. Petitions for a third year of credit will be considered for superior students who are especially recommended).	National College of Education, Evanston (maximum of 60 hours to graduates of the 2-year program).
Eastern Illinois State Teachers College, Charleston.	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 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 set up by the department for the several groups:

GROUP I: RECOGNIZED TEACHERS COLLEGES

Chicago Teachers 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.
Barat College, Lake Forest.	Monmouth College, Monmouth.
Bradley Polytechnic Institute, Peoria.	Mundelein College, Chicago.
Carthage College, Carthage.	National College of Education, Evanston.
Central Y. M. C. A. College, Chicago.	North Central College, Naperville.
College of St. Francis, Joliet.	Northwestern University, Evanston.
DePaul University, Chicago.	Quincy College, Quincy.
Elmhurst College, Elmhurst.	Rockford College, Rockford.
Eureka College, Eureka.	Rosary College, River Forest.
Greenville College, Greenville.	St. Francis Xavier College, Chicago.
Illinois College, Jacksonville.	St. Procopius College, Lisle.
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.	Lyons Township Junior College, LaGrange.
Concordia Teachers College, River Forest.	Mallinckrodt College, Wilmette.
Frances Shimer Junior College, Mount Carroll.	Monticello College, Godfrey.
Joliet Junior College, Joliet.	Morton Junior College, Cicero.
LaSalle-Peru-Oglesby Junior College, LaSalle.	North Park College, Chicago.
Lincoln College, Lincoln.	Springfield Junior College, Springfield.
	Thornton Junior College, Harvey.

GROUP IV: SPECIAL AND TECHNICAL SCHOOLS

TECHNICAL SCHOOLS

Armour Institute of Technology, Chicago.	Lewis Institute, Chicago.
Bradley Polytechnic Institute, Peoria.	Parks Air College, East St. Louis.
Chicago Technical College, Chicago.	The Aeronautical University, Inc., Chicago.

PHYSICAL EDUCATION SCHOOLS

American College of Physical Education, Chicago.	Kendall College of Physical Education, Chicago.
George Williams College, Chicago.	

KINDERGARTEN TRAINING SCHOOLS

Chicago Teachers College, Chicago.	Pestalozzi-Froebel Kindergarten Training School, Chicago.
Kindergarten Training School, Peoria.	
National College of Education, Evanston.	

¹In this group are listed in addition to the above, recognized schools of music, art, and expression and dramatic art.

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

ACCREDITED INSTITUTIONS

Accredited institutions in the State of Indiana are such universities and colleges as have been authorized by the State board of education to offer curricula for the preparation of teachers.

Institutions may be accredited in two groups, namely: (1) institutions with standard accreditation, and (2) institutions with limited accreditation.

(1) An institution with *standard accreditation* is one which is accredited by the State board of education and which qualifies for membership in the North Central Association of Colleges and Secondary Schools or the American Association of Teachers Colleges, or other regional or national association of similar rank. The State board of education will consider accreditation of this type of institution for teacher education curricula provided adequate provision has been made for teacher education in the institutional objectives, and provided further that the institution maintains a strong department of education. This type of institution shall be accredited for an indefinite time.

(2) An institution with annual accreditation is one which does not qualify for standard accreditation but is accredited by the State board of education only to offer one or more curricula for the preparation of teachers. The accreditation of this type of institution shall expire in August annually. Application for the reaccreditation must be filed with the State director of teacher training and licensing not later than February 1.

STANDARDS OF ACCREDITED INSTITUTIONS

I. Institutions with standard accreditation:

The institutional standards of the State board of education for this type of institution are the same as the standards required for membership in the North Central Association of Colleges and Secondary Schools, the American Association of Teachers Colleges, or other association of similar rank. (See pt. I.)

II. Institutions with limited accreditation:

1. *The teaching staff.*

(a) *Number.*—There shall be 8 or more teachers devoting their time exclusively to college courses.

(b) *Hours per week.*—No teacher shall be permitted to teach more than 16 hours per week.

¹The State board of education does not require membership in an association of this sort. A nonmember institution may be classified as holding standard accreditation provided it maintains standards equal to those of member institutions.

II. Institutions with limited accreditation—Continued.

1. *The teaching staff*—Continued.

(c) *Preparation*.—Beginning September 1, 1938, approximately 30 percent of the members of the teaching staff with the rank of instructor or higher shall be holders of the earned doctor's degree. Head professors shall be holders of the earned master's degree or higher earned degree. All teachers shall be graduates of standard accredited colleges or universities.

(d) *Quality of teaching*.—The teaching shall be of good quality and shall be done in a manner satisfactory to the State board of education. The syllabi for all courses in teacher education (academic or professional) shall be filed with the State director of teacher training and licensing.

2. *Financial resources and support*.—

(a) A productive endowment approaching \$500,000 is desirable. In lieu of the endowment, there shall be a fixed annual income, approaching \$25,000, independent of student fees.

In all cases the income must be sufficient to remunerate members of the staff in such manner as will encourage growth from the standpoint of additional training and to retain the stronger members of the staff. It shall be adequate to assure growth in the institutional equipment such as libraries, laboratories, etc.

In the case of religious organizations, financial support or contributed services equal in value to the endowment or income specified may be accepted in lieu of the endowment or income.

3. *Entrance requirements*.—

(a) 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.

(b) Students enrolling who have been eliminated from teacher training curricula of other institutions must meet the same requirements as would be necessary should they return to the institution from which they were eliminated.

4. *Requirements for graduation*.—

(a) *Academic year*.—The academic year or college year shall consist of not less than 36 weeks. The summer session shall not exceed 1 term of 12 weeks or 2 terms of 6 weeks each. No institution shall attempt to operate more than 48 weeks in a calendar year.

(b) *Class and laboratory hour*.—The class hour shall be at least 50 minutes in the clear; two such hours of practice or demonstration in the laboratory shall be considered equivalent to a recitation hour.

(c) *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 and minor subjects, with such provision for electives as seems best suited to the needs of the students.

The curricula leading to the 2-year elementary teacher's certificate must include 2 full academic years beyond the entrance requirements. Students completing one of these curricula shall not be approved for a teacher's license until 2 calendar years after graduation from high school.

- (d) *Hours per week.*—The work may be organized on an hour-per-week basis, not exceeding 16.
- (e) Extra subjects may be carried only by students whose works of superior quality. Not to exceed 5 percent of the students should be permitted to carry extra work. Rules and regulations concerning the extra work should be adopted by the faculty and submitted to the State director of teacher training and licensing for approval.
- (f) *Residence work.*—No institution may issue a certificate of graduation from any curriculum based on less than 1 year's work done therein.

5. Equipment.—

- (a) *Laboratories.*—There shall be adequate laboratory facilities for teaching each of the sciences offered.
- (b) *Library.*—The library shall contain at least 8,000 volumes exclusive of public documents. It must be a growing library. It must contain an adequate supply of recent as well as earlier standard books in each of the departments of instruction. It must contain standard encyclopedias, dictionaries, and other reference works as well as leading periodicals in each department of learning.

Beginning September 1, 1937, the library shall contain at least 12,000 volumes, and beginning September 1, 1940, the library shall contain at least 15,000 properly organized volumes pertinent to the courses offered and exclusive of public documents.

The educational department should have an adequate collection of educational and pedagogical books as well as sets of leading school journals and school reports.

The library rooms shall not be used for recitation purposes. The library shall be in charge of a well trained librarian.

(A graduate of an institution accredited by the American Library Association should be considered a well trained librarian. Authorities in Indiana institutions should consider this when employing new librarians.)

6. Records and reports.—

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 records 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 institu-

ACCREDITED HIGHER INSTITUTIONS

tion 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 and licensing for decision.

In accrediting colleges and universities 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 in any teacher-training course for which the institution is accredited. Facilities must be provided for observation of good teaching and for student teaching.

STANDARD JUNIOR COLLEGES

A junior college may be accredited if it maintains at least the first two 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 meet fully the requirements of a standard college.

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

INSTITUTIONS WITH STANDARD ACCREDITMENT

Ball State Teachers College, Muncie.	Manchester College, North Manchester.
Butler University, Indianapolis.	Purdue University, Lafayette.
DePauw University, Greencastle.	St. Mary's College, Notre Dame.
Earlham College, Richmond.	St. Mary-of-the-Woods College, St. Mary of-the-Woods.
Evansville College, Evansville.	University of Notre Dame, Notre Dame.
Franklin College, Franklin.	Valparaiso University, Valparaiso.
Hanover College, Hanover.	Wabash College, Crawfordsville.
Indiana State Teachers College, Terre Haute.	
Indiana University, Bloomington.	

INSTITUTIONS WITH ANNUAL ACCREDITMENT

Ancilla Domini College, Donaldson.	Normal College of the American Gymnastic Union, Indianapolis. (In affiliation with Indiana University.)
Anderson College, Anderson.	Oakland City College, Oakland City.
Arthur Jordau Conservatory of Music, Indianapolis.	St. Benedict's Normal School, Ferdinand.
Central Normal College, Dauville.	St. Francis Normal School, Lafayette.
Goshen College, Goshen.	Marian College, Oldenburg.
Huntington College, Huntington.	Taylor University, Upland.
Indiana Central College, Indianapolis.	Vincennes University, Vincennes.
Marion College, Marion.	

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 4-YEAR 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 (a) Administrative heads.*—The administrative head of a college must have a bachelor's degree from a standard institution and should have completed in addition at least 1 year of standard graduate work. New administrative heads must have the master's degree from a recognized graduate school.

(b) *Instructors.*—Unless otherwise specified in these standards an instructor must have a master's degree from a recognized graduate school and must give instruction only in the field of his graduate major, consisting of at least 10 semester hours of graduate work. When possible the teaching should be confined to the field of the graduate major.

(c) *Instructor in music.*—In addition to a bachelor's degree with a major in music an instructor in music must have completed the equivalent of 1 year of specialized work in music beyond that required for the degree.

(d) *Instructors in art and mechanical drawing.*—In addition to a bachelor's degree with a major in art an instructor in art must have completed the equivalent of 1 year of specialized work in art beyond that required for the degree.

An instructor in mechanical drawing must have a bachelor's degree and must have as much credit in mechanical drawing as is required on a standard curriculum in mechanical engineering (8 semester hours).

(e) *Instructor in physical education.*—In addition to a bachelor's degree with a major in physical education an instructor in physical education, if he teaches other work in physical education than that usually required for freshmen and

sophomores, must have completed the equivalent of 1 year of specialized work in physical education beyond that required for the degree.

(f) *The load of an instructor.*—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. One and one-half clock hours of laboratory work are to be counted as 1 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.

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.

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

ACCREDITED COLLEGES

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| <ul style="list-style-type: none"> ♦ 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. | <ul style="list-style-type: none"> John Fletcher College, University Park. (Credits earned since September 1936 must be validated. A new inspection of the university to determine its eligibility for continuance on the accredited list will be made in 1938-39.) Luther College, Decorah. Morningside College, Sioux City. Parsons College, Fairfield. St. Ambrose College, Davenport. Simpson College, Indianola. State University of Iowa, Iowa City. |
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Trinity College, Sioux City.
University of Dubuque, Dubuque. (Credits earned since September 1936 must be validated. The present accreditation of the college is probational.)

Upper Iowa University, Fayette.
Wartburg College, Le Mars.
Western Union College, Le Mars.
William Penn College, Oskaloosa.

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 (a) Administrative heads.*—The superintendent of a public school system which maintains a junior college and the administrative head of any junior college must have a master's degree from a recognized graduate school.

(b) *Instructors.*—Unless otherwise specified in these standards an instructor must have a master's degree from a recognized graduate school and may give instruction only in the field of his graduate major or in the field of his graduate minor, consisting of at least 10 semester hours of graduate work. When in the field of his graduate minor, the teaching should be confined to the field of the graduate major.

(c) *Instructor in music.*—If the work in music is given for credit, the instructor in music must have a bachelor's degree with a major in music and must have completed the equivalent of 1 year of specialized work in music beyond that required for the degree.

(d) *Instructors in art and mechanical drawing.*—If the work in art is given for credit, the instructor in art must have a bachelor's degree with a major in art and must have completed the equivalent of 1 year of specialized work in art beyond that required for the degree.

An instructor in mechanical drawing must have a bachelor's degree and must have as much credit in mechanical drawing as is required on a standard curriculum in mechanical engineering (8 semester hours).

(e) *Instructor in physical education.*—If the work in physical education includes only the physical training ordinarily required of freshmen and sophomores, the instructor must have a bachelor's degree with a major in physical education.

(f) *The load of an instructor.*—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. One and one-half clock hours of laboratory work are to be counted as 1 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.
Bloomfield Junior College, Bloomfield.
Boone Junior College, Boone.
Briar Cliff Junior College, Sioux City.
Britt Junior College, Britt.
Burlington Junior College, Burlington.
Centerville Junior College, Centerville.
Chariton Junior College, Chariton.

Cherokee Junior College, Cherokee.
Clarinda Junior College, Clarinda.
Creston Junior College, Creston.
Dowling College, Des Moines.
Eagle Grove Junior College, Eagle Grove.
Elkader Junior College, Elkader.
Ellsworth Junior College, Iowa Falls.
Emmetsburg Junior College, Emmetsburg.

Estherville Junior College, Estherville.
 Fort Dodge Junior College, Fort Dodge.
 Graceland College, Lamoni.
 Independence Junior College, Independence.
 Maquoketa Junior College, Maquoketa.
 Marshalltown Junior College, Marshalltown.
 Mason City Junior College, Mason City.
 Muscatine Junior College, Muscatine.
 Northwestern Junior College, Orange City.

Osceola Junior College, Osceola.
 Ottumwa Heights College, Ottumwa.
 Red Oak Junior College, Red Oak.
 Sheldon Junior College, Sheldon.
 Tipton Junior College, Tipton.
 Waldorf College, Forest City.
 Washington Junior College, Washington.
 Waukon Junior College, Waukon.
 Webster City Junior College, Webster City.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The higher educational institutions of Iowa are accredited by the State board of educational examiners to offer professional education courses leading to certification in the following manner:

1. The academic or liberal arts program of each institution is approved by either the Intercollegiate Standing Committee or the North Central Association of Colleges and Secondary Schools. (See pp. 32 and 35.) The board of educational examiners accepts the approval of either of these agencies as evidence of satisfactory performance in the academic field. This approval is prerequisite to making formal application for the approval of the professional curricula.

2. The State board of educational examiners approves each of the various teacher-training curricula offered by any institution whose academic work has been approved previously by the above named agencies. Institutions are then accredited by the board on the basis of meeting the academic and professional standards as required.

COLLEGES APPROVED FOR 4-YEAR TEACHER-TRAINING CURRICULA

(NOTE—The (2) following the names of institutions indicates that the institutions offer 2-year curricula, also)

Buena Vista College, Storm Lake. (2)
 Central College, Pella. (2)
 Clarke College, Dubuque. (2)
 Coe College, Cedar Rapids. (2)
 Columbia College, Dubuque. (2)
 Cornell College, Mount Vernon.
 Drake University, Des Moines. (2)
 Grinnell College, Grinnell.
 Iowa State College of Agriculture and Mechanic Arts, Ames.
 Iowa State Teachers College, Cedar Falls. (2)
 Iowa Wesleyan College, Mount Pleasant. (2)

John Fletcher College, University Park.
 Luther College, Decorah. (2)
 Morningside College, Sioux City. (2)
 Parsons College, Fairfield. (2)
 St. Ambrose College, Davenport.
 Simpson College, Indianola. (2)
 State University of Iowa, Iowa City. (2)
 University of Dubuque, Dubuque. (2)
 Upper Iowa University, Fayette. (2)
 Wartburg College, Clinton. (2)
 Western Union College, Le Mars. (2)
 William Penn College, Oskaloosa.

JUNIOR COLLEGES APPROVED FOR 2-YEAR TEACHER-TRAINING CURRICULA

Creston Junior College, Creston.
 Ellsworth Junior College, Iowa Falls.
 Graceland College, Lamoni.
 Mount Mercy Junior College, Cedar Rapids.

Mount St. Clare Junior College, Clinton.
 Northwestern Junior College, Orange City.
 Ottumwa Heights Junior College, Ottumwa.
 Waldorf Junior College, Forest City.

KANSAS

UNIVERSITY OF KANSAS

The University of Kansas does not employ formal standards in accrediting the higher educational institutions of the State. As a

general practice, it approves institutions which are accredited by the North Central Association of Colleges and Secondary Schools (see pp. 32 and 35), and maintains a somewhat careful inspection of other institutions in the State. With reference to institutions not on the North Central Association list, it attempts to determine how satisfactorily the institutions are doing their work and is guided in some measure by the North Central Association standards in judging the institutions.

The colleges in the State from which the university accepts credits on transfer in work corresponding to that of its own curriculum, provided the student's scholarship record is satisfactory and his secondary school work meets the university requirements for admission, are as follows:

1. APPROVED 4-YEAR COLLEGES

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

2. JUNIOR COLLEGE WORK FULLY APPROVED; SENIOR COLLEGE COURSES SUBJECT TO INDIVIDUAL EVALUATION

Kansas Wesleyan University, Salina.	Sterling College, Sterling.
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3. APPROVED JUNIOR COLLEGES

Arkansas City Junior College, Arkansas City.	Hutchinson Junior College, Hutchinson.
Central College, McPherson.	Independence Junior College, Independence.
Chanute Junior College, Chanute.	Iola Junior College, Iola.
Coffeyville Junior College, Coffeyville.	Kansas City Junior College, Kansas City.
College of Paola, Paola.	Parsons Junior College, Parsons.
Dodge City Junior College, Dodge City.	Sacred Heart Junior College, Wichita.
El Dorado Junior College, El Dorado.	St. John's Lutheran College, Winfield.
Fort Scott Junior College, Fort Scott.	Saint Joseph's College, Hays.
Garden City Junior College, Garden City.	Tabor College, Hillsboro.
Highland College, Highland.	

DEPARTMENT OF EDUCATION

STANDARDS FOR 4-YEAR 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 bachelors' degrees; (b) which provides for 4 years of college work based upon the completion of a standard secondary school curriculum; (c) which organizes its curricula in such a way that the early years are a continuation of, and a supplement to the work of the secondary school and at least the last 2 years are shaped more or less distinctly in the direction of special, professional, or graduate instruction.

2. *Admission.*—The college shall require graduation from an accredited high

school in conformity with the Kansas law or 15 acceptable and properly distributed units from an accredited high school, or their equivalent.

3. *Graduation.*—The college shall require for graduation a minimum quantitative requirement of 120 semester hours or their equivalent, excluding credits in required physical education. No college shall confer a degree on a student who has not secured a minimum of 30 semester hours resident credit in the college granting the degree. At least 24 of the last 30 or 50 of the last 60 semester hours credit required for graduation must be secured in residence in the college granting the degree, except that a college may confer a degree upon a student who after earning 90 semester hours of credit in that institution, goes to a recognized professional school, enters a professional curriculum requiring a minimum of 5 years for completion, and transfers back 30 semester hours of credit from acceptable courses. Not more than one-fourth of the semester hours credit required for graduation may be from extension study. There shall be a qualitative scholarship requirement to insure that the work offered for a degree shall average distinctly above the minimum passing grade.

