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A HISTORY OF THE
NORTH CENTRAL ASSOCIATION
of Colleges and Secondary Schools
1895-1945

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of Colleges and Secondary Schools

1895-1945

BY

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THE NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

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OF COLLEGES AND SECONDARY SCHOOLS

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Foreword



THIS history of the North Central Association was written by one who has had long experience in the Association as editor of its publications and as an officer charged with the preparation of special studies for the Commission on Secondary Schools.

What he has written is not the philosophy underlying the procedures of a regional accrediting association. Understanding of this volume will, however, be promoted by definition of the Association's place in American life in general. The social control of education by extralegal processes is a notable example of democracy at work on fundamentals. The controls are numerous and inveterately involved. Various agencies are at work, operating both independently and through reciprocal relations. The system, if it may be so called, is not efficient. A wise and benevolent dictator with power could act more efficiently. However, the social control of education by numerous voluntary agencies does work. It produces good results. It is democracy's way of "muddling through."

The North Central Association is a voluntary organization. Membership is sought by application and is granted in consideration of fulfillment of standards. The Association has no salaried officers, commissions, and committees. It lives

by a vast deal of contributed service. Were this not true, the work of the Association could never have been accomplished. That such a voluntary system for standardizing education was ever devised is amazing. That it works fairly well is still more amazing. One cannot administer an educational institution alone or in a vacuum. Relations with all sorts of schools in all parts of the country are constant and necessary. Since we have been unwilling to control education wholly by the exercise of governmental functions, we have exercised control by such agencies as this association.

The North Central Association and kindred organizations are voluntary and nongovernmental in character. They are irresponsible in the sense that there is no way in which they can be brought to book. They do exercise a governmental function and they not infrequently do it more effectively than does the state. Not being departments of government as are state offices of education, they are not under governmental control, either through the political action of the people or through the restraint of the legislature and the courts. Usually they are not chartered corporations and on that account also they operate outside the law. The fiction is that no institution is under any compulsion to be on a list of approved or accredited institutions or in any way to recognize the requirements of standardizing agencies. In reality, however, the requirements of these organizations are singularly effective, whether directed to private schools or to tax-supported schools which are agencies of the state.

The North Central Association has performed a noteworthy public service by setting up definitions of what it conceives to be valid and reputable high schools, colleges, and universities. A similar service has been rendered by

making and publishing results of researches and studies. Questions and criticism arise when standards are enforced and administered. At this point the Association rests its case on the competency and highmindedness of those who have served it faithfully for many years. It has never sought to impose its standards. Its standards are in effect norms or ideals. Whatever immediate and practical reasons there may be for conforming to them, they have ultimately the inescapable authority of the love of excellence.

The fiftieth anniversary of the North Central Association is an important event in the history of education and of our people. The story of the first fifty years, contained in this volume, is an important revelation of democracy at work in a field on which it depends for success. The Association has been primarily a working body. Its meetings have not been designed primarily for inspiration. In them, workers have gathered to report results of their labors and to make decisions on policy and the scope of the lists of approved schools and colleges. Therefore the North Central Association has been a notable venture in voluntary collective action. To those who have worked together it has been a treasured personal experience—a fine fellowship in labor.

HARRY MOREHOUSE GAGE

Lindenwood College
St. Charles, Missouri

Preface

HISTORICAL accounts of certain phases of the work done by the North Central Association of Colleges and Secondary Schools have been numerous. A number of these were written by the present author and printed in the *North Central Association Quarterly*.¹ A rather lengthy history of the Association covering the period from 1895 to 1920, and prepared by Dr. John E. Grinnell of Stout Institute, was also published in the *Quarterly*.² But now that the Association is about to celebrate its semicentennial anniversary, the Executive Committee and the Editorial Board have deemed it fitting to bring together in one volume a complete account of the organization's operations covering the entire fifty years of its existence. These bodies have honored me by requesting that I undertake the task. It has been a pleasure to comply with their invitation.

My first direct contact with the Association was in 1911 when I attended the annual meeting of that year. Between that date and 1942 I missed but three such sessions:

¹ These sketches include the following: "The First Annual Meeting," I (September 1926), 264-68; "How the North Central Association Originated," I (December 1926), 283-87; "The First Half-Decade," I (March 1927), 560-77; and "The Second Half-Decade," II (December 1927), 287-306.

² "The Rise of the North Central Association," IX (April 1935), 468-95; X (January 1936), 365-82.

in 1912 when I was serving on the New York City School Inquiry, in 1931 when I was in Europe, and in 1938 when I was in Mexico. Moreover, for twenty-seven years between 1911 and 1942, I held office in the organization, being secretary of the Board of Inspectors and of its successor, the Commission on Secondary Schools, from 1913 to 1925 inclusive, and managing editor of the *Quarterly* from 1926 to 1941 inclusive. During all that time I naturally came into close relationship with the leaders of the Association, served in an *ex officio* capacity on administrative committees of various sorts, and otherwise became intimately familiar with the inner workings of the organization. In writing this historical study I have therefore drawn heavily upon my own experience, as well as upon the printed materials that constitute the Association's records: the *Proceedings*, the *Minutes* of the Executive Committee, and the *Quarterly*.

The *Proceedings* of the Association, which was the name given to the published records before the *Quarterly* was established in 1926, contain nearly verbatim reproductions of the innumerable scholarly papers, addresses, reports, debates, and discussions heard on the floor of the organization during a thirty-year period; while the *Quarterly* has continued the record from where the *Proceedings* left off. Both these publications are also heavy with reports of commissions, committees, appointed delegates, and other responsible agencies of the organization. Most of these source materials are worthy of extended historical consideration but, in the nature of the case, may not be so treated here. Nevertheless it is hoped that the arrangements and procedures adopted in this treatise may be sufficiently adequate to make the book truly informative and interesting. Certainly the Association's

history has been a notable one; its reputation most enviable; its influence enormous. Many a school man born in the Middle West was, to quote the words of one of them, "reared in the fear of God and of the North Central Association." But, after all, this "fear" was ever mingled with respect and reverence. Today there is surely no one who does not wish for the organization another fifty years of prosperity, renown, and educational leadership.

In preparing this history I have become deeply indebted to a number of my colleagues in the Association—colleagues who have given me verbal counsel and who also have read my manuscript and offered critical suggestions. Among these individuals are Dean Emeritus Allan S. Whitney, Dean James B. Edmonson, and Professor Harlan C. Koch, all of the University of Michigan; President Harry M. Gage of Lindenwood College; and Dean A. J. Brumbaugh of the University of Chicago. I have also received valuable help from the Secretary of the Association, George W. Rosenlof, and from the Treasurer of the Association, William F. Shirley. I am likewise deeply appreciative of the interest shown in the undertaking by the Association's Executive Committee and by the *Quarterly's* Editorial Board, under whose joint direction and supervision the volume has taken shape. To all of these assistants I gave my sincere thanks.

CALVIN O. DAVIS

Ann Arbor, Michigan
July 1, 1944

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A HISTORY OF THE
NORTH CENTRAL ASSOCIATION
of Colleges and Secondary Schools
1895-1945

O N E

Establishment of the Association

THE North Central Association of Colleges and Secondary Schools was founded March 29-30, 1895. Today it is the largest and probably the most influential of the regional associations in education in America.

This organization traces its beginnings directly to the administrative foresight and personal efforts of Mr. William H. Butts who, at that time, was principal of Michigan Military Academy at Orchard Lake. He became acquainted with the activities of the then recently created New England Association of Colleges and Secondary Schools, and was deeply impressed by the work it was doing. In particular he became aware of the improved institutional relationships which, because of that association's work, had developed between the colleges and the preparatory schools in the New England area—especially with respect to college entrance regulations—and was convinced that a similar organization operating in the North Central states was desirable.

To arouse interest in the idea Mr. Butts first consulted with Dr. James B. Angell, then President of the University of Michigan. At the outset President Angell evinced little enthusiasm for the proposal, thinking, no doubt, that the edu-

cational problems of what was then considered the Northwest were not comparable to those of New England, and that the policies of articulation existing between institutions of higher learning and secondary schools in this area were satisfactory as they were. Nevertheless he advised Mr. Butts to consult with other school men and to report to him later. Thereupon Mr. Butts sought conferences with President Harper of the University of Chicago, President Rogers of Northwestern University, President Adams of the University of Wisconsin, and others. President Harper, in particular, was most enthusiastic over the suggested plan. Indeed, when the scheme was unfolded he leaped from his chair and almost shouted, "Excellent! Excellent! A splendid idea." Others, too, gave their general approval to the idea; and Mr. Butts returned to Ann Arbor and reported to President Angell, who then lent his full support and agreed to do what he could to further the project.

Mr. Butts realized, however, that a movement such as he had in mind needed the backing of some existing educational organization, as well as that of a few isolated individuals. Hence, he next conferred with the officers of the Michigan Schoolmasters' Club. This body was composed of representatives from many types of educational institutions in Michigan—university and college presidents, university and college professors, school superintendents, high school principals and teachers, and others. It had for its primary objective the establishment and perpetuation of cordial relationships among all educational forces within the commonwealth. This organization had established for a single state precisely the comity which Mr. Butts sought to develop for the entire North Central territory.

Accordingly, at a meeting of the Schoolmasters' Club held in Ypsilanti, Michigan, December 1, 1894, Mr. Butts formally presented his proposal and moved the adoption of a resolution concerning it. This resolution provided that "the presidents of the University of Michigan, the University of Wisconsin, the Northwestern University, and the University of Chicago be asked to unite with a committee of the Club in issuing a call for a meeting to form an association of schools and colleges in the North Central States." The resolution was unanimously adopted and the Club's machinery was immediately set in motion to put the plan into effect.

THE CONVENTION TO ORGANIZE THE ASSOCIATION

Under date of December 31, 1894, a letter was sent to representatives of various colleges and secondary schools in ten North Central states—Michigan, Ohio, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Kansas, and Nebraska—inviting them to be present at "a meeting to be held at Northwestern University, Evanston, Illinois, March 29 and 30, 1895, to organize, if deemed expedient, an association of colleges and secondary schools of the North-Central States, representative of universities, colleges, scientific schools, normal schools, high schools, and academies."¹ The letter further listed five specific questions which the committee suggested for consideration. These were:

1. Is it desirable and practicable to form an association?
2. If so, what states should comprise the territory in which it is to act?
3. What shall be the qualifications for membership?
4. How often and where shall the association meet?
5. Shall steps be taken looking to cooperation with the New England

¹ *Proceedings of the Association, 1895, p. 5.*

and Middle States Associations in securing greater uniformity in secondary instruction and in the requirements for admission to college?

In a supplementary paragraph the letter said: "When the organization is completed the association might, if it should see fit, and if time should permit, enter upon the consideration of some special subject, such as (1) The requirements for admission to college in some branch, as, for example, Science or English or Mathematics; or (2) The best method for examination for admission to college; or (3) The modification, if any, to be recommended in the scheme of courses in the secondary schools, set forth in Table IV of the Report of the Committee of Ten."¹

This letter of invitation was signed by the following individuals:

JAMES B. ANGELL, President of the University of Michigan
 HENRY WADE ROGERS, President of Northwestern University
 CHARLES K. ADAMS, President of the University of Wisconsin
 WILLIAM R. HARPER, President of the University of Chicago
 W. H. BUTTS, Principal of Michigan Military Academy
 W. A. GREESON, Principal of Grand Rapids High School
 R. G. BOONE, Principal of Michigan Normal School

The convention assembled as planned, and the roster of the individuals who attended it lists thirty-six representatives—five from Ohio, five from Michigan, four from Indiana, fourteen from Illinois, three from Wisconsin, three from Iowa, and two from Missouri. There were no representatives from Minnesota, Nebraska, and Kansas. Of the thirty-six persons in attendance fourteen were presidents of universities, six were presidents of colleges, two were presidents of normal schools, one was a university professor, seven were representatives of the public school systems (two superintendents and

¹ *Ibid.*, p. 6.

five principals), and six were connected with private or denominational academies.

The first session of the meeting was given over to informal discussions regarding the purposes of the proposed association, to drafting a constitution and electing officers, and to drawing up a list of charter members. The constitution that was drafted consisted of ten articles, of which the following are perhaps the most significant:

ARTICLE II. OBJECT

The object of this Association shall be to establish closer relations between the colleges and the secondary schools of the North Central States.

ARTICLE III. MEMBERSHIP

Section 1. The membership of the Association shall consist of such colleges (or universities) and secondary schools, together with such individuals, as may be nominated by the Executive Committee and elected by the Association.

Section 2. The representation of higher and of secondary education shall be as nearly equal as practicable.

ARTICLE IV. POWERS

All decisions of the Association bearing upon the policy and the management of higher and of secondary institutions are understood to be advisory in their character.

ARTICLE VIII. MEMBERSHIP FEE

To meet expenses, an annual fee of \$3.00 shall be paid by each member, and each member shall have one vote.

It is thus seen from the constitution that the Association was intended to be composed primarily of educational institutions, each institution to be represented in the annual meeting by a delegate who had one vote. Seemingly, also, it was expected that this representative should be the administrative head

of the institution or system—the university or college president, the superintendent of a large school system, or the principal of the high school or academy. However, in order to encourage the attendance of other educators whose work was not primarily administrative, provision was made for individual memberships. Both groups—institutional members and individual members—were to have equal voting rights. Finally, it should be especially noted that no decisions of the Association bearing upon the internal policies or management of an institution were to be mandatory. Instead all were to be purely advisory in character. The Association was therefore strictly a mutual organization, each member institution being free to accept or reject its pronouncements as it saw fit. This principle has operated throughout the entire period of the Association's history.

Before adjourning, the newly created Association elected the following officers for the ensuing year:

President: JAMES B. ANGELL, University of Michigan

Vice-Presidents: Ten in number, with at least one individual from each of the seven states that had representatives in attendance.

Secretary: FREDERICK L. BLISS, Detroit [Central] High School

Treasurer: GEORGE N. CARMAN, Morgan Park (Illinois) Academy

Executive Committee: E. D. EATON, Beloit College, Wisconsin;
A. F. NIGHTINGALE, Assistant Superintendent of Schools, Chicago;
E. L. HARRIS, Central High School, Cleveland, Ohio;
and C. A. WALDO, De Pauw University, Greencastle, Indiana.

Thus the North Central Association of Colleges and Secondary Schools was established March 29, 1895.

THE FIRST ANNUAL MEETING

The first annual meeting of the Association was held at the University of Chicago the following year, on April 3

and 4, 1896, with Dr. Angell presiding. In attendance at this meeting were the representatives of 82 institutions, and 31 other persons who had taken out individual memberships. Of the 82 institutions officially represented, 52 were secondary schools.

After Dr. Harper of the University of Chicago had extended a few brief words of welcome, Dr. Angell delivered the presidential address. He first sketched the events which led to the organization of the Association, and then took up the subject of institutional articulation, speaking in part as follows.

Within my recollection a most auspicious change in the relations of colleges and secondary schools has taken place. In my boyhood there were in New England very few high schools which prepared boys for college. The relations between the colleges and the academies were far from intimate. While I was a student in three preparatory academies I saw only once a college professor in school, though one of the schools was in a building owned by a college adjacent to it. We boys in school and the public generally knew little of what the college was or what it really attempted to do. People for the most part thought of college professors as harmless persons living in monastic seclusion and disseminating useless knowledge to aristocratic and rather eccentric young men.¹

Dr. Angell then spoke of the rise of the public high school with its double function of "giving a somewhat generous education to such boys and girls as can attend them," and of preparing specifically for college those students who plan to enter college. Regarding the future of public high schools, he said:

They bid fair to be the preparatory schools from which our colleges must draw the great majority of their students. . . . We

¹ *Proceedings of the Association*, 1896, p. 10.

who are in the colleges cannot be too deeply interested in them, or in too close relations with them. We must not ask of them more than they can do under the conditions of their life. In our desire to lift the grade of college work, we are in danger of leaving a gap between us and them. The high school teachers are as a rule sufficiently ambitious to carry their work up to a higher plane. We must help them so far as we can to make advances without forfeiting the support of the taxpayers.¹

In the deliberations of this first annual meeting are found expressed the basic ideas that have guided the Association's work ever since. Progressive standards of educational achievements have often been worked out and adopted by it, but no immoderate demands have ever been made upon constituent members. Slow, evolutionary changes in academic matters have constantly been sought but no radical innovations have been endorsed or advocated at any time.

In the conferences that followed the presidential address, the chief topics were (1) entrance requirements in history, (2) what constitutes a college and what a secondary school, and (3) systems of admission to universities and colleges. Discussions on each of these topics consumed the better part of a half-day session, and each theme illustrates the recurring or continuing nature of many of our educational problems. For surely, even today there is no complete agreement as to desirable practices or best theories in reference to any of these matters.

The discussion regarding history seems to have resulted in agreement on the need for giving more prominence to the subject in secondary schools, the need for a better quality of history teaching both in secondary schools and in colleges,

¹ *Ibid.*, p. 11.

and the need for working out a better-coordinated program in history for the two types of institutions.

Consideration of what constitutes a college and what a secondary school, called for a clarification of functions which likewise is not yet fully accomplished. At that time the status of normal schools was particularly dubious: were they to be classed as secondary schools or as colleges? Today there is controversy regarding the status of certain technical schools, vocational schools, and even high schools when their work extends somewhat beyond conventional limits.

Variations in practice regarding admission to college afforded the basis for vigorous discussion. The "certificate or Michigan plan" was not in general operation, nor was it universally supported in theory. Opposed to it was the "examination plan"; while between the two systems stood the "Chicago plan"—a compromise involving elements taken from both the other two plans.

Over the alleged merits of these several policies the controversy was spirited. But out of the discussions came clearer notions of the desirability—if not, indeed, the immediate necessity—of a greater uniformity in institutional procedure throughout the nation. Ultimately the difficulties led to the establishment of Association machinery for accomplishing these ends: the formulation of definite standards for the evaluation of schools, and the publication of lists of institutions that met the standards. Nevertheless, the process was slow and the solutions were not reached for several years after these discussions took place.

An action taken at this first annual meeting should not escape attention. It took the form of a resolution which read:

"*Resolved*, That, in the opinion of this Association, no College is considered in good standing that confers the degree of Doctor of Philosophy or Doctor of Science, except after a period of at least two years of residence and of graduate study. *Resolved*, That no College not in good standing under the above resolution is eligible to membership in this Association."¹

This was the first definite policy-determining enactment (other than the constitutional articles) issued by the Association. True, no college was obliged to accept this standard as a guiding policy for itself; to flaunt it, however, debarred the institution from further official connection with the Association. In general, too, this principle has been followed to the present day. No North Central regulation can be enforced against an institution that chooses to disregard it. But the Association can and does exclude such institutions from its membership. Moreover, the legal right to do this has been fully established by court decisions.²

Finally, in order to give practical effect to the suggestion voiced in the last item of the agenda for the meeting—regarding cooperation with other associations—two other resolutions were adopted by the convention. One of these provided that a committee be appointed to represent the Association before the Department of Secondary and Higher Education of the National Education Association, with a view to perfecting, if possible, plans for annual conference of all agencies interested in developing closer relations between preparatory schools and colleges. The other resolution,

¹ *Ibid.*, p. 83.

² This right, and the court decisions giving effect to it, are discussed in Chapter III.

similar in import, called for the appointment of a committee "to act as a correspondence committee and to render such assistance as they may be able, in furthering the efforts of the National Committee to bring about a better understanding between the colleges and secondary schools regarding the quality and quantity of work required in preparation for admission to our colleges."

These, then, constitute the purposes upon which all later work of the North Central Association has been based: closer relations among educational institutions, cooperative efforts directed toward the achievement of desirable educational reforms, and an approach to national unity with respect to the educational policies and procedures adopted.

T W O

The Early Years

DURING the first three years of the Association's existence the annual meeting was held at the seat of a sponsoring educational institution. Thus, in 1895 Northwestern University was the host; in 1896, the University of Chicago; and in 1897, Lewis Institute (Chicago). Thereafter the Association met independently of any other agency, but throughout its history it has, with three exceptions, held its annual meetings in Chicago. In 1900, and again in 1917, the meeting was held in St. Louis; and in 1902 it was held in Cleveland. Today Chicago appears to have an unchallenged option on these gatherings for all time to come. This circumstance is due largely to the fact that it is centrally located, is a terminal for many railway lines operating in North Central territory, and possesses most desirable hotel facilities. Annually, under the constitution, the Association must needs go through the form of selecting anew the meeting place for the next year, but little sentiment for a change of quarters has recently been exhibited.

During the first five years of the Association's history a common pattern of procedure was followed. Perhaps it is correct to say that each annual meeting took the form of a high-

grade teachers' institute. In addition to the presidential address and a short period given over to formal business matters, the meeting assumed the character of a conference in which the old Latin dictum of *primus inter pares* dominated. Each year the Executive Committee formulated and presented three or four controversial issues couched in the form of resolutions. Each year scholarly papers dealing with these issues were read, brief prepared critiques on the papers themselves were delivered, and then the meeting was thrown open for general discussion from the floor. Usually one entire half-day session was devoted to a single resolution, and discussions were heated and spirited. In the end each resolution was adopted, modified, rejected, or referred to a special committee, as the Association deemed most proper. Since all decisions, however, were merely the expression of group opinion, without any constitutional machinery provided for their enforcement, the only way they ever became effective in practice was through their active espousal by individual members. Each delegate very naturally reported to his institution and his constituents the deliberations and recommendations of the Association; and thus, far and wide, the seeds of educational reforms were spread. The workings of social evolutionary processes did the rest.

It is interesting to note how similar to today's educational problems were the ones discussed by the Association fifty years ago. In contemplating them a reader might well be inclined to agree with Solomon that "there is no new thing under the sun." Perhaps it is true that all, or most, of life's fundamental problems are recurring problems—that "history always repeats itself." Certain it is that the questions of human values and the best means of achieving them are perennial questions.

ISSUES OF THE DAY

Among the many topics discussed in these early days are the following:

1. The importance of history as a subject of study in high school and the qualifications needed by teachers of history.
2. College entrance requirements.
3. The extension of secondary education downward.
4. The distinction between a high school and a college, and the desirable differentiation of work to be assigned each institution.
5. Systems of admission to colleges and universities.
6. Qualifications which instructors of college freshmen should possess.
7. The merits and demerits of short one-semester courses in high school.
8. The problem of foreign language study in high school and college.
9. What subjects should be "constants" for all pupils in high school and college?
10. Uniform requirements in English.
11. An open-book list or a closed-book list for courses in English?
12. Providing for individual differences among pupils in both high school and in college.
13. The respective duties of boards of education and superintendents of schools.
14. The desirability of separate technical schools in public school systems and universities.
15. Unit courses in the curriculum.

Perhaps a reprinting, for the sake of illustration, of some of the resolutions that occupied so large a portion of the Association's time forty-five or fifty years ago may be justified. Slightly edited, a few of these are:

RESOLVED, That in colleges, and especially in the larger universities, the tendency to intrust the freshman class to inexperienced teachers, often inferior to those in the high schools, is a growing evil and ought to be checked (*Proceedings*, 1897, p. 10).

RESOLVED, That in the opinion of this Association . . . courses in secondary schools should be the same for students who intend to go to college and for those who do not (*Proceedings*, 1897, pp. 32-33).

RESOLVED, That in every secondary school and in college as far as to the end of the sophomore year, the study of language and the study of mathematics should be predominantly and continuously pursued (*Proceedings*, 1897, p. 82).

RESOLVED, That . . . it is the opinion of this Association that the present so-called uniform English requirements tend to foster short, cram courses, . . . that the narrow prescribed list of books is irksome alike to teacher and pupil; and that this Association therefore declares its belief in an open list of books for reading and study (*Proceedings*, 1898, p. 31).

RESOLVED, That the efficiency of the public schools in cities of considerable size is almost wholly contingent upon the framework of the organization under which they are managed and the legal status and functions of the officials charged with their care; that the system of government in such cities should be one that permits boards to exercise none but legislative functions and devolves executive duties and the appointment of subordinate officers and of teachers upon executive officers (*Proceedings*, 1899, p. ix).

The *Proceedings*, which annually reproduced almost verbatim the papers read and the discussions had upon these challenging subjects, constitute a genuine storehouse of brilliant ideas and trenchant arguments—pedagogical materials that are nearly, if not quite, as appropriate for educators in our times as they were forty or more years ago. It would help to give perspective in the educational literature of the present if a number of those old scholarly papers and the recorded oral interchanges of thought elicited by them were republished and redistributed broadly throughout the country. For, without underrating the ability and wisdom of later generations of school men, it can truly be said that men of extraordinary intellectual stature took the prominent places in the North Central Association four or five decades

ago. The membership rolls carried as active participants many of the most eminent educators of that time. They include, among others, the following names:

University Presidents: W. R. Harper (Chicago), J. B. Angell (Michigan), C. K. Adams (Wisconsin), H. W. Rogers (Northwestern), A. S. Draper (Illinois), Joseph Swain (Indiana), R. H. Jesse (Missouri), C. A. Schaeffer (Iowa), C. F. Thwing (Western Reserve), J. H. Canfield (Ohio State), Cyrus Northrup (Minnesota), G. E. MacLean (Nebraska), F. N. Snow (Kansas), J. N. Baker (Colorado), J. H. Smart (Purdue), W. S. Chaplin (Washington University), W. O. Thompson (Ohio State), J. G. K. McClure (Lake Forest University), E. Benjamin Andrews (Nebraska).

College and Normal School Presidents: E. D. Eaton (Beloit), G. S. Albee (Oshkosh), W. F. King (Cornell College), G. S. Burroughs (Wabash), H. C. King (Oberlin), J. E. Bradley (Illinois College), L. R. Fiske (Albion), H. H. Seerley (Cedar Falls), G. A. Gates (Iowa College, now Grinnell College), J. W. Bashford (Ohio Wesleyan), E. G. Cooley (Chicago Normal School), J. F. Millsbaugh (Winona, Minnesota), W. P. Kane (Wabash), Ellen C. Sabin (Milwaukee-Downer), W. F. Slocum (Colorado College), J. R. Kirk (Kirksville, Missouri), J. H. MacCracken (Westminster College).

Superintendents of School Systems: A. F. Nightingale (Chicago), F. L. Soldan (St. Louis), L. H. Jones (Cleveland), David K. Goss (Indianapolis), N. C. Dougherty (Peoria), J. W. Knight (LaPorte, Indiana), J. H. Collins (Springfield, Illinois), C. B. Gilbert (St. Paul), W. M. Davidson (Topeka), C. N. Kendall (Indianapolis).

University and College Professors: B. A. Hinsdale (Michigan), John Dewey (Chicago), C. A. Waldo (Purdue), G. W. Knight (Ohio State University), Isaac Demmon (Michigan), Delos Fall (Albion), W. W. Beman (Michigan), W. L. Bryan (Indiana), C. L. Mees (Rose Polytechnic), H. P. Judson (Chicago), C. H. Moore (Chicago), J. M. Coulter (Chicago), F. W. Gunsaulus (Armour Institute), H. S. Carhart (Michigan), Marion S. Talbot (Chicago), E. A. Birge (Wisconsin), J. J. McConnell (Iowa), J. E. Russell (Colorado), W. G. Hale (Chicago), E. C. Chamberlain (Chicago), A. S. Whitney (Michigan), H. A. Hollister (Illinois),

F. N. Scott (Michigan), F. A. Forbes (Illinois), M. V. O'Shea (Wisconsin).

High School and Academy Principals: George N. Carman (Lewis Institute), C. W. French (Hyde Park), J. E. Armstrong (Chicago), B. F. Buck (Chicago), E. W. Coy (Cincinnati), H. L. Boltwood (Evanston), C. H. Thurber (Morgan Park), W. A. Greeson (Grand Rapids, Michigan), F. L. Bliss (Detroit), W. N. Turnbull (Sioux City), W. H. Butts (Michigan Military Academy), J. W. Ford (Pillsbury Academy, Minnesota), A. J. Volland (Racine), J. T. Buchanan (Kansas City, Missouri), E. L. Harris (Cleveland), W. H. Smiley (Denver), H. F. Fisk (Northwestern Academy), J. J. Scobinger (Harvard School, Chicago), C. G. Ballou (Toledo), N. N. Belfield (Chicago).

State Officials: G. B. Aiton (Minnesota), E. E. White (Ohio), Henry Sabin (Iowa).

EXCERPTS FROM EARLY ADDRESSES

Although in a sketch of this nature space precludes the reviewing at length of any of the noteworthy verbal combats staged in these early days of the Association's history, some brief summaries and excerpts appear to be justified. For example, President C. K. Adams of the University of Wisconsin, in his inaugural address in 1897, referred with deep concern to the constantly increasing enrollments in high schools and colleges. Said he in developing his theme, "We find that in the state universities alone of the North Central states there are in attendance, this present year, 15,212 students, nearly a thousand more than the 14,258 in all the colleges and universities of New England. And while it is not easy to bring together statistics in regard to the preparatory schools, in Wisconsin, Minnesota, Illinois, Iowa, and Nebraska, the number of four-year high schools, last year, was 541; the number of pupils in those schools was 68,826."¹

¹ *Proceedings of the Association*, 1897, p. 5.

Although these figures seemed startling to Dr. Adams, one wonders how he would view comparable recent data! According to reports of the U. S. Office of Education,¹ the statistics for these same five states read thus in 1938:

<i>State</i>	<i>Number of Four-Year High Schools</i>	<i>High School Enrollment</i>
Illinois	1,031	264,237
Iowa	991	170,184
Kansas	726	134,868
Minnesota	555	179,423
Wisconsin	509	169,723
	<hr/>	<hr/>
TOTAL	3,812	1,018,435

A second excerpt taken from this same presidential address reads: "Another danger in the situation is the false conception, more or less prevalent, in regard to what are called 'practical studies.' I am of the opinion that of all the delusions that have found lodgment in the popular mind within the past half century concerning education this one has been the most harmful. The notion is more or less prevalent that in some way or another a boy or girl can learn in school those things which will best fit them for the affairs of life. The fallacy of this supposition shows itself when we remember the extraordinary facility with which we all forget the major part of that which we learn in the processes of education. . . . the great business of education is not the furnishing of information, but the development of the mind."²

In his presidential address of 1898 Dr. J. H. Canfield of Ohio State University pursued much the same thought

¹ *U. S. Office of Education Bulletin*, 1940, No. 2, Chapter V.

² *Proceedings of the Association*, 1897, p. 8.

that Dr. Adams had voiced the year before, but pleaded especially for a "Greater simplicity in education." Said he, in part: "American society does not need so very many great men nor even so very many great specialists. . . . We are not to seek to secure, through the public schools at least, much more than uncommon common men, men of sound sense, men who have a reasonable degree of mastery of themselves, and men who have come to a reasonable mastery of the art of sound and simple living. . . . [There is] imperative need of a much greater simplicity in our educational work . . . with emphasis laid upon our own language, our own history, our own civil and social relations . . . that the masses of the American people may be able to rise above the dust and sweat and grime of getting a living and begin to lay hold upon life."¹

Here clearly the leveling process of democracy is being urgently espoused, but it is the process of leveling up rather than of leveling down. And the means to be employed are the so-called *fundamentals* of an education rather than the so-called practical arts. Nevertheless, newer changes were impending.

In 1899, Dr. A. F. Nightingale, Supervisor of High Schools in Chicago, was president. For his address he chose the topic "Individualism in Education." After warming to his subject he spoke in an impassioned way as follows:

Years, scores of years have been wasted; lives, scores of lives have been wrecked; failures, scores of failures have been recorded, because students in our high schools and colleges have been advised, aye, compelled to pursue studies from which they have received little or nothing they could assimilate or appropriate, the first fruit of which, de-

¹ *Ibid.*, 1898, pp. 19-30, *passim*.

veloped in darkness and ripened in despair, have been but the "apples of Sodom," which have fallen to ashes at the touch.

We are not living in the age of the medieval cloister nor are our interests or our responsibilities those which dominated when Harvard or even Yale was founded, and yet educational progress in this country, and by this I mean, studies required, methods used, instruction given, advantages offered, opportunities afforded, has been marvelously, lamentably, and unnecessarily slow.

In every other department of human thought and human industry greater wisdom has been displayed, and greater results achieved. . . . I steadfastly believe in the worth and potency of these latter studies [i.e., the newer subjects] but I would not pile them on the rubbish of the past to the utter clogging and congestion of the whole system. Children in our lower schools, as students in our higher institutions, should be differentiated, and be permitted to pursue those subjects which are consistent with their physical condition, their mental aptitudes, their heredity, and their promise.¹

Here again are seen great educational issues in conflict with each other. Nor have forty-five years or more completely brought an end to the conflict.²

EARLY CURRICULUM INTERESTS

From the very outset of the Association's history, curriculum matters received much attention. But perhaps no subject of study in the schools came in for greater analysis and criticism by the Association than English. The discussions started as early as 1897 with the attempt on the part of the liberals to substitute an "open" list of books for a "closed" list of books to be read and studied by high school youth. The contentions were met, first, by adopting a compromise position that recognized both provisions; second, by appointing

¹ *Ibid.*, 1899, pp. 7-9.

² For two contemporary views, forcefully expressed, see President Robert Hutchins' Convocation Address, the University of Chicago, June 1942; and Walter Lippmann's syndicated newspaper column for July 6, 1942.

a committee to draft somewhat detailed "units" of instruction for each of the four years of English; and third, by extending the range of committee action to include units in all subjects of the curriculum. From time to time thereafter for the next several years—foreshadowing the later organization of the Commission on Curricula—unit courses of many sorts were worked out, approved, and disseminated by the Association in specially prepared bulletins. Herein it is easy to see the influence of the National Education Association's notable Committee of Ten which, led by President Eliot of Harvard, had reported in 1893 and had set the ball rolling toward concerted curriculum analyses and reforms throughout the nation. Here also is to be seen the first use by the North Central Association of the principle of the referendum. For the various subject-matter committees appointed to develop unit courses of study were not asked to report directly to the appointing body but "to the colleges and universities represented in this Association for their action." In other words, conforming to the constitutional provision which read, "All decisions of this Association bearing upon the policy and management of higher and secondary institutions are understood to be advisory in their character," these committee reports were to be merely suggestive in nature. Final decisions were reserved to constituent members.

STATUS OF NORMAL SCHOOLS

It was early in the Association's history that the status of normals schools came up for consideration. Until about 1898 such institutions had generally been recognized as secondary schools. Indeed, three of them—Michigan State Normal at Ypsilanti, Oshkosh (Wisconsin) Normal, and Cedar Falls (Iowa) Normal—had been given membership in the As-

sociation as secondary schools. Now the propriety of so classifying them was questioned. Was a normal school something different from both a secondary school and a college? At any rate, it was asked, did an institution so named have a rightful place in an organization which by official title was one of *colleges and secondary schools*? How to deal with the matter was not clear. A proposal to classify them as a separate and distinct group was summarily dismissed; to refuse to recognize them entirely appeared to be unwise and undesirable. In the immediate end nothing was done and for years thereafter normal schools continued to be recognized and to be classified as previously, i.e., as secondary schools.

But the fundamental problem remained. Nor did time seem to help clarify the situation. Consequently, in 1913, when the list of accredited institutions of higher learning was first published, the Association sought to circumvent the difficulty by designating normal schools as "unclassified institutions." However, this attempted solution of the issue did not prove satisfactory. Arguments continued. So again, in 1918, another classification of institutions was employed. Three sets of slightly differing standards of accrediting were adopted—one set to govern the status of secondary schools, one to determine the ranking of colleges and universities, and the other to be used in grouping in-between institutions (including junior colleges). But after trying out this plan for several years, it too was abandoned.

Meanwhile, new bothersome elements were injected into the situation. Normal schools now entered upon an era of institutional reorganization. Standards of admission were stiffened, curriculum offerings were multiplied, and the length of the training courses was extended. And many an institution now began offering a full four-year program of work,

culminating in a bachelor's degree. A majority of them also changed their official names to correspond to their newly stated aims and purposes. Some took the title *teachers college*, some *college of education*, and some *school of education*. A few even adopted the designation *university*. Consequently, beginning in 1935, the Association once more changed its practices respecting classifications. Since that date all institutions have been listed alphabetically in the published reports, with specific descriptive designations for each school or college. By 1943 the Association's membership of institutions of higher education numbered 309. Of these 47 were definitely independent teacher-training institutions.¹

MISCELLANEOUS TOPICS

One other matter of theoretical interest came before the Association in its meeting of 1898: a recommendation binding the Association to use its best efforts to secure in each state an educational commission which should have complete control over degree-conferring practices within that state. The intent of the proposal was to prevent institutions of doubtful rank from exercising the right to grant college degrees. The recommendation received the unanimous approval of the Association, but little practical effect appears ever to have come from it.

In April 1898 a revised constitution for the Association was adopted; but, save for a few clarifying phrases and sentences, it differed little from the original one. The only really new

¹ Of all these institutions only three retain the word "normal" in their official titles. Two, in Illinois, are called State Normal Universities, and one, in Michigan, is called State Normal College. Of the others, thirty-four are known as State Teachers Colleges, two are called State Universities, four are designated State Colleges of Education, three are known as State Colleges, while two (one in Chicago and one in St. Louis) are local or municipal institutions.

sections were those providing that no college or university was eligible for membership unless (1) its admission requirements represented at least four years of secondary school work and (2) its standards for granting a doctoral degree represented at least three years of graduate study.

By the close of the century the membership of the Association covered eleven states—Colorado having been included in 1898—with 99 institutional and 32 individual members. Of the institutional members 50 were public high schools, 36 were colleges and universities, 3 were normal schools, 2 were collegiate institutes, and the other six were independent or quasi-independent academies or preparatory schools.

Throughout the early years of the Association's history the financial expenses involved were small. At the organizational meeting in 1895 a "collection" appears to have been taken to cover such incidental items of cost as may have been necessitated. Then, to assure adequate funds for the purpose in the future, an article was inserted into the constitution providing for an annual membership fee of \$3.00. Here matters rested for years. Later, as will be shown, the dues were considerably increased and were differentiated in accordance with certain accepted principles based on ability to pay. But it is interesting to note here that the receipts for the year 1897 (the year in which the first published report of the treasurer appears) were only \$361.66; while in 1941—forty-four years later—the receipts,¹ including a balance from the preceding year, amounted to \$88,264.91.

¹ Because of special factors the year 1941 was the peak year in North Central Association finances. These factors were (1) the receipt of unusually large royalties from books published by the Association at that time and (2) certain bequests from the General Education Board for the promotion of special research studies being undertaken that year. A year later (1942-1943)

One final comparison may be made here—that in reference to the published reports of the Association. The *Proceedings* for the year 1895 cover a scant eight pages of print; those of 1898, 165 pages; and those of 1900, 64 pages. Today, each volume of the *North Central Association Quarterly* (which replaced the *Proceedings*) contains between 600 and 700 pages, while in addition, supplementary materials issued in the form of special reports often greatly increase the total output.

CERTAIN EARLY LEADERS

It is impossible in a work of the present compass to pay individual honor to all of the many persons who assisted in the establishment of the North Central Association and participated in putting its administration on a sound and lasting basis. The number is large. However, in spite of that fact, brief tribute to a few such leaders may be permitted.¹

On March 15, 1915, an anniversary banquet was held in Chicago to celebrate the twentieth birthday of the Association's establishment. Of the thirty-six individuals who were present at the organization meeting in 1895, eight were present at the anniversary gathering in 1915. Among these was President Charles F. Thwing of Western Reserve University, Cleveland, Ohio. In his toast that evening Dr. Thwing paid particular tribute to four men, speaking thus:²

Twenty years ago at the foundation of this society there were voices in the air, some of which are still, thank Heaven, to be heard, and others have become echoes. They will haunt our memory, not as ghosts, but as happy inspiring spirits and influences.

the treasurer's report showed receipts of \$74,080.45; and this figure is fairly typical for other recent years.

¹ A more inclusive list of early leaders is given above, pp. 18-19.

² *Proceedings* of the Association, 1915, pp. 134-36.

There was the voice of Harper¹—vigorous, alert, thoughtful, hesitant, searching for the right word, seeking for the proper idea—always finding it; forceful in voice, an exponent of the force of character, a voice not dream-like, though the voice of a dreamer; the man of vision, of foresight, of courage, who looked ahead for decades and for centuries; a dreamer, though laborious; an executive, but more a teacher; called apparently of Providence to be the leader in a great movement, supported by ablest lieutenants who gave him their abounding confidence and their many millions, a condition unique in the history of civilization, the beginning of a unique creation also in educational history. Harper, the man of vision and of tender heart. His voice one hears.

Then there was the voice of Draper,² also forceful and vigorous; a man beneath whose academic coat one sought almost for the epaulets and the uniform; a soldier in spirit, martial in bearing and thinking; who came from business into the judicial office and from that office into educational trusts; from Albany to Cleveland, from Cleveland to Illinois and thence back to Albany; always a man who awakened and held the confidence of associates, the love of inferiors, and the trust of official superiors. In these last years of his life you recall his crutches. It always seemed to me that that leg, lost in accident, ought to have been lost at Gettysburg or Lookout Mountain, so martial, so soldierly, so manly was he.

Then there was the voice . . . of Angell³ of Michigan—the man of vision, of large heart, of sympathetic nature; the counselor of conciliatoriness in judgment and feeling, adjusting himself to hard and difficult and unique conditions; always embodying the function of the leader not to be too far ahead—if he be he is lost, and never behind—if he be he is no leader; always ahead of the hosts, but not too far ahead; a diplomat—spelled both with a small “d” and a large “D”; a man to whom the state university system owes more than to any other man. Angell of Michigan. May his return be late to the Stars.

Then there was the voice of Northrup.⁴ Northrup, the man of wit

¹ The first president of the University of Chicago.

² President of the University of Illinois from 1894 to 1904.

³ President of the University of Michigan from 1871 to 1909. Also the first president of the North Central Association.

⁴ President of the University of Minnesota from 1884 to 1911.

and humor, the man of abounding depth of heart, the man of commanding leadership; voice of prophet, the apostle of the Lone Star State. The other day I came across a little poem, written by some graduate of the University of Minnesota, which so well expressed my thought of Northrup that I will venture to read it. The lines are entitled "When Prexy Prays."

When Prexy prays our heads all bow,
A sense of peace smoothes every brow,
Our hearts deep stir. No whispering
At chapel time, when Prexy prays.

When Prexy prays our hearts unite,
And closer draws the infinite.
No thoughtless wit himself displays
At chapel time, when Prexy prays.

When Prexy prays our better self
Is raised above all thoughts of self,
To noble lives incline our eyes
At chapel time, when Prexy prays.

These are the voices that after all these years haunt our memory; diverse but all melted together in a great voice of large, impressive, pure, sweet, vigorous, forceful, inspiring personality. A great quartet were they. Never again shall we see their like.

Another individual worthy of especial mention among the early leaders of the Association is Dr. George N. Carman. Dr. Carman not only was present at the organization meeting in 1895 but he continued his active interest in Association affairs up to the time of his death. During all that period, he never, except for one or two years near the close of his life, missed an annual meeting of the organization or failed to participate in its deliberations. Moreover, for twenty-one years of that time he held office in the Association, serving as treasurer from 1895 to 1902, as president for 1902-1903 and as Secretary of the early Commission on Accredited Schools and Colleges from 1903 to 1916. Dr. Carman died in Ann

Arbor on June 24, 1941, and by an odd coincidence there occurred two days later in the same city the death of Dr. William H. Butts, who, although the real founder of the North Central Association, appears not to have continued his active interest in the organization much after 1895.

The two men who were the most influential in setting up and directing the early machinery for the accrediting of schools were Dr. Allen S. Whitney of the University of Michigan and Dr. Horace A. Hollister of the University of Illinois. Both of these individuals became identified with the North Central Association at approximately the same time—just at the turn of the century about 1900. They occupied like positions in their respective institutions—that of Inspector or Visitor of High Schools. Both came into the Association after considerable experience as administrators in public schools and each possessed unusual organizing ability and executive wisdom. When the Board of Inspectors within the Commission on Accredited Schools was created in 1901 Dr. Whitney became chairman of that body and continued in that office for nine years. He was then succeeded in the position by Dr. Hollister who served as chairman from 1910 to 1915. All through the critical years of this period, when the policy of accrediting schools under any plan was bitterly opposed by some individuals, these two men, for the most part, saw eye to eye in respect to the problem and worked in close cooperation to bring about reforms.¹

Dr. Hollister died in Chicago on July 26, 1931. Dr. Whitney died in Ann Arbor on September 9, 1944.

¹ A detailed account of the struggle to set up accrediting machinery for the Association will be found in Chapter IV.

T H R E E

Development of the Constitution

THE first constitution of the Association was a relatively brief document covering less than two pages of print. Some of its articles and sections have remained practically unmodified to this day; others have been slightly rephrased in the interest of clarity but without affecting the essential meanings; while some—especially in reference to the organization and procedures of the Association—have undergone extensive alterations.¹

Of the provisions which have remained essentially unchanged, the following may be cited: (1) the *name* of the organization—this has always been the North Central Association of Colleges and Secondary Schools; (2) the *objectives*—these have ever been “to establish closer relations” between the two types of educational institutions mentioned (although the 1942 revision expanded the statement greatly); and (3) the *powers* that may be exercised in respect to “decisions of the Association bearing upon the policy and the management of higher and secondary institutions”—

¹ The full text of the Constitution, as revised in 1942, is given in Appendix G, pp. 266-76.

these have been conceived from the outset as being purely "advisory in character."

REGULATIONS GOVERNING MEMBERSHIP

Under the original constitution membership in the Association, except for the charter members, was to be gained solely by vote of the entire body on recommendation of the Executive Committee. All members were classified into three groups: (1) colleges and universities, (2) secondary schools, and (3) individuals; and each member was to have one vote on all matters of policy. Only one constitutional limitation was put on the provisions for membership; namely, that "The representation of higher and of secondary education shall be as nearly equal as practicable."

