

**LB**

2301

N4A4

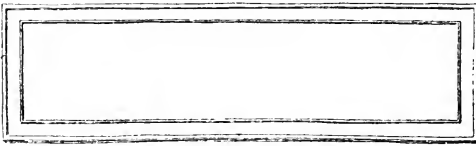
UC-NRLF



\$B 30 369



EX LIBRIS



Department of the Interior,  
Bureau of Education.

LB2301  
N4A4

UNIV. OF  
MINUTES ALABAMA

OF THE

FOURTEENTH CONFERENCE

OF

THE NATIONAL CONFERENCE COMMITTEE ON  
STANDARDS OF COLLEGES AND SECONDARY SCHOOLS

HELD AT NEW YORK, N. Y.

MARCH 10, 1921

---

THE CALL

In accordance with the instructions of the President, Dean George D. Olds, the Secretary called a meeting of the National Conference Committee on Standards of Colleges and Secondary Schools for 10 A. M., Thursday, March 10, 1921, at the rooms of the Carnegie Foundation for the Advancement of Teaching, in New York City.

In advance of the meeting, each member of the Committee received a note concerning the matters to be taken up at the meeting, in accordance with the recommendations of the Executive Committee, as follows:

- I. Additional members of the Conference Committee.
- II. A request of the American Council on Education that this Committee call a conference of various standardizing organizations.
- III. Report of the committee on the junior college.
- IV. Report of the committee on honorary degrees.
- V. Report on recent studies in college entrance requirements.
- VI. Further study of items in college accounting.
- VII. New methods in examinations.
- VIII. The problem of increased numbers in the colleges, and possible solutions.

448675

## ATTENDANCE

In accordance with the call of the Secretary, the Committee met at 10 A. M., Thursday, March 10, 1921, at the rooms of the Carnegie Foundation for the Advancement of Teaching. The meeting was called to order by the President, Dean George D. Olds. The Secretary reported that the following constituted the membership of the Committee, representing the organizations indicated:

President Marion L. Burton, University of Michigan, representing the National Association of State Universities.

Dean George D. Olds, Amherst College, representing the New England Association of Colleges and Secondary Schools.

President Frederick C. Ferry, Hamilton College, representing the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

President William W. Guth, Goucher College, representing the Association of Colleges and Secondary Schools of the Southern States.

Headmaster Wilson Farrand, Newark Academy, representing the College Entrance Examination Board.

Dean Frank W. Nicolson, Wesleyan University, representing the New England College Entrance Certificate Board.

Dr. Robert L. Kelly, representing the Association of American Colleges.

Professor Frederick B. Robinson, College of the City of New York, representing the Association of Urban Universities.

President Henry S. Pritchett, Carnegie Foundation for the Advancement of Teaching; and Secretary Clyde Furst, Carnegie Foundation for the Advancement of Teaching.

Honorable Philander P. Claxton, United States Commissioner of Education.

President Pritchett and President Burton were unable to be present. Dean J. R. Effinger, of the University of Michigan, represented the National Association of State Universities.

Dr. George F. Zook was in attendance as a representative of Commissioner Claxton. Dr. Samuel P. Capen, Director of the American Council on Education, was also present.

## THE CONFERENCE

The Chairman stated that the minutes of the Conference of March 23, 1920, had been printed and circulated, and that accordingly the reading of them would be omitted.

The report of the Treasurer, audited by Dr. Zook, was accepted and adopted, showing a balance on hand of \$138.77.

The following topics were considered and action taken as indicated.

### I. ADDITIONAL MEMBERS OF THE CONFERENCE COMMITTEE.

Professor Robinson, Dr. Zook, and Dr. Kelly were appointed a committee to consider the matter of additions to the membership of the Committee. They reported that no action be taken at present, and the report was accepted and adopted.

### II. PROPOSED CONFERENCE OF STANDARDIZING ORGANIZATIONS.

Dr. Capen presented a resolution adopted by the Executive Committee of the American Council on Education December 9, 1920, as follows:

“On motion it was voted to request the National Conference Committee on Standards of Colleges and Secondary Schools to arrange a joint conference of the representatives of the principal standardizing agencies with a view to bringing about uniformity of definition of acceptable collegiate standards and of accrediting procedure.”

It was voted that this Committee call a conference of various standardizing agencies, associations, and institutions for the purpose of discussing the whole matter of formulating and administering collegiate standards, including the procedure of accrediting, and that we accept the offer of the American Council on Education to aid in bringing about such a conference.

The Chairman was requested to appoint a committee with power to arrange the preliminaries of the proposed conference, and to issue a call for it. He appointed Dean Nicolson and Dr. Zook.

### III. THE JUNIOR COLLEGE.

The Committee voted to accept and adopt the following report, presented by the committee consisting of Dr. Farrand, President Burton, and President Guth.

The Junior College is an institution covering the first two years of a standard college course, based upon the completion of four years of high school work. It may be a division of a large university offering a full college course but for administrative reasons dividing that course into two separate units each covering two years of work; it may be a separate institution, either rural or urban, under private or public control, established primarily either to meet local needs for post-high-school work, whether vocational or cultural, or to allow students to take the early years of their college course near their homes or in a comparatively small and closely supervised environment; it may be a graduate annex to a local high school organized primarily to gratify local pride or to aggrandize the local school system.

There are over a hundred such institutions in the country at present, and there is a marked tendency to increase the number. The institution has had its greatest development in the West and South, but it exists in all parts of the country, and the movement is general rather than local or regional.

In many cases the Junior College meets a genuine need. It serves in a measure to relieve the enormous pressure of students on many of our universities, and by relieving that pressure helps to solve the troublesome problem of the assimilation of the freshman. It lightens the financial burden for many students by allowing them to take the first half of their college course at less expense than in a distant institution. For many it affords the opportunity at home and at small cost to pursue vocational or pre-professional studies that otherwise they would be unable to afford.

Since it thus meets definite needs, it is evidently here to stay, and the problem is not whether we shall have junior colleges, but how far they shall be encouraged, what standards shall be insisted on, and how far work done in them shall be accredited by standard colleges, by professional schools, and by universities.

It may be set down as a safe working principle that junior colleges should be encouraged in so far as they meet genuine, legitimate needs, and that their work should be accepted and accredited in so far as it conforms to the standards maintained by colleges and universities of recognized standing. This means that the institution must possess at least the minimum collegiate equipment, that the teachers must be of collegiate calibre, men and women of scholarly attainment, that the work must be done under college conditions, and that the atmosphere must be distinctly collegiate rather than secondary in character. In other words the work done in junior colleges must be recognized at its face value just as far as,

and no farther than, it conforms to the standards of our recognized institutions.

The Junior College as a division of a large university may be an administrative device of great value, but the institution in this form is something with which we are not particularly concerned at present.

The rural Junior College may serve a very useful purpose, and it would undoubtedly be for the best interests of this country if many of the small institutions, with weak resources, which are vainly struggling to maintain themselves as second and third rate colleges would frankly recognize the situation, give up the struggle, limit their field, and make themselves into first-rate junior colleges, sending their students on to earn their degrees in standard institutions.

Some of our cities maintain strong and well-equipped municipal colleges and even universities, and their is no reason why, if a local need exists, a larger number should not maintain junior colleges. It must be emphatically asserted, however, that if such an institution is to claim collegiate standing and collegiate recognition, it must maintain collegiate standards. It must ordinarily be a separate institution, with its own building, its own president, and its own faculty. It must possess adequate library and laboratory facilities for work of college grade. Its faculty must have higher scholarly attainments than the minimum necessary for successful high school work, and a reasonable proportion of the staff should have had experience in college teaching. The number of teaching hours required of them must be smaller than are ordinarily called for in high schools, in order that they may have opportunity for proper study and preparation. The method of instruction should be collegiate rather than secondary, and the atmosphere should be the same.

The extension of a high-school course by the addition of one or two years of more advanced work may meet a genuine local need, but such an annex to a high school is not necessarily worthy of collegiate standing. In general it may be said that such an institution, with the high-school principal becoming the president of the college, with certain of the high-school teachers taking over the work of instruction, and carrying it on with the high-school facilities, does not deserve to be called a college, and should not be recognized as such.

#### IV. DEGREES, HONORARY AND IN COURSE.

The Committee voted to accept and adopt, with certain modifications, the report of the special committee on the subject, consisting of President Ferry, Dr. Furst, and Professor Robinson. The committee was continued for another year, and was requested to prepare a statement of the standard of

awards of the several honorary degrees. The report as adopted is as follows:

“Academical Degrees were originally instituted for this purpose, That men eminent for Knowledge, Wisdom, and Virtue, who have highly merited of the Republic of Letters and of the Commonwealth, should be rewarded with the Honors of these Laurels.” (From the diploma of the degree of Doctor of Laws, granted by Harvard University to George Washington, on April 3, 1776.)

“The practice (of conferring honorary degrees) appears on the whole to contribute to the sum of human happiness.”

PRESIDENT LOWELL.

1. Degrees in course should be awarded only when the full catalogue requirements, or clearly demonstrable equivalents, have been met.
2. The same work, in whole or in part, should never be counted toward two degrees in liberal arts.
3. *Nunc pro tunc* degrees are generally undesirable, and should be very rarely conferred.
4. The number of recipients of honorary degrees in any institution should in each year be strictly limited. The ratio of the number of honorary degrees to the number of degrees in course conferred by any institution should be very small.
5. Honorary degrees should be awarded for merit only, never solely in response to persistent pressure from any outside quarter.
6. Intellectual or scholarly ability, as well as character and service, should be considered an indispensable qualification for honorary degrees.
7. No honorary degree should ever be awarded without thorough investigation, consideration, and formal recommendation by an appropriate committee. Recommendations by the faculty and suggestions by its members of candidates for honorary degrees should receive particular consideration.
8. Honorary degrees should be granted only by approximately unanimous votes, say a majority of four-fifths, of the determining body.
9. The reasons for the award of honorary degrees should be recorded in every instance, and be deemed proper matter for announcement.
10. Honorary degrees should not be conferred on any member of the faculty or trustees while continuing in the service of the institution bestowing the degrees, except in cases of long service extending to advanced age.



11. Honorary degrees should be granted with exceptional care by state-supported and city-supported institutions.
12. It is desirable that degrees which are ordinarily conferred in course should not be given as honorary degrees.

## V. COLLEGE ENTRANCE REQUIREMENTS.

Dr. Furst presented the following facts for the information of the Committee. No action was taken upon the report.

Certain interesting tendencies are indicated by a study of the requirements for entrance to candidacy for the bachelor's degree in liberal arts, as these requirements were in 1912 and 1920, in the one hundred and twenty-five universities and colleges that were approved by the Association of American Universities in 1918.

These tendencies, as reported to the Association of American Colleges in 1921, are briefly:

(1) The number of institutions having but one requirement for the various bachelor's degrees in liberal arts increased from 70 to 77, that is, from 56 to 61 per cent of the entire 125.

(2) The number of requirements for entrance that demand 15 units of preparatory work increased from 91 to 145, that is, from nearly one-half to more than three-fourths of the total of 189 requirements.

(3) The total number of units required for entrance in the 125 institutions increased from 2786 or 2834, that is 13 per cent.

(4) The number of units prescribed as to subject decreased from 2025.5 to 1268.5, that is from 72 to 44 per cent of the whole number, a decrease of 37 per cent.

(5) The number of units left entirely free as to subject increased from 101 to 348.5, that is from 3.6 to 12 per cent of the whole number.

(6) The number of elective units increased but slightly, from 659.5 to 697.5, that is from 23 to 24 per cent of the whole.

(7) A comparatively new feature, alternate requirements, that is units to be taken in either Latin or Greek, mathematics or chemistry or physics, and so on, has come to include, in 1920, 519.5 units or 18 per cent of the whole.

Further study indicates interesting variations in these tendencies in different groups of institutions.

(8) Both in 1912 and in 1920, the 49 institutions of the North Central Association of Colleges and Secondary Schools required, on the average, the largest number of units for college entrance; the 28 institutions of the Association of Urban Universities come next; the 31 institutions associated with the College Entrance

Examination Board come next,—all three representing requirements above the average of the whole 125 institutions, both in 1912 and 1920; these requirements were, respectively, 15.03, 14.01, and 14.79 units, as compared with an average of 14.74 in 1912; and 15.07, 15.06, and 15.03 units, as compared with an average of 14.98 in 1920.

(9) The 31 institutions represented in the National Association of State Universities and the 17 of the Association of Colleges and Secondary Schools of the Southern States had an average requirement lower than the general average in 1912, namely, 14.67 and 14.38 respectively, but in 1920 both had an average requirement higher than the general average, namely, 15.01 and 15 units, respectively.

(10) The 28 institutions represented in the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the 21 represented in the New England Association of Colleges, and the 10 in the New England College Entrance Certificate Board, required, on the average, a number of units for entrance smaller than the general average, both in 1912 and in 1920, namely, 14.58, 14.58, and 14.28 units, respectively, in 1912, and 14.92, 14.86, and 14.63, respectively, in 1920. Both in 1912 and 1920 the institutions associated with the New England College Entrance Certificate Board required, on the average, the smallest number of units for entrance. This group alone had, in 1920, a smaller average requirement than the general average in 1912.

(11) With regard to prescribed subjects the institutions associated with the Middle States, the Entrance Examination Board, and the two New England groups had, on the average, larger requirements than the general average, both in 1912 and in 1920. The State Universities and the North Central Association had, on the average, smaller requirements than the general average, both in 1912 and in 1920. The Southern Association and the Urban Universities averaged more than the general in 1912, but less in 1920.

(12) With regard to alternate requirements, which are specified only for 1920, the Middle States, Examination Board, Urban Universities, and the two New England groups have larger, the Southern, North Central, and State Universities groups smaller, requirements than the average.

(13) With regard to electives, the State and the North Central Institutions had more than the average, and the Middle States, the Urban Universities, the Examination Board, and the New England Certificate group had less than the average, both in 1912 and 1920. The Southern institutions had less than the average in 1912, and more in 1920. The New England Association institutions had more than the average in 1912, but less in 1920.

(14) With regard to free units, the Southern, Examination Board, and the New England groups offered nothing in 1912, and their

allowance was below the average in 1920, as was the offering of the Middle States in both years. The State Universities were below the average in 1912, but above in 1920. The Urban and North Central groups were above in both years.

(15) In studying the relative frequency of the various subjects, some ratio of evaluation between prescribed, alternate, and elective units is necessary. In the following comparison this ratio has been taken as one, one-fourth, and one-seventh, the average alternate group containing four subjects, the average elective group seven.

(16) The most frequent entrance subjects, considering prescriptions, alternates, and electives, all together are thus English, Mathematics, Latin; the History, Civics, Economics group; German, French, Greek, Spanish, Physics, Chemistry, Business, and Botany, in the order named.

(17) The most frequent subjects among prescriptions alone are English, Mathematics, Latin, the History and Civics group, and General Science.

(18) The most frequent alternate subjects are French and German, Latin, Greek, and Spanish.

(19) The most frequent electives are German, History and Civics, French, Latin, Greek, and Mathematics.

## VI. COLLEGE ACCOUNTING.

Dr. Furst indicated various sources from which valuable information could be collected on the subject of college accounting, mentioning the recent report of Dr. Arnett, of the General Education Board, a recent report of the Carnegie Foundation, and certain investigations made by President Cowling. Other sources of information were suggested by the members, and it was voted to appoint a committee, with power to enlarge its numbers, whose duty it shall be to gain information on the whole subject of college accounting and report at the next meeting. The committee appointed consists of Dr. Furst and Professor Robinson.

## VII. NEW METHODS IN EXAMINATIONS.

Dr. Farrand reported the present status of psychological tests in college examinations, and some recent experiments in so-called "standardized" or "measured" examinations.

### VIII. THE PROBLEM OF INCREASED NUMBERS IN COLLEGES.

Dean Nicolson spoke of the problems before the colleges on account of the increase in the number of students, and mentioned certain proposed solutions for the difficulty, pointing out the unsatisfactory nature of each. It was voted to appoint a committee to consider this subject and report at the next meeting. The committee appointed consists of Dean Nicolson and President Ferry.

It was decided that among the subjects to be considered at the next meeting should be the question of the comparative value of the certificate system, properly guarded, and the new method of admission to college by comprehensive examinations. The following committee was appointed to prepare a report on this subject: President Guth and Dr. Farrand.

It was voted to extend the thanks of the Committee to the Carnegie Foundation for their hospitality in providing rooms for the meeting and luncheon for the delegates.

On recommendation of the Nominating Committee, consisting of President Guth, Dr. Furst, and Dean Nicolson, the former officers were re-elected, as follows:

President,	Dean George D. Olds.
Vice-President,	Headmaster Wilson Farrand.
Secretary-Treasurer,	Dean Frank W. Nicolson.

The Committee adjourned at 3:30 P. M.

FRANK W. NICOLSON, *Secretary.*

The address of the Secretary of the Committee is: Dean Frank W. Nicolson, Wesleyan University, Middletown, Connecticut.





448675

LB 2301

N499

UNIVERSITY OF CALIFORNIA LIBRARY