The word "extension" as here used means any kind of instruction for evening session students, students enrolled in extension classes, correspondence study students, or in any classes outside of the regular daily schedule.

The term "resident work" shall be interpreted to mean all regularly scheduled class or laboratory instruction given by the regular college faculty under the direct supervision of the college, and within the bounds of its campus. The time of day shall have no bearing; but no instructor shall teach more hours per week, nor larger classes than that prescribed in sections 6 and 7 of the 1930-31 standards of the North Central Association of Colleges and Secondary Schools for accrediting colleges and universities.

4. *Faculty—Size.*—The college of 200 students or less, with a single curriculum, shall maintain at least 8 distinct departments, each having at least 1 person of professorial rank, giving full time to the college work of his department. With the growth of the college in number of students and departments of instruction, there must be a proportional increase in the number of properly trained instructors, either to assume headship of the departments or to assist in the work of the departments.

5. *Faculty—Training.*—The minimum scholastic requirement for all teachers shall be graduation from a standard college. The minimum training for teachers of professorial rank shall include at least 1 year of study in a recognized graduate school, presumably including the master's degree, in the field in which they are teaching. Heads of departments should have completed at least 2 years of graduate work, and it is highly desirable that they should possess the degree of doctor of philosophy, or that they shall have had corresponding professional or technological training. In no case should a freshman-sophomore course be taught by an instructor who has not had at least 10 semester hours of work in advance of the course in question and no junior-senior course by an instructor who has not had graduate work in that particular field.

6. *Faculty—Service.*—The number of hours of classroom work for each instructor will vary in different departments. To determine this the amount of preparation required for the class together with the number of students must be carefully considered. Special consideration, in the way of assistants, should be given to courses involving laboratory work with the needed oversight and preparation therefor and in courses requiring a large number of written reports and theme assignments. Teaching schedules, including extension classes, exceeding 16 recitation hours or their equivalent, per week per instructor will be interpreted as endangering educational efficiency.

7. *Size of classes.*—With the exception of lecture courses, classes should not consist of more than 30 students.

8. *Junior-senior and major requirements.*—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 or courses conducted on a level distinctly above the junior college level. Sophomores who have completed the requisites in well established sequence courses may be admitted to a junior-senior course in the same sequence. But the credit in such a course shall not be counted for sophomores toward the satisfaction of the 40 hour junior-senior requirement for graduation.

9. *General standards.*—The character of the curriculum, the quality of the instruction, the qualifications of the instructional staff, and the general tone of the institution shall constitute important factors in the accrediting of any institution.

10. *Number of students.*—An institution to be admitted to the accredited list should have at least 100 regularly enrolled students. No college shall be continued more than 2 years on such list unless it has a regular college enrollment of at least 100 students (not counting special students or students in courses not leading to an A. B. degree, or its equivalent). The college should also have an adequate proportion of its student body continuing into the third and fourth years.

11. *Library and laboratories.*—(a) The college shall have a live, well distributed library of at least 8,000 volumes, exclusive of public documents, in charge of a trained librarian, with a definite annual appropriation for the purchase of new books and current periodicals. (A suggested basis for such appropriation is \$5 for each student registered.)

(b) Adequate laboratory facilities shall be provided. No course should be offered for which proper equipment in the way of apparatus and material needed is not provided.

12. *Financial.*—The college, of 200 students or less must have an annual income of at least \$50,000, not more than half of which may come from student fees. The remainder must come from productive endowment or from other dependable sources of income. Any increase in number of students must be accompanied by a reasonable increase in income under the above conditions.

13. *Secondary school.*—The 4-year college should not maintain a secondary school as a part of its college organization with teachers of the secondary school serving in both college and secondary school.

14. *Advanced standing.*—Not more than 60 semester hours of advanced standing shall be given for work done in a junior college and no advanced standing in college shall be given for work done in a high school.

ACCREDITED 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.
 St. Mary College, Leavenworth.
 Southwestern College, Winfield.

State Teachers College, Emporia.
 State Teachers College, Pittsburg.
 Sterling College, Sterling.
 University of Kansas, Lawrence.
 Washburn College, Topeka.

STANDARDS FOR JUNIOR COLLEGES

1. *Definition.*—A junior college is an institution of higher education with a curriculum covering 2 years of work equivalent in prerequisites, methods, aims, and thoroughness to that done in the first 2 years of accredited 4-year colleges. Subject to this requirement, a junior college may offer completion courses in such vocations as will meet the needs of the local community.

2. *Building and equipment.*—Either a separate building or suitable rooms in a high-school building should be reserved for the exclusive use of the college classes.

The library shall contain at least 1,000 volumes, exclusive of public documents and encyclopedias, selected with particular reference to the needs of college teachers and students, to furnish adequate library facilities for all courses offered. The library shall have a complete card catalog and shall be under the supervision of a trained librarian. There shall be provided annually an appropriation of at least \$500 for the purchase of books.

For courses in history, language, and literature adequate equipment of maps, charts, pictures, and other illustrative material shall be provided.

Laboratories must be provided and suitable apparatus supplied for the scientific courses offered. Laboratories shall be furnished with gas, water, and electricity, and there shall be provided for each laboratory annually a suitable appropriation for its upkeep. It is estimated that the initial cost for groups of 10 to 20 students would be approximately \$1,000 for each science.

3. *College organization*—(a) *Departments of instruction.*—For a 2-year curriculum, instruction shall be provided to include the following:

A. English: At least 5 semester hours in rhetoric and composition, and 5 semester hours in English literature.

B. Mathematics: At least 10 semester hours selected from the following: Algebra, solid geometry, trigonometry, and analytical geometry, based upon a 2-year course in high-school mathematics.

C. Social sciences: At least 15 semester hours selected from the following: Modern European history, English history, American history, economics, American government, and sociology.

D. Natural sciences: At least 10 semester hours in science selected from the following: Agriculture, botany, zoology, chemistry, and physics. Courses should be offered in at least two sciences, preferably so as to include both biological and physical science.

E. Foreign languages: At least 10 semester hours in each of the two languages selected from the following: Greek, Latin, French, German, and Spanish.

(b) *Administration.*—When the junior college is a part of the public school system, the superintendent of schools shall be recognized as the chief administrative officer.

(c) *Faculty.*—The college faculty shall include at least four full-time teachers. The standard preparation for instructors in a junior college shall be the completion of at least 1 year of advanced study following a bachelor's degree, based on 4 years' work in a standard accredited college. It is highly desirable for the teacher to have a master's degree, but no college teacher shall teach

any subject who shall not have completed at least 10 semester hours of graduate work in that subject or department.

(d) *Teaching load.*—Teaching schedules exceeding 15 semester hours per week per instructor, or classes (exclusive of lectures) of more than 30 students shall be regarded as endangering educational efficiency. No instructor should teach more than 18 semester hours per week, nor shall an instructor teach more than 4 classes per day including both high-school and college classes.

(e) *Credits.*—One semester hour of credit may be given for one 50-minute recitation period per week for 1 semester of at least 18 weeks. Fifteen semester hours credit shall be considered the normal program for a junior college student. No student in the freshman year shall be allowed more than 16 semester hours credit, not including hygiene lectures and gymnasium, in 1 semester of 18 weeks, nor shall any student in the sophomore year be allowed more than 18 semester hours credit, not including hygiene lectures and gymnasium, in 1 semester of 18 weeks.

(f) *Professional courses for State certificates.*—Professional courses may be offered in the second college year for students desiring to meet the requirements for State certificates.

(g) *Admission of students.*—The college shall require graduation from an accredited 4-year high school in conformity with the Kansas law, or 15 acceptable and properly distributed units from an accredited 4-year high school, or their equivalent, or 12 acceptable units earned in an accredited senior high school.

(h) *Separation of classes.*—There shall be a distinct separation between high-school and junior college classes. No college credit shall be given for extra work done in a 4-year high-school course, but high-school students having completed 13 high-school units may take work in the junior college for junior college credit, provided the amount of work taken in both high school and junior college shall not exceed in total the equivalent of 13 college credit hours. No junior college student may take work in high-school courses for college credit.

4. *Finances.*—The minimum annual operating income for a junior college with less than 200 students should be at least \$20,000. If this income is from sources other than general taxation, there should be not less than \$10,000 derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding 5 years. If the enrollment is increased to more than 200 students, such increase must be accompanied by a proportional increase in income under above-stated conditions.

ACCREDITED JUNIOR COLLEGES

Arkansas City Junior College, Arkansas City.
Central Academy and College, McPherson.
Chanute Junior College, Chanute.
Coffeyville Junior College, Coffeyville.
College of Paola, Paola.
Dodge City Junior College, Dodge City.
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.
Sacred Heart Junior College, Wichita.
St. John's Lutheran College, Winfield.
Saint Joseph's College, Hays.
Tabor College, Hillsboro.
Western University, Kansas City.

* Negro.

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. 40-46), 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 4-YEAR COLLEGES

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

ACCREDITED JUNIOR COLLEGES

Bethel Woman's College, Hopkinsville.	Nazareth Junior College, Nazareth.
Campbellsville College, Campbellsville.	Paducah Junior College, Paducah.
Caney Junior College, Pippapass.	Pikeville College, Pikeville.
Cumberland College, Williamsburg.	Sacred Heart Junior College, Louisville.
Lees Junior College, Jackson.	St. Catherine Junior College, St. Catherine.
Lindsay-Wilson Junior College, Columbia.	Sue Bennett College, London.
Loretto Junior College, Loretto.	
Mount St. Joseph Junior College, Maple Mount.	

ACCREDITED COLLEGES FOR NEGROES

Kentucky State Industrial College, Frankfort.	West Kentucky Industrial College (junior college), Paducah.
Louisville Municipal College for Negroes, Louisville.	

LOUISIANA

LOUISIANA STATE UNIVERSITY

The Louisiana State University states its procedure in accepting transfers from other higher educational institutions as follows:

(1) If the institution from which a student proposes to transfer to the university is accredited by one of the regular standardizing agencies, the work of the student is given full credit, with the provision that the transfer student must meet requirements of special curricula.

(2) If the institution is not a member of some standardizing agency, the student may be admitted provisionally and the work previously done may be validated if the student shows ability to do a good grade of college work on the university campus. Students from the following institutions have been admitted on this basis during the past two years: *Southeastern Louisiana College, Hammond; Dodd College, Shreveport; St. Vincent's College, Shreveport; and Dominican College, New Orleans.*

DEPARTMENT OF EDUCATION

The approval of higher educational institutions in Louisiana is legally a function of the State board of education. The board guides its action in approving institutions by the standards of the Southern Association of Colleges and Secondary Schools. In applying these standards to the small denominational colleges, it shows liberality in respect to plant and support.

APPROVED 4-YEAR COLLEGES

Centenary College, Shreveport.	Normal College of the Sacred Heart, Grand Coteau.
Dominican College, New Orleans.	St. Vincent's College, Shreveport.
H. Sophie Newcomb Memorial College, New Orleans.	Southeastern Louisiana College, Hammond.
Holy Cross Normal School, New Orleans.	Southwestern Louisiana Institute, Lafayette.
Louisiana College, Pineville.	Tulane University of Louisiana, New Orleans.
Louisiana Polytechnic Institute, Ruston.	Ursuline College, New Orleans.
Louisiana State Normal College, Natchitoches.	For Negroes:
Louisiana State University, Baton Rouge.	Dillard University, New Orleans.
Loyola University, New Orleans.	Leland College, Baker.
Margaret C. Hanson Teachers College, New Orleans.	Southern University, Scotlandville.
	Xavier University, New Orleans.

COLLEGES APPROVED FOR 3-YEAR COURSES

De La Salle Normal School, Lafayette.	Mount Carmel Normal School, New Orleans.
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APPROVED 2-YEAR COLLEGES (not teacher training)

Dodd College, Shreveport.	For Negroes:
Northeast Center Louisiana State University, Monroe.	Louisiana Normal and Industrial Institute, Grambling.
	Valena C. Jones Normal School, New Orleans.

MAINE.

UNIVERSITY OF MAINE

The University of Maine does not accredit the institutions of higher education 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:

COLLEGES

1. Undergraduate work of C grade or above accepted. 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.

2. Candidates admitted in home economics without definite statement of advance credit to be allowed. Credit later adjusted after candidate has demonstrated ability.

Nasson College, Springvale.

JUNIOR COLLEGES

3. Candidates for home economics accepted for sophomore standing without examinations if fully certified by the president.

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

Westbrook Junior College, Portland.

4. Candidates for college of agriculture (including forestry and home economics) who complete 1 year are admitted if they are certified by the principal. Credit adjusted after candidate has demonstrated ability. Second year students are considered individually. Candidates for arts and sciences and technology who complete 1 year are admitted to sophomore standing if they are certified by the principal and satisfy the other regular requirements for admission to advanced standing. Candidates for education are admitted provisionally, on recommendation of the principal and given full credit for 1 year if college courses are passed satisfactorily.

Bicker Junior College, Houlton.

NORMAL SCHOOLS

5. Graduates admitted to college of agriculture and credentials evaluated at expiration of first semester or first year after candidate has demonstrated ability.

Graduates admitted to college of arts and sciences with one-half credit.

Graduates of the 3-year course who are recommended by the principal, and who rank in the upper half of their class, are admitted to senior standing in the school of education for the degree of bachelor of science in education. Such students are required to complete a minimum of 32 semester hours of credit for a degree. Graduates of the 2-year course are admitted to junior standing and required to complete a minimum of 64 hours of credit under similar provisions.

Graduates who do not rank in the upper half of their class will be treated as individual cases according to their records. Such graduates may be admitted on trial and credits evaluated after completion of 1 or more semesters at the university.

Normal school graduates must satisfy the entrance units of the college they wish to enter.

Aroostook State Normal School, Presque Isle.

Eastern State Normal School, Castine.
Farmington State Normal School, Farmington.

Madawaska Training School, Fort Kent.

Washington State Normal School, Machias.
Western State Normal School, Gorham.

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Maine accredits for certification purposes all 4-year colleges which offer professional training

to the extent of 18 semester hours and which are on the accredited lists of the American Association of Teachers Colleges and the Association of American Universities. (See pp. 11 and 47.)

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. 1.)

STATE DEPARTMENT OF EDUCATION

STANDARDS FOR ACCREDITING COLLEGES

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 for graduation the completion of a minimum quantitative requirement of 120 semester-hours of credit (or the equivalent in term-hours, quarter-hours, points, majors, or courses) with further scholastic qualitative requirements adapted by each institution to its conditions.
3. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments devoting full time to college work. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.
The training of the members of the faculty of 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. The minimum annual operating income for an accredited college, exclusive of payment of interest, annuities, etc., should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. The financial status of each college should be judged in relation to its educational program.
5. The material equipment and upkeep of a college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in

lation to its educational progress, should also be considered when judging an institution.

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

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

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

STANDARD COLLEGES

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.

St. Mary's Seminary, Baltimore.

University of Maryland, College Park.

Washington College, Chestertown.

Western Maryland College, Westminster.

Woodstock College, Woodstock.

STANDARDS FOR ACCREDITING JUNIOR COLLEGES

1. 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. 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. 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. 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. No junior college should be accredited unless it has a registration of not less than 50 students.

* Negro.

ACCREDITED HIGHER INSTITUTIONS

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.

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 program, should also be considered when judging the institution.

APPROVED JUNIOR COLLEGES

Mount St. Agnes Junior College, Baltimore. | St. Charles College, Catonsville.

APPROVED STATE TEACHERS COLLEGE AND NORMAL SCHOOLS

Coppin Normal School, Baltimore* (approved for 3-year and 4-year courses).	State Teachers College, Salisbury.
State Teachers College, Bowie.*	State Teachers College, Towson (approved for 4-year course for county students; 3-year course for Baltimore City students).
State Teachers College, Frostburg.	

MASSACHUSETTS

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Massachusetts has not adopted any standards for accrediting the higher educational institutions of the Commonwealth. It has no state-wide system of certification. In the instances where certification of teachers is in effect, it is the practice of the department to recognize on a par all institutions which have received degree-granting power from the Massachusetts legislature.

MICHIGAN

UNIVERSITY OF MICHIGAN

The University of Michigan does not accredit the higher educational institutions of the State. The principles governing admission of students from institutions of higher education to the university on advanced standing, which are the same whether a 4-year college, a junior college, or a teacher-training institution is involved, are substantially as follows:

The entire record of the student is considered, including his high-school credits, which must have been satisfactory to secure entrance to the university had he applied there in the first place; evidence of honorable dismissal or graduation from the college previously attended must be presented. Proportionate advanced credit is given

* Negro.

for work done which is of the same nature and grade as that offered by the University of Michigan, each course being separately considered. A minimum average of "C" grade is necessary for admission.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction of Michigan does not have a set of formal standards for accrediting higher educational institutions. Any institution in the State that wishes to be approved by the State board of education for teacher-training purposes requests a visit from the accrediting committee of the Michigan Association of North Central Colleges. This committee acts in Michigan as an advisory committee only, and is composed of six or eight representative faculty members from various accredited institutions who visit the institution that wishes to be approved or accredited. The report of this committee is made to the State board of education and to the Michigan Association of North Central Colleges. To date, the recommendations of the committee have always been accepted by the State board of education and the North Central Association and also by the colleges involved.

APPROVED TEACHER TRAINING INSTITUTIONS

Adrian College, Adrian.	Marygrove College, Detroit.
Albion College, Albion.	Michigan State College of Agriculture and Applied Science, East Lansing.
Alma College, Alma.	Michigan State Normal College, Ypsilanti.
Calvin College, Grand Rapids.	Nazareth College, Nazareth.
Catholic Junior College, Grand Rapids.	Northern State Teachers College, Marquette.
Central State Teachers College, Mount Pleasant.	Olivet College, Olivet.
Emmanuel Missionary College, Berrien Springs.	St. Joseph College, Adrian.
Ferris Institute, Big Rapids.	Saint Mary's College, Orchard Lake.
Hillsdale College, Hillsdale.	University of Detroit, Detroit.
Hope College, Holland.	University of Michigan, Ann Arbor.
Kalamazoo College, Kalamazoo.	Wayne University, Detroit.
	Western State Teachers College, Kalamazoo.

MINNESOTA

UNIVERSITY OF MINNESOTA

The University of Minnesota has no formal published standards for judging 4-year colleges. Departments of a college applying for recognition are inspected by representatives of corresponding departments of the university. If it appears that a graduate with a major in any one of at least seven departments of the institution should be able to do satisfactory work in a reputable graduate school, and if a majority of those students who have gone on into graduate work have made acceptable records, the institution is accredited.

If the school can not qualify under the above arrangement but there are at least five departments which seem qualified to give acceptable training, the school is given provisional recognition for a certain period.

LIST OF ACCREDITED COLLEGES

1. 4-YEAR COLLEGES

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

2. TEACHERS COLLEGES

Graduates of teachers colleges are not admitted into the graduate school until they have satisfactorily completed at least 1 quarter of work in an undergraduate college.

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

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,

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

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.
 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. Benedict, St. Joseph.
 College of St. Catherine, St. Paul.
 College of St. Scholastica, Duluth.
 College of Saint 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

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

State Teachers College, Moorhead.
 State Teachers College, St. Cloud.
 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.
 St. John's University, Collegeville.