Naturally no one at the time could foresee the enormous development that has since taken place in public secondary education which has far outdistanced higher education in point of numbers. More than three thousand secondary schools are now members of the Association,¹ while the institutions of higher education holding membership number but slightly more than three hundred. Hence, on all questions and issues coming finally before the general body for decision the secondary school group could, if they chose, outvote the representatives from the universities and colleges by ten to one. But this theoretical possibility is very unlikely to occur in practice, for the actual balance of these two groups is preserved nowadays not by means of membership in the Association as a whole but through the operation of three

¹ The number of high schools accredited by the Association in 1941 was 2,955, in 1942 it was 3,007, in 1943 it was 3,018, and in 1944 it was 3,037. The institutions of higher education accredited in 1941 numbered 302, in 1942 there were 306, in 1943 there were 309, and in 1944 there were 310.

powerful permanent Commissions, on each of which representation is somewhat equalized. Each of these Commissions is expected to study in detail the peculiar problems relating to its interests, and to bring to the general Association for final action a unified set of judgments bearing on them. In practice, therefore, the Commissions and the Executive Committee are today the chief policy-making agencies of the organization. Chapters on the work of these units appear later in this volume.

But the question of individual memberships has not been so easily handled. Shortly after the organizational meeting in 1895 concerted efforts were made to abolish this constitutional group entirely. It was held by some that such memberships tended to throw the balance of power between colleges and secondary schools completely out of order. It was contended further that the Association ought rightfully to be merely a clearing-house for administrators, an agency in which the executive heads of institutions should alone have representation. Indeed, a few individuals went so far as to advocate limiting the number of institutional members to 100 or, at the most, 150. When, in 1898, both of these proposals were rejected, their chief sponsor, Dean C. H. Thurber of Morgan Park Academy, straightway resigned from the Association in apparent disgust and never afterwards took part in its deliberations. The only concession made to the would-be reformers at that time was an amendment to the constitution limiting individual memberships "to persons identified with educational work within the limits of the Association."

But the membership issue would not down. Repeatedly it kept bobbing up before the annual meeting. Finally, in 1925,

the reformers won. In that year the Association adopted a constitutional amendment in which the classification "individual members" was abolished and a new classification, "honorary members," was substituted for it. All persons holding individual memberships on March 21, 1925, were automatically transferred to the newer classification and were given all rights and privileges of the Association, including the right to vote. Three years later, however, a resolution prevailed which withheld voting rights from all persons elected "honorary members" *after that date*. Then finally, with the adoption of the revised constitution in 1942, voting privileges were taken from all honorary members, no matter when elected. Such members, however, are not required to pay dues.

THE LANGER CASE

In spite of the constitutional provision which makes decisions of the Association purely advisory in character whenever they bear upon the internal management of member institutions, numerous actions have been taken which, directly or indirectly, have been contrary to that principle. Moreover, by reason of certain sweeping judicial decisions, the Association is held to be wholly within its rights in so doing. To be sure, no member institution needs to be bound by any Association regulation, if it chooses so to be relieved: it may voluntarily withdraw from the organization. On the other hand, whenever any institution ignores, defies, or otherwise fails to accept decisions duly made by the Association, it may forthwith be dropped from the latter's membership rolls and from its list of accredited schools or colleges.

The judicial decision which legally determined this right was rendered in connection with the so-called Langer suit.¹ The salient facts relating to this case are as follows:

At the annual meeting of the North Central Association held in April, 1938, the North Dakota Agricultural College was dropped from the list of approved institutions, for reasons thought to be adequate and defensible. Immediately, Governor William Langer of that state appealed to the U. S. District Court for the Eastern District of Illinois for an injunction against the Association and sixteen individuals who were officers of the Association at that time, and prayed that said Association be restrained from omitting the name of the Agricultural College from its printed list of member institutions. This college, he it said, had been continuously accredited by the Association since 1915. It was dropped from the lists only after a thorough investigation of its status had been made by officials of the Association.

In due time the case was called for hearing before Judge Walter C. Lindley of the District Court mentioned above. The exact legal caption for the suit reads "The State of North Dakota, by William Langer, Governor, Plaintiff, vs. North Central Association of Colleges and Secondary Schools, a Voluntary Association, *et. al.*, Defendants. Judge Lindley, after hearing arguments, denied the injunction. Thereupon, Governor Langer took an appeal to the U. S. Circuit Court of Appeals for the Seventh District, in Chicago. On October 19, 1938, this court returned a judgment affirming in all essential respects the judgment of the district court.

¹ For a full description of the case, see the *North Central Association Quarterly*, XIII (April 1939), 505-17.

In summation, the final decrees in this suit held: (1) that the North Central Association is purely a voluntary organization; (2) that, as such, it may determine the standards and conditions upon which membership in its body may be gained or held; (3) that its list of accredited institutions is made up in accordance with its published standards and declared purposes; (4) that its constitution, by-laws, and rules, knowingly assented to by a member, become in effect a civil contract; and (5) that consequently, in the absence of fraud, collusion, arbitrariness, or breach of contract, its decisions must be accepted as conclusive.

This decision, of course, has implications extending far beyond North Central interests. Apparently it upholds the right of any mutual organization—church, fraternity, bar association, medical society, and the like—to establish and enforce on its members any regulations it sees fit, provided only that the laws governing civil contracts are observed. Had the Langer suit been decided in any manner other than it was, it is difficult to imagine what would have been the fate of the North Central Association—indeed, what would have been the fate of any mutual society in the United States. The revised constitution of 1942 specifically incorporates into the Association's fundamental law many of the court's findings in the Langer case.

OFFICERS AND COMMISSIONS

The first constitution made provision for the election of the usual kinds of administrative officers. Besides a president, a secretary, and a treasurer, there were to be two vice-presidents from each state represented in the Association, and an Executive Committee of seven members. To this Committee

—consisting of the president, the secretary, the treasurer, and four individuals elected at large—were delegated very extensive powers. They were authorized (1) to make all nominations for membership in the Association, (2) to select the time for the annual meeting, (3) to prepare programs for the annual meeting, (4) to appoint committees for conference with other bodies “whenever in their judgment it may seem expedient,” and (5) to act for the Association when it was not in session. But the constitution expressly provided that “all acts of the Executive Committee shall be subject to the approval of the Association.”

During the Association’s history the number of members comprising the Executive Committee has been changed appreciably. Today, under the revised constitution of 1942, it consists of fifteen individuals; namely, the president, the secretary, and the treasurer, *ex officio*; the immediate past president; the chairmen and the secretaries of the three permanent commissions; and four additional members elected at large for terms of four years each. Through the years, new responsibilities have also been given to this committee, so that its powers are now very comprehensive. These powers are discussed in detail in a later chapter of this study.

Perhaps, though, the most notable organizational changes made in the Association’s machinery during the past fifty years have had to do with its standing committees or commissions. The first of these working units was appointed in 1901 and was known as the *Commission on Accredited Schools*. Soon the most significant work of this commission was being done by two subcommittees: the Committee on Unit Courses of Study and the Committee on High School Inspection, later called the Board of Inspectors. When, in

1906, the Association voted to examine and accredit colleges as well as high schools, the name of the commission was modified to fit the situation. It was now called the *Commission on Accredited Schools and Colleges*, and its Board of Inspectors was now charged with the duty of visiting and recommending for approval both types of institutions.

Thus matters stood until 1916, when an extensive revision of the constitution took place.¹ Under the new provisions three commissions were created to take the place of the older one. These new commissions were denominated respectively the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Commission on Unit Courses and Curricula. The organization and duties of these commissions may be summarized thus:

The *Commission on Institutions of Higher Education* consisted of forty-eight persons, thirty representing higher institutions and eighteen representing secondary schools. Subject to the approval of the Association, it was empowered to prepare standards to be met by institutions of higher education, to make such inspection of institutions as it deemed necessary, and to submit to the Executive Committee, for its approval and publication, lists of institutions which were found to conform to the standards prescribed.

The *Commission on Secondary Schools* was made to consist of (a) the high school examiner or corresponding officer for the state university in each state within the territory of

¹The Committee which drafted this document consisted of the following persons: T. F. Holgate of Northwestern University, *Chairman*; H. E. Brown of Kennilworth High School, Illinois; G. N. Carman of Lewis Institute, Chicago; T. A. Clark of the University of Illinois; C. O. Davis of the University of Michigan; J. V. Denney of the Ohio State University; J. D. Elliff of the University of Missouri; C. H. Judd of the University of Chicago; and M. H. Stuart of the Manual Training High School, Indianapolis.

the Association; (*b*) the inspector of high schools, if any, of the state department of public instruction in each state within the territory of the Association; (*c*) a principal of a secondary school accredited by the Association in each state; and (*d*) eighteen other persons to be elected by the Association on the nomination of the Executive Committee. Since the number of states represented in the Association in 1916 was eighteen, the Commission originally had seventy-two members. The responsibilities of this Commission with respect to secondary schools were identical with those of the Commission on Institutions of Higher Education with respect to colleges and universities.

The *Commission on Unit Courses and Curricula* consisted of twenty-four persons, twelve representing institutions of higher education and twelve representing secondary schools. The duties of the Commission were to define unit courses of study in the various subjects of the curriculum, and to consider questions relating to the organization of classes within the schools.

No further changes of significance were made in the composition of the commissions until 1942. Then sweeping modifications were effected through the adoption of a new constitution.¹ These changes can be briefed as follows:

1. *Regarding the Commission on Higher Education.* Here a new name was adopted, the division now being called the Commission on Colleges and Universities. Constitutional status was now also given to the subcommittee known as the Board of Review. This Board had been in operation previously for a number of years, but had no specified official standing. The Board was now to consist of seven individ-

¹The Committee which drafted this revision consisted of the following persons: A. W. Clevenger of the University of Illinois, *Chairman*; E. B. Stouffer of the University of Kansas; and G. W. Rosenlof of the University of Nebraska.

uals: the chairman, the vice-chairman, and the secretary of the Commission, *ex officio*; and four other members of the Commission elected by the Commission for overlapping terms of three years each. The special duties of this Board are to analyze in detail the data submitted by institutions seeking first accreditation, or retention of their earlier relationships, and to report its findings to the larger body. The size of the Commission itself remained as formerly; i.e., 48 members.

2. *Regarding the Commission on Secondary Schools:* The most important change made in the organization of this body was one which provided for much enlarged state committees.¹ In states having fewer than 300 secondary schools accredited by the Association, the State Committee was to include the administrative heads of three such schools; for states having 300 or more accredited secondary schools, the State Committee was to include the administrative heads of five such schools. In addition to these representatives, each State Committee now included a representative of the state university and a representative of the state department of public instruction. The new constitution also provided that the Commission shall have its own Administrative Committee, to act for it during the interval between the annual meetings of the Association and otherwise to serve in a special advisory capacity.

3. *Regarding the Commission on Unit Courses and Curricula:* Here the new constitution made the following notable changes:

a. The name, which in 1916 was authorized as the Commission on Unit Courses and Curricula, had later been modified by adding the words "of Secondary Schools and Institutions of Higher Education." Under the constitution of 1942 the name was made simply Commission on Research and Service.

b. As in the other two commissions, provision was made for an agency to serve during the intervals between annual meetings. In this Commission that agency is officially called a Steering Committee whose personnel is "determined by the Commission in accordance with its own policies and regulations."

c. While the functions of this Commission were left much as they had been, they were stated more specifically. In particular the Commission was charged with the responsibility of initiating, planning, and

¹ Each State Committee is responsible for classifying its schools, examining their annual reports, and making recommendations to the Commission as to the recognition which should be accorded them.

carrying forward "studies in the field of educational and institutional research and service pertaining to universities, colleges, and secondary schools," both when conceived by itself and when requested by either of the other commissions—all, however, subject to the approval of the Executive Committee.¹

MEMBERSHIP DUES

In the history of the Association membership dues or fees have undergone numerous changes. The first constitution set them uniformly at \$3.00. In 1904 an amendment changed them thus: for universities, \$10.00; for colleges, \$5.00; for secondary schools and individual members, \$3.00. In 1916 all reference to specific fees was omitted from the constitution and, instead, a clause was inserted leaving the amount of the fee "to be determined by the Association on the recommendation of the Executive Committee." At the same time the Association took action making the payment of the annual fee obligatory on its members—a regulation which apparently had not been established theretofore. The precise wording of the section was as follows: "Membership in the Association shall become effective on the payment of the annual dues. . . . If the dues of any member shall remain unpaid for a period of one year, such membership in the Association shall cease." Up to this date (1916) Association membership and Association accreditation were separate; a school might be accredited without being a member of the Association—and many of the high schools and several of the colleges were nonmembers. Therefore, in 1917 a refer-

¹ "It is clear from these regulations," Dr. Gage has written, "that the Association still believes firmly in the continuity of leadership. Certainly it is very important that it should do so—that it should move in a straight line. It seems evident that those who have criticized the tendency to centralization in the organization have often failed to realize the ever-present need of getting people to serve who are at the same time both competent and willing to serve."

endum vote was taken among the secondary schools, inquiring whether they would be willing to have the accredited list and the membership list made identical, provided that for them an annual accrediting fee of \$2.00 was substituted for the membership fee. The affirmative vote on this referendum was almost unanimous. Thereupon the Executive Committee took action fixing the annual dues for secondary schools at \$2.00 but leaving the fees for colleges and individuals unchanged.

But the new regulations did not work smoothly. While most of the high schools paid the \$2.00 fee and thus became members of the Association as well as accredited institutions, many did not. The officers of the Association were in a quandary; they hesitated to omit the names of satisfactory schools from the published roster, and yet they were nearly helpless in the dilemma. Not infrequently, therefore, the principals of the delinquent schools paid the fees personally and avoided pending criticisms.

Thus matters stood until 1926, when the *North Central Association Quarterly* was authorized. In order to meet the costs of this new publication, and to help defray the expenses of the vastly expanding programs of activities the Association was contemplating setting for itself, annual fees were again increased. They were now set at \$5.00 for all secondary schools and \$25.00 for institutions of higher learning. The regulation automatically closed the gap between accreditation and institutional membership. Henceforth the two were to denote the same thing: there was to be no accrediting without membership and no membership without accrediting. Moreover, the payment of the established dues now carried with it an annual subscription to the *Quarterly*, together with

the right to receive gratis all other publications issued by the Association.

But again there was dissent. Some accreditable secondary schools claimed they had no legal right to use public money to pay for a membership in any educational organization. To them the reply was made: Order the *Quarterly* for your library, pay the \$5.00 subscription rate, and the Association will list you as a member of its organization and accredit you. Still, even this suggestion for overcoming difficulties was not welcomed by all. In consequence, many principals still paid the dues out of their own pockets so as to keep their schools on the accredited list. Little by little, however, opposition to the new fees subsided, until finally, through the tactful handling of obstreperous cases by the treasurer and by the generous cooperation of committeemen and of members of the Commissions, all troubles ended. Today, no school seeking accrediting thinks of shirking the financial obligations incident thereto.

Some time later in the Association's history membership fees were again changed in order to meet the extra costs of its expanding program of work. Not only was a larger budget needed in order to carry forward the various forms of research sponsored by the Association, but more funds were required because of the introduction of new evaluative procedures in the rating of institutions—procedures which necessitated the continuous collection of a great deal of information from all member institutions for the purpose of establishing norms. The fees are now \$5.00 for secondary schools,¹

¹ Perhaps the justification for lower fees for secondary schools than for institutions of higher learning lies in the belief that such schools, taken as a class, are less financially able to meet the larger charges and, further, that the researches carried on by the Association benefit them, as a whole, less directly.

\$25.00 for junior colleges, and \$50.00 for four-year colleges and universities.¹

TERRITORIAL EXTENSIONS

In 1895 seven states comprised the North Central Association's territory. Three other states were added the following year. Soon the range of the organization's membership encompassed institutions in six additional western states. But territorial expansions did not stop there; in 1916 Arizona and New Mexico were admitted to the Association. Through these additions, however, the Association went beyond its original scope as an agency operating exclusively in North Central territory; it now included areas in the Southwest. In order, therefore, to make the constitutional provisions accord with the facts, the amended constitution adopted in 1916 modified Article II so that it read: "The object of the Association shall be to establish closer relations between the secondary schools and the institutions of higher education within the North Central states and such other territory as the Association may recognize." In 1923 Arkansas was admitted, and in 1925 West Virginia was taken into the fold, thus bringing the list of states to twenty and extending the operations of the Association from the Alleghenies to the Rockies and from Canada to Mexico. It should be said, however, that it has never been the policy of the Association to admit new states to its membership unless the representative educational organizations of such states, as well as the several state educational offices themselves, jointly favor such admission.

F O U R

Accrediting Policies

PROBABLY the most significant period in the entire history of the North Central Association is the first decade of the twentieth century—the period from 1901 to 1910. Before this time the annual meetings had taken the form of spirited conferences, from which had occasionally emerged certain formal pronouncements and recommendations. These, however, were chiefly expressions of personal hopes; they had little immediate practical bearing, except as individuals or institutions chose to adopt or apply them. Like the old post-Revolutionary Confederate Congress, the Association could discuss issues and vote upon them, but it had little or no power to put its decisions into effect.

Now a change was wrought. Out of weakness came strength, out of ideals came realities, out of words came actions. From this period forth, the North Central Association was a power in education, exerting its influence directly upon schools and colleges within its own territory, but indirectly affecting educational thought and practice throughout the country. It now began adopting administrative policies and setting academic standards that were enforceable. To be sure, its regulations still nominally affected no institution

outside its own membership circle, but Association membership now became such a prized honor that few schools or colleges eligible to recognition were willing, in any way, to endanger their chances of being so affiliated. Hence, all of them listened with deep concern whenever the Association spoke. Indeed, to be omitted from that organization's roster was soon regarded as one of the more serious misfortunes that could befall such an institution.

AGITATIONS FOR STANDARDIZING

The turning of the tide began in 1900. In the annual meeting of that year the topic, "What Modification of Admission Requirements Are Necessary," was discussed at length by President Rogers of Northwestern University, President Fuller of Drury College and Dean Forbes of the University of Illinois. The next year Dean Forbes continued the discussion by reading a paper entitled "The Desirability of So Federating the North Central Colleges and Universities as to Secure Essentially Uniform or at Least Equivalent Entrance Requirements." For some time the problems of preparing youths for institutions of higher learning had been growing more and more acute. So long as colleges were local or provincial in character, and drew their students chiefly from their own immediate territories, their admission requirements had operated without much irritation. Similarly when the programs of studies in secondary schools were all practically alike, little embarrassment had resulted. Now, however, conditions had completely changed. Universities in general, and some colleges in particular, had become cosmopolitan institutions, drawing their freshmen from widely separated sections of the country. Moreover, the old educa-

tional theory which argued that what was best for the youth preparing for college was also best for the youth not headed in that direction was breaking down. As a result, the high school curriculum was becoming crowded with new subjects, all contending for prestige.

By this time, too, most states in the Central West had adopted the Michigan or certificate plan of college admission. To insure the proper operation of this plan, high school inspectors were employed to visit schools throughout wide geographical areas. On the basis of their reports, accredited lists of secondary schools were made up, each state university or state department of public instruction having its own list. But inspection did not stop at state lines; high school visitors crossed and recrossed each other's tracks everywhere. Each likewise sought to emphasize his own institution's points of view and to set standards that might vary considerably from those of other institutions. Indeed, some high schools were visited by two, three, or even four different inspectors within the course of a year, each one making recommendations at variance with the others. The situation was intolerable.

In his address at the 1901 annual meeting, Dean Forbes had declared that "The secondary school is now the college preparatory school to so subordinate a degree that it is absurd that the college entrance requirements should continue to determine the conditions of high school graduation. . . . [The problem is] so to connect a widely various and freely elective high school with a still more widely various and more liberally elective college that it shall be but a single unobstructed step from any part of one to any part of the other. . . ." ¹ To this end, he held, the Association might well

¹ *Proceedings of the Association*, 1901, pp. 14-15.

build on the foundations already laid by the Committee of Thirteen which had made its arousing report two years before, in 1899. In particular Dean Forbes at this annual meeting urged that the Association undertake the following distinct reforms:

1. Define and describe unit courses in each high school subject.
2. Group high school subjects under the headings of *constants* and *electives*, and lay down regulations pertaining to the recognition of each group.
3. Set up uniform *quantitative* college entrance requirements, while at the same time providing for *qualitative* differences in accordance with the type of college or curriculum to be entered.
4. Grant advanced college credit for high school work done in excess of the minimum quantitative standards set.
5. Make entrance requirements to liberal arts colleges and to technical schools alike in respect to range and thoroughness.

THE FIRST COMMISSION

Immediately upon the completion of Dr. Forbes' address a committee was appointed to devise and recommend ways and means of carrying his proposals into effect. This committee, however, recognized at once that the problems involved would require extended analysis and thoughtful treatment. It recommended, therefore, that a larger and more permanent body be designated to do this task. This body, the committee suggested, should be known as the Commission on Accredited Schools and should consist of twelve members appointed by the President of the Association—six members to represent colleges and universities and six to represent secondary schools. The Association adopted the resolution forthwith.

Shortly after its appointment this Commission organized by selecting Dean Harry Pratt Judson of the University of

Chicago as chairman and Director George N. Carman of Lewis Institute as secretary. It likewise agreed to expedite its work by the appointment of four subcommittees charged with the responsibility of formulating policies on specific aspects of the questions at issue. These committees, together with their designated chairmen, were as follows:

1. Executive Committee: Dean H. P. Judson of the University of Chicago.
2. Committee on Unit Courses of Study: Principal F. L. Bliss of the Detroit University School.
3. Committee on High School Inspection: Professor A. S. Whitney of the University of Michigan.
4. Committee on College Credit for High School Work: Professor J. V. Denney of the Ohio State University.

These four committees made their reports, first to the entire Commission and then to the Association itself, when the annual convention assembled in Cleveland, March 27 and 28, 1902. The Committee on Unit Courses recommended that:

1. A unit course of study is defined as a course covering a school year of not less than thirty-five weeks, with four or five periods of at least forty-five minutes each per week.
2. The graduation requirements of the high school and the entrance requirements of the college shall include fifteen units as above defined.
3. All high school curricula and all requirements for college entrance shall include as constants three units of English and two units of mathematics.¹

The committee then presented brief descriptive outlines of what it regarded as acceptable units of work in each of the commonly recognized fields of high school offerings: English, 3 units; mathematics, 4 units; history, 4 units; Latin,

¹ Appendix to the *Proceedings* of the Association, 1902, p. 8.

4 units; Greek, 3 units; French, 4 units; German, 4 units; Spanish, 2 units; physics, 1 unit; chemistry, 1 unit; physical geography, 1 unit; botany, 1 unit; and biology, 1 unit.

No mention was made at this time of any so-called "newer subjects" offered in high school. As yet these were generally regarded as not being acceptable for college admission.

The Committee on College Credit for High School Work merely recommended the adoption of the idea *in principle* "when sufficient in amount and quality, done in addition to the fifteen units required for admission," but left to each college the determination of the kind and amount of such credit to be awarded.

INCEPTION OF ACCREDITING PLANS

It was the Committee on High School Inspection which struck out in a bold and adventurous manner. It recommended that machinery be set up at once for the inspection and accrediting of the high schools in North Central Association territory, that definite standards for judging the efficiency of these schools be formulated and published, and that a complete list of such schools as met these standards be printed and circulated. In order to give effect to these proposals the Committee recommended that a permanent Board of Inspectors be appointed, be furnished with suitable blank forms on which to secure needed information respecting each school, and be granted adequate financial aid from the Association to do the work. The blank forms requested were to be of three kinds: (a) principal's blank form on which were to be reported data relating to the school's organization, teaching force, pupil attendance, library, laboratory, and like facts; (b) inspector's blank form for reporting

observations made and judgments arrived at after visiting and inspecting the schools; and (c) student's blank form for recommending graduates to colleges and universities.

As to the standards which it was proposed the Board of Inspectors should use in evaluating the school, four were tentatively set up as follows:

1. That the minimum scholastic attainment of all high school teachers be the equivalent of graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive. . . .

2. That the number of daily periods of classroom instruction given by any one teacher should not exceed five, each to extend over a period of forty-five minutes.

3. That the laboratory and library facilities be adequate to the needs of instruction in the subjects taught as outlined in the report of the Commission.

4. That while the foregoing are exceedingly important factors affecting the quality of the work, the *esprit de corps*, the efficiency of the instruction, the acquired habits of thought and study, and the general intellectual and ethical tone of the school are of paramount importance, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, should be considered eligible to the list.¹

The Committee also in its report stated that it believed "that the basal factor in any plan looking toward a reasonably uniform system of accredited schools is necessarily the course of study; but as the consideration of this problem has been referred to another committee, it has omitted it from its deliberations."²

The Committee further believed thoroughly that the time had arrived when all high school teachers should be required

¹ *Ibid.*, p. 36.

² *Ibid.*, p. 35.

to have had some professional training on the college level, but realized that to insist on writing such a standard into its report at the time might jeopardize the entire program of reform. College men, as a rule, were not yet sufficiently converted to the necessity or wisdom of such a requirement as to make its advocacy before the entire Association feasible. The Committee therefore contented itself with merely urging employing agencies to give weight to the consideration. It did so in the following words: "Your Committee believes that the efficiency of the average college or university graduate is very materially enhanced by professional study, observation, and training in practice teaching under skilled supervision, and therefore advises that the accredited schools be urged to give the due preference to teachers possessing such preparation."¹

The Committee held firmly to the principle that any list of accredited schools which was drawn up, published, and sponsored by the North Central Association should be an *honor list*, and that consequently no school should be considered for accrediting unless it ranked well above the average in all or in most particulars. At the time each university and college had its own approved list of accredited schools; the Association's list however was not to be merely a composite of these lists, but rather was to be compiled solely from the better schools on such lists. The Committee's recommendations were that no school having fewer than five teachers, not counting the superintendent, should even be considered. (This proposal however was not approved at that time by the Commission.) Said the report of the Committee, "When once this system has been thoroughly or-

¹ *Ibid.*, p. 36.

ganized and systematized, it may be found practicable to extend the privileges of accredited relationship to smaller schools, but the committee recommends that nothing less than the standards herein recommended shall be deemed acceptable in the beginning. The Commission on Accredited Schools has an opportunity to assist immeasurably in strengthening secondary education in the Northwest, and the committee believes that this will be best accomplished by starting with a comparatively select list of schools.¹

The Committee also recommended that, after this select roll of schools had been agreed upon, it should be submitted to the Secretary of the Commission not later than June 1st of the current year, and be published and circulated by him not later than June 10th.

The report was unanimously adopted both by the Commission and by the parent organization, the Association as a whole. A Board of Inspectors, six in number, was duly appointed and the work of putting into operation the machinery for accrediting schools was begun under the contemplated plan. The Association, however, did not set up an independent body of high school visitors, but utilized state agencies so far as these could be made to serve. The six members of this first Board of Inspectors were as follows: A. S. Whitney (Michigan), Chairman; G. B. Aiton (Minnesota); W. W. Boyd (Ohio); J. F. Brown (Iowa); H. A. Hollister (Illinois); and A. W. Tressler (Wisconsin).

OBSTACLES TO ACCREDITING

A day or so before the Association met in April 1903 the Commission on Accredited Schools convened to discuss the

¹ *Ibid.*, pp. 37-38.

reports of its various subcommittees. The Committee on Unit Courses recommended certain changes in the outlines formerly approved by them, and Professor Whitney, for the Committee on Accredited Schools, presented a tentative list of schools which, it was thought, were entitled to accredited relationship. After brief discussion these reports were unanimously adopted and were transmitted to the full membership of the Association. Here, however, difficulties arose. While apparently a majority of the members were favorable to the Commission's stand, a considerable number raised questions about it. A long floor debate followed, led especially by President Draper of the University of Illinois. Dr. Draper frankly acknowledged that he had been, from the very outset, a doubting Thomas over the entire matter of accrediting. He objected to the procedure on several grounds: the idea of attempting to standardize institutions at all; the notion that there was to be a *select* list of schools chosen; the thought that "pressure" was to be exerted on any institution to improve its status; the unfair manner of apportioning the costs of inspection; and especially the fact that the list of schools submitted for accreditation was "incomplete, biased, and indefensible." In closing one of his tirades he said, "The great body of high schools are doing all they can and should not have pressure put on them. Further, to publish a partial list of schools is unfair to all."

THE FIRST LIST OF ACCREDITED HIGH SCHOOLS

In the end the list of schools as prepared by the Commission was withdrawn, and further action relating to it was deferred for a year.

In 1904 the Board of Inspectors came to the annual meet-

ing better prepared to defend its work and its proposals. During the twelve months that had elapsed since the previous meeting the Board had sent a circular letter to all colleges and universities belonging to the Association informing them of the Board's aims and methods and seeking their full cooperation. A most cordial response had resulted. Acting therefore upon the more detailed data received, the Board had made up a list of 156 schools which it submitted to the Commission for approval. In doing so the chairman, Professor Whitney, stated that the Board had based its recommendations on the standards of accrediting previously endorsed by the Association, had rejected all schools about which it had no direct written or printed facts gained through actual visits of inspection, and had denied recognition to any institution which had fewer than five teachers on its high school staff or had an abnormal number of pupils per teacher as shown by its records. In other words the Board, said Professor Whitney, had sought to be very "conservative."

The number of schools recognized in each state was as follows:¹

Colorado	9	Michigan	28	Ohio	26
Illinois	34	Minnesota	6	Wisconsin	24
Indiana	7	Missouri	8		<hr/>
Iowa	11	Nebraska	3	Total	156

The Association duly approved the list as submitted, voted that the term of accreditation for each school should be one year, agreed that the agent of communication between the Commission and the schools themselves should be (1) the inspector appointed by the state university wherever such official was recognized, or (2) the inspector appointed by

¹ The complete list of these schools is given in Appendix B, pp. 243-44.

the state department wherever no university inspector held office. It also adopted a resolution "That the universities and colleges which are members of the Association be requested to print in their catalogues the Association's list of accredited schools, or such portion thereof as covers the schools within their territory."

By vote of the Association, meanwhile, both the Commission on Accredited Schools and its subdivision, the Board of Inspectors, had been increased in size. In addition to the twelve members appointed by the President for terms of three years each, the Commission was augmented by a representative from each institution of higher learning belonging to the Association (provided its freshman class numbered at least fifty students) and a like number of school men selected by the Association; the Board of Inspectors was also increased from six to eleven members through the inclusion of representatives from Indiana, Kansas, Nebraska, Colorado, and Missouri—states not so directly represented originally—and was made a permanent Board. In 1901 Oklahoma was admitted to the Association; in 1905, South Dakota; in 1908, North Dakota; and in 1910, Montana. So, by the end of the decade the Association comprised 15 states, each having at least one representative on the Board of Inspectors. In addition the Board had from time to time admitted to its sessions representatives of institutions other than state institutions, as, for example, delegates from the University of Chicago, the University of Cincinnati, and Northwestern University.¹

¹ For 1912-13 the members serving on this Board were as follows: H. A. Hollister, University of Illinois, *Chairman*; G. B. Aiton, State of Minnesota; W. W. Black, Indiana University; Nathaniel Butler, University of Chicago; C. O. Davis, University of Michigan; G. S. Dick, Iowa State Teachers College; C. A. Duniway, University of Wyoming; J. D. Elliff, University of Missouri;

STEPS TOWARD COLLEGE ACCREDITING

When the Commission on Accredited Schools was first set up in 1902 it had for its primary objectives reforms relating most directly to high schools. The Board of Inspectors was solely concerned with standardizing such schools, and its accredited lists, when submitted, included none but institutions of the secondary level. When the beneficial effects of the Board's policies became clearly evident, the question occurred to some members of the Association, "Why not also standardize colleges and universities?" As would be expected, the first to raise this question were the public school men. In general, university and college people looked askance at the suggestion. "Still," argued the high school groups, "what is sauce for the goose is sauce for the gander," and they slowly won adherents to their point of view. Among these was Dean Judson, Chairman of the Commission, who said very frankly that he thought the proposal was a good one. Finally, by action of the Association in March 1906, the name of the Commission on Accredited Schools was changed to the *Commission on Accredited Schools and Colleges* and that body was instructed to report, one year hence, on the advisability of initiating a plan whereby institutions of higher learning should also be inspected and accredited. For some reason no such report was made at the time specified; but

F. C. Ensign, University of Iowa; Richard Heyward, State of North Dakota; W. H. Johnson, University of Kansas; Nelson Kerr, State of Missouri; P. E. McClenahan, State of Iowa; A. C. Parsons, State of Oklahoma; F. B. Pearson, Ohio State University; A. A. Reed, University of Nebraska; H. L. Terry, State of Wisconsin; Frank E. Thompson, University of Colorado; A. W. Tressler, University of Wisconsin; George E. Twiss, Ohio State University; Harlan Updegraff, Northwestern University; H. S. West, University of Cincinnati; A. S. Whitney, University of Michigan; O. O. Young, Public Instruction, Pierre, S.D.

two years later, in 1908, a committee did submit a series of tentative proposals designed primarily to arouse discussion relating to the matter. It endorsed, in principle, the idea of proceeding at once to the task mentioned, presented a list of tentative standards for making the evaluation, and advocated enlarging the Board of Inspectors and delegating to it the responsibility for operating all the machinery of inspection. So far as they could be made to apply, the standards and forms employed for accrediting secondary schools were to be used for accrediting colleges. In addition, however, the following provisions were recorded: "The Association will decline to consider any college or university: (1) which has an income, exclusive of tuition, of less than ten thousand dollars a year; (2) which has fewer than seven distinct departments, organized with separate heads; (3) which requires for admission less than fifteen secondary school units as defined by the Association; (4) which requires less than twelve college units, or sixty year-hours, for graduation."¹

The Commission acting on this report proposed some amendments² of its own, the more significant ones of which were

1. Making the minimum scholastic attainment of all instructors in college "equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a Master's degree . . ."

2. Requiring that "the number of class hours for the professors shall not average to exceed fifteen hours a week . . ."

3. Demanding that "the average salary of the heads of departments, exclusive of the salary of the President, shall be at least \$1,400."

¹ *Proceedings of the Association, 1908, pp. 88-89.*

² *Ibid.*, pp. 92-93.

4. Declaring that "the character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution shall be chief factors in determining its eligibility."

5. Requiring that the institution "shall have a permanent endowment of not less than \$350,000, or a fixed assured income, exclusive of tuition equivalent to the interest derived from at least \$350,000 at 5 per cent."

6. Fixing the minimum number of volumes in the library at 10,000, and the worth or value of laboratory equipment at not less than \$5,000.

Just before this report was presented to the entire Association, President James of the University of Illinois (he had succeeded Dr. Draper shortly before this time) spoke at length on the general topic. In particular he stressed the fact that the standardization of colleges was going on apace by agencies not wholly in sympathy with them, and that if educators desired to have a hand in the matter it behooved them to act promptly and courageously. Nevertheless, after long and earnest debate over the Commission's recommendations, the report was recommitted and further study of the entire problem was ordered.

Again in 1909, therefore, the Commission came back with its proposals. These differed very little from the ones submitted the year before, but were slightly changed in form. The Association now gave its approval to the entire plan and did so with little or no criticism. The Commission itself promptly appointed a committee of five to supervise and direct the undertaking, and the accrediting of colleges soon became a regular practice of the Association.

Under an agreement adopted by the Commission in 1908, each state was asked to establish a college inspecting board

consisting of three members. Each of these boards was to be composed of (1) the regular state or university inspector already holding office, (2) a president or dean of a collegiate institution located within North Central territory, and (3) a superintendent or principal of a secondary school in North Central territory. The representatives both of the higher institutions and of the secondary schools were to be appointed by the executive committee of the Commission itself.

Thus the machinery for accrediting colleges was set in motion in 1910, eight years after like steps had been taken with regard to the secondary schools. It appears from the records that the Committee on Inspection of Colleges made some sort of report to the Commission in 1911, but no published statement as to the nature of this report is to be found. Certainly no list of accredited institutions was printed in the *Proceedings* at the time. But the next year (1912) the following brief paragraph appeared: "All colleges and universities now members of the Association shall be included in the list of accredited colleges and universities for one year. Any colleges which are admitted to membership by action of the Association this year shall also be placed on the accredited list of colleges and universities for one year."¹

Thus the Association cut the Gordian knot by giving full accredited recognition to all of its own members for one year, and then proceeded to set certain specific standards for accrediting those institutions not yet holding membership.

As published in the *Proceedings* of that year (1912) the standards for accrediting colleges and universities were specifically set forth in these words; namely:²

¹ *Proceedings* of the Association, 1912, p. 23.

² *Ibid.*, pp. 24-25.

1. The minimum scholastic requirement of all college teachers shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for the master's degree. (A further statement *recommended* study beyond the M.A. degree.)

2. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

3. The college shall require not less than 120 semester hours for graduation.

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

5. The college, if a corporate institution, shall possess a productive endowment of not less than \$200,000.

6. The college, if a tax-supported institution, shall receive an annual income of not less than \$100,000.

7. The college shall maintain at least eight distinct departments in liberal arts, each with at least one professor giving full time to college work in that department.

8. The location and construction of the 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.

9. The number of hours of work by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account; but in no case shall more than eighteen hours per week be required, fifteen being recommended as a maximum.

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

11. The college should limit the number of students in a recitation or laboratory class to thirty.

12. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining eligibility.

No institution shall be accredited or retained on the accredited list unless a regular blank has been filed with the Commission, and

is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

THE FIRST LIST OF ACCREDITED COLLEGES

In the Association's membership list for 1912 are the names of 70 colleges and universities. Under the resolution quoted all of these now became "accredited" by the organization as well as members of its body. In this list are six normal schools, institutions whose status as colleges or as high schools was still somewhat doubtful. The complete roll of the North Central Association's first list of accredited institutions of higher learning is as follows:

Colorado: Colorado College, University of Colorado, University of Denver.

Illinois: Augustana College, Bradley Polytechnic Institute, Illinois College, Illinois State Normal School, Illinois Women's College, Knox College, Lake Forest College, Lewis Institute, Northwestern University, Northern Illinois Normal School, Rockford College, Southern Illinois Normal School, University of Illinois, University of Chicago, Western Illinois Normal School, Wheaton College.

Indiana: Indiana University, Purdue University, University of Notre Dame, Wabash College.

Iowa: Cornell College, Coe College, Drake University, Grinnell College, Iowa State Teachers College, State University of Iowa, Simpson College, Upper Iowa University.

Kansas: Baker University, College of Emporia, University of Kansas, Washburn College.

Michigan: Detroit University, Olivet College, University of Michigan.

Minnesota: Carlton College, University of Minnesota, Winona Normal School.

Missouri: Drury College, Missouri Valley College, Park College, University of Missouri, Washington University, Westminster College.

Nebraska: University of Nebraska.

North Dakota: State University.

Ohio: Case School, Dennison University, Kenyon College, Miami

University, Ohio State University, Oberlin College, Ohio University, Ohio Wesleyan University, Otterbein University, University of Cincinnati, Western Reserve University.

Oklahoma: University of Oklahoma.

South Dakota: Dakota Wesleyan University, Fargo College, University of South Dakota.

Wisconsin: Beloit College, Carroll College, Lawrence University, Milwaukee Downer College, Ripon College, University of Wisconsin.

It is, of course, perfectly apparent from the recorded data that by 1912 the Commission on Accredited Schools and Colleges had become the chief policy making instrument of the Association, as well as its main administrative agency. Naturally the Association's Executive Committee continued to function in general matters, as did the parent organization; but the actions of these two bodies were somewhat formal and were conditioned largely by what went on in the Commission. Moreover, within the Commission itself the Board of Inspectors had become the dominant force. True, the nominally coordinate committee on Unit Courses of Study continued to turn out voluminous pieces of work and these were having a pronounced effect on high school practices; but in the general meetings of the Association the Board of Inspectors seems to have held the center of the stage most of the time.

Out of the deliberations of this Board came streams of activity that kept the Association functioning in a manner most stimulating to educational progress for many years. But with the adoption of the new constitution in 1916 this Board, as such, was abolished and its place was taken by specialized and much enlarged Commissions.¹

¹The organization and work of these bodies is discussed at length in Chapter VI.

During this time the Commission on Accredited Schools itself was also undergoing transformations. Starting with twelve members appointed by the president of the Association in 1901, this Commission had come to number more than 50 members by 1912. Indeed it appears by that date to have included one or more representatives for each member college or university, plus the members of the Board of Inspectors, plus as many delegates from high schools as chose to attend. In reality, therefore, this body became largely a forum. To it most of the committees made their first reports; within it issues of various sorts were discussed; out of it came recommendations to the general body of the Association. The parent organization, therefore, gradually came to content itself largely with (1) listening to and acting upon formal reports from its delegated agents, (2) hearing prominent educators—often not directly connected with the Association—read scholarly papers on a variety of current public questions, and (3) providing opportunities for its members to exchange fraternal greetings and institutional experiences with each other.

CHANGES IN ACCREDITING STANDARDS FOR SCHOOLS

Naturally the regulations and standards under which associational accreditation has been given to institutions—both secondary and collegiate—have undergone considerable change during the forty or more years since the policy was started. In 1902 the Commission formulated specifically only four types of standards: those relating to qualifications of teachers, to class periods, to laboratory and library equipment, and to *esprit de corps*—all, of course, pertaining to secondary schools only. In 1906, it added paragraphs which

required accredited schools to demand 15 units for graduation, to employ at least five teachers, to fill out and mail an annual blank form, and to see to it that no teacher taught more than six periods of classroom work a day. The same year a new standard declared that "All schools whose records show an abnormal number of pupils per teacher based on the average number belonging . . . are rejected." In 1907 a standard relating to the location, construction, and equipment of buildings was added. In 1908 an introductory paragraph relating to *aims* of the Association occupied a conspicuous place at the head of the list of standards. This paragraph was really only an elaboration of Article II of the Constitution. It read:

The aim of the North Central Association of Colleges and Secondary Schools is, first, to bring about a better acquaintance, a keener sympathy, and a heartier cooperation between the Colleges and Secondary Schools of this territory; secondly, to consider common educational problems and to devise best ways and means of solving them; and thirdly, to promote the physical, intellectual and moral well-being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers. The Association is voluntary, organized and devoted solely to the highest welfare of the boys and girls of this territory, and it bespeaks the cordial and sympathetic support of all school men.¹

From this time forward new standards touching on a great variety of matters were added, one by one, to the requirements. They were concerned with safeguarding pupils from accidents in shops, gymnasiums, and playgrounds; insuring proper control of athletics; providing visual instructional aids of various sorts; requiring that specified amounts

¹ "Report of the Commission on Accredited Schools and Colleges," Appendix to the *Proceedings* of the Association, 1908, p. 75.

of money be spent annually for libraries and laboratories; prescribing a trained librarian for each school; insisting that each school keep complete and accurate records of many kinds, protected by storage in fireproof vaults; demanding that the policies of school boards be such as to secure and retain the services of competent teachers; urging that salaries be kept at a high level; prescribing that principals and superintendents have collegiate training equal at least to that evidenced by a master's degree; placing vocational teachers on the same level, scholastically speaking, with academic teachers; requiring that all teachers have a minimum of 15 hours of Education and a minimum of 15 hours of collegiate work in each subject field they teach; refusing to recognize a school that is not on the highest list of schools within its own state; and insisting that the school maintain community relations of a high order and offer an effective program of pupil guidance.

CHANGES IN ACCREDITING STANDARDS FOR COLLEGES

What has been said about the accrediting policies for secondary schools is true, in general, with regard to the accrediting of colleges. Although it was six years after the machinery for accrediting secondary schools had been instituted before similar steps were taken for colleges and universities, it was still two years later, in 1910, that operations really got under way. Since, too, the same general committee—the Board of Inspectors—was charged with supervising and directing the work of both secondary schools and colleges, the standards of accrediting set for the colleges followed closely the standards already in effect for the high schools. Some of these early standards have already been

mentioned (pp. 60-61), but in these early years of college accrediting new standards of many sorts were adopted. When in 1916 a separate Commission was created to handle all matters relating to higher institutions, this body naturally was able to devote closer attention to its special problems. In time it regrouped higher institutions, and again regrouped them, according to certain preconceived notions, and set standards for accrediting that varied slightly for each group. Often visits of inspection to institutions were made, carefully drawn reports were submitted, and a special subcommittee known as the Board of Review sat in judgment on each case. The Board then made its recommendations to the Commission, which decided on appropriate action for recommendation to the Association.

The first notable changes in the college accrediting standards drawn in 1912 came in 1917. One of these changes pertained to the annual income required for a tax supported institution; the amount was now reduced from \$100,000 to \$50,000. Two new standards were also added:

13. No institution shall be admitted to the approved list unless it has a total registration of at least fifty students, if it reports itself as a junior college, and at least one hundred students if it carries courses beyond the junior college.

14. When an institution has, in addition to the College of Liberal Arts, professional or technical schools or departments, the College of Liberal Arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of an acceptable grade.

But it was in 1918 that the most radical changes of the decade occurred. Under a new classification, institutions of higher learning were grouped into three differentiating divisions—colleges and universities, junior colleges, and in-

stitutions primarily for the training of teachers—and a distinct set of criteria was established for each division. In that year the standards for accrediting colleges and universities remained essentially the same as they were the five years before. A number of these standards—the more general ones—were also made to apply, unchanged, to each of the other groups. But in addition, the following new requirements were drawn:

FOR JUNIOR COLLEGES¹

3. The work of the junior college must be organized on a collegiate as distinguished from a high school basis.

4. The teaching schedule of instructors teaching junior college classes shall be limited to twenty-two hours per week; for instructors devoting their whole time to junior college classes eighteen hours shall be a maximum; fifteen hours is recommended as the maximum.

6. Students registered in a junior college who are permitted to enroll in regular high school classes shall not be given full junior college credit for such work, and in no case shall the credit thus given exceed two-thirds of the usual high school credit. No junior college will be accredited unless it has a registration of twenty-five students if it offers but a single year, and fifty students if it offers more than a single year.

8. No junior college will be accredited by this Association when maintained in connection with a high school or secondary school unless such school is also accredited by this Association.

FOR INSTITUTIONS PRIMARILY FOR THE TRAINING OF TEACHERS²

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

¹ *Proceedings* of the Association, 1918, p. 102.

² *Ibid.*, pp. 92-93.

urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

2. Such schools shall require for admission not less than fifteen secondary units as defined by this Association.¹ Students admitted with less than fifteen units shall be designated as special or unclassified students.

