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THE AIMS OF THE CHURCH-RELATED COLLEGE
IN RELATION TO THE
ACCREDITING PROCEDURES OF THE NORTH CENTRAL ASSOCIATION
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CHAPTER ONE

THE NEW PROCEDURES OF THE NORTH CENTRAL ASSOCIATION

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THE NEW PROCEDURES OF THE NORTH CENTRAL ASSOCIATION

In 1934 the North Central Association adopted a new program of accreditation procedure which will have considerable bearing upon the future character of institutions within the jurisdiction of the Association as well as vitally influence the progress of higher education generally.

An effective program of accreditation has become an accepted necessity in modern higher education. The evaluation of institutions by responsible agencies makes correct information concerning them available to their constituencies, to other institutions and learned societies, and to the institutions themselves for their own improvement.

(North Central Quarterly, Vol. 7, No. 2,
September, 1932, p. 196)

The accrediting agencies, at the beginning, have usually centered their efforts about the discussion of educational and administrative problems and only at a later date did they seek to control or eliminate irregular and undesirable conditions in education and attempt to define and maintain minimum standards. The North Central

now proposes to go a step further and to place accreditation upon a more comprehensive and challenging basis by committing its program to ideals of accreditation and of institutional service which have become clear and insistent in recent years.

One of the most important of the principles involved in this revised program is that an institution can only be evaluated in terms of aims and purposes which it chooses for itself as defining its scope within and its contribution to higher education. Such a proposal is sure to have a profound effect upon both the institutions to be accredited and the Association itself.

This program will especially affect the development of the church-related colleges. These colleges not only represent the oldest interest at work in higher education but they constitute the largest single group within the area of the Association. Within this area there are 359 four-year colleges and 205 of them are church institutions. Of these 135 or approximately 65 per cent are accredited by the Association. . . (1)

(Proceedings of the North Central Association of Colleges and Secondary Schools, 1914-1925 and the North Central Quarterly 1926-1937.

(1) The number of accredited church institutions is given by states in Appendix A and a comparison is made with the totals for the Association as a whole since 1913.

United States Department of the Interior, Educational Directory, 1937, Part III, pp. 8-68.

MacCracken, John Henry, American Universities and Colleges, Second Edition, pp. 287-277)

Many of these colleges both within and without the membership of the Association are, from the standpoint of material resources, in a precarious condition. Moreover, from some quarters the right to continuance of this type of institution is seriously challenged. Their field, for example, is being invaded by the junior college movement and the generally increasing scope of tax-supported secular education. . . (1).

Not only are these material and external conditions threatening the future of many of the religious institutions but they themselves have become internally and spiritually insecure and uncertain. Having had at one time a distinct sense of unique mission in higher education they are, in most cases, failing to assert a clear-cut and distinctive place for themselves. In a time when every type of social institution is being called upon to justify its right to support, these institutions are apparently

(1) Hutchins, R. M. , The Confusion in Higher Education, Harpers, Vol. 173, October 1936, p. 452

Cavert, S. McGree, The Secularization of Public Education, The Teaching Work of the Church, p. 3-37

Cowling, D. S., A Plea to Save the Old-Fashioned College, Current History, Vol. 27, 1927-1928, p. 490

making no distinctively significant contribution.

In view of these facts the new North Central program, if it means what it says, should bring an unusual challenge to church institutions in forcing them to re-think and re-define their unique objectives.

In order properly to appreciate the principles that are involved in the recently revised policies of the North Central it is necessary to give a brief account of the most important events in their formulation.

THE ORIGINAL STANDARDS

The North Central Association was formed in 1895 for the purpose of bringing together the representatives of colleges and secondary schools in the North Central states to discuss their common problems and seek mutual understanding in relation to them.

Three distinct periods can be differentiated in the history of the Association: From the beginning in 1895 to the formulation of standards in 1909; from then until 1934, when standards were in force; and from 1934 to the present with the emphasis upon procedures rather than standards.

In the first of these periods the organization was mainly advisory and deliberative in character. It was formed on this basis to begin with and this conception of its function was very real during the early years. So far is this true that at the second annual meeting even the

right to pass resolutions was called in question lest it should suggest legislative action. . . (1). In 1903 also President Draper of Illinois objected to the levying of an assessment upon member institutions.

(Proceedings of the North Central Association, 1903, p. 64)

Commenting upon the early character of the meetings, Jessup writes:

"It is a noteworthy fact that during the early years of this Association the members were content to read serious papers and to have sharp and witty discussions relative to the various educational practices in improving the secondary schools and colleges."

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- 1 Jessup, W. A., Standardization and Achievement, The North Central Association Quarterly, Vol. 7, No. 3, Dec. 1932, p. 266
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The advisory nature of the Association was embodied in the first constitution and the claim has persisted through all revisions. It was re-affirmed in 1937 upon the basis of the constitutional revision of 1928 and therefore is supposed to govern the character of the Association at the present

(1) President Canfield at the second annual meeting (1897) said: "Let me say in passing that I think no resolutions ought to 'pass' here. We ought to remain a deliberative, not legislative body. We cannot bind anyone by what we say, one way or the other."

time. . . (1).

There were those, however, who from the first wanted legislation on the various questions discussed and who regarded the meetings of the organization as business meetings at which effective action should be taken upon the matters coming before them.

(Grinnell, J. E., The Rise of the North Central Association, The North Central Association Quarterly, April 1935, Vol. 9, p. 181)

As a matter of fact the seeds of a standardizing policy were unconsciously sown at the very first annual meeting of the Association in 1896.

President Jesse, University of Missouri, in a paper read before the Association, attempted to define the secondary school and the college. His definition of a college included the following aspects: (1) Admission, (2) Curricula, (3) Faculty, (4) Library, and (5) Financial Support.

(Jesse, R. H., What Constitutes a College and What a Secondary School? Proceedings of the First Annual Meeting of the North Central Association, 1896, pp. 24-26)

This address profoundly influenced the actions of the Association and at least hinted at standardization by set-

(1) The article in question states: "All decisions of the Association bearing on the policy and management of secondary schools and institutions of higher education are understood to be advisory in their character."

(North Central Quarterly, Vol. 9, April 1935, p. 392)

ting up definitive requirements.

The other event which led the Association in the direction of an accreditation policy was the resolution dealing with requirements for the doctor's degree and defining membership in the Association accordingly. . . (1).

These two events, arising out of contemporary conditions, brought the Association definitely face to face with its responsibility for educational reform and laid the foundation for standards and an accreditation program based upon limited membership.

No further action in the direction of the accreditation of colleges was taken until 1909 when the first standards for colleges were adopted. For several years previously, however, the matter had been under consideration. . . (2). In 1905, the advisability of accrediting colleges and of setting up requirements for the Bachelor's degree was discussed. In 1908 the Report of the Commission on Accredited Schools and Colleges offered a possible list of

(1) The Resolutions 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. (Op. Cit.)

(2) Two important addresses given in 1906 illustrate the interest in this question: Carman, G. H. Shall we accredit Colleges?, Proceedings 1906, p. 81 f, and Coffeen, E. L., The Inspection and Accrediting of Colleges and Universities, Op. Cit. p. 97 f.

standards and voted that the Commission should be presented the following year. In 1909 standards were formally adopted.

(Proceedings of the Annual Meeting of the North Central Association, 1905, p. 50

Op. Cit., 1908, p. 75 f

Op. Cit., 1909 , p. 60 f)

The second period of the Association's history (1909-1934) had to do with the operation and application of formal standards. This period was characterized by the co-ercive methods of the Association and the resulting revolt against the standards. To be sure the Association, as has been indicated, has continuously claimed to be advisory in nature.

It has not interfered with the internal affairs of any institution but has simply defined its own membership and excluded those it considered unworthy. . . (1).

But in actual practice the element of co-ercion was present and became more evident as time went on. As the

(1) A characteristic statement is that given by Mr. Merle Prunty in the Presidential address at the Annual Meeting March 19, 1931. "We are a great cooperative, voluntary institution. We have voluntarily sought membership for our institutions in this North Central Association. The North Central has not sought us, nor has it imposed its standards on us. The North Central has merely placed its stamp of approval on our institutions when evidence has been submitted that our institutions conformed with the accrediting requirements of this Association." (Official minutes of the Annual Meeting, The North Central Association Quarterly, Vol. 6, No. 3, Dec. 1931, p. 298.

Association grew in numbers and in prestige membership became, not only a coveted honor, but a necessity. The Association seemed to hold the power of life or death over institutions and its will became law. Coercion became a fearful reality even though it was, in most cases, but indirectly exercised.

At the beginning of this period the question of actually making up an approved list of colleges based upon the standards was the main problem and it proved so exceedingly difficult that it was not actually accomplished until 1913. By 1916 the work of the accrediting colleges had become a regular feature of the program of the North Central Association.

In 1925 a revised set of fifteen standards for colleges was adopted. These, with minor modifications, remained in operation until 1934. Accreditation was based upon percentage of compliance. . . (1).

Actually, however, there were only some ten minimal requirements that an institution had to meet to be reasonably certain of accreditation:

- "1. It must be a 'college' as defined by the Association.
2. It must require a minimum of 120 semester hours or equivalent for graduation.
3. It must be organized with at least eight distinct departments.
4. It must have a total registration of at least 100 students.

(1) The text of these standards is given in Appendix B.

5. It must have a library of at least 8,000 volumes.
6. It must be inspected and reported upon by an agent or agents appointed by the Association.
7. Unless it is a Catholic institution, it must have an annual income of at least \$50,000 a year, with increasing amounts for enrolments above 200.
8. It must set qualitative requirements for graduation, adapted to local conditions.
9. An affiliated secondary school must not be administered as part of the college organization, except for training school purposes.
10. An affiliated secondary school must be accredited by the Association."

2 Zook, G. F. and Haggerty, M. E., Principles of Accrediting Higher Institutions, The Evaluation of Higher Education, pp. 54, 55

The records show, moreover, that in the years when these standards were in operation institutions were refused accreditation for thirty-one different reasons covering many phases of institutional character and involving many violations of a specific nature. . . (1).

In the meantime controversy developed and grew in volume

(1) "1. Faculty, training; 2. Curriculum; 3. Library; 4. Organization, spread of classes; 5. Registration, Juniors and Seniors; 6. Buildings and equipment (plant); 7. Administration; 8. Finances; 9. Catalogue; 10. Athletics; 11. Faculty salaries; 12. Standards for regular degrees; 13. Secondary school, separate organization; 14. Admission; 15. Faculty; service; 16. Laboratories; 17. Tone; 18. Records; 19. Graduate work; 20. Secondary school, accredited by the Association; 21. Stability; 22. Instruction; 23. Standards for honorary degrees; 24. Size of classes; 25. Length of class periods; 26. Enrolment between 100 and 150; 27. Local accrediting; 28. Summer School; 29. Student personnel program; 30. Departmental budget system; 31. Extension work. (Ibid. p. 56)

both from within and without the ranks of education against accreditation policies. Protests were heard from different parts of the country against the practice of standardizing institutions at all and against specific standards being enforced by the accrediting agencies.

(Reeves, F. W., Uses and Abuses of Standardization, Association of American Colleges Bulletin, May 1929, p. 232)

Much of this criticism was found within the area of the North Central and was directed against the standards and the co-ercive attitude of the Association. Criticisms were expressed in state legislatures, in meetings of community boards of education, in educational conferences besides the more significant attacks of individuals educational leaders themselves:

"No one can read the minutes of the various educational associations in recent years without realizing that there has been a constant attack upon the weaknesses of the accrediting procedures."

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- 3 Zook, G. F. and Haggerty, M. E. Weaknesses of Old Procedure, Principles of Accrediting Higher Institutions, p. 60
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One of the first voices raised against the policies of the accrediting agencies was that of Dr. A. E. Winship, editor of the Journal of Education. He objected to applying the same standards to all institutions alike and upheld

the right and necessity of differences of scope and aims amongst institutions.

(Winship, A. E., Standardization - Wise and Otherwise, Proceedings of the National Education Association, 1915, p. 528-533)

In 1921 President Judson of Chicago raised an objection against making educational standards too rigid and maintained that they should be fluid and flexible in character.