St. Mary's College, Winona.

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

SPECIAL SCHOOLS

Miss Wood's Kindergarten-Primary Training School, Minneapolis.

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI

The University of Mississippi accepts the rating of senior colleges made by the Southern Association of Colleges and Secondary Schools (see pp. 40 and 42). For accrediting junior colleges there is a junior college commission composed of representatives from the State Association of Mississippi Colleges and the State department of education. This commission has drawn up standards for junior colleges

and has prepared a list of the institutions which meet the standards. The University of Mississippi is represented on the commission and accepts its ratings in dealing with students from the nonaccredited junior colleges.

STANDARDS FOR JUNIOR COLLEGES

Adopted by the Commission on Junior Colleges of the State Association of Mississippi Colleges

1. *Entrance requirements.*—The requirement for admission shall be satisfactory completion of a 4-year course of not less than 15 units in a secondary school approved by a recognized accrediting agency. No college maintaining a preparatory school shall be accredited by this commission until its preparatory school has been accredited by the State high-school accrediting commission. Any junior college affiliated with recognized senior colleges may be called upon at any time for a record of all 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 college departments.*—The number of separate departments maintained shall be not less than 5 (4 of which must be English, history, mathematics, and science), and the number of teachers not less than 4. In order that this number of teachers may be maintained in a small school, it is recommended that the head of a department in a junior college shall also be head of the same department in the high school, if such school is operated in connection with the junior college. No junior college shall be accredited unless it has a registration of as many as 60 students.
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. Each teacher must have 18 semester-hours' credit in professional training, or successful college teaching in lieu thereof. These requirements of the training of the faculty will take effect with the session of 1935-36.
6. *Number of classroom hours for teachers.*—The average number of classroom hours per week per instructor should not be more than 18. More than this number shall be regarded as endangering educational efficiency.
7. *Number of students in classes.*—The number of students in classes shall not exceed 30 (except for lectures). The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.
8. *Support.*—A junior college shall have, as a minimum, an income of not less than \$12,500. The annual income should be commensurate with the number of students enrolled and the number of courses offered.
9. *Library.*—A working library of not less than 2,500 volumes, exclusive of public documents, and a reading room in connection with the library shall be maintained. A definite annual income for the support of the library shall be provided.

10. *Laboratories.*—The laboratories shall be adequately equipped for individual instruction in the 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, and that the amount of equipment be not less than \$2,000 for classes of 12.

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

12. The work of the junior college shall be organized on a college and not high-school basis. This refers to the type of textbooks used, length of recitation periods, etc.

13. *General statement concerning material equipment.*—The location and construction of buildings; the lighting, heating, and ventilation 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 both students and teachers.

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

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

16. *Standing of graduates.*—The junior college must be able to prepare its students so that they may sustain themselves in the senior recognized college junior classes. In evidence, statistics of the records, including high-school units, of the graduates of the junior colleges in senior colleges shall be filed with the commission on junior colleges on demand.

17. *Inspection.*—No junior college shall be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by the commission. At least one member of the committee on inspection shall be qualified to pass upon proper equipment and management of a department in science. Any accredited junior college shall be open to inspection at any time.

18. *Filing of blank.*—No institution shall be placed on 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 biennially, but the commission may, for due cause, call upon any member to file a new report in the meantime. Failure to file blank shall be sufficient cause for dropping an institution.

APPROVED JUNIOR COLLEGES

All Saints' Junior College, Vicksburg.
 Clarke Memorial College, Newton.
 Copiah-Lincoln Junior College, Wesson.
 East Central Junior College, Decatur.
 East Mississippi Junior College, Scooba.
 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.
 Wood Junior College, Mathiston.

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, members of

the State Association of Mississippi Colleges, whose graduates are eligible to teach in State-accredited high schools.

APPROVED 4-YEAR COLLEGES

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.
 State Teachers College, Hattiesburg.

Mississippi Woman's College, Battlesburg.
 University of Mississippi, University.

For Negroes:

Alcorn Agricultural and Mechanical College, Alcorn.
 Jackson College, Jackson.
 Rust College, Holly Springs.
 Tougaloo College, Tougaloo.

APPROVED JUNIOR COLLEGES

For a list of the junior colleges for white students approved for 2 years of work by the State department of education, see the list (above) approved by the Commission on Junior Colleges of the State Association of Mississippi Colleges.

For Negroes:

Mary Holmes Seminary, West Point.
 Oklona Industrial School, Oklona.

For Negroes—Continued.

Southern Christian Institute, Edwards.

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. 27-32), 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.*
 Central Missouri State Teachers College, Warrensburg.
 Culver-Stockton College, Canton.*
 Drury College, Springfield.*
 Harris Teachers College, St. Louis.
 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* and corporate colleges:
 Fontbonne College, St. Louis.

St. Louis University and corporate colleges
 —Continued.

Maryville College, St. Louis.
 Webster College, Webster Groves.
 Southeast Missouri State Teachers College, Cape Girardeau.
 Southwest Missouri State Teachers College, Springfield.
 Tarkio College, Tarkio.*
 Teachers College of Kansas City, Kansas City.
 University of Missouri, Columbia.*
 Washington University, St. Louis.*
 Westminster College, Fulton.*
 William Jewell College, Liberty.*

* Member of Missouri College Union.

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" 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.

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

* Certain specific requirements concerning filing of entrance certificates, credit for admission and advanced standing, records, etc., are also designated.

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.

Missouri junior colleges are organized primarily to do the first 2 years of college work as usually offered in standard 4-year liberal arts colleges. Upon transfer to the university most of the approved courses are accepted toward the A. B. degree and also in satisfaction of the requirements of those professional schools requiring 2 years of liberal arts work, or the equivalent, for admission. The total credit transferable from a junior college to the university shall not exceed a maximum of 64 semester hours (exclusive of practical work in physical education).

ACCREDITED JUNIOR COLLEGES

Christian College, Columbia.

Cotter College, Nevada.

Flat River Junior College, Flat River.

Hannibal-La Grange College, Hannibal.

Jefferson City Junior College, Jefferson City.

Kansas City Junior College, Kansas City.

Kemper Military School, Boonville.

Moberly Junior College, Moberly.

St. Joseph Junior College, St. Joseph.

St. Louis Institute of Music, St. Louis.

St. Teresa Junior College, Kansas City.

Southwest Baptist College, Bolivar.

Stephens College, Columbia.

Trenton Junior College, Trenton.

Wentworth Military Academy, Lexington.

William Woods College, Fulton.

CERTIFICATE PRIVILEGE JUNIOR COLLEGES

There are certain institutions that fall short of the requirements of accredited junior colleges but at the same time have been found doing work worthy of approval. These schools have been approved subject to limitations and have been extended the "certificate privilege," which means that their approved courses are accepted in the university upon certification and without examination. Only junior colleges that give reasonable promise of being able to satisfy in full the requirements for fully accrediting are extended the certificate privilege.

Central Wesleyan College, Warrenton.
Conception Junior College, Conception.

Iberia Junior College, Iberia.
Monett Junior College, Monett.

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 accrediting of the North Central Association and the Northwest Association (see pt. I).

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of Montana does not credit the higher educational institutions of the State.

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 approved by the university in 1937-38:

APPROVED 4-YEAR 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 Teachers 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.

APPROVED JUNIOR COLLEGES

College of St. Mary, Omaha.
 Concordia Teachers College, Seward.
 Hebron Junior College, Hebron.

Luther College, Wahoo.
 McCook Junior College, McCook.
 Scottsbluff Junior College, Scottsbluff.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The laws of Nebraska provide that—

When any college, university, or normal school in this State shall have a course of study equal in extent and similar in subjects to that of the University of Nebraska or of the State normal schools and teachers colleges, and shall have full and ample equipment and a faculty of instructors fully competent to give and are giving satisfactory instruction in the branches contained in said course and equivalent to that given in the University of Nebraska or in the State normal schools and teachers colleges, each graduate from such a course may be recommended by the governing body of the said institution of higher education and the faculty thereof to the State superintendent of public instruction for the issuance of a Nebraska certificate of the type to which his preparation entitles him. The State superintendent of public instruction, upon receipt of said recommendation accompanied by a properly executed application form as prescribed by him, shall issue the Nebraska certificate to which the applicant is entitled. Such colleges as are referred to in this section shall from year to year maintain entrance requirements, degree requirements, and professional study requirements equivalent to those of the University of Nebraska or of the State normal schools and teachers colleges.

No educational institutions shall be entitled to the privilege conferred by the preceding section unless the following requirements have been fulfilled:

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 next preceding sections.
4. The State superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the State board of educational examiners that any institution desiring recognition under said section has fully complied with the requirements set forth herein and in the preceding section.
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 University of Nebraska or in the State normal schools and teachers colleges.

¹ The sections of the law referred to mention the specific branches of study required for the several kinds of certificates issued.

ACCREDITED HIGHER INSTITUTIONS

Each year the State superintendent of public instruction shall satisfy himself by personal inspection or by the personal inspection of the State board of educational examiners that the requirements have been met.

APPROVED 4-YEAR COLLEGES

Creighton University, Omaha.	Nebraska State Teachers College, Chadron.
Dana College, Blair.	Nebraska State Teachers College, Kearney.
Doane College, Crete.	Nebraska State Teachers College, Peru.
Duchesne College, Omaha.	Nebraska State Teachers College, Wayne.
Hastings College, Hastings.	Nebraska Wesleyan University, Lincoln.
Midland College, Fremont.	Union College, Lincoln.
Municipal University of Omaha, Omaha.	University of Nebraska, Lincoln.
Nebraska Central College, Central City.	York College, York.

APPROVED JUNIOR COLLEGES

College of St. Mary, Omaha.	Luther College, Wahoo.
Concordia Teachers College, Seward.	McCook Junior College, McCook.
Hebron Junior College, Hebron.	Scottsbluff Junior College, Scottsbluff.

Under the authority of a law passed by the Legislature of Nebraska in 1931, providing for the establishment of public junior colleges in the State, the superintendent of public instruction has set up the following statement of standards for institutions to be established as junior colleges:

STANDARDS FOR JUNIOR COLLEGES

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 the first-year students only. 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.

2. *Admission.*—The junior college shall admit thereto the graduates of any accredited high schools in Nebraska or of other high schools recognized by a standard accrediting agency. Graduates of all other high schools and such other candidates seeking admission to junior colleges may be admitted by the president of the junior college upon the successful passing of proper entrance examinations as set by a committee on college entrance.

The college 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.*—Junior colleges should provide, in accordance with the law, courses of instruction designed to prepare students for higher institutions of

learning; courses of instruction designed to prepare for agricultural, industrial, commercial, home making, 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.

In all junior colleges the organization of the curricula should be such as to give evidence of the recognition not only of the preparatory function of these institutions but also of their popularizing, terminal, vocational, and guidance functions.

The curricula of the junior college must recognize definite requirements as regards the sequence of courses. Coherent and progressive lines of study leading to specific achievement within definite fields must be characteristic of the junior college curricula. All junior colleges shall adopt some system of numbering courses which will definitely and clearly indicate the organization of subject matter, the sequence of courses, and the year in which each of these courses is 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, as well as in scope and thoroughness, of the work done in the first two years of a standard 4-year 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, if they so choose, 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 on the part of the instructional staff should be a factor in accrediting a junior college.

It is recommended that new teachers appointed to the staff of a junior college should have included in their preparation at least 30 semester hours of graduate work in the field, or fields, of their teaching interests and for which they have made major or minor preparation, including courses in education. All members of the junior college staff should include in their preparation such courses in education to the end that they may not only be specialists in their particular fields of teaching but that they may also have a comprehensive view of the significance of the junior college in the whole scheme of American education.

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 16 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. *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.

8. *Graduation.*—(a) The minimum requirement for graduation from any accredited junior college shall be at least 60 credit hours of work, as defined above, the grade and quality of which shall be equivalent to the work given in the

freshman and sophomore years of any standard 4-year college or university in this State.

(b) Graduation shall be evidenced not by a degree but by a diploma or a certificate indicating the completion of a specific junior college curriculum.

9. *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 a distribution of books among the various classifications in approximately the following percentage is suggested:

Class	Subject	Percent
000	General, library economy Bound periodicals.....	7.5
100	Philosophy and psychology.....	5.0
200	Religion.....	5.0
300	Sociology and education.....	2.5
400	Language and philology.....	20.0
500	Science.....	2.0
600	Useful arts.....	7.5
700	Fine arts.....	7.5
800	Literature.....	5.0
900	History and geography.....	20.0
		20.0

These proportions should be revised from time to time in order that they may be adjusted to changing emphasis in the work of junior colleges, it being presumed that adequate recognition will be given to the various accepted functions of the junior college.

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, cataloguing, and work rooms; librarians' quarters; reserve book and loan desk service; library methods classroom; and equipment necessary for efficient service in all departments of the library.

Laboratory and shop equipment.—Suitable laboratories, shops, and shop equipment for instructional purposes for each course offered shall be provided.

10. *Location, construction, and sanitation 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 methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

11. *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.

12. *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.

13. *Separation of college and high-school classes.*—Students of the college shall be taught in classes to which high-school students are not admitted whenever a senior high school, or a 4-year high school, and a junior college are maintained together under one board of control and under a single administrative staff.

14. *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 junior college seeking to be accredited. It shall be the duty of the president 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 this official. Supplemental reports may, from time to time, be required. The State superintendent of public instruction shall prepare and publish 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 the proper administrative officers and shall include such recommendations as to the accrediting of courses of study offered by the junior colleges as may meet the standards and regulations as determined.

15. *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 condition 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.

16. *Relations to higher institutions.*—A junior college to be accredited by the State department of public instruction shall effect the necessary arrangements with recognized degree-granting colleges and universities of this State for the admission of its students and graduates to advanced standing in these higher institutions. Facts regarding such established relationships will be canvassed by the board of examiners in considering the application of each junior college for accreditation by the State superintendent of public instruction.

The two public junior colleges in Nebraska, *McCook Junior College, McCook*, and *Scottsbluff Junior College, Scottsbluff*, are accredited under the above standards.

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 established no standards for accrediting the higher educational institutions of the State and has prepared no list of accredited institutions.

STATE BOARD OF EDUCATION

The State Board of Education of New Hampshire has adopted no standards for accrediting colleges and universities. The two teacher-training institutions, the *State Normal School at Keene*, and the *State Normal School at Plymouth*, are administered under the board and their graduates, of course, are entitled to certification as teachers in the State.

The board has set up the following standards for junior colleges:

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 may be evidenced by a diploma, certificate, or the commonly awarded degree, A. A., associate in arts.

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 XV. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accrediting by the State board.

Colby Junior College for Women, New London, is the only accredited junior college in the State.

NEW JERSEY

DEPARTMENT OF PUBLIC INSTRUCTION

REGULATIONS FOR THE APPROVAL OF COLLEGES

Institutions offering courses of study in higher education leading to non-professional bachelors' degrees shall in order to receive licenses to confer such degrees present satisfactory evidence that they meet the following requirements:

1. *Incorporation.*—The institution shall be incorporated not for pecuniary profit under the laws of the State of New Jersey and shall bear a name appropriate to the type of institution. It shall be governed by a board of trustees as provided by statute.

2. *Students.*—At the time of filing an application for a license to confer degrees, an institution shall have such number of qualified students of college rank in full-time residence as is deemed satisfactory by the State board of education.

3. *Admissions.*—The requirement for admission shall be the satisfactory completion of a 4-year course of not fewer than 15 units completed in a high school or other secondary school approved by the State Board of Education of New Jersey, or by an accrediting agency recognized by said board, or the completion of the equivalent of such a course. The major portion of the secondary school course accepted for admission shall be definitely correlated with the curriculum to which the student is admitted.

4. *Graduation requirements.*—The requirement for graduation shall be the completion of a minimum quantitative requirement of at least 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses). The college shall require further scholastic qualitative requirements adapted by each institution to its conditions. No degree shall be conferred on any student who has not been in full resident attendance in the institution for at least one year of his course.

5. *Faculty.*—The size of the faculty shall bear a definite relation to the type of institution, the number of students, and the number of courses offered. For a college enrollment not to exceed 200 students and offering a single curriculum, the faculty shall consist of at least 8 heads of departments devoting full time to college work. With the growth of the student body and the development of additional curricula, the number of full-time teachers shall be proportionately increased. A majority of the faculty having independent charge of classes shall be of professorial rank.

The training of the members of the faculty of professorial rank shall be that represented by a bachelor's degree and shall include in addition 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 shall be equivalent to that required for the doctor's degree, or shall represent an equivalent 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.

The number of hours of classroom work given by each teacher will vary in different departments. In determining 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 16 recitation hours or their equivalent per week per instructor, will be interpreted as endangering educational efficiency.

6. *Income.*—The minimum annual operating income for an accredited college exclusive of debt service shall be \$40,000, of which not less than \$15,000 shall be derived from sources other than student fees. (After July 1, 1936, the requirement for minimum operating income shall be \$50,000, of which not less than \$25,000 should be derived from stable sources.) Increase in faculty, student body, and scope of instruction must be accompanied by increase in stable income. Service 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 services of instructors in institutions in the same section and operating under similar conditions. (For a college affiliated with and supported by a religious denomination or foundation, the State board of education will accept financial support or contributed services properly capitalized in lieu of income from endowment.)

7. *Buildings and equipment.*—The material equipment and upkeep including buildings, lands, laboratories, apparatus and libraries, must be adequate for efficient operation in relation to the educational program of the institution. There shall be 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 definite annual appropriation for the purchase of new books.

8. *Preparatory school.*—The institution shall not maintain a preparatory school as part of its college organization.

9. *Educational standards.*—The curriculum and all revisions thereof, the efficiency of instruction, and the length of the academic year, the general policy of the institution, its success in stimulating students to do satisfactory work, the standard maintained for regular degrees and the conservation in granting honorary degrees, will be taken into consideration by the State board of education in granting licenses to confer degrees.

10. *Inspection.*—An institution which receives a license to confer degrees shall hold itself open to inspection at any time by the Commissioner of Education or his delegated representative, and shall submit, when called upon to do so, such information concerning the faculty, students, finances, and equipment as the State board of education may require from time to time. An institution applying for approval shall furnish to the State board of education complete information covering these matters, and will be visited before action is taken upon the application.

11. *Granting of licenses.*—If a license to grant a degree or degrees is given by the State board of education, such license will be for a definite probationary period determined by the board. At the expiration of this period, such license will be renewed, indefinitely granted, or revoked at the discretion of the State board of education.

ACCREDITED COLLEGES AND UNIVERSITIES

Alma White College, Zarephath.	Newark College of Engineering, Newark.
Bloomfield College and Theological Seminary, Bloomfield.	Princeton University, Princeton.
College of St. Elizabeth, Convent Station.	Rutgers University, New Brunswick.
Don Boscoe College, Newton.	St. Joseph's College, Princeton.
Drew University (Brothers College), Madison.	St. Peter's College, Jersey City.
Georgian Court College, Lakewood.	Seton Hall College, South Orange.
Institute for Advanced Study, Princeton.	Stevens Institute of Technology, Hoboken.
New Jersey College for Women (Rutgers Uni- versity), New Brunswick.	University of Newark, Newark.
	Upsala College, East Orange.