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

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

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

LATER REFORMS IN ACCREDITING POLICIES

After 1918 the accrediting standards for all types of institutions were frequently revised and refined as circumstances seemed to warrant; but perhaps the most revolutionary changes ever made in accrediting practices, affecting both secondary schools and institutions of higher learning, came during the decade ending in 1940. For a dozen or more years previously, certain criticisms of the published standards and of the modes of enforcing them had been voiced. As time went on, these criticisms became more insistent and specific. It was charged that the criteria for judging an institution's effectiveness were formal, arbitrary, and *ex parte*; that they failed to strike a balance between elements of weakness and elements of strength in an institution's pro-

¹The change from fourteen to fifteen required units was not made mandatory for the other two types of institutions until the next year, 1919.

gram of work; that they took little or no account of the unique and special aims a school or college was perhaps setting for itself; and that they overemphasized quantitative factors and minimized qualitative ones in determining an institution's status. Finally, in 1931, the Commission on Institutions of Higher Education took the lead in working out reforms. In that year it appointed a Committee of Fifteen to study the entire problem of college accrediting, including the practices which the Association followed in carrying on the work.¹ This Committee in turn appointed a committee of experts to make a preliminary survey of the entire matter and report its findings. On this smaller committee were Dean M. E. Haggerty of the University of Minnesota, Dean D. H. Gardner of the University of Akron, Dr. Arthur Klein of the Ohio State University, President Homer P. Rainey of Franklin College, and Dr. Floyd Reeves of the University of Chicago.

In time this special committee reported to the general committee and outlined a project which it thought was desirable and feasible. Thereupon the General Committee appointed Messrs. Coffman, Gage, and Zook to another special committee charged with the responsibility of securing finan-

¹ This Committee consisted of the following individuals, some of whom, it will be observed, were not directly connected with the Association's membership institutions: Chancellor S. P. Capen, University of Buffalo; Professor W. W. Charters, Ohio State University; President D. J. Cowling, Carleton College; President L. D. Coffman, University of Minnesota; Father A. C. Fox, John Carroll University; President H. M. Gage, Coe College; Professor C. H. Judd, University of Chicago; President O. R. Latham, Iowa State Teachers College; President W. P. Morgan, Western Illinois State Teachers College; Dean P. C. Packer, State University of Iowa; Dean A. B. Stouffer, University of Kansas; Dr. Henry Suzzallo, Carnegie Foundation for the Advancement of Teaching; President E. H. Wilkins, Oberlin College; President J. M. Wood, Stephens College; and President G. F. Zook, University of Akron.

cial aid for effecting the proposed undertaking. This committee laid its proposals before the officers of the General Education Board and at once received from them an endorsement of its program. By agreement, the General Education Board was to provide a grant of \$110,000 for the work, the North Central Association itself was to appropriate \$25,000 for the cause, and each college and university within the Association was to be assessed a special tax of \$25.00 to help defray the costs. Thus a total of approximately \$140,000 was secured, and the investigation was rapidly pushed to a conclusion. The completed report of the committee was presented to the Commission in April 1934, was straightway adopted by the Association, and was printed under date of July 1936.

In summing up the principles which had guided the committee in its procedures, President Coffman stated them as follows:¹

1. A standard should not be regarded as fixed but as referring to something that is alive and developing. . . .
2. A standard should be an induction, not something that we proceed from. . . .
3. The North Central Association should be less a judge and more a creator. . . .
4. The North Central standards should be statements of policy, not the framework or skeleton outline of a scheme. . . .
5. The "standards" of the North Central Association should be such that a school will know whether it is improving and measuring up to reasonable conditions. . . .

Dr. Zook observed that "The report . . . [involves] almost revolutionary procedure relative to the accrediting of higher institutions in the future. In general, we are recom-

¹ *North Central Association Quarterly*, VIII (September 1933), 272-73.

mending the elimination of specific standards that have to do with quantitative measurement. The principles which will henceforth operate in the accrediting of institutions will be very much more general in character, and the procedures for inspecting institutions will be superior to those which now obtain."¹

As worded by the Commission, the salient paragraph in the final draft of the report reads: "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 the characteristics noted [elsewhere] in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve."²

Since 1934 the Commission has conducted its accrediting work in accordance with these policies.

THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Immediately following the initiation of this action by the Commission on Institutions of Higher Education in 1931, the Commission on Secondary Schools proceeded to plan a similar study relating to its problems. Indeed the germ of the whole sweeping reform movement relating to accreditation policies may be said to have been planted by the school

¹ *Ibid.*, IX (October 1934), 177.

² *Ibid.*, IX (July 1934), 41.

men. For, among them, for a period of a dozen years or more previously, loud criticisms respecting the published standards had been heard. In fact, the complaints had become so numerous and insistent that the National Association of Officers of Regional Associations had, as early as February 1932, unanimously passed a resolution proposing a cooperative study of the questions. And this resolution had, in turn, resulted from a whole series of suggestions and proposals that had been made by school men during a half-decade or more before this time. Naturally, the officers of the North Central Association's Commission on Secondary Schools were deeply involved in these preliminary discussions, and in 1933 that Commission took action. In doing so, however, it recognized fully that a truly effective investigation of secondary school accrediting should not be undertaken by itself alone, but should be carried forward on a nationwide basis and under the direction of all the regional standardizing associations acting cooperatively. Consequently, in August 1933, following a conference with Dr. George F. Zook, recently appointed U. S. Commissioner of Education, plans for a cooperative study of secondary school standards and accrediting procedures were formulated and soon put into operation.¹ Once again the General Education Board came forward with a grant of money to help finance the venture, and each of the regional associations voted its contribution in proportion to its financial resources. The study extended over a period of five years, and cost approximately \$200,000.

During the preliminary phases of the undertaking in the North Central Association, the Planning Committee con-

¹ For an account of the organization and policies relating to this study, see the *North Central Association Quarterly*, XII (July 1937), 34-44.

sisted of all state chairmen with an Executive Committee made up of George E. Carrothers, Carl G. F. Franzen, J. T. Giles, M. R. Owens, and A. A. Reed. When the proposed study took on national scope, a more comprehensive arrangement was effected, which included men from all six regional accrediting associations. As finally organized and administered, the project was supervised by the General Committee of twenty-one members selected from the six regional associations, and by an Executive Committee of nine and an Administrative Committee of three, the latter committees being selected from the membership of the General Committee. The representatives of the North Central Association on this program of work as organized for the long period of study were George E. Carrothers of Michigan, who was Chairman of the General Committee, Carl G. F. Franzen of Indiana, J. T. Giles of Wisconsin, E. E. Morley of Ohio, and M. R. Owens of Arkansas.

The procedures of the committees involved the formulation of a rather elaborate set of tentative evaluative criteria, a self-testing program for each school, an intensive survey of two hundred selected schools by specialists, a reformulation of the evaluative criteria on the basis of try-out results, and the final adoption of a revised plan of accrediting. Just as the Commission on Institutions of Higher Education had done, the Commission on Secondary Schools proposed henceforth to take into account in its accrediting practices the "total pattern" of a school rather than to be guided solely by sets of more or less isolated formal standards. To do this a series of so-called *Educational Thermometers* was devised and the "Educational Temperature" of each school recorded. As "temperatures" rose, schools were applauded; as they fell,

they were subject to criticism. Old quantitative standards, it is true, continued to be published and used; but they no longer constituted the sole basis for judging a school's status.

Just as in respect to the accrediting of colleges and universities by the Higher Commission, a secondary school today is no longer penalized by the Commission on Secondary Schools for violating in some slight degree a formal regulation of the Association. On the contrary, each school is evaluated in accordance with the total character of its undertakings and achievements. "In the case of individual schools of states, reasonable deviations from regulations and criteria may be accepted by the commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable" (Policy 8).

THREE FIXED POLICIES

Throughout the Association's history as an accrediting agency there have been three principles of procedure that have remained inviolate. One concerns the problem of institutional homogeneity; one, the question of actual institutional existence; and the third, the retroactive extension of a new standard. The first of these principles asserts, in effect, that if an institution is accredited at all it is accredited as a whole. Or, stating the thought slightly differently, the North Central Association has rarely been willing to accredit, say, a large university unless each of its constituent colleges or departments was likewise accredited by that unit's own accrediting agency. In general, a university will not be recognized by the Association unless, for example, its School of Medicine or its School of Law is fully recognized by the

American Medical Association or the American Bar Association, as the case may be. Sometimes, of course, this regulation of the Association has led to rather strange impasses, each of the responsible agencies concerned awaiting the initiative of the other agency.

Regarding the second principle mentioned, the Association has always refused to give its approval to an institution until it has actually been in existence and in operation. Sometimes this policy has also led to embarrassment. For example, an institution which has, say, already been accredited by the Association as a junior college may have desired to be accredited as a four-year college in advance of having given the fourth year's work to any students. When its plea was denied, prospective graduates of the institution were left in an uncertain situation respecting their future status.

As to the third principle, forbidding the retroactive application of a new standard, the Association has consistently held to its position. Only institutions newly accredited and individuals shifting to new school systems are affected by such regulations.

CURRENT STANDARDS

Annually the standards for accrediting, both for institutions of higher education and for secondary schools, are reviewed by the Commissions and frequently are modified in some respects. The currently published criteria, condensed to include only the essentials,¹ are as follows:

I. CRITERIA FOR ACCREDITING COLLEGES AND UNIVERSITIES

1. The institution must be incorporated as a nonprofit corporation devoted primarily to educational purposes and legally authorized to

¹ The current criteria are published complete in the July issue of the *North Central Association Quarterly* each year.

confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate.

2. An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education.

3. 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.

4. An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

5. The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. 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.

6. An institution will be expected to show a sympathetic concern for the quality of instruction offered students and give evidence of efforts to make instruction effective.

7. An institution's library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

8. The admission of students to an institution should be determined both by the purposes of the institution and by the abilities, interests, and previous preparation of the applicants.

9. The administrative organization should be suitable for accomplishing the objectives of the institution.

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

11. The physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational program.

12. 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.

13. If the institution maintains a program of intercollegiate ath-

letics, the same policies should prevail in regard to faculty, administration, and management of students as are in force in connection with the other features of the institution.

II. CRITERIA FOR ACCREDITING SECONDARY SCHOOLS

1. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school, and the cooperative attitude of the community are paramount factors, and, therefore, only schools that rank well in these particulars, as evidenced by a rigid, thoroughgoing, sympathetic evaluation, are considered eligible for the list of schools approved by the Association.

2. The school plant must be adequate for the number of pupils enrolled and for the program of studies offered. And the plant facilities, equipment, and janitorial service must be such as to insure hygienic conditions for pupils and teachers.

3. Instructional equipment and supplies must be adequate to meet the needs of instruction for all courses offered.

4. The school library and library service must be adequate for the number of pupils enrolled and must meet the interest of the pupils and the needs of instruction in all courses offered. The library must also be under the direction of a properly qualified person.

5. Accurate and complete financial data and personnel records must be kept in such form as to be conveniently used and safely preserved.

6. The policies of the board of education must be such as to attract and retain the services of well-qualified and competent teachers.

7. The administration of the school must be such as to insure a well-organized and well-disciplined school, efficiently and intelligently supervised, and meeting the needs and interests of the pupils enrolled and of the community.

8. All members of the instructional and supervisory staff must possess a bachelor's degree, supervisory officers a master's degree, including at least fifteen semester hours of professional training, and be adequately prepared in the subjects and fields of instruction in which they are engaged.

9. Neither the teaching load nor the pupil load may be excessive.

10. The program of studies and the allied activities program must meet reasonably well the needs and interests of the pupils enrolled.

11. An effective guidance service designed to help pupils to adjust themselves to the environment of a complex civilization is regarded as an important factor.

12. The extent to which a secondary school is successful in establishing itself as an educational and recreational community center is taken into consideration in its evaluation.

F I V E

Publications and Publication Policies

OFFICIAL records of all North Central Association activities have been carefully kept since the date of its establishment in 1895. For thirty-one years—that is, through 1925—these records were published almost intact in the annual *Proceedings* of the Association. Since that time they have (with considerable editing) been published in the *North Central Association Quarterly*.¹

Although the point is not mentioned in the records, it would appear that a stenographer has been in attendance at all the annual meetings of the Association, even from the very outset of the organization's history. For certainly, in the earlier volumes of the *Proceedings*, accounts of all running discussions, motions made, votes recorded, and other actions taken are given in great detail. These volumes also carry complete reproductions of all formal papers read, together with full lists of members—both institutional and individual—and the names of all registrants at the annual

¹ Of course, complete minutes of all official business meetings have been kept by Secretaries and these are on file in the Association's offices.

meetings. Unfortunately, however, none of the early *Proceedings* contains a table of contents or an index. Hence the task of winnowing the wheat from the chaff is not always easy.

SUPPLEMENTS TO THE PROCEEDINGS

When the Commission on Accredited Schools began to operate in 1902, it issued a separate report on its deliberations. This report was later bound as an Appendix to the *Proceedings*, as was also its report of 1903. But when the Commission became a permanent unit, its minutes were printed as coordinate sections with other materials in the body of the volume. Each of these early reports of the Commission contained from twenty-five to forty pages of printed matter. Each included the names of the members of the various subcommittees, proposed standards for accrediting schools, outlines of unit courses of study, and similar data. The reports of 1908 and 1910 were especially extensive and were devoted almost entirely to a detailed treatment of the various academic subjects then being taught in the high schools. Bound separately, as in 1902 and 1903, these outlines of courses of study for 1910 were distributed widely throughout the country.

The first list of secondary schools recommended for accrediting appears in the *Proceedings* for 1904. True, a smaller list had been presented to the Association in 1903, but because it was only a "partial list" it was not printed or even accepted by the Association at that time. It is in this volume (VIII) that the long running discussion between President Draper (opposing accrediting) and Dean Judson (favoring accrediting) is reported. It covers thirty pages of print and gives the pros and cons of the issue very pointedly. In 1904, the Board of Inspectors, now enlarged to include

"all official inspectors representing the states and institutions of the Association," came forward with a truly representative list of secondary schools, together with a statement of the basic principles that had guided them in selecting such schools for the honor of accreditation. Much the same situation existed in 1905. But in 1906 the Board of Inspectors appears to have acquired more confidence in itself and its judgments, for at that time it presented, in serial order, a complete list of standards for accrediting schools.

Here matters rested for several years, the policies governing the issuance of the *Proceedings* varying somewhat with the personal biases of the secretary of the Association who edited them. Instead of publishing the complete stenographic reports covering every phase and every item of the Association's work, a certain amount of discrimination was now exercised, and the size of the volumes became proportionately smaller. As time went on, however, the printed lists of accredited secondary institutions came to be regarded as the most immediately important and immediately needed portions of the published material. Colleges and universities wished to have these data as early as possible, in order to be guided by them in their admission practices. Likewise the high schools themselves now looked forward with eagerness to seeing the annually revised rolls of honor institutions. As a result it soon became customary to publish preprints of the list of accredited schools shortly after the adjournment of the annual meeting, and to distribute the leaflet widely. Later in the year the list was also published in the *Proceedings*.

STATISTICAL ANALYSES

For several years after the Board of Inspectors began the practice of sending out blank forms to be filled in by institu-

tions for accrediting purposes, little or no use was made of the returns once they had been scrutinized with that objective in view. Instead, these reports had usually been destroyed or else filed away never to be examined again. When C. O. Davis became secretary of the Board in 1913, he questioned the wisdom of discarding these reports, and began the practice of making statistical summaries from them and of seeking to deduce new guiding principles based on them. In consequence, the older four-page leaflets containing merely the bare lists of schools and standards were expanded greatly. In time, these statistical summaries made by secretaries became still more elaborate. Then possibilities of more extended analyses were recognized, and the question was asked: Would not a wealth of helpful information be obtained if the secondary schools, once in five years, were to fill out blank forms relating to a variety of detailed organizational and administrative practices? The Association thought the idea a good one. Hence the so-called Quinquennial or Five-Year Reports came into use—reports that had no direct bearing upon accreditation questions but ones that did nevertheless yield extensive factual data relating to current procedures of many sorts. These reports were put into summarized form and published—often as separate bulletins of the Association.

But once again interest expanded. Instead of making an elaborate general report once in five years, schools were asked to participate in a series of *Special Studies*—one such study to be made each year. This practice has continued almost without interruption up to the present. A list of the more important investigations of this kind is included in Appendix E, pp. 248-62.

Meanwhile, almost immediately after the adoption of the new constitution in 1916, both of the other two Commissions—the Commission on Institutions of Higher Education and the Commission on Unit Courses and Curricula—began to follow the lead of the old Board of Inspectors and to plan special studies of their own. In time the stream of these investigations and reports, sponsored by all three commissions, became so swollen that additional changes in publication policies were necessitated. To include everything in one volume of *Proceedings* made that volume unwieldy. Furthermore, there was no good reason why all materials relating to the Association had to be distributed to the members on the same date. Surely, it was held, the more formal papers could wait publication for a spell. In consequence it was decided to issue the *Proceedings* in two parts—Part I, containing the accredited lists and items of immediate importance, to appear as soon after the adjournment of the annual meeting as possible; and Part II, containing other material, to be issued in the late summer or fall. This new policy went into effect in 1921. In reality, however, it was but an expansion of a policy that had been followed, in a small way, since the first creation of a Commission in 1902.

But the publication of the *Proceedings* in two parts did not prove to be entirely satisfactory. Committees of the Association continued to multiply and to bring out voluminous reports which they wished to have printed. In 1924, for instance, the copy submitted for publication was so extensive that not two, but three parts of the *Proceedings* had to be issued. Then it was that the decision was made to establish a magazine that should appear four times a year and be the official organ of the Association in all respects. The new pub-

lication was styled the *North Central Association Quarterly*. The four numbers of each volume are published respectively in July, October, January, and April.

ESTABLISHMENT OF THE QUARTERLY

To supervise and direct the work of the new magazine an Editorial Board was established. This board consists of seven members—the president, the secretary, and the treasurer of the Association, the three secretaries of the Commissions, and a managing editor selected by the Executive Committee. The first Editorial Board organized itself in the spring of 1926 and named Professor Calvin O. Davis, of the University of Michigan as managing editor. For twelve years previously, Professor Davis had been secretary of the Board of Inspectors and its successor, the Commission on Secondary Schools, and as such had edited all materials emanating from those bodies during that time. Furthermore, as secretary he had largely directed the work incident to the Quinquennial Reports and the earlier Special Studies and had seen to their publication and distribution. Immediately upon his appointment as editor of the *Quarterly* he assumed his new duties and continued in the position until his retirement from active service with the University of Michigan in 1941.

Under the general policies adopted for the *Quarterly*, the July issue always carries the lists of accredited institutions, the standards for accreditation, the annual reports of the secretaries of the two Commissions which deal directly with accrediting affairs, the Official Roster giving complete lists of the officials of the Association, and usually one or more of the addresses delivered at the annual meeting. The second or October issue usually contains the complete list of com-

mittees and subcommittees, certain reports made by such committees, significant excerpts from the official minutes of the Executive Committee, and like items. The other two numbers of the *Quarterly* contain the longer special studies made during the year, certain addresses delivered at the annual meeting, and miscellaneous materials. Reprints or preprints of significant studies, reports, and addresses are also usually made.

The *Quarterly's* general policies include the mailing of copies of each issue to all member institutions, in numbers proportionate to the dues paid by them. Thus universities receive four or five copies, colleges two or three copies, and secondary schools one copy. Copies are also sent gratis to honorary members, to certain officials in state educational offices, to the editors of "exchange" magazines, and to the presidents and secretaries of other regional standardizing agencies. The *Quarterly's* subscription rate is \$5.00 a year, with a special rate of \$2.00 to libraries and to individuals connected with institutions accredited by the Association. The magazine carries no advertising matter, nor does it generally solicit or accept manuscripts not emanating from its own membership or sponsored by its own committees. The *Quarterly* is solely and distinctly the official organ of the North Central Association.

With the retirement of Professor Davis from active duties in 1941, Dr. Harlan C. Koch of the University of Michigan was elected managing editor of the *Quarterly*. Under his supervision the character of the publication was somewhat changed. Among the modifications started, the following may be mentioned: (1) more space than formerly is given to editorials; (2) a new section styled "Professional Adven-

tures in North Central Circles" is devoted to brief accounts of activities newly undertaken in various school systems within the territory; and (3) rather extensive "Book Reviews" rather than brief "Book Notices" are published. In short, under the new editorship the *Quarterly* has assumed a slightly more general character than previously, thus making its appeal to a wider circle of readers.

OBJECTIVE STUDIES AND REPORTS

The scientific movement in education began about the year 1910. Soon thereafter the North Central Association found itself deeply engrossed in it. But for the first few years after this date its undertakings were conducted chiefly by a few individual members acting more or less independently rather than as a concerted body. Among these early investigators were Charles H. Judd, Walter A. Jessup, and Lotus D. Coffman, and their studies were financed and published, at least in part, by the North Central Association.

In 1913 Dr. Judd, as Secretary of the Commission on Colleges and Secondary Schools, gathered data from higher institutions on a large number of administrative topics: admission requirements, graduation requirements, graduate study, character of classes, faculty ranks, training of faculty members, etc. This analysis, consisting of thirty-two pages, was printed by the University of Chicago Press as one of that institution's *School Review* Monographs.

In 1914 Dr. Jessup and Dr. Coffman prepared a detailed study entitled "North Central High Schools." This study constituted the thirteenth yearbook of the National Society for the Study of Education, and was reprinted by the University of Chicago Press in the interest of the North Central

Association. The bulletin covers forty-four pages. One year later, in 1915, Dr. Judd prepared for the Commission another elaborate study (130 pages) entitled "A Study of the Colleges and High Schools in the North Central Association." This study contained fifty-six statistical tables dealing with all phases of institutional organization and administration. It was published as *U.S. Bureau of Education Bulletin*, 1915, No. 6.

The yearbooks of the National Society for the Study of Education in 1915, 1916, 1917, 1918, and 1919, in particular, developed out of studies and reports sponsored at least in part by the North Central Association.

In 1917 the Commission on Secondary Schools was given permission to make a detailed study to supplement the work done by Judd, Jessup, and Coffman in 1914 and 1916. This study, prepared by C. O. Davis, Secretary of the Commission was entitled "The Accredited Secondary Schools of the North Central Association" and, like the previous studies, went into much detail in setting forth comparative data. It was published as *U.S. Bureau of Education Bulletin*, 1919, No. 45, contained 137 statistical tables and 54 charts, and covered 140 printed pages. In 1925, a similar study was prepared by the same person and published by the Association. This study covered eighty printed pages and dealt with the same general topics as the earlier studies.

From this time forward it was quite common for the three Commissions to sponsor such objective studies. The longer and more significant studies thus sponsored are listed in chronological order with brief annotations, in the Appendix, pp. 248-62.

INTERPRETIVE ARTICLES

There is another type of published articles scattered through the printed pages of the Association's records. These papers may perhaps best be classified as interpretive articles. That is, they are based on scientific or objective data but, for the most part, are concerned with the general application of principles thought to inhere in such data, and not directly either with the collection of facts or the establishment of new hypotheses. Such quasi-scientific articles are those seeking to evaluate educational practices reported by others, to describe certain educational experiments conducted by authorized agencies, or to elaborate some theory, ideal, or hope which has developed in the mind of the speaker or writer out of a long series of meditations. Here again it is not feasible to list all these articles in this history. Suffice it therefore to mention in the Appendix (pp. 263-65) representative ones which have been published in the *Quarterly* during the past dozen years.

BOOKS AND PAMPHLETS

One other aspect of the Association's publication policies remains to be mentioned. The Commission on Unit Courses and Curricula created in 1916 has devoted an inordinate amount of time and energy to its problems. It has dealt with both the quantitative and the qualitative character of high school subjects of study. In doing this, scarcely a field has been left untilled. Its policy has been first to work out tentative subject-matter units; then to have these used and criticized in various selected schools; then to revise, test, and re-revise the materials for a year or more; and lastly to issue its finished products in booklet forms for general adoption.

After working on curriculum questions for fifteen years the Commission gathered all of its accumulated conclusions and recommendations into one volume comprising more than 400 pages. This volume, entitled *High School Curriculum Reorganization*, was published by the Association in 1933, and in less than eighteen months every copy of the issue of 2,000 was sold.

More recently the Commission has given its attention to the production of a number of "Experimental Units" in various subject-matter fields. After publishing two or more of these books independently, the Association surrendered the responsibility for further printings to a commercial publisher on a royalty basis. Under the terms of the agreement, the Commission prepares the materials, while the publishing house looks after the matter of printing, advertising, and distributing. Ten such experimental units have been published, while others are in preparation. The titles of the completed volumes are: *Why Taxes? Civil Service, Government in Business, Democracy and Its Competitors, Housing in the United States, Defense of the Western Hemisphere, Youth and Jobs, In the Service of Uncle Sam, Latin America and the World Struggle for Freedom*, and *Conservation of Natural Resources*. Three other units which are in preparation are: *The United States and World Peace, Minorities*, and *Current Concepts in Geography*. Moreover, subcommittees have recently been appointed to draft units on *Spending the Family Income* and on *Science*.

In addition to the work done on experimental units, the Commission has recently prepared and published three books: *A Functional Health Teaching Syllabus, A Guide to Modern Biology*, and *General Education in the American*

High School. It also has published or will soon publish the following books or pamphlets: *Procedures and Techniques for In-Service Training of Teachers in Secondary Schools*, and *A Guide to Better Practices*—a pamphlet relating to certain agencies employed in the subject-matter preparation of teachers.

The real purpose of the Experimental Units was to discover, if possible, "the type of material which could be produced in classrooms and used in leading high school students into a study of the real issues of American life." The compelling thought behind the movement was the conviction that many high school textbooks are too theoretical in their approaches and discussions and that supplementary materials, presented in specific, concrete form, are needed. The Committee charged with the preparation of these units emphatically disclaims that it is primarily a producing committee for the development of textbook materials but is rather "a research and study committee which produces materials only if there seems to be a clear justification for them on the basis of deficiencies in existing material." The assumption of the Committee that such units are needed is evidenced by the wide sale of them among school people. In the one royalty year, November 1, 1940, to November 1, 1941, a total of 23,631 copies of these pamphlets were sold, bringing to the Association more than \$2,000 in royalties. In November 1943 the publishing company reported total sales of more than 107,000 copies of the eight units published previous to that time, the one unit *Democracy and Its Competitors* having sold nearly 40,000 copies and two others, *Why Taxes?* and *Civil Service* each having sold nearly 20,000 copies.

Two of the Commission's larger publications, *A Functional Health Teaching Syllabus* and *A Guide to Modern Biology*, are really workbooks. They present many vital activities for high school students in the health area of instruction. The third publication, *General Education in the American High School*, is designed primarily "for the use of faculty groups in the study and improvement of their school programs." It seeks to interpret and evaluate general educational practices and to offer suggestions for the improvement of high school programs of work. Following the publication of this volume, the Committee turned its attention to the general educational needs of youth for the period immediately connected with the war and its after-conditions.

GENERAL INDEXES

Strange as it now appears, no volume of the *Proceedings* before 1911 contained either a table of contents or an index. Partially to compensate for this omission the 1908 *Proceedings* has a 38-page General Index in which the previously published addresses and reports are listed. Since 1911 each volume has carried its own sets of references, and from time to time partial general indexes have also appeared. Beginning with the establishment of the *Quarterly* in 1926, each number has included a complete table of contents, and the last number of each volume has carried the index for that volume. In the *Quarterly* for September 1927 (Vol. II, No. 2) there appeared a complete index of all materials published by the Association between 1895 and 1926.

After the first decade of the *Quarterly's* existence a ten-year general index to its issues was compiled and published

in October 1936 (Vol. XI, No. 2). In addition to these indexes there may be found chronologically, in various issues of the *Quarterly*, lists of officers running from 1895 down to the present.

In 1932 the Association published a leaflet bearing the title *Pertinent Facts*, later reprinted. The purpose of the undertaking was to furnish interested persons with a convenient handbook of information respecting the Association and its work. More than twenty thousand copies of this leaflet were issued and distributed freely to schools, colleges, and individuals throughout the country. A similar leaflet bringing Association facts up to date has recently been authorized by the Executive Committee.

OTHER PUBLICATION POLICIES

Perhaps in closing this chapter brief reference should be made to a few other publication policies which have been in effect almost, if not quite, from 1895. Among these policies or customs are the following:

1. It has been customary to appoint each year a Committee on the Presidential Address and of publishing the report made by this Committee. It is presumed that the presidential address will deal with Association problems and will offer suggestions for new approaches to them. The function of the Committee on the address is to evaluate the proposals made and to formulate recommendations for putting them into practical effect. Not infrequently the reports of these committees have been very brief indeed and have done little more than to offer general commendations. Often, however, the committees have made recommendations of far-reaching importance—recommendations that have later

engaged the attention of the Association for a number of years.

2. Each year from 1896 to the present the *Proceedings* (or the *Quarterly*) has carried a Report of the Treasurer and a Report of an Auditing Committee charged with the duty of scrutinizing the treasurer's books. Certain details respecting these matters are given in Chapter VIII of this study. Suffice it, therefore, to say here that these reports have always been presented in good form and in adequate detail.

3. As would be expected, each year in the Association's history it has been considered desirable to appoint special committees to investigate and report on a variety of matters. The *Proceedings* carry the names of all members of these committees and at least a brief statement of the reports made by them. Typical of such committees have been: (1) Committee on Time and Place of Annual Meeting, (2) Committee on the Advisability of Incorporating the Association, (3) Committee on Cooperation with the U.S. Office of Education, (4) Committee to Extend Words of Appreciation to Visiting Speakers, (5) Committee on Athletic Policies, (6) Committee on Nominations, (7) Committee on Resolutions, and (8) Committee on Banquet Arrangements.

S I X

The Work of the Commissions

ALTHOUGH the Association has had committees known as commissions since the early years of its history and had established a permanent Commission on Secondary Schools in 1901, it was not until the adoption of the revised Constitution in 1916 that the three powerful, semi-independent agencies known today as *The Commissions* came into existence. The names of these commissions are respectively (1) The Commission on Colleges and Universities, (2) The Commission on Secondary Schools, and (3) The Commission on Research and Service. The organization of these commissions has been discussed in Chapter III, as have the general responsibilities of each. The account in this chapter deals in somewhat greater detail with their history and activities.

The Commission on Colleges and Universities

The main functions of the Commission on Colleges and Universities (formerly called the Commission on Institutions of Higher Education) are to prepare standards for accrediting colleges and universities, to supervise the inspec-

tion of such institutions as seek accreditation, and to submit recommendations to the Executive Committee for action upon these requests. In order to carry out these assignments the Commission has been authorized by the Constitution to "receive and consider applications and reports from colleges and universities within the territory seeking approval for membership in the Association." Under this sweeping provision the Committee is free to request statements covering almost any phase of college or university work about which it sees fit to inquire. As a result it has, since 1916, undertaken numerous elaborate studies of such matters as organization, administration, financial resources, faculty personnel, library and laboratory equipment, and like topics. From these investigations have come many highly interesting and deeply significant reports which in turn have led to modifications of policies, standards, and procedures. The *Triennial Reports*—very detailed reports made by colleges and universities every three years—started the movement. Then followed in succession special reports dealing with such topics as graduate degrees, evening education, costs of instruction, teaching load, faculty scholarship, financial resources, and athletic policies. In 1926 the Commission also undertook the practice of making surveys of membership institutions that appeared not to be fully meeting the adopted standards.¹

These many new ventures required, of course, the expenditure of considerable sums of money. The personnel and

¹ A "survey" was merely a substitution for the older more or less formal "inspection." It was based on the realization that some institutions not conforming literally to all the published objective standards might nevertheless be doing creditable work. A sympathetic survey, it was thought, would determine the degree of this excellence.

the physical equipment of the Secretary's office in particular had to be augmented, the increased traveling expenses of investigators had to be met, and the enlarged printing bills for official forms and reports had to be paid. In consequence, the annual budget for the Commission had, of necessity, to be greatly expanded. For certain years during the decade from 1930 to 1940, this budget ranged from \$5000 to \$9000. While funds for some of the larger expenditures were provided, in particular instances, either by the Carnegie Foundation or by the General Education Board, these benefactions were not adequate for all purposes. Beginning in 1930, therefore, the annual dues of institutions of higher education were once more increased. As set at that time, the dues became \$50 for four-year institutions, and \$25 for junior colleges. These membership fees continue at present.

THE PROBLEM OF FINAL AUTHORITY

One standard which caused considerable friction in the Association almost from the time the practice of accrediting institutions of higher education began in 1912 related to the amount of productive endowment a corporate institution was required to have before being eligible for approval. At the outset this had been set at \$200,000, and the new Commission was disposed to hold strictly to the letter of the regulation.¹ But many a college found difficulty in substan-

¹ Dr. H. M. Gage says that this requirement of an endowment of \$200,000 was an artificial and arbitrary standard which harked back to a statement once made by President Jesse of the University of Missouri a number of years previously. On one occasion, while he was discussing the function of a college, some one in the audience asked him to define a college in specific terms. In his reply Dr. Jesse contended that a college was an institution having (among other characteristics) eight professors, to each of whom was paid a salary of \$1,500. Hence, he argued, an endowment of \$200,000 invested at 6 per cent interest would exactly yield the amount needed. Thus was the standard set.

tiating its claims to an endowment of that size; much depended on the methods of computing values. At length the issue resolved itself into the question of final authority on the matter. Was it the Commission, or the Executive Committee, or the Association as a whole that had the last word in the controversies? For some time, even before 1916, individuals dissatisfied with committee recommendations had taken their cases to the floor of the main body. Frequently hours of time were consumed in more or less futile efforts to explain away the alleged weaknesses connected with their institutions. Often debate became bitter and lasting ill-feelings were engendered.

It was with these facts in mind that the committee which drafted the new constitution in 1916 had sought to establish barriers which would forever check abuses of this nature. To do this, final authority in accrediting of institutions had been placed, so it was supposed, entirely with the Executive Committee. Unfortunately the wording of the Constitution was not unambiguous. One sentence specified that the Executive Committee "shall receive the lists [of institutions recommended for accrediting] prepared by the Commissions on Institutions of Higher Education and Secondary Schools, shall pass on these lists; shall cause them to be published, and shall hear and determine appeals, if any, against the findings of these Commissions" (Article V, Section 3). But a concluding sentence in the same section read: "All the acts of the Executive Committee shall be subject to revision by the Association"—a statement of principle that had been regarded as a cornerstone of the organization since its establishment in 1895.

For some time after 1916 no attempt was made to settle the issues involved in these paragraphs. No doubt the leaders

hoped that gradually the floor debates would cease and the Executive Committee would quietly assume complete final power over accrediting. But such was not to be the case. Controversies continued, and in 1924 the problem arose again in rather difficult form. At the time Professor Charles H. Judd was president of the Association and, since he had been a member of the committee that had drawn up the new constitution, he held decided views regarding the intent of the framers of that document. To him the lengthy floor discussions over the status of particular institutions were unseemly, if not disgraceful. In this view he was ably supported by Dean K. C. Babcock of the University of Illinois and by other members of the Commission. But clearly, accreditation judgments depended largely on the standards that were used. If the standards could be lowered somewhat or be modified in certain specific ways, institutions that might otherwise fail of recognition might gain the approval of the Association. Hence the question of final authority respecting accreditation was coupled with the question of final authority regarding the making of standards.

When a decision on the two issues was demanded in the annual meeting of 1924, an appeal from the findings of the Commission and the action of the Executive Committee in upholding the Commission's recommendations was taken to the Association itself. There Professor Judd definitely and positively ruled (and later he was sustained in his ruling) that the Commission alone had authority to fix standards and the Executive Committee alone had final authority to hear and act upon appeals. All that the Association as a whole could do, said he, was to approve or reject the standards presented to them by the Commissions; the Association as a whole could not amend or rewrite them.

Slowly, after this date, open opposition to the policy thus interpreted and emphasized by Dr. Judd died down. Today no one questions the wisdom of the procedures adopted. Indeed, the revised Constitution of 1942 gives the Executive Committee "final authority" respecting appeals. Since, too, Dr. Judd's ruling regarding standards has never been changed, that interpretation still stands.

THE PROFESSIONAL TRAINING ISSUE

Another matter that bobbed up repeatedly in the Commission pertained to professional training for college teachers—particularly for instructors of freshman and sophomore classes. As early as 1914 the Board of Inspectors had adopted a standard prescribing at least 11 hours of Education for high school teachers, and in 1925 this requirement was raised to 15 hours. Meanwhile school men kept asking, "Why does not the Higher Commission take the same progressive step regarding instructors in college?" Indeed, at one of the sessions of the Commission on Secondary Schools that body had drawn up and passed a resolution petitioning its sister Commission to do this. Even within the Commission on Colleges and Universities itself the secondary school members—and in some instances the college members—frequently gave voice to the demand. But the more conservative forces within that body were not persuaded. As a result no such regulation was ever written into the standards of this Commission.

INSTITUTIONAL EXPERIMENTATION

In 1926, or slightly before, the Commission began the practice of allowing selected institutions to engage in vari-

ous types of administrative and curricular experimentation. In time the number of such experiments going forward in any particular year was fairly large. For the most part these experiments involved some relationship between the upper years of the high school and the first or second year of college; such, for example, as double registration of students in the two types of institutions, the fusing of high school courses with college courses, or the shortening, by a year or so, of the time needed for graduation from the two institutions. Among the institutions in which such experiments were authorized were Cornell College, Stephens College, Joliet College, the University of Chicago, Iowa State Teachers College, the Tulsa public schools, the Gary public schools, Little Rock College, the Kansas City public schools, Colorado State College of Education, and the Chicago Junior Colleges. Whenever educational experiments of the sorts mentioned were permitted, advisory or supervisory committees from the Commission or the Association were always appointed to oversee the work. These Committees were then expected to visit the institutions assigned to them, inspect the plans and processes proposed, offer such advice and criticisms as seemed pertinent, and report their findings and judgments to the Commission. As a rule, these several experiments were permitted to run for from three to five years, and from them have come a number of general educational reforms. The Commission has sometimes been embarrassed, however, by requests for the approval of experiments which, it seemed obvious, were instituted chiefly for advertising purposes or with the idea that they might serve to strengthen the institution's standing before its constituents and thus perchance help preserve its precarious existence.

THE JUNIOR COLLEGE PROBLEM

In recent years problems relating to junior colleges have assumed new and complicated aspects. Such institutions have always been members of the Association, even from the earliest date of its foundation. In fact, Mr. Carman, representing Lewis Institute, Chicago—an institution of junior college grade—attended the organization meeting of the Association in 1895 and for seven years thereafter was the Association's treasurer. For twenty years or more after that time no serious question arose concerning the status of these institutions. But when the public high schools began to extend their programs of work upward to include the thirteenth and fourteenth years of the system, certain queries were posed. For example, it was asked, "Should such advanced grades be organized completely separately from, say, grades eleven and twelve? If not, whose function was it to inspect and certify the school for accrediting—the Secondary Commission's or the Higher Commission's?"

In discussing these problems in 1924, the Commission on Higher Education proposed that to be eligible for recognition any public junior college must needs be completely separate from the high school, not only in respect to its teaching personnel but also in respect to its housing facilities, its equipment, and its administration. To many persons this proposal seemed an unfortunate step backwards, a holdover of a principle that had been put into operation years before when certain four-year colleges had had preparatory academies or departments attached to them. At that time, said the objectors, the regulation was defensible, but since the alleged evil had long since been corrected in those cases, the standard ought not now to be imposed upon public school

systems. Especially forceful in his denunciation of the proposal was Superintendent L. W. Smith, head of the Joliet Junior College. He declared that any attempt to keep the public high school separate in organization and administration runs counter to the entire trend of educational theory; that for years, America had been seeking to close the gaps in its school system and to bring about a closer articulation between its several subdivisions; and that to adopt the proposal as suggested would put school administration back a long way. Others, too, supported this view, and in the end the proposed legislation was defeated. For some years thereafter the status of junior colleges remained unclarified.

But junior college issues would not lie dormant. Difficult problems respecting them continued to arise, and jurisdictional questions pertaining to them became more and more complex. Repeatedly independent committees, and later joint committees, of the commissions on secondary and higher institutions wrestled with the conditions and each made recommendations based on its analyses. Finally, in 1940, the labors of these committees were brought to a workable conclusion. Under an arrangement approved by the Association a junior college is to be classified either as Type I (wholly independent of the high school in respect to its organization and administration) or as Type II (partially combined with the high school in these respects). Type I is declared to be completely subject to the regulations of the Commission on Colleges and Universities; Type II is regarded as being subject to the regulations of the Commission on Secondary Schools in some respects, and under the regulations of the Commission on Colleges and Universities in certain other respects. For the handling of accreditation

matters pertaining to an institution of Type II, joint action on the part of the two Commissions is prescribed. Further, junior colleges of Type I are, if accredited, to be listed solely as institutions of higher learning; if of Type II, they are to be listed also as institutions of secondary rank.¹ Still further, no new institution of either type is henceforth to be accredited until after a careful survey of its work has been conducted; and for this survey, a charge of \$200 is to be made. The latter regulation was enacted partially to forestall having an institution which cannot qualify as a four-year college seek to be classified as an accreditable junior college without further consideration of its organization and work.

RECENT ACTIONS

During the period since December 7, 1941, the Commission on Colleges and Universities has concerned itself deeply with wartime problems, particularly those relating to the acceleration of programs of higher education and the adjustments of credits for individuals entering military service or industrial work closely connected therewith. Early in 1942 this Commission, jointly with the Commission on Secondary Schools, presented to the Executive Committee certain policies pertaining to the entire problem. Later in that year and again in January 1943 these proposals were supplemented by other sets of recommendations.²

In October 1943 the Commission's Board of Review considered the matter of credit for educational experiences

¹The two Commissions engaged cooperatively in working out a set of criteria especially applicable to Type II junior colleges. Their report was published in the *North Central Association Quarterly*, XIX (October 1944), 192-209, and will be considered for adoption at the 1945 annual meeting of the Association.

²The policies adopted at these times are discussed briefly in Chapter VII.

gained under military auspices. Considering the problem one of immediate nationwide interest, the Board appealed to the American Council on Education and requested that body to work out a procedure for the guidance of institutions. At the same time, the Board urged the Executive Committee of the North Central Association to appoint a committee to study the problem and to draft a statement of policy for the immediate guidance of institutions within the Association.

In January 1944 statements both from the American Council on Education and from the special committee of the North Central Association were presented for discussion. Immediately the proposals of the American Council were given tentative approval, with the understanding that further study of the matter would follow. Soon thereafter, this was done and a somewhat detailed body of proposals was presented. Briefly stated, the suggestions of the American Council were these:

1. Credit not exceeding one-half semester to be given for the military service basic training courses.
2. Credit for work done in the Armed Forces Institute to be recognized in accordance with individual achievements in the Army's General Education Development Examination.
3. Credit for work completed in extension courses given by recognized colleges and universities in cooperation with the military forces to be granted on the basis of policies adopted by individual institutions.
4. Credit for extension courses offered in the U.S. Armed Forces Institute and pursued independently or in locally organized classes to be granted on the basis of examinations in the appropriate subject-matter fields.
5. Credit for technical and vocational experience gained through the training programs of the armed forces to be allowed in accordance with demonstrated competence in the fields covered and in accordance with the regular established standards of the collegiate institution concerned.

6. Credit for competence gained in academic fields more or less incidentally to be granted only upon examination by a qualified agency.

7. Credit for specialized Army and Navy educational programs of college grade carried on under the auspices of colleges and universities to be determined by each institution in accordance with its usual policies.

8. All credits to be officially recorded by an institution only for students who have been or are in residence.

Simultaneously with this issuance of advice respecting the granting of college credit for military service the American Council on Education presented a proposal for the granting of credit for educational experience gained by civilians in war industries. Briefly stated, this proposal was as follows: Credit should be given civilians who have gained experience and training in war industries or in other civilian vocations worthy of recognition by colleges, provided they demonstrate competence by means of examinations "on parallel forms of the U.S. Armed Forces Institute Examinations."

All the above proposals of policy were later accepted in principle both by the Commission and by the Association.

Two other statements of wartime policy have likewise recently been adopted by the Commission. These are:

1. "To accept no [new] applications for accreditations for the duration of the war except in special cases . . . approved by the Board of Review."

2. "To cooperate with the United States Office of Education in a series of state and/or regional conferences" for the purpose of studying plans for postwar education.

OFFICERS OF THE COMMISSION

It is, of course, not feasible in a history of this sort to list the names of all members who have been elected to the

Commission throughout the years of its existence. However, the individuals who have served as chairmen and secretaries respectively may be given.

Chairmen: C. H. Judd, University of Chicago, 1916-1924; E. C. Elliott, Purdue University, 1924-1928; H. M. Gage, Coe College, 1928-1940; J. L. Seaton, Albion College, 1940-1944; A. H. Upham, Miami University, 1944—

Secretaries: K. C. Babcock, University of Illinois, 1916-1925; G. F. Zook, University of Akron, 1925-1932; G. A. Works, University of Chicago, 1932-1938; A. J. Brumbaugh, University of Chicago, 1938-1944; John Dale Russell, University of Chicago, 1944—

The Commission on Secondary Schools

Historically speaking the Commission on Secondary Schools is but an extension and enlargement of the earlier Board of Inspectors, first established in 1902. Like the other two Commissions existing today, it became a quasi-independent agency with the adoption of the new constitution in 1916. For some time after that date it followed with little change the policies that had been promulgated earlier, and it continued to enforce standards of accrediting that differed but slightly from those that had been employed previously for a dozen years or more. But as social conditions changed, as public high schools continued to grow in numbers and size, and as investigations revealed new and more intricate educational problems, the Commission notably modified its policies and its regulations. More and more items entered into the make-up of the inspectors' report forms, and new requirements of many sorts were set for the schools to meet.¹

¹ The origin of the Commission's Board of Inspectors and the gradual development of sets of accrediting standards are described at length in Chapter IV.

THE HIGH SCHOOL REORGANIZATION MOVEMENT

Among the first matters to engage the attention of this Commission—a topic that was simultaneously taken up by the Commission on Unit Courses and Curricula—was that relating to the junior high school. As early as 1893—two years before the North Central Association was founded—the well-remembered Committee of Ten, representing the National Education Association, had started a concerted movement looking toward the complete reorganization of the public school system. By 1910 this movement was well under way in America and the junior high school, as a new division of the reformed plan, began to take definite shape.