(Judson, H. P., Dangers of the Standardization Movement, Educational Record II, July 1921, pp. 114-115)

Again, in 1924 President Kolbe of Akron criticized the current financial standards regarding endowment and suggested the use of other financial criteria.

(Kolbe, P. R., The Best College, School and Society, Vol. 20, November 1924, p. 612-616)

Also in 1924 President Wilbur, of Leland Stanford, criticized the use of quantitative measures in accreditation procedure. His statement is very significant:

"The Maintenance of quality is necessary in education and especially in professional training, but too many of the methods of maintaining standards have been more quantitative than qualitative, more pedantic than fundamental. Quality depends upon inherent values and on the ideals sought. Some standard is needed to seek for it."

4 Wilbur, R. L., Maintaining Standards Without Excessive Standardization, School and Society, Vol. 20, No. 516, November 1924, p. 607

As a result of a study of standardizing agencies made in 1925-26 Kelly maintained that standardization was encouraging uniformity in educational practices, stifling experimentation, and hindering the progress of higher education.

(Kelly, F. J., The Influence of Standardizing Agencies in Education, University of Minnesota Press, 1928, p. 1-23)

An important address by Judd before the Association in 1928 reflected the criticism of the standards in these words:

"I shall content myself therefore with a mere reference to the fact that some of the ablest friends of education are beginning to call in question the standardizing activities of such agencies as the regional associations of which we are one. These critics of standardization are asking whether we are not stifling legitimate experimentation by our efforts to compel institutions to meet standards."

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- 5 Judd, C. H., A Method of Securing National Educational Standards, North Central Association Quarterly, Vol. 3, No. 1, June 1928, p. 43
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An investigation which had widespread influence within and without the North Central Association was that conducted by Reeves and Russell on the validity of the financial standards of the Association. The investigation showed that a number of the requirements were not justified by actual facts and called for serious modification.

The implications of the study with respect to the North

Central standards is given by a committee of the Association:

"It is obvious that such measures as the North Central Association has employed heretofore, as well as those which are suggested in this report are quantitative in character. They deal only with externals of excellence; they do not actually measure excellence. Sooner or later this Association must find ways of evaluating the quality of the work and of measuring the outcome of the instruction offered by the colleges. Experiment with comprehensive examinations and with every other device which seems likely to throw light upon the character of the results obtained by the colleges should be encouraged by this Association."

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- 6 Reeves, R. W. and Russell, Dale, Standards for Accrediting Colleges, North Central Association Quarterly, Vol. III, September 1928, p. 228
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Newlon upheld, in the main, the work of the accrediting bodies but suggested that they should cease to be accrediting or standardizing agencies and should become articulating agencies. They should put the emphasis upon experimentation, upon the approval of administrations and upon an "articulated school system offering a curriculum based solely on individual and social needs".

(Newlon, J. H., How Can Standardizing Agencies Best Serve the Cause of Education in the Future, Op. Cit., pp. 208-213)

Thoroughly characteristic of the attacks upon the standardizing agencies is the committee report accepted by the Higher Education Section of the Minnesota Education

Association at its meeting on February 17, 1928. The report criticizes the agencies for: using co-ercive measures, limiting freedom, bringing about uniformity, acting without full data, failure to encourage experimentation, hindering the initial progress of new institutions.

(Homes, Kenneth E., The Fixing of Standards in Higher Education, School and Society, Vol. 27, March 31, 1928)

President Jessup, speaking before the North Central Association in 1932, attacked the standards from the standpoint of their actual validity and in view of the newer scientific methods in education.

(Jessup, W. A., Standardization and Achievement, North Central Association Quarterly, Vol. 7, December 1932, p. 268)

(Educational Record, Vol. XIII, April 1932, p. 112-120)

One of the most severe critics of the standardizing agencies was President Capen of the University of Buffalo. While yet connected with the United States Bureau of Education and with a background of experience in that position he maintained that the colleges of the country should not be expected to conform to one type, that the first obligation of a college is to its own constituency, that it should be allowed to develop along lines of its own in order to best serve its constituency. He affirmed also that exact classification of all aspects of a college is not possible. In

the following significant words he asserts his distrust of too strict classification:

"And yet when all is said and done the best part of a college can never be subjected to classification. Its spirit, its atmosphere, the earnestness of its students, the personalities of its teachers, the personality indeed of the institution itself can never be classified. And who doubts that these determine its real quality? The most we can do is to measure its shell and get evidence of its honesty or of the degree of its self-deception. But every classifying agency should beware of relying too implicitly upon rules and schemes and figures."

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- 7 Capen, S. C., College Efficiency and Standardization; Certain Fundamental Principles, Bulletin of the Association of American Colleges, Vol. 1, 1915, p. 149
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In an address some years later (1932) President Capen again attacked the standardizing agencies. This time he took the position that it is necessary to have agreement about the purposes of the liberal arts college before there can be any fair measurement of the success of such an institution. The standardizing agencies, he maintained, have not determined this point and therefore have devised standards that have caused confusion and bitterness.

(Op. Cit. Vital Educational Measures Applicable to College, March 1932, p. 45-53)

Again in an address delivered before the North Central Association (1932) President Capen distinguished between educational standards and measures for determining institu-

tional efficiency. He insisted that educational standards are strictly speaking applicable only to individuals and not to institutions. The standards applied by the agencies are not really educational standards at all. The progress of higher education requires that standardization as commonly understood should be discontinued. The following statement is typical of his thought on this question:

"What principles should govern accrediting practices? My answer is no principles. I believe there should no longer be any accrediting practices. If tomorrow morning every accrediting committee in the country should adjourn sine die and every accredited list should be destroyed, I believe American Education would receive such a stimulus as it has not received in a dozen years. There has been but one justification for accrediting and that is educational malpractice, deliberate and unconscious. I do not say that this has entirely disappeared. But I do maintain that it has been so greatly reduced as to require no such elaborate and costly - yes, and tyrannical - machinery as the existing accrediting system to keep it under control. The pirates and buccaneers have been swept from the seas. It takes no very ponderous armament to deal with an occasional picaroon."

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- 8 Capen, S. P., The Principles Which Should Govern Standards and Accrediting Practices, Ibid., Vol. 6, No. 4, March 1932, p. 340
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The criticisms cited are sufficient to show that the old standards were regarded by certain responsible critics as unnecessary, mechanical, quantitative, unscientific, lacking in recognition of institutional individuality, and productive of educational stagnation.

In the meantime the protests grew to such proportions that they constituted a general revolt against the Association and threatened the setting up of rival agencies for accreditation purposes:

"I am informed that this opposition is being organized in certain quarters - that it has already expressed itself in the direction of prohibiting certain groups of schools from being members of the association, of prohibiting state institutions of higher education from being members, and in being the basis of movements to set up separate state-organized accrediting agencies."

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- 9 Kent, R. A., Significance of the New Standards to the Association. The North Central Association Quarterly, Vol. 8, No. 2, September 1933, p. 276
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The result of all of this upon the Association was to bring definite action for the thorough study of accreditation standards with a view to a revised program.

The movement for revision may be said to have begun at the annual meeting in 1926 with the appointment of a number of committees to study various aspects of the problem. It was not until 1929, however, that the Association appointed a Committee on Revision of Standards and the actual task of preparing new accreditation procedures was undertaken.

The personnel of this committee with its various subdivisions, the method of approach, meetings, and reports are all given in the Monographs and need not be discussed here.

In 1933 the provisions of the new program were completed including the statement of policy, the manual and

the pattern map.

(cf. Zook, G. F. and Haggerty, M. E., Principles of Accrediting Higher Institutions, p. 89)

The following year the program was presented to the Association and adopted, April 1934. It became from that time the basis of accreditation within the area of the Association's jurisdiction. . . (1).

(cf. Ibid., p. 144 f)

THE NEW PROCEDURES

The criticisms of the Standards of the Association were probably justified in many instances. The Association, at any rate, has itself officially acknowledged this fact. . . (2). But the questions raised in the years of contro-

(1) The text of the New Procedures is given in Appendix C.

(2) "The procedure for accrediting higher institutions needed to be radically revised. What was done in the past was not at all worthy of the alternate respect and fear in which it was held. The machinery was an old type suited to a bygone age; it has served its day. No one can imply that the enormous amount of service by the officers of the Commission, by the members of the Board of Review, and by the inspectors who have visited the institutions, all on contributed time, has not been exceedingly valuable. It has been, but the procedures were simply not adequate for the period in which we are now living." (Zook, G. F. and Haggerty, M. E., Implications of the New Policy, Principles of Accrediting Higher Institutions, p. 125)

(See also Haggerty, M. E., A New Plan for Accrediting, The Journal of Higher Education, May 1934, Vol. 4, No. 5, p.235)

versy were more than mere criticisms expressing irritation and impatience with accreditation measures. Many of them really reflect certain fundamental difficulties in dealing with social phenomena and in formulating an effective control over an important social enterprise.

It was necessary, therefore, to present a program of accreditation which would not merely answer objections to the previous standards but which would be based upon the results of research and embody and implement new ideals of accreditation procedure in keeping with modern conceptions of education.

(Vide: Report of the Committee on Revision of Standards, North Central Association Quarterly, Vol. VII, No. 2, September, 1932, p. 193)

(Op. Cit., North Central Association Quarterly, Vol. 6, No. 4, March 1932, p. 380)

(Op. Cit., North Central Association Quarterly, Vol. 7, No. 3, December 1932, p. 267, 269)

The new program attempts to place accreditation on a more enlightened and progressive basis by embodying such principles as that accreditation should be: qualitative in its evaluations, based upon valid scientific findings, stimulating and challenging to the institution, should respect institutional individuality by encouraging freedom for variation and experimentation, and should be based primarily upon institutional aims and purposes.

(North Central Association Quarterly, Vol. IX,
October 1934, p. 174-188)

Since the use of institutional aims in the accreditation program is the theme of this paper it is necessary to state this principle in more detail in order that its significance may be clearly understood.

THE PRINCIPLE OF THE AIM

A number of influences apparently operated together in bringing this principle into the accreditation program. For one thing, as has been previously suggested, the committee was sensitive to the criticisms that had been that the practices of the accrediting agency had "favored institutions of a certain type, such as the liberal arts college and discriminated against institutions with specialized objectives."

(Haggerty, M. E., The Journal of Higher Education,
May 1934, p. 237)

It is now proposed to obviate this difficulty by having institutions describe their objectives as a basis for evaluation. The only limitations imposed upon this requirement are that the aims must fall "within the patterns of higher education", and that the curriculum "must provide appropriate facilities for general education unless, as may be the case in a particular institution, the program presupposes the

completion of general education prior to entrance."

(Manual p. 3, Section VI)

The use of the aims in accreditation, however, goes beyond the mere desire to deal with a certain kind of criticism. It is a logical and consistent part of the structure and spirit of the new program as well as an accepted principle of fundamental policy.

The significance of aims in the accreditation program must be viewed in relation to institutional individuality. It is really a part of the important provision which states that institutions will be protected in their efforts to preserve their individual characteristics. . . (1).

One of the most serious criticisms of the previous standards of the Association was that the accreditation policy set up moulds into which the educational process had to be poured. Institutions had to conform to a fixed conception of educational standards which were often out of touch with their actual needs and possibilities. As a result the individuality of the institution was sacrificed on the altar of inflexible and uniform requirements and

(1) The statement of Policy distinctly affirms this principle in Section 5. Part of this section reads as follows:

"In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have."

(Manual, p. 3)

accreditation actually encouraged the growth of mediocrity and stagnation. . . (1).

It is now proposed to correct this by recognizing the right of the institution to its own individuality. Uniformity is not regarded as necessary or desirable but institutions are to be free to grow along lines of their own choosing.