ACCREDITED TEACHERS COLLEGES

Panzer College of Physical Education and Hygiene, East Orange.	State Teachers College, Upper Montclair.
State Teachers College, Glassboro.	State Teachers College, Newark.
State Teachers College, Jersey City.	State Teachers College, Paterson.
	State Teachers College, Trenton.

REGULATIONS FOR APPROVAL OF JUNIOR COLLEGES

1. *Entrance requirements.*—The requirements for admission shall be the satisfactory completion of the course of study of a secondary school approved by the State board of education. The major portion of the secondary school course should be definitely related to the curriculum to which the student is admitted.

2. *Graduation.*—Requirements for graduation shall include the satisfactory completion of 60 semester hours equivalent in quantity and quality to the work offered in the freshman and sophomore years of standard colleges and universities.

3. *Degrees not to be granted.*—No degree shall be granted by any junior college.

4. *Faculty.*—Members of the teaching staff shall hold a baccalaureate degree and shall have had in addition training equivalent to one year of approved

graduate work. No junior college shall be approved unless the teaching staff shall include at least 5 members with the required qualifications, representing the departments of English, history, mathematics, science, and foreign language.

5. *Teaching schedule.*—Teaching schedules of more than 16 hours per week for each instructor (18 hours if part of the instruction is in the senior high school) will be considered excessive and tending to impair efficiency. A class of more than 30 pupils will be considered excessive.

6. *Size of institution.*—No junior college shall be approved unless it has an initial registration of not less than 60 pupils. Continued approval shall depend on the maintenance of adequate registration. Efficient and economical administration will require not fewer than 100 students.

7. *Resources.*—The following shall be regarded as a minimum for initial approval:

(a) *Operating income:* \$20,000 per year.

(b) Suitable separate building or ample classroom, library, office, and laboratory space in a high school building in addition to the space required for high-school purposes.

(c) *Library.*—Modern, well distributed, professionally administered, of not less than 2,500 volumes with an annual maintenance budget of not less than \$500.

(d) Salaries of instructors must be definitely higher than those of high-school teachers—averaging 20 percent higher, and a junior college will not be approved unless the present provision for secondary school facilities is ample and in need of no improvement in case the junior college is housed in a high school building.

8. *Inspection.*—No junior college shall be approved until it has been inspected and reported upon by an authorized representative of the State department of education. Inspection shall follow a complete written report upon the organization, plans, curricula, and equipment of the proposed junior college. This report shall be on forms prepared by the department.

9. *Reports.*—Reports to the State department of education shall be made annually on such forms as the department shall prescribe.

10. *Quality of work.*—The continuance of approval will depend upon the quality of work done by the institution.

11. *School year.*—The length of the school year shall be not less than 36 weeks.

ACCREDITED JUNIOR COLLEGES

Bergen Junior College, Teaneck.

Centenary Collegiate Institute, Hackettstown.

NEW MEXICO

UNIVERSITY OF NEW MEXICO.

The University of New Mexico gives recognition to the higher educational institutions of the State as follows:

FOUR-YEAR COLLEGES

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

New Mexico College of Agriculture and Mechanic Arts, State College. (Classification tentative for engineering curricula.)

New Mexico Normal University, Las Vegas.

New Mexico School of Mines, Socorro. (Through 1937-38 transcript of record accepted for admission on a provisional basis. Valuation determined only after

<p>New Mexico School of Mines, Socorro —Continued completion of satisfactory record in residence. Tentative classification for engineering curricula.)</p> <p>New Mexico State Teachers College, Silver City. (Tentative classification, pending</p>	<p>New Mexico State Teachers College, Silver City—Continued. inspection to be made in fall of 1938. Through 1937-38 transcript of record accepted for admission on a provisional basis. Valuation determined only after completion of satisfactory record in residence.)</p>
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JUNIOR COLLEGES

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

<p>Eastern New Mexico Junior College, Portales. (Tentative classification, pending inspection to be made in fall of 1938. Through 1937-38 transcript of record accepted for admission on a provisional basis. Valuation determined only after completion of satisfactory record in residence.)</p>	<p>New Mexico Military Institute, Roswell. (Through 1937-38 transcript of record accepted for admission on a provisional basis. Valuation determined only after completion of satisfactory record in residence.)</p>
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STATE DEPARTMENT OF EDUCATION

The State Department of Education of New Mexico has set up no standards for accrediting institutions of higher education and has prepared no list of approved institutions.

NEW YORK

UNIVERSITY OF THE STATE OF NEW YORK

(*New York State Education Department*)

REGISTRATION OF A COLLEGE COURSE OF STUDY

The following regulations governing the registration of a college course of study shall apply to all courses of study in colleges of liberal arts and science, and to courses of study in agriculture, art, ceramics, education, forestry, home economics, library science, music, and in any other field of specialization for which specific regulations are not provided in this article.

1. *Resources.*—A college 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 of contributed services shall be acceptable substitutes for the endowment in whole or in part.

2. *Laboratories.*—A college shall have properly housed laboratories with sufficient modern equipment for instructional purposes for each science course offered. These laboratories shall be maintained at their full efficiency by means of adequate annual expenditures.

3. *Library.*—A college shall maintain a well-distributed, professionally administered library. The library shall be adapted to the courses of study of the college and shall meet the needs of students and faculty. Adequate annual provision for the purchase of new books shall be made.

4. *Faculty.*—(a) A college shall maintain an experienced staff adequate for the efficient presentation of the courses offered. At least one instructor of

professorial rank shall give full time to instruction in each department or subject field.

(b) A majority of the faculty having full charge of classes shall be of professorial rank.

(c) A majority of all full-time instructors shall have had at least 1 year of graduate study or its equivalent, and all instructors shall have earned a bachelor's degree from a recognized college or shall possess equivalent training.

(d) All members of the teaching staff of professorial rank shall have had not less than 2 years of graduate study in a recognized institution, or shall possess equivalent training. All heads of departments shall have had training equivalent to that presupposed by the degree of doctor of philosophy.

(e) A satisfactory faculty-student ratio shall be maintained in all classes and departments.

(f) Salaries of members of the teaching staff shall be adequate. The minimum shall 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 years of satisfactory standard.

(b) The minimum requirement for each year shall be 32 weeks of 15 periods a week of actual work.

(c) The courses offered shall provide both for breadth of study and for satisfactory concentration, and shall have a justifiable relation to the resources of the institution.

6. *Admission.*—A college shall require for admission the successful completion of an approved 4-year secondary school course covering at least 16 units, or the equivalent. The secondary school course of the individual student shall be definitely correlated with the course of study he undertakes in the college.

7. *Graduation.*—(a) A college shall require candidates for graduation to have completed a 4-year course of study of not less than 120 semester hours, or the equivalent.

(b) At least 1 year shall be spent in residence at the institution granting the degree.

8. *Preparatory school.*—If a preparatory school is maintained under the same administration as the college, the following conditions shall be met:

(a) A separate instructional staff shall be provided for such preparatory school.

(b) No member of the instructional staff of the college shall do any teaching in the preparatory school, and no member of the instructional staff of the preparatory school shall do any teaching in the college.

(c) The work and other activities of the college and of the preparatory school shall be separated in all other ways as far as practicable.

9. *Summer sessions.*—If a college maintains a summer session, the following conditions shall be met:

(a) A majority of the teaching staff shall be drawn from the regular faculty, and the majority of the whole staff shall be of professorial rank. Their training and experience shall be the full equivalent of the training and experience required of the regular faculty.

(b) No member of the teaching staff shall carry a heavier program than he carries during the regular college year.

(c) A satisfactory faculty-student ratio shall be maintained in all classes and departments.

(d) Students shall not be permitted to earn more than six semester hours in a summer session of 6 weeks, except in special cases.

(e) Courses of study and final examinations shall be of the same standard as those maintained in the regular sessions.

10. *Extension courses.*—A college which conducts extension courses shall enforce the following conditions:

(a) *Quality of instruction.* All courses carrying credit, wherever offered, shall meet the standards of the institution by which they are offered.

(b) *Approval of courses.*—All courses shall be approved by the head of the department directly concerned, or by such authority as is provided by the rules of the institution.

(c) *Sequence.* Whether extension courses are given at the institution or elsewhere, so far as practicable the college shall provide for a sequential offering leading to a degree or to some other definite goal.

(d) *Credit.* A credit hour in any course shall be defined as 15 hours of regular class participation, each credit hour of which shall extend over a period of at least 50 minutes. No class period shall extend beyond 100 minutes. No institution shall grant credit for courses outside of the fields in which it is regularly recognized.

(e) *Facilities.* Adequate staff, library, laboratories and equipment shall be provided for the conduct of all courses.

(f) *Qualifications of instructors.* Instructors shall be limited to their field of specialization. Instructors employed on a part-time basis shall not be permitted to offer courses enrolling individuals who are under their administrative or supervisory jurisdiction.

(g) *Salaries of instructors.* Salaries of instructors shall not be contingent upon the number of students registered.

REGISTERED UNIVERSITIES AND COLLEGES

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| Adelphi College, Garden City. | Hunter College, New York. |
| Alfred University, Alfred. | Ithaca College, Ithaca. |
| New York State College of Ceramics. | Keuka College, Keuka Park. |
| Brooklyn College, Brooklyn. | Ladycliff College, Highland Falls. |
| Canisius College, Buffalo. | Long Island University, Brooklyn. |
| Clarkson College of Technology, Potsdam. | Manhattan College, New York. |
| Colgate University, Hamilton. | Manhattanville College of the Sacred Heart,
New York. |
| College of Mount St. Vincent, Mount St. Vincent-on-Hudson. | Marymount College, Tarrytown. |
| College of New Rochelle, New Rochelle. | Nazareth College, Rochester. |
| College of St. Rose, Albany. | New York State College for Teachers, Albany. |
| College of the City of New York, New York. | New York University, New York. |
| Columbia University, New York. | Hofstra College, Hempstead, L. I. |
| Bard College, Annandale-on-Hudson. | Niagara University, Niagara Falls. |
| Barnard College, New York. | Notre Dame College of Staten Island, Staten
Island. |
| Cooper Union Institute of Technology, New York. | Polytechnic Institute of Brooklyn, Brooklyn. |
| Cornell University, Ithaca. | Queens College, Flushing. |
| New York State College of Agriculture. | Rensselaer Polytechnic Institute, Troy. |
| New York State College of Home Economics. | Russell Sage College, Troy. |
| New York State College of Veterinary Medicine. | St. Bonaventure's College, St. Bonaventure. |
| D'Youville College, Buffalo. | St. Francis College, Brooklyn. |
| Elmira College, Elmira. | St. John's University, Brooklyn. |
| Fordham University, New York. | St. Joseph's College for Women, Brooklyn. |
| Good Counsel College, White Plains. | St. Joseph's Seminary and College, New York. |
| Hamilton College, Clinton. | St. Lawrence University, Canton. |
| Hartwick College, Oneonta. | Sarah Lawrence College, Bronxville. |
| Hobart College, Geneva. | Skidmore College, Saratoga Springs. |
| William Smith College, Geneva. | State Teachers College, Buffalo. |
| Houghton College, Houghton. | Syracuse University, Syracuse. |
| | New York State College of Forestry. |
| | University of Buffalo, Buffalo. |

University of Rochester, Rochester.
 Union University, Schenectady and Albany.
 Vassar College, Poughkeepsie.

Wagner Memorial Lutheran College, Staten
 Island.
 Wells College, Aurora.
 Yeshiva College, New York.

REGISTRATION OF A JUNIOR COLLEGE COURSE OF STUDY

In the registration of a junior college course of study, under the following regulations, the commissioner may exercise his discretion wherever deficiencies in certain requirements may occur.

1. *Enrollment.*—No junior college course of study shall be registered in an institution which does not have an enrollment of at least 50 college students.
2. *Resources.*—A junior college shall have resources of at least \$250,000. It shall not be registered without suitable provision for educational equipment and proper maintenance. To assure adequate maintenance and adequate operation it shall have an annual income of at least \$25,000. It shall have a physical plant adequate for the realization of its announced objectives.
3. *Library.*—A junior college shall maintain a well-distributed, professionally administered library. The library shall be adapted to the courses of study of the junior college, and shall be large enough to meet the needs of students and faculty. Adequate annual provision for the purchase of new books shall be made.
4. *Laboratories.*—A junior college shall have properly housed laboratories, with sufficient modern equipment for instructional purposes for each science course offered. These laboratories shall be maintained at their full efficiency by means of adequate annual expenditures.
5. *Faculty.*—A junior college shall have a competently trained faculty with basic education and experience fitted to the proper conduct of its instructional program and shall give due consideration to the teaching load of the individual instructor, to general working conditions, to compensation and to opportunity for improvement in service. At all times a satisfactory faculty/student ratio shall be maintained.
6. *Course of study.*—The course of study shall cover 2 years of standard college work, and shall be so organized and conducted and shall be of such scope and content as to warrant acceptance with full credit upon advanced standing by degree-conferring institutions. Such terminal courses as it offers shall be of distinctly collegiate grade. All courses of study shall contain the subject matter implied by the announced objectives of the institution.
7. *Admission.*—A junior college shall require for admission the successful completion of an approved 4-year secondary school course covering at least 16 units, or the equivalent. The secondary school course of the individual student shall be definitely correlated with the course of study he undertakes in the junior college.
8. *Graduation.*—A junior college shall require for a diploma of graduation the successful completion of a 2-year course of at least 32 weeks a year, covering at least 60 semester hours, or the equivalent. At the discretion of the department, experimental courses conducted without reference to the conventional semester hour credit system may be accepted in lieu of such semester hours.
9. *Preparatory school.*—If a preparatory school or department is maintained under the same administration as the junior college, the following conditions shall be met:
 - (a) A separate instructional staff shall be provided for such preparatory school.

(b) No member of the instructional staff of the junior college shall do any teaching in the preparatory school, and no member of the instructional staff of the preparatory school shall do any teaching in the junior college.

(c) The work and other activities of the junior college and the preparatory school shall be separated to the fullest extent possible.

REGISTERED JUNIOR COLLEGES

Bennett Junior College, Millbrook.

Briarcliff Junior College, Briarcliff Manor.

Cazenovia Seminary, Cazenovia.

Concordia Collegiate Institute, Bronxville.

Epiphany Apostolic Junior College, Newburgh.

Finch Junior College, New York.

Packer Collegiate Institute, Brooklyn.

STATE AND CITY NORMAL SCHOOLS

City Normal School, Syracuse.

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, Pottsdam.

NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA AND THE STATE DEPARTMENT OF EDUCATION

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 department of education serves both the department and the university 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.

PRINCIPLES FOR ACCREDITING INSTITUTIONS OF HIGHER LEARNING

PRINCIPLES FOR ACCREDITING SENIOR COLLEGES

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. It is believed there should be at least four members on the faculty with an earned doctor's degree. 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. 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. During the past few years a number of colleges have not maintained this minimum salary for department heads. Member colleges are urged to resume this minimum schedule as soon as possible. For the session 1937-38, every departmental head should receive a salary of not less than \$2,000, and the average salary for a departmental head in an individual institution should be not less than \$2,250 for 9 months' service.

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. The laboratory equipment for a science in which 12 or more semester hours' work is to be offered should be worth at least \$2,500.

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. A college will not be accredited after 1936-37 that does not have at least 12,000 volumes in its library. No college will retain its accredited rating for 1936-37 and thereafter that does not add at least 500 volumes to its library annually.

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.

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's 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 standard 4-year colleges.

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 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, 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 buildings, 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. The laboratory equipment for a science in which 12 or more semester hours' work is offered should be worth at least \$2,500.

(b) A junior college should have a live, well-distributed, professionally administered library of at least 4,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books. No junior college will be accredited for 1937-38 and thereafter that does not add at least 250 volumes to its library annually.

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. *Salaries.*—No junior college shall be accredited for 1937-38 that does not have a minimum salary of at least \$1,000 for departmental heads.

11. The high-school department run in connection with the junior college shall be accredited by a recognized accrediting agency for secondary schools.

12. No junior college shall be accredited for 1937-38 that does not meet fully every standard set up for such an institution.

GROUP C: STANDARD JUNIOR COLLEGES

<p>Belmont Abbey College, Belmont. Biltmore College, Asheville. Bolling Springs Junior College, Bolling Springs. Brevard College, Brevard. Campbell College, Bute's Creek. Lees-McRae College, Banner Elk. Louisburg College, Louisburg. Mars Hill College, Mars Hill. Mitchell College, Statesville. Montreat College, Montreat. Oak Ridge Military Institute, Oak Ridge.</p>	<p>Peace, a Junior College for Women, Raleigh. Pfeiffer Junior College, Misenheimer. Pineland Junior College, Salemburg. Presbyterian Junior College for Men, Maxton. Sacred Heart Academy and Junior College, Belmont. St. Genevieve of the Pines Junior College, Asheville. St. Mary's School and Junior College, Raleigh. Wingate College, Wingate.</p>
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STANDARD JUNIOR COLLEGES FOR NEGROES

<p>Barber-Scotia Junior College, Concord. Immanuel Lutheran College, Greensboro.</p>	<p>Palmer Memorial Institute, Sedalla.</p>
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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 8 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. 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. It is believed there should be at least four members on the faculty with an earned doctor's degree. 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. During the past few years a number of colleges have not maintained this minimum salary for departmental heads. Member colleges are urged to resume this minimum schedule as soon as possible. For the session 1937-38, every departmental head should receive a salary of not less than \$2,000, and the average salary for a departmental head in an individual institution should be not less than \$2,250 for 9 months' service.

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. The laboratory equipment for a science in which 12 or more semester hours' work is offered should be worth at least \$2,500.

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. A college will not be accredited after 1936-37 that does not have at least 12,000 volumes in its library. No college will retain its accredited rating for 1936-37 and thereafter that does not add at least 500 volumes to its library annually.

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. Asheville Normal and Teachers College, Asheville. East Carolina Teachers College, Greenville.	Western Carolina Teachers College, Cullow- hee. For Negroes: Winston-Salem Teachers Col- lege, Winston-Salem.
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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 recognizes credits from institutions in the State which are members of the North Central Association of Colleges and Secondary Schools. Courses taken in all 4-year colleges, junior colleges, and teacher-training institutions must be equivalent to courses offered at the university. Transfer students must prove their ability to carry with grade of C or better university work for 1 year before any recognition will be given for advanced credits.

The university gives recognition to the higher institutions of the State as follows:

1. Transcript of record given full value. Degree accepted for graduate standing only in case applicant has completed work substantially equivalent to the requirements for the university's baccalaureate degree and has sufficient preparation for his graduate major and minors.

Jamestown College, Jamestown.

North Dakota Agricultural College, Fargo.

2. Transcript of record given full value. Graduation certificate accepted for full junior standing. The college of liberal arts and the school of education allow 60 semester hours for the completion of the so-called 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 may be 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 may be allowed 60 semester hours of advanced standing, provided they can satisfy the requirements for admission.

(c) Students who have completed the regular 4-year or 5-year normal course may be given 15 and 45 hours, respectively, of advanced standing.