At least as early as 1914 the North Central Association had begun discussions of this new unit of the school system and had in that year appointed a committee to study and report on policies regarding it. This report, entitled "A Suggested Plan for Reorganizing the American High School," was accepted and placed on file by the Association, and the Committee was ordered continued. The next year the same actions were taken. But in 1916, when it was shown that 46 junior high schools already existed in North Central Association territory, the Commission entered upon an analysis of the situation with renewed zest. For the most part it concerned itself chiefly with the problems of organization and administration of the new school unit, leaving to the Commission on Unit Courses and Curricula the task of dealing with subject-matter content.

In 1918 a rather detailed statistical study of the reorganization movement was made. This investigation showed that 293 school systems in the North Central territory had already departed from the old 8-4 plan of organization and that most of these systems had some form of a junior high

school. But it was very evident from this report that there was much confusion in the public mind over the whole matter. As the writer of the report said, “. . . approximately 15 percent of the whole number reporting are deceiving themselves with names—are mistaking the husk for the kernel—and have need of much instruction.”

Following this report the Commission immediately set about defining a junior high school. As thus conceived, such a school consisted of “the ninth grade combined with the eighth grade, or with the eighth and seventh grades, in an organization distinct from the grades above and the grades below.” The next year (1919) a still more inclusive definition was framed and in 1920 tentative standards for evaluating a junior high school were drawn up and approved. But here the machinery of junior high school standardization was slowed down. It was held by many that the time was not yet ripe for such action. To standardize, they said, would tend to check experimentation and the reorganization movement was as yet too young for this to happen advantageously.

But the proponents of the reform did not cease from their efforts. In 1921 the Commission appealed to the Association to set up standards for “recognition”—not accreditation—of junior high schools. This attempt also failed. Then, in 1923, a request was made that the Association restate entrance requirements to colleges so as to include only 12 units—these to be gained in grades ten to twelve. When this proposal was also voted down, the Commission adopted a resolution asking for an “alternative” system of entrance requirements, one set of standards to be based on four years of high school work and another on three-year senior high school credits. Once again the petition was denied, but somewhat later the goal was partially achieved. Today the Commission recog-

nizes three-year senior high schools, four-year high schools, and five-year and six-year undivided schools.¹ Even yet, though, the Association takes no direct cognizance of segregated junior high schools.

Among the early leaders in the North Central Association's support of the school reorganization movement were Milo Stuart, C. H. Johnston, Frank Pickell, C. H. Judd, J. B. Edmondson, C. O. Davis, H. G. Childs, Thomas Gosling, A. A. Reed, and J. D. Elliff.

TEACHER TRAINING PROBLEMS

Another ideal which this Commission has striven to achieve is the superior academic and professional training of teachers. In the first set of standards proposed in 1902, a bachelor's degree was prescribed for all who taught the so-called academic or college preparatory subjects. At the same time the Commission recommended, but did not require, that such teachers should have had some training in Education, or "pedagogy" as it was then called. No concern was felt at the time for the vocational teachers, since only rarely was credit in nonacademic work anywhere accepted for admission to college. By 1910, however, the Board of Inspectors felt the times were ripe for new advances. They strongly recommended, therefore, that some action be taken in respect to both these matters—professional training for academic teach-

¹ In 1920 a committee of the Association reported that in North Central territory there were 170 three-year junior high schools, 77 three-year senior high schools, and 100 five-year and six-year high schools. The other schools were the old-type four-year institutions. In 1943 the numbers of "reorganized" schools accredited by the Association was 1148, or 38 percent of the total. Of these, 720 were five-year or six-year unsegregated schools and 428 were three-year senior schools. Since each senior school of this sort presupposes one or more junior high schools in the same system, the number of the latter must have been close to 1000.

ers and collegiate training of some kind for vocational teachers. Still nothing happened. But in 1914 a statement appeared in the standards of accrediting which read: "After 1915 the preparation of the teacher [of academic subjects] shall include at least eleven semester hours in education. This shall include special study of the subject matter and pedagogy of the subject to be taught. Such requirements shall not be construed as retroactive."¹ Thus, after more than twelve years of agitation and effort on the part of a few leaders—mostly men on the Board of Inspectors—the professional training of secondary school teachers was recognized as not only desirable but essential.

Following the action just described, a new question arose: What courses were to be accepted as meeting the requirement in professional training? Certainly at that time there was no uniformity of terminology or content regarding what were called "professional courses" in most of the colleges or universities. What was recognized as Education in one institution was not necessarily so classified in another institution. At last the Commission settled the matter for itself by declaring it would regard as Education—and hence as professional training—only such courses as were listed as Education by the colleges giving them. This procedure solved the problem and seems to have been an acceptable way out of the difficulty.

¹ This eleven-hour requirement was adopted from a practice which at that time prevailed at the University of Michigan. There a legal teacher's certificate was based on college graduation, including eleven hours in pedagogy. A professor's usual teaching schedule called for ten hours per week. But in addition to courses in the history and philosophy of education totaling ten hours, it was customary for the professor of education to offer a one-hour course in "Practical Problems." Hence the requirement of eleven hours for the certificate.

But eleven hours of professional training did not satisfy the reformers. In consequence, higher standards were soon again advocated—this time the demand was for 15 hours of such training. Finally, in 1923, the Commission took positive action and approved a standard to that effect. But once more there was intense opposition to the proposal. In particular, Jean R. C. Flickenger of Northwestern University protested the decision on the floor of the Association. Although his protest was overruled, the Commission, in order to test popular sentiment, agreed to conduct a referendum vote on the issue. As a result a very substantial majority of all members of the Association gave approval to the change and on September 1, 1925, the new standard went into full effect. It was, however, made to apply only to teachers of academic subjects and to the "supervisors" of such teachers; i.e., to principals and, in some cases, to superintendents. The so-called vocational teachers were exempted from its provisions.

The Commission also submitted two other matters to a referendum vote this same year. These were (1) What phases of education should be stressed more than is the common practice, and which less? and (2) Should the North Central Association take the lead in establishing a reasonable norm of professional credits to be required in all states? Returns on the first question showed a heavy affirmative vote for practice teaching and methods, and a somewhat negative vote for the history of education, administration of education, and educational psychology as these three subjects were then being taught. The vote on the second question was fifteen to one in the affirmative, but the Association never took positive steps to carry the plan into effect.

In 1928 the Commission prescribed that no teachers would

be permitted to teach subjects other than "in the fields of their major or minor specialization in college preparation." A minor was then defined as 10 semester hours, but a year or so later, a minor was redefined as 15 semester hours. In 1934 a standard went into effect requiring superintendents and principals directly in charge of high school instruction to possess a master's degree,¹ a minimum of six semester hours of graduate work in Education, and at least two years experience in teaching. Nevertheless it was not until 1938 that the Commission made its teacher-training requirements applicable alike to academic and nonacademic instructors; and even then a loop-hole was left whereby nonacademic teachers might be excluded from the ruling provided the State Committee so recommended.

In 1941 the Commission again submitted two questions to a referendum vote of its members. The first of these related to school contests of various sorts. Specifically the ballot asked principals to express judgments relative to having their students participate in "district, state, interstate, or regional athletic, music, commercial, speech, or other contests or tournaments involving the participation of more than two schools." The referendum was participated in by 2,603 principals or superintendents and indicated an overwhelming majority in favor of curtailing such contests, the ratio being 85 percent for restriction to 15 percent against restriction. Acting on the basis of this information the Commission made the restriction of participation in contests of these sorts a fixed standard.

¹ "In 1942," writes O. K. Garretson, Secretary of the Commission, "there were 1518 men and 967 women (out of a total of 12,003 *new* teachers) with master's degrees. This is 20.7 percent of the entire number. In 1943 the percentage was almost exactly the same, it being 20.6 percent of all new teachers."

The second question in the referendum vote had to do with library administration. The proposals submitted were arranged under six headings and may be briefed thus:

a. To leave Criterion 4 unchanged (thus making the State Committee the judge of library adequacy)

b. To require each school to expend annually 50 cents per pupil for books and magazines—with no school having an enrollment under 300 to expend less than \$150.00.

c. To base the minimum expenditure of funds for the library on the pupil enrollment.

d. To require schools with an enrollment of less than 400 to employ a librarian or teacher-librarian who has completed a minimum of six semester hours of training in library methods.

e. To increase the amount of library training required of librarians in schools enrolling from 400 to 800 pupils from 8 semester hours to 12 semester hours.

f. To require schools to fill out a special form in 1941, in order to give the Commission adequate data for further consideration of library reforms.

Each of these propositions received a large affirmative vote. Nevertheless, since there was considerable difference of opinion within the Commission itself on these matters, final actions were deferred. Even at the present writing the issues are unsettled.

THE PROBLEM OF THE PRIVATE SCHOOL

Many times during the Association's history, private schools of various kinds—music, commercial, and the like—have sought to secure recognition under the organization's standards.¹ One such situation developed in 1922, and it may be cited as typical. In that year a number of prominent

¹ Private secondary schools that offered a full college preparatory program have, of course, been members of the Association from a very early date.

executives of private commercial schools in the country petitioned for a hearing. In response to their request the matter was referred to the Commission on Secondary Schools, with instructions to work out standards for the schools in question and to make recommendations. J. E. Foster of Iowa headed the committee charged with this responsibility and he reported favorably on the matter in 1923. Immediately, however, Professor Judd raised a question of constitutionality. The Association, said he, was an organization designed to establish closer relations between secondary schools and institutions of higher learning. Private commercial schools, he argued, were terminal schools; they had no potential relationship with colleges and universities. Superintendent Chadsey of Detroit and others concurred in this view. The fear was that an unfortunate precedent would be set if the Association approved the request. Finally the issue was postponed for a year, and then was killed outright.

Today a somewhat more liberal policy prevails in the Association respecting independent schools of all sorts. Particularly does this seem to be true in reference to schools or colleges of art and music, for at present at least two such independent institutions are duly accredited: The Chicago College of Music and The School of the Art Institute of Chicago. Recently also the Association has sponsored factual studies in the areas of several other subject-fields—law, medicine, nursing, home economics, physical education, and commerce. There seems, moreover, to be a disposition to extend such inquiries into the fields of agriculture, journalism, library science, forestry, and the like—foreshadowing perhaps an extension of accredited relationships to other types of independent schools.

THE PRINCIPALS' CONFERENCE

In 1933 the Commission set another precedent by conducting a "Conference of High School Principals." Individuals representing the secondary schools had always attended the sessions of the Commission in goodly numbers, but little opportunity had ever been given them for the consideration of problems not directly related to the business of accrediting. In the Principals' Conference free-for-all discussions on a great variety of topics were encouraged. As a result of the interest developed in it, scores of administrators now began to come to the Association meetings who had formerly done so but rarely, if at all. In short, this conference has proved so popular that it has today apparently become a permanent feature of the annual meeting.

THE SECRETARY'S REPORTS

The activities of the Commission on Secondary Schools have been placed on permanent record in the yearly reports of the secretary of the Commission. These reports have annually dealt in summarizing form with the most important matters considered by the Commission during the previous twelve months. In particular the detailed statistical analyses of the high school situation as revealed in the official returns from those institutions have become classics of educational literature. They are not mere dry summaries of data, but are most interesting sets of comparisons and interpretations. They, like the reports of the other Secretaries, will constitute a source of materials for investigators for many years to come.

RECENT ACTIVITIES

Since the Pearl Harbor attack the Commission on Secondary Schools has sought to preserve its established practices wherever possible. It has, nevertheless, recognized the fact that under wartime conditions a liberal interpretation of accrediting standards was not only desirable but necessary. In consequence the Commission has granted schools the privilege of deviating appreciably from the published norms, provided only that documentary evidence showing the reasonableness of the modifications be furnished its Reviewing Committees, and provided further that such deviations have been given approval by the Commission's state committee for the state concerned.

Moreover, within the past year or two, the Commission has adopted certain administrative changes of wide significance. It has, in particular, recently modified its procedures in the following ways: It has increased the membership of state committees and given enlarged powers to them; it has sought to have greater numbers of secondary school men and women attend its annual meetings and to participate in the work of the reviewing committees and has issued a *Handbook* for their guidance; and it has published a pamphlet entitled *Rules of Procedure* which is designed not only to familiarize its own newly appointed members with the details of its organization and its business methods, but also to acquaint the general public—particularly the secondary school public—with its aims, policies, and activities. In short, it has frankly tried in recent years to popularize its work and to humanize the entire procedure of accrediting schools.

Under the new Constitution of 1942 the Commission has

likewise taken steps to improve its machinery for dealing with *ad interim* problems of the organization. Specifically, it has established an Administrative Committee of seven members to deal with these questions. This Committee meets usually three times a year—in June, October, and January—and sits both as a judicial body and as a planning agency. It concerns itself with such matters as appeals from member institutions, proposals for the revision of report blanks, suggested modifications of accrediting standards, budgetary needs, and plans for the annual meeting. To cover the committee's expenses for travel and clerical aid, a budget of \$1,200 has recently been allowed.

But the Administrative Committee is but one of the *ad interim* business agencies of the Commission. In addition are the secretary's office and the offices of the twenty state committees. In 1943-1944 the funds allotted to these offices by the Executive Committee amounted respectively to \$1,500 and \$5,020, the formula used in distributing moneys to the state committees being \$100 to each state, plus \$1 for each membership school within the state. The relatively large budget for the state committees is necessitated by the fact that today the Commission requires these committees—at considerable expense for travel incident to conference meetings—to make a preliminary analysis of all report forms and to recommend actions to be taken by the Commission. Moreover, the central reviewing committees of the Commission itself make no final decisions regarding the accrediting of any doubtful school without first consulting the state committee concerned—a policy which necessarily requires such committees to be thoroughly acquainted with the facts bearing upon every case.

OFFICERS OF THE COMMISSION

Today the membership of the Commission on Secondary Schools numbers 122 individuals—104 representing the several states and 24 being elected at large. Moreover, the personnel of the Commission has changed greatly throughout the years. The chairmen and the secretaries who have served the Commission throughout its history can be given.

Chairmen: J. D. Elliff, University of Missouri, 1916-1918; A. A. Reed, University of Nebraska, 1918-1922; E. M. Phillipps, State Department of Public Instruction, Minnesota, 1922-1924; F. D. McElroy, Akron public schools, 1924-1926; T. L. Jones, University of Wisconsin, 1926-1928; F. C. Landsittel, Ohio State University, 1928-1930; L. N. McWhorter, Minneapolis public schools, 1930-1932; G. E. Carrothers, University of Michigan, 1932-1934; F. L. Hunt, Culver Military Academy, 1934-1936; J. A. Holley, Oklahoma City public schools, 1936-1938; Otto Dubach, Kansas City public schools, 1938-1940; C. G. F. Franzen, Indiana University, 1940-1942; A. J. Gibson, State Department of Education, West Virginia, 1942-1944; B. C. B. Tighe, Fargo public schools, 1944—

Secretaries: C. O. Davis, University of Michigan, 1916-1925; H. G. Childs, Indiana University, 1925-1927; C. C. Brown, University of Colorado, 1927-1930; H. G. Hotz, University of Arkansas, 1930-1935; G. W. Rosenlof, University of Nebraska, 1935-1940; O. K. Garretson, University of Arizona, 1940—

The Commission on Research and Service

Like the Commission on Secondary Schools, the Commission on Research and Service (formerly the Commission on Unit Courses and Curricula) strikes its roots deep into the past. Originally its activities were concerned almost solely with instructional materials, but today its investigations range over wide fields of interest.

As early as 1897 one of the formal Resolutions presented for the Association's forum debates read, in part: "*Resolved*, that those studies which are best adapted to develop the faculties of the pupils should have predominant place in the several curricula . . ." ¹ Nor was there any doubt in the minds of the debaters as to what such studies were. They included, in particular, foreign language and mathematics, together with a modicum of attention to English, science, and history. In fact, the text of the formal resolution itself contained these words: "no other studies should be allowed to interfere with the preeminence of the studies here designated." ²

In 1898 the Association made the problem of English teaching its chief concern, and the discussions which were then started over this particular matter continued more or less uninterruptedly for the next twenty years or longer. But in 1898 the question was, "Can uniform requirements in the subject be established?" Out of the discussion came a proposal to appoint an investigating committee of five, who were to study the situation and report the following year. In order to foster the work of the Committee, a second motion was made that a subcommittee of three be sent as delegates to the National Commission on English; in fact, read the resolution, "to whatever meetings of that Commission may be held in the future." Although this particular motion appears not to have been approved, it is clearly established that from this date onward for many years one or more members of the Association did attend the annual meetings of the Commission on English and did make lengthy reports on

¹ *Proceedings of the Association*, 1897, p. 67.

² *Ibid.*, p. 82.

their visits. Moreover, the expenses of such delegates were regularly paid out of the treasury of the Association.¹

OUTLINES OF COURSES OF STUDY

The quarrel about an "open book list" for high schools has already been mentioned in Chapter II. It represents only another step in the long advance in curriculum reform taken by the Association. For, coupled with the authorization of a committee to study and report on the subject of English, came another resolution that provided for the appointment of separate commissions to study and report on each academic subject then commonly taught in the high school; that is, on 12 different fields of work. These several commissions, each at first composed of a relatively small number of members but gradually enlarged to include from fifteen to twenty-five individuals, continued their activities for a dozen years or more. As early as 1902 their work had become so important that a separate and permanent reviewing committee was appointed to supervise their activities and to coordinate and articulate their efforts. From this date onward, for several years, nearly every one of these subject-matter commissions annually presented outlines of courses of study for the guidance of high school teachers. As a rule, too, each succeeding outline was more expansive and detailed than the previous one. Finally, in 1910, subject-matter standardization was thought to be so nearly effected that a separate bulletin of more than seventy pages was published and distributed to the schools, and for a number of years this bulletin guided

¹ Of all the men who strove to have the better teaching of English made a continuing project, none was so prominent as Edwin L. Miller, of Detroit. Himself deeply committed to high standards in oral and written language, Mr. Miller never allowed a suitable occasion to pass without putting in a good word for effective English.

curriculum practices throughout the Association's territory.

As illustrative of these outlines, the one on mathematics may be noted. In five pages of closely printed material, it dealt with (1) the aims of instruction in mathematics, (2) what might reasonably be expected of high school pupils who complete a three-year high school course in mathematics, (3) the phases of mathematics that should be included in the course, (4) the order in which topics should be taken up, and (5) suggestions respecting methods of teaching the subject. The other outlines were similar in form.

Strange to say, the Bulletin of 1910 contained outlines of two nonacademic subjects—commercial work and manual training—subjects which at that time found little favor with college authorities. However, as the secondary school group came to have larger and larger influence in the Association, other liberalizing policies respecting the curriculum were also adopted. As early as 1902 the Association had gone so far in its pronouncements as to approve a suggestion for allowing college credit for certain high school work done in excess of fifteen units. And in 1904 it permitted colleges to grant entrance credit for high school work done outside "regular courses"; that is to say, outside the college preparatory curriculum. As time rolled on and newer and newer subjects clamored for recognition, the school men—and often with them, the normal school presidents—stood together in support of more generous policies. For illustration, in 1904, President H. H. Seerley of the State Normal School at Cedar Falls, Iowa, spoke in the following vein: "It seems strange and unprogressive that the college entrance requirements are indifferent regarding capability in public speaking, in reading and interpreting music, in the comprehension and the execution of thought in drawing, or in the acquiring of a

good physical development by a systematic thorough course in physical training."¹ In discussion of President Seerley's paper, however, it was a high school principal, H. L. Boltwood of the Evanston, Illinois, high school, who declared that: "It would be impossible, in my opinion, to measure up the proper credits to be given to work which involves no special intellectual training and whose results will not, except very remotely, affect the work which is required for admission to college. Drawing and Manual Training, for example, are of no special use in a classical or literary course."²

Nevertheless, in spite of obstacles, the tide of liberalism rolled on. In 1905 the Commission announced that subcommittees had been appointed to draw up unit courses of study in shopwork, drawing, physical culture, and commercial subjects, but it appears that not much improvement resulted for a number of years thereafter. Sentiment in favor of recognizing the nonacademic subjects, however, was growing. Evidence of this fact is found in the address delivered before the Association in 1908 by Dean C. M. Woodward of Washington University, St. Louis.³ In his opening remarks Dean Woodward said, "I am aware that my presence here to present a report on this subject [manual training for girls] will cause a smile, as I have not said much about girls during the preaching that I have gone through." After some further introductory remarks he pointed out that the Committee considered "manual training, as now interpreted and acted

¹ *Ibid.*, 1904, p. 20.

² *Ibid.*, p. 27.

³ Probably the first large city in the United States to introduce manual training work into its schools was St. Louis, where the innovation had been made under the leadership of Superintendent William T. Harris even as early as 1880.

upon, covers the broad domain of manual arts: on the boys' side covering shop work and drawing, and on the girls' side sewing and cooking and related subjects. . . . The committee . . . agreed upon this: that 240 hours of what could properly be called laboratory work in either cooking or sewing . . . should constitute a unit, or should be given a unit."¹

But the time was not ripe for Dean Woodward's plan; it was rejected without much discussion.

Thus matters relating to curriculum readjustments stood, in general, until, under the revised constitution adopted in 1916, a separate Commission on Unit Courses and Curricula was created.

NEW VENTURES

This new Commission began its work where the old committee had left off. But instead of concerning itself almost wholly with *quantitative* units, as the earlier agency had done, the Commission decided at once to deal also with *qualitative* problems. Since, too, the junior high school had now reached a respectable status in the country, the Commission gave its first attention to it—in part, it should be said, in cooperation with the Commission on Secondary Schools. Concisely stated recommendations concerning the curriculum of these schools were made in 1917, 1918, and 1919, but by the end of that time the immediate interest of the Commission had shifted; it no longer centered attention on these schools as independent units. This change of emphasis is accounted for in part by series of events already described in an earlier portion of this chapter and in part by frequent changes of personnel during the early years of this

¹ *Ibid.*, 1908, pp. 77-81.

Commission's operations. For within eight years of its establishment the Commission had been forced to elect four different chairmen. The first one, C. H. Johnston (1916-1918) was killed in an automobile accident; the next three—Jesse Newlon (1918-1919), W. W. Charters (1919-1920), F. G. Pickell (1920-1924)—resigned and left North Central territory. Most of these men had been keenly interested in the junior high school, as had certain others who likewise now severed close connections with the Commission—P. W. L. Cox, Paul Stetson, I. M. Allen, and T. W. Gosling.

Besides giving attention to the junior high school movement the Commission early began to branch out in other directions that were novel. There were many problems, it held, not specifically curricular in character but so closely allied to the subject that to ignore them would prevent any adequate understanding or treatment of the main theme. These were administrative problems, and the Association, it argued, had never concerned itself enough with them. The Commission therefore proposed to undertake studies of such topics.

The stage for this change was set by Mr. Newlon who, in 1917, had read a paper before the Association and had listed eight main administrative problems which, he said, needed investigation. These were

1. The organization of faculty and pupils for cooperative action.
2. The social organization of the school body.
3. The curriculum organization—was it traditional or functional?
4. The supervision of teachers.
5. Educational and vocational guidance.
6. The use of statistics as bases for administrative policies.
7. Library administration.
8. Athletic policies.

The next year Mr. Pickell took up the theme and, as a result of the discussion which followed, the Commission appointed seven subcommittees to carry the various suggestions into effect. In doing this, of course, the Commission was stepping considerably over the boundary lines of the other Commissions. Ultimately, however, compromises were effected and harmony was preserved. In some cases the Commission on Unit Courses and Curricula surrendered its claim to priority; in others, joint committees were raised and the work went forward. The important point here is that new lines of attack on educational matters had been opened up for the entire Association, and that from now onward administrative questions became matters of much serious study.

ADOPTION OF QUALITATIVE STANDARDS

Beginning about 1920 under the leadership of Dr. John E. Stout of Northwestern University, the Commission set itself definitely to the task of developing qualitative standards for the evaluation of units of instruction; and it worked on this problem for years, attacking the question first in its general aspects and then later in its specific forms. In doing this it defined its field so as to include school work from grade six through grade fourteen; that is, from the junior high school through the junior college. Later it extended its concept even further and brought university problems under its aegis.

In 1924 the Commission issued its first elaborate report on the problem—a report that was so bulky that it was deemed expedient to publish it separately as Part III of the *Proceedings* for that year. It covered 48 pages. Three years

earlier, in 1921, the Commission had set forth what it conceived to be the aims of secondary education and had then sought to develop curriculum materials in harmony with those aims. In essence these formulations were but modifications of the statements brought out in 1918 by the National Committee on the Reorganization of Secondary Schools and incorporated in the very well-known pamphlet *Cardinal Principles of Secondary Education*. Indeed many of the men who served on that committee, or its subcommittees, were also members of the North Central Association. Excerpts from the Commission's pronouncements of 1921 read:

It is essential, of course, that we have clearly defined standards for measuring the final results of teaching and learning. These we now quite generally agree should be conceived in terms of *dispositions* and *abilities*.

The ultimate aims stated in terms of *disposition* and *ability* may be summarized as follows:

1. To maintain health and physical fitness.
2. To use leisure time in right ways.
3. To engage successfully in vocational activities.
4. To sustain successfully certain definite social relationships such as civic, domestic, community, and the like.

The immediate aims may be summarized as follows:

1. Acquiring fruitful knowledge.
 - a. Preparative to acquiring other knowledge.
 - b. Knowledge which functions directly in developing dispositions and in discovering and developing abilities.
 - c. Knowledge which is useful in control of life situations.
2. Development of attitudes, interests, motives, ideals, and appreciations.
3. Development of definite mental techniques in memory, judgment, imagination, and the like.
4. Acquiring right habits and useful skills.¹

¹ *Ibid.*, 1921, Part II, pp. 44-45.

Building on these aims, the Commission then sought to develop units of instruction that tended to bring about the realization of these ends. Its point of view was always *functional* and it harped continuously on that word.

Naturally in carrying on its activities the Commission did deal with quantitative units as well as with qualitative units. Finally, in 1933 it prepared and published a 400-page book, *High School Curriculum Reorganization*, embodying all the analyses and recommendations made by it up to that date. Besides a chapter setting forth the "General Point of View" and another chapter on "Using the Association's Curriculum Materials" the volume contained separate chapters on fourteen subjects of study usually found in American high schools, as well as a chapter on "Extracurricular Activities." Two thousand copies of this book were printed and sold within a few months after publication. Thus the Commission served popular demand for curriculum-making leadership.

After about 1930, a new concept in respect to the curriculum appears to have developed. In earlier days the Association's efforts had been directed chiefly toward school uniformity—uniformity in content and organization of subject-matter units, uniformity in courses of study, uniformity in methods of instruction, and uniformity in institutional outcomes. Lately, however, the efforts of the Commission have been directed more openly towards securing diversity in curriculum policies—diversity determined primarily by the needs of individual pupils and local community interests. In consequence of this changed point of view, much attention has been given to the encouragement of school experimentation. In 1934, H. H. Ryan, chairman of one of the Commission's subcommittees, expressed the changed attitude of the group thus:

You who have been familiar with the work of the Commission on Unit Courses and Curricula for the past five or six years know how its interests have shifted. . . . The problem which was in the minds of those who set up the Commission . . . grew out of inconvenient variations from school to school in the amount of work covered during a semester. . . . In attacking this problem originally, the Commission first undertook the task of orientation and set up a series of objectives of secondary education of which Health, Vocations, Community Living, and the Use of Leisure Time were the main divisions. Next it considered the question as to how much should be called a "unit." At this point it was troubled by the persistently implied question "how much of what." This dilemma led to several years of constructive work in the study of qualitative standards for the secondary school curriculum. Finally . . . the Commission braced itself for the struggle with the main problem—that of quantitative standards.

. . . The tremendous increase in the enrollment of the secondary school, bringing in literally millions of boys and girls of lesser ability and less keen intellectual interests, had set up a student body whose heterogenous composition stultified any attempt at uniformity of achievement. There were but two possible courses of action: one was to declare the problem insoluble and retire from the field; the other was to proceed by indirection. The latter alternative has been the Commission's course.¹

In consequence of this new policy the Commission, especially during the decade 1934-1944 and partially in co-operation with the Progressive Education Association, undertook a whole series of curriculum experimentations. These undertakings involved such matters as: (1) fusing, integrating, or correlating courses, e.g. English and social studies, mathematics and science, art and music, physical education and practical arts; (2) establishing core curriculums; (3) modifying the length of class periods; (4) varying the methods of instruction; and (5) organizing entirely new

¹ *North Central Association Quarterly*, IX (January 1935), 345.

kinds of teaching materials. Ultimately, a whole new series of experimental units was worked out by the Commission, tested and retested in the schools, and then published and distributed widely.¹

RECENT ACTIVITIES

Supplementing the work of the Commission's Committee on Experimental Units other subcommittees were busily engaged upon related problems. In fact, most of the Commission's activities were then, as now, carried on by subcommittees rather than by a committee of the whole. Four such committees have been prominently active during the past decade: (1) the Committee on Curriculum Trends, (2) the Committee on Functional Organization of the Secondary Schools, (3) the Committee on General Education in the Secondary Schools, and (4) the Committee on the Preparation of Secondary School Teachers. The work of each of these committees may be briefly described as follows:

The function of the Committee on Curriculum Trends was to collect information respecting innovations undertaken by the secondary schools within the Association's territory and to make this information generally available to others. Under the direction of this committee large numbers of factual studies have been made, involving a great range of topics. Illustrative of these are studies pertaining to the changes in curriculum offerings in selected city systems over a period of years (made by Clement, Dubach, Willett, *et al.*); the changes in specific subject-matter organization in selected fields of work (Rivett, Whitford, *et al.*); provision for

¹ An account of these experiments, together with the complete list of these publications is given in Chapter V.

graduate students in secondary schools (Clement, French, *et al.*); and methods of curriculum reform as undertaken in selected schools (Aikin, Cook, Gaffney, Paten, Stonecipher, Willing, *et al.*). As summarized by the Committee the trends in curriculum making in recent years have been: (1) toward a more explicit social functionalism; (2) toward a more socially comprehensive content; (3) toward more individualization and the assertion of pupil interest as a fundamental curriculum criterion; (4) toward more integration of subject materials; (5) toward a greater emphasis on the development of higher mental processes among pupils; and (6) toward activism.

The Committee on the Functional Organization of the Secondary School has sought to encourage schools to establish their programs upon a realistic basis rather than upon a so-called academic basis. This committee has worked in close harmony with the other committees mentioned above and has stressed in particular the need for a psychological approach to instructional topics, a continuity of attack on them, and a balanced emphasis on individual development and social development. Especially has this committee sought to have schools give much attention to what it calls the "seven functions of group living."¹ The committee, in carrying on its researches, spent three years in setting up and supervising functional health instruction in a number of selected high schools and then in formulating a series of general conclusions based on these experiments. Among those who participated actively in these investigations were Messers. Ryan, Gaffney,

¹ As conceived by the committee these functions are: (1) speech and record-keeping, (2) production of goods, (3) exchange of goods, (4) government, (5) transportation, (6) recreation, and (7) health.

Stoncipher, Paten, Osborne, and Spohn, and Mrs. Weber, Mrs. West, and Mrs. Baas.

The task of the Committee on General Education was, first, to define and clarify the concept itself; next to discover the manner in which the secondary schools of the territory sought to employ this concept in shaping their programs of work; and then to formulate a body of recommendations for the guidance of such schools in reforming their policies. As within the other recently established committees of this Commission, the activities of this group extended over a period of three or four years and finally eventuated in 1942 in a book entitled *General Education in the American High School*. After discussing the question "What Is General Education?" the volume considers the reasons why all high school students should have a background of general education before being turned out into a practical world, and then suggests ways and means of providing this training.

The fourth recently established subcommittee of the Commission has had to do with the training of secondary school teachers. The work of this committee has covered nearly a decade. At the outset its interests were directed to the academic side of teacher preparation but more recently its studies have involved professional training as well. For some of these investigations the General Education Board made large contributions of money and also furnished co-operative aid of other sorts. Since 1942, however, the North Central Association's teacher-training program has become closely joined with that of the nationwide study sponsored by the American Council on Education, and financed entirely by the General Education Board.

In the beginning, the work of the committee on teacher

training was under the chairmanship of Dean F. E. Henzlik of the University of Nebraska. The original committee, after four years of study, made its final report in 1938 and presented a set of conclusions which, it hoped, would be accepted by all who were concerned with the general problem. Its findings covered such topics as (1) the factors which contribute to a teacher's success, (2) curriculum changes which affect a teacher's work (3) modes of certificating teachers, (4) subject assignments and teaching loads, and (5) mutual responsibilities of various agencies concerned with the preparation of teachers.

Immediately following the final report of this committee, it seemed to the Commission and to the Association as a whole that the problems involved in teacher training were so numerous and far-reaching that a supplementary study of the entire situation should be undertaken. In particular, it was thought that the investigation should include a study of the policies of institutions and agencies charged with the responsibilities of training and certificating teachers. In consequence a new committee was appointed to undertake this task. This committee included a number of individuals who had served on the first committee, and others drawn from the commissions on secondary and higher education. First under the chairmanship of Professor L. W. Webb of Northwestern University, and later under the chairmanship of Superintendent DeWitt Morgan of Indianapolis, the new committee organized itself into five subcommittees, which have been prosecuting studies along well-defined lines. These five committees are (1) a Directing Committee charged with the responsibility of planning and supervising all phases of the study, (2) a Committee on the Preparation of Teach-

ers by Colleges of Liberal Arts, (3) a Committee on the Relation of the High School to the Preparation of Teachers, (4) a Committee on Teacher Certification and Accrediting Agencies, and (5) a Committee on In-Service Training of Teachers. The problem of the professional training of teachers was, for the time-being at least, laid aside.

These committees have made a number of reports and arrived at a number of tentative conclusions. Among the most generally accepted pronouncements, speaking particularly with regard to the responsibilities of liberal arts colleges, are these:

1. All college authorities who are in any way involved in the preparation of high school teachers should themselves be made fully "aware of the nature of the institution in which teachers will work and conscious of its problems."

2. "The college curriculum for teachers must be so revised as to insure a background of reasonable acquaintance with each of the major fields of learning, plus specialized preparation in two areas organized in terms of broad, related fields rather than in terms of the traditional departmentalized subjects."¹

Recommendations coming from the other subcommittees likewise stress the need for reforms of many kinds if teachers in the secondary schools are to be properly prepared for, and properly adjusted to, their work.

In carrying on its work of service and research the Commission has, with the approval of the Executive Committee, very recently initiated a number of innovating practices. Two of these may be briefly mentioned.

In 1941 it started the practice of holding regional conferences at which the activities of the Association were discussed and the points of view of membership institutions were

¹ *North Central Association Quarterly*, XV (January 1941), 241.

sought. The conference program involved topics relating to college entrance requirements, the supply and demand of teachers, war emergency problems of the schools and colleges, in-service training of teachers, and similar questions.

In 1942 the Commission undertook to enlist the cooperation of some twenty-five institutions interested in subscribing \$100 each toward setting up a program of in-service training of teachers and toward providing a field representative whose duties would involve cooperation with the various state committees of the Association in developing a program of professional education. At present, however, the project has not been sufficiently developed to report results.

OFFICERS OF THE COMMISSION

From the establishment of the Commission on Unit Courses and Curricula in 1916 (now the Commission on Research and Service), the membership has remained constant in point of numbers; that is to say twelve college members and twelve secondary school members. The chairmen and the secretaries have been as follows:

Chairmen: C. H. Johnston, 1916-1918; Jesse Newlon, 1918-1919; W. W. Charters, 1919-1920; F. G. Pickell, 1920-1924; L. W. Smith, 1924-1929; Thomas Deam, 1929-1935; Will French 1935-1936; L. W. Webb, 1936-1941; F. E. Henzlik, 1941-1943; Paul Jacobson, 1943-1944; H. K. Newburn, 1944—

Secretaries: Not recorded, 1916-1921; T. M. Deam, 1921-1929; Will French, 1929-1933; G. M. Willett, 1933-1941; G. N. MacKenzie, 1941-1943; John R. Emens, 1943—

S E V E N

The Executive Committee and the Association as a Whole

LIKE most other permanent deliberative and legislative bodies the North Central Association has had an Executive Committee from the beginning. At the outset this Committee consisted of the president, the secretary, and the treasurer of the organization, *ex officio*, and four additional members elected annually for terms of one year. With the adoption of a revised Constitution in 1916 the number of members was increased to eleven. It now was to be composed of the president, the secretary, and the treasurer, *ex officio*, plus the president for the immediately preceding year, the chairmen of the three commissions, and four other members to be elected for terms of two years each (later changed to four years each).¹

As originally established, the duties of the Executive Committee were to make all nominations for membership in the Association, to fix the time of the annual meeting, to prepare programs for the annual meeting, and to act for the Association when it was not in session. Under the constitution of

¹ By the new Constitution of 1942 the secretaries of the three Commissions are also made members of the Executive Committee (See Chapter III).

1916 (and reiterated in the Constitution of 1942) additional duties were imposed on this body as follows: to receive, pass upon, and publish lists of accredited institutions; to hear and decide all appeals from the decisions of the Commissions; to nominate the members of the Commissions; to fill all interim vacancies in the list of officials; to draw up and adopt an annual financial budget; to make all appropriations in accordance with budgetary agreements; to appoint delegates to various other organizations and conventions; to arrange for publicity services relating to the annual meeting; to plan and carry forward important educational investigations and studies; to approve projects proposed by the Commissions—in short, to serve as the central directing agency of the Association. True, under the Constitution all acts of the Executive Committee except those relating to the final approval of institutions to be accredited are to “be subject to revision by the Association.” In actual practice, however, such revision is rare except in respect to minor details. Generally speaking, the Association approves *pro forma* the recommendations that come to it from the Committee, with only occasional demands for explanatory oral statements. Indeed, it would be strange if it did not do so. As the machinery of the Association is organized, most matters of extended significance go through long processes of incubation and careful treatment. Each Commission works over the details of any important matter with which it is directly concerned—details that have already been tentatively formulated by special subcommittees—and then submits its reports to the Executive Committee. Here again revisions are likely to be made, so that whenever any proposal actually reaches the floor of the Association, sitting as a Committee of the Whole, senti-

ment has been pretty thoroughly crystallized. Nevertheless, floor discussions of spirit do take place from time to time and not infrequently new policies are initiated by the entire body of the Association.

Because the activities of the Executive Committee and of the Association as a whole are so closely related, it seems not wise to endeavor to treat them separately. In the present chapter, therefore, consideration will be given to questions that have, for the most part, occupied the joint attention of these two bodies without previously having been acted upon by the Commissions or other subordinate agencies. Such questions, as already implied, are the larger matters concerning the entire Association rather than any of its divisions.

UNDERTAKINGS SPONSORED AND PRONOUNCEMENTS ISSUED

Reference has already been made to the Commission on Accredited Schools created in 1901 and to the powers wielded by that body—especially by its subcommittee, the Board of Inspectors—from 1902 to 1916. But in addition to the work of this Commission, the Association itself during those years, and later, has sponsored a number of undertakings of much significance and has issued pronouncements of lasting effect. Among these may be mentioned the following:

1. *Initiating the practice of sending delegates to organizations having interests closely related to those of the North Central Association.* In time the number of such recognized agencies became rather large. In some instances delegates were sent annually for a number of years in succession—and have been even down to the present time. In other cases, the policy was temporary. Perhaps the most important of these recognized gatherings were the meetings of:

a. The departments of secondary and higher education, of the National Education Association. The practice of sending a delegate to these meetings was begun in 1896 and was continued for a number of years thereafter; later the policy was rescinded.

b. The New England, the Middle States and Maryland, and the Southern regional associations; and later the Northwest Association. Here also the practice of sending delegates was begun in 1896, then lapsed for a time, but was resumed in 1916. Since then it has become a continuing policy. These fraternal delegates have frequently been given place on the programs of the annual meetings, and have reported formally respecting their visits.

c. The Council on Uniform Entrance Requirements in English—another organization to which a representative was sent for many years.

d. The American Council on Education—perhaps today the most vital of all the Association's fraternal contacts. Annually, a report of the Association's delegate to this body is made, and usually a rather complete version of this report is published in the *Quarterly*.

Illustrative of certain special conferences or conventions to which the Association has often sent representatives are the Conference on Uniform Legislation Regarding the Confering of College Degrees, the Pan-American Scientific Congress, the meetings of the Association of Urban Universities, and the conventions of the Modern Language Association. The Association has likewise sent delegates to anniversary celebrations of colleges and universities, to special meetings of an educational nature sponsored by state or national authorities, to joint gatherings of regional standardizing agen-

cies, and to similar associations. It has sometimes assisted in financing certain organizations that cooperate closely with the North Central Association; for example, the American Council on Education, the Association for the Coordination of Secondary Education, and (formerly) the Council on English.

2. *Concerning itself with athletic policies of schools and colleges.* As early as 1902 the Association took concerted action in reference to problems connected with interscholastic and intercollegiate athletics. In that year a committee of six was appointed to study the situation and to report. On this committee were Messrs. Harris (Cleveland), Armstrong (Chicago), Ballou (Toledo), Stagg (Chicago), Slichter (Madison), and Denney (Columbus). The following year this committee recommended the establishment of an athletic board or association for each institutional member of the North Central Association. In its report it also set forth plans for such an organization, rules of eligibility for contestants, certification policies, and modes of settling disputes.

Following the presentation of this report three or more formal papers dealing with the general subject were read before the Association, and in the end formal action was taken looking to a drastic curtailment of alleged abuses. The Committee's report, together with reprints of the three addresses, was ordered published and distributed widely throughout North Central Association territory. The effect was salutary to a high degree. Nevertheless, satisfactory solutions of the problems involved did not come immediately, if indeed they can be said to have been reached today. Hence, for the next forty years committees continued to wrestle with the issues and to bring in reports recommending procedures.

Perhaps the most intensive and extensive attack on the problem was made in the early 1930's. First, four somewhat preliminary studies of the question were conducted,¹ and then a final and very elaborate report was presented. The latter, (in 1933) comprised forty-six pages of print and was prepared under a committee headed at first by H. M. Gage and G. F. Zook, officers of the Higher Commission, and later by B. L. Stradley of the Ohio State University and W. P. Morgan of Western (Illinois) State Teachers College. Under the guidance of this committee and with the financial support of the General Education Board, trained inspectors were sent to visit various institutions of higher learning and to gather from them a great mass of facts and opinions relating to the entire athletic problem. Utilizing the data thus assembled the committee reported on such factors as faculty control, scholarship grants, loans, employment policies, status of athletic staff, and financial administration. It then laid down a series of recommendations to govern policies regarding physical education and athletics within the Association—which recommendations were in general adopted by the Association and later applied in its accrediting work. The report—usually referred to as the Stradley report² has served as a useful defensive weapon in the hands of the Association whenever it has since been called upon to deal with problems of athletics in its membership institutions. In time also most of the “athletic conferences” operating in North Central Association territory agreed to accept and to enforce the Association's standards as their own.

¹The Morley report, *North Central Association Quarterly*, V (December 1930), 332-39; the Gage report, *ibid.*, VI (September 1931), 186-94; and the Gage and Morley reports, *ibid.*, VII (December 1932), 274-90.

²*Ibid.*, VIII (June 1933), 26-69.

3. *Expressing itself formally on a variety of current political, social, and educational problems.* As illustrations of the Association's actions in such matters as these the following may be cited.

a. In 1917 this resolution was adopted: "Whereas, in the judgment of the Association high school fraternities and sororities composed wholly or in part of high school students are an unmitigated evil and constitute a great menace to the best interest of secondary education, Therefore, Be It Resolved, that they should be abolished by law." This resolution probably had some wholesome effect among principals, but its substance was never put into the accrediting standards of the Association.

b. In 1917 also the Committee submitted to its members a referendum resolution asking for preferences respecting a permanent meeting place for the annual convention. The vote was decidedly in favor of permanency and since then the Association has continued to endorse this policy.

c. In 1918 while America was engaged in World War I, a series of patriotic utterances was approved and transmitted to President Wilson. These sentences read, in part, as follows: "Whereas. . . Two great antagonistic principles have come to grips in a struggle that is involving the civilized world. Democracy is meeting its crucial test. . . . *Be It Resolved*, 1. That we express our admiration of the way in which our nation's President has become to the conscience of the world the interpreter of the tremendous issues at stake. . . . 2. That we declare ourselves in perfect accord with the idea that there should be no hasty peace, by the sacrifice of the principles involved. . . . 3. That we appreciate the constant concern the government has manifested for our institutions of

learning. . . . 4. That we pledge anew our institutions to the nation's cause . . .”

d. In January 1942, shortly after America had declared war on Germany and Japan, a form letter was sent to all accredited institutions, announcing to them the determination of the Association to preserve educational ideals during the war period, but at the same time assuring them that accrediting procedures would be adjusted in such a measure as to permit to each one much freedom in meeting war emergencies. A portion of this letters reads thus:

Naturally, it is assumed that no educational institution will for a moment lose sight of its permanent obligation to prepare youth for intelligent participation in society, even though it is necessary temporarily to engage enthusiastically in activities related to the present emergency. To that end the normal school program should be disturbed as little as possible and young people should be encouraged to continue in school unless, and until, it becomes evident that they may serve more effectively by engaging in other activities more directly relating to the demands of the present emergency. . . . The Committee knows that there will be no school within the Association which will not do everything possible to turn its resources toward contributing actively and definitely to meet the issues which the war brings. . . . The North Central Association in this critical period will not merely sanction its member schools' making adjustments to meet local conditions which will aid in meeting the war conditions—it will encourage and aid them in so doing . . . [Consequently] adjustments which may seem to be technically in variance with North Central Association regulations [will be permitted].¹

e. Again, taking its cue from experiences in connection with World War I, the executive committee on November 24, 1942, transmitted to all membership institutions a statement relative to the question of granting academic credit for war service. Its recommendations were against the adoption of

¹ *North Central Association Quarterly*, XXI (April 1942), 337-38.

any policy of granting blanket credit, but in favor of "credit for competence actually demonstrated through performance in specially prepared examinations."

f. Once more in January 1943 the Executive Committee took action relating to wartime problems affecting the Association's policies. In particular it voiced its judgments respecting four specific matters; namely, the acceleration of educational programs, the liberalization of college admission requirements, the provision for part-time opportunities for youths planning to enter wartime industrial work, and the adjustments that should be made for students entering the military service of the government. The complete pronouncement issued at that time is as follows:¹

Secondary schools and colleges, in common, are confronted with the serious issue of preserving the best elements of general education and at the same time making the most effective contribution to our national needs through aiding each youth to enter at the earliest possible time the field in which he can render the most effective service to his country. In the light of the pronouncements which have been made by the various public agencies, the Executive Committee of the North Central Association of Colleges and Secondary Schools believes it appropriate to make the following statement of policy.