(Haggerty, M. E., Report of the Study on Faculty, Curricula, Objectives, and Examinations. North Central Quarterly, Vol. 7, No. 2, September 1932, p. 199)

Zook, G. F., Some Issues Involved in the Revision of Standards and Accrediting Procedures, Op. Cit., Vol. 8, No. 2, September 1933, p. 237)

The institution has the right to justify variations in its program on the ground that they are necessary to or fully consistent with its purpose. In fact it will be encouraged to continuously study its program and seek to discover, by serious experimentation, more efficient ways of carrying out its purposes even though significant variations occur as the consequence. An attitude of research and of scientific concern on the part of institutions will be highly regarded by

(1) The accrediting agencies have, of course, protested for a long time that they were not seeking to bring about uniformity.

"We are not aiming at any deadly uniformity in institutional life, on the contrary, in my opinion, that would be wholly undesirable. I think we should cultivate variety in educational work.

(Kirkland, James H., Objectives of Standardization of Higher Institutions, Educational Record, Vol. 2, July 1921, p. 116)

the Association. . . (1).

The Association promises, therefore, that it will respect, as a part of its accreditation technique, the right of the institution to its own life and unique qualities. It will indeed encourage the development of characteristics by the institution which will set it apart in terms of its special purposes.

The integrity of institutional individuality implies the right to set up individual objectives and to have them recognized. This the Association now acknowledges. It proposes, in fact, to make this fundamental in its accreditation program and procedures. The principle is thus established, for the first time, that the quality of an institution and its contribution to education will be appraised ultimately in terms of its declared purposes. . . (2).

This is perhaps the most important pronouncement of the new Procedures and is clearly meant to govern all else in this program of accreditation.

(Haggerty, M. E., Educational Program, The Evaluation of Higher Institutions, p. 121)

(1) "Well conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged." (Manual, Individuality of Institutions. Section V, p. 3)

(2) "The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve." (Manual, p. 2, Section III)

The implications of this principle are exceedingly important. It means a new emphasis upon aims, not only in accreditation technique, but first of all in the life of the institution. Here is offered the freedom and the encouragement for the institution realistically to examine its processes in terms of aims and to set up aims and let them determine processes. An institution is invited to reconstruct courageously its entire program on this basis with the assurance that it will be commended rather than condemned for so doing.

Such a provision presents a unique challenge to institutions to develop their distinctive purposes and to fulfill them in an impressive way. This should mean, for church-related institutions, an opportunity to re-assert their special mission in education and to develop its possibilities to their own improvement and for the progress of higher education itself.

Because of the revolutionary character of the new proposals and their possible effect upon institutions a number of questions naturally arise.

Will the Association really make aims the basis of accreditation? Will the institutions be sufficiently challenged so that they will earnestly reconsider and redefine their special place in higher education and make it more effective? Can these ends be accomplished within the present program?

These questions are pertinent to the character of the

new procedures especially as related to the church institution and they serve also to define the purpose of this paper. It is proposed to examine the claims made for the use of aims in accreditation and to consider how this device can be made effective in the improvement and evaluation of church-related four-year institutions of liberal arts.

CHAPTER TWO

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THE AIM AND THE STRUCTURE OF THE PROCEDURES

It has been shown that the North Central Association has announced that, henceforth, accreditation will be based upon the consideration of the aims and purposes of institutions. It is now proposed to examine this claim so far as the structure of the procedures is concerned.

The evaluation of institutions from the standpoint of their aims is involved in the character of the new program for at least these reasons:

1. Because of the logical relation of aims to the evaluation of excellence.
2. Because of the claim of the Association that the principle of the aim is part of the fundamental policy governing the new procedures.

These statements will now be considered.

THE RELATION OF AIMS TO EXCELLENCE

The concept of excellence necessarily assumes a large and significant place in a program designed, as are the new procedures, to present not minimum standards but principles for the definition and evaluation of excellence or worth in institutional character.

The consideration of aims logically belongs in this sort of process for the knowledge of aims is essential to

the realistic appraisal of the worth or value of an institution. This is obvious from the fact that the value of any instrument or activity depends upon what it is designed to do. Its real worth cannot be estimated without this knowledge.

To say, therefore, that an institution's resources are adequate or excellent implies that they are so in view of its purposes. Excellence or worth cannot be viewed apart from aims. Therefore, the knowledge of aims is necessary for the evaluation of an institution's resources and activities and for accreditation based upon such evaluations.

This point must be definitely stressed for it presents implications important to a serious examination of the new program. It is not enough, for example, to say as Haggerty does:

"The careful definition and limitation of objectives is a first and necessary step in cultivating respect for excellence of performance."

1 Haggerty, M. E. The Educational Program, p. 7

It is not simply that the definition of aims is necessary in the development of 'respect for excellence' but it is absolutely necessary if excellence itself is to be developed and adequately evaluated.

AIMS AND FUNDAMENTAL POLICY

The use of aims is also an important part of the

fundamental policy underlying the administration of the new program of accreditation. This fact is repeatedly asserted in the Manual. . (1) . . and in the Monograph on Principles of Accrediting. The following quotations may be given by way of illustration:

"The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve." (Manual, Statement of Policy, p. 4)

"Accrediting methods should protect an institution in its unique purposes and encourage it to be the best possible school of its type." (Manual, Individuality of Institutions, p. 4)

"In judging an institution, consideration will be given first of all to the statement of purposes which is offered." (Manual, Nov. 1934, Purposes and Clientele, p. 16)

"The purposes of institutions of higher education differ widely, and no limitation is placed upon the variety or scope of a particular institution's purposes except that minimal facilities for general education must be offered or the completion of an adequate program of general education must be required for admission." (Manual, Purposes, p. 1)

"The qualifications of a faculty, the curriculum, the library, the administration, or the character of the student body may be excellent or inadequate in terms of the institutional objectives sought." (Principles of Accrediting Higher Institutions, pl 106)

These considerations clearly establish the principle of

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- (1) The text of the revised Manual (January 1, 1938) is used except where otherwise stated.

the principle of the aim as an integral part of the policy of the procedures and reveal the specific intention, promise, and declaration of the Association to make the use of aims the basis of all accreditation evaluations. . . (1).

It is evident, therefore, that logically and by clear enunciation of policy the Association has committed itself to the use of aims as central in accreditation procedure.

It is important to consider the relation of this fact to the actual structure of the procedures and specifically to the device for measuring excellence and for evaluating institutions. For it follows, from the considerations just given that all methods and techniques for the appraisal of excellence within the program and for the evaluation of institutions must be subordinate to the fundamental policy and acknowledge the primacy and determinative character of aims in the process.

In the procedures the actual determination of excellence has been committed to statistical processes which are expected to give the program a desirable objective basis. The actual device to be used in the process of accreditation

(1) Commenting on the sections on Objectives and on Individuality in Statement of Policy, Haggerty says: "Both these sections are statements of principles and not inferences from factual data. They are not proved by correlational studies but are assumptions based on certain apparent conditions and on logical considerations. They are set out early in the Statement of Policy as conditioning principles for all that follows in that Statement and as determinative of all accrediting procedures." (The Educational Program, p. 9)

is the Pattern Map which lists 81 items related to excellence and designed to enable a review of the entire scope of an institution to be made. In determining these items 57 institutions of various types were used. There were 6 Junior Colleges, 31 four-year colleges of the church-related type, 5 four-year private colleges, 4 universities, 8 teachers' colleges, 6 Catholic colleges. . . (1). All of these institutions were lumped together in the study of excellence with little regard for the fact that they differ widely in their objectives and programs.

While there were certain variations in the procedure for each aspect studied (and these are given in the Monographs) the general plan was as follows:

1. The 57 institutions were rated in order of excellence based upon the judgment of inspectors and using certain objective material.
(Op. Cit. p. 85, 103, 114, 115)
2. Various aspects of the institutional program were studied to establish, if possible, those positively related to excellence.
3. Tentative standards were used for experimental purposes.
(Op. Cit. p. 87
North Central Association Quarterly Oct. 1934,
Vol. IX, No. 2)
4. Items deemed positively related to excellence were

(1) This number adds up to more than 57 because of overlapping in the character of some of these institutions.

entered upon the pattern map covering 11 phases of institutional character. . . (1).

When the institutional scores have been taken for each of the items under these main divisions the pattern map then presents a composite picture of the activities of the entire institution and enables the Association to assign it a percentile rank. It is on this basis that it is proposed to evaluate institutions in the new procedures.

With this in view it is necessary to investigate how the aim has been involved in formulating those items of excellence and scoring devices set up by the Association to be used in the accreditation procedures. This is the problem to which consideration will be given in this chapter.

THE STUDY OF AIMS

Two distinct studies of aims are reported in the Monographs. One of these is presented in the Educational Program,

(1) Faculty, curriculum, Instruction, Library, Induction of Students, Student Personnel, Administration, Finance, Plant, Institutional Study, Athletics.

Some idea of the statistical processes involved may be gathered from the following description: "Some notion of the amount of labor involved may be gleaned from the fact that after institutional ratings were determined in each of approximately one hundred characteristics it was necessary to calculate about two thousand zero order coefficients of correlation. The use of the more complicated formulae greatly increased the work as will be apparent from the fact that regression equations involving ten or more variables were employed a number of times." (Journal of Higher Education, May 1934, p. 234)

pp. 54-120, the other is reported in the Monograph on Administration, p. 41 f. The first of these studies will now be considered:

1. Before proceeding to an analysis of the aims of the selected North Central institutions the author gives a general background through discussion of college aims up to the present based upon the official literature of institutions of higher learning. Aims are classified, in the first instance, into : (1) occupational, (2) liberal arts tradition, (3) general objectives. Under the last were included all those aims not referring specifically to occupations or knowledge.

(Haggerty, M. E., Educational Program, p. 40)

General aims were further classified under:

- (1) social competence
- (2) mental power
- (3) morals and religion
- (4) health and physical competence
- (5) guidance
- (6) aims arising from educational organization.

For the study of the aims of the 57 institutions information was gleaned largely from catalogues and official literature of the institutions and the aims analyzed on this basis.

Supplementary to this analysis an elaborate schedule entitled, 'Purpose of Institutions' was sent to each president. General aims were listed under the following

categories:

- (1) culture
- (2) intellectual development
- (3) moral and spiritual development
- (4) definite religious beliefs and practices
- (5) physical competence
- (6) personal adjustment

Seven specific questions were asked about the achievement of each aim as follows:

- (1) the curriculum as a whole
- (2) a particular curriculum offering
- (3) student activities
- (4) a process of student selection
- (5) the tone and atmosphere of the institution
- (6) extramural experience before, during, or after period of study
- (7) a definite non-curriculum agency?

(Op. Cit., p. 116)

Following the collection of this information the institutions were visited and supplementary information was gathered from such sources as minutes of faculty meetings, minutes of the Board of Control, reports of institutional officers.

(Op. Cit., pp. 54, 55)

As a result of this research more than 100 statements and phrases offered as aims were assembled. They were reduced to 58 and then grouped into seven main categories:

- (1) culture
- (2) social competence
- (3) mental power
- (4) morals and religion
- (5) health and physical competence
- (6) guidance
- (7) aims arising from educational organization. . (1).

(Op. Cit. p. 95-97)

Four criteria given in the earlier edition of the Manual but modified in later revisions, were used in the evaluation of the institutions in this study. These criteria are: (1) Clearness of conception, (2) scope, (3) acceptance by faculty, (4) relation to activity. For each of these a score card was devised for rating institutions. These are given in Appendix E.

(Op. Cit., 106 f)

It can be seen from this brief analysis that the aims of institutions are treated up to this point in much the same way as any other aspect of institutional life. A device is evolved that enables institutions to be scored on the question as to whether they have stated aims or not.

The author of the Monograph recognizes, however, that important as this is, it is not what is meant by the principle of the aim to which the Association is committed. Referring to the declaration of the Association he says:

"In this view the faculty and other major features of an institution are subordinate to and not co-ordinate with objectives." (Op.Cit.,p.121)

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- (1) The 58 aims are given in Appendix D.

The accrediting agency must not only seek to estimate the extent to which the institution has set forth the aims but it has agreed to evaluate all other features of the institution in terms of the aim which is a different thing. (1).