(d) The University of North Dakota may allow a maximum of 90 semester hours advanced standing to students who complete 3 or more years of work at these institutions. The degree is accepted for graduate standing only if the student has completed work which is substantially equivalent to the requirements for the baccalaureate degree 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.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of North Dakota has adopted no standards for accrediting collegiate institutions. It requires, however, that in order to be recognized for granting first-grade professional certificates the college must be accredited by one of the national or regional accrediting associations or by its own State accrediting agency.

OHIO

OHIO STATE UNIVERSITY

The Ohio State University gives recognition to the work of universities and colleges of the State as follows:

1. Institutions accredited by the North Central Association of Colleges and Secondary Schools, and also members of the Ohio College Association. Students from these institutions are admitted to both undergraduate and graduate status at the university.

Antioch College, Yellow Springs.
Ashland College, Ashland.
Baldwin-Wallace College, Berea.
Bowling Green State University, Bowling Green.
Capital University, Columbus.
Case School of Applied Science, Cleveland.
College of Mount St. Joseph, 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 University, Kent.
Lake Erie College, Painesville.
Marietta College, Marietta.
Mary Mansel 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 of the Springs College, Columbus.
University of Akron, Akron.
University of Cincinnati, Cincinnati.

University of Dayton, Dayton.
University of Toledo, Toledo.
Ursuline College, Cleveland.
Western College, Oxford.
Western Reserve University, Cleveland.
Wittenberg College, Springfield.
Xavier University, Cincinnati.

2. Members of the Ohio College Association. Graduates may be admitted to the graduate school of the university, provided their records are satisfactory, or by special action. They may be required to do an extra amount of work for any of the advanced degrees.

Bluffton College, Bluffton.
Defiance College, Defiance.

Kenyon College, Gambier.
Ohio Northern University, Ada.

A third group is made up of unaffiliated institutions, whose credits are considered on an individual basis.

STATE DEPARTMENT OF EDUCATION

The Department of Education of Ohio has set up no formal standards for accrediting the higher educational institutions of the State. It approves as teacher-training institutions the following colleges and universities:

Alfred Holbrook College, Manchester. (Conditionally approved.)	Oberlin College, Oberlin.
Antioch College, Yellow Springs.	Ohio Northern University, Ada.
Ashland College, Ashland.	Ohio State University, Columbus.
Baldwin-Wallace College, Berea.	Ohio University, Athens.
Bluffton College, Bluffton.	Ohio Wesleyan University, Delaware.
Bowling Green State University, Bowling Green.	Otterbein College, Westerville.
Capital University, Columbus.	Rio Grande College (Junior college), Rio Grande.
Cedarville College, Cedarville.	St. Mary of the Springs College, Columbus.
College of Mount St. Joseph, Mount St. Joseph.	Sisters' College of Cleveland, Cleveland.
College of Wooster, Wooster.	Teachers College, Athenaeum of Ohio, Cincinnati.
Defiance College, Defiance.	University of Akron, Akron.
Denison University, Granville.	University of Cincinnati, Cincinnati.
De Sales College, Toledo.	Affiliated:
Fenn College, Cleveland.	Cincinnati Conservatory of Music, Cincinnati.
Findlay College, Findlay.	College of Music of Cincinnati, Cincinnati.
Heidelberg College, Tiffin.	University of Dayton, Dayton.
Hiram College, Hiram.	University of Toledo, Toledo.
John Carroll University, Cleveland.	Ursuline College, Cleveland.
Kent State University, Kent.	Western College, Oxford.
Lake Erie College, Painesville.	Western Reserve University, Cleveland.
Marietta College, Marietta.	Wilberforce University, Wilberforce.*
Mary Manse College, Toledo.	Wilmington College, Wilmington.
Miami University, Oxford.	Wittenberg College, Springfield.
Mount Union College, Alliance.	Youngstown College, Youngstown.
Muskingum College, New Concord.	
Notre Dame College, Cleveland.	

REQUIREMENTS FOR THE CHARTERING OF DEGREE-GRANTING INSTITUTIONS

By an act of the Ohio General Assembly effective July 1, 1937, no institution seeking permission to offer instruction in the arts and sciences leading to the customary academic or professional degrees

* Negro.

may, in the future, be incorporated for this purpose until it has received from the director of education a certificate of authorization.

The prerequisites for the giving of a certificate of authorization are as follows:

1. Adequate housing for the declared field or fields of education.
2. A productive endowment including the capitalization of contributed services and stable income exclusive of tuition and fees in the following sums:
 - (a) Two hundred and fifty thousand dollars for each institution of a junior college rank which offers a 2-year program of studies;
 - (b) Five hundred thousand dollars for each institution of a senior college rank which offers a 4-year program of studies;
 - (c) One million dollars for each institution of a graduate school rank which offers a program of studies of 5 years or more.
3. Such minimum standards in respect to faculty, library, laboratories, and other facilities as may be adopted and published by the director of education.

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. 27-32), except in the matters of the 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.	Oklahoma Baptist University, Shawnee.
Catholic College of Oklahoma for Women, Guthrie.	Oklahoma City University, Oklahoma City.
Central State Teachers College, Edmond.	Oklahoma College for Women, Chickasha.
Chillico Indian Service College, Chillico.*	Panhandle Agricultural and Mechanical College, Goodwell.
Colored Agricultural and Normal University, Langston.	Phillips University, Enid.
East Central State Teachers College, Ada.	Sequoyah Indian Service College, Tablequah.*
Northeastern State Teachers College, Tahlequah.	Southeastern State Teachers College, Durant.
Northwestern State Teachers College, Alva.	Southwestern State Teachers College, Weatherford.
Oklahoma Agricultural and Mechanical College, Stillwater.	University of Oklahoma, Norman.
	University of Tulsa, Tulsa.

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-

* Summer term only. Does not offer degrees. Work will receive full credit insofar as the courses correspond to those offerings in the institution to which the applicant may wish to transfer.

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.

The following additional statements regarding the accrediting of junior colleges by the State board of education are also issued by the board:

1. When a junior college has been accredited by this board, such accrediting extends only to a regular program of the junior college carried on during the regular school year and at regular school hours.

2. It does not extend to special extension classes meeting at night or on Saturdays, whether such meetings are held in the building in which the regular junior classes meet or not.

3. This board has never regarded the junior colleges as teacher-training institutions, hence it is not contemplated that they will set up competing teacher-training programs with the teachers colleges and other institutions specifically created to train teachers.

4. The foregoing statements are not to be construed as in any way limiting the junior colleges in establishing service programs for their respective communities wherein courses of instruction are offered in which no credit is given for the completion of such courses or, if such credit be given, students are specifically advised that such credits may not be offered for advanced standing in higher institutions or as satisfying college requirements for teachers' certificates. Nor should the foregoing statements be applied to regular junior college students who, for special reasons, cannot meet a particular class during the regular school hours. If, for example, a particular class cannot be scheduled at a regular school hour, then it shall be permissible to schedule such class at an irregular hour.

ACCREDITED JUNIOR COLLEGES

Altus Junior College, Altus.

Bacone College, Bacone.

Bristow Junior College, Bristow.

Cameron State Agricultural College, Lawton.

Capitol Hill Junior College, Oklahoma City.

Conners State Agricultural College, Warner.

Eastern Oklahoma College, Wilburton.

Kiowa County Junior College, Hobart.

Monte Cassino Junior College, Tulsa.

Murray State School of Agriculture, Tishomingo.

Muskogee Junior College, Muskogee.

Northeastern Oklahoma Junior College,
Miami.

Oklahoma Military Academy, Claremore.

Okmulgee Junior College, Okmulgee.

Sapulpa Junior College, Sapulpa.

Seminole Junior College, Seminole.

University Preparatory School and Junior
College, Tonkawa.

Woodward Junior College, Woodward.

OREGON

UNIVERSITY OF OREGON AND DEPARTMENT OF EDUCATION
OF OREGON

Neither the University of Oregon nor the Department of Education of Oregon has adopted standards for accrediting the higher educational institutions of the State. For transfer of students with advanced credit and for teacher certification purposes, they accept the ratings of the Northwest Association of Secondary and Higher Schools and other recognized accrediting associations. (See pt. I.)

PENNSYLVANIA

DEPARTMENT OF PUBLIC INSTRUCTION

State Council of Education

An act of the legislative assembly of Pennsylvania, June 26, 1895, provides:

No institution shall . . . be chartered, with the power to confer degrees, unless it has a minimum productive endowment of at least \$500,000 beyond all

indebtedness and assets invested in buildings and apparatus for the exclusive purpose of promoting instruction, and unless the faculty consists of at least eight regular professors, who devote all their time to the instruction of its college or university classes; nor shall any baccalaureate degree in art, science, philosophy, or literature be conferred upon any student who has not completed a college or university course covering 4 years. The standard of admission to these 4-year courses, or to advanced classes in these courses, shall be not less than 4 years of academic or high-school preparation, or its equivalent, and shall be subject to the approval of the . . . State Council of Education: *Provided, however,* That in colleges incorporated under this act, and devoted to a specific subject in art, archaeology, literature, or science (medical and law schools excepted), the faculty need not consist of more than three regular professors, who devote all their time to the instruction in the special branch for which the college is established, and that two or more instructors or fellows, in the particular branch, shall be provided to assist in the instruction to be given to students, to the promotion of original investigation, and in the development and growth of the special branch of science to which such college may be devoted: *Provided further,* That in the case of tax-supported institutions, or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment herein specified may be substituted therefor: *And provided further,* That the State Council of Education may confer upon educational institutions owned by the State the power to confer degrees, even though they do not have the property required by this section, and even though they are not chartered by the court or by act of assembly, provided that such institutions shall have educational standards equivalent to accredited institutions conferring similar degrees.

All institutions chartered under this act shall be subject to visitation and inspection by representatives of the council; and if any one of them shall fail to keep up the required standard, the court shall, upon the recommendation of the council, revoke the power to confer degrees.

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 (see above), 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.

COLLEGES AND UNIVERSITIES ACCREDITED BY THE STATE COUNCIL OF EDUCATION

- | | |
|---|---|
| Albright College, Reading. | Moore Institute of Art, Science and Industry, Philadelphia. |
| Allegheny College, Meadville. | Mount Mercy College, Pittsburgh. |
| Beaver College, Jenkintown. | Muhlenberg College, Allentown. |
| Bryn Mawr College, Bryn Mawr. | Pennsylvania College for Women, Pittsburgh. |
| Bucknell University, Lewisburg. | Pennsylvania Military College, Chester. |
| Carnegie Institute of Technology, Pittsburgh. | Pennsylvania State College, State College. |
| Cedar Crest College, Allentown. | Philadelphia College of Pharmacy and Science, Philadelphia. |
| Chestnut Hill College, Philadelphia. | Rosemont College, Rosemont. |
| College Misericordia, Dallas. | Seton Hill College, Greensburg. |
| Dickinson College, Carlisle. | St. Charles Borromeo Seminary, Overbrook, Philadelphia. |
| Drexel Institute of Technology, Philadelphia. | St. Francis College, Loretto. |
| Dropsie College, Philadelphia. | St. Joseph's College, Philadelphia. |
| Duquesne University, Pittsburgh. | St. Thomas College, Scranton. |
| Elizabethtown College, Elizabethtown. | St. Vincent College, Latrobe. |
| Franklin and Marshall College, Lancaster. | Susquehanna University, Selinsgrove. |
| Geneva College, Beaver Falls. | Swarthmore College, Swarthmore. |
| Gettysburg College, Gettysburg. | Temple University, Philadelphia. |
| Grove City College, Grove City. | Thiel College, Greenville. |
| Haverford College, Haverford. | University of Pennsylvania, Philadelphia. |
| Immaculata College, Immaculata. | University of Pittsburgh, Pittsburgh. |
| Juniata College, Huntingdon. | Ursinus College, Collegeville. |
| Lafayette College, Easton. | Villa Maria College, Erie. |
| La Salle College, Philadelphia. | Villanova College, Villanova. |
| Lebanon Valley College, Annville. | Washington and Jefferson College, Washington. |
| Lehigh University, Bethlehem. | Waynesburg College, Waynesburg. |
| Lincoln University, Lincoln University. | Westminster College, New Wilmington. |
| Marywood College, Scranton. | Wilson College, Chambersburg. |
| Mercyhurst College, Erie. | |
| Moravian College and Theological Seminary, Bethlehem. | |
| Moravian College for Women, Bethlehem. | |

STATE TEACHERS COLLEGES

- | | |
|--|--|
| Cheyney Training School for Teachers, Cheyney. | State Teachers College, Kutztown. |
| State Teachers College, Bloomsburg. | State Teachers College, Lock Haven. |
| State Teachers College, California. | State Teachers College, Mansfield. |
| State Teachers College, Clarion. | State Teachers College, Millersville. |
| State Teachers College, East Stroudsburg. | State Teachers College, Shippensburg. |
| State Teachers College, Edinboro. | State Teachers College, Slippery Rock. |
| State Teachers College, Indiana. | State Teachers College, West Chester. |

* Negro.

JUNIOR COLLEGES

The following statement and standards for junior colleges have been prepared by a committee of the State Council of Education but have not been definitely adopted and placed in force by the council.

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.

VISITATION

C. Before action shall be taken on any application for approval of an institution in the Commonwealth, a visit shall be made by a committee appointed by the State Council, one or more representatives 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 and extent to which the institution conforms to the standards hereinafter stated.

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 junior college is an institution offering 2 or more years of work 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 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, or shall be based upon and continue or supplement work equivalent to the completion of at least the tenth grade of an approved secondary school.

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 beyond that which is prescribed for admission.

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 should have justifiable relation to the available facilities and resources. It may provide any or all of the following:

(a) Broad general education for those not planning to continue their education.

(b) Definite education for various types of further education.

(c) Definite vocational education on a semi-technical level.

The number of departments and the size of the faculty should be increased only with the 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. The pupil-teacher ratio for the entire school should conform to generally accepted standards.

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 resources.*—The minimum annual operating expenditure of a 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 study body, faculty, and scope of instruction must be accompanied by increase of income from 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 a 2-year basis or such other basis as the organization calls for.

10. *Library.*—A working library adequately catalogued, 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 prepared 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, land, 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.

ACCREDITED HIGHER INSTITUTIONS

GENERAL STANDARDS

A. The work of a junior college shall be organized on a post-secondary-school basis. The junior college shall not include 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, sororities, and all other activities shall be administered with 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.

ACCREDITED JUNIOR COLLEGES

Johnstown Collegiate Courses, Johnstown.	Williamsport-Dickinson Seminary, Williamsport.
Bucknell University Junior College, Wilkes-Barre.	Wyomissing Polytechnic Institute, Wyomissing.
Scranton-Keystone Junior College, La Plume.	

RHODE ISLAND

DEPARTMENT OF EDUCATION

Rhode Island has no formal standards for accrediting higher educational institutions. The State department of education approves local institutions of higher education when and if these institutions follow the best procedures of accredited institutions throughout the country.

The State department of education offers a reciprocal arrangement wherever institutions outside of the State are automatically accredited, provided they meet with the approval of the State department of education of that State in which the institutions in question are situated.

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA

The University of South Carolina recognizes the work of the higher educational institutions of the State as follows:

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

Clemson Agricultural College, Clemson.
Coker College, Hartsville.
College of Charleston, Charleston.
Columbia College, Columbia.
Converse College, Spartanburg.
Erskine College, Due West.
Furman University, Greenville.

Limestone College, Gaffney.
Newberry College, Newberry.
The Citadel, The Military College of South Carolina, Charleston.
Winthrop College, Rock Hill.
Wofford College, Spartanburg.

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

Lander College, Greenwood.

Presbyterian College, Clinton.

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

Anderson College, Anderson.

STATE DEPARTMENT OF EDUCATION

The curriculum, standing, faculty, and equipment of the following colleges have been examined and approved by the South Carolina State Board of Education. Any full graduate of any of these institutions may receive a teacher's certificate upon presentation of his or her diploma to the State board of certification, Columbia.

4-YEAR COLLEGES

Clemson Agricultural College, Clemson.
Coker College, Hartsville.
Columbia Bible College, Columbia.
Columbia College, Columbia.
College of Charleston, Charleston.
Converse College, Spartanburg.
Erskine College, Due West.
Furman University, Greenville.
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

Anderson College, Anderson.
South Carolina Textile and Industrial Institute, Spartanburg.

Wesleyan Methodist College, Central.

INSTITUTIONS FOR NEGROES

4-YEAR COLLEGES

Allen University, Columbia.
Benedict College, Columbia.
Claflin College, Orangeburg.

Morris College, Sumter.
State Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina, Orangeburg.

JUNIOR COLLEGES

Avery Institute, Charleston.
Bettis Academy, Trenton.
Brainerd Junior College, Chester.
Clinton Junior College, Rock Hill.

Coulter Memorial Academy, Cheraw.
Friendship College, Rock Hill.
Seneca Junior College, Seneca.
Voorhees Normal and Industrial School, Denmark.

SOUTH DAKOTA

UNIVERSITY OF SOUTH DAKOTA

The University of South Dakota accepts the rating given to 4-year colleges by the North Central Association of Colleges and Secondary Schools (see pp. 32 and 35). The association has accredited the following colleges in the State:

Augustana College, Sioux Falls.

Dakota Wesleyan University, Mitchell.

Huron College, Huron.

Northern Normal and Industrial School,
Aberdeen.

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 percent.

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.	Notre Dame Junior College, Mitchell.
Freeman Junior College, Freeman.	Wessington Springs Junior College, Wessington Springs.
Mount Marty Junior College, Yankton.	

ACCREDITED TEACHER TRAINING INSTITUTIONS

Eastern State Normal School, Madison. (2 years.)	Southern State Normal School, Springfield. (2 years.)
Northern Normal and Industrial School, Aberdeen. (4 years.)	State Normal School, Spearfish. (2 years.)

DEPARTMENT OF PUBLIC INSTRUCTION

The University of South Dakota is the recognized State accrediting agency. The department of public instruction accepts credits from the institutions which the university accredits.

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. Graduates from these institutions are admitted to graduate standing only when their transcripts show that they have met substantially the requirements for an undergraduate degree in the University of Tennessee.

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

George Peabody College for Teachers, Nashville. | University of Tennessee, Knoxville.

Vanderbilt University, Nashville

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

Carson-Newman College, Jefferson City.

Lincoln Memorial University, Harrogate.

Maryville College, Maryville.

Southwestern, Memphis.

State Teachers College, Johnson City.

State Teachers College, Memphis.

State Teachers College, Murfreesboro.

Tusculum College, Greenville.

University of Chattanooga, Chattanooga.

University of the South, Sewanee.

3. Transcript of record given full value. Graduation certificate accepted for full junior standing. (Two-year junior colleges.)

Southern Junior College, Collegedale.

Tennessee Wesleyan College, Athens.

University of Tennessee Junior College,
Martin.

Ward-Belmont College, Nashville.