1. *Acceleration of Educational Progress.* Every secondary school and college is responsible for the establishment of administrative plans whereby, according to their individual abilities, students may secure a maximum of educational experience in the time at their disposal. This purpose can be achieved through the provision of an extended summer program or, as individual ability justifies, by permitting students to carry work beyond the normal load. In making these adaptations, institutions should maintain desirable educational standards.

2. *Admission to Institutions of Higher Education.* Unrestricted admission to college of students who have not completed the secondary school program cannot be justified on educational grounds. Most

¹ *Ibid.*, XVII (April 1943), 322-23.

secondary school pupils not immediately subject to the provisions of the Selective Service Act should complete, if possible, the full program of studies offered by the school and thereby qualify for graduation. It is recognized, however, that individual students in some instances may be competent to undertake work at the college level without having fulfilled the usual quantitative requirements for admission to college. This fact has long been recognized but present conditions bring it into sharper focus. Selection of such students should be made on an individual basis through the close cooperation of the appropriate guidance officers of the secondary school and college concerned and should be confined to those advanced students who can demonstrate that they possess the educational achievement, the intellectual ability, and the social maturity essential to such admission.

3. *Admission to Productive Employment.* The Committee recognizes that the services of many mature and able youth are needed immediately in productive effort. It may be best for the national interests that some youth now in school be guided into appropriate fields of service before the completion of their educational programs. Here again, selection should be made through the close cooperation of the appropriate educational officers and employing agencies. Whenever possible, the school should provide part-time educational opportunities for such students.

4. *Admission to the Armed Services.* The Committee recognizes that many youth will be called into the armed services prior to the completion of their educational programs. In anticipation of this event, guidance and personnel officers should individually direct these students into courses which will relate directly to preparation for such service, and at the same time will take cognizance of their needs for general education. Furthermore, the attention of these individuals should be called to the possibility of continuing their education while in service by taking advantage of the opportunities provided by the Army Institute and other such agencies.

The Committee calls special attention to certain implications in the foregoing statement of policy as they relate to administrative practice:

1. Each secondary school and college in accepting the foregoing responsibilities must have available comprehensive information concerning the educational achievement, the intellectual ability, and the

social maturity of its students. Capable and interested staff members should be provided to use this information effectively.

2. Each secondary school and college should adopt a broad concept of educational progress if it is to accept its responsibility for the proper guidance and direction of individual students. Therefore, in encouraging youth to enter upon accelerated programs emphasis should be placed not only upon the usual measures of scholastic progress but also upon reliable indices of educational achievement, general ability, and special aptitude along with judgments relating to physical and social maturity. In admitting students who have not completed the normal requirements, college authorities will find it necessary to supplement their usual data on credits earned with information collected through the employment of such other measures of educational growth.

3. Colleges accepting accelerated pupils should make definite provision for their counseling and personal care, for supervised housing, and for an instructional staff which will adapt its teaching procedures to the unique needs of this special group.

4. Since an accelerated program properly administered will involve relatively few students, the Executive Committee recommends that the college authorities work directly and carefully with the secondary school officials in the selection of such individuals. Any wholesale effort at recruiting such youth can only result in defeating the objectives outlined above.

5. The Committee recognizes the great importance of the high school diploma in relation to future opportunities and the problem involved in granting such recognition to accelerated pupils. The Committee recommends that the high school diploma be granted to accelerated students when they demonstrate through appropriate examinations that they possess the intellectual and educational competence usually required of the secondary school graduate. It is further recommended that, whenever necessary, state authorities be urged to suspend or modify, temporarily at least, regulations which prohibit such action.

6. The Executive Committee recognizes that a program of acceleration in any college or high school has broad implications for future policy. It requests the Commissions to inaugurate at the earliest date studies of programs of acceleration employed in member institu-

tions with special attention to adaptations which contribute most to true educational advancement.

g. Again in October 1943 the Executive Committee gave official consideration to certain war problems. This time its concern related particularly to the training programs currently operating within the ranks of the armed forces themselves. As finally adopted, the resolution of the Committee read as follows: "That a coordinate committee of the three Commissions be appointed to study the problem of accreditation of the United States Armed Forces Institute and other educational experiments of the Armed Forces and to report back to the Executive Committee at its next meeting." At the present writing, the report of this committee and the subsequent action of the Executive Committee are not known. The import of the resolution, however, seems clear. It is to give North Central Association endorsement to certain types of training provided outside regularly accredited institutions and under special wartime agencies.

h. In January 1944 the Executive Committee, acting upon a series of recommendations made by the Commission on Research and Service and supported by the Commission on Secondary Schools, gave its stamp of approval to certain principles relating to the pre-induction military training of youth. These principles were later published in the *Quarterly*¹ and otherwise brought to the direct attention of schools. As organized they were grouped under four main headings; namely, characteristics of a competent service man, basic occupational skills needed by a service man, ways in which secondary schools could meet these needs, and curriculum suggestions for a pre-induction program.

¹ XVIII (January 1944), 254-66.

Entering somewhat into details regarding the training a service man should possess, the Committee outline included the following attainments:

1. An understanding of the issues of the war, i.e. the democratic principles which we seek to maintain, the fundamental causes of the war, and the natural and human resources of the United States.

2. An understanding of the nature of military and naval life—the operation of the Selective Service Act; the processes of induction, classification, and assignment; the organization of the various branches of the services; the problems of group living peculiar to life in the service; the opportunities for education, specialized training, and promotion with special reference to postwar jobs; and like topics.

3. Physical fitness and mental health—involving the knowledge, attitudes, and skills required for personal hygiene and emergency treatment of injuries.

4. Language skills, involving ability to understand orders and commands; to read notices, orders, and reports easily and accurately; to report accurately the results of missions and observations; to write legibly and to use the customary patterns of written language; and to use easily the basic military and naval vocabularies.

5. Mathematical knowledge and skills involving especially the problems met in military and naval situations.

6. Basic occupational skills, supplemented, where readily obtainable, by specialized training adapted to military needs.

Regarding the responsibilities of secondary schools in providing youth with the training thus proposed the Committee offered the following advice:

1. As local conditions warrant, schools should offer one or more prevocational courses basal to a large number of military jobs or family of military jobs, and, where facilities permit, additional courses dealing with specific occupational skills.

2. Schools should provide a youth guidance program of ample scope and employ a counseling staff of superior abilities.

3. The school's entire educational program should be made to contribute directly to the training needs of prospective inductees. That is, the entire range of the school's activities should be utilized

for this purpose—the general instructional work, the extracurricular undertakings, and the procedures of administration.

War problems have continued to occupy much of the attention of the Association and of the Executive Committee. Indeed, the entire programs of the annual meetings of 1943 and 1944 were centered very largely about such themes. The titles of papers read included: Colleges Gird for Total War; Education and the Crisis; The College in War—and After; What the Schools May Contribute to Total War and Total Peace; Rehabilitation and Its Implications for Education; College Credit for Men in Service; Should High School Students Skip Their Senior Year on Their Way to College? Whither—When and Why? The Federal Government and Education in Wartime; Wartime Responsibilities of Colleges and Universities; and Pre-Induction Training.

THE ACCREDITING YEAR

The “accrediting year” is another matter that has caused considerable discussion before the Association. When the accrediting practice was begun in 1902 apparently it was generally assumed that the “year” of approval covered the school year. Indeed, in the early days few schools once placed on the list ever had the privilege withdrawn from them. The Board of Inspectors was confessedly a conservative one and admitted no institution to the accredited lists unless it was in fact a very superior institution. Once recognized, therefore, the school had little to fear.

But as time elapsed and the practice of “dropping” institutions from the lists became somewhat common, the query arose, When did the cancellation of relationships take effect? Was it at the time of the annual meeting in March,

or at the beginning of the school year in the preceding September, or not until the end of the current school year in June following the annual meeting? By more or less common consent the "year" came to be regarded as extending from March to March, or from annual meeting to annual meeting. But in 1927 decided objections were made to this practice. A procedure of this sort, it was held, worked hardships on many institutions, and especially upon senior classes that would be graduated in the following June. To this contention the reply was made that, except in extreme cases, no institution was dropped from the list without a year's warning, and that if a school or college could not correct its weaknesses within that period it had no just basis for complaint when more drastic action was taken twelve months later.

While no change of policy was made at this time and the accrediting year continued for a period to be from one annual meeting to the next, the validity of the objectors' claims was later recognized. On March 30, 1939, therefore, the Executive Committee specified that "Any action . . . involving the dropping of either a high school or an institution of higher education from the approved list should become effective on June 30 directly following the Annual Meeting during which the action was taken." And the 1942 Constitution stipulates that "Any lapse in membership shall date from July 1 next succeeding the Annual meeting at which time action was taken to drop the member university, college, or secondary school in question."

TERMS OF OFFICE

Still another question that elicited much discussion on the floor of the assembly pertained to the terms of members of

the Commissions. The Constitution of 1916 had fixed these as three years and had made an individual ineligible for the office for more than two terms in succession. In 1924 the issue came to a head when it was discovered that certain persons had already overstepped the regulations and had served on the Commissions continuously since 1916. At the time, it appeared particularly unfortunate to depose some of those men, since they were deeply involved in investigational work of much concern to the Association. Moreover, it was pointed out that in the Commission on Secondary Schools in particular the constitutional provision could not be enforced without violating a longstanding regulation of that body. This regulation declared that the university inspector (or the inspector representing the state department of public instruction) in each state was to be a member of the Commission and, furthermore, was to be the agent of communication between the Association and the accredited schools. Since these individuals, as a rule, held more or less permanent appointments within the several states they could not wisely be excluded from the North Central Association Commission.

In 1924 the difficulty was surmounted by the enactment of an emergency measure providing that all individuals whose terms of office had constitutionally expired should be "advisory members of the Commissions" for one year. Meantime an amendment to the Constitution was submitted completely wiping out the limitations on the length of office. In 1925 this amendment passed without much opposition. Henceforth the election of members to the Commissions was left to the wisdom of the electors. As in most other gatherings, it had been found that a certain few individuals were much more willing to work faithfully than were others. It therefore had been the policy of the nominating committees

to select persons known to be especially capable and willing. As Mr. Armstrong of Chicago expressed it when arguing for the amendment, "It seems to me that we ought to give the members of the Association credit for having the intelligence to select people who are best adapted to do the work. We ought not to cut them off just as, perhaps, they have reached their highest degree of efficiency, in order to comply with this constitution."

But in time there was another shifting of sentiment in respect to this matter. In 1940 the Commission on Institutions of Higher Education adopted the following resolution: "The term of service upon the Board of Review, for the *ex-officio* and the appointive members, shall be seven years, and upon the expiration of this term no member may succeed himself. (It is the understanding that this action automatically limits to seven consecutive years of office the positions of chairman, of vice-chairman, and of the secretary of the commission.) . . . No member of the Commission may serve more than two terms consecutively. . . ."

Likewise in 1941 the Commission on Curricula set limits to the terms of membership in its division. Copying nearly verbatim some of the words of the Higher Commission, the resolution of this Commission reads: "Members of the Commission [on Curricula] shall be elected for a three-year term and no member shall be elected for more than two consecutive terms. It is understood that this automatically limits the term of the chairman, the vice-chairman, and the secretary to six years . . . it is further provided that half, but not more than half, of the members of any class elected each year shall have previously served on the Commission."

The Commission on Secondary Schools had not, up to

1942, gone as far in the matter of limiting terms of office as had the other two Commissions. Perhaps, considering the nature of that body's work, it was not wise to do so. Nevertheless, even in this Commission the tendency to rotation in office was becoming apparent—especially in the offices of chairman and secretary. Then, under the new Constitution of 1942, all terms of membership on this Commission were limited to six consecutive years, except for the representatives of state universities and state departments of public instruction.

The Constitution of 1916 had likewise definitely limited the terms of the general officers of the Association. Thus neither the secretary nor the treasurer was eligible to serve for more than six consecutive years. But within the past decade or so these restrictions have been removed. Whether the policies recently adopted by the Commissions in respect to continuity in office will also be followed by the Association in selecting its general officers it is, of course, impossible to say. Sentiment for the adoption of what is denominated "more democratic processes" in all organizational affairs appears to be strong. The Constitution of 1942 has already incorporated a number of these reforms.

THE PROBLEM OF APPEALS

As already briefly mentioned in Chapter VI, the Association was for a time much embarrassed by representatives of certain institutions taking appeals from the decisions of the Executive Committee directly to the floor of the general assembly—appeals made especially in reference to the accredited status of their school or college. Frequently many hours were consumed in arguments over the issue. Finally

in 1927 an amendment to the Constitution (Article V, Section 3) was passed reading thus: "All actions of the Executive Committee shall be subject to revision by the Association except as provided in Sections 4 and 5 of this Article"—the sections giving the Executive Committee power to receive, pass upon, and publish the lists of institutions to be accredited.

The occasion which climaxed this issue grew out of the fact that for five or more years previously, notice had been given that in 1927 the amount of productive endowment required of non-tax-supported colleges would be set at \$500,000 instead of \$200,000 as it had been before 1924. A number of colleges found it difficult to meet this higher standard and hence, when they saw their institutions were in danger of being dropped from the accredited lists, sought to gain support for their cause by making their appeals on the floor of the house. After 1927, this procedure was made impossible. Today, whenever an institution appeals to the Executive Committee about a decision made by one of the Commissions, such an appeal is taken up at the first meeting of the Committee following the annual meeting in the spring. This policy gives the Committee time to gather complete data on the case.

RECENT ACTIONS

During the past two or three years the Executive Committee has adopted certain rules of procedure for itself that are significant. Two of these may be mentioned here. One relates to the schedule for its regular meetings; the other provides for a closer coordination of Association undertakings. Briefly stated the arrangements involved in these actions are as follows:

1. Until 1940 the Executive Committee met relatively infrequently and at irregular times. It now meets several times a year, in addition to three or more sittings coincident with the annual meeting. These Committee meetings are usually held in May, July, October, and January. The May meeting is largely given over to hearing appeals (if any) from member institutions and to the discussion of general policies; the July meeting deals primarily with budgetary matters; the October and January meetings are concerned essentially with the program of the forthcoming annual convention and with general business. Furthermore, all meetings are ordinarily held on specified Saturdays, thus giving members time to plan their personal affairs well in advance.

2. Because of the expansion of Association activities in recent years and the consequent multiplication of committees charged with administering them, the Executive Committee has been deeply concerned with the problem of coordination. Undertakings of one group of officials seemed not infrequently to encroach upon the planned endeavors of other groups or to overlap or duplicate efforts of such groups. Finally, to remedy this situation the Executive Committee in March 1943 gave approval to a proposal creating an agency for overcoming or minimizing difficulties of these kinds. By this action an evaluative committee, officially designated a Committee on Coordination and Stimulation, was established. This Committee, consisting of one representative from each of the three Commissions, has for its primary function the development of closer relationships between the respective Commissions and the stimulation of Association influence both within the Commissions themselves and among educational institutions throughout North Central territory. As

its first task this Committee was asked "to prepare recommendations concerning the making of the budget for the ensuing year (1944-1945) and to report on these recommendations at the next meeting of the Executive Committee." However, it was especially emphasized, the newly created committee is to be "essentially one concerned with policies and procedure and not with administrative details."

PRESENT POWERS OF THE COMMITTEE

It is of course quite evident from what has been said throughout this chapter that at present the Executive Committee is a triune body. Its powers are legislative, judicial, and administrative, all combined. In consequence, the Association as an entity has become largely a ratifying or a vetoing body. Under the constitution the Executive Committee must still submit all its judgments to the parent organization and, except for giving final form to the accredited lists, may see its decisions overruled. But such overruling is exceedingly rare when a question is considered in toto. Frequently proposals made by the Executive Committee are modified in minor respects, but if any great difference in judgment arises, the proposition is most likely to be referred to the initiating authority for restudy and possible revision. Merely to note the powers at present specifically delegated to the Executive Committee is engaging. They are:

1. To receive from appropriate commissions the lists of institutions recommended for membership in the Association, to pass upon such lists, and to submit them to the Association for final approval.
2. To see to it that the approved lists of institutions are published in the official organ of the Association, the *North Central Association Quarterly*.

3. To have final authority to hear appeals from the decisions of the Commissions relative to the approval of institutions and to determine the action to be taken upon such appeals.
4. To nominate persons for membership in the various Commissions but to limit the nominations to such individuals as have previously been recommended by the Commission concerned.
5. To determine the time and place of the annual meeting, and prepare the program for such meeting.
6. To approve all programs for meetings of the various Commissions.
7. To provide for the publication of reports and proceedings.
8. To fill vacancies in the lists of officers of the Association and of the various Commissions if such vacancies occur when the Association is not in session.
9. To coordinate the work of the various Commissions in the most effective way possible.
10. To authorize and approve all expenditures of funds and to require each Commission annually to submit to it a proposed budget.
11. To submit to the Association annually a detailed report of income and expenses.
12. To require an annual audit of the Association's accounts.
13. To transact any necessary business of the Association at times when that body is not in session.

CHANGING ATTITUDES

That the Association has steadily widened the scope of its activities throughout the years and that in particular it has recently become more and more liberal in the adoption and interpretation of its policies is apparent to everyone. Early in its history it was a select or elite organization. By very definition it was concerned little with social problems in general—or indeed with educational problems in general. Its care was for high school youths planning to go to college and for young people already in college. It took no special interest in the large groups of boys and girls who must terminate their systematic education at fourteen or sixteen

years of age. In consequence the vocational subjects in the schools received no attention by the Association, nor did the training of the teachers of such subjects. Neither did subjects of study that have to do essentially with esthetic development receive much consideration in their deliberations—such subjects as music, art, design, and even literature taught primarily for the sake of enjoyment. No, it was the intellectual training of a limited few that counted most, and it was the set of problems centering about such individuals that gave the Association its chief reason for existence.

But today conditions have changed. In a meeting of the Executive Committee held October 22, 1937, the following statements of attitudes were duly approved:

1. That the time has come when the Association and its various Commissions ought to give less attention to the details involved in accrediting and more attention to the problem of developing sound educational policies.

2. That the Association should become more actively interested in encouraging secondary schools to meet the needs and interests not only of those pupils who are preparing for college but also of that much larger group of pupils who are not likely to continue their organized training beyond the secondary school.

3. That the use of any term which tends to place a stigma on any subject, or group of subjects, should be discontinued in the future literature of the Association—such expressions as “academic” studies, “nonacademic,” “solids,” “liquids,” “college preparatory” and “non-college preparatory” subjects . . . also . . . that high school subjects accepted for admission to institutions of higher education are sometimes labeled in the published literature of an institution as Class A, Class B, and Class C subjects, a practice which tends to make both high school pupils and their parents feel that any subject belonging to Class C is of doubtful value.

4. That the Association should give increasing attention to the educational policies and educational planning of a state as a whole and possibly less attention to the consideration of individual schools. In estab-

lishing its condition for membership, the problems peculiar to the region in which the institution is located should be taken into consideration by the Commission concerned and also by the Association.

5. That the Association should study carefully its policies and requirements for membership so as to remove any now existing handicaps to educational activities such as extension work, correspondence courses, adult education, and educational work of CCC camps.

6. That a study should be made of the financing and business management of extracurricular activities of both the high schools and the institutions of higher education.

7. That the time is ripe for the North Central Association to secure an appraisal of the present trends in secondary and higher education for the purpose of determining how it may play a part in helping to solve current educational problems.

Could words be more eloquent in indicating new points of view for the Association?

Other expressions of judgment point in the same general direction. In setting up its standards for evaluating an institution the Commission on Secondary Schools has had, since 1940, a related paragraph. It reads: "The extent to which a secondary school is successful in establishing itself as an educational and recreational community center is taken into consideration in its evaluation."

In similar vein the Commission on Colleges and Universities declares: "An institution should continuously study its policies and procedure with a view to their improvement and should provide evidence that such useful studies are regularly made. . . . It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. . . . Continuous study leading to adjustment and improvement . . . will be considered an integral part of the regular accrediting activities of the Association."

PRESIDENTIAL ADDRESSES

At each annual meeting of the Association it is customary for the president of the organization to deliver an address. Not infrequently these addresses have been concerned with problems currently affecting the Association and its work. Occasionally, however, they have dealt with purely theoretical topics. But whatever has been their nature they have always emanated from the personal experiences and meditations of the speaker. They therefore have ever been delivered with conviction and earnestness. These presidential addresses have been as follows:

- 1896 "Outlook for Education," J. B. Angell, President of the University of Michigan
- 1897 "Higher Education in the North Central States," C. K. Adams, President of the University of Wisconsin
- 1898 "Existing Conditions in Public Education," J. H. Canfield, President of the Ohio State University
- 1899 "Individualism in Education," A. F. Nightingale, Assistant Superintendent of Schools, Chicago
- 1900 (Address not published), W. F. Slocum, President of Colorado College
- 1901 (Address not published), G. B. Aiton, Inspector of High Schools, University of Minnesota
- 1902 "Education and Success," W. S. Chaplin, Chancellor of Washington University
- 1903 "Object and Work of the Association," G. N. Carman, Director, Lewis Institute
- 1904 "Government in American Universities," A. S. Draper, President of the University of Illinois
- 1905 "An Historical Sketch," F. L. Bliss, Principal of Detroit University School
- 1906 "An American Federation of Learning," G. E. MacLean, President of the State University of Iowa
- 1907 "The Public High School," E. L. Harris, Principal of Central High School, Cleveland

- 1908 "Classification of Our Higher Institutions of Learning," E. J. James, President of the University of Illinois
- 1909 "Some Problems of Secondary and Higher Education," E. W. McCoy, Principal of Hughes High School, Cincinnati
- 1910 "The Logic and Methods of Industrial Education," C. M. Woodward, Washington University
- 1911 "Some Problems of Secondary Education," G. W. Benton, Principal of Shortridge High School, Indianapolis
- 1912 "A General Survey of Education," H. P. Judson, President of the University of Chicago
- 1913 "Secondary Education in Europe and America," W. J. S. Bryan, Assistant Superintendent of Schools, St. Louis
- 1914 "Efficiency for Efficiency's Sake," F. N. Scott, University of Michigan
- 1915 "The Need for Some Constitutional Revisions," J. E. Armstrong, Principal of Englewood High School, Chicago
- 1916 "College and Character," T. A. Clark, University of Illinois
- 1917 "Secondary School Science," C. B. Curtis, Principal of Central High School, St. Louis
- 1918 "Examining Our Premises," Thomas Holgate, President of Northwestern University
- 1919 "Our Mutual Relationship," George Buck, Principal of Shortridge High School, Indianapolis
- 1920 "Education in an Industrial Age," G. L. Mackintosh, President of Wabash College
- 1921 "Reenforcements to the Task," G. E. Marshall, Principal of the High School, Davenport
- 1922 "The Maintenance and Growth of Colleges and Universities," L. D. Coffman, President of the University of Minnesota
- 1923 "The Job of the High School Principal," M. H. Stuart, Principal of Technical High School, Indianapolis
- 1924 "The Reorganization of the American Educational System," C. H. Judd, University of Chicago
- 1925 "A Good Word for the High School," E. L. Miller, Assistant Superintendent of Schools, Detroit
- 1926 "A Good Word for the College," H. M. Gage, President of Coe College

- 1927 "Let's Redefine College Entrance Requirements," J. D. Elliff, University of Missouri
- 1928 "Checking Up on Ourselves," W. W. Boyd, President of Western College
- 1929 "Retrospect and Outlook," W. I. Early, Principal of the High School, Sioux Falls
- 1930 "Teacher Training Institutions and the North Central Association," W. P. Morgan, President of Western Illinois State Teachers College
- 1931 "Emergency Economies in Educational Administration," Merle Prunty, Superintendent of Schools, Tulsa
- 1932 "The Newest Crisis in Education," J. B. Edmonson, University of Michigan
- 1933 "The Next Step," A. A. Reed, University of Nebraska
- 1934 "Differentiation of Function," H. M. Wriston, President of Lawrence College
- 1935 "Closer Relations," B. L. Stradley, The Ohio State University
- 1936 "The Movement of Youth," L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis
- 1937 "Sincerity in Education," A. M. Schwitalla, St. Louis University
- 1938 (Not published), E. H. K. McComb, Principal of Manual Training High School, Indianapolis
- 1939 "New Conceptions of Secondary Education," A. W. Clevenger, University of Illinois
- 1940 "Voluntary Accrediting Associations," Geo. A. Works, The University of Chicago
- 1941 "Practice and Precept," Irving Maurer, President of Beloit College
- 1942 "The North Central Association in 1942," DeWitt Morgan, Superintendent of Schools, Indianapolis
- 1943 "The College in War—and After," Charles E. Friley, President of Iowa State College
- 1944 "The Accreditation of Secondary Schools," W. E. McVey, Superintendent of Public Schools, Harvey, Illinois
- 1945 Announced as "Freedom and Responsibility through Education," F. E. Henzlik, University of Nebraska

OTHER OFFICERS OF THE ASSOCIATION

Through the years the other principal officers of the Association, the secretaries and the treasurers, have been as follows:

Secretaries: F. L. Bliss, 1895-98; C. A. Waldo, 1898-1900; F. N. Scott, 1900-1902; J. V. Denney, 1902-1906; T. A. Clarke, 1906-1915; H. E. Brown, 1915-1919; H. M. Gage, 1919-1925; J. B. Edmonson, 1925-1931; A. W. Clevenger, 1931-1938; W. W. Haggard, 1938-1939; G. W. Rosenlof, 1939—

Treasurers: G. N. Carman, 1895-1901; J. E. Armstrong, 1901-1914; M. H. Stuart, 1914-1922; W. I. Early, 1922-1928; E. H. K. McComb, 1928-1937; W. F. Shirley, 1937—

E I G H T

The Finances of the Association

EXCEPT in the cases of certain "examiners" appointed by the Commission on Colleges and Universities to make special investigations, no individual in the history of the Association has ever received any compensation for services rendered the organization. Whatever contributions in thought, time, and energy he may have made have been bestowed gratuitously. The sole rewards he has obtained have been rewards of the spirit—the satisfactions that come from service in a good cause.

Naturally the statements above do not apply to payments for legitimate expenses incurred in the transaction of the Association's business affairs. Officers, committeemen, and delegates duly appointed to represent the organization in specified capacities are reimbursed for all expenditures contracted while thus engaged. Originally these sums were relatively small, but as the Association's program of work expanded, its operating expenditures likewise increased. Today the annual budget amounts to between \$35,000 and \$40,000.

At the outset the Association's operating expenses were met entirely from membership dues. More recently, however, these funds have been supplemented by income from

several other sources—college inspection and survey charges, subscriptions to the *Quarterly*, royalties from books published by the Association, interest on bank deposits and bonds, sales of reprints, manuals, and schedules, and grants from educational foundations. The following facts taken from the treasurer's report for a recent typical year (1943) make the situation clear.

SUMMARY FROM TREASURER'S REPORT MARCH 1, 1943

Receipts

Balance on Hand March 1, 1942		\$31,237.78
Current Receipts		
1. From Dues\$29,049.90	
2. From Application Fees	170.00	
3. From Inspection and Survey Fees	4,673.01	
4. From Subscriptions to <i>Quarterly</i>	998.12	
5. From sale of Manuals, etc. . .	141.47	
6. From Interest on Bank Deposits	53.30	
7. From Royalties on Books . .	1,428.97	
8. From General Education Board for the Teacher Training Study	6,327.90	
		<u>\$42,842.67</u>
Total Receipts, including balance\$74,080.45

Expenditures

1. For Inspections and Surveys	\$ 5,932.67	
2. For Commissions and Offices	28,701.08	
3. For Teacher Training Study	7,589.47	
4. For Losses from Closed Banks	66.65	
5. For Bank Service Charges	1.20	
		<u>\$42,291.07</u>
Total Expenditures\$42,291.07
Balance on Hand March 1, 1943\$31,789.38

NEW DEMANDS UPON THE TREASURY

In spite of the fact that membership fees in the Association had more than once been increased, and other sources of revenue had been obtained, the income of the Association was still not large enough to provide for the greatly expanding programs of work laid out for it after the adoption of the revised constitution in 1916. The Commissions were simultaneously engaged in making numerous elaborate educational studies. Committees and subcommittees set themselves the tasks of carrying forward investigations almost without end. The expenses of the Executive Committee—now increased in numbers of members traveling long distances to attend its meetings—nearly doubled. And college inspection costs continued to mount.

So again augmented revenues were sought. A fee of \$25 for each college inspection had been collected for some time, but in 1926 the Association voted that the accreditation of any higher institution "not fully meeting the standards of the Association [should] be contingent upon a complete and competent survey of such institution at the expense of the institution." Further, the "survey fee" was set at \$500 (later reduced to \$400) and the "inspection fee" alone was increased to \$50. Nor was this all; annual dues of institutions of higher education were jumped from \$10 to \$25, and an "application fee" of \$5 for new institutions was imposed. The treasurer's report for 1927 shows that 246 higher institutions paid the \$25 membership fee, 20 institutions paid the \$25 inspection fee, and 7 institutions paid the \$500 survey fees.

But in 1931 another readjustment of dues was made. By new legislation universities and four-year colleges were to pay dues of \$50; junior colleges, dues of \$25; and secondary

schools (as before) dues of \$5. Application fees, inspection fees, and survey fees were, however, left unmodified. Here matters have stood up to the present.¹

The following table shows the amounts of membership fees, computed at ten-year intervals beginning with 1900.

COMPARATIVE TABLE OF FEES PAID, 1900-1940					
Year	Class of Membership	Number	Amount of Fee	Partial Total of Receipts	Total Receipts
1900	University, College, Secondary School and Individual	95	\$ 3.00	\$ 285.00	\$ 285.00
1910	University	23	10.00	230.00	
	College	31	5.00	155.00	
	Secondary School and Individual	138	3.00	<u>414.00</u>	799.00
1920	University and College	122	10.00	1,220.00	
	Secondary School	1,058	2.00	2,116.00	
	Individual	39	3.00	<u>117.00</u>	3,453.00
1930	University and College	271	25.00	6,775.00	
	Secondary School	2,366	5.00	<u>11,830.00</u>	18,605.00
1940	University and College	251	50.00	12,550.00	
	Junior College	44	25.00	1,100.00	
	Secondary School	2,906	5.00	14,530.00	28,180.00

BENEFACTIONS FROM OUTSIDE SOURCES

In addition to the revenues derived from its own members in the form of annual dues, inspection and survey fees,

¹ Application fees for higher institutions were later discontinued, but higher institutions seeking recognition are required to deposit the survey fee. If no survey is made, the survey fee is returned except for a small charge for analysis of data.

and application deposits, the Association has, within the past dozen years, received considerable sums of money from the Carnegie Foundation and the General Education Board. It has secured these contributions largely through the endorsement of the American Council on Education, of which Dr. George F. Zook has for some years been president. From 1926 to 1932 Dr. Zook was secretary of the Association's Commission on Higher Education, and consequently he came to know intimately the problems confronting the organization. He likewise became deeply interested in seeking solutions to these problems, and realized keenly that if solutions were to be reached, considerable sums of money would be needed for the undertakings. He therefore lent his support to the requests for aid from the national agencies mentioned.

In 1930 the Carnegie Corporation agreed to contribute \$5,000 a year for two years or more in expediting a thorough study of the situation in North Central Association territory with regard to physical education and athletics. The final report of the Committee that carried forward the study was made in 1933, its findings being published in the *Quarterly* for June of that year and in reprints that were distributed widely.¹

In 1933 the General Education Board cooperated with the North Central Association in making an extensive and intensive study fundamental to a revision of accrediting standards relating to colleges and universities. For this purpose the Board made an initial grant of \$100,000 contingent upon the Association's pledging \$25,000 to supplement the amount. By the agreement the study was to extend over a

¹ This report is discussed at some length in Chapter VII.

period of five years, but before the project was completed considerable additional sums of money were appropriated, both by the Board and by the Association. In the end the cost of the undertaking was about \$250,000.

Two years later, in 1935, the General Education Board made a preliminary grant of \$25,000 to help defray the cost of the projected Cooperative Study of Secondary School Standards, but again, before the investigation was finished, the total expenses had run to something over \$200,000, a very large portion of which was supplied by the General Education Board.¹

Nor did the good work of the Board stop here. It now aided the Association in an investigation relating to the preparation and certification of teachers. Soon, though, it was clearly seen that this problem, like some of the others, was a national one rather than solely a regional one. Thereupon the General Education Board once again augmented its benefactions and agreed to cooperate in a much enlarged plan under the auspices of the American Council on Education. At present this teacher-training project is still under way.

OTHER SOURCES OF REVENUE

Perhaps in concluding this portion of the chapter on financial history brief reference should again be made to revenues derived from the sale of printed materials gotten out by the Association. On such sales no attempt is made to derive profits; charges only sufficient to cover costs are imposed. But such items of income enter into the making of the budget. They include sales of single copies of the *Quarterly*, of reprints of certain studies and addresses, of manuals and

¹ A detailed account of this project is also given in Chapter IV.

schedules, and of certain books prepared and published under the authority of the Association. In recent years these receipts have ranged from \$1,600 to \$2,000 or more annually.

Under the watchful eyes of the Executive Committee and the Association's efficient treasurers the annual budgets of the organization have from the outset been so handled that each year a neat balance has remained on deposit. Today, therefore, the financial affairs of the Association are in excellent condition, as is shown clearly in Appendix C, pp. 245-46.

EXPENDITURES

For many years after 1895 about the only items of expense incurred by the Association were those required for stenographic assistance at the annual meeting, charges for printing the *Proceedings*, and small sums to pay the costs of Executive Committee meetings. Indeed, the entire budget for 1897-1898 (the first one available in print) was less than \$365. It follows:

<i>Receipts</i>		
Balance, February 12, 1897	\$109.66	
Fees Since	252.00	
		\$361.66
<i>Disbursements</i>		
Stenographic	\$ 28.00	
Postage and Express	44.38	
Printing the <i>Proceedings</i>	182.88	
Expense of Executive Committee	46.00	
Printing and Stationery	47.20	\$348.46
Balance April 1, 1898		13.20

Rarely, during the early years of the Association, did the expenses of the Executive Committee exceed \$100. Then,

with the enlargement of the membership in that body after 1916, with the enormously expanded program of work fostered by the Association after that date, with the need for more frequent meetings of the Committee in order to plan procedures, and with the ever increasing costs of travel and hotel accommodations, its bills mounted rapidly. Thus, to illustrate, in 1931 the treasurer reported an expenditure by this body of \$1,020.13; in 1933, of \$930.00; and 1934, of \$612.97. The amounts spent since 1934 have been even larger, the budget for 1943-44, for example, being set for \$1,800.00.

SOME COMPARATIVE FIGURES

But it has not been the expenses of the Executive Committee that have so noticeably affected budget making recently; the change has been due largely to expenditures made by other agencies of the Association. In particular the special studies undertaken by the three Commissions, together with the printing bills incident to these studies, are what have greatly added to the costs of operations. Coupled with these extra charges are also the greatly expanded expenses of the offices of the secretary, the treasurer, and editor of the *Quarterly*. Nor are these the only factors in the increase; the ever expanding lists of schools and colleges to be inspected and accredited, the newer and more elaborate machinery needed for carrying on this work, and the Association's recent generous policy of collaboration with other education agencies of the nation—all these have contributed to the financial obligations of the organization. For illustration, let us take the treasurer's report on expenditures for three comparative years—1916, 1926, and 1936.

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DISBURSEMENTS FOR THE YEAR 1916

Executive Committee	\$ 91.49
Commission on Curricula	128.26
Committee on High School Reorganization	4.60
Clerical Assistance to Secretary	150.00
Clerical Assistance to Treasurer	75.00
Stenographer for annual meeting	104.00
Fraternal Delegate Expense	43.98
Postage	116.01
Stationery and supplies	23.75
Printing	520.20
Express, freight, drayage	2.48
Total	\$ 1,259.77

DISBURSEMENTS FOR THE YEAR 1926

Executive Committee	\$ 260.05
Commission on Curricula	229.52
Commission on Secondary Schools	503.07
Commission on Higher Education	476.39
Printing	4,322.26
Expense of Annual Study	890.71
American Council Fee	100.00
Reporting Convention 1925	175.34
College Inspection Expense	647.26
Clerical Assistance to Treasurer	206.30
Clerical Assistance to Secretary	541.16
Postage and Parcel Post	338.26
Freight, Express, Telegrams	100.07
Depository Bond	30.00
Notary Fee	9.00
Treasurer's Bond	12.50
Delegate to American Council	176.65
Clerical work of State Committees	74.90
Refunds for Overpayment of Dues	17.00
Total	\$ 9,110.44

DISBURSEMENTS FOR THE YEAR 1936

Executive Committee	\$ 931.12
Commission on Curricula	1,739.11
Commission on Secondary Schools	4,529.45
Commission on Higher Education	6,785.85
Assistance to Editor of <i>Quarterly</i> (and Postage)	964.49
Assistance to Secretary (and Postage)	1,361.07
Assistance to Treasurer (and Postage, etc.)	1,306.49
Printing (<i>Quarterly</i>)	5,185.33
Printing (Miscellaneous)	938.57
Inspection and Survey Expense	9,014.19
Book Fund	34.99
Refunds of Fees and Duplicate Payments	140.00
Annual Meeting	941.22
Travel Expense Fraternal Delegates	373.45
Bank Debits	95.00
Miscellaneous	99.25
Total	\$34,439.58

Little more needs to be said about the Association's finances; figures presented speak for themselves. Each year the treasurer's books have been duly audited and certified. In recent years also the treasurer and all members of his office force have been required to give bonds covering their responsibilities. Nor is he permitted to pay any bill unless it has been duly authorized by the Executive Committee or upon a written statement approved by the chairman of the proper committee—and then only in conformity with budgetary allocations. When the balances in the treasury reached amounts considerably larger than were needed to meet current expenses, a policy was adopted of placing a portion of the funds in interest-bearing bank accounts and in the purchase of interest-bearing bonds. Each of these practices has yielded sizeable returns annually. Thus, in the report of the treasurer for 1942, it is shown that of the total book balance

of \$31,237.78, the sum of \$8,823.12 was in savings accounts. A complete summarizing table of receipts and expenditures for each year from 1895 to 1942 will be found in the Appendix C, pp. 245-46.

NORTH CENTRAL ASSOCIATION BUDGET 1944-45

<i>Name of Commission or Committee</i>	<i>Allocated</i>	<i>Total</i>
COMMISSION ON RESEARCH AND SERVICE		\$ 4,025.00
Office of the Commission	\$ 275.00	
Committee on Experimental Units	1,250.00	
Committee on Preparation of Secondary School Teachers	1,250.00	
Committee on Fundamentals	1,250.00	
COMMISSION ON SECONDARY SCHOOLS		\$ 7,900.00
Office Expense	\$ 200.00	
Office of Secretary—Clerical Assistance	1,500.00	
Reviewing Committee at Chicago	100.00	
Secretarial Assistance at Chicago	100.00	
State Committees	5,000.00	
Committee of Seven	1,000.00	
COMMISSION ON COLLEGES AND UNIVERSITIES		\$ 7,750.00
Office of Secretary		
<i>a.</i> Salaries	\$3,500.00	
<i>b.</i> Revolving Fund (Office Expense)	750.00	
<i>c.</i> Temporary Assistance	500.00	
Board of Review	900.00	
Special Studies and Revision of Schedules	2,100.00	
EXECUTIVE COMMITTEE		\$ 1,500.00
QUARTERLY OFFICE		\$ 6,500.00
Clerical Assistance	\$1,200.00	
Postage and Incidentals	200.00	
Editorial Assistance	120.00	
<i>Quarterly</i> Issues	4,900.00	
Reprints	80.00	
SECRETARY'S OFFICE		\$ 2,400.00
Salaries	\$2,200.00	
Office Expense (Revolving Fund)	200.00	
TREASURER'S OFFICE		\$ 2,000.00
Clerical Assistance	\$ 1,400.00	
Miscellaneous	55.00	
Postage	280.00	
Bond	25.00	
Audit	140.00	
Notary Fees	100.00	
GENERAL ASSOCIATION		<u>\$ 3,000.00</u>
GRAND TOTAL		<u>\$35,075.00</u>

N I N E

Fraternal Relationships and Social Diversions

ALTHOUGH the North Central Association is essentially a working body and its meetings are largely devoted to business affairs, fraternal interests and social diversions are not wholly dissociated from its programs. In fact many members of the organization regard the fellowship and the spirit of good cheer characteristic of the Association's conventions as among the most valued outcomes of those gatherings. And these intangible benefits are not limited entirely to fraternity among members of the North Central Association; they include also relations of brotherhood and cooperation with other educational organizations. Nationally these fraternal relationships are fostered through the common practice of sending and receiving delegates representing educational agencies of many sorts; locally these spiritual values are secured largely through opportunities afforded for informal social relations during the sessions of the annual meetings.

COOPERATIVE OFFICIAL RELATIONSHIPS

The North Central Association has ever sought to cooperate actively with other educational agencies of the na-

tion, and especially to cultivate permanent friendly relationships with those whose specific aims and objectives are similar to its own. In doing this, it has necessarily derived much inspiration, gained much knowledge, and added greatly to its own elements of strength and efficiency. Conversely, it has often stimulated thought and action on the part of the organizations with which it has thus made connections. Indeed such outcomes are inevitable, for, in the realm of the intellectual just as in the realm of the physical, action and reaction are equal.

Throughout the entire fifty years of the Association's history many of its leaders have also been leaders in allied organizations. In consequence, experiences gained by them under one set of circumstances have proved of great value to them when given the opportunity to exert a wider influence. Through successive presentations, ideas have been clarified, biases dispelled, and modes of procedure refined and strengthened. It is therefore worth while to inquire further into the North Central Association policies that fostered such outcomes.

EARLY CONTACTS

In its earlier days the Association made its professional contacts chiefly with great national committees—committees representing the National Education Association, the American Council on Education, departments of collegiate instruction, and the like. In fact the rise and early development of the North Central Association coincides in point of time very closely with the establishment of several such great committees. For the concerted educational reform era in America may be said to have begun about 1888, when Presi-

dent Charles W. Eliot of Harvard University openly challenged current practices. At a meeting of the NEA Department of Superintendence held that year in Washington, D.C., he had spoken vigorously on the theme "Economy of Time in Education." His contentions were that, because of faulty school organization, inefficient administrative practices, ill-prepared teachers, unsuitable instructional materials, and poor physical equipment, popular education was needlessly prolonged—especially for boys headed toward college. He therefore called for a number of sweeping reforms.

Immediately following Dr. Eliot's address a committee was raised to devise ways and means of carrying his suggestions into practical effect. This committee—commonly known as the Committee of Ten but actually composed of one hundred individuals organized with ten subcommittees—made its report in 1893. Of the one hundred members comprising the entire group, thirty-six represented North Central territory and included such university leaders as Presidents Angell of Michigan, Baker of Colorado, Jesse of Missouri, Adams of Wisconsin, and Coulter of Indiana; and such secondary school principals as Bliss of Detroit, Coy of Cincinnati, Greeson of Grand Rapids, Smiley of Denver, and Schobinger of Chicago—all persons who two or three years later took active parts in the organization of the North Central Association.

The Committee of Ten laid down the charter for educational reforms in general. It was immediately followed by a series of other committees charged with the responsibility of developing specific phases of the educational problem. Among these committees—all of which included members who were likewise active in North Central Association circles—were the following:

1. Committee on College Entrance Requirements (1899), with Dr. A. F. Nightingale, Superintendent of High Schools, Chicago, serving as chairman.

2. Committee of Twenty One (1903), with President W. R. Harper of the University of Chicago as chairman.

3. Committee on the Advisability of the Six-Six-Plan (1905), with a number of "Westerners" in its body.

4. Committee on Cultural Elements and Economy of Time in Education (1907), with President J. H. Baker of the University of Colorado serving as chairman.

5. Committee on the Articulation of Colleges and Secondary Schools (1911), on which Dr. C. H. Judd of the University of Chicago was an influential member.

6. Committee on the Reorganization of Secondary Education which operated continuously from 1911 to about 1921 (and brought out, among other reports, the famous bulletin entitled *Cardinal Principles of Secondary Education*, 1918) had in its membership a considerable number of individuals who were likewise active in North Central Association circles. Among these were Jesse Davis of Grand Rapids, Milo Stuart of Indianapolis, Charles H. Johnston of the University of Kansas, Frank Pickell of Lincoln (Nebraska), Henry E. Brown of Kenilworth (Illinois), Hubert G. Childs of the University of Indiana, H. V. Church of Cicero (Illinois), C. O. Davis of the University of Michigan, and others.

Naturally, as previously stated, the thoughts expressed in these various committees found echoes in the meetings of the North Central Association; and, conversely, ideas voiced in the latter organization became themes for discussion within the former agencies. Thus a cordial relationship among these cooperating bodies grew and expanded.

Again, when the scientific movement in education got under way about 1910, the North Central Association established close connections with it. Such names as Judd, Freeman, Gray, Bobbitt, Charters, Coffman, Jessup, Horne, Elliott, and others were familiar in both circles. The Association soon began also to establish, directly or indirectly, what may be called interorganizational relations with a num-

ber of scientific societies—the National Society for the Study of Education, the National Research Association, the American Psychological Association, the Curriculum Society, and similar groups.

From a very early day, too, the Association sent delegates to such organizations as the National Conference on English, the National Conference Committee on Standards of Colleges and Secondary Schools, and other like agencies.

RELATIONS WITH OTHER REGIONAL ASSOCIATIONS

But probably the most intimate fraternal relationships of the Association have been established with America's other great regional standardizing agencies—today four in number. Even as early as 1896 a delegate was sent to the annual meeting of the New England Association of Colleges and Secondary Schools, but it does not appear that this policy was continued annually thereafter until much later. Then, in 1912, a new approach to the problem of interfraternity interests was made. In that year a committee of three was appointed to confer with a like committee of the Southern Association in order to consider the question of harmonizing standards of accrediting. On this committee were Professors H. A. Hollister (Illinois), George R. Twiss (Ohio), and J. D. Elliff (Missouri). The committee made a report in 1913 and was continued a year or so thereafter, but the formal conference idea was soon abandoned.