This subordination of all other facts to the aims is clearly stated by Haggerty in these words:

"SINCE INSTITUTIONS WILL BE PROTECTED IN THEIR DEVOTION TO UNIQUE OBJECTIVES, IT BECOMES IMPOSSIBLE TO APPLY TO THEM UNIFORM REQUIREMENTS AS TO FACILITIES OR ACTIVITIES. AN INSTITUTION WILL BE ASKED NOT, "HOW MANY BOOKS ARE IN THE LIBRARY?" BUT, "IS THE LIBRARY ADEQUATE TO THE PURPOSES OF THE INSTITUTION?" FUNCTIONAL QUESTIONS SUCH AS THIS, ARISING FROM THE NATURE OF THE PURPOSES OF THE INSTITUTION, SHOOT ACROSS AND THROUGH EVERY AREA OF INSTITUTIONAL CHARACTERISTICS TO DETERMINE JUDGMENT AS TO QUALITY. THE FACULTY THAT IS HIGHLY COMPETENT FOR CERTAIN PURPOSES MAY BE INFERIOR FOR AN INSTITUTION WITH DIFFERENT AIMS. THE ANSWER AS TO FACULTY COMPETENCE CANNOT, THEREFORE, BE GIVEN FROM THE MERE PATTERN OF FACULTY STATUS DESCRIBED IN TERMS OF HAVING SO MUCH OR SO MANY OF THIS OR THAT QUALITY. IT CAN ONLY BE ANSWERED IN TERMS OF FUNCTIONAL RELATIONSHIP AND ADEQUACY FOR ACCEPTED PURPOSES. ALL OTHER INSTITUTIONAL EVALUATIONS MUST BE MADE IN LIKE MANNER. THAT CURRICULUM, THAT ADMINISTRATION, AND THAT METHOD OF INSTRUCTION IS GOOD OR POOR TO THE DEGREE THAT THE EDUCATIONAL PURPOSES ARE FURTHERED OR LIMITED."

2 Ibid., p. 122

(1) He concludes:

"It follows from this conception that the evaluation of institutional aims by the criteria described in this chapter does not fully cover the place of educational objectives in accrediting judgment." (Ibid., p. 121)

But how is this to be done? So far the study does not show this except that it implies a consideration of the aims of the institution for which the formal program makes no provision.

2. The other official study of aims reported in the Monograph on Administration, p. 41 f. as part of the investigation of institutional excellence will now be considered:

Three items were considered in the study: 1. Whether or not the institution has adopted officially a statement of aims and objectives; 2. Whether or not the statement is printed or otherwise given publicity; and 3. Whether or not the faculty participated in the formulation of the aims.

(Russell, J. D. & Reeves, F. W., Administration, The Evaluation of Higher Institutions, p. 42)

The ratings of the institutions on this question are presented in Appendix F.

The result of the investigation shows that to some extent the presence of statements of aim is associated with excellence. The publication of aims, while apparently desirable, does not indicate an improved status. The table shows that the participation of the faculty in the formulation of aims is positively associated with excellence.

The study is summarized thus:

"These considerations indicate the desirability of including information in the accrediting process concerning the presence or absence of official aims, concerning whether or not these aims have been published, and concerning whether or not the faculty

has participated in the formulation of the aims."

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- 5 Russell, J. D. & Reeves, T. W., Administration, The Evaluation of Higher Institutions, p. 43
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Although this suggestion is given and the relation of the aim to excellence is recognized yet the point is not developed. No suggestions are given as to how this important factor should be involved as a necessary part of the evaluation of excellence in administration.

These studies serve to show the feasibility and desirability of including aims in the accreditation program. Yet no provision has been evolved for making them, in a determinative sense, an integral part of the structure of the procedures.

Originally the pattern map had no section on aims because it was assumed that their significance would be obscured were they so recorded. . . (1). But a change of policy in this matter is now evident for the latest revision

(1) "Aims are paramount and thread through the whole fabric of an institution determining the adequacy of its every feature. For this reason the pattern map, where all other characteristics may be recorded, does not contain a separate section for objectives. Their fundamental relation to other areas of the pattern would have been obscured had this been done." (Haggerty, M. E. The Educational Program, p. 121)

of. Zook & Haggerty, Principles of Accrediting, p. 106

of the map (January 1, 1958) gives the first section to Purposes. . . (1). This recognition of aims on the pattern map is an important advance but, according to Haggerty's distinction, it merely represents the co-ordinate not the determinative use of aims.

(Haggerty, M. E. Loc. Cit.)

Other aspects of institutional character will now be examined to discover further to what extent the use of aims is involved in the determination of the items of excellence.

FACULTY

The basic policy regarding the evaluation of faculty is given in the Manual as follows:

"In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience in educational work, and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty." (Manual, p. 4)

The study of faculty resulted in 25 items being placed

(1) There are still, however, eleven sections on the map. The section entitled 'Induction of Students' is now omitted, the material being included under Student Personnel. The subdivisions of the section on Purposes are: 1. Clearness of Conception 2. Scope 3. Acceptance by faculty 4. Relation to Activity 5. Clientele

on the pattern map. These are grouped under three main headings: faculty competence, faculty organization, conditions of faculty service.

The author of the Monograph confesses to two guiding principles in the investigation:

"That the factors used should have the greatest possible degree of objectivity and that they be applicable to the faculties of all the varied types of institutions included in the membership of the Association."

4 Haggerty, M. E. The Faculty, p. 2

That objectivity has been kept in mind is evident from the nature of the method used but subjective processes were also used. In fact the ultimate responsibility is placed upon "informed judgment" in the determination of excellence. Factual data and statistical techniques are the means for informing the judgment but cannot take its place.

(Haggerty, M. E. The Faculty, p. 24)

Caution regarding the use of factual data is frequently enjoined in the study. . . (1). The data is limited in its significance because it represents a comparatively small group of institutions and of various kinds. Because

(1) Numerous statements regarding the limitations of the statistical studies can be found in the Monograph on Faculty. For examples see pp. 7, 22, 23, 79, 183.

of this fact inferences drawn from the data and its statistical treatment must conform strictly to these pre-conditions.

Data also has a specific reference to conditions at the time it was collected. In the very nature of the case inevitable institutional changes will alter its significance. Even more important is the fact that institutions will, in view of the procedures, make changes which will entirely alter the meaning of the statistical norms of excellence.

In view of these conditioning facts how can the results so obtained be made to apply indiscriminately to all types of institutions in the membership of the Association with any hope of realistic evaluation?

The other principle used in the investigation commits the study on faculty to the discovery of elements of excellence that will be applicable to all types of institutions in the Association. Aims are not considered in the study.

But the basic policy on faculty definitely states that the qualifications of faculties in colleges of similar type will be used in evaluating faculty. . . (1).

The study did include a comparison of faculty excellence by institutional type. Comparisons were made for liberal

(1) "Accrediting methods should protect an institution in its unique purposes and encourage it to be the best possible school of its type." (Manual - Individuality of Institutions, p. 4)

arts colleges, teachers' colleges, junior colleges, Catholic colleges, and universities. These types were compared also with the average for fifty-six institutions. . . (1).

(Haggerty, M. E. Monograph on Faculty, p. 89 f)

The importance of institutional type is apparent from this comparison and is mentioned at other points throughout the study as for example:

"It is clear, of course, that institutions of a special type, such as the junior colleges, may affect some of the resulting coefficients of correlation to a greater degree than would have been the case if an equal number of institutions more homogeneous with the remaining members of the group had been used in their place." (Haggerty, M. E., Faculty, p. 23, 24)

In spite of this recognition no use is made of the fact except to show interesting aspects of comparison and to enjoin caution in the use of data and results.

It is apparent that the study is based upon the possibility of evolving items of excellence applicable to various kinds of institutions rather than to those of similar institutional type as the basic policy claims. In this case it is evident that the aims of institutions will not be observed in the formal scheme for the evaluation of faculty.

The question as to whether the statistical devices for determining faculty excellence really do indicate a good

(1) The table showing these comparisons is given in Appendix G.

faculty is an important one.

It is assumed, of course, that the various items are the outward symbol of the inner reality and strength of an excellent faculty. But they cannot of themselves guarantee these inner conditions. It is obvious, for example, that measures of excellence may be arbitrarily fulfilled without any real increase in the actual worth of the faculty. Degrees, publications, attendance at meetings, salaries, may all be had if money is available but without necessarily improving the effectiveness and influence of the faculty.

(Op. Cit. p. 94)

The fact is that a good faculty is constituted of complex factors and relationships which are difficult to analyze into separate measurable elements. The process of abstracting the elements of excellence may fail to touch the reality that gives an effective faculty its power.

These facts are all of them serious qualifications upon the importance of the statistical processes and suggest that, however valuable these may be, the ultimate evaluation of a faculty will have to be based upon considerations lying outside the objective calculations.

This has been well put by the author on Faculty.

"While the pattern map and the measurement devices upon which it is based give a tangible picture of the separate characteristics of a faculty, they leave to the personal judgment of those who would appraise an institution the interpretation and evaluation of relationships.
 . . (Haggerty, M. E., Faculty, p. 189)

It is clear that the use of aims in the determination of faculty excellence is not maintained in setting up the items for evaluation purposes.

In the entire study on faculty the relation of the aim to excellence is discussed only once and then only indirectly. In answer to the question, "shall college entrance be fixed at a certain intellectual level for all institutions?", the answer is "that differences between colleges should be recognized and the institution should be free to fit its program to its own situation.

The statement of the importance of institutional purposes occurs at this point:

"The individuality and the different purposes of an institution are precious assets in social economy, and they must be protected by an accrediting agency that would not do violence to public welfare. We would not make individuals alike; neither may we coerce educational institutions into a single mold. It is not unvarying conformity to a single pattern that is needed; it is effective institutional service to the widely varying abilities and interests of the young people who seek, through higher education, a meaningful preparation for the kind of life they desire and can achieve. What may be required is that an institution shall illuminate its practices by a clear understanding and description of the particular group of students who choose to enter its doors."

5 Ibid. p. 44

Apart from this reference the aim of the institution does not enter further into the discussion of the competence of the faculty. In fact although the Monograph contains a chapter on Accrediting Policy, apart from quoting as a whole

the statement in the Manual on Faculty, it does not mention the aim at all in the discussion of policy in this chapter.

In view of the promise of the fundamental policy of the Association it is reasonable to expect that the competence of the faculty would be presented from the standpoint of the aims of the institution especially as regards the qualifications for colleges of a certain type. But this is not done.

CURRICULUM

The Manual contains a number of statements that should be given in order to adequately appreciate the extent of the Association's commitment to the principle of the aim in the evaluation of the curriculum. The quotations are as follows:

"The curriculum of an institution should contain the subject matter offerings implied by its statement of objectives. In general these offerings include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions." (Manual, Statement of Policy, p. 4)

"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." (Manual, Statement of Policy, p. 5)

"Inasmuch as the curriculum is merely the means by which an institution seeks to attain certain

purposes, it is clear that curriculums cannot be the same for all if objectives vary. It is legitimate to inquire whether a curriculum is consonant with announced objectives, whether it is taught by qualified instructors, and whether it is adequately supported by laboratory and library facilities." (Manual, Individuality of Institutions, p. 2)

"Each institution will be expected to show that it offers a program of general education or that it requires the completion of an adequate program of general education of collegiate quality for entrance. In addition, it should offer such advanced courses as are implied by the purposes of the institution and such professional and technical courses as are appropriate to the specific purposes which the institution claims as among its functions. 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." (Manual, Curriculum, p. 1)

"The general framework should embrace offerings in most or all of the following fields: biological sciences, the fine arts, languages and literature, philosophy and related subjects, physical sciences including mathematics, and the social sciences. The omission of any of these fields should be explained and justified in terms of the purposes of the institution." (Manual, Curriculum, p. 1)

"An institution's program of advanced education should be such that curriculum offerings, in harmony with the purposes of the institution, are actually available and that there is a reasonable requirement of advanced courses for degrees." (Ibid., p. 2)

"The need and appropriateness of an institution's offerings in professional and technical education as defined above will be examined in reference to the purposes of the institution. Such offerings, to be appropriate, should be clearly announced in the stated purposes of the institution, and there should be an adequate, effective, and continuing demand for such offerings on the part of the institution's clientele." (Ibid., p. 4)

It is not necessary, for the purpose of this paper, to follow the entire study of the curriculum made by the committee of the Association. It will be sufficient to show the relation of the curriculum to the aims as presented in the results of the study.