STATE DEPARTMENT OF EDUCATION

STANDARDS FOR TEACHERS COLLEGES

Definition and interpretation.—Within the meaning of these standards, a teachers college is a municipal, or incorporated private institution, or an independent unit of a recognized college or university having as one of its major and distinctive aims the preparation of teachers, and having at least one 4-year unified curriculum leading to the baccalaureate degree which emphasizes and coordinates the liberal-cultural and the professional phases of teacher preparation, and which requires of each candidate for admission the completion of a standard 4-year secondary school curriculum, or the equivalent as approved by the State board of education.

1. *Entrance requirements.*—The requirements of 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 a course as shown by examination, and the satisfactory fulfillment of certain requirements regarding general scholarship, character, personality, industry, health, and physical vigor. (Any institution to be accredited by the State board of education for teacher-training purposes must have a program of selective admission emphasizing qualities such as those mentioned above and must give evidence that the program is effective.)

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.*—Colleges having enrollments of 300 students or less must not offer more than 2 degrees. Admission and graduation requirements shall be equal for all baccalaureate degrees. Graduate degrees shall not be offered by institutions which do not meet the requirements for graduate work hereinafter specified.

4. *Number of students.*—A college which offers the baccalaureate degree shall have not fewer than 100 students of undergraduate rank who have successfully

completed a recognized 4-year secondary school course. A notably small proportion of college students registered in the third and fourth years, continued over a period of several years, will constitute ground for not accrediting or for dropping an institution from the accredited list. (Suggested minima are 14 percent juniors and 10 percent seniors.)

5. *Number of college departments.*—A college of approximately 100 students should maintain 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 relation to the type of institution, the number of students, and the number of courses offered. The development of varied curricula should involve the addition of other professors or heads of departments. There should be 1 department head for each department and there should be 1 instructor (including professors and department heads) for every 10 to 14 students.

6. *Training of faculty.*—Each member of the faculty offering courses in teacher-preparing curricula shall be the possessor of an earned master's degree in education, or in an appropriate subject-matter field, or the equivalent of such degree. All full professors shall have had 2 years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of a department head shall be 3 full years of coordinated graduate work in an institution of recognized standing culminating in a Ph.D. degree, in the field in which he is to teach, or should represent a corresponding professional or technical training. Not more than 10 percent of on-campus instructors shall be part-time instructors. All faculty members engaged in teacher preparation shall have had some significant experience in public-school service.

7. *Salaries.*—It is recommended that no teacher's salary be less than \$1,800 for 9 months; that no full professor's salary be less than \$2,400 for 9 months; and that no department head's salary be less than \$3,000 for 9 months.

8. *Number of classroom hours.*—Teaching schedules of faculty members shall not exceed 18 hours per week for any given individual. (In general, 2 laboratory hours will be counted as equivalent to 1 recitation hour.) The average instructional load of the entire faculty shall not exceed 16 hours per week. (Officers of administration shall not be included in computing this average.)

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

10. *Financial support.*—Each State or municipal teachers college shall have an annual appropriation or income sufficient to maintain the standards herein established. Such annual appropriation should in no case be less than \$50,000. Any private incorporated institution must have a minimum annual income of \$50,000 for its teachers college program. If not tax supported, such teachers college must possess a productive endowment of \$500,000 or more.

11. *Library.*—Each teachers college library shall have at least 12,000 volumes, exclusive of public documents and bound periodicals, bearing specifically on subjects taught, and administered by a professionally trained librarian. (In computing the number of volumes in a library not over 15 percent shall be allowed for duplicates.) Each teachers college shall provide not less than \$5,000 per year for the operation of the library (exclusive of the care and upkeep of the building), and shall appropriate at least \$5 per registered student annually for the purchase of new books and current periodicals. The college library shall provide at least 100 periodicals appropriate to the academic, cultural, and professional needs of the students. There should be a catalogue of approved type. The library should be open not less than 10 hours per school day. The building or buildings 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. Some plan should be provided for instructing all students in the use of the library.

12. *Laboratories.*—Each teachers college 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. (Laboratory schools for prospective teachers are treated elsewhere in this list of standards.)

13. *Buildings and grounds.*—The location, size, and care of the 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.

14. *Secondary schools in conjunction.*—In case a preparatory school (other than for training-school purposes) is maintained under the charter of the college, it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

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

16. *Extracurricular activities.*—The manner of administration, control, and guidance of athletics, amusements, fraternities, and all other extracurricular activities will be considered in the accreditation of an institution. Any institution which engages in intercollegiate athletics shall hold membership in some athletic conference or 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. *Educational standing.*—Any significant evidence indicating that an institution does not adequately prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees, or which does not turn out a satisfactory product, as measured by available means, may not be accredited or may be dropped from the accredited list.

18. *Laboratory schools.*—(a) Each institution shall have an acceptable laboratory school on the campus, or an acceptable cooperating laboratory school very near the campus, for (1) observation, (2) participation in the fields in which it is accredited, and (3) experimentation, such cooperating laboratory school or schools to be under the direction and supervision of the college for purposes indicated above.

(b) Each institution shall have an acceptable on-campus, or cooperating off-campus, laboratory school or schools for supervised student teaching. (This is in addition to the laboratory school or schools designated in standard 18a. However, if in the judgment of the State board of education, only 1 of the 2 types of laboratory schools mentioned above is needed to satisfy all requirements in regard to (1) observation, (2) participation, (3) experimentation, and (4) supervised student teaching, only 1 laboratory school will be required.)

(c) In school (a), designated above, all teachers shall possess earned degrees, and 75 percent of them shall possess at least the master's degree. Each teacher shall have had special training and significant experience in his respective field.

(d) In school (b), designated above, at least 75 percent of the teaching faculty shall possess degrees.

(e) The institution shall have a voice in the selection of the instructors who are in charge of the supervised student teaching in its off-campus cooperating laboratory schools.

(f) The institution shall control, in part, the methods of teaching in its off-campus cooperating laboratory school or schools.

(g) In each institution, provision shall be made for at least 1 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.

19. *Student teaching.*—Each institution shall require of each prospective teacher a minimum of 90 clock hours (5 to 6 semester-hours) of supervised student teaching. (Observation and participation are not intended to be counted in this total.) Practice teaching must be done in the field or fields for which the student is preparing to teach.

20. *Extension and correspondence work.*—Not more than one-fourth of any curriculum leading to a degree, certificate, or diploma in a teachers college will be taken in extension classes or by correspondence.

21. *Curricula.*—(a) Curricula should be differentiated in respect to the larger divisions of the teaching service—primary teaching, intermediate-grade teaching, junior-senior high-school teaching, administration and supervision. There should be further differentiation as to subject groups, such as English, mathematics, and history or social science, and as to special subjects, such as music, art, agriculture, etc.

(b) There should be relatively little free election of courses. The student should be allowed freedom in the selection of a curriculum, not the courses or subjects.

(c) The teachers-college curriculum should provide as a necessary basis for professional study and specialization in subject matter, a comprehensive survey of the major fields of human knowledge, presented in such a way that it will serve to clarify, coordinate, and complete the general understandings and appreciations that the student brings from the high school, and to articulate them with the problems and processes of modern life and with the out-of-school needs and experiences of the students.

(d) Sequences for work in the several fields of study into which general education is divided should be continuous and unified rather than separated into disconnected units for intensive special study.

(e) Provision should be made to meet the needs of individuals who come without an adequate mastery of the fundamental tools of learning and habits of working.

(f) After the fundamental general education is reasonably complete (presumably at the end of the first 2 years of college work), the integrating center of the curriculum should be professional preparation for teaching, both by means of sequences of distinctively professional subject matter as well as by means of some degree of professional coloring of the major and minor subject-matter sequences of the individual student.

(g) The basic required curriculum should provide, clearly and directly, only those types of general education and professional training which appear to have the greatest relative value in preparing for successful teaching. (In other words, the curriculum should be compatible with the fundamental aims of the institution or division of the institution. For example: (1) The aims of a

teachers college should not be confused with the aims of a general liberal arts college or university where such confusion will tend to obscure or interfere with the specific task of preparing teachers. (2) The program of the teachers college will be consonant with the needs of modern life, and responsive to changes in the social order which in any way involve the work or the welfare of the schools. (3) The general curriculum, required of all students, will not devote valuable time to special disciplines, however scholarly, when these subjects have relatively small value in developing the basic understandings of modern life that all teachers should have.)

(h) The program of studies in a teacher-training college should comprise only as many specialized curricula (primary, intermediate, secondary, etc.) as can be efficiently offered and administered by the institution in question, with due reference to its resources and limitations in respect to location, faculty, equipment, and facilities for practice teaching.

(i) The organization of a teacher-training college should represent a thoroughgoing integration of all courses around the actual work of teaching as a center. To this end the training department should be the central department of the college, and all courses in the institution should be correlated as closely as possible with the work in observation and practice teaching.

(j) Practice teaching should be required at a point in each curriculum which will permit of adequate preparation and at the same time allow a term or semester thereafter for the more advanced study of educational principles on the basis of the experience gained.

STANDARD 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.
Madison College, Madison.
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.
LeMoyné College, Memphis.
Tennessee Agricultural and Industrial State Teachers College, Nashville.*

STANDARDS FOR JUNIOR TEACHERS COLLEGES

Definition and interpretation.—A junior college is an institution, similar to the above, offering curricula of 2 or more years in length but not granting a degree.

Accreditation for teacher preparation is, and will be, granted to any institution only in those fields in which it satisfies the requirements. (The various fields as now classified are: Elementary, secondary, agriculture, art, commerce, home economics, industrial art, music, library science, and physical education.)

Each institution must specify the type or types of teachers it proposes to train and the curricula of any given institution will be judged accordingly.

Any institution to be accredited for teacher preparation by the State board of education must meet each and all of the standards adopted by this body.

All standards are effective immediately upon adoption by the State board of education, or at such time as the State board of education may designate.

* Negro.

Any institution must confine its teacher-training endeavors to those fields in which it is accredited.

An institution must have been in operation long enough to make possible an evaluation of its program.

No college will be accredited by the State board of education until it has been inspected and reported upon by an agent or agents regularly appointed by the State board of education.

1. *Entrance requirements.*—The entrance requirements shall be the same as those for teachers colleges.

2. *Requirements for graduation.*—The junior teachers college shall demand 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 such scholastic qualitative requirements as may be deemed desirable by each institution.

3. *Number of degrees.*—Junior teachers colleges shall not grant degrees.

4. *Number of students.*—Each junior teachers college shall have an enrollment of at least 60 students of undergraduate rank registered throughout the regular school year. Regularly classified second year college students or sophomores shall constitute at least 40 percent of the student body.

5. *Number of college departments.*—A junior teachers college of approximately 60 students shall maintain at least 5 separate departments in liberal arts and sciences with at least 1 professor devoting his whole time to each department. Other requirements regarding number of college departments shall be the same as for teachers colleges.

6. *Training of faculty.*—Requirements concerning the training of the faculty shall be the same as those for teachers colleges.

7. *Salaries.*—Recommendations concerning salaries are the same as for teachers colleges.

8. *Number of classroom hours.*—Teaching schedules of faculty members shall not exceed 18 hours per week for any given individual. (In general, 2 laboratory hours will be counted as equivalent to 1 recitation hour.) The average instructional load of the entire faculty shall not exceed 16 hours per week. (Officers of administration shall not be included in computing this average.)

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

10. *Financial support.*—Each junior teachers college shall have an annual appropriation or income sufficient to maintain the standards herein established. Such annual appropriation or income should in no case be less than \$35,000. If not tax supported, a junior teachers college must possess a productive endowment of at least \$500,000.

11. *Library.*—The library shall contain at least 8,000 volumes, exclusive of public documents and bound periodicals, bearing specifically upon subjects taught, and administered by a professionally trained librarian. (In computing the number of volumes in a library not over 15 percent shall be allowed for duplicates.) There shall be provided not less than \$3,600 per year for the operation of the library (exclusive of the care and upkeep of the buildings), and shall appropriate at least \$5 per registered student annually for the purchase of new books and current periodicals. The library shall provide at least 75 periodicals appropriate to the academic, cultural, and professional needs of the students. There should be a catalogue of approved type. The library should be open not less than 10 hours per school day. The building or buildings 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. Some plan should be provided for instructing all students in the use of the library.

12. *Laboratories.*—Each junior teachers college 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. (Laboratory schools for prospective teachers are treated elsewhere in this list of standards.)

13. *Buildings and grounds.*—The location, size, and care of the 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.

14. *Secondary schools in conjunction.*—A preparatory school (other than for training-school purpose) may be integrated with a junior teachers college provided that such a school shall in no way interfere with the college department in meeting the standards herein described.

15. *General standards.*—The character of the curriculum, the efficiency of the instruction, the scientific spirit, and the tone of the institution shall be factors in determining eligibility for accrediting.

16. *Extracurricular activities.*—The manner of administration, control, and guidance of athletics, amusements, fraternities, and all other extracurricular activities will be considered in the accreditation of an institution. Any institution which engages in intercollegiate athletics shall hold membership in some athletic conference or 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. *Educational standing.*—Any significant evidence indicating that an institution does not adequately prepare its students to enter at the beginning of the junior year recognized institutions of collegiate rank as candidates for degrees, or which does not turn out a satisfactory product as measured by available means, may not be accredited or may be dropped from the accredited list.

18. *Laboratory schools.*—(a) Each institution shall have an acceptable laboratory school very near to the campus, for (1) observation, (2) participation in the fields in which it is accredited, and (3) experimentation, such as cooperating laboratory school or schools to be under the direction and supervision of the college for the purposes indicated above.

(b) Each institution shall have an acceptable on-campus, or cooperating off-campus laboratory school or schools for supervised student teaching. (This is in addition to the laboratory school or schools designated in standards 18a. However, if in the judgment of the State board of education, only 1 of the 2 types of laboratory schools mentioned above is needed to satisfy all requirements in regard to (1) observation, (2) participation, (3) experimentation, and (4) supervised student teaching, only 1 laboratory school will be required.)

(c) In school (a), designated above, all teachers shall possess earned degrees, and 75 percent of them shall possess at least the master's degree. Each teacher shall have had special training and significant experience in his respective field.

(d) In school (b), designated above, at least 75 percent of the teaching faculty shall possess degrees.

(e) The institution shall have a voice in the selection of the instructors who are in charge of the supervised student teaching in its off-campus cooperating laboratory schools.

(f) The institution shall control, in part, the methods of teaching in its off-campus cooperating laboratory school or schools.

(g) In each institution, provision shall be made for at least 1 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.

19. *Student teaching.*—Each institution shall require of each prospective teacher a minimum of 90 clock-hours (5 to 6 semester hours) of supervised student teaching. (Observation and participation are not intended to be counted in this total.) Practice teaching must be done, in the field or fields for which the student is preparing to teach.

20. *Extension and correspondence work.*—Not more than one-fourth of any curriculum leading to a certificate or diploma in a junior teachers college shall be taken in extension courses or by correspondence.

21. *Curricula.*—(a) Curricula should be differentiated in respect to the larger divisions of the teaching service; primary teaching; intermediate grade teaching; etc. (It is presumed that a junior teachers college will confine its teacher training endeavors to the elementary-school field.) There should be further differentiation as to subject groups, such as music, art, etc.

(b) There should be relatively little free election of courses. The student should be allowed freedom in the selection of a curriculum, not the courses or subjects.

(c) The junior teachers' college curriculum should provide as a necessary basis for professional study any specialization in subject matter, a comprehensive survey of the major fields of human knowledge, presented in such a way that it will serve to clarify, coordinate, and complete the general understanding and appreciations that the student brings from the high school, and to articulate them with the problems and processes of modern life and with the out-of-school needs and experiences of the students.

(d) Sequences for work in the several fields of study into which general education is divided should be continuous and unified, rather than separated into disconnected units for intensive special study.

(e) Provision should be made to meet the needs of individuals who come without an adequate mastery of the fundamental tools of learning and habits of working.

(f) After the fundamental general education is reasonably complete (presumably at the end of the first year of college work), the integrating center of the curriculum should be professional preparation for teaching, both by means of sequences of distinctively professional subject matter, as well as by means of some degree of professional coloring of the major and minor subject-matter sequences of the individual student.

(g) The basic required curriculum should provide, clearly and directly, only those types of general education and professional training which appear to have the greatest relative value in preparing for successful teaching. (In other words, the curriculum should be compatible with the fundamental aims of the institution or division of the institution. For example: (1) The aims of a junior teachers college should not be confused with the aims of a general liberal arts college or university where such confusion will tend to obscure or interfere with the specific task of preparing teachers. (2) The program of

the junior teachers college will be consonant with the needs of modern life, and responsive to changes in the social order which in any way involve the work or the welfare of the schools. (3) The general curriculum required of all students will not devote valuable time to special disciplines, however scholarly, when these subjects have relatively small value in developing the basic understandings of modern life that all teachers should have.

(h) The program of studies in a junior teachers college should comprise only as many specialized curricula (primary, intermediate, secondary, etc.), as can be effectively offered and administered by the institution in question, with due reference to its resources and limitations in respect to location, faculty, equipment, and facilities for practice teaching.

(i) The organization of a junior teachers college should represent a thoroughgoing integration of all courses around the actual work of teaching as a center. To this end the training department should be the central department of the college, and all courses in the institution should be correlated as closely as possible with the work in observation and practice teaching.

(j) Practice teaching should be required at a point in each curriculum which will permit of adequate preparation and at the same time allow a term or semester thereafter for the more advanced study of educational principles on the basis of the experience gained.

JUNIOR COLLEGES

Austin Peay Normal School, Clarksville.
 Bob Jones College, Cleveland.
 David Lipscomb College, Nashville.
 Freed-Hardeman College, Henderson.
 Hiwassee College, Madisonville.
 Martin College, Pulaski.
 Tennessee Wesleyan College, Athens.
 Trevecca College, Nashville.

University of Tennessee Junior College,
 Martin.
 Ward Belmont School, Nashville.
 For Negroes:
 Morristown Normal and Industrial Col-
 lege, Morristown.
 Swift Memorial College, Rogersville.

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, 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.

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 three 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.

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.

The normal student load for the summer session shall be 6 semester hours for each 6-weeks' term. The permissive maximum for a superior student shall be 8 semester hours for 1 term of 6 weeks, or 14 semester hours all told for 2 successive terms of 6 weeks each, provided that the permissive maximum for a graduating senior of proven superior ability shall be 15 semester hours all told for 2 successive terms of 6 weeks each. Institutions having summer sessions of lengths other than 6 or 12 weeks shall adjust the student load to accord with the above scale.

In computing the time for the summer term the week shall be the unit, rather than the number of days, so that a 6-week term cannot be completed in 5 weeks.

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 shall 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 not fewer than 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 a baccalaureate degree 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 should 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

Ablene Christian College, Abilene.	Southern Methodist University, Dallas.
Agricultural and Mechanical College of Texas College Station.	Southwest Texas State Teachers College, San Marcos.
Austin College, Sherman.	Southwestern University, Georgetown.
Baylor University, Waco.	Stephen F. Austin State Teachers College, Nacogdoches.
College of Mines and Metallurgy, El Paso.	Sul Ross State Teachers College, Alpine.
Daniel Baker College, Brownwood.	Texas Christian University, Fort Worth.
East Texas State Teachers College, Commerce.	Texas College of Arts and Industries, Kingsville.
Hardin-Simmons University, Abilene.	Texas State College for Women, Denton.
Howard Payne College, Brownwood.	Texas Technological College, Lubbock.
Incarnate Word College, San Antonio.	Texas Wesleyan College, Fort Worth.
Mary Hardin-Baylor College, Belton.	Trinity University, Waxahachie.
McMurray College, Abilene.	University of Houston, Houston.
North Texas State Teachers College, Denton.	University of San Antonio, San Antonio.
Our Lady of the Lake College, San Antonio.	University of Texas, Austin.
St. Edward's University, Austin.	West Texas State Teachers College, Canyon.
St. Mary's University of San Antonio, San Antonio.	
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 fifteen 60-minute hours per week of recitation each year.