Shortly after the adoption of the new constitution in 1916 the policy pertaining to fraternal relationships was again revived. It was voted to send a delegate to the annual meetings of each of the other regional associations, but this individual was not to serve as a member of any particular committee or be charged with any particular set of duties. He

was merely to be an ambassador of good-will and a bearer of fraternal greetings from one organization to another. This policy has since been continued almost without interruption up to the present. Each year, therefore, certain individuals are selected to perform this pleasant service—one person visiting the New England Association, another the Middle States Association, a third the Southern Association, and a fourth the Northwest Association.¹ Happy to say also, the practice is today being reciprocated by each of these sister organizations. Annually now it is the pleasure of the North Central Association to welcome one or more delegates from each of the above named associations.

Every fraternal delegate—whether sent or received by the North Central Association—is treated as an honored guest to whom the keys of the convention are, so to speak, delivered immediately upon arrival. With them, he is allowed free access to every session of the organization. Thus, he not only is cordially welcomed into the general sessions of the Association as a whole but into the meetings of all commissions, conferences, roundtables, and indeed, frequently, into the quasiprivate sittings of the Executive Committee and the Board of Review. In each of the groups which he visits he is free to ask questions, or take part in discussions, and to offer comments on procedures. At some time during the week's sessions opportunity is usually given him to address the Association in a formal way, and such talks naturally vary greatly with the character of the delegate. Some are humorous, some witty, and some serious. Usually each is a composite of all three of these elements. Official greetings

¹ Under the war conditions prevailing recently, this policy has been somewhat modified.

are extended, a summary of the week's impressions is given, and, often, a brief report on the activities of his own Association is made. Further, for years it has been the custom, at least in the North Central Association, to have official delegates make written or oral reports respecting their visits to the neighboring organization; and these reports are often printed in the official proceedings.

This practice of sending fraternal delegates has been fruitful to the Association. By reason of the policy, close ties with all other associations have been established and, as a result of these affiliations, many cooperative attacks upon common problems have been instituted and carried through. Today the standards for accrediting institutions are very much alike in all five organizations.¹ In fact, in numerous instances the wordings of the regulations are nearly identical. Furthermore, full faith and credit is now given to all judgments rendered by each of the agencies; that is, schools and colleges duly approved by one association generally receive recognition by all the associations. There is today, it seems clear, no policy followed by any of the associations more highly endorsed and esteemed than the one providing for sending and receiving fraternal delegates at the time of each annual meeting. It is exceedingly doubtful that the practice will ever again be abandoned.

SOCIAL DIVERSIONS INCIDENT TO THE ANNUAL MEETINGS

The social exchanges enjoyed by Association members during the week of the annual convention are both numerous

¹ It should be noted, however, that the New England Association and the Middle States Association do not seek to standardize institutions in quite the manner the other Associations do. Hence, in some ways, it is incorrect thus to compare policies.

and varied. In spite of the fact that during that time the three Commissions are in almost continuous session from Monday morning until Thursday noon, that the Executive Committee is customarily holding three or more lengthy business meetings, that various special committees are at work early and late, and that the regular program of addresses and reports is continuing according to schedule—in spite of all these activities there are many opportunities for social intercourse and recreational diversions.

Perhaps most characteristic and valuable of these are the hotel lobby chats which go on among members—especially among the members not personally active in Commission or Committee work—at all times of day and night. Frequently, of course, these visitings are more than merely social in their nature. Often educational viewpoints are exchanged, information regarding the qualifications of prospective candidates for teacher placement are given and received, new educational practices are discussed, and indeed, confidential advice respecting such a matter as financial investments has been known to be offered.

Then there is the annual banquet at which toasts are drunk, witty talks delivered, and festive music sometimes rendered. And always at breakfasts, luncheons, or dinners small groups sit down together and dine and converse at the same time. While comparatively few women—aside from a large contingent of Catholic sisters—usually attend North Central Association meetings, their presence is not wholly lacking, and of course they give distinction and charm to all gatherings.

It may be observed, further, that many members during Convention week take occasion to attend at least one good

theatrical performance in the city, or to visit Chicago's concert halls, art galleries, museums, flower shows, and other cultural or entertainment centers. Occasionally also a group of individuals is found stealing out to a boxing arena, a skating rink, or a basket ball gymnasium, or to such business centers as the stockyards, the board of trade, or the printing companies.

The social side of the North Central Association meetings is a significant indication of the organization's character and spirit. Not infrequently witty sayings even punctuate serious addresses delivered before the assembly, and banquet talks usually sparkle with humor and good stories well told. And yet never, methinks, has the atmosphere been tainted by a risqué anecdote or a profane allusion. The North Central Association combines dignity with geniality, laughter with seriousness, friendly personal discourse with official business duties. Often scattered throughout the *Proceedings* can be found the stenographer's parenthetical word "Laughter," and it is certain that time and again the editor of the publication has deleted the expression where otherwise it would probably have been recorded. In many issues, however, humorous stories are printed in full, precisely as the speaker told them.

In very truth, therefore, Association meetings have a two-fold aspect: they contribute both to the solution of serious educational problems and to the development of general intellectual and social culture. Indeed, in all respects the organization operates as a genuine fraternity. In doing so however its true aims are ever kept to the fore; namely, "to establish closer relations between the colleges and the secondary schools of the North Central territory."

T E N

Excerpts from Addresses

IT IS, of course, impracticable in a historical study of this sort to enumerate, not to say analyze, the many scholarly papers which have been read before the Association during the fifty years of its existence. Most of these have been published, in whole or in part, in the annual *Proceedings* or in the *North Central Association Quarterly*. Many of them contained ideas and suggestions that were considered almost revolutionary at the time they were presented. Indeed, many of them did have notable effects on the educational practices of the day.

Interesting excerpts that could be chosen from these addresses are numerous. Many, to be sure, deal with topics that have only minor practical significance for present-day educators; these may best therefore be unreported here. But there are many other passages which express ideas of lasting worth and application. Selections from these are presented below.¹ The quotations are arranged under six main divisions and, in each division, in the chronological order of their utterance. These groupings are as follows: Concerning Gen-

¹ In these excerpts the author has sometimes taken the liberty of drawing together passages that express the point of view, though considerable discussion of related matters may intervene in the original text.

eral Values, Aims, and Outcomes; Concerning College and University Affairs; Concerning Secondary School Problems and Goals; Concerning Curriculum Matters; Concerning Teaching Viewed as a Profession; and Concerning Standardization Policies.

CONCERNING GENERAL VALUES, AIMS, AND OUTCOMES

The Meaning of Democracy.—Democracy does not mean equality, a dead level of possession, happiness, or achievement. . . . It means equality of start, never equality of finish, and the most absolute equality of start makes the final equality the greater. Most precious of all possessions of a state is the talent of its citizens. This exists not in fact but in possibility. What heredity carries over is not achievement, but tendency, a mode of direction of force which makes achievement, possible. But to bring about results training is necessary. There can never be too many educated men if by education we mean training along the lines of possible individual success. “With Birth,” Emerson tells us, “the gate of gifts is closed.” We can no longer secure something for nothing. The child’s character is a mosaic of unrelated fragments, bits of heredity from a hundred sources. It is the work of education to form these into a picture.—DAVID S. JORDAN, President of Leland Stanford University (1903).

Civilization’s Goals.—The goal of civilization . . . is a rational ethical democracy. . . . The foremost danger of the nation is the lack of the spirit of social service. The greatest needs of the individual man are always character, happiness, and social efficiency. If these statements are even approximately correct then the deepest demands to be made upon an educational system are that, so far as it may, it should give

wisdom in living, . . . insure character and happiness to the individual, and [develop] the spirit of social service.—H. C. KING, President of Oberlin College (1904).

The Teaching Function.—Responsibility for moral influence is a part of the teaching function all along the line, from kindergarten to professional school; . . . no general rule within my knowledge can settle either the degree of that responsibility or the ways and means of discharging it.—Professor ALBION W. SMALL, University of Chicago (1904).

The Aim of Education.—If the chief aim of life is to live worthily, then the chief aim of education is to train men to live worthily. . . . Now worthy living depends on life's emphasis. That emphasis will more likely be rightly placed if one's vision of life is broad and inclusive. What we call culture is but another name for broad vision of life. Education will fail most miserably, whatever else it may do, if it does not succeed in arousing interest in the things really worth while. This work, I affirm, can be done better by the [liberal] arts college than by the secondary school or university.—A. T. PERRY, President of Marietta College (1909).

Democracy's Source of Strength.—The strength and safety of a democracy depends upon the intelligence of all the people and the higher we raise that level of intelligence, the greater the strength and safety of the democracy. . . . Ignorance furnishes a fertile soil for the political demagogue to ply his trade. Unrest among certain classes in the United States is due more to the ignorance of those classes than to any one major factor.—Dean LOTUS D. COFFMAN, University of Minnesota (1919).

Vox Populi vs. Vox Dei.—In the matter of education *vox populi* is rarely *vox dei*. The work has always formed a successful vantage ground for the faddist and self-explorer. Many a self-appointed Moses has appeared but his vista of the promised land was evidently wrong geographically, for the followers never reached it. Such changes eliminate themselves from consideration, as they are without permanent effect. Changes worthy of consideration are such as come from careful testing out processes by individuals and groups of men and women wisely cognizant of needs and possibilities.—Principal G. E. MARSHALL, Davenport (1921).

Leadership and Democracy.—Philosophers and social scientists alike have been generally agreed that in the last analysis the success or failure of democracy . . . will hinge upon the capacity displayed in choosing leaders. If any system can be devised whereby democracy can be induced to choose those of greatest wisdom and largest ability to assume responsible conduct of its affairs, then there is no reason why it should not prove the happiest and the most enduring form of government. But if, as has often occurred, it insists upon clothing with authority men of mediocre intellectual ability and easy moral sense, it may at any time go to pieces and be replaced by some political form of government which evinces a keener and more intelligent appreciation of the values for the community of expert and honest service. . . . Certainly it is to higher education in all its branches that we have to look for our real leaders.—J. R. ANGELL, President of Yale University (1926).

The Purposes of Education.—The newer purpose [of Education] is training individuals to participate in civilized activities in a proper way. The newer purpose is to bring

individuals to high grade living, to perform the activities which constitute high grade living. The newer purpose is applicable to the hundred percent; the newer purpose is not scholarship, although it involves scholarship. It is not training in academic subjects, although it involves a larger intellectual element when it is properly done than the older ever arrived at. . . . The newer purpose is merely a widening of the old, a widening in the application to the hundred percent of the population and not the smaller percentages. . . .—Professor F. A. BOBBITT, University of Chicago (1927).

The Fruits of Culture.—Some of the things that ought to be acquired by intellectual culture are: First, a power of meditation, an ability to take counsel of one's self, a strength to keep apart from the world long enough to weigh and measure the surging inner thoughts which come to every individual. . . . Second, a desire and ability to use a library—a culture in books. . . . Third, training in music, art, and nature. To live this life well is to put joy into it. Fourth . . . the recognition of duty, obligations, opportunity, right and wrong. Fifth . . . the instinctive reach for something far beyond our present ken. . . . [This involves] some sort of religion. . . . While no system of religion may be taught in the state school, every opportunity ought to be used to magnify the faith and trust which, common to all of us, we have in God.—W. W. BOYD, President of Western College (1928).

The Purposes of Knowledge.—I have long since come to the point of not being flustered greatly by terms. Let's ask, for a moment, what on earth does knowledge for knowledge's sake mean. I cannot conceive of it meaning anything more than a bathtub for bathtub's sake or a whiskbroom for whiskbroom's sake. Voltaire once said, "What facts are to history,

that baggage is to an army, impedimenta;" meaning of course, that baggage, all baggage, is important to the army but only in terms of the needs that the army is going to have for that baggage. . . . It is the same way with knowledge. . . . Knowledge is not important merely as a matter of acquisition.—Professor THOMAS H. BRIGGS, Columbia University (1928).

The Educational Challenge.—Liberal education is at once the most important and the least effective part of the American Educational System. We are making magnificent advances on all sectors of the educational front where technical and specialized procedures are rightly of paramount concern. Our schools are becoming better and better means for giving the tools of learning to students. Every year we are perfecting the processes by which reading, writing, arithmetic, and other elementary tools of learning are taught. Every year we are giving abler guidance to graduate study and more richly adequate facilities to research in our universities. Our professional schools are alive and alert and are becoming better and better instruments for giving effective training in the subject matters and techniques of the professions and the trades—law, medicine, engineering, commerce, agriculture, and the like. . . . But every year American schools are becoming less and less effective instruments for providing that liberal education upon which even these more specialized adventures must ultimately depend for their continuing vitality.—GLENN FRANK, President of the University of Wisconsin (1928).

Long-Term Investments.—Education is, then, a long-term investment which, to justify itself, must pay dividends in youth more competent and more inclined to make the state a better place in which to live and in which to make a

living.—Professor THOMAS H. BRIGGS, Columbia University (1931).

Public Service As a Skilled Profession.—Public service should become a skilled profession. The regulations of the complication and technical processes of industry, the construction of public works, the direction of commerce, the promotion of trade, the supervision of the nation's system of credits and banking, call for a trained personnel of the highest competence. In the training of men and women for careers in public service lies a new opportunity for the colleges and universities of the country.—LOTUS D. COFFMAN, President of the University of Minnesota (1934).

Individual Responsibilities.—No social structure can grow in strength and in influence when its individual members depend upon the other fellow to support it. . . . In the new social order of society there must be a new class of social Puritans—men and women endowed with zeal for and dedicated to the preservation and advancement of moral virtues of the highest order. Has education nothing to contribute to the endowment of men and women with ideals or will it continue to say that its sole responsibility resides in training the intellect?—LOTUS D. COFFMAN, President of the University of Minnesota (1934).

The Need for a New Patriotism.—This is not a static world. . . . The program [of the day] must bring forth a new, a greater, a continuous patriotism on the part of all citizens. . . . Yet, there are those among us who . . . profess to see the end of representative government. . . . They say that democracy in theory is not democracy in practice. . . . I wish to be counted among those who deny such a doctrine.—PAUL V. McNUTT, Governor of Indiana (1935).

The Place of Religion in Education.—If religion means

anything it means the recognition of an infinite being. It means there is a point beyond which the finite mind cannot comprehend the infinite and faith must carry on. . . . There are, of course, varying theories of what the unifying principle of life is. But it is difficult to gainsay the statement that he whose spiritual sense has become atrophied is not a complete man, and it seems likewise evident that religion is not only an inherent part of the whole structure but is likewise the current which binds the multitudinous parts into an effective whole.—W. M. LEWIS, President of Lafayette College (1940).

Balancing Cultural and Vocation Aims.—Education in a democracy on all levels must preserve a proper ratio between cultural and vocational curricula. There is a magnificent purpose in the broadening of secondary curricula to include an increasing amount of the social studies and of vocational skills. . . . But this may not be the first time that a magnificent purpose has motivated the launching of an educational program which has in the end proven to be an over-emphasis. Nearly every state in America today finds itself tangled in a mess of cross purposes because institutions and programs were created for purposes of rendering a specific educational function.—IRVING MAURER, President of Beloit College (1941).

The Need for a Philosophy.—Personally I am not particular about what philosophy . . . a student . . . has received from his professors. . . . I am interested however in whether he has a philosophy.—Superintendent D. S. MORGAN, Indianapolis (1941).

The Basis of Morality.—Moral convictions can be built only from within each citizen. . . . One problem is to aid the thought which will determine the charting of the “direc-

tion." . . . Should we not concentrate on nurturing, in our students, a feeling for the dignity of the individual and of the community? . . . To impart [this] feeling . . . requires great teachers; and teaching is actually an art, not a science.—CALEB F. GATES, President of the University of Denver (1942).

The Priority of Religion in Education.—The priority of religion in American life is one not only of importance but also of time. It is asserted in those ten famous words of the Declaration of Independence, "All men are endowed by their Creator with inalienable rights", and it is included in the North-West Ordinance of 1787 with specific references to education: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." . . . In this concept, the state is the creature of the governed and not their creator. . . . This is the very meaning of democracy. If we leave God out of this picture we have no rational basis for democracy. . . . Once we deny the spiritual part of man's nature and make him merely a highly developed animal . . . the law of the jungle is supreme. . . . God [is] the author of the rights of man—From this truth come the four freedoms which democracy would preserve and extend to all mankind. . . . [Further] the student's intellectual life must be an integral part of his religious life.—Rev. W. F. CUNNINGHAM, Notre Dame University (1942).

CONCERNING COLLEGE AND UNIVERSITY AFFAIRS

The Necessity for Centralized Administration.—This idea of centralized and responsible administration is not undemocratic; it is the most democratic. It is the reverse notion that

is undemocratic. Many seem to suppose that you cannot have a function really representative of the people unless it is executed by a large number, the more the better. . . . The fact is that in every important executive function, and, within limits, in any sort of executive work, the more people participate in the function, the less representative is their action.—Superintendent E. BENJAMIN ANDREWS, Chicago (1899).

The Desirability of Articulation.—The influence of a university is [both] conscious and unconscious. . . . But a state university, to fulfill its duty, must exert upon the schools below it a conscious influence. . . . The whole system of public education should be articulated.—R. H. JESSE, University of Missouri (1900).

A University's Purpose.—Universities do not find their justification in the fact that they complete the symmetry of an educational program; they are not the capping stone of a pyramid which lifts its head on high for no other purpose than to break the monotonous skyline on an arid civilization. Every true university man must protest against the conception of higher institutions of learning which seems to separate them from the dirt, the sweat, the aspirations of the common people.—Professor H. C. ADAMS, University of Michigan (1903).

The Criterion of Institutional Efficiency.—The standing and efficiency of an educational institution in a democracy should not be determined alone by those who receive its degrees and highest honors, nor by the number of students that it can keep out by barriers it sets up, but by the success with which it fits each one who enters, whether his talents be one or many, for some kind of useful service.—G. N. CARMAN, Director of Lewis Institute (1903).

The Function of a University.—The business of the University is to train men to know, to think, to do. . . . Wisdom is knowing what one ought to do next. Skill is knowing how to do it. Virtue is doing it. Religion is the working theory of life. It deals with the reasons why one ought to do. To all these ends the university is devoted. It does not make men; it remodels them to bring the powers they have to greater effectiveness.—DAVID S. JORDAN, President of Leland Stanford University (1903).

Institutional Effectiveness.—University effectiveness rests upon departmental effectiveness. Departmental effectiveness turns upon the men at the head of the department.—A. S. DRAPER, President of the University of Illinois (1904).

Encouraging Graduate Students.—Back of all standards of knowledge and expression in a scholar's life lie his standards of judgment. On these more than on anything else depend the genuineness and permanence of what he does. . . . Now this [thought] throws us back on the personality of the man whom we are to encourage to be a graduate student. It thus becomes primarily the question not of what he can know, how can he express it, or how much can he do, but what kind of a man he is. . . . The fate of our higher studies, in their effect on men we influence, depends first of all on what kind of men we are.—Dean A. F. WEST, Princeton University (1905).

The Challenge to Research.—The temper of research, of discovery, is quite different from the spirit which rests in the appreciation of what has already been done. . . . The great masters of research have a certain sense of the directions in which discoveries are most likely to be made. . . . yet if one waits until he is sure of finding a great prize at the

end of his journey into the unknown, it is very possible that he will not enter upon the journey. There must be a willingness to venture time and labor and to risk a failure for the sake of discovery, and he who attempts to insure all his risks before starting out will very likely stay at home. The discoveries in the field of research must keep some of the boyish spirit which is willing to risk and do a great deal "for fun"!—Dean E. A. BIRGE, University of Wisconsin (1905).

Professional Prerequisites.—Now some of our institutions . . . have set out to insist upon graduation from a standard American college as a condition of admission to so-called university or graduate work looking toward the profession of college or university teacher, or university work looking toward the career of law or medicine or theology, or engineering. . . . I cannot help thinking myself that . . . this step . . . represents rather a damage than a service; that historically and pedagogically speaking it is unsound. . . . A man may be injured just as much by keeping him too long at his books, as by letting him out too early.—E. J. JAMES, President of the University of Illinois (1908).

Discounting High School Work.—The college has no moral or legal right to discount the work of a good high school. To do so will inevitably breed distrust and lead to the abuse of the certificate. . . . If it [high school work] is not good enough to serve as a basis for what follows, it should not be accepted at all.—Professor J. D. ELLIFF, University of Missouri (1913).

Culture vs. Practical Studies.—It is futile to attempt to prove that our universities should exist for the sole purpose of training scholars or of providing a cultural background for others. One cannot distinguish sharply between cultural and

practical training. . . . Indeed, true culture cannot be separated entirely from pursuits. A cultured man or woman without a business, if such a person exists, is like a flowering weed—possibly beautiful, but out of place. . . . Thought cannot be divorced from action, and in curriculum-making the question of practicality is not un consequential. . . . Neither can we entirely divorce research from service. . . . The old discussion of the relative values of pure and practical investigation is obviously a quite fruitless one. All research is practical, and the only recognizable distinctions are in the material rewards and in the length of the period between the time of discovery and the time of application of a new fact or truth in the business of living.—A. G. RUTHVEN, President of the University of Michigan (1932).

Collegiate Isolation.—I do not believe . . . that it is any more possible for a college or university to live in “splendid isolation” than it is for a country or for an individual to do so. . . . One must therefore accept, I am convinced, a large amount of social control in all forms of higher education.—G. F. ZOOK, President of the University of Akron (1933).

Adult Education.—The responsibility of higher education will not be confined to youth; it will be concerned with millions of adult citizens who have suddenly come into possession of an enormous increase of free time. . . . Whether this extra human time shall become an opportunity to advance civilization or whether it will become a menace to social progress is a matter of gravest importance. Our sociologists have told us, in the past, that every time the curve of leisure has risen there has been a corresponding increase in the curve of crime. They have declared that methodical labor has been the chief substitute for crime. . . . It would be a misfortune

for Government to become tyrannical. Tyranny is a mockery to a free people. On the other hand, unbridled individualism must never be permitted again.—LOTUS D. COFFMAN, President of the University of Minnesota (1934).

Differentiating Collegiate Functions.—The time has come [for colleges] to lay more emphasis upon differentiation of function. . . . Instead of being all things to all men, let each college choose its function, state it with clarity, and pursue it with energy. . . . Colleges which wish to be colleges of liberal arts should accept the curricular implications of that purpose, and colleges which wish to train students vocationally or professionally should differentiate that objective and their curricula from those that have the more philosophical and intangible purpose.—H. M. WRISTON, President of Lawrence College (1934).

The College and the Public.—One of the most difficult tasks of the cultural college is to persuade the man on the street that it has any reason for existence. . . . He can well understand the value of technical and vocational training . . . even of scholarly research, especially in the field of physical science. . . . But when it comes to an institution which exists not primarily to fit men for jobs or to lay the groundwork for commercial exploitation, he is somewhat puzzled. . . . Said one recently, "I don't see much use for your colleges. Our gasoline filling stations are being manned by college graduates." "Well," I replied, "perhaps that is a good thing for the country. For, taking it by and large, I think you will find more courtesy, good manners, and *noblesse oblige* in gasoline stations than in any other institution for public service in America."—C. F. WISHART, President of the College of Wooster (1938).

The Duty to Criticize.—The function of institutions of higher learning in a democracy is criticism—an examination of suppositions—a challenge to society and the beliefs and values of that society.—Professor Emeritus ALEXANDER MEIKELJOHN, University of Wisconsin (1941).

Graduate School Standards.—Regulations that prevail at present in most graduate schools were never clearly thought through in terms of the educational needs of teachers and administrators. . . . They are calculated to produce highly specialized intellectuals interested primarily in research. . . . It is clear that the education of a teacher requires spread, even in the field or fields of concentration.—Professor H. R. DOUGLASS, University of Colorado (1942).

Wasted Time.—The great opportunity to serve the country [today] is that of reorganizing the educational system. The most important service we [as colleges and universities] can perform is the elimination of waste. . . . College life has become a popular synonym for elaborate loafing. Extracurricular activities have been notorious for their flamboyant consumption of time, effort, and money. The curriculum, the country over, has been framed to attract students who ought not to be in college. . . . The courses were unrelated, overlapping, and generally inconsequential, and when every member of a faculty has had to have a Ph.D. degree and every member of a university faculty has had to do research, the volume of trivial research has become so great that many honest men have been revolted at spending their lives in such pastimes and have taken to selling insurance instead.—R. M. HUTCHINS, President of the University of Chicago (1942).

Education's Opportunities Today.—I find myself in complete disagreement with those who are fearful that higher

education, and particularly the liberal arts, will not be able to survive the shocks of this current and greatest tragedy of mankind [World War II]. The history of the past eight hundred years shows conclusively that the colleges and universities have been among the most stable of all the institutions of civilization. . . . We cannot disregard the continuity of human achievement and of the human spirit in any aspect of civilization. [Today] the colleges and universities have an opportunity unsurpassed in their long history to make an enduring contribution to the material and intellectual reconstruction and the revival of faith and justice that must characterize the difficult years ahead.—CHARLES E. FRILEY, President of Iowa State College (1943).

CONCERNING SECONDARY SCHOOL PROBLEMS AND GOALS

Individuality as the Goal.—The great evolution that is going on in our educational theory [today] . . . is the development of the individual and not the mass.—Superintendent A. F. NIGHTINGALE, Chicago (1897).

The Half-Educated Men.—This country is suffering today from an overproduction of half educated men who think they know when they do not know, men who think they think when they do not think. . . . We are suffering in the cities, in business, in the professions, from an overproduction of those half educated men. The only way we shall ever come out of this will be by insisting that the high school is not a finishing school. . . . The thing they should do next . . . is get more training.—J. H. CANFIELD, President of the Ohio State University (1897).

School Contests.—Choosing and getting a wife is not all moonshine nor sunshine, nor does it always prove to be

without danger or difficulty. Many suffer defeat or forfeit their lives for their foolish ambition. Yet mankind in general and man in particular is not disheartened at this. It only makes the prize more to be desired. . . . What I would plead for is . . . that schools should recognize that contests of all kinds, and especially physical contests, are the manifestations of the war instinct of the race; that the war instinct is useful in establishing the spirit of contest, struggle with opposing circumstances, the desire to overcome obstacles; and that it leads to the principle of organization and concentration of social forces.—Principal J. E. ARMSTRONG, Chicago (1902).

Coeducation.—If the question of coeducation as opposed to separate education of the sexes could be submitted to popular vote, it is probable that at least ninety-five out of every one hundred parents in our country would declare in favor of it from the kindergarten to the university. If the same question could be proposed to Italy, France, Germany, and England, doubtless ninety-five percent of the people would express themselves against it in all but the primary grades. . . . The Chief reason they [Europeans] give for separation is usually a moral one; they believe it is required by the very nature of things that at the dawn of adolescence, at the latest, boys and girls should be kept apart. . . . Now, most teachers in America would deny this. . . . [They hold] that the moral relations of the sexes are improved by their being trained together.—Professor M. V. O'SHEA, University of Wisconsin (1907).

Pupil Segregation.—Any scheme which means the separation of the people of secondary school age into groups to be educated in separate schools is a great blow to democracy,

because it recognizes social classes in schools supported by public taxation.—Principal J. S. BROWN, Joliet (1908).

Pupil Guidance.—Much of the failure and disappointment in life and possibly much of the crime that exists is due to the fact that so large a proportion of our youth go out from our public schools with but little preparation for the work which they find themselves compelled to enter in order to live and no definite aim or ambition dominating their lives. . . . The number of men and women who can truthfully be called successful in life form a very small proportion of the population of our country. To what extent the public school system is to be blamed for the unhappy condition may be largely a matter of opinion, but we have failed to accomplish some things that are expected of us. . . . We have failed to hold the great majority of our pupils in school until they are of an age to give efficient service. . . . We have not aided him [the pupil] sufficiently to discover his own aptitudes, nor have we given him a broad enough view of the world's work, nor tried to stir his ambition to find his particular niche in life. The number of vocations that the average high school boy has any knowledge of is so small as to be of very little use to him in making such a decision, and most life decisions are made during the public school age.—Principal J. B. DAVIS, Grand Rapids (1911).

Pupil Mind-Sets.—There are some . . . boys and girls who come into our schools who are idea-minded. There are some of them who are fond of intellectual gymnastics; they take kindly to classifying, to getting information from books, and doing abstract thinking. There is another class who are thing-minded, and they take pleasure only in thinking about things and handling materials. Their chief ambition is to do and to

bring things to pass in the material world. These two types are distinct. But the trouble has been in the past that our universities and colleges, and therefore our high schools, have planned exclusively for the idea-minded student. . . . There has been almost a total neglect, up to within the past five or six years, of boys and girls who wish to work with materials, who make quick intuitive judgments, and who get their culture from contact with active physical environment and comparatively little from mental and intellectual gymnastics. . . . In judging the boys and girls under our care we should have a care to bring out this distinction.—Professor G. R. Twiss, The Ohio State University (1911).

Pupil Failures.—The senior high school should exemplify the thought of Ezra Cornell, founder of the university bearing his honored name: "I would found here an institution where any person may study any subject." . . . I take the position that every young person is entitled to an opportunity for an education at public expense as long as his scholarship is acceptable and his conduct worthy. The duty of the high school is to *keep* him as long as possible in order to provide the community with the highest type of citizenship of which he is capable.—Principal C. B. CURTIS, St. Louis (1914).

Dangerous Assumptions.—There is something very alluring to certain classes of minds in the phrase "an exact science." It seems to have a superior value, a halo, an odor of sanctity about it which puts poor, shambling, inexact sciences to shame. Consequently, we hear a great deal nowadays about the making of this, that, or the other subject into an exact science. In every field of knowledge the effort has been made with greater or less success. Thus, in history, in economics, in psychology, in ethics, in linguistics, in sociology, in logic—

in short, in all of the looser-woven ics and ologies, some stern wall-eyed thinker, rising stiffly and frowning upon his shame-faced colleagues, has announced that in *his* book or brochure or syllabus the subject has at last been elevated to the status of an exact science; that is, to the status of mathematics, physics, chemistry, and astronomy. Nay, even in such irresponsible, Ariel-like subjects as literature, music, and the arts generally, the same motive is seen at work. . . . It is not inconceivable that the teacher, dazed by the brilliancy of the new conception, may be brought to think of himself only in the production of curves and of his pupils only as rated units in the determination of percentages of distribution. In other words, there is a real danger that efficiency may be a fetish and be pursued purely for efficiency's sake.—Professor F. N. SCOTT, University of Michigan (1914).

Moral Instruction.—There are two rather sharply defined attitudes concerning the question of responsibility for moral instruction. There is no ground for dispute, I think, as to the responsibility of the school for moral instruction so long as we are using the word in its most general application. We are all, of course, agreed . . . that we have far more to do in secondary schools than is included in the curriculum. But as to giving instruction in sex hygiene or social hygiene there are two sharply dividing points of view. One group is convinced that if through the public schools this physiological and biological knowledge [pertaining to sex] could be presented in a dignified and chaste manner there will be, on the part of young people . . . a proper response. . . . The other group feels just as strongly that we should not undertake anything of the sort. . . . I do not know [which group is

right] . . . I certainly hope that in some way, through continued agitation . . . a very great lessening of an evil which today is society's greatest menace [may be brought about].—Superintendent C. E. CHADSEY, Detroit (1914).

New Social Demands.—The school is the one agency among the institutions of society whose sole and specific function is education, and there seems to be a growing tendency, in this country especially, to lay upon it the entire burden or responsibility for the child's physical, mental, moral, and spiritual development, education, and training, with a corresponding release of other agencies from their proper, actual and inevitable obligations to perform certain parts of this work.—Assistant Superintendent W. J. S. BRYAN, St. Louis (1915).

Examinations.—In all states of life results are measured by tests and while I realize that tests on the human individual are most uncertain, nevertheless I am ready to assert that I believe formal tests or examinations are an essential part of education. A pupil who cannot fairly meet a proper examination is not well educated.—T. F. HOLGATE, President of Northwestern University (1918).

Socializing the School's Program.—We cannot hope for the greatest ultimate success of our experiment in education unless the methods of our classrooms approximate the social situations of life as pupils and adults know them—Our greatest difficulty in socializing our school and our classroom procedure has rested on the fact that this element of common and purposeful activity on the part of the pupils has been wanting. . . There should accordingly be less reciting, less of the mere assimilation and accumulation of facts . . . and more exercise of the pupil's initiative and the development of

his ability to apply knowledge to new situations as they arise in the classroom.—Principal F. G. PICKELL, Lincoln (1919).

The Confusion of Educational Issues.—It is rather unfortunate that the high school is a preparatory school for colleges and universities. It leads to a confusion of the issues. There is danger of making the same institution a preparatory school for the few and a finishing school for the many. Colleges find it exceedingly inconvenient to adjust themselves to the diffused and varied program of studies used in high school. The consequence is that the first semester of the freshman year is a repetition of high school work that is quite embarrassing to the student.—G. L. MACKINTOSH, President of Wabash College (1920).

Dealing with the Lazy Pupil.—We must protect our teachers by seeing that they do not waste their energies upon worthless students. We must relieve them of the lazy hopeless dullard. Attempting to teach such indifferent, sub-normal youths kills all the joy a teacher has. . . . If we are going to make teaching a career, we must give our teachers a real opportunity to teach.—J. L. McCONAUGHY, President of Knox College (1920).

The Principal's Job.—The relation of the principal to his teachers should be the most intimate of any. If a teacher fails, the principal fails; if the teacher succeeds, the principal succeeds. . . . To sum up what the principal's job is, I should call him a referee . . . the captain of the ship . . . the boss of the firm . . . a juvenile judge before whose tribunal come not only the culprits but the adults who frequently contribute to the pupils' shortcoming. He is a promoter who must project the future of his institution and convert the

public to his plan. He is social physician to every parent who has a wayward son who needs attention. He is a friend-in-need to pupils and to all the homes in which misfortune comes. He is a man among men, but among boys and girls (including their parents) he is idolized as is no other person in the community. His power, his activities, even the good he does, cannot be measured by a material yardstick.—Principal M. H. STUART, Indianapolis (1923).

The Character of High School Pupils.—For years a certain class of public speakers has seemed to take delight in condemning the American high school and in holding up to criticism the students thereof. . . . In the minds of the defamers, the public secondary schools are aristocratic, formal and ineffective, and they neglect woefully the true needs both of the students enrolled and of society at large. As for the students themselves, the critics say they are dominated largely, if not wholly, by the desire for pleasures, opportunities to participate in athletics or other popular school activities, and “soft jobs” in life after school days are over. Moreover, they are accused of being indifferent to real intellectual work of any kind, of being superficial, inaccurate, and careless in their thought processes, and of being ill-mannered, snobbish, overbearing, and immoral in their social relationships. . . . Are these charges just? I do not think so.—Professor C. O. DAVIS, University of Michigan (1924).

The Treatment of Dull Pupils.—The presence of these meagerly endowed pupils in high school classes produces many evils. Too much of the teachers’ time and effort is consumed in the vain effort to teach them what they cannot learn. They furnish most of our absence, tardiness, failure, and disorder. In our ineffectual efforts to help them, we

neglect the normal and the richly endowed child. [Yet] I do not believe that these stupid children should be excluded from high school. They need further training in citizenship, in morals, in health, and in the social arts. We must, I think, so reorganize ourselves that they will be happily and usefully busy in high school. This end can hardly be secured by the simple scheme of segregating the pupils into X, Y, and Z groups on the basis of their intelligence. . . . As far as the core subjects are concerned I think that individualized instruction offers the most promising solution yet suggested. The old-fashioned recitation, besides being an awful bore, is an awful waste of time.—Principal E. L. MILLER, Detroit (1925).

The Bases of Character Education.—The training of character has always been a problem of vital concern to our more serious educators. . . . From the psychological point of view character education consists of training the instincts. . . . The question of character education is “How may these native instincts be directed into proper channels?” . . . The junior high school must needs play a peculiar part in any attempted program. . . . Its opportunity is unique.—Miss FRANCES A. ROWLAND, Pennsylvania (1926).

The Schools' Critics.—Apparently the question of whether one should go to college has been answered by popular acclamation in the affirmative. The present fashion among pessimists seems to be to point out the utter worthlessness of the teaching which students encounter when they reach college. The picture painted by our modern critics is dark enough to move one to despair of American civilization. . . . [But] the criticism of the college, sharp as it is, pales into mild condemnation when compared with the vilification of

the high school. When one reads the monographs published to expose the shortcomings of the American high school one's emotions are stirred. . . . For my part I hope the day will come when slander of the high school and college will be punished by exile to Europe.—C. H. JUDD, Director of the School of Education, University of Chicago (1928).

Gaining Public Confidence.—Our secondary schools cannot hold the confidence of the public unless more adequate provision is made for the training of large groups of young people who cannot with profit attend the higher institutions as they are now organized. . . . College entrance requirements in terms of certain patterns of work constitute a real obstacle to any program of reorganization of the [high school] curriculum.—Dean J. B. EDMONSON, University of Michigan (1932).

Pupil Aptitudes.—In the junior high school aptitudes come to the front and should be recognized . . . but we have failed to a considerable extent to provide the educational machinery which becomes necessary at this point. . . . If the proper machinery for ascertaining aptitudes is set up in the junior high school, the way in which pupils should be guided thereafter would be made clear.—G. W. RIGHTMIRE, President of the Ohio State University (1932).

Occupational Training.—The American high school ends altogether too soon to give adequate opportunity to boys and girls who do not wish to go to college to choose and prepare for a vocation. . . . There must be an extension of the secondary school period for at least two years. . . . It must be technical enough in character so that any young man or woman may have an opportunity of learning one of the many new vocations which a changing economic life is constantly

producing. . . . This form of training cannot or should not exist as an institution apart. . . . Employers must cooperate . . . work at actual jobs in industry and elsewhere on a part-time basis [must be provided].—G. F. ZOOK, Director of the American Council on Education (1934).

The High School Product.—The product of any school consists of the boys and girls who leave that school, not to return. . . . Whatever may have been the educational process it has used, the work of any school may be fairly judged . . . in terms of the abilities, the interests, the habits, and attitudes with which the school has provided each of the boys and girls *by the time they leave school.*—Professor F. T. SPAULDING, Harvard University (1937).

The Place of Guidance.—Guidance, counseling and adjustment are so interwoven with all good educational practices that they cannot be separated from the day-to-day activities of the school room. Their unique function is to focus attention on children as individuals.—Superintendent W. H. JOHNSTON, Chicago (1937).

Limitations to Compulsory School Attendance.—I am quite certain in my own mind that the best interests of society and at least of one-fourth of all youth are not best served by requiring full-time attendance at school beyond the age of 16. I am convinced that, for some, if not for the majority, an equal division of time between work, study, and play or recreation is far better soil for the nurture of adolescent personalities. Such a plan would extend the time necessary to obtain a high school diploma so that the graduation age would be 19 or 20 instead of 17 or 18. Let it be so.—Dean H. R. DOUGLASS, University of North Carolina (1938).

Graduation Standards.—A new conception of secondary

education is that the high school not only has the responsibility of providing a broad and flexible educational program but also of making provision for the differentiation of instruction and the adaptation of courses of study so that each pupil can profit from his high school experience within the limits of his ability. Under such a policy a logical conclusion is that a pupil who has participated in the educational program of the school and who has completed the number and kind of courses required for graduation in accordance with his ability should be permitted to receive the diploma of graduation.—Professor A. W. CLEVENGER, University of Illinois (1939).

Work Experiences for Everyone.—Probably the most important single thing which has happened to young people in the last fifty years is that the content of work has been taken out of their lives. . . . The most important factor [in this] has been the enactment of laws curbing child labor or requiring compulsory attendance at school. . . . But in keeping them [the children] from all work, we may have done them a disservice. . . . The problem is to combine work and school—to enable youth to derive all the benefits of work-experience without letting it interfere with their normal growing up.—Dr. AUBREY WILLIAMS, Administrator of NYA (1941).

Conclusions from the Eight-Year Study.—The Eight-Year Study conducted by the Progressive Education Association has shown that (1) success in the liberal arts college does not depend upon the study in high school of certain subjects for certain periods of time; . . . that (2) there are many different kinds of secondary school experience through which students develop the qualities of mind and character

essential to success in college work . . . that (3) the colleges should adopt a plan of admission which does not prescribe a pattern of subjects and credits . . . (or restrict) the secondary school by prescribing its curriculum . . . that (4) admission requirements should not be imposed upon the schools by the colleges; neither should the schools attempt to tell the colleges what to do . . . that (5) secondary schools can generally be trusted with freedom from imposed requirements by the colleges.—W. M. AIKIN, The Ohio State University (1942).

CONCERNING CURRICULUM MATTERS

The Value of History.—Through history the horizon is broadened, the perspective changed, and life becomes not merely local but national and international in its scope. As life always proceeds from life, so life that is to be generously developed must be kept in contact with generous life. It is the function of history [to do this].—E. D. EATON, President of Beloit College (1896).

The Place of Manual Training.—Wherever the state pays for secondary schools it ought to put into them manual training. . . I do not know as I would put it in as a substitute for every language. I would take out all the foreign language except one from one course and put in a certain amount of manual training. . . . I have spent a good many years of my life trying to teach Latin. I honor and fully appreciate its disciplinary value, and yet, for all of that, I have dragged so many boys through four years of it who ought never to have begun, that my conscience troubles me at times. Here is a boy who can draw. He has a gift for it. . . . That boy ought to have a chance to work along his natural bent because it will pay best. He will make a better

man, he will respect himself more, and he will serve his community better.—A. S. DRAPER, President of the University of Illinois (1896).

A Course in Social Ethics.—We can scarcely study an animal or plant without considering the enemies that prey upon it. So also with institutions of learning. . . . I would that . . . the instruction [in the secondary schools] could be so broadened as to include something of social ethics. In my opinion it is highly important to teach carefully the duties of life that arise from its greater relations—such duties as come from the relation of parent and child, husband and wife, neighbor and neighbor, citizen and municipality, citizen and state, corporation and general public.—R. H. JESSE, President of the University of Missouri (1896).

The Source of Culture.—In my contact with men, I have observed that culture comes not alone from the classics. It is the product of early environment in home and community. I have seen a classicist no more cultured than he was before the touch of the classics was upon him: and I have seen the non-classicists among our most cultured folk. I repeat, it is not the subject that gives ability or flavor to a man as a scholar, but his inherent tastes, his associations, his teachers.—Professor JOHN COULTER, University of Chicago (1897).

Nourishment vs. Exercise.—Nourishment of the mind is as necessary to its development as exercise of the mind. . . . You can no more develop the mind by exercise without nourishment than you can the body. The two processes all coordinate. . . . All studies are information studies and all are disciplinary studies if rightly treated. . . . No single study, no small group of studies can take the place of other and different studies as a means of culture.—Professor T. C. CHAMBERLAIN, University of Chicago (1897).

Educational Values.—The educational value of a subject is determined not alone by its adaptability to the child but also by its bearing on the future life of the man. The idea that, because a study seems to have some practical use, it is no longer of service in the curriculum is a purely gratuitous assumption. We cannot avoid looking beyond the immediate requirements of the stage in which the pupil happens to be.—Professor J. E. RUSSELL, University of Colorado (1897).

The Equality of Studies.—The fundamental educational issue . . . is that of the affirmation or denial of the modern thesis that all studies are essentially equal. Now this proposition, like the axiom that all *men* are born free and equal, I hold to be hopelessly equivocal. It can be properly discussed only by means of careful definitions and distinctions.—Professor PAUL SHOREY, University of Chicago (1897).

The Stimulation of Literature.—Literature is the most inclusive of all art forms. From a masterpiece even the immature mind may derive a stimulus, a joy, a sense of the depth and height of the human spirit which can never be obtained from a study of the commonplace. I should therefore at once remove the commonplace from the literature to be presented to our pupils in secondary schools.—Mrs. MAY WRIGHT SEWALL, Indianapolis (1900).

A Good Word for Football.—American football may very properly be called the greatest of all athletic games. It comprises more science and art and more physical, mental and moral qualifications than any other subject. It is one of the most exacting games physically and yet one of the most healthful. By its very vigor it sets up a bar to the feeble and sickly engaging in it. . . . But if football is a game of wits it is also a game of character. The greatest traits of human

character are obedience to duty and loyalty to a principle, a fellow being, an organization, an institution, a country. Without these every state would be a state of anarchy, every home the nest bed of anarchy, every man an anarchist. Better than any book on moral science or code of ethics football develops this grand moral sense.—Professor A. A. STAGG, University of Chicago (1902).

Regarding Prescribed Work.—All prescribed work is bad work unless it is prescribed by the nature of the subject. The student of engineering takes mathematics because he knows that his future success depends on his mastery of it. In the same fashion a student in chemistry is willing to accept chemistry. But a year in chemistry or two years in higher mathematics put in for broadening of the mind, or because the faculty decrees it, has no broadening effect.—DAVID S. JORDAN, President of Stanford University (1903).

Science vs. the Classics.—It is not so very long since most educators believed that the tree of culture was indigenous to the territory of the humanities and would flourish only in their soil. They then believed, as the popular mind seems yet to believe, that only useful things like potatoes, onions, and cabbages would grow in scientific soil. So the garden of learning was partitioned by a high wall, on one side of which . . . grew only those plants which were primarily beautiful and inspiring—the humanities; while on the other side grew only those plants which were primarily neither beautiful nor ideal, but useful—the sciences. . . . Fortunately, this state of things no longer exists. Some good wind blew a few seeds from the garden of the sciences over into that of the humanities, and they grew.—Professor C. R. MANN, University of Chicago (1907).

The Value of Trade Training.—He [the child] is virtually but half educated so long as he has not acquired such necessary industrial qualifications as manual control and dexterity, cooperation of brain and hand, quickness of adaptation, fertility of resource, concentration, “gumption”, and has not been given, on top of these, ample opportunity to secure the groundwork of some special trade or industry.—Dean C. M. WOODWARD, Washington University (1910).