According to the Manual attention will be given in accrediting to three areas of the curriculum. They are, general education, advanced education, and special education. The implications of the procedures for these areas are discussed in the monograph on the Educational Program. Evidence is presented to show that purposes are kept well in mind in the requirements of the Association. The institution is allowed a great deal of freedom in the construction and operation of its curriculum provided it can show that its purposes are being adequately served. Speaking on this point Haggerty says:

"This freedom to organize curriculum content is limited only by the needs of an institution's clientele, the special purposes it attempts to serve, and a defensible educational theory."

6 Haggerty, M. E. The Educational Program, p. 186

Comparing the pattern method of curriculum construction with the functional approach it is shown that the latter allows more place for the consideration of aims. The pattern method places the main emphasis upon quantitative divisions of the curriculum upon units that can be definitely counted and easily displayed.

While this means greater facility in mechanical treatment yet it was found that the wide range of units offered by the institutions tended to confuse judgment as to excellence and thus make it difficult indeed to render a fair verdict.

The functional approach, on the other hand, first of all involves the definition of aims and then the attempt to set forth the content and organization that will best enable the aims to be carried out.

The content and organization and all that they involve are rigidly subordinated to the objectives when the functional method is strictly enforced. The question then is, are the offerings of the curriculum adequate for the announced objectives of the institution? The aims thus become the determinative factors in the building of the curriculum.

In examining the curriculum of an institution from this point of view and to discover how far the aims do actually determine the content and organization of the curriculum, the following steps are suggested:

1. The clearest possible description of institutional objectives will be gathered from every possible source.
2. The resources and activities of the institution will be evaluated in the light of these objectives.
3. This leads to an examination of the curriculum and to questions about the competence of the faculty to offer the curriculum the adequacy of the library, the nature of the curriculum in view of objectives, etc.
4. Finally an act of 'informed judgment' must be made

as to the excellence of the curriculum in relation to objectives.

(Op. Cit. p. 173)

Here is a clear illustration of the way in which aims may be involved in the evaluation of an institutional function but unfortunately the implications of this approach are not followed through to form a definite program for the evaluation of the curriculum.

The statement is significant also because of its emphasis upon the importance of 'informed judgment' in accreditation. This is the device that must be depended upon to ultimately evaluate a curriculum. How is such a judgment brought about? What are the conditions that help to make such a judgment about an institution reliable?

In answer to this question three conditions are given:

1. It should be made by competent inspectors.
2. It should be based upon adequate information as provided for in the Manual and the information schedules.
3. An evaluation scale is provided with a view to guiding judgment and making separate judgments consistent with each other.

Actually a great deal of emphasis is put upon these scales and the statistical processes of which they are a part. Institutions were listed on the scale as superior, satisfactory, acceptable, marginal, and unsatisfactory.

It should be noted that the Evaluation Scale merely permits the assignment of a relative status among institu-

tions. It is designed, therefore, to give the excellence of institutional activities in relation to that of other institutions but without regard to their respective aims.

It is clearly the assumption of the author of the report on curriculum that statistical devices such as the Evaluation Scale are merely supplementary to the exercise of judgment. They contribute towards 'informed judgment' but the ultimate decision regarding the curriculum or any other institutional feature is based upon judgment itself in view of declared objectives. Thus the author states:

"The final act in studying the relation of curriculum to aims is judgment, which if reached by the method here set forth may be described as 'informed judgment'."

7 Op. Cit., p. 176

It would appear then that while the primacy of objectives is recognized in this study of the curriculum and statistics are regarded as subordinate to aims yet the same statistical proof of excellence is used that is found in the other studies. It is not made clear when and by whom the curriculum will be evaluated in terms of objectives.

LIBRARY

The commitment of the Association regarding the evaluation of the Library may be gathered from the following

statements:

"The functions of the library should be defined entirely by the educational program of the institution it serves. It derives its purposes from those of the institution." (Manual, The Library, p. 1)

"While the selection of titles depends upon local conditions, the periodicals received by good libraries serving other institutions of similar type should in general be given first attention by any institution needing to increase its periodical subscriptions." (Ibid.)

"The amount necessary for an adequate annual book fund depends largely on the purposes of the institution, the number and variety of books required by the educational methods adopted, and the adequacy of the present holdings." (Ibid.)

"The second basic assumption is that the functions of the college library should be defined entirely by the educational program of the institution. This assumption at once recognizes the college library as deriving its objectives from the institution it serves. Unlike the public library, practically all of its activity is tempered by the aims of an organization of which it is one part. The efforts of the college librarian to stimulate extra-curriculum reading and to supplement the reading requirements of organized courses can be justified only by the recognized objectives of any liberal arts college." (The Library, The Evaluation of Higher Institutions, p. 1)

"Not merely on statistical but also on logical grounds it is plain that the number of students does not go far to determine the funds needed for new books. The optimum annual appropriation for publications should instead be determined by the aims of the institution, the curriculum, the methods of instruction, and the number and cost of relevant titles published each year." (Ibid., p. 33)

The data for the study of library excellence was supplied in full by only 35 institutions out of the 57 requested. This data was then treated, according to the general plan of procedure, to discover the facts that had relation to excellence.

Four criteria were used to establish excellence, but aims are not included. The criteria are as follows:

1. Subjective rating of general excellence.
2. Rating of instructional facilities of the institutions.
3. Weighted educational expenditure per student.
4. Composite rating of the library itself.

(Vide Library, p. 5)

As a result of the study six criteria of excellence have been entered on the pattern map for evaluation of the library. They are: Reference books, periodicals, expenditure for books, library salaries, student use, faculty use.

In this presentation of the study of library excellence the aim is mentioned directly only twice but nowhere is its significance in the determination of excellence really worked out.

For example, the author begins by offering as one of the basic assumptions of his work that the library must be viewed from the standpoint of the aim of the institution.

He says:

"The second basic assumption is that the functions of the college library should be defined entirely by the educational program of the institution. This assumption at once recognizes the college library as deriving its objectives from the institution it serves. Unlike the public library, practically all of its activity is tempered by the aims of an organization of which it is one part. The efforts of the college librarian to stimulate extra-curriculum reading and to supplement the reading requirements of organized courses can be justified only by the recognized objectives of any liberal arts college. The general plan of this study, therefore, requires a somewhat different emphasis than appears in conventional literature on the college library. The emphasis is placed upon educational considerations at the expense of administrative convenience."

8 Waples, D. Library, The Evaluation of Higher Institutions, p. 74

But nowhere in the study on Library are the implications of this statement really followed through.

The aim is mentioned again with reference to library appropriation. The old standard on library had suggested five dollars per student as the appropriation for new books. The author shows that this is an incorrect basis for the estimate of the appropriation. It should rather be determined by a number of factors including the aim of the institution:

"Not merely on statistical but also on logical grounds it is plain that the number of students does not go far to determine the funds needed for new books. The optimum annual appropriation for publications should instead be determined by the aims of the institution, the curriculum, the

methods of instruction, and the number and cost of relevant titles published each year.

9 Ibid., p, 33

Apart from these references the aim is not mentioned further and nothing is done to show how the principle is actually involved in defining library excellence in view of the fact that excellence depends upon aim and the evaluation of a library ultimately involves the objectives of the institution.

In setting up norms for library excellence the same general procedure is followed that is used throughout the program. Institutions are evaluated in relation to one another. For example, excellence in the book list is not really a question of aims either type or individual, but actually is based upon the degree of correspondence between the holdings of the institution and a specially prepared check-list.

This check-list is composed of the reference books taken from the Shaw list and is in reality a sampling device. Its value is based upon statistical evidence that there is a high correlation between reference titles from the Shaw list and the number of the titles held by institutions from the total Shaw list. As a result 507 reference books from the list were selected as the qualitative measure of institutional libraries.

(Op. Cit. p. 13)

The list on periodicals containing 304 titles represents the upper 10 percent of titles taken from suggestions submitted by instructors covering twenty-six departments.

(Op. Cit. p. 13)

The use of these results on books and periodicals is highly statistical in nature. According to the data available at the time of the study the following classification of institutions is given:

"By the use of these normative data one may place any college with reference to all the other member institutions of the Association. Thus a college that has 88 or fewer of the general reference books on the check-list falls into the lowest 10 percent of all institutions; a count of 170 books places the institution at the median; 318 titles from the check-list are necessary to place the college in the highest 10 percent."

10 Ibid., p. 24

Library excellence, at its most important point, is therefore regarded as a matter of holdings based upon an arbitrary check list without regard for institutional aims at all.

Moreover, in the investigation of items of library excellence data from various kinds of institutional library were used without discrimination in order to fit the statistical scheme used in all the studies. The author of the

report on Library regards this fact with misgiving and recognizes that it places limitations upon the results that must be seriously considered. He says:

"Perhaps the major defect of this report is its failure to suggest appropriate weights for each library measure as applied to universities, senior arts colleges, Catholic institutions, teachers' colleges, and junior colleges, respectively."

11 Ibid., p. 74

It is expected, however, that the problem of the differences in institutions can be met by discrimination in the use of the results obtained in the study. Since individual libraries differ according to local conditions, he recognizes that these conditions may profoundly modify any general conclusions. The evaluation of a given library requires a study of purely local situations.

(Ibid., p. 9)

When and by whom this study of local conditions will be made is not revealed. The normal procedure based upon the pattern map will allow no such provision to be made except in the case of institutions which have to be inspected. While, therefore, the principle of the aim is theoretically acknowledged in this volume yet in the processes by which items of library excellence have actually been set up for use on the pattern map no place has been given to it.

FINANCE

The basic policy of the procedures, as given in the Manual and in the Principles of Accrediting includes no mention of the use of aims in the evaluation of the Finances of the Institutions.

This does not mean, of course, that institutional finances are exempt from the application of the principle of the aim in the North Central program. The terms of the commitment of the Association to the use of aims is so inclusive that no institutional aspect can be exempt from this principle.

The study of finances was undertaken without regard for the relation of finances to aims. The main objective was to isolate financial factors related to excellence and to show the statistical data and methods by which these were determined.

Five criteria of excellence were developed but aims are not mentioned. The criteria are:

1. A composite of subjective judgments.
2. A rating of the faculties of the institutions.
3. A composite of a number of different ratings including test results.
4. Ranking on the basis of personnel service.
5. Ranking with reference to administrative organization.

(Russell, J. D. & Reeves R. W., Finance, p. 2)

The data used throughout were obtained by personal visit to the institutions and from original sources of information.

The earlier work of Reeves and Russell had shown that many of the items on Finance ordinarily used in accreditation were not valid for this purpose. This upheld some of the criticism aimed at the previous financial standards of the Association.

(Reeves, R. W. and Russell, Dale, Standards for Accrediting Colleges, North Central Quarterly, Vol. III, Sept. 1928, p. 228)

The present study, however, confirmed the use of weighted income per student and weighted expenditure per student as important indicators of the standing of an institution.

(Reeves, R. W. & Russell, Dale, Finance, The Evaluation of Higher Institutions, p. 97)

The financial ability of an institution has long been regarded as an important factor in accreditation. It has been rather easily assumed that the financial resources sufficient to procure certain equipment and resources attested the excellence of the institution.

This assumption is part of the quantitative approach to accreditation which the new system is designed to change. Absolute requirements are now theoretically out of the question and it becomes a matter of trying to estimate the

adequacy of the financial resources in view of the aims of the institution.

Yet as a matter of fact the procedures have set up many items of general excellence that directly depend upon financial ability and the absence of which may be due to lack of money and not to institutional incompetence, indifference, or carelessness. . . (1).

It must be admitted that financial resources, when other elements are present, are significant for the carrying out of the aims of an institution. But how far does the weakness of financial resources jeopardize educational soundness? That is a question which, after all, must be decided on the merits of each case.

It is obvious that large financial resources do not guarantee educational excellence or that the lack of them necessarily means poor education. A good teacher should be paid an adequate salary but not all teachers that have large salaries are effective in their work and not all teachers who receive small salaries are poor teachers. So also with institutions. Much of the excellence of an

(1) Some examples are:

Paying the expenses of the applicant for a position, Monograph on Administration, p. 48; Retirement Plans, Op. Cit., p. 56; Sabbatical leaves, Op. Cit., p. 60; Extent of health service, Op. Cit., p. 181; Faculty Salaries, Monograph on Faculty, p. 181; Instructional load, Op. Cit., p. 144; Attendance at Learned Societies, Op. Cit., p. 70; Faculty Housing, Op. Cit., p. 174.

institution may depend upon factors of personal influence that have no direct relation to money and that do not fluctuate as financial values do.

This is not an argument against the importance and value of financial resources, nor is it a justification for poor salaries. It is an argument against the iron-clad application of financial criteria in relation to excellence and it does suggest the necessity for estimating financial conditions in relation to other factors in the situation itself and in relation to aims.

It is obvious that financial adequacy varies with the type of institution. The university will differ from the college and the college of one type will differ from a college of another. The recognition of aims is, therefore, essential in estimating financial competence. This fact is recognized in the study for two types of institutions. Because of serious differences in methods of finances, Catholic colleges and Junior colleges were excluded from certain aspects of the study.

(Op. Cit. p. 7)

But the same recognition is due to other types of institution as well. In fact if the aims are to mean anything in financial evaluation the first step in the process should be the attempt to reduce the institutions, as nearly as possible, to groups of corresponding type. Only in this way can

the financial conclusions really correspond with facts.

Even then the process will not be complete. It will be necessary to provide for the evaluation of each institution on its own merits. Much financial data is subject to qualifications arising out of local conditions. Salaries, health service, retirement, housing all vary in value and significance with different communities. Standards must equate these facts if they are to correspond with reality.

This means, of course, some provision for the consideration of the unique aims and conditions of the individual situation as a factor in determining its actual worth.

The recognition of two institutional types is the only suggestion of the implications of aims in the study of financial excellence. No direct mention of the aim is made throughout the entire work on finance. The material has been evolved and is meant to be applied without reference to the aim of the institution other than already mentioned. The Association has not kept the principle of the aim in mind in setting up the items of financial excellence.

INSTRUCTION

The Association recognizes that the nature of instruction depends upon the purposes of institutions and must be appraised accordingly. The statement on this subject is

definite:

"An institution will be held responsible that the content of its curriculum and its methods of instruction are not too difficult or too elementary for its students. This implies that the institution is aware of the abilities of its students and that the teachers in the institution adapt their work consciously to the abilities of their students, to the differential interests of students and to the varied purposes of the institution." (Manual, Instruction, p. 4)

In spite of this declaration the study of instruction by the Association's Committee was made without reference to institutional aims. The attempt was made to enumerate those characteristics of good instruction that would be amenable to statistical evaluation.

Two possible methods of approach to the problem of instruction were first of all investigated. They are: Classroom observation and evaluation by examinations. It was found that neither of these was satisfactory as a basis of evaluation of instruction.

The committee finally evolved a plan for estimating instruction under the following categories but aims are not included as a condition:

- (a) Administrative concern for good instruction.
- (b) Attitude toward student scholarship.
- (c) Practices in adjustment of curriculum and instruction.
- (d) Attitude towards marks and examinations.
- (e) Alertness of faculty to instructional needs.

(Op. Cit., p. 258)

These factors were selected as the result of the study of institutional excellence. According to the method common to all aspects of this program, correlational studies were used and these items showed significant relationships with other criteria of institutional excellence. For this reason instruction was incorporated into the pattern map.

Good teaching is admittedly one of the most important functions of an educational institution. Theoretically it can be recognized when it is present by certain common characteristics. . . (1) . . . but it is not easy actually to define it in exact terms.

It is assumed that superior teaching cannot obtain in institutions ranking low in all of the measures finally determined for use in evaluation.

(Manual, p. 42)

Doubt is, however, admitted in the Monograph as to whether the qualities of instruction are themselves actually evaluated by the measures set up for that purpose as a result

(1) Haggerty says: "Some of the qualities that are alleged to characterize a superior teacher are attractiveness in personality, the power of clear exposition, breadth of knowledge, ability to stimulate student curiosity, sympathy with student interests, enthusiasm for learning, and an accurate sense of values, a sense of humor, sincerity, and good taste in personal relations. Other traits would be added to this list in any extensive inventory." (Haggerty, M. E., Educational Program, p. 228)

of the study. Speaking on this point Haggerty says:

"It may be argued that the indirect measures here discussed do not reach to the actual processes of instruction and that, whatever value attaches to them, their use still leaves the problem of instruction unsolved. That there is a measure of truth in this claim will be admitted. There seems, however, to be no better category than instruction in which to include the factors of institutional quality which these measures certainly do represent. Until more is known about such matters, the term 'instruction' serves as a useful device in practice."

12 Haggerty, M. E. Educational Program, p. 285

Certainly it is true that the measures to be used do not express a relation to aim according to the avowed policy of the new program.

In this case also it would seem that the chief concern has been to find items for the pattern map that will have valid statistical varification rather than to find the means by which the aims of the institution will operate as the determining factor in the evaluation of instruction.

STUDENT PERSONNEL SERVICE

Colleges have claimed for a long time an interest in the total development of their students. Personnel programs represent the modern attempt to implement this concern by the use of specific techniques and methods. The subject is

comparatively young and growing in importance, consequently it presents the immediate problem of defining the scope of such a program for the modern college.

The North Central Committee has included the following aspects in their study: Admission of students; Orientation of Students; Student Records; Educational and Vocational Counselling; Counselling about personal affairs; Extra-curriculum activities; Loans, Scholarships, and Grants of Aid; Health Service; Housing and Boarding of Students; Placement Service; Student Discipline.

(Gardner, D. H. Student Personnel Service, p.1)

On some of these phases the Association presents institutional aims and objectives as the fundamental consideration in accreditation. For example, on the Induction of Students the Manual says:

"The policy of an institution in admitting students should be determined, on the one hand, by the purposes of the institution and, on the other, by the abilities, interests, and previous preparation of applicants. An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted." (Manual, Statement of Policy, p. 6)

"An institution's policies with reference to its students should be determined, on the one hand, by the purposes of the institution and, on the other, by the character of the students it admits. A corollary of this statement is that an institution should admit only those students whose educational interests are in harmony with the purposes of the institution, and whose abilities and

previous preparation qualify them to pursue the studies to which they are admitted." (Manual, Student Personnel Service, p. 1)

"To be effective in its admission program, an institution should assure itself that its entrance requirements have been developed with reference to, and in harmony with, the purposes of the institution." (Ibid.)

"An institution, however, should not be under outside pressure to select a particular type of student body, except in so far as the unique purposes of the institution may require students of a particular type." (Manual, Individuality of Institutions, p. 2)

"In each case the chief matter of concern to this Association is the question as to whether the selection of students has been made in accordance with the announced objective of the institution." (Principles of Accrediting Higher Institutions, p. 140)

The Monograph also gives ample recognition to this fundamental policy recognizing not only that programs of admission must necessarily vary to meet different types of institutional needs but also that the aims and objectives will require highly individualized methods of approach to the problem of effective admission conditions.

The following quotations will serve to show that the value of the policy of the Association regarding aims was acknowledged in the study on admissions:

"The entire problem of the selection of students is a reflection of confusion relative to the philosophy of education. Until this philosophy is properly formulated and adopted, there will be great difficulty in establishing

effective selective procedures. It seems clear that a college should first of all determine its own aims and objectives, and then should set up entrance requirements designed to select students in accordance with these aims. . . . If it be granted that the aims and objectives of all institutions should not be uniform, it follows that admission procedures should be similarly individualized." (Gardner, D. H. Student Personnel Service, pp. 17, 18)

"Also, it logically follows that an institution may be expected to select students who are in harmony with its aims and purposes. Institutional aims and objectives are expected to be highly individual. No institution is expected to be merely 'another college', but each has at least implicitly, a unique set of aims and objectives."
(Gardner, D. H. Ibid, p. 27)

"The most important element in the program of selecting students is the fitting of the procedures to the peculiar aims and objectives of the institution concerned. . . . It seems very important in the accrediting procedure to examine the extent to which the requirements for admission are co-ordinated with institutional aims and objectives."
(Gardner, D. H., Ibid, p. 29)

"In conclusion, it cannot be overemphasized that effective admission programs consist of a combination of elements systematically developed in relation to the aims and purposes of the institution."
(Gardner, D. H., Ibid, p. 31)

The score card on Admission of Students, however, reflects this important principle in only one question. The institution is asked to check the truth of the statement: "Co-ordination of requirements to aims and objectives of institution."

(Op. Cit. p. 32)

Presumably the exact methods of doing this are to be

left to the individual institution but there is no indication as to how the Association proposes to estimate the program on this basis.

Both the Manual and the Monograph base the estimate of extra-curriculum activities upon the basis of the institution's objectives. . . (1). However, the score card on this phase of the Personnel program does not reflect the relation of such a program to aims but emphasizes merely institutional attitudes, systems of supervision, and the scope of the program.

(Op. Cit., p. 121)

In the same way the basic policy is announced regarding scholarships but no provision is made for carrying it out in the accreditation procedures as based on the pattern map. The statement on scholarships reads:

"Scholarships should be considered as rewards for exceptional scholastic ability. Funds should

(1) "The purpose of extra-curricular activities is to provide opportunities for spontaneous self-expression on the part of students in fields of special interest that are correlated with or supplementary to the curriculum and in harmony with the general educational purposes of the institution." (Manual, p. 55)

"Of course, the specific type of activity has to be organized in the light of the aims and objectives of the individual institution." (Gardner, D. H. Student Personnel Service, p. 120)

be accepted for scholarships only when the purposes of the awards are in accord with the aims and objectives of the institution and under the condition that the recipients are to be named by the institution." (Manual, p. 56)

"Grants-of-aid such as remitting or reducing tuition or fees, given to students for reasons other than high scholastic standing, should be sharply distinguished from scholarships. These grants should be in keeping with the aims and purposes of the institution." (Manual, p. 56)

These aspects of the personnel program are probably sufficient to show the commitment of the Association on this question and the failure to adequately provide for institutional differences and aims in the setting up of the actual procedures.

Differences in the personnel needs of institutions are very important. The large institution needs and ordinarily can afford facilities and programs that are not necessary or possible in the small college. In the latter type of institution there is likely to be a close contact between faculty and students and with the possibility of much counseling that never finds its way into a formal record.

There is, however, the danger of assuming that more interest is being taken in the students in the small institution just because it is small than in the larger. This does not necessarily follow. It will depend upon how the small institution uses its advantages and whether it really can show an institutional concern for the student.

While personnel procedures undoubtedly require more

formal devices than ordinarily obtain in the average college yet too great a dependence may be placed upon them. Many aspects of the field require, for the best results, personal influences which are not amenable to exact objective measurement. As Gardner himself says:

"Though rating scales, tests, and interviews are attempts to analyze student personality systematically, they are not the final solution to personal counseling. Too frequently such measures become mechanical and lessen the value of the intimate contacts between counselors and students that are so advantageous in dealing with all matters of a personal nature."

13 Gardner, D. H. Student Personnel, p. 100

The collection of data about students, the delegation of responsibility for personnel procedure, the keeping of records, the centralization of information are probably all essential in any type of institution if the personnel program is to be at all effective but there will be important variations in the extent and form of these various aspects of the program according to the aims of the institution.

Personnel work is one of those phases of institutional life where the practice of the "best institutions" may be misleading as a norm for other institutions. The development of elaborate techniques, highly centralized methods, differentiation and functions which are likely to obtain in

larger and wealthier schools would probably be mechanical and artificial as well as financially prohibitive in the smaller institutions.

Whether adequacy of personnel program really obtains in a given case will depend upon the nature and characteristics of the institution and upon local circumstances.

This has not been provided for in this study but in spite of all acknowledgements of its necessity statistical procedures were used to isolate factors related to excellence so that 'good' procedures are really to be derived from comparative conditions rather than being based upon the unique conditions of the institution itself.

ADMINISTRATION

The evaluation of the Administration of an institution can be made only when its aims and objectives are known because it is the function of administration to carry out these aims and its efficiency is therefore directly dependent upon them. Thus the Manual presents the Association's policy regarding Administration:

"The administrative organization should be suitable for accomplishing the objectives of the institution." (Manual, Statement of Policy, p. 6)

"An effective administrative organization is an essential characteristic of a good educational institution. This does not mean that every institution should have exactly the same pattern of offices and lines of responsibility, but only

that the college or university should have a plan of organization and procedure that is effective in its own situation. Administration is only a means to an end, not an end in itself. The purpose of administration is to facilitate the achievement of the purposes of the institution." (Manual, Administration, p. 1)

The study made by the Association's committee, however, proceeded according to the statistical program common to all the studies rather than in conformity with the fundamental policy. Data was collected and processes used to establish items of Administration associated with excellence.

In evolving the items to be used in the field of administration two investigators visited the 57 institutions personally and collected some eleven hundred items of information on Administration. These were reduced by a process of elimination to a total of 177 retained as a significant sampling of administrative information.

The entire field of administration was divided into eight major phases: Gene

- (1) General administration
- (2) Academic administration
- (3) Business administration
- (4) Financial administration
- (5) Administration of personnel service
- (6) Administration of special educational activities
- (7) Personnel for administrative service
- (8) Records and reports

Score cards were developed for each of these divisions with weighings for individual items and a possible total score of 1,000 for each card.

It is not necessary to give the items on the score

cards and their evaluation nor the complicated statistical process by which each item was tested against independent criteria to produce correlations indicating excellence but it is evident that the whole device is highly mechanical and quantitative in character.

A study of aims was undertaken as part of the investigation of Administration and is reported earlier in this chapter with conclusions arising out of the study which are significant for accreditation.

(cf. Administration, p.43)

The inclusion of information about aims is, thus, justified as data important in understanding the Administration of the institution. But again this is merely co-ordinate material and not determinative in character.

(cf. Haggerty, M. E. The Educational Program, p. 121)

The study of Administration in reality contains no suggestion as to how the aims of the institution are to control the evaluation of its administrative program and resources.

CONCLUSION

This examination of the studies of excellence clearly reveals that the devices created for evaluation of institutions are not based upon the fundamental policy regarding

aims.

The Association has, rather, committed accreditation to a statistical scheme into which, like a mould, all the facts are poured even when the investigators confess misgiving about the relevancy of the process and repeatedly caution against the use of uncritical inferences based upon it.

A high sounding super-structure has been built up which is not entirely justified by the facts and which diverts the techniques of accreditation from the control of fundamental policy.

Perhaps the first question that should be raised regarding the processes used in the various studies is whether they really deal with excellence at all.

The terms 'qualitative' and 'excellence' used in the procedures must, on the basis of the evidence, be understood statistically. They refer simply to a position in relation to others on a given scale. For an institution, therefore, to rate excellent in some particular means that it stands high on that item in comparison with the conditions that obtain in other institutions and then as measured

indirectly. . . (1).

To confuse 'excellence' in this statistical sense with inherent worth or quality, as the procedures apparently do, is to deduce a definite and absolute description from what is, in fact, a mere relativism. Statistical quality is not necessarily inherent worth. Whether an institution really is one of worth and quality still has to be determined from an examination of its special characteristics in view of its aims.

This is particularly true with reference to specific items of institutional character. Such items cannot be finally evaluated in relation to conditions in other institutions, for in so doing they may easily be given a significance (or lack of it) which in reality they do not have. The ultimate question about specific aspects of an institution's program can only be known by the examination of

(1) This is admitted in the Revised Manual: "It should be pointed out that the scales for the different items are not to be thought of as scales of absolute measure. They are based upon the data at hand and represent the best approximation to real values which is now possible, but the scales reflect only the relative status within the group of institutions for which data are now available. As more data become available, the scales will be corrected at many points. In order to make this device usable over a period of years, it is necessary that data be continuously assembled and that, as institutions improve, the scales be frequently readjusted.

(Manual, Operation of the Accrediting Procedure, p. 9)

the situation itself.

The real question is not, for example, whether the Board of Control of the institution has nine members or thirty-six, or how often they meet but what the reasons may be for the existence of such facts and what effect they have upon the individual institution in its special situation.

Admittedly great stimulus to improvement may be obtained by measuring one institution with another but this does not necessarily imply satisfactory conditions of inherent worth. Excellence is not finally a question of what others are doing even if they are outstanding institutions. It is a question, not of relative facts, but of meanings, of local situations, and of the quality of the institution's work based upon its performance in view of its aims.

It is evident also that the method by which the items of excellence were determined and by which they are applied involves a great deal of quantitative data. The Score Cards, for example, emphasize details which are quantitative in character. In fact, the tendencies towards purely quantitative evaluations are present throughout the entire procedures. Judd expressed some misgiving on this point during the discussion on the program:

"It may be that we shall be able to carry the new scheme forward without ever becoming quantitative. I have been sitting here all day listening to statements about co-efficients of correlation. I have heard a number of numerical state-

ments ments made that sounded to me to be very quantitative in character offered as justifications for a program with which I think we can sympathize, but a program that is, after all, based upon certain perfectly definite lines of information."

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- 14 Judd, C. H., Discussion of the Report on the Revision of Standards. North Central Association Quarterly, October 1934, Vol. IX, No. II, p. 214
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In view of the facts just considered the claim that the procedures are qualitative in character or that they enable a qualitative estimate of an institution to be made, is not confirmed by the evidence.

The process of arriving at excellence as used, in the new program, is based on the mere assumption that inherent quality or excellence is known to begin with; that items statistically amenable are, in fact, associated with excellence; that by putting the pieces thus arrived at together the resulting abstraction is a valid device for determining excellence in the institutions to which it is applied. This assumption is not shown.

Actually what the process does is to make what is being done the standard of what ought to be done. There is a conspicuous absence of an adequate philosophy of education as a preliminary step in defining excellence.

What really is an excellent educational program or educational institution? This will depend upon what the aim of education itself is thought to be and upon the aims

which the institution has especially accepted for its goal in the educational enterprise. It is impossible to define excellence until these questions are adequately answered.

In the items of excellence set up in the new program these issues are largely ignored and the problem of excellence is assumed to be one which can be statistically resolved. To be sure position in a scale enables a relative judgment about the standing of an institution as a whole to be made in terms of that scale and within the area of facts it represents. But its actual worth or value as an educational institution can only be known when its unique situation and contribution have been thoroughly studied.

It is evident that when an institution is judged upon data drawn from several kinds of institutions without discrimination its individuality cannot possibly be preserved nor can the principle of the aim be carried out according to the announced policy of the Association.

The question in that case is not the excellence of the institution as determined within the meaning of its own program even in relation to institutions of similar purpose but simply its status in relation to an indiscriminate group. There is no recognition of unique aims in such a situation.

It may be claimed, of course, that institutions are evaluated on the basis of aims when they are seeking accreditation for the first time, when they are under suspicion or when some special variation occurs. This would mean

that the full significance of the new program is reserved for a few special cases and does not normally apply to the rank and file of the Association at all. Whether even under such conditions the aims are used in accreditation will be studied in the next chapter.

It is evident from this analysis that the theory of excellence and the techniques used in relation to it are not subordinate to the fundamental policy declared by the Association. The principle that institutions will be evaluated in terms of their aims and objectives is clearly not involved in the formal structure of the Procedures as set forth in the reports available.

CHAPTER THREE

THE AIM AND INSPECTION PROCEDURE

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It has been shown that the principle of the aim has not been embodied in the formal structure of the accreditation procedures. Instead a statistical scheme has been built up which, under normal circumstances, will determine the status of institutions.

It is only when an outside institution seeks accreditation, or a member institution is being considered for retention, or dropping, that it comes under those special conditions which express the full procedure of the Association. It is only, therefore, during the process of inspection that consideration can be given to the special aims of institutions. The question is, does the Association at such a time really evaluate institutions on the basis of their aims? Is the principle of the aim, ignored in the formal structure of the procedures, acknowledged and applied in the inspection process?

It is important to remember that no special changes were made in the organization of the Association to facilitate and guarantee the actual execution of the procedures according to the basic policy and in the spirit of the new

approach to accreditation.

(Zook, G. F. & Haggerty, M. E., Principles of Accrediting Higher Institutions, p. 144 f)

The present organization goes back to 1916 when the one commission on Accredited Schools and Colleges was changed to become three commissions: (1) Commission on Institutions of Higher Education, (2) commission on secondary schools, (3) commission on unit courses and curricula. The accrediting of colleges was the responsibility of the commission on Higher Education.

Since 1927 the work of actually passing on individual cases of accreditation has been delegated to a committee of the Commission on Higher Education called the Board of Review. Moreover, in 1928 the constitution was revised to give to the Executive Committee, instead of the entire Association, final authority in approving accredited lists.

(Zook, G. F. & Haggerty, M. E., *Ibid.*, p. 30)

When, therefore, an institution is under consideration its case is first of all submitted to the Board of Review.
 . . (1). This Board has an inspection made and on the basis of the inspection report and with other information before it

(1) This procedure was that followed prior to 1934 and is based upon the Constitution of the Association. There is no indication of any fundamental change in organization or in this part of the accreditation procedure in view of the new program.

recommends to the Commission on Higher Education which in turn refers the matter to the Executive Committee for final action. . . (1).

(Zook & Haggerty, Op. Cit., p. 30)

Theoretically the Commission can discuss the case and make its own recommendation. Actually the recommendation of the Board of Review is usually carried without either question or debate and thus the action of the commission has become largely a matter of form. . . (2).

(cf. Zook and Haggerty, p. 50)

The institution has the right of appeal from the action of the Board of Review and the Commission but the hearing is before the Executive Committee alone and this body has final authority.

(North Central Association Quarterly, Loc. Cit.)

(1) "The Executive Committee shall receive and report the list of members. It shall receive the approved lists prepared by the Commission on Institutions of Higher Education and the Commission on Secondary Schools, shall pass on these lists, and shall cause them to be published. The Executive Committee shall have final authority to hear and determine appeals, if any, against the findings of these Commissions in the approval of schools." (North Central Association Quarterly, April 1935, p. 393)

(2) "The fact is clear . . . that under the old procedure, the secretary and the Board of Review exerted the predominant influence in deciding questions of accrediting; the inspectors ranked next; while the Executive Committee exercised very little authority and the Commission none at all." (Zook, G. F. and Haggerty, M. E., Principles of Accrediting Higher Institutions, p. 52)

In the new program it is proposed to take this organization and procedure and fill it with a new spirit and purpose. The inspectors and the Board of Review are no longer to be judges meting out penalties but friends and counselors of the institution offering friendly advice and reliable guidance in solving the problems of the college.

(North Central Quarterly, October 1934, Vol. IX,
p. 176)

Much more importance, therefore, will be attached to the work of the inspectors than heretofore, while it is not intended to create a special staff to give effect to the new policy of inspection, increased care will be given to the selection of inspectors. It is expected that only men will be chosen who are mature, competent, actively engaged in the development of a first rate institution, and with sufficient inspection experience to enable them to form sound judgment regarding educational quality.

(Ibid., p. 185)

It is to be the rule, also, that instead of one inspector visiting an institution for a single day as had been the custom heretofore, two or three inspectors will visit an institution for at least two days. They will gather information and record their combined impressions of the

intangible assets of the institution. . . (1).

More facts will be obtained from institutions than under the old requirements. Each activity of the institution covered by the topics of the pattern map, is to be rated upon Score Cards. These specific data will enable a general view of the institution to be had based, not merely upon vague impressions, but having definite factual justification.