A maximum of 60 semester hours, or the number of hours required in the freshman and sophomore years of the curriculum to which admission is sought, may be transferred from a junior to a senior college. After a student has done some work in a senior college, the senior college may permit the student to do in a junior college an additional 6 semester hours of freshman or sophomore work, but otherwise the work of junior and senior rank required by the curriculum must be done in the senior college.

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 five to six and seven, 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 18 hours per week of classroom work, provided that 1 high-school class meeting 5 times a week shall be equated as being the equivalent of 1 college class meeting 3 times a week.

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 600 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.

The normal student load for the summer session shall be 6 semester hours for each 6-week term. The permissive maximum for a superior student shall be 8 semester hours for 1 term of 6 weeks or 14 semester hours all told for 2 successive terms of 6 weeks each, provided that the permissive maximum for a graduating senior of proven superior ability shall be 15 semester hours all told for 2 successive terms of 6 weeks each. Institutions having summer sessions of lengths other than 6 or 12 weeks shall adjust the student load to accord with the above scale.

In computing the time for the summer term the week shall be the unit, rather than the number of days, so that a 6-week term cannot be completed in 5 weeks.

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) A student who is within 2 units of graduation from the preparatory department may be permitted to enroll in a college class, but it is strongly recommended that 15 accredited units be completed before the student enrolls 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

Amarillo College, Amarillo.
 Blinn 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.
 Hardin Junior College, Wichita Falls.
 Hillsboro Junior College, Hillsboro.
 Hockaday Junior College, Dallas.
 John Tarleton Agricultural College, Stephenville.
 Kilgore Junior College, Kilgore.
 Lamar College, Beaumont.
 Lee Junior College, Goose Creek.

Lon Morris College, Jacksonville.
 North Texas Agricultural College, Arlington.
 Our Lady of Victory College, Fort Worth.
 Paris Junior College, Paris.
 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 Lutheran College, Seguin.
 Texas Military College, Terrell.
 Tyler Junior College, Tyler.
 Victoria Junior College, Victoria.
 Wayland College, Plainview.
 Westminster College, Tehuacana.

SECOND-CLASS JUNIOR COLLEGE

Jacksonville College, Jacksonville.

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 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.

ACCREDITED SENIOR COLLEGES

Ablene Christian College, Abilene.	Sam Houston State Teachers College, Huntsville.
Agricultural and Mechanical College of Texas, College Station.	Southern Methodist University, Dallas.
Austin College, Sherman.	Southwestern University, Georgetown.
Baylor University, Waco.	Southwest Texas State Teachers College, San Marcos.
College of Mines and Metallurgy, El Paso.	Stephen F. Austin State Teachers College, Nacogdoches.
Daniel Baker College, Brownwood.	Sul Ross State Teachers College, Alpine.
East Texas State Teachers College, Commerce.	Texas Christian University, Fort Worth.
Hardin-Simmons University, Abilene.	Texas College of Arts and Industries, Kingsville.
Howard Payne College, Brownwood.	Texas State College for Women, Denton.
Incarnate Word College, San Antonio.	Texas Technological College, Lubbock.
McMurry College, Abilene.	Texas Wesleyan College, Fort Worth.
Mary Hardin-Baylor College, Belton.	Trinity University, Waxahachie.
North Texas State Teachers College, Denton.	University of Houston, Houston.
Our Lady of the Lake College, San Antonio.	University of San Antonio, San Antonio.
Rice Institute, Houston.	University of Texas, Austin.
St. Edward's University, Austin.	
St. Mary's University, San Antonio.	

West Texas State Teachers College, Canyon. For Negroes: Bishop College, Marshall. Prairie View State Normal and Industrial College, Prairie View.	For Negroes—Continued. Samuel Huston College, Austin. Texas College, Tyler. Tillotson College, Austin. Wiley College, Marshall.
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STANDARDS FOR ACCREDITING JUNIOR COLLEGES

GENERAL REQUIREMENTS*

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 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 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

*The department has also a set of special requirements governing credit for admission and for advanced standing.

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 College, Amarillo.	Lee Junior College, Goose Creek.
Blinn College, Brenham.	Lon Morris College, Jacksonville.
Brownsville Junior College, Brownsville.	North Texas Agricultural College, Arlington.
Clarendon Junior College, Clarendon.	Our Lady of Victory College, Fort Worth.
Clifton College, Clifton.	Paris Junior College, Paris.
College of Marshall, Marshall.	Ranger Junior College, Ranger.
Corpus Christi Junior College, Corpus Christi.	San Angelo Junior College, San Angelo.
Decatur Baptist College, Decatur.	San Antonio Junior College, San Antonio.
Edinburg College, Edinburg.	Schreiner Institute, Kerrville.
Gainesville Junior College, Gainesville.	Temple Junior College, Temple.
Hardin Junior College, Wichita Falls.	Texarkana Junior College, Texarkana.
Hillsboro Junior College, Hillsboro.	Texas Lutheran College, Seguin.
Hockaday Junior College, Dallas.	Texas Military College, Terrell.
Jacksonville College, Jacksonville.	Tyler Junior College, Tyler.
John Tarleton Agricultural College, Stephenville.	Victoria Junior College, Victoria.
Kilgore Junior College, Kilgore.	Wayland College, Plathview.
Lamar College, Beaumont.	Weatherford College, Weatherford.
	Wesley College, Greenville.
	Westminster College, Tehuacana.

For Negroes:

Butler College, Tyler.
Houston College for Negroes, Houston.
Jarvis Christian College, Hawkins.

For Negroes—Continued.

Mary Allen Junior College, Crockett.
Paul Quinn College, Waco.
St. Philip's Junior College, San Antonio.

UTAH

UNIVERSITY OF UTAH

The University of Utah has set up no standards for accrediting the higher institutions in the State. It accepts at face value credits earned in the *Utah Agricultural College, Logan*, and in *Brigham Young University, Provo* (except in religious training courses). The Brigham Young University offers courses in Latter Day Saints' religion and the State agricultural college includes on its transcripts of credit courses completed at the Latter Day Saints' Institute located near the college. The university does not give credit for this work.

With reference to junior colleges, each transfer case is dealt with by the university on its merits.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction of Utah has adopted no standards for higher educational institutions and has prepared no list of accredited institutions.

VERMONT

UNIVERSITY OF VERMONT

The University of Vermont does not accredit the colleges of the State. Its practice is to accept credits from institutions which are accredited by the Association of American Universities as equivalent to its own. From junior colleges it accepts credits on the individual merits of the applicants.

STATE DEPARTMENT OF EDUCATION

The State Department of Education of Vermont does not act as an accrediting agency for the higher institutions of the State.

All degree-granting institutions in the State which have power by legislative act to grant degrees are allowed to prepare secondary school teachers providing they take 12 hours of professional education, including practice teaching, and have majored in a definite field. The normal schools, only, prepare elementary teachers.

The following colleges are authorized to prepare secondary school teachers:

Bennington College, Bennington.
Middlebury College, Middlebury.
Norwich University, Northfield.

St. Michael's College, Winooski Park.
Trinity College, Burlington.
University of Vermont, Burlington.

The following normal schools prepare elementary-school teachers:

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 discipline.

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.
Madison College, Harrisonburg.
Mary Baldwin College, Staunton.
Mary Washington College, Fredericksburg.
Randolph-Macon College, Ashland.
Randolph-Macon Woman's College, Lynchburg.

Roanoke College, Salem.
State Teachers College, East Radford.
State Teachers College, Farmville.
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.

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 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.

* Negro.

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

UNITED STATES

DEPARTMENT OF THE INTERIOR

OFFICE OF EDUCATION

WASHINGTON, D. C.

OFFICIAL BUSINESS

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[Handwritten signature]

University of Wisconsin,

Madison,

F-54-A

Wisconsin.

June 26, 1939.

In Office of Education Bulletin, 1938, No. 16, ACCREDITED HIGHER INSTITUTIONS, the name of the Southern Seminary and Junior College, Buena Vista, Va., was inadvertently omitted from the list of standard junior colleges approved by the Virginia State Board of Education.

Will you kindly add the name of the institution to the list of junior colleges appearing on page 171, in your copy of the bulletin.

(Signed) Bess Goodykooontz
Assistant Commissioner of Education

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

Arlington Hall School for Girls, Arlington.	Marion Junior College, Marion.
Averett College, Danville.	Shenandoah College, Dayton.
Blackstone College for Girls, Blackstone.	Southern College, Petersburg.
Bluefield College, Bluefield.	Stratford College, Danville.
Eastern Mennonite School, Harrisonburg.	Sullins College, Bristol.
Fairfax Hall, Waynesboro.	Virginia Intermont College, Bristol.
<i>Southwestern Seminary and Junior College, Lynchburg, Va.</i>	

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:

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 standard 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

St. Paul Normal and Industrial School, Lawrenceville.*

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. With reference to the acceptance of transfer credits from other institutions, the chairman of the committee states:

The University of Washington accepts credit from all recognized institutions subject to our own regulations involved in the degree course requirements pursued by the students in question. In a way, this means that transfer credits, even from the best institutions, are considered tentative until the student has established himself here. Students transferring from unaccredited colleges are admitted on their high-school credentials and are obliged to take advanced credit examinations or in other acceptable ways to justify credit for unaccredited work. The usual "other way" is by the successful pursuance of a more advanced course at the University of Washington for which the previously taken work is a prerequisite.

Transcripts of record from the higher institutions in the State usually fall into the following classifications:

* Negro.

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.

Central Washington College of Education,
Ellensburg.

College of Puget Sound, Tacoma.

Eastern Washington College of Education,
Cheney.

Gonzaga University, Spokane.

St. Edward's Seminary, Seattle.

Seattle College, Seattle.

Seattle Pacific College, Seattle.

Walla Walla College, College Place.

Western Washington College of Education,
Bellingham.

Whitman College, Walla Walla.

Whitworth College, Spokane.

JUNIOR COLLEGES

3. Transcript of record given full value. Graduation certificate accepted for full junior standing. Two-year junior colleges.

Central Junior College, Centralia.

Clark Junior College, Vancouver. (Second
year Chemistry not accepted.)

Gray's Harbor Junior College, Aberdeen.

Holy Names Normal School, Spokane.

Lower Columbia Junior College, Longview.

Mount Vernon Junior College, Mount Ver-
non.

Pacific Lutheran College, Parkland.

St. Martin's Junior College, Lacey.

Spokane Junior College, Spokane.

Yakima Valley Junior College, Yakima.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The Department of Public Instruction of Washington has established no standards for accrediting institutions of higher education and has prepared no list of approved institutions. Its circular on Certification of Teachers, September 1, 1937, states:

Educational institutions accredited by the Association of American Universities, the American Association of Teachers Colleges, as well as the institutions accredited by the various regional associations, are acceptable to the State board of education. Graduates of any institution listed by these associations are eligible candidates for Washington certificates.

For lists of institutions accredited by the associations mentioned above, see part I of the bulletin.

WEST VIRGINIA

WEST VIRGINIA UNIVERSITY

West Virginia University gives recognition to the higher educational institutions in the State as follows:

4-YEAR COLLEGES

Bethany College, Bethany.

Concord State Teachers College, Athens.

Davis and Elkins College, Elkins.

Fairmont State Teachers College, Fairmont.

Glenville State Teachers College, Glenville.

Marshall College, Huntington.

Morris Harvey College, Charleston.

New River State College, Montgomery.

Salem College, Salem.

Shepherd State Teachers College, Shep-
herdstown.

West Liberty State Teachers College, West
Liberty.

West Virginia Wesleyan College, Buckhan-
non.

Alderson-Broadus College, Philippi. Maximum credit allowed, 96 semester hours (3 years).

JUNIOR COLLEGES

A total credit of from 64 to 68 semester hours may be allowed for work completed in the following junior colleges:

Greenbrier Junior College, Lewisburg.

Potomac State School of West Virginia University, Keyser.

Kanawha College, Charleston. Students who are specially recommended by president of Kanawha College are admitted with immediate credit for their work. Other students may be admitted provisionally, with the evaluation of their work deferred until they have completed at least one semester's work at the university.

DEPARTMENT OF EDUCATION

The West Virginia Board of Education approves for teacher preparation those colleges which—

Satisfy the requirements of the American Association of Teachers Colleges or one of the regional accrediting associations together with the requirements of the State Board of Education and the State Department of Education of West Virginia; provided, however, that all schools unable to meet the foregoing standard, shall be inspected biennially by competent educators, named by the State board of education, at the expense of the college or colleges concerned, and said institutions shall show marked progress toward meeting the standards of a recognized accrediting agency in order to retain the approval of the State board of education.

APPROVED 4-YEAR COLLEGES

Bethany College, Bethany.

Bluefield State Teachers College, Bluefield.*

Concord State Teachers College, Athens.

Fairmont State Teachers College, Fairmont.

Glenville State Teachers College, Glenville.

Marshall College, Huntington.

New River State College, Montgomery.

Shepherd State Teachers College, Shepherds-town.

West Liberty State Teachers College, West Liberty.

West Virginia State College, Institute.*

West Virginia University, Morgantown.

From the following institutions college credits are accepted for teachers' State certificates when they meet the requirements and standards of the West Virginia Board of Education:

Alderson-Broadus College, Philippi.

Davis and Elkins College, Elkins.

Morris Harvey College, Charleston.

Salem College, Salem.

West Virginia Wesleyan College, Buckhannon.

STANDARDS FOR JUNIOR COLLEGES

The following standards for junior colleges were adopted by the State board of education in 1933, and junior colleges established since that time have been examined on the basis of these standards.

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

* Negro.

accredited 4-year high school. A semester hour is defined as 1 period of classroom work in lecture or recitation extending through not less than 50 minutes or their equivalent per week for a period of 18 weeks.

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

3. *Organization.*—The work of the junior college shall be organized on a college, as distinguished from high school, basis, so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first 2 years of a standard college as defined by the State board of education.

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

5. *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.

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

7. *Finances.*—The income must be sufficient to secure and retain teachers who qualify according to the aforesaid standards.

8. *General standards.*—The character of the curriculum, the efficiency of instruction, the scientific spirit and tone of the institution shall be factors in determining eligibility for accrediting.

9. *Building and 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.

10. *Inspection.*—No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by the State board of education. Such inspection will not be authorized until the junior college shall have been in operation at least 1 full year.

On motion properly made and seconded, and unanimously passed, it was ordered:

First: That when a junior college meets the aforesaid standards, academic credits of said junior college will be approved by the State board of education.

Second: That no junior college shall be approved for teacher training work.

APPROVED JUNIOR COLLEGES

Beckley College, Beckley.
Kanawha College, Charleston.

Potomac State School, Keyser.
Storer College, Harpers Ferry.

*Negro.

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.	Milwaukee-Downer College, Milwaukee.
Carroll College, Waukesha.	Mount Mary College, Milwaukee.
Lawrence College, Appleton.	Ripon College, Ripon.
Marquette University, Milwaukee.	St. Francis College, Burlington.
Milton College, Milton.	St. Norbert College, West De Pere.

Mission House College, Plymouth. Graduates may enter as seniors. If their college committee recommends a particular student for entrance to the graduate school, he will be admitted.

Northland College, Ashland. Graduates may enter as seniors. If their college committee recommends a particular student for entrance to the graduate school, he will be admitted.

Northwestern College, Watertown. No credit allowed for work in laboratory sciences taken at Northwestern College.

TEACHER-TRAINING INSTITUTIONS

The State teachers colleges have not all had 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 courses.

Central State Teachers College, Stevens Point.	State Teachers College, Oshkosh.
St. Clare College, St. Francis.	State Teachers College, Platteville.
State Teachers College, Eau Claire.	State Teachers College, River Falls.
State Teachers College, La Crosse.	State Teachers College, Superior.
State Teachers College, Milwaukee.	State Teachers College, Whitewater.
	Stout Institute, Menomonie.

JUNIOR COLLEGES OR EQUIVALENTS

2. Transcript of record evaluated on the 2-year basis.

Alverno Teachers College, Milwaukee.	University of Wisconsin Extension Center, Milwaukee.
Edgewood Junior College, Madison.	Viterbo College, La Crosse. (3-year normal course.)
St. Lawrence College, Mount Calvary.	
Salvatorian Seminary, St. Nazianz.	

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:

ACCREDITED HIGHER INSTITUTIONS

Beloit College, Beloit.	Ripon College, Ripon.
Carroll College, Waukesha.	St. Francis College, Burlington.
Central State Teachers College, Stevens Point.	St. Norbert College, West De Pere.
Lawrence College, Appleton.	State Teachers College, Eau Claire.
Marquette University, Milwaukee.	State Teachers College, La Crosse.
Milton College, Milton.	State Teachers College, Milwaukee.
Milwaukee-Downer College, Milwaukee.	State Teachers College, Oshkosh.
St. Joseph House College, Plymouth.	State Teachers College, Platteville.
Mount Mary College, Milwaukee.	State Teachers College, River Falls.
Northland College, Ashland.	State Teachers College, Superior.
Northwestern College, Watertown.	State Teachers College, Whitewater.
	Stout Institute, Menomonie.

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. 11-47.)

PART III. PROFESSIONAL AND TECHNICAL SCHOOLS ACCREDITED, APPROVED, OR CLASSIFIED BY NATIONAL ORGANIZATIONS

In contrast with colleges and universities, the standards for professional and technical schools are uniform, as there is usually but one accrediting association for each type of school for the entire United States. Where these associations have not adopted 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 to the professional schools.

In the case of law, there are what amounts to two accrediting bodies, the American Bar Association and the Association of American Law Schools. The former has standards for accrediting; the latter, standards for admission to membership which almost parallel the American Bar Association standards. Of the 98 colleges accredited by the American Bar Association in 1938, 88 are members of the Association of American Law Schools.

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 are not included in this bulletin.

A DIFFERENT METHOD OF INDICATING ACCREDITED PROFESSIONAL SCHOOLS

In the present bulletin a different method than formerly of indicating institutions having accredited professional and technical departments has been used. In order to avoid the repetition of the names

of institutions having many such departments, by means of a tabulation one list is made to suffice for all departments, except engineering, for which there is a separate list showing the various fields of engineering accredited in each institution.