The Place of Scientific Studies.—Why [should] scientific and technical studies have a place in general education? . . . the study of literary subjects alone is likely to produce a one-sided individual. . . . The one who studies books and books only more easily becomes dogmatic and opinionated. It is desirable therefore, as a corrective, to develop in the growing student what is called a scientific attitude which compels him to question and investigate rather than to accept an opinion merely because it has been stated. . . . It is possibly true that the one who has an extensive scientific education is prone to believe that all things must be either proved or rejected . . . therefore . . . both the literary and the scientific should be combined in training for intellectual pursuits.—Professor F. M. LEAVITT, University of Chicago (1912).

The Distinction Between a Profession and a Trade.—We speak of professions as learned, but the difference between a profession and trade lies, after all, not so much in the relative degree of learning required in the two cases as in the spirit in which the career is followed. A very learned man may make a trade of law or medicine, or even of the ministry, if he pursues it by routine or for the money there is in it. On the other hand, men of small intellectual endowment

and little schooling may, by their devotion to ideal ends, elevate a so-called trade to the dignity of a profession.—Professor F. N. SCOTT, University of Michigan (1914).

Curriculum Objectives.—It is obvious that a clear determination of objectives is always fundamental in the process of curriculum making. It is also evident, if these objectives are to function properly, that they must be stated in terms sufficiently definite to serve two purposes: first, as standards by which accurate evaluation can be made of material now in use; and second, to serve as criteria for determining constructively necessary subjects, subject matter, and organization. . . . The final results of teaching and learning . . . we are now quite generally agreed should be conceived in terms of *dispositions* and *abilities*.—Professor J. E. STOUT, Northwestern University (1921).

Integrating the Social Studies.—Our greatest need for integration of subject matter is in the social sciences. . . . No overview of our society is possible today without considerable fusion of these subjects. . . . I share with you much dissatisfaction with the present stage of the social sciences; they embody some irrelevancies, lack of accuracy in some areas, contain confusing chapters, are based in part upon insufficient data scientifically collected, and in their application they, at times, call for wisdom almost superhuman. But we are making wonderful progress in their development.—G. W. RIGHTMIRE, President of the Ohio State University (1932).

The Importance of the Social Studies.—The classical languages and mathematics [have] occupied the attention of educators so fully and entrenched themselves so thoroughly that there has been until very recently no place for social

studies. . . . I look forward to the time when it will not be beneath the dignity of a college or university professor to put his knowledge into simple words and short sentences and to contribute to the popular understanding of social theory.—C. H. JUDD, Director of the School of Education, University of Chicago (1934).

Demands for Curriculum Reforms.—The school system which is unable or unwilling to accommodate itself to the young people who are compelled by law to attend school is out of harmony with the general social order. . . . Some day the secondary schools of this country will discover [this fact]. . . . The courses now administered in most ninth grades have as little to do with society which passes compulsory school attendance laws as medieval theology has to do with conduct in modern society.—C. H. JUDD, Director of the School of Education, University of Chicago (1934).

Fads and Frills in the Curriculum.—I have no sympathy with those who advocate eliminating fads and frills from the high school curriculum. What is a fad for one pupil may be the salvation of an unadjusted pupil of a wholly different type. Moreover the fads and frills may turn out to be the avocational interests to save us in an immediate future characterized by excessive leisure time.—Professor RALEIGH SCHORLING, University of Michigan (1934).

Conflicting Educational Theories.—Two doctrines are abroad in the secondary school. The first is that no student should be required to study a subject unless that subject can be shown to be a "tool" . . . the second doctrine abroad . . . is that no boy should ever be required to study a subject he does not like (of course, he won't have to [do what he does not like to do] after he gets out of school). . . . Oddly enough,

the secondary schools do not realize that in advocating such a doctrine they are introducing determinism into American education.—Professor C. H. OLDFATHER, University of Nebraska (1939).

The Curriculum and Life's Philosophy.—The curriculum is the realization of the institution's objectives; and the objectives are the expression of the institution's philosophy of education; and the philosophy of education is the expression of the institution's fundamental attitude towards life.—Dr. A. M. SCHWITALLA, St. Louis University (1939).

The Place of the Fine Arts.—Leisure time is swiftly increasing. Now leisure time can be utilized for cultural achievement, but it can likewise become the cause of a new crime wave. All depends upon the use to which leisure is put. One of the best uses is to engage in creative, technical or self-expressive activity in one of the fine arts.—Professor E. E. HARPER, University of Iowa (1940).

The Need for Occupational Training.—Is vocational education an appropriate function of the secondary school? The answer depends on how we each interpret our obligation. . . . The high school always was and is now a preparatory school. . . . From the standpoint of where the secondary school pupil is *going*, occupational preparation is even more definitely indicated than is college preparation. . . . Very likely we are past the day when we think of a boy in his early teens selecting a specific trade for life work. We know, however, that the vast majority of youth for whom high school is the last formal education go directly, or try to go, from school into industry . . . and every day it becomes more clear that they need as specific assistance to get a foothold in factories, shops, or stores as the college youth needs to succeed in college.—Superintendent D. S. MORGAN, Indianapolis (1940).

CONCERNING TEACHING VIEWED AS A PROFESSION

The Importance of Personality.—All institutions must find their true aim in the cultivation of depth and rectitude of thought, breadth and warmth of sympathy, and height and purity of aspiration. These qualities cannot be obtained entirely from books; they must be derived in large part from the association with men of great minds, lofty purposes, and advanced scholarships. . . . It is the personality of the teacher, his knowledge of and sympathy with the immature characters grouped before him that makes his work effective.—Principal C. H. FRENCH, Chicago (1897).

Young Instructors.—I am for the young men who are engaged in college work. If there is trouble in college faculties it is not among the young men. They are capable, earnest, and ambitious. They must earn their reputations and they do not lie abed until noon. They are not engaged in writing books and they do not plume themselves on what is behind them.—A. S. DRAPER, President of the University of Illinois (1897).

Student Judgments.—Much would be gained in university administration if teachers could learn that students are likely to judge teachers quite as quickly and accurately as teachers judge students.—A. S. DRAPER, President of the University of Illinois (1904).

The Acme of Productivity.—In the forming of a great scholar by the close personal touch of his master, there is a far nobler form of productivity than the writing of even an important dissertation. As a rule, the best “collected works” a scholar can leave is a group of great students.—Dean A. F. WEST, Princeton University (1905).

The Ideal Teacher.—I do not know how the profession of

teaching presents itself to those who are before me, but to me it has always seemed very closely akin to the ministry. Between teaching and preaching there is an affinity which rests on no mere superficial resemblance. I have always thought of the teacher as being called to his pursuit by inward promptings, not by caprice or merely material considerations. I have thought of him as entering upon his work with a broken and contrite heart, searching the inmost folds of character and conscience to see if he were worthy of the responsibility and equal to the task. I have thought of him as pursuing his work with the devotion and the fervor of one who has consecrated himself to a high calling. Still further, if the work of the teacher is to be tested for its efficiency, I have thought of this test as being the same as that of the ministry. Is he a savior of souls? Is he a fountain of light and hope and courage? Does the spark of intelligence in the young minds before him as he addresses them shoot up into sudden flame? Do those who have sat under his ministrations look back to their contacts with him with gratitude, as acceptions when the finest and best in them was aroused and stirred to activity? Has he been able to inspire them with the love of truth, with the ambition of being wise and good, with the growing power to enjoy what is pure and noble and finely wrought?

I have been told that it was once the custom at Oberlin College—it may be yet, for all I know—for instructors to open every recitation with prayer. For my part, I could never do that. Wild horses could not drag me to a recitation room for such a purpose. The act of prayer thus made compulsory would, I am sure, in my case quickly degenerate into ritual, into formula, into hocus-pocus. Nevertheless there is some-

thing about the idea that appeals to me strongly. I believe in the spirit of the practice. The schoolroom ought to be a kind of shrine. It was so to me when I was a child. It was, in the religious sense of the word, an awful place; and none of the trivial happenings of the daily routine could rob it of its significance. So it should be for the teacher—a holy place, of which he is the high priest. The teacher who when he enters the classroom does not feel at least momentarily something of the devotion of the minister of God, who does not then, and at intervals thereafter as he conducts his work, feel within him some strings of the divine spirit, is not a teacher. He is a curve. He should go into some pursuit where curves are true expressions of efficiency.—Professor F. N. SCOTT, University of Michigan (1914).

Knowing One's Pupils.—Knowledge of subject matter varies greatly in different teachers. Methodology is also very variable. But—they neither are as important today, in my opinion, as an approach to a more fundamental and widespread knowledge of the pupil. . . . Until we have determined definitely, in our own minds, the fact that our chief duty is to unearth the individual differences of our pupils, and use them up to the limit of their ability, we shall not convince the boys and girls that we are honestly interested in their welfare.—C. C. LITTLE, President of the University of Michigan (1928).

Beginning Teachers.—The great variety in skills and techniques which directors of practice teaching are undertaking to teach and the varying degrees of importance they attach to each is some evidence of the fact that as yet we are in doubt as to what are the important things to teach to the beginning teacher. . . . [Doubtless] certain definite tech-

niques should be the common property of every practitioner, while others, though known and understood by all, are practices only by the specialist.—Principal WILL FRENCH, Lincoln (1928).

The Need for Enthusiasm.—I like to think that [the word] *enthusiasm* means [as it does in derivation] filled with the spirit of God. I like to think that it is only as one is filled with the spirit of learning, as he is filled with enthusiasm for subjects that he is teaching, that he is enabled to enkindle similar passion in others. . . . A person is merely the sum of all his interests. [And] whence have come the reported interests? The great majority from personal contagion. A mother who had a passion for flowers, a father wise in his knowledge of Greek vases, a teacher inflamed with the mystery of the heavens—from such as these have come the interests that seized upon others and inspired them to pursue knowledge for the satisfactions that it gives.—Professor THOMAS H. BRIGGS, Columbia University (1928).

Mistakes in Teacher Training.—In the matter of teacher training, the liberal arts colleges have made two serious mistakes. First, they have been critical of and antagonistic to the teacher training institutions. Second, they have minimized and hampered the departments of education in their own faculties.—CHARLES J. TURCK, President of Macalester College (1941).

The Science of Education.—The most revealing social science I know, the science that is most clear and vivid in its depicting of the nature of a society, is the science of education. If you want to know what a society is, in my opinion you better not study its mills or its banks or even its literature or art. The place to discover a society most clearly and

most directly is in its schools. There you will find what the society thinks and what it values, as you will find them nowhere else.—Professor Emeritus ALEXANDER MEIKELJOHN, University of Wisconsin (1941).

Pampering Pupils.—We, as educators, must do more to clarify the problem of where we are going and how we propose to get there. There is danger of the high school's getting into the position of really saying to students "What do you want to do today?" . . . [Of course] we must consider what students want to do, but it is very important that we get them to want to do what they should do.—Professor GEORGE N. MACKENZIE, University of Wisconsin (1941).

In-Service Training of Teachers—The development of programs of in-service education [for teachers] is rapidly becoming one of the major responsibilities and needs of school administrators. . . . [Its purpose is] to provide an environment whereby all those concerned with the child will find new meanings in, and new significance of, living, new understandings of the forces of the environment which impinge upon men, new insights into the social significance of human behavior.—Superintendent C. A. WEBER, Galva, Illinois (1942).

Determinants of Teaching Efficiency.—The responsibility for effective teaching does not rest entirely upon the shoulders of the administrators of secondary schools. The accrediting agency, because of its potentialities of leadership, and the teacher training institution, because of its potentialities of influence upon the pattern of training held by teachers, must each assume its share in the total responsibility.—Vice-principal R. F. EVANS, Mason City, Iowa (1942).

CONCERNING STANDARDIZATION POLICIES

Standardization Dangers.—All this work of standardization has its disadvantages as well as its advantages. When we once accept definitions we bind ourselves in important respects. Our institutions begin to crystallize and harden. Progress becomes difficult; changes are hard to make, and to some extent, one may say, signs of old age begin to appear in the hardening of the arteries, if in nothing else.—E. J. JAMES, President of the University of Illinois (1908).

Intangible Values.—Intangible values must be taken into account in testing a college for a place on an approved list. The history of an institution through a term of years enables an investigator to plot its curve. It may be a steady, even, upward curve, showing that the institution has kept faith with itself and with rising standards and widening borders of higher education, or it may be a zigzag journey in the twilight zone between college and secondary school. Many a noble chapter in educational history could be written around names of colleges which have been true to type throughout their struggles for stability and practice.—K. C. BABCOCK, U.S. Bureau of Education (1913).

Extra-Legal Potentialities.—A standard is a law. It may be enacted and enforced by an extra-legal agency. . . . Most of the really powerful standardizing agencies are voluntary associations. No authority is delegated to them by the state to coerce an individual or institution. Nevertheless, the power that they exercise is comparable to the power of government. . . . The instruments the standardizing agencies use are the simplest imaginable: printed standards and printed lists, two little scraps of paper. But in these reside life and death. No institution can fall short of the prescriptions of the standards

and continue to flourish.—Chancellor S. P. CAPEN, University of Buffalo (1932).

Accrediting Inconsistencies.—One might well ask “What is the purpose of the list of accredited institutions on the roster of the Higher Commission?” Certainly they fail to look upon each other as institutional peers, for, when students transfer from one sister institution to another they are treated with much less than brotherly love. Course for course and hour for hour must match, or else the student is penalized. Worse than that, even! If a student happens to have had a course in the first institution which is not offered in the second, he is rudely deprived of what he has to his credit.—Professor C. G. F. FRANZEN, Indiana University (1941).

Positive Values.—The North Central Association—has a proud record of achievements.—How much it has done, no one can ever know. Who among you has not sensed how often it has helped a college president raise an endowment fund because he could tell his constituency that the amount was necessary to qualify for membership in the North Central Association? How many high school principals have been able to stave off the attacks of the economy movement in their respective communities by citing the standards of the Association? The so-called “standards” have stood as goals for institutions in the area to achieve, [and] for the most part they have been reasonable ones—spurring the efforts of college and secondary school administrators—in keeping their institutions on a sound educational basis.—Superintendent D. S. MORGAN, Indianapolis (1942).

E L E V E N

Summary of Growth and Trends

EVERY man-made agency, like every natural organism, ceaselessly undergoes change. Moreover, as time gives perspective to human affairs, past events frequently appear not to have occurred in a slow and uniform fashion, but in a saltatory manner. When the history of the North Central Association is considered critically, very definite nodes or whorls of growth seem to be clearly observable.

First was the period devoted to the clarification of general educational principles; then came a stage concerned chiefly with the formulation of uniform standards of institutional organization and the accreditation of schools and colleges in conformity with these standards; next followed a time of deep interest in curriculum problems and in the administrative practices underlying them; then came a period in which elaborate statistical analysis of collected data loomed large; then attention shifted to a concerted attempt to re-evaluate the Association's aims and objectives, and to a sincere endeavor so to retool its machinery as to permit a better realization of its professed ideals; and finally there came such an expansion of the whole program of work as involved close cooperation with agencies of a national, not

solely regional, scope. Naturally none of these new ventures led to the entire abandonment of earlier programs; they merely constituted new shoots from the same stem.

In making these various shifts of interest and of emphasis, the Association always began its attacks by reason of a quickened appreciation of certain social needs, but it invariably ended its activities with the development of new educational principles. Thus the interplay of practice and theory, theory and practice, went on continually. Today the Association's conception of social service and its recognition of educational responsibilities are very extensive. It still, of necessity, must carry on its practical work largely within North Central territory, but its interests and influence are not confined within the limits of that area. Indeed, they now are worldwide.

COMPARATIVE DATA

The growth of the Association may readily be seen by considering certain comparative data. Let us take for analyses the years 1895 and 1942—the last year in which the Association was not greatly affected by World War II. In 1895 the organization meeting was attended by 36 individuals; the registrations for the annual meeting of 1942 exceeded 1,200. In 1895, too, the active dues-paying members were the same 36 persons, representing however fewer than that number of different institutions; in 1942 the membership rolls contained 3,260 institutions of collegiate and secondary school rank, and in addition 75 living honorary individual members. In 1895 the budget did not much exceed \$100; in 1942 the budget was based on an income and reserve fund of more than \$88,000. In 1895 there were no "accredited" institutions; in 1942 these numbered 3,260, of which 306

were colleges and universities and 2,954 were secondary schools. In 1895 the number of teachers and students directly affected by the Association's policies was small; in 1942 it comprised more than a quarter of the entire school enrollments in the United States.

In making comparisons between 1895 and the present time certain additional figures are interesting. The *U.S. Office of Education Bulletin*, 1935, No. 2 gives the following data respecting public high schools in the entire nation in the year 1890—five years before the North Central Association was organized: the number of high schools was 2,562; of teachers in high schools was 9,102; of pupils in high schools was 202,963; and of graduates from high schools that year was 21,882. In contrast, the figures for the secondary schools accredited by the North Central Association in 1942 are:¹ the number of high schools accredited was 2,954; of teachers in those high schools was 57,583 of pupils enrolled in these high schools was 1,612,619; and of graduates from these schools in June 1941 was 316,454.

Comparative data for teachers and students in colleges and universities in 1895 and in 1942 are not available, but it is certain that the numbers would show differences similar to those for high schools. It is therefore perfectly clear from the figures given above that the North Central Association is exerting an enormous influence on education in America today. If the articles, reports, studies, and recommendations published by this organization are read even by one-tenth of the individuals before whom they are laid, the reading public of the Association must reach into the hundreds of thousands.

¹ See *North Central Association Quarterly*, XVII (April 1943), 387 ff.

SHIFTS IN POLICY

Reference has already been made to certain very significant changes of policy adopted by the Association in recent months.¹ But other evidence of this shift of emphasis may be adduced. For example on October 19, 1940, the Executive Committee gave approval to the following specific declarations: "(1) that it is our opinion that the aims of the Association should be restated and clarified in the light of modern educational needs; (2) that the procedures of the Executive Committee be clarified, disseminated to members, and systematically followed; (3) that the Commission on Curricula be renamed in order to describe more nearly its broader functions and that its membership be increased; (4) that the personnel of the various committees be rotated in periods of three to five years; and (5) that the Committee work and activities of the Association be fully publicized in the *Quarterly*."

Similarly the three Commissions have lately expressed themselves in liberalizing terms respecting their policies. Some of these actions have already been mentioned; but there are others. For example, in 1939 the Commission on Higher Education appointed a committee of ten to evaluate the accrediting procedures adopted in April 1934. This committee submitted its report in 1940 and made the following recommendation (among others): that examiners sent out to evaluate the work of institutions should "be selected in the light of the special circumstances that may relate to the local situation, local public relations, etc., so that they may conform to the proprieties that are expected, [and] that the examiners

¹ See, in particular, Chapter VII.

should be tactful in their criticisms of the institution, avoid gratuitous observations, and distinguish between friendly advice and what may be interpreted as dogmatism in their conversation with representatives of the institutions being examined." Here, therefore, is a definite recognition of the fact that institutions, like human beings, have personalities and that in judging them local conditions must be taken into account, as well as the sensibilities of the personnel involved. In other words the thought is implied that accreditation is a mutual, cooperative affair and not in any sense an exclusive right or privilege of the Association.

Other recommendations of this same committee were to the effect (1) that emphasis should be placed on qualitative standards to a greater degree than seemingly was being done, (2) that schedules and information blanks sent out by the Commission should be simplified greatly and thus not impose undue hardships on institutions filling them in; and (3) that the examinations, when made, should be more extensive and thorough, and that the reports based on the examinations should be more specific in judgments rendered.

In like manner certain important trends in the conduct of the affairs of the Commission on Secondary Schools are noticeable. For example, each state committee is now urged to include within its membership one or more advisory members, who in turn have been recommended for the position by the state high school principals association—thus again bringing the North Central Association down further into the purviews of local organizations. Indeed, the revised constitution of 1942 expressly provides for these changes.

A regulation of the Commission provides that, in cases approved by the state committee, any school within that state

may deviate notably from the printed standards of the Association and not be subject to penalties. Furthermore schools are encouraged to organize themselves in almost any way that seems to be most desirable for their community—as five-year or six-year schools, as regular four-year schools, as senior high schools, or as combined senior schools and junior colleges. Here, too, is seen a tendency not only to permit, but to encourage, experimentation and adaptation to local conditions and needs, and not to compel institutions to seek to conform strictly to a set of arbitrary standards and regulations.

That experimenting is going forward extensively among the high schools can be seen from certain data presented in the secretaries' reports made in recent years. For example, Mr. Rosenlof in 1940 showed that 36.5 percent of all the schools accredited that year had undergone grade reorganizations—that is, were organized otherwise than on the old four-year basis involving grades nine to twelve.¹

Certain other interesting data brought out in these reports—although not directly attributable to changes in Association policies—are these: Over the ten-year period from 1930 to 1940, the number of secondary schools the Association accredited was increased by 28.2 percent; the pupil enrollments in these schools by 64.5 percent; and the number of graduates by 95 percent. Furthermore, the tendency for high school teachers to continue their collegiate preparation much beyond the level that was customary a few years ago is marked. Thus, of the 9,265 *new* teachers employed in accredited high schools in 1940, 22 percent held masters' degrees.²

¹ In 1941 this percentage was 37.4.

² One year later this percentage was 25.1.

Other trends respecting the current attitudes, regulations, and policies of the Commission on Secondary Schools—as well as of the Commission on Curricula—have already been mentioned elsewhere in this study.¹

RECOGNITION OF NONACADEMIC INTERESTS

The fundamental purpose of the North Central Association has always been to establish closer relations between secondary schools and colleges. But, until very recently, such “relationships”—certainly so far as the secondary schools were concerned—had reference solely to matters affecting pupils preparing for college; they had no direct bearing on the welfare of others. In the earliest standards of accrediting and in the earliest outlines of courses of study, only so-called academic courses were considered; vocational subjects, vocational teachers, and vocational interests in general were ignored. Likewise ignored, for the most part, were pupils in the academic curriculums unless they completed the entire course and were graduated.

Perchance these policies were justifiable at the time—or at least explainable. The idea then prevailed that differentiations of curriculums and of methods of treatment were not needed; subjects and procedures that best prepared for college, it was thought, also best prepared for life. In fact, the Committee of Ten, reporting in 1893, had expressly held that there was no justification for organizing subject matter differently for different groups of pupils; if a subject were valuable for one individual it was, so it was claimed, equally valuable for all individuals who might pursue it. It was gen-

¹ See Chapter VII.

eral mental training that was considered important, and this, it was said, could best be secured for everyone through the pursuit of certain academic subjects taught in an academic way.

Little by little, however, these ideas had yielded ground. As early as 1906 the Committee on Unit Courses had recognized manual training, drawing, and certain commercial branches as worthy of their attention and had prepared outlines covering them. Nevertheless it was not until 1912 that a definite statement concerning the place of vocational subjects in the high school first appeared in the standards of accrediting. Even then, such subjects were not recognized as worthy of credit toward college admission; they were merely endorsed for those individuals not planning a collegiate career. As worded in 1912, one of the standards read in part: "The Association recommends the introduction of the so-called vocational subjects such as Agriculture, Manual Training, Household Arts, and Commercial Subjects into schools where local conditions render such introduction feasible, but the inspectors will hold that a sufficient number of qualified teachers must be added to provide adequately for such instruction."

True, the Association has at no time ever prescribed uniform programs of study for the high schools to follow. Curriculum offerings have been matters for local decision. All that the Association has demanded has been that the school should provide *opportunities* for pupils to secure fifteen college-preparatory units. Since, however, different colleges have required for admission different patterns of high school work, the problem of adjustment between the two types of institutions has been a particularized one. Today

the only Association criterion specifically referring to the matter reads: "The school's program of studies, the organization of curricula, and the daily schedule are such as to meet reasonably well the needs and interests of the pupils enrolled."

As is well known, in many high schools at present the newer subjects far outnumber the older academic subjects. Moreover, most of the colleges within the Association now accept for admission a certain limited number of units selected from these newer fields. Nevertheless it is safe to say that even yet these subjects have not attained full equivalent standing with the older subjects. They still are quite commonly looked upon primarily as non-college preparatory types of instruction and hence are thought to be of no direct concern to the Association. But the trend of the times is set against this older narrower view. The evidence all points to such a forthcoming change of policy as will make the Association responsible, more than it has been in the past, for the development of work of this sort. For surely, if the Association is truly to deal with the high school as a whole, it can no longer avoid giving full recognition to the problems of all boys and girls, whether they are using that school as a terminal school or not.

OTHER EVIDENCES OF LIBERALIZATION

If further evidences of the changing attitudes of the Association toward large social questions are needed, the following facts will supply them: Within the past two or three years the programs of the annual meeting have been almost top-heavy with discussions pointing in the general direction of reform. Social problems rather than academic

problems have occupied the center of attention. In the Executive Committee meetings, before the Commissions, and on the floor of the assembly, discussions of themes relating to the common everyday concerns of youth have been numerous. The list of titles of the more pretentious of these discussions is impressive. Within the space of twenty-four months, between January 1940 and January 1942, the *North Central Association Quarterly* published fifteen lengthy articles or reports bearing on the general theme of new adjustments—all having previously been presented to the Association in its annual meeting. These articles—each having particular reference to the high school—are as follows:

- Purposes and Practices of Student Activities (*Clement*)
- Adjustment of Curricula to Pupil Needs in High School (*Jensen*)
- High-Lights of the High Schools of Tomorrow (*Penhale*)
- Issues Concerning Vocational Education in Secondary Schools (*Morgan*)
- New Experimental Teaching Units (*Gaffney et al.*)
- National Youth Administration Methods (*Lund and Holley*)
- Curriculum Trends (*Clement, Rivett, Trump*)
- Vocational Education in Secondary Schools: Its Place in the Curriculum (*Grisby*); How to Strengthen the Work (*Espy*)
- Education for Individual Security (*Bizzell*)
- The School in the Community (*McClusky*)
- A Course in Modern Problems for the Senior High School (*Sorenson*)
- Federal and Local Cooperation in Inducting Young People into Adulthood (*Judd*)
- The Principals' Conference on Vocational Guidance (*O'Conner et al.*)
- An Evaluation of Extracurricular Activities (*Trump, Willett*)

Let us quote from some of these articles:

"It is not without a certain significance that vocational education is assigned as a subject for discussion at a meeting

of the North Central Association; . . . this same topic now appears for discussion in one form or another at almost all sessions where teachers and administrators assemble to discuss their responsibilities . . . the high school always was and is now a preparatory school. . . But the secondary school of the future must be a complete preparatory school—not preparatory merely for a minority—but for all pupils in the school. [To do this] the high school must know . . . the kind of knowledge, skill, habits, powers required in factories, shops and stores. And by the same token [as in collegiate preparation] the school should measure its success in this area in terms of the success of its pupils in factories, shops, and stores. . . . There is reason to believe that future occupational education will follow the same trend in curriculum development as was followed in academic education—that is, the recognition of the need for a broad base for occupational education and then as interests and special ability of the pupil develop to bring his education to a sharp focus through specialization. . . . This general occupational education for youth who will quit school at an early age necessarily must begin at an *early* age. . . . Perhaps the most urgent need now is for the development in all schools of this broader program for occupational adjustment, within the early years of the secondary schools.”¹

Again, “Since the turn of the century . . . forces have been accumulating which have served to focus attention upon certain inadequacies of the time-honored curriculum of the secondary school in meeting the full range of youth’s needs. . . . We should remember that between the ages of 14 and 18 there are about 10 million young people. Approximately

¹ DeWitt Morgan in the *Quarterly*, XV (July 1940), 25-29, *passim*.

6½ millions of them are in high school. Half of these 6½ millions drop out before graduation. . . . The general outlines of this needed educational program for all youth 14 to 20 years of age . . . may be categorically stated as follows: . . . much more extensive opportunity for vocational guidance . . . much more extensive opportunities for vocational education than are at present provided in most communities . . . an upward extension of educational opportunities through regional public junior colleges or technical institutes . . . the expansion of student-aid and scholarships.”¹

Once more “We cannot ignore the plain fact that there are today literally hundreds of secondary schools in which careful observation of curricular programs and routine practices discloses no substantial recognition of the vocational needs of youngsters whose schooling will be ended at the high school level. . . . Vocational education of some sort is properly a function of every American secondary school. A necessary corollary, of course, is the conviction that there must be and should be as many different kinds of programs for vocational education as there are kinds of schools or kinds of communities. . . . What is most needed to strengthen vocational education is a new birth of freedom and a deepened sense of local responsibility.”²

Finally, “There is need of a new type of general education . . . for our young people . . . I don’t believe required courses are very valuable anywhere. I think we ought to have an educational system that is sufficiently stimulating and interesting so that young people want what they get. . . . I accepted this opportunity to appear before the North

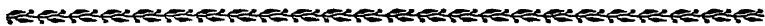
¹R. I. Grigsby in the *Quarterly*, XV (January 1941), 295-99, *passim*.

²H. G. Espy, *ibid.*, pp. 305-7, *passim*.

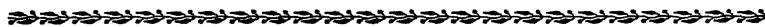
Central Association because I know of no organization that is more powerful in its influence on secondary schools than this organization. So long as this organization maintains merely the traditions of secondary education, it is, in my judgment, failing to meet the obligations of the present day. There is a new era that has come upon us, and that new era demands a type of education that is closely related to the demands of the present-day society, society related to the demands of young people who have to make their adjustments—economic adjustments, intellectual adjustments, and social adjustments—in a very complex modern world. My plea to you is that the Commission on Secondary Schools of the North Central Association step out and take leadership in a type of national program that shall so adjust education as a phase of general social activity to the needs of the nation and young people that we shall have this induction of young people into adulthood made a genuine contribution to our national life.”¹

In the light of the North Central Association’s history and current trends, can there be serious doubts regarding the part the organization is destined to play in the future? Certainly all signs point toward the assumption by it of larger social responsibilities than in the past and the inclusion within its programs of endeavor of a greater range of educational interests than heretofore, extensive as these have been. Not academic questions chiefly, not problems relating chiefly to a select group of youths to be educated, not matters pertaining chiefly to formal school work and administration will, seemingly, henceforth engross the Association’s time and efforts, but instead the Association will concern itself with the whole intellectual and social welfare of its constituency.

¹ C. H. Judd, *ibid.*, pp. 320-22, *passim*.



Appendixes



Appendix A

ASSOCIATION LEADERS

FROM the outset of its history until 1940 the Association published each year complete lists of its members, officers, and registrants at the annual meetings. From these lists it is evident that many able men have been participants in Association affairs and that some of these have been distinguished in its activities over considerable periods of time. In Chapter II appropriate attention has been paid to the founders of the organization but to attempt to list the most eminent leaders of recent years would lead to controversy. Nevertheless, few who are familiar with the Association's work during the past decade or two would deny a place of honor to any of the following individuals: GEORGE BUCK (Indiana), A. W. CLEVINGER (Illinois), J. D. ELLIFF (Missouri), J. B. EDMONSON (Michigan), H. M. GAGE (Iowa), C. H. JUDD (Illinois), E. H. K. McCOMB (Indiana), W. P. MORGAN (Illinois), A. A. REED (Nebraska), J. L. SEATON (Michigan), and G. F. ZOOK (Ohio). If, further, the *Proceedings* of twenty-five years ago are compared with the official records of very recent years and the names of prominent members are noted, it is surprising to find that so many individuals have been active for long periods. Some of these persons have, it is true, died within the last decade; some have lately dropped out of active connections with Association affairs; but some are still serving the organization faithfully after twenty years or more. Among these prominent participants are:

- G. J. Balzer (Wisconsin)
 *F. L. Bliss (Michigan)
 W. E. Borden (Indiana)
 C. W. Boardman (Minnesota)
 Lucia Briggs (Wisconsin)
 W. W. Boyd (Ohio)
 C. S. Boucher (Nebraska)
 J. V. Breitwieser (N. D.)
 A. J. Brumbaugh (Illinois)
 C. C. Brown (Colorado)
 W. J. S. Bryan (Missouri)
 *B. F. Buck (Illinois)
 George Buck (Indiana)
 *G. N. Carman (Illinois)
 G. E. Carrothers (Michigan)
 *H. G. Childs (Indiana)
 H. V. Church (Illinois)
 J. A. Clement (Illinois)
 A. W. Clevenger (Illinois)
 *L. D. Coffman (Minnesota)
 D. J. Cowling (Minnesota)
 A. C. Cross (Colorado)
 W. F. Cunningham (Indiana)
 C. O. Davis (Michigan)
 *Thomas Deam (Illinois)
 H. R. Douglass (Colorado)
 Otto Dubach (Missouri)
 W. I. Early (South Dakota)
 J. B. Edmonson (Michigan)
 *J. R. Effinger (Michigan)
 D. H. Eikenberry (Ohio)
 J. D. Elliff (Missouri)
 E. C. Elliott (Indiana)
 J. P. Everett (Michigan)
 C. G. F. Franzen (Indiana)
 J. E. Foster (Iowa)
 Will French (Nebraska)
 H. M. Gage (Iowa)
 W. H. Gemmill (Iowa)
 R. Gittinger (Oklahoma)
 T. W. Gosling (Wisconsin)
 *M. E. Haggerty (Minnesota)
 *J. A. Hanna (Illinois)
 *H. A. Hollister (Illinois)
 H. G. Hotz (Arkansas)
 R. M. Hughes (Ohio)
 F. L. Hunt (Indiana)
 F. A. C. Henmon (Wisconsin)
 F. E. Henzlik (Nebraska)
 A. M. Hitch (Missouri)
 J. A. Holley (Oklahoma)
 *T. L. Jones (Wisconsin)
 C. H. Judd (Illinois)
 E. H. Kraus (Michigan)
 *F. C. Landsittel (Ohio)
 Sr. Mary Malloy (Minnesota)
 *J. A. Masters (Nebraska)
 *C. R. Maxwell (Wyoming)
 E. H. K. McComb (Indiana)
 J. L. McConaughy (Illinois)
 *M. R. McDaniel (Illinois)
 W. E. McVey (Illinois)
 *L. N. McWhorter (Minnesota)
 *E. L. Miller (Michigan)
 H. C. Minnich (Ohio)
 *D. S. Morgan (Indiana)
 W. P. Morgan (Illinois)
 E. E. Morley (Ohio)
 J. Nollen (Iowa)
 C. H. Oldfather (Nebraska)
 M. R. Owen (Arkansas)
 S. A. Peckstein (Ohio)
 L. A. Pittenger (Indiana)
 E. M. Phillips (Minnesota)
 M. Prunty (Missouri)

* Deceased.

E. E. Rall (Illinois)	B. L. Stradley (Ohio)
C. H. Rammelkamp (Illinois)	E. B. Stouffer (Kansas)
A. A. Reed (Nebraska)	*M. H. Stuart (Indiana)
W. C. Reavis (Illinois)	J. E. Stout (Illinois)
P. A. Rehmus (Ohio)	H. D. Trimble (Illinois)
*B. J. Rivett (Michigan)	A. H. Upham (Ohio)
J. Rufi (Missouri)	L. W. Webb (Illinois)
A. M. Schwitalla (Missouri)	G. W. Willett (Illinois)
J. L. Seaton (Michigan)	M. W. Willing (Wisconsin)
W. F. Shirley (Iowa)	J. M. Wood (Missouri)
H. L. Smith (Indiana)	G. A. Works (Illinois)
*W. E. Smyser (Ohio)	O. O. Young (Illinois)
L. W. Smith (Illinois)	G. F. Zook (Ohio)
E. A. Spaulding (Indiana)	

Appendix B

FIRST PUBLISHED LIST OF ACCREDITED SECONDARY SCHOOLS

From the *Proceedings* of the Association, 1904, pp. 48-49.

Colorado: Colorado Springs, Cripple Creek, Greeley, Kenyon City, La Junta, Leadville, Pueblo (No. 1, No. 20), Trinidad. (9 schools)

Illinois: Aurora (East), Aurora (West), Bloomington, Chicago (Austin, Calumet, Englewood, Hyde Park, Jefferson, John Marshall, Joseph Medill, Lake, Lake View, North West Division, Robert Waller, South Chicago, South Division, William McKinley) Clyde, DeKalb, Dixon (South), Elgin, Evanston, Harvey, Joliet, La Grange, Moline, Oak Park, Ottawa, Peoria, Pontiac, Princeton, Rockford, Rock Island, Sterling. (34 schools)

Indiana: Fort Wayne, Frankfort, Howe Military School, Indianapolis (Shortridge, Manual Training), Michigan City, Rensselaer. (7 schools)

Iowa: Boone, Cedar Rapids, Council Bluffs, Davenport, Des Moines (West), Fort Dodge, Grinnell, Le Mars, Marshalltown, Ottumwa, Sioux City. (11 schools)

Michigan: Ann Arbor, Adrian, Alpena, Bay City, Battle Creek, Calumet, Coldwater, Detroit (Central, Eastern, University School, Home and Day School), Grand Haven, Grand Rapids, Hancock, Iron Mountain, Kalamazoo, Lansing, Menominee, Marquette, Muskegon, Mt. Clemens, Monroe, Marshall, Saginaw (West Side, East Side), St. Joseph, Traverse City, Ypsilanti. (28 schools)

Minnesota: Duluth, Minneapolis (Central), Minneapolis (East Side), St. Paul (Central, Humboldt), St. Paul (Cleveland). (6 schools)

Missouri: Columbia (Bliss Military Academy), Kansas City (Central, Manual Training, Westport), Kirkwood, St. Louis (Central, William McKinley, Washington University Training School). (8 schools)

Nebraska: Beatrice, Kearney (Lincoln Academy), Omaha. (3 schools)

Ohio: Akron, Ashtabula, Bellefontaine, Cleveland (Central, East), Coshocton, Dayton, Delaware, East Cleveland, East Liverpool, Elyria, Findlay, Glenville, Greenville, Marion, Mansfield, Mt. Vernon, Piqua, Sandusky, Newark, Toledo, Troy, Van Wert, Xenia, Youngstown, Zanesville. (26 schools)

Wisconsin: Ashland, Chippewa, Eau Claire, Fort Atkinson, Janesville, Kenosha, La Crosse, Marinette, Marshfield, Merrill, Milwaukee (East, West, South, Downer Seminary), Oshkosh, Racine, Ryan, Sheboygan, Sparta, Stevens Point, Superior (Blaine, Nelson Dewey), Waukesha, Whitewater. (24 schools)

Appendix C

COMPARATIVE TABLE OF RECEIPTS AND
EXPENDITURES

Year	Receipts Including Balance from Preceding Year	Expenditures	Balance at Year's End
1895	} No exact records		
1896			
1897			
1898	\$ 331.66	\$ 348.46	\$ 13.20
1899	331.20	138.85	192.35
1900	492.35	348.14	144.21
1901	444.23	367.82	76.39
1902	292.29	135.42	156.09
1903	311.29	282.58	28.58
1904	337.08	315.36	21.72
1905	467.98	349.88	118.10
1906	602.80	457.30	145.50
1907	693.45	446.89	246.56
1908	896.81	597.61	299.20
1909	990.59	916.67	73.92
1910	901.86	615.33	286.53
1911	1,043.53	813.03	230.50
1912	1,060.45	681.03	379.42
1913	1,211.17	700.30	510.87
1914	1,347.83	1,051.77	296.06
1915	1,256.06	975.07	280.99
1916	2,150.62	1,259.77	890.85
1917	2,796.85	1,717.65	1,079.20
1918	3,743.10	2,386.01	1,357.09
1919	4,244.24	2,321.99	1,922.25
1920	6,925.20	4,372.00	2,552.60
1921	7,888.60	3,908.17	3,980.43
1922	9,123.08	4,270.84	4,852.24
1923	9,487.76	2,584.30	6,903.46

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Year	Receipts Including Balance from Preceding Year	Expenditures	Balance at Year's End
1924	12,675.18	4,716.68	7,958.45
1925	19,481.67	10,719.68	8,761.99
1926	15,354.49	9,110.44	6,244.05
1927	27,418.11	16,238.38	11,179.73
1928	34,865.63	20,622.44	14,243.19
1929*			14,402.14
1930	37,582.20	17,805.54	19,776.66
1931	56,231.88	32,905.88	23,326.00
1932	44,062.45	20,863.02	23,199.43
1933	49,349.79	25,043.23	23,406.56
1934	51,713.16	23,312.30	28,400.86
1935	62,088.46	23,698.96	38,389.50
1936	68,510.52	25,830.12	42,680.40
1937	67,722.94	25,091.60	42,631.34
1938	73,679.61	40,754.04	32,925.57
1939	69,204.28	34,511.84	34,692.44
1940	75,623.17	38,916.60	36,706.57
1941	88,264.91	51,928.25	36,336.66
1942	83,330.99	52,093.21	31,237.78
1943	74,291.07	42,291.07	31,789.38

* Because a different system of bookkeeping was adopted at this time, the total receipts and expenditures, put in comparable form, are not available.

*Appendix D*ASSOCIATION MEMBERSHIPS AND
ACCREDITED INSTITUTIONS

Year and Class of Membership	Number of Members	Number of Institutions Accredited
1895 College and University	23	none
Secondary School	13	none
Individual	0	
1900 College and University	35	none
Secondary School	50	none
Individual	32	
1905 College and University	37	
Secondary School	62	223
Individual	48	
1910 College and University	71	none
Secondary School	82	698
Individual	63	
1915 College and University	125	125
Secondary School	109	1047
Individual	68	
1920 College and University	188	188
Secondary School	1212	1353
Individual	56	
1925 College and University	236	238
Secondary School	1846	1797
Individual	26	
1930* College and University	279	279
Secondary School	2336	2336
1935 College and University	282	282
Secondary School	2580	2580
1940 College and University	295	295
Secondary School	2906	2906

* After 1925 the institutional membership lists and the accredited lists were identical, and the class of individual members was abolished, former individual members becoming honorary members, exempt from dues. Since 1928 individual membership has been provided for officers of the Association.

Appendix E

REPORTS OF OBJECTIVE STUDIES¹

"The Problem of Special and Conditioned Students," K. C. Babcock, University of Illinois, *Proceedings*, 1914, pp. 74-79.

Considers the policies used by certain colleges and universities in admitting and in dealing with students not fully meeting entrance standards.

"College Entrance Credits," F. L. Bliss, Detroit, *Proceedings*, 1914, pp. 101-118.

Lists practices in 56 institutions and proposes a redefinition of "unit."

"North Central High Schools," *Thirteenth Yearbook of the National Society for the Study of Education*.

Prepared by Drs. Jessup and Coffman and described in Chapter V.

"Statistical Facts Respecting N.C.A. Colleges and Universities," C. H. Judd, University of Chicago, *Proceedings*, 1915, pp. 35-44.

A study similar to Jessup and Coffman's but relating to institutions of higher learning.

"A Study of the Colleges and High Schools in the North Central Association," C. H. Judd, University of Chicago, *U. S. Bureau of Education Bulletin*, 1915, no. 6.

Described in Chapter V; an expansion of the preceding study.

"North Central Association Accredited Secondary Schools," C. O. Davis, University of Michigan, *Proceedings*, 1916, pp. 97-122.

A statistical compilation of data reported that year.

"The Organization and Administration of Junior High Schools," L. V. Koos, University of Chicago, *Proceedings*, 1916, pp. 171-92.

A detailed questionnaire study of the 46 junior high schools reported in N.C.A. territory.

¹This list is not complete, but is illustrative of some of the more significant studies produced for the Association.

For convenience the brief forms, *Proceedings* and *Quarterly*, are used throughout this list to indicate the *Proceedings* of the Association and the *North Central Association Quarterly*.

"The Definition of Units," G. N. Carman, Lewis Institute, *Proceedings*, 1916, pp. 192-229.

A somewhat detailed analysis of curriculum offerings found in N.C.A. schools.

"Standard Library Organization for High Schools," C. C. Certain, Detroit Schools, *Proceedings*, 1917, pp. 86-108.

A series of recommendations based on a mass of unpublished statistical data. The report is continued in *Proceedings*, 1918, pp. 44-77.

"Junior High Schools in North Central Association Territory," C. O. Davis, University of Michigan, Supplement to the *Proceedings*, 1918, pp. 31-39.

An analysis of the organization, housing facilities, and general administrative practices of 310 schools claiming to conform to the Association's pattern. Of these, 60 percent were found to be completely organized, 25 percent had made good beginnings, and 15 percent were "deceiving themselves with names."

"The Accredited Secondary Schools of the North Central Association," C. O. Davis, *U.S. Bureau of Education Bulletin*, 1919, No. 45.

Described in Chapter V.

"The Influence of the War on Public Schools," L. D. Coffman, University of Minnesota, *Proceedings*, 1919, pp. 76-83.

Shows the extent of illiteracy among men of draft age, especially among foreign born.

"The Effects of the War on Secondary Schools," C. O. Davis, Supplement to the *Proceedings*, 1919, pp. 5-20.

Summarizes the data received from 1314 accredited schools in respect to changes in curriculum offerings, pupil enrollments, administrative procedures, and the like.

"Adequate Support for Higher Education," R. M. Hughes, Miami University, *Proceedings*, 1920, pp. 78-89.

A study of student enrollments, faculty members, and institutional costs in state institutions of higher education.

"Tentative Standards for Junior High Schools," J. B. Edmonson, University of Michigan, Supplement to the *Proceedings*, 1920, pp. 10A-17A.

Of 1332 secondary schools accredited by the Association in 1920, fourteen percent had already departed from the 8-4 plan of organization. Of these, 53 had a junior high school division which conformed fully to the definition set by the Association.

"Effect of Size of Class upon Quality of Work," W. A. Cook, University of South Dakota, Supplement to the *Proceedings*, 1920, pp. 17A-26A.

Gives a summary of the judgments of 20,000 teachers relating to the problem. General conclusions: Teachers prefer classes averaging under 25, pupils, but in large schools classes enrolling more than 25 are thought to be satisfactory.

"Training for Citizenship in North Central Schools," C. O. Davis, Supplement to the *Proceedings*, 1920, pp. 26A-35A.

A total of 1180 N.C.A. schools furnished data respecting what they were doing (1) to arouse desirable *sentiments* of citizenship, (2) to furnish *information* relating to civic duties and privileges, and (3) to secure from pupils *active participation* in *affairs* thought to develop habits of good citizenship.

"The Duties of High School Principals," C. O. Davis, *Proceedings*, 1921, Part I, pp. 49-69.