With this data and the information schedules already returned by the institution the inspectors must make a comprehensive judgment of educational worth in view of declared aims. This judgment will combine the factual data with the impressions received during their visit to the institution. The revised Manual states:

"It is not intended that the examiner's judgment will be determined wholly by the factual data available. It is his function to evaluate these data as accurately as possible, but in his inspectional contacts he will gather numerous impressions of existing conditions of a less objec-

(1) The recognition of intangible factors is an important part of the new program. Thus Wriston says: "An effort is to be made to give proper recognition to intangible values. Time has shown that some institutions display so much alertness, ingenuity, resourcefulness, courage, and intelligence, that they are able to do significant things with inadequate materials, whereas others with the finest of tools are so deficient in workmanship or in the spirit of their craft that the expenditure of money and energy for materials produces no commensurate results." (Wriston, Henry M., The Search for Values Through Accrediting Agencies, Bulletin of the Association of American Colleges, Vol. XX, March 1934, p. 99)

tive and less tangible character that have a bearing upon the character of the institution. In the light of his total knowledge and impression of the institution, it will be his duty to form a judgment of the competence of the institution as an agency for the higher education of youth. It is this composite judgment of the educational competence of an institution rather than the meticulous conformity to detailed criteria that should be the basis of the recommendation to the Board of Review. (Manual, Operation of the Accrediting Procedure, p. 8)

(See also (Zook, G. F. & Haggerty, M. E., Principles of Accrediting Higher Institutions, p. 128)

It is evident that even in this sort of procedure the quantitative data will play an important part. The filling in of Score Cards cannot but cause an undue emphasis upon details which should be, perhaps, disregarded in view of other more significant facts of institutional excellence. An example of the way in which details are emphasized through the use of the Score Card is given in the following illuminating experience related by one of the inspectors:

"We had come to that item in Score Card A having to do with the Organization for the Maintenance of Student Discipline. It says: 'If authority is lodged in a faculty or a faculty-student committee which does not include any persons responsible for giving personal counsel to students, give 75 points; if such a committee is used but does include personal counseling officers, give 50 points; if discipline is entirely in the hands of executive officers, give zero points.' The president explained that he assumed the major responsibility for most cases of discipline whereupon the examiner stated that he would have to score the institution zero on this particular point. The president replied that he just couldn't agree with an educational philosophy that displaces the authority of the

kindly and sympathetic father in his own household."

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- 1 Latham, O. R., Application of the Statement of Policy, North Central Association Quarterly, Vol. X, January 1936, p. 316
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While admitting that probably the organization recommended in the Manual is the best arrangement for dealing with cases of student discipline, nevertheless as the question is actually dealt with on the score card deviations are scored meticulously and no consideration apparently is given to the fact that some other arrangement might be commendable in a particular situation.

In the spirit of the new procedures should the real question not be: Is discipline effectively carried out in this institution? The guiding consideration surely should be that certain things are accounted for - that they are done but not exactly how they are done.

It may be that with training the inspectors will learn how to treat the factual data as merely supplementary to judgment but it will always be exceedingly difficult to modify conclusions based upon objective data so laboriously and meticulously gathered in favor of more intangible but otherwise significant impressions of institutional excellence.

When they have reached a conclusion regarding the character of an institution the inspectors then write a report to the Board of Review stating their decision and making a

recommendation. They support the recommendation by giving a summary of their findings both for and against the institution, and the facts that led them to their decision.

The Board of Review must make a similar judgment with the data of the pattern map and the report of the inspectors before them. The Board then makes a recommendation to be presented to the Commission on Higher Education of the Association and the standing of the institution is accordingly determined.

Both the inspectors and the Board of Review are expected ultimately to decide the status of an institution on the basis of judgment and not merely by statistical data. This is clearly the intention of the Association: . . . (1).

"In the new process the inspectors and the Board of Review will have to weigh and evaluate the comprehensive information before them and the impressions secured through personal inspection, not in terms of a general principle or ideal, and thus through the process of judgment arrive at a conclusion as to whether an institution should be accredited or not. There is no other way, fallible as it may be occasionally. Nevertheless, experience in and out of the Association shows clearly that

(1) "In other words, no matter how excellent may be the objective measures of institutional facilities, processes, or results, the element of judgment as the qualities of an institution continues to be of very great importance."

(Zook, G. F., Work of the Committee on Revision of Standards for Higher Institutions in the Association, The North Central Association Quarterly, December 1932, p. 293)

(Op. Cit., September 1933, p. 240-242)

it can be done both accurately and justly."

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- 2 Zook, G. F. & Haggerty, M. E., Principles of Accrediting Higher Institutions, The Evaluation of Higher Institutions, p. 128
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Since this act of judgment is an integral part of the inspection process, an examination of this process should reveal whether the aims of the institution are really determinative elements in forming the judgment and in controlling the inspection results.

In the light of the foregoing facts about the process of inspection it is to be expected that:

1. The new approach to the inspection of institutions will manifest itself in the reports made by the inspectors upon institutions visited since the New Procedures went into operation.
2. It will be evident from the reports of the inspectors that they are aware, in each case, of the aims of the institutions they inspect and that final evaluations of institutional life are now made in view of declared objectives.

In 1936 several institutions were dropped by the Association including a number of Church-related colleges. . (1).

(1) In 1937 only one college was dropped. This institution refused to co-operate with this study. (North Central Association Quarterly, July 1937, p. 64)

(North Central Association Quarterly, July 1936,
p. 50)

Access was obtained to the reports rendered by the inspectors in the case of three of these four-year institutions. Their identities are on file in the office of the Graduate School at Marquette University.

It is not within the province of this discussion to consider whether the institutions concerned presented acceptable aims or not nor whether they were worthy of accreditation or not. The question is simply whether in forming a judgment about them and appraising their worth it is evident there really is a new approach to inspection and whether, from the actual reports of the inspectors, the principle of the aim is given the place which the Association claims for it.

The reports of the inspectors upon these institutions will now be examined for the purpose just stated:

INSTITUTION X

The most recent statement of the aims of this institution was prepared by a faculty committee (1934). It reads:

"Americanizing the Christianizing foreign groups in America by bringing the more promising of their youth into daily contact with the choicest of American young people and thus training them for leadership among their own people.

"Maintaining, through the Seminary and the School of Religious Education, a Graduate School of Christian Religion for the adequate preparation of young men and women for Christian service in the rural middle west and the National Mission fields of the Church.

"Conducting definite religious activities in an effective way, including a splendid Religious Education course which provides training for college students.

"Standing for religious education which prepares a life for the most abundant living and the greatest service with Jesus Christ,"

No suggestion is given as to what these things mean exactly nor as to what was being done about them.

The institution was examined in March 1936. The inspectors evidently had access to the statement of aims and the report reveals that some consideration had been given to them. It says:

"The University of 'X' has had a long and impressive record of service. Special emphasis has been laid upon two inter-related objectives, as follows:

- a) Training for an intelligent and enlightened Christian leadership, and
- b) An Americanization program especially adopted for foreign students or students of foreign extraction as well as for American born students, which should prepare them possibly for work in religious education, but any case, for Christian leadership."

(p. 1)

The examiners felt that, due to financial conditions, the aims of the institution should be modified. On this point the report states:

"There is immediate need for considerable funds. It is probable that if the funds are raised, there

will be need of a change in the announced objectives of the University, the creation of a new constituency, an increase in Faculty Salaries, a strengthening of the present Faculty, and a complete refinancing program."

(p. 4)

Apparently this question had been discussed with the administration and they had promised that the objectives would be changed. This is confirmed by paragraph two of the Summary which is given in full in this review of the report. The paragraph reads:

"Officials of the University allege that they are prepared to radically modify the objectives of the University in order that conformity with changing educational demands may be affected."

The report itself, however, does not specifically indicate in what way the objectives are incompatible with modern educational standards. And no guidance is offered, in the report, as to how this particular situation might be remedied.

The various aspects of institutional character are discussed following closely the items of the pattern map: Faculty, Curriculum, Instruction, Library, Induction of Students, Personnel Service, Administration, Finances, Plant, etc.

In the discussion of these questions statistical ratings are frequently quoted so that the impression is created that the inspectors were considerably influenced by these facts rather than by their own independent judgment of institutional worth.

While a definite factual basis may be legitimate and

necessary for the forming of a judgment nevertheless the spirit of the new inspection program should surely manifest itself in a more significant treatment of institutional characteristics than the mere enumeration of favorable or unfavorable criticisms such as is here given.

It is not necessary to reproduce the statements made upon the various phases of institutional activity. This is covered sufficiently in the following summary which is a part of the report and gives the reasons for the recommendation that the institution be dropped from the accredited list:

"The future of the University of 'X' is uncertain. Its century of educational achievement, based upon a recognized and even outstanding idealism, has unfortunately been forced to give way in part to financial pressure and to changing educational objectives. This pressure has affected the accomplishment of the University as an institution for higher education. Since the Examiners view it as their function to report upon the present condition, they regret that they cannot do otherwise than to recommend that the University of 'X' be removed from the accredited list. This motion of the Examiners is based upon the following considerations:

1. The financial situation of the University of 'X' is critical.
2. The newly appointed President, although he has served as a part-time instructor in the University for approximately nine years, has not had much first-hand and intimate contacts with the administration of an institution of higher learning. Thus he may be unable to elicit the confidence of professional circles in his capacity for educational leadership.
3. The financial condition of the University has had a pronounced adverse effect upon the

4. The curriculum of the University is limited and in some details, inadequate.
5. The program for personnel study of the students, while conforming in its mechanics to general accepted methods, lacks interpretation and application to educational procedures in dealing with the students as a group or as individuals.
6. Due to financial strains the salaries of the Faculty members are said to be about one-third below average salaries and the University is in arrears with the payment of these salaries.
7. The University of 'X' has given little, if any, evidence that methods of instruction are a matter of serious administrative concern.
8. The policy "to save through individual help rather than to discharge" in dealing with the deficient student is somewhat overemphasized. It is believed by the Examiners that it is not in accord with sound procedures.
9. The University has been unable to develop any plans for leaves, insurance, or retirement, and recreation for its Faculty members.
10. Research is not regarded as one of the functions of the University.
11. The main building which is used as a boys' dormitory is undesirable for its purposes and is being carelessly maintained.
12. Routinized methods in instruction, grading, examination procedures and record keeping are maintained at this University.
13. The growth of the Library does not appear to have been effectively promoted. The Library contains few bound periodicals; it is inadequately staffed; its stacks are not all fire-proof; it is crowded; the reading room space is inadequate for the student body; and accessions are not well balanced with reference to departmental distribution.

14. The science laboratories are unimpressive and inadequate. . They are not kept in good condition and afford relatively little evidence that they serve the purpose of effective educational instruments.
15. The Summer School as organized and conducted at present does not seem to be a matter of serious administrative concern.

In contrast to these foregoing considerations, the following features of this University must not be overlooked by the Board of Review of the North Central Association in its attempt to arrive at a sound judgment concerning the accreditation of the University of 'X'.

1. The University of 'X' has been conducted with high idealism for more than a century - sometimes under circumstances which required the utmost courage and determination.
2. Officials of the University allege that they are prepared to radically modify the objectives of the University, in order that conformity with changing educational demands may be effected.
3. A new president has been appointed who, although his background has been largely financial administration, has merited the goodwill of the clientele of the institution and of the Faculty members. He has infused into all the friends of the University a confidence of his capacity to reorganize the University.
4. The Faculty members are mature and have had long teaching experience as well as preparation in special fields, which would ordinarily be considered guarantees of superior teaching.
5. The girls' dormitory, the chapel, and the commons must be regarded as expressive of the University's desire to put proper facilities at the disposal of its student body.

The judgment of the Examiners on the University of 'X' might be briefly expressed as follows:

The University of 'X' is at present in serious financial straits. This inadequacy of financial support is perhaps responsible for the fact that

the level of its educational activity is below the average of schools of its size. A measure of hope has been created by the coming of a new President. Only the future can tell whether or not the new President will be able to meet the needs of the University, dependent as they are upon improvement of the financial situation and whether, if the financial situation improves, he will be able to give leadership. In any case, the Board of Review are advised that in the judgment of the Examiners, a reinspection of this University in a year or even two or three years would be unfair to the institution. It is too much to expect any educational leader to bring about within a short period of time those changes which will be necessary to bring this University to a creditable level of educational excellence."

It can readily be seen from this summary that the institution was recommended for exclusion