The associations accrediting professional and technical schools and departments included in the following tabulations, and the names and addresses of their secretaries or other corresponding officers, are as follows:

- Architecture:** Association of Collegiate Schools of Architecture; secretary, Goldwin Goldsmith, University of Texas, Austin, Tex.
- Business:** American Association of Collegiate Schools of Business; secretary, Charles C. Fichtner, University of Arkansas, Fayetteville, Ark.
- Dentistry:** Ratings temporarily discontinued. See p. 6.
- Engineering:** Engineers' Council for Professional Development; chairman, Karl T. Compton, Massachusetts Institute of Technology, Cambridge, Mass.
- Forestry:** Society of American Foresters; executive secretary, Henry E. Clepper, Mills Building, Washington, D. C.
- Journalism:** American Association of Schools and Departments of Journalism; secretary, H. H. Herbert, University of Oklahoma, Norman, Okla.
- Law:** American Bar Association, Section of Legal Education and Admissions to the Bar; adviser, Will Shafroth, 1140 North Dearborn Street, Chicago, Ill.
- Library science:** American Library Association, Board of Education for Librarianship; chairman, Harold F. Brigham, Free Public Library, Louisville, Ky.
- Medicine:** American Medical Association, Council on Medical Education and Hospitals; secretary, William D. Cutter, 535 North Dearborn Street, Chicago, Ill.
- Music:** National Association of Schools of Music; secretary, Burnet C. Tuthill, Southwestern, Memphis, Tenn.
- Optometry:** International Association of Boards of Examiners in Optometry, Committee on Optometrical Education, Frederic A. Woll, College of the City of New York, New York, N. Y.
- Osteopathy:** American Osteopathic Association; executive secretary, R. C. McCaughan, 540 North Michigan Avenue, Chicago, Ill.
- Pharmacy:** American Association of Colleges of Pharmacy; secretary, Zada M. Cooper, State University of Iowa, Iowa City, Iowa.
- Social work:** American Association of Schools of Social Work; secretary, Marion Hathway, University of Pittsburgh, Pittsburgh, Pa.
- Theology:** American Association of Theological Schools; secretary, Lewis J. Sherrill, Broadway at First Street, Louisville, Ky.

Professional and technical schools, members of or accredited by their professional organizations

x—accredited.
p—provisionally accredited

r—accredited with reservations
y—first 2 years accredited.

[For engineering schools, see p. 189]

Institution	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Architecture	Business	Forestry	Journalism	Law	Library science	Medicine	Music	Optometry	Osteopathy	Pharmacy	Social work	Theology	
ALABAMA														
Alabama College, Montevallo.....								x						
Alabama Polytechnic Institute, Auburn.....	x											x		
Birmingham Conservatory of Music, Birmingham.....														
Judson College, Marion.....								x						
University of Alabama, University.....		x			x		x	x						
ARIZONA														
University of Arizona, Tucson.....					x			x						
ARKANSAS														
University of Arkansas, Fayetteville and Little Rock.....		x			x		(1)							
CALIFORNIA														
Berkeley Baptist Divinity School, Berkeley.....														
College of Medical Evangelists, Loma Linda.....							x							
College of Osteopathic Physicians and Surgeons, Los Angeles.....										x				
College of the Pacific, Stockton.....								x						
Los Angeles School of Optometry, Los Angeles.....									x					
Loyola University of Los Angeles, Los Angeles.....										x				
Pacific School of Religion, Berkeley.....					x									
San Francisco Theological Seminary, San Anselmo.....														
Stanford University, Stanford University and San Francisco.....		x		x	x		x							
University of California, Berkeley and San Francisco.....	x	x	x		x	x	x		x				x	
University of San Francisco, San Francisco.....					x									
University of Santa Clara, Santa Clara.....					p									
University of Southern California, Los Angeles.....	x	x		x	x		x				x	x		
COLORADO														
Hill School of Theology, Denver.....														
Lamont School of Music, Inc., Denver.....								x						
University of Colorado, Boulder.....		x		x	x		x				x			
University of Denver, Denver.....		x			x	x						x		
CONNECTICUT														
Connecticut College of Pharmacy, New Haven.....														
Hartford College of Law, Hartford.....					x							x		
Hartford Theological Seminary, Hartford.....														
Yale University, New Haven.....	x		x		x		x	x						x
DISTRICT OF COLUMBIA														
Catholic University of America, Washington.....	x				x								x	
Georgetown University, Washington.....					x		x							
George Washington University, Washington.....					x		x					x		
Howard University, Washington.....					x		x					x		
National Catholic School of Social Service, Washington.....														x

See end of table for footnotes.

Professional and technical schools, members of or accredited by their professional organizations—Continued

Institution	Architecture	Business	Forestry	Journalism	Law	Library science	Medicine	Music	Optometry	Osteopathy	Pharmacy	Social work	Theology
I	2	4	5	6	7	8	9	10	11	12	13	14	
FLORIDA													
Florida State College for Women, Tallahassee.....													
Jacksonville College of Music, Jacksonville.....								X					
John B. Stetson University, Deland.....					X			D					
Rollins College, Winter Park.....								D					
University of Florida, Gainesville.....	X				X			X			X		
GEORGIA													
Atlanta School of Social Work, Atlanta.....													
Columbia Theological Seminary, Decatur.....												X	
Emory University, Emory University and Atlanta.....													F
Gammon Theological Seminary, Atlanta.....					X	X	X						F
Georgia School of Technology, Atlanta.....	X												F
Mercer University, Macon.....					X								
Shorter College, Rome.....					X								
University of Georgia, Athens and Augusta.....	X	X	X	X	X		X				X		
Wesleyan College, Macon.....								D					
IDAHO													
University of Idaho, Moscow.....			X										
University of Idaho, Southern Branch, Pocatello.....					X								
ILLINOIS													
American Conservatory of Music, Chicago.....													
Armour Institute of Technology, Chicago.....	X							X					
Augustana College and Theological Seminary, Chicago.....													
Chicago College of Osteopathy, Chicago.....													X
Chicago Conservatory, Chicago.....									X				
Chicago-Kent College of Law, Chicago.....								X					
Chicago Musical College, Chicago.....					P			X					
Cosmopolitan School of Music and Dramatic Art, Chicago.....								X					
DePaul University, Chicago.....							X	X					
Evangelical Theological Seminary, Naperville.....					X		X	X					
Garrett Biblical Institute, Evanston.....													F
Illinois Wesleyan University, Bloomington.....								X					X
James Millikin University, Decatur.....								X					
Loyola University, Chicago.....								X					
MacMurray College for Women, Jacksonville.....				X		X					X		
Northern Illinois College of Optometry, Chicago.....								X					
Northwestern University, Evanston and Chicago.....								X					
Presbyterian Theological Seminary, Chicago.....	X		X	X		X	X				X		
Rosary College, River Forest.....													F
Seabury-Western Theological Seminary, Evanston.....						X		Y					
Sherwood Music School, Chicago.....													F
University of Chicago, Chicago.....							X						
University of Illinois, Urbana and Chicago.....	X	X	X	X	X	X	X			X	X		F
Wheaton College, Wheaton.....								D					
INDIANA													
Arthur Jordan Conservatory of Music, Indianapolis.....													
DePauw University, Greencastle.....								X					
Indianapolis College of Pharmacy, Indianapolis.....								X					
Indiana Law School, Indianapolis.....										X			

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	2	3	4	5	6	7	8	9	10	11	12	13	14
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Indiana University, Bloomington and Indianapolis.....		X		X	X		X					X	
Purdue University, Lafayette.....				X	X						X		X
University of Notre Dame, Notre Dame.....	X				X						X		
Valparaiso University, Valparaiso.....					X						X		
IOWA													
Des Moines College of Osteopathy, Des Moines.....										X			
Drake University, Des Moines.....					X			X					
Iowa State College of Agriculture and Mechanic Arts, Ames.....			X	X				X					
Morningside College, Sioux City.....								X					
State University of Iowa, Iowa City.....	X			X	X		X	X			X	X	
KANSAS													
Bethany College, Lindsborg.....								X					
Kansas State College of Agriculture and Applied Science, Manhattan.....	X			X									
Kansas State Teachers College, Emporia.....						X							
Municipal University of Wichita, Wichita.....									P				
Southwestern College, Winfield.....								X					
University of Kansas, Lawrence and Kansas City.....	X	X		X	X		X	X			X		
Washburn College, Topeka.....					X								
KENTUCKY													
College of the Bible, Lexington.....													r
Louisville College of Pharmacy, Louisville.....											X		r
Louisville Presbyterian Seminary, Louisville.....													r
Murray State Teachers College, Murray.....								X					
Southern Baptist Theological Seminary, Louisville.....													r
University of Kentucky, Lexington.....		X		X	X			P					
University of Louisville, Louisville.....				X	X		X	P				X	
LOUISIANA													
Centenary College, Shreveport.....									P				
H. Sophie Newcomb Memorial College, New Orleans.....													
Louisiana State University, Baton Rouge and New Orleans.....		X	X	X	X	X	X	X					
Loyola University, New Orleans.....					X		X	X			X		
Tulane University of Louisiana, New Orleans.....	X	X			X		X					X	
Xavier University, New Orleans.....											X		
MAINE													
University of Maine, Orono.....			X										
MARYLAND													
Johns Hopkins University, Baltimore.....						A	X						
University of Maryland, College Park and Baltimore.....					X		X				X		
MASSACHUSETTS													
Andover Newton Theological Seminary, Newton Centre.....													r
Boston College, Boston.....					X							X	
Boston University, Boston.....	X			X	X		X						r

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Episcopal Theological School, Cambridge.....													
Harvard University, Cambridge.....	x	x	x		x		x						x
Massachusetts College of Pharmacy, Boston.....											x		
Massachusetts Institute of Technology, Cambridge.....	x												
Massachusetts School of Optometry, Boston.....									x				
New England Conservatory of Music, Boston.....													
Simmons College, Boston.....						x		x					x
Smith College, Northampton.....								x					x
Tufts College, Medford and Boston.....							x						x
MICHIGAN													
Detroit Institute of Musical Art, Detroit.....								x					
Detroit Institute of Technology, Detroit.....													
Ferris Institute, Big Rapids.....												x	
Michigan State College of Agriculture and Applied Science, East Lansing.....			x					x			x		
University of Detroit, Detroit.....					x			x					
University of Michigan, Ann Arbor.....	x	x	x	x	x	x	x	x			x	x	
Wayne University, Detroit.....					p		x				x	x	
MINNESOTA													
College of St. Catherine, St. Paul.....						x							
MacPhail School of Music, Minneapolis.....								x					
Minneapolis College of Music, Minneapolis.....								p					
St. Paul College of Law, St. Paul.....					x								
University of Minnesota, Minneapolis.....	x	x	x	x	x	x	x				x	x	
MISSISSIPPI													
Mississippi State College for Women, Columbus.....													
University of Mississippi, University.....					x		x	x			x		
MISSOURI													
Conservatory of Music of Kansas City, Kansas City.....								x					
Eden Theological Seminary, Webster Groves.....													
Kansas City College of Osteopathy and Surgery, Kansas City.....													r
Kansas City School of Law, Kansas City.....											x		
Kirkville College of Osteopathy, Kirkville.....					p								
Lindenwood College, St. Charles.....									x				
St. Louis College of Pharmacy, St. Louis.....								x					
St. Louis Institute of Music, St. Louis.....								x			x		
St. Louis University, St. Louis.....					x		x	x					
University of Missouri, Columbia.....		x		x	x		x	x				x	
Washington University, St. Louis.....	x	x		x			x	x					x
MONTANA													
Montana State University, Missoula.....			x	x	x								
NEBRASKA													
Creighton University, Omaha.....					x		x				x		
University of Nebraska, Lincoln and Omaha.....	x		x	x			x	x			x		
NEW HAMPSHIRE													
Dartmouth College, Hanover.....	x						x						

Professional and technical schools, members of or accredited by their professional organizations—Continued

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NEW JERSEY													
Drew Theological Seminary, Madison													X
New Brunswick Theological Seminary, New Brunswick													X
New Jersey College for Women, New Brunswick													r
Princeton Theological Seminary, Princeton						X							X
Princeton University, Princeton													X
Rutgers University, New Brunswick	X			X							X		
NEW YORK													
Auburn Theological Seminary, Auburn													r
Colgate-Rochester Divinity School, Rochester													r
College of the City of New York, New York		X											X
Columbia University, New York	X	X		X	X	X	X		X		X		
Cornell University, Ithaca and New York	X				X		X						
Fordham University, New York							X						
General Theological Seminary, New York											X	X	
Graduate School of Jewish Social Work, New York													r
Long Island College of Medicine, Brooklyn							X					X	
New York Medical College, Flower and Fifth Avenue Hospitals, New York							X						
New York School of Social Work, New York												X	
New York State College for Teachers, Albany						X							
New York State College of Forestry at Syracuse University, Syracuse			X										
New York University, New York	X	X		X	X		X						
Pratt Institute, Brooklyn						X	X						
Rensselaer Polytechnic Institute, Troy	X						X						
St. John's University, Brooklyn					D								
St. Lawrence University, Canton and Brooklyn					D								
Syracuse University, Syracuse	X	X		X	X	X	X						
Union Theological Seminary, New York													r
Union University, Schenectady and Albany					X		X						
University of Buffalo, Buffalo		X			X		X				X	X	
University of Rochester, Rochester						X	X						
NORTH CAROLINA													
Duke University, Durham					X		X						r
Greensboro College, Greensboro								X					
Salem College, Winston-Salem								X					
State College of Agriculture and Engineering of the University of North Carolina, Raleigh			X										
University of North Carolina, Chapel Hill	X				X	X	X				X	X	
Wake Forest College, Wake Forest					X	X	X						
NORTH DAKOTA													
Concordia Conservatory of Music, Fargo							D						
North Dakota Agricultural College, State College											X		
University of North Dakota, University	X			X		(D)							
OHIO													
Baldwin-Wallace College, Berea							X						
Bonebrake Theological Seminary, Dayton													r
Capital University, Columbus							X						
Cincinnati Conservatory of Music, Cincinnati							X						

Professional and technical schools, members of or accredited by their professional organizations—Continued

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Cleveland Institute of Music, Cleveland													
College of Music of Cincinnati, Cincinnati													
Denison University, Granville													
Miami University, Oxford													
Mount Union College, Alliance		X											
Muskingum College, New Concord													
Oberlin College, Oberlin													
Ohio Northern University, Ada													
Ohio State University, Columbus													X
University of Cincinnati, Cincinnati	X	X		X	X		X		X		X	X	
Western College for Women, Oxford	X	X		X	X		X				X	X	
Western Reserve University, Cleveland	X							D					
Wittenberg College, Springfield				X	X	X	X				X	X	
OKLAHOMA													
Oklahoma Agricultural and Mechanical College, Stillwater	X												
University of Oklahoma, Norman and Oklahoma City		X		X	X	X	X		D				
OREGON													
North Pacific College of Oregon, Portland													
Oregon State Agricultural College, Corvallis			X										
University of Oregon, Eugene and Portland	X	X		X	X		X	X			X	X	
PENNSYLVANIA													
Albright College, Reading													
Bryn Mawr College, Bryn Mawr													
Carnegie Institute of Technology, Pittsburgh	X												
Crozer Theological Seminary, Chester													X
Dickinson College, Carlisle													X
Drexel Institute of Technology, Philadelphia				X									
Duquesne University, Pittsburgh				X									
Hahnemann Medical College and Hospital, Philadelphia											X		
Jefferson Medical College, Philadelphia							X						
Lehigh University, Bethlehem							X						
Lutheran Theological Seminary, Gettysburg		X											
Lutheran Theological Seminary, Philadelphia													X
Pennsylvania State College, State College			X										X
Pennsylvania State College of Optometry, Philadelphia	X		X	X									
Philadelphia College of Osteopathy, Philadelphia								X					
Philadelphia College of Pharmacy and Science, Philadelphia									X				
Pittsburgh Musical Institute, Pittsburgh										X			
Pittsburgh-Xenia Theological Seminary, Pittsburgh							X						
Temple University, Philadelphia		X											
Theological Seminary of the Reformed Church in the United States, Lancaster				X		X				X			
University of Pennsylvania, Philadelphia		X				X							
University of Pittsburgh, Pittsburgh	X	X		X		X					X	X	
Western Theological Seminary, Pittsburgh		X		X		X				X	X		
Woman's Medical College of Pennsylvania, Philadelphia						X							
PHILIPPINE ISLANDS													
University of the Philippines, Manila													
PUERTO RICO													
University of Puerto Rico, Rio Piedras										X			

Professional and technical schools, members of or accredited by their professional organizations—Continued

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Rhode Island College of Pharmacy and Allied Sciences, Providence												X	
SOUTH CAROLINA													
Converse College, Spartanburg								X					
Medical College of the State of South Carolina, Charleston													
University of South Carolina, Columbia					X		X					X	
SOUTH DAKOTA													
South Dakota State College of Agriculture and Mechanic Arts, Brookings												X	
University of South Dakota, Vermillion					X		(4)						
TENNESSEE													
George Peabody College for Teachers, Nashville							X						
Meharry Medical College, Nashville							(4)						
Memphis College of Music, Memphis								D					
Southern College of Optometry, Memphis									X				
University of Chattanooga, Chattanooga								X					
University of Tennessee, Knoxville					X		X	X				X	
Vanderbilt University, Nashville					X		X	X					
Ward-Belmont School, Nashville (junior college)								Y					
TEXAS													
Baylor University, Waco					X		X	X					
Harjin-Simmons University, Abilene							X	X					
Incarnate Word College, San Antonio							X	X					
Mary Hardin-Baylor College, Belton							X	X					
Our Lady of the Lake College, San Antonio							X	X					
Southern Methodist University, Dallas		X			X		X	X					
University of Texas, Austin	X	X		X	X		X					X	
UTAH													
McCune School of Music and Art, Salt Lake City								X					
University of Utah, Salt Lake City		X			X		X	X					
Utah State Agricultural College, Logan			X										
VERMONT													
University of Vermont, Burlington							X						
VIRGINIA													
College of William and Mary, Williamsburg					X	X						X	
Hampton Institute, Hampton						X							
Hollins College, Hollins								X					
Medical College of Virginia, Richmond							X	X					
Union Theological Seminary, Richmond											X		
University of Richmond, Richmond													
University of Virginia, Charlottesville		X			X		X						
Washington and Lee University, Lexington	X	X		X	X		X						
WASHINGTON													
State College of Washington, Pullman												X	
University of Washington, Seattle	X	X	X	X	X	X						X	X

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Institution	Architecture	Business	Forestry	Journalism	Law	Library science	Medicine	Music	Optometry	Orthopathy	Pharmacy	Social work	Theology
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WEST VIRGINIA													
West Virginia University, Morgantown.....					X		X				X		
WISCONSIN													
Marquette University, Milwaukee.....		X		X	X		X						
University of Wisconsin, Madison.....		X		X	X	X	X	X			X		
Wisconsin Conservatory of Music, Incorporated, Milwaukee.....								X					
WYOMING													
University of Wyoming, Laramie.....					X								

¹ Approval withdrawn June 11, 1938, without prejudice to the students then enrolled. This protection was also extended to the entering class of 1938-39.

² Negro.

³ Approval withdrawn October 11, 1936, without prejudice to the students then enrolled. On June 6, 1937, protection was extended to students who may be enrolled in the first-year class in 1937-38. On February 13, 1938, this protection was extended to the entering class of 1938-39.

⁴ On probation from June 6, 1937.

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