An elaborate study based on the return from principals of 1372 N.C.A. secondary schools. Gives facts respecting the ways the typical principal spends his time and enumerates the problems which are of deepest concern to him.

"How Junior High Schools Are Operating," J. B. Edmonson, University of Michigan, *Proceedings*, 1921, Part I, pp. 70-75.

Eighty schools furnish the data for this study, which includes facts relating to form of organization, programs of studies, teachers' preparation, teaching loads, etc.

"North Central Association Teachers," C. O. Davis, *Proceedings*, 1922, Part I, pp. 24-54.

This study concerns the training, experience, salary and expressed professional judgments of 24,363 teachers in N.A.A. secondary schools. The data are arranged under three headings: for academic teachers, vocational teachers and administrative.

"Professional Judgments Affecting the Junior High School," J. M. Glass, Pennsylvania Department of Public Instruction, *Proceedings*, 1922, Part I, pp. 56-61.

Findings of a national committee as to the judgments of 64 leaders in junior high school matters.

"Commercial Schools in N.C.A. Territory," W. L. Connor, Cleveland, *Proceedings*, 1922, Part II, pp. 67-97.

Gives data respecting the organization and administrative practices of 93 private commercial schools located in N.C.A. territory.

"The Size of Classes and the Teaching Load," C. O. Davis, *Proceedings*, 1923, Part I, pp. 30-56.

A study of the effect which the size of classes has upon pupils' marks and an analysis of the factors which enter into the teaching load. Data were obtained from approximately 1100 teachers teaching in 100 representative schools. Regarding the first topic, class size has little relation to term marks; as to the second topic, the teaching load depends on a variety of factors not readily measurable.

"College Recognition of Junior High School Credits," F. G. Pickell, Cleveland, *Proceedings*, 1923, Part I, pp. 63-67.

Collected judgments from 103 professional leaders.

"The High School as Judged by Its Students," C. O. Davis, *Proceedings*, 1924, Part I, pp. 71-144.

An elaborate set of judgments obtained from approximately 20,000 students enrolled in the junior year of representative N.C.A. high schools. Among the topics discussed are: purposes for being in schools; reasons for liking or disliking school; judgments respecting the organization and administration of the school; factors that make for popularity or unpopularity; values derived from extra curricular activities; how leisure time out-of-school is used; attitudes toward religion, morals, and citizenship.

"Standards for Reorganization of Secondary School Curricula," J. E. Stout, Northwestern University, *Proceedings*, 1924, Part III, pp. 1-48.

In a strict sense this is not a study that should be listed here; it is not a scientific investigation that deals throughout with objective data. Nevertheless the scientific spirit characterized the entire procedure of the committee formulating the report, which is a summary of analysis reaching back four or more years. The work of the committee was later continued for another eight years and finally culminated (in 1933) in a bound volume of 400 printed pages entitled *High School Curriculum Reorganization*.

"Report on the Triennial Reports of Accredited Institutions," R. M.

Hughes, Miami University, *Proceedings*, 1925, Part I, pp. 23-29.
(with twelve additional double pages of tabular matter)

A study of 152 institutions of higher education, including data on enrollments, graduation requirements, faculty training, endowments, income, etc.

"Our Secondary Schools," C. O. Davis, University of Michigan, Special Bulletin of the Association, 1925.

This is an 80-page Quinquennial Study of all phases of secondary schools. It includes 65 detailed statistical tables, among which is an elaborate one on pupil enrollments in the various departments of instruction and in the courses of study found in the schools.

"The Content of College and University Courses in Education," C. E. Chadsey, University of Illinois, *Proceedings*, 1925, Part II, pp. 140-67.

Makes an analysis of the courses classified as education in 174 N.C.A. institutions which provided professional training for teachers.

"Quantitative Work in English," C. O. Davis, University of Michigan, *Quarterly*, I (September 1926), 221-45.

Considers the problem both from the standpoint of colleges and of secondary schools and includes such topics as units of English offered and prescribed, length of class periods, general plan of organizing and conducting classes, and provisions for meeting individual needs and interests.

"Foreign Languages in Junior High Schools," T. W. Gosling, University of Wisconsin, *Quarterly*, I (June 1926), 106-38.

An analysis of reports submitted by 337 schools. Gives enrollments in foreign language by grades, and lists reasons administrators offer for teaching the subject. Complete list of J.H.S. in North Central territory.

"Undergraduate Curriculum in Education," C. E. Chadsey, University of Illinois, *Quarterly*, I (September 1926), 149-62.

Detailed study of the offerings in Education made by N.C.A. colleges and universities. While the Association listed 199 such institutions in 1926, only 70 furnished data for this study.

"Success of High School Graduates in College," C. R. Maxwell, University of Wyoming, *Quarterly*, I (September 1926), 190-220.

Analyzes the records made by 28,957 college freshmen attending 659 different institutions of higher learning. General conclusion: the success of freshmen in college "depends largely upon what institution they attend."

"Broadening and Finding Courses in Junior High Schools," N. C. Nielsen, Detroit Schools, *Quarterly*, I (September 1926), 300-20.

Defines "Exploratory Courses" and discusses the ways such courses are organized and conducted. Enumerates other ways, not curricular in character, by which pupils' interests, tastes and aptitudes are explored.

"Measurement and Equalization of the Teaching Load," C. Woody and W. G. Bergman, University of Michigan, *Quarterly*, I (December 1926), 339-58.

Investigates the amount of time spent by teachers in handling the work of their courses. General conclusion: There are great differences in subject fields and among teachers in the same field. The teaching load should be adjusted on the basis of these differences.

"Graduate Degrees Conferred by N.C.A. Institutions," R. M. Hughes, Miami University, *Quarterly*, I (March 1927), 421-27.

Has data covering the five-year period, 1921-1926.

"Professional Training of College Teachers," M. E. Haggerty, University of Minnesota, *Quarterly*, II (June 1927), 108-23.

Analysis of data furnished by a small selected group of institutions.

"Success of Freshmen in College," E. L. Miller, Detroit Schools, *Quarterly*, II (September 1927), 140-45.

Lists reasons assigned by 129 high school principals for failures in college.

"Discovery and Treatment of Individual Differences in Junior High School Pupils," T. W. Gosling, University of Wisconsin, *Quarterly*, II (September 1927), 173-93.

Tests ways the schools seek to discover differences: tests, teachers' judgments, school records, conferences, etc.

"Complete Index of N.C.A. Proceedings, 1895-1925," *Quarterly*, II (September 1927), 219-41.

"Cost of Education in Liberal Arts Colleges," F. W. Reeves, University of Kentucky, *Quarterly*, II (December 1927), 248-61.

Data obtained by means of personal visits to seventeen institutions located in ten states.

"Methods by Which Institutions of Higher Learning Adapt Their Work to the Needs of Freshmen," C. R. Maxwell, University of Wyoming, *Quarterly*, II (December 1927), 307-28.

Analysis of data received from 100 institutions having large freshman classes. General methods include: (1) Freshman Week, (2) Advisers, (3) Grouping Students on basis of ability, (4) Regulating outside activities, (5) Faculty reports, etc.

"Financial Standards for Accrediting Colleges," F. W. Reeves, University of Kentucky, *Quarterly*, II (March 1927), 372-88.

A joint study made by North Central Association and the Association of American Universities. Data for the study were made by personal visits to 39 institutions situated in fifteen states.

"Efficiency of Teacher Placement Agencies," G. W. Willett, La-Grange Schools, *Quarterly*, III (September 1928), 187-99.

Analysis of returns made by 80 colleges and universities, and from 853 high schools.

"Standards for Accrediting Colleges," F. W. Reeves and John Dale Russell, University of Kentucky, *Quarterly*, III (September 1928), 214-29.

Data obtained by visiting 39 institutions in N.C.A. territory. General conclusion: Standards need revision.

"The Library in N.C.A. High Schools," E. L. Miller, Detroit Schools, *Quarterly*, III (September 1928), 252-88.

A detailed study of the status of libraries in N.C.A. schools. More factual than analytical.

"Professional Training of Secondary School Teachers," Will French, Lincoln Schools, *Quarterly*, III (December 1928), 333-75.

Discusses backgrounds of persons preparing to be teachers, college training offered them, certification requirements, etc. Gives ten pages of annotated bibliography on teacher training.

"Practice Teaching in N.C.A. Colleges," G. H. Colebank, University of Iowa, *Quarterly*, III (December 1928), 376-431.

A very elaborate analysis of practices found in 159 institutions providing facilities for practice teaching. Contains also four pages of bibliography.

"Triennial Report of Accredited Higher Institutions," G. F. Zook, Secretary, *Quarterly*, III (March 1928), 468-536.

Deals with data pertaining to the year 1927-1928. Numerous statistical tables covering nearly all phases of college organization and administration.

"Extra Curricular Activities in High Schools," T. M. Deam, Joliet Schools, *Quarterly*, III (March 1928), 542-78.

Lists activities under twelve headings or types and then gives details of practices found in schools in reference to each type.

"Class Size Opinions and Policies in Secondary Schools," E. Hudelson, University of Minnesota, *Quarterly*, IV (September 1929), 196-209.

Largely a summary of findings of previous studies.

"Evening and Part-time Education," G. F. Zook, Secretary, *Quarterly*, IV (September 1929), 237-47.

Discusses evening, extension and correspondence study; size of classes; costs; etc.

"Changes in Standards of Accrediting During Twenty-seven Years," C. O. Davis, University of Michigan, *Quarterly*, IV (September 1929), 327-34.

Discusses changes respecting requirements of all kinds.

"Comparative Study of Standardizing Agencies," W. A. Cook, University of Cincinnati, *Quarterly*, IV (December 1929), 377-453.

An elaborate study of the likenesses and differences in policies of accrediting employed by the various regional associations.

"Success of Freshmen in College," C. R. Maxwell, University of Wyoming, *Quarterly*, IV (March 1930), 484-600.

A second very elaborate study of the topic. Tables take up more than 75 percent of the printed pages. Conclusions. Similar to those of the earlier study, namely, there is a great variation in the percentage of failures among all institutions; to avoid failing, a freshman should choose his college discriminatingly.

"College Entrance Requirements in English," E. L. Miller, Detroit Schools, *Quarterly*, V (September 1930), 209-18.

Analysis of a referendum vote received from 1167 high schools relative to the aims, contents, organization, and teaching methods to be used in high school courses in English.

"Teaching Units in High School Physics," A. W. Hurd, Columbia University, *Quarterly*, V (September 1930), 257-93.

One of a number of like studies pertaining to the high school curriculum.

"Athletics in Secondary Schools," E. E. Morley, Cleveland Schools, *Quarterly*, V (December 1930), 332-39.

Brief study showing extent of participation in interscholastic sports.

"Reorganization of the Secondary School Curriculum," *Quarterly*, Vols. I to VII (1926-1932).

Numerous studies on nearly all subjects offered in high schools. Finally brought together into one volume published in 1933. The separate studies are too numerous to list as such here.

"College Entrance and Personnel Blanks," C. C. F. Franzen, Indiana University, *Quarterly*, VI (September 1931), 208-25.

An analysis of blanks annually sent to high schools by institutions of higher education and the attitude of high school principals relating thereto.

"The Relation of Pattern of High School Credits to Scholastic Success in College," H. R. Douglass, University of Minnesota, *Quarterly*, VI (December 1931), 283-97.

A study based upon the records of 387 members of the class of 1930 of the University of Oregon.

"Class Size Standards at the College Level," E. Hudelson, West Virginia University, *Quarterly*, VI (March 1932), 371-81.

Data and findings from several experiments.

"The Teaching of Science in Secondary Schools," F. D. Curtis, University of Michigan, *Quarterly*, VI (March 1932), 433-74.

An analysis of the actual conditions and practices existing with respect to the teaching of science in accredited secondary schools.

"Physical Education and Athletics," B. L. Stradley, Ohio State University, and W. P. Morgan, Western Illinois State Teachers College, *Quarterly*, VIII (June 1933), 26-69.

A very elaborate study on the status of physical education and athletics

in N.C.A. territory. Historical sketch, followed by detailed analysis of all phases of the problems involved. Reprinted as a 46 page bulletin.

- "The Product of Higher Educational Institutions," M. E. Haggerty, University of Minnesota, *Quarterly*, VIII (September 1933), 248-61.

An attempt to judge the quality of college graduates by means of objective tests.

- "The Articulation of Secondary Schools and Colleges," G. W. Rosenlof, State Department of Public Instruction, Nebraska, *Quarterly*, VIII (December 1934), 312-23.

An analysis of the judgments of 1,390 secondary school administrators regarding the difficulties met in seeking to solve the problem.

- "Academic Majors and Minors," C. O. Davis, *Quarterly*, VIII (January 1934), 373-92.

A summary of replies received from 31 colleges and universities respecting the administration of majors and minors outlined for teachers in training.

- "Athletics in Secondary Schools," E. E. Morley, Cleveland Schools, *Quarterly*, VIII (April 1934), 454-64.

Gives data respecting the entire athletic situation in N.C.A. schools in 1933.

- "Courses of Study in N.C.A. Secondary Schools," J. A. Clement, University of Illinois, *Quarterly*, VIII (April 1934), 475-90.

An analysis of the aims which high school authorities set in drafting courses of study, and the nature of the organization of such courses. Curriculum materials from about 20 selected schools were used.

- "A Distinctive Training Curriculum for Junior High School Teachers," C. O. Davis, University of Michigan, *Quarterly*, VIII (April 1934), 506-21.

Gives the standards required of junior high school teachers in 163 systems and the judgments of administrators respecting the special types of training needed by them.

- "Qualitative Analysis of Curriculum Materials Found in 300 Courses of Study," J. A. Clement, University of Illinois, *Quarterly*, IX (January 1935), 294-307.

Deals with subject-matter courses offered in the schools of fifty different

systems—form in which these are prepared, scope of material, modes of using, etc.

“Sixty Years of Curriculum Offerings,” O. F. Dubach, Kansas City, *Quarterly*, IX (January 1935), 308-16.

Presents statistics showing changes in curriculum offerings and emphasis in Kansas City High School from 1875 to 1933.

“Post Graduate Students in High Schools,” J. A. Clement, University of Illinois, *Quarterly*, IX (April 1935), 451-67.

Tabulates data respecting post graduate students in the high schools of Illinois (outside of Chicago) in 1933.

“Rise of the North Central Association,” J. E. Grinnell, Stout Institute, *Quarterly*, IX (April 1935), 468-95; X (January 1936), 365-82.

A detailed history of the Association from 1895 to 1920.

“Institutional Finances,” A. J. Brumbaugh, University of Chicago, *Quarterly*, X (July 1935), 58-69.

Gives data regarding income and expenditures of the 276 institutions of higher education recognized by the Association in 1935.

“A Critical Study of Curriculum Offerings,” J. A. Clement and A. W. Clevenger, University of Illinois, *Quarterly*, X (October 1935), 207-18.

An analysis of range of subject offerings and the prescriptions for graduation in Illinois in 1935.

“Five-Year Trends in the Development of N.C.A. High Schools,” H. G. Hotz, University of Arkansas, *Quarterly*, X (April 1936), 412-21.

Gives comparative figures for 1930-1935.

“Financial Data of Higher Institutions,” W. J. Haggerty and G. A. Works, University of Chicago, *Quarterly*, XI (July 1936), 19-38.

This is a report covering the fiscal year 1933-34 and includes data from 282 institutions.

“Problems Pertaining to the Post Graduate Curriculum in High Schools,” J. A. Clement, University of Illinois, *Quarterly*, XI (October 1936), 227-47.

Deals with the situation reported by 927 N.C.A. schools.

"Library Data of Higher Institutions," W. J. Haggerty and G. A. Works, University of Chicago, *Quarterly*, XI (April 1937), 457-69.

Gives facts relative to expenditures for books and periodicals, uses made of libraries, and like matters in 282 institutions of higher learning.

"Changes in Enrollments over a 15-Year Period," W. J. Haggerty and G. A. Works, University of Chicago, *Quarterly*, XII (July 1937), 51-63.

Analyzes enrollment data furnished by the colleges and universities accredited by the Association during the period 1918-1934.

"The Secondary School—How Has It Fared?" G. W. Rosenlof, University of Nebraska, *Quarterly*, XII (October 1937), 176-90.

A detailed analysis of the situation of N.C.A. secondary schools (2,621) in 1935.

"The Status of Physical Education and Athletics," B. L. Stradley, Ohio State University, *Quarterly*, XII (October 1937), 221-29.

Gives the judgments of officers of athletic conferences with reference to listing conditions and trends in the fields mentioned. The study deals with subsidizing, proselyting, amateurism, scholastic eligibility rules, etc.

"Judgments of High School Teachers Concerning Their Own Academic Preparation," H. H. Hagen, Chicago Schools, *Quarterly*, XII (October 1937), 258-71.

Examines the expressed judgments of teachers working in eleven different departments in 115 different school systems. Lists nineteen advantages claimed for a broad general education for teachers.

"Business Education in Liberal Arts and Teacher Training Colleges," W. H. Spencer, University of Chicago, *Quarterly*, XII (January 1938), 295-311.

Examines the extent of business education offerings in a representative group of colleges, the modes of administering courses, where offered, and the claimed effect of such offerings upon other types of work.

"Curriculum Trends," A. L. Spohn, Hammond Schools, *et al.*, *Quarterly*, XII (January 1938), 331-55.

Has four sub-divisions: special curricula for slow pupils, the number of different courses of study provided, requirements for graduation, and provisions for courses in consumer education.

"Subject-Matter Preparation of Secondary School Teachers," H. E. Henzlik, University of Nebraska, *et al.*, *Quarterly*, XII (April 1938), 439-539.

The final report of a committee that had been working for several years on the problem. The report considers such topics as teaching assignment and teaching loads, combinations of subject assignments, special preparation of teachers for tasks assigned, curriculum trends, factors contributing to teaching success, etc.

"Certificates and Degrees Granted by N.C.A. Institutions," W. J. Haggerty and G. A. Works, University of Chicago, *Quarterly*, XIII (July 1938), 10-65.

An analysis of practices covering the period from 1918 to 1934. Has many tables and charts.

"The Association and Its Activities Past and Present," G. W. Rosenlof, University of Nebraska, *Quarterly*, XIII (October 1938), 168-76.

A brief historical account of the Association, indicating major trends and describing four major activities.

"Faculties of Colleges and Universities," W. J. Haggerty and G. A. Works, University of Chicago, *Quarterly*, XIII (January 1939), 309-407.

An elaborate study of (1) faculty competence—involving ten characteristics of teachers, (2) faculty organization, and (3) provisions affecting faculty service, growth and welfare.

"Ninth Grade Subjects and Activities," J. A. Clement, University of Illinois, *Quarterly*, XIII (April 1939), 447-62.

Deals with subjects offered, prescribed, and elective in the ninth grades of 307 selected schools, the size of classes, the length of class periods, etc.

"The Professional Training Qualifications of 1,001 New and Inexperienced Teachers," G. W. Rosenlof, University of Nebraska, *Quarterly*, XIII (April 1939), 498-504.

Considers the credit hours in education earned and the college courses in which these hours were gained.

"The Student in College and University," W. J. Haggerty and A. J. Brumbaugh, University of Chicago, *Quarterly*, XIII (April 1939), 558-630.

A very elaborate study of all aspects of the problem as reported by N.C.A. accredited institutions. The study is continued in Volume XIV No. 2 of the *Quarterly* (October 1939), 201-26.

- "The Curriculum and Instruction in Higher Education," A. J. Brumbaugh and W. J. Haggerty, University of Chicago, *Quarterly*, XIV (April 1940), 393-421; XV (October 1940), 196-230.

Deals with the theories and practices of 276 N.C.A. higher institutions in respect to curricular offerings.

- "Music Education in Higher Education," A. Riemenschneider, Berea, Ohio, *Quarterly*, XV (October 1940), 174-84.

A questionnaire study of musical activities as conducted in 47 N.C.A. colleges.

- "Curriculum Trends," J. A. Clement, University of Illinois, *Quarterly*, XV (January 1941), 274-94.

Interpretations and implications of eight previous studies bearing on the theme.

- "Statistical Summary of Secondary Schools," G. W. Rosenlof, University of Nebraska, *Quarterly*, XV (April 1941), 415-34.

Material presented, without discussion, in a series of detailed tables relating to conditions in N.C.A. schools in 1939-1940.

- "An Evaluation of Extracurricular Activities," J. L. Trump, University of Chicago, *Quarterly*, XVI (October 1941), 196-207.

Deals chiefly with school contests, but is not a completed study.

- "Teacher Assignment Practices," R. E. Evans, Iowa State University, *Quarterly*, XVI (January 1942), 271-91.

A survey of practices found in 660 schools located in six N.C.A. states. It involves data relative to subject assignments of 7,751 teachers.

- "Institutional Purposes of Seventy-Five North Central Colleges," M. W. Hyde, Mt. Union College, and E. Leffler, Albion College, *Quarterly*, XVI (January 1942), 292-312.

An attempt to measure the effectiveness of the new criteria for accrediting a composite judgment gained from interviews with faculty members, administrators, and students in 34 selected colleges.

"In-Service Training of High School Principals," E. R. Sifert, Maywood, Illinois, *Quarterly*, XVI (April 1942), 418-23.

A questionnaire study involving 193 principals, 81 superintendents, and 54 college professors.

"How High Schools Are Meeting Student Needs," G. N. Mackenzie, University of Wisconsin, *Quarterly*, XVI (April 1942), 424-29.

A summary of replies to a questionnaire sent to 2,400 schools.

"Financial Data of Higher Institutions for 1939-1940," J. Oliver and A. J. Brumbaugh, University of Chicago, *Quarterly*, XVI (April 1942), 430-47.

A detailed analysis of the data received from 300 N.C.A. institutions.

"High School Libraries and Library Service," A. W. Clevenger, University of Illinois, *Quarterly*, XVII (October 1942), 202-21.

A detailed study of library problems in 2,878 N.C.A. schools. Deals with such topics as training and experience of librarians, housing facilities for libraries, systems in classifying books, ways of using in library, and the like.

"The Offerings and Facilities in the Natural Sciences in Liberal Arts Colleges," Anton J. Carlson, University of Chicago, *Quarterly*, XVIII (October 1943), 154-64.

Shows facts gained from approximately 125 representative N.C.A. colleges relative to such questions as (1) percent of teaching budget devoted to science, (2) percent of faculty teaching sciences, (3) extent of "compulsory exposure of all college students to the methods and the fundamental findings in the natural sciences," (4) relative registration of students in elementary science courses, and (5) books, physical equipment and visual aids employed in the teaching of natural sciences, etc.

"An Analysis of the Library Data of the Higher Institutions of the North Central Association," D. M. Mackenzie and A. J. Brumbaugh, University of Chicago, *Quarterly*, XVIII (April 1944), 293-308.

This study gives complete data for 1941-42. Earlier studies relating to libraries are cited.

Appendix F

RECENT INTERPRETIVE ARTICLES¹

- "Intellectual Economies," W. M. Lewis, Lafayette College, VIII (September 1933), 227-33.
- "Social Trends and Trends in Education," C. H. Judd, University of Chicago, VIII (January 1934), 338-46.
- "Guidance Programs," W. C. Reavis, University of Chicago, VIII (April 1934), 465-74.
- "Future Social Trends Affecting Education," W. F. Ogburn, University of Chicago, IX (January 1935), 273-78.
- "Our Youth Problem," G. F. Zook, Washington, D. C., IX (January 1935), 279-84.
- "New Hope for the Dull," Raleigh Schorling, University of Michigan, IX (January 1935), 333-45.
- "The Secondary School as a Career for the Doctor of Philosophy," G. E. Carrothers, University of Michigan, IX (April 1935), 424-33.
- "The Educational Outlook," G. W. Rightmire, Ohio State University, IX (April 1935), 435-42.
- "Trends in Secondary Education," H. L. Smith, Indiana University, X (July 1935), 36-46.
- "Whither Education," C. A. Dykstra, Cincinnati, X (October 1935), 182-88.
- "The Duty of the State," Paul McNutt, Governor of Indiana, X (October 1935), 189-96.
- "Scoring the Score Cards," L. B. Hopkins, Wabash College, XI (January 1937), 314-19.
- "Liberal Arts and Training in Law," E. A. Gilmore, University of Iowa, XI (April 1937), 386-92.
- "Preparation for the Study of Medicine," F. C. Zapffe, Secretary A.A.M.C., XI (April 1937), 393-97.

¹ These articles are representative of the interpretations of educational philosophy and practice which frequently appear in the *North Central Association Quarterly*. This list is restricted to articles published since 1933. All references are to issues of the *Quarterly*.

- "Public School Music," Earl V. Moore, University of Michigan, XI (April 1937), 398-407.
- "New York State's Regents' Inquiry," F. T. Spaulding, Harvard University, XII (July 1937), 26-33.
- "The Master's Degree," E. B. Stauffer, University of Kansas, XII (October 1937), 205-13.
- "An Uncultivated Field," T. H. Briggs, Columbia University, XII (October 1937), 214-20.
- "The Administration of the College," W. H. Spencer, University of Chicago, XII (January 1938), 295-311.
- "Danish Folk Schools," Peter Manniche, Denmark, XII (April 1938), 430-38.
- "The Cultural College in a Troubled Age," C. F. Wishart, College of Wooster, XIII (January 1939), 288-96.
- "Relation of the Federal Government to Education," F. W. Reeves, University of Chicago, XIII (April 1939), 473-83.
- "The Curriculum in the Liberal Arts College," A. M. Schwitalla, St. Louis University, XIV (January 1940), 239-52.
- "Common Ground in Education," Alan Valentine, University of Rochester, XIV (January 1940), 253-60.
- "Cooperation in the Education of Teachers," R. W. Tyler, University of Chicago, XIV (January 1940), 261-67.
- "Opinions of High School Principals on Selected Issues," J. B. Edmonson, University of Michigan, XIV (January 1940), 268-74.
- "Educational Constants," F. P. Gaines, Washington and Lee University, XIV (April 1940), 338-44.
- "Professional Education in Physical Education," D. Oberteuffer, Ohio State University, XIV (April 1940), 345-61.
- "Current Educational Problems," C. S. Boucher, University of Nebraska, XIV (April 1940), 362-84.
- "Religion in Present Day Education," W. M. Lewis, Lafayette College, XV (July 1940), 18-25.
- "Issues Concerning Vocational Education," DeWitt Morgan, Indianapolis Schools, XV (July 1940), 25-30.
- "Vocational Education in Secondary Schools," R. I. Grigsby, Washington, and H. G. Espy, Western Reserve University, XV (January 1941), 295-311.

- "Education for Individual Security," W. B. Bizzell, University of Oklahoma, XV (April 1941), 344-51.
- "Cultural Elements in Professional Education," D. S. Bridgman, New York City, XV (April 1941), 352-62.
- "Federal and Local Cooperation in Education," C. H. Judd, Washington, XV (April 1941), 383-92.
- "Nursing Education," Lucile Petry, University of Minnesota, XV (April 1941), 400-14.
- "Bottlenecks: Political, Industrial, Educational," W. E. Warner, Ohio State University, XVI (July 1941), 15-25.
- "Aims and Purposes of the Association," C. G. F. Franzen, Indiana University, XVI (October 1941), 173-75.
- "The Program of the NYA," Aubrey Williams, Washington, XVI (January 1942), 236-44.
- "Integrating the Educational Program for Youth," H. R. Douglass, University of Colorado, XVI (January 1942), 253-61.
- "Current Issues in Accrediting," G. A. Works, University of Chicago, *et al.*, XVI (January 1942), 313-31.
- "Citizenship in This Democracy Today," R. Kazmayer, XVII (October 1942), 155-67.
- "Education at War," R. M. Hutchins, University of Chicago, XVII (October 1942), 173-79.
- "Religion in Higher Education," Rev. W. F. Cunningham, University of Notre Dame, and M. D. McLean, Macalaster College, XVII (January 1943), 243-56.
- "Graduate Instruction in Higher Education," H. R. Douglass, University of Colorado, and A. J. Brumbaugh, University of Chicago, XVII (January 1943), 257-73.
- "Some Implications of the Eight-Year Study," W. M. Aikin, Ohio State University, XVII (January 1943), 274-80.
- "Institutional Purposes of North Central Colleges," E. Leffler, Albion College, *et al.*, XVII (April 1943), 354-71.
- "Geographical Differences in Educational Expenditures," D. M. Mackenzie, Chicago, XIII (January 1944), 261-71.

Appendix G

THE CONSTITUTION OF THE ASSOCIATION

ARTICLE I. NAME

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II. OBJECT

The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

ARTICLE III. TERRITORY AND MEMBERSHIP

Section 1. The territory of the Association shall consist of the states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming and/or such areas as may be hereafter included. Territory shall be excluded from, or included within, the jurisdiction of the Association only upon the recommendation of the Executive Committee and by the vote of the Association. The recommendation of the Executive Committee shall be based on substantial evidence indicating that the action recommended represents the desire of the universities, colleges, and secondary schools of the territory concerned.

Section 2. The membership of the Association shall consist of three classes: (1) universities, colleges, and secondary schools; (2) officers of the Association and members of the Commissions; and (3)

honorary members. Only members of Class I are eligible to vote at official meetings of the Association.

It shall be understood that membership in the Association for universities, colleges, and secondary schools is purely voluntary. Although all decisions of the Association bearing on the policy and management of universities, colleges, and secondary schools are advisory in character, it shall be understood that the Association has the right to establish requirements for membership, to develop and establish criteria for the evaluation of universities, colleges, and secondary schools, and to establish and maintain all regulations and conditions for continued membership in the Association.

Section 3. Any university, college, or secondary school which has been approved by the Association shall be admitted to membership on the payment of the annual dues. Such membership shall cease if at any time the university, college, or secondary school resigns or is dropped from the approved list of the Association or if the annual dues are more than one year in arrears. Any lapse in membership shall date from July 1 next succeeding the Annual Meeting at which time action was taken to drop the member university, college, or secondary school in question.

Section 4. All individuals holding membership on commissions of the Association or serving as elected officers of the Association shall thereby become members of the Association.

Section 5. Honorary members shall be nominated by the Executive Committee and elected by the Association by a two-thirds vote of all members present and voting at any session of the Association held during the Annual Meeting. Such individuals are honorary members of the Association and not honorary members of any particular commission.

Section 6. Honorary members shall receive the *North Central Association Quarterly* and shall have all the privileges of membership in the Association except voting.

Section 7. Honorary members, officers of the Association, and members of the commissions shall not be required to pay dues as hereinafter defined.

Section 8. Members of the Association, honorary members, individuals officially connected with a university, college, or secondary school which holds membership in the Association, and individuals who are officially connected with the state department of public

instruction of a state which is included in the territory of the Association shall have the right to attend the meetings and to participate in the activities of the Association and of the various commissions. It shall be understood, however, that attendance at such meetings and participation therein shall be in accordance with the provisions of this constitution and also with the policies adopted by the various commissions and by the Executive Committee.

ARTICLE IV. OFFICERS, COMMISSIONS, AND COMMITTEES

Section 1. The officers of the Association shall be a president, a vice president, a secretary, and a treasurer. The president and vice president shall be elected at the Annual Meeting of the Association for a single term of one year or until their successors are elected. The secretary and the treasurer shall be appointed by the Executive Committee and shall serve without compensation. Their terms of office shall be determined by the Executive Committee.

All officers of the Association and of the commissions shall be officially and actively connected with a university, college, or secondary school which holds membership in the Association or with the state department of education of a state in the territory of the Association as defined in Article III, Section 1.

Section 2. There shall be an Executive Committee, a Commission on Colleges and Universities, a Commission on Secondary Schools, and a Commission on Research and Service, and these shall be constituted as hereinafter defined.

The Executive Committee and the various commissions of the Association shall, within the limitations imposed by the constitution of the Association, have the right to determine their own procedures and to establish rules and regulations for governing such procedures.

Section 3. The Executive Committee

The Executive Committee of the North Central Association of Colleges and Secondary Schools shall consist of the president, the vice president, the president of the Association during the preceding year, the secretary, the treasurer, the chairman and the secretary of each of the commissions provided for in Article IV, Section 2, and four additional members, one of whom shall be elected each year for a term of four years. Qualifications for membership on the Executive Committee shall be the same as prescribed for officers of the Association in Article IV, Section 1.

The Executive Committee shall receive from the Commission on Colleges and Universities the list of colleges and universities recommended for membership in the Association, shall receive from the Commission on Secondary Schools the list of secondary schools recommended for membership in the Association, shall pass upon such lists, and shall submit them to the Association for final approval. It shall publish in the official organ of the Association, the *North Central Association Quarterly*, the lists of universities, colleges, and secondary schools approved by the Association.

The Executive Committee shall have final authority to hear appeals from the decisions of the commissions relative to the approval of universities, colleges, and secondary schools and to determine the action to be taken upon such appeals.

The Executive Committee shall be under no obligation to a member university, college, or secondary school to consider any appeal from the decision or action taken by a commission unless such appeal is filed with the Executive Committee within thirty days following the Annual Meeting. Before taking final action on an appeal, the Executive Committee shall request the officers of the commission concerned to make a recommendation and to submit therewith all facts pertinent to the case.

The Executive Committee shall nominate persons for membership in the various commissions. Such nominations shall be limited to those persons recommended for membership in the commission by the commission concerned. Persons nominated by the Executive Committee for membership in the various commissions shall be elected by the Association in accordance with the provisions of the constitution.

The Executive Committee shall determine the time and place of the Annual Meeting of the Association, prepare the programs for the meetings of the Association, approve all programs for the meetings of the various commissions, provide for the publication of reports and proceedings, and transact any necessary business. The Executive Committee shall also fill all interim vacancies in the offices of the Association, and upon recommendation of the commissions concerned shall fill interim vacancies in the membership of the various commissions.

It shall be the duty and responsibility of the Executive Committee to coordinate the work of the various commissions in such ways as to further most effectively the object of the Association.

The Executive Committee shall have the power to authorize and

approve all expenditures of funds and to require each commission to submit to it a budget. The proposed budget submitted by each commission to the Executive Committee for approval shall be a complete forecast embracing (1) the program of activities, (2) the estimated receipts together with their sources, and (3) the estimated expenditures necessary to carry out the work of the commission. It shall be the duty and responsibility of the Executive Committee to approve or disapprove in advance of any commitments the proposed program of activities of each commission.

At each Annual Meeting the Executive Committee shall submit to the Association a detailed report of income and expenditures. At the close of the fiscal year the Executive Committee shall require an official audit of all Association accounts to be made by an auditor selected by the treasurer and approved by the Executive Committee. The audited report shall be published in the *North Central Association Quarterly*.

All actions taken by the Executive Committee shall be subject to approval or revision by the Association with the exception of actions taken relative to those matters over which the Executive Committee has been given final authority.

Section 4. The Commission on Colleges and Universities

The Commission on Colleges and Universities shall consist of forty-eight persons, thirty from the member colleges and universities and eighteen from the member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, ten members of the first group and six of the second to be elected annually. No member of the Commission may serve more than two terms consecutively, except the secretary of the Commission and except in the case of a member of the Board of Review who shall automatically remain a member of the Commission until his retirement from the Board.

The officers of the Commission on Colleges and Universities shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of terms for each officer shall be determined by the Commission.

There shall be a Board of Review whose membership shall consist of the chairman of the Commission, ex-officio chairman of the Board of Review; vice chairman of the Commission, ex-officio vice

chairman; the secretary of the Commission, ex-officio secretary; and four members of the Commission to be elected by the Commission for overlapping terms of six years each, and upon the expiration of this term no member may succeed himself.

The Commission shall prepare a statement of policy to guide member colleges and universities and also colleges and universities seeking approval by the Association, which statement of policy shall be submitted by the Executive Committee to the Association for approval or rejection; shall receive and consider applications and reports from colleges and universities within the territory seeking approval for membership in the Association; shall make such examinations and surveys of these colleges and universities as it deems necessary; shall make examinations or surveys of member colleges and universities as conditions may require; shall request periodic reports from member colleges and universities; shall prepare a list of colleges and universities recommended by the Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership on the Commission; shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Colleges and Universities may, with the approval of the Executive Committee, grant a college or university the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Association, the Board of Review shall have the authority to carry on the necessary business of the Commission on Colleges and Universities.

Section 5. The Commission on Secondary Schools

The Commission on Secondary Schools shall consist of the members of the Committee on Secondary Schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission subject to the approval of the Association for a period of three years, one-third of this number to be elected each year.

The State Committee on Secondary Schools shall consist of the high school visitor or corresponding officer of the state university, or a

member of his staff designated by him; or, in case there is no such officer, some member of the faculty designated by the president of the state university; the inspector or supervisor of high schools of the state department of public instruction; or, in case there is no such officer, a member of the staff of the commissioner of education or superintendent of public instruction designated by him; and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be recommended for membership by the association of high school principals or corresponding organization of the state, and their names shall be transmitted to the secretary of the Commission on Secondary Schools by the chairman of the state committee. All members of the state committee on Secondary Schools shall be recommended by the Commission on Secondary Schools, and they shall be nominated by the Executive Committee for election by the Association. The chairman of each state committee shall be designated by the Commission on Secondary Schools in accordance with its adopted procedures subject to the approval of the Executive Committee. The term of membership of administrative heads of high schools on State Committees shall be three years, and no such member shall serve more than two consecutive three-year terms.

No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each State Committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their

retirement from the State Committee, and (2) members of the Administrative Committee of the Commission on Secondary Schools, who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

The officers of the Commission on Secondary Schools shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of term of each officer shall be determined by the Commission.

There shall be an Administrative Committee of the Commission on Secondary Schools composed of the chairman of the Commission, ex-officio chairman of the administrative Committee; the secretary, ex-officio secretary; the preceding chairman; and four members elected by the Commission at the time of the Annual Meeting of the Association for a period of four years, one member to be elected each year.

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection. The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examinations or evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Associa-

tion, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools. During this interval, the secretary of the Commission shall have the authority to interpret policies, regulations, and criteria. Any appeal from the interpretations and decisions of the secretary of the Commission shall be made to the Executive Committee.

Section 6. The Commission on Research and Service

The Commission on Research and Service shall consist of twenty-four persons; twelve from member colleges and universities and twelve from member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, four members of each group to be elected annually. No member of this Commission shall serve for more than two consecutive three-year terms.

The officers of the Commission on Research and Service shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations, but subject to the limitations imposed by the constitution. All officers of the Commission shall be selected from among those who are members of the Commission, and it shall be understood that the term of each officer shall not extend beyond the date of the expiration of his term as a member of the Commission.

There shall be a Steering Committee whose membership shall be determined by the Commission in accordance with its own policies and regulations.

The Commission on Research and Service shall initiate, plan, and carry forward studies in the fields of educational and institutional research and service pertaining to universities, colleges, and secondary schools, subject to the approval of the Executive Committee; shall, subject to the approval of the Executive Committee, engage in such research, study, and activity as either of the other commissions may request; shall engage in such research, study, and activity as the Executive Committee may request; shall report its findings to the appropriate commission or commissions and to the Association, as directed by the Executive Committee; shall submit its proposed budget to the Executive Committee for approval; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership by the Commission; and shall furnish

leadership in interpreting its research findings and in focusing attention on those problems which are in need of consideration.

During the interval between the Annual Meetings of the Association, the necessary work and business of the Commission on Research and Service shall be administered by a committee consisting of the officers of the Commission.

Section 7. Nominating Committee

Prior to each Annual Meeting of the Association, the president shall appoint, subject to the approval of the Executive Committee, a committee of five persons whose duty it shall be to nominate properly qualified persons for election to the offices of president and vice president, to membership on the Executive Committee, and to any office not elsewhere provided for by the constitution. The announcement of these nominations shall be made during the first session of the Association held during the Annual Meeting, but election shall take place during a later session. Independent nominations may be made upon the written petition of any ten persons who are members of the Association or official representatives of member institutions. The list of persons so nominated shall be filed with the secretary of the Association not later than twelve hours prior to the opening of the session during which the election of officers is to take place.

Section 8. The Editorial Board

The Editorial Board shall consist of the president, secretary, and treasurer of the Association, the secretaries of the commissions, and a managing editor selected by the Executive Committee.

ARTICLE V. MEETINGS

There shall be an Annual Meeting of the Association at such time and place as may be determined by the Executive Committee and approved by the Association. Meetings of the various commissions shall be held during the week of the Annual Meeting of the Association. Other meetings of the Association and/or other meetings of any commission may be held when such meetings are authorized by the Executive Committee and approved by the Association.

ARTICLE VI. FEES

An annual fee shall be paid by each member university, college, and

secondary school. The amount of the fee shall be fixed by the Executive Committee, subject to the approval of the Association.

Member universities, colleges, and secondary schools are entitled to have the services of the Association and to receive the *North Central Association Quarterly* and/or such other publications as may be authorized for distribution.

ARTICLE VII. THE RIGHT TO VOTE

Section 1. Only members of a commission shall have the right to vote at official meetings of the commission of which they are members.

Section 2. All votes at official meetings of the Association shall be by member universities, colleges, and secondary schools. Each member university, college, and secondary school shall have only one vote on any question before the Association, and this vote shall be cast by an officially designated representative.

ARTICLE VIII. QUORUM

Fifty voting members of the Association shall constitute a quorum for conducting business at any official meeting of the Association.

ARTICLE IX. AMENDMENT

This constitution may be amended by a three-fourths vote of the voting members at any official meeting of the Association, provided that a printed notice of any proposed amendments has been sent to each individual who is a member of the Association and to each member university, college, and secondary school at least two weeks prior to the date of said meeting.

ARTICLE X. PROCEDURE

Parliamentary procedure in all meetings of the Association and of the commissions shall be in accordance with *Robert's Rules of Order*.

Appendix H

CHRONOLOGICAL TABLE OF NOTABLE EVENTS

- 1894 Michigan Schoolmasters' Club passes resolution calling for a convention to discuss feasibility of establishing an Association.
- 1895 Association founded at Evanston, Illinois, March 29; Constitution drafted.
- 1896 First annual meeting held; educational policies discussed.
- 1897 Discussion of educational policies continued.
- 1898 Minor changes in Constitution made; Committee on the Teaching of English appointed.
- 1899 Temporary Commission on Accredited Schools established.
- 1900 Annual meeting held in St. Louis, rather than Chicago.
- 1901 Permanent Commission on Accredited Schools established; Board of Inspectors created.
- 1902 Annual meeting held in Cleveland; first report of Board of Inspectors made; standards for accrediting secondary schools discussed.
- 1903 Spirited debate held between President Draper and Dean Judson regarding accrediting policies; first list of secondary schools recommended for accrediting; outlines of unit courses submitted.
- 1904 First list of accredited schools adopted.
- 1905 Standing committees on definition of high school units appointed.
- 1906 First complete set of standards of accrediting adopted and list of approved schools issued; name of commission changed to Commission on Accredited Schools and Colleges; standing committees, of about twenty members each, appointed to revise unit courses in high school subjects annually.
- 1907 Question of accrediting colleges discussed but no action taken.
- 1908 Policy of inspecting and accrediting colleges and universities adopted and machinery set up for effecting such ends.
- 1909 First set of standards for accrediting institutions of higher education adopted.
- 1910 Elaborate pamphlet issued on unit courses of study in high schools.

- 1911 Consideration given to fostering the reorganization movement in public education based on the 6-6 or 6-3-3 plan.
- 1912 All higher institutions then members of the Association given accredited status.
- 1913 First list of accredited colleges and universities published.
- 1914 Qualitative, as well as quantitative, aspects of unit courses considered.
- 1915 School reorganization movement, especially in respect to the junior high school, given much attention; eleven hours in Education prescribed for high school teachers.
- 1916 Constitution drastically revised—three permanent commissions created; first detailed statistical analysis of secondary school data published.
- 1917 North Central Association territory extended to include Arizona and New Mexico; elaborate objective studies begun by the Commissions; annual meeting held in St. Louis.
- 1918 First popular referendum taken; a \$25.00 fee for college inspection authorized.
- 1919 Accredited secondary schools agree, by referendum vote, to pay \$2.00 membership fee.
- 1920 Central Reviewing Committee established by Commission on Secondary Schools; tentative standards for junior high schools set.
- 1921 *Proceedings* printed in two issues—Part I and Part II.
- 1922 Board of Review created by Higher Commission; secondary schools accredited by Southern Association and by Western Association recognized.
- 1923 Commissions alone declared to be authorized to modify accrediting standards.
- 1924 Amount of productive endowment required of colleges and universities greatly increased.
- 1925 Individual memberships in Association abolished, with honorary memberships provided; required hours in Education for high school teachers increased to fifteen.
- 1926 *North Central Association Quarterly* established, with C. O. Davis as editor.
- 1927 General Index of *Proceedings* (1895-1925) published; list of NCA junior high schools published.
- 1928 Several very significant statistical studies made.

- 1929 Committee of Fifteen on Revision of Standards appointed by the Commission on Colleges and Universities; elaborate comparative study on standardizing agencies made.
- 1930 General Education Board grants \$110,000 to aid the work of the NCA Research Committee; at least fifteen hours in subject fields taught by secondary school teachers required.
- 1931 *Handbook of Information* on NCA activities published.
- 1932 Historical Official Roster (1895-1932) published in the *Quarterly*, VII (March, 1933), 363-71; first Principals' Conference held.
- 1933 NCA book, *High School Curriculum Reorganization*, published; elaborate report on physical education published; special committee on Revision of Standards for Secondary Schools appointed.
- 1934 Cooperative Study of Secondary School Standards gets actively underway.
- 1935 Symposium on application of the New Statement of Policy held by Higher Commission; Central Reviewing Committee of the Commission on Secondary Schools enlarged.
- 1936 First "Executive Session" of the Commission on Colleges and Universities held; "Experimental College Entrance Units" developed; student recruiting by colleges a live issue.
- 1937 Discussion of the adequate preparation of secondary school teachers continued.
- 1938 Association sued by Governor Langer.
- 1939 Supplementary Historical Roster (1932-1939) published.
- 1940 Terms of office in the Commission on Colleges and Universities limited; new administrative policies of Executive Committee established; policies of the *Quarterly* restated.
- 1941 Terms of office of Commission on Curricula limited; new policies for accrediting junior colleges adopted; limitations placed on high school contests; H. C. Koch made Editor of the *Quarterly*.
- 1942 Revised constitution adopted.
- 1943 War problems paramount.
- 1944 Consideration of postwar plans.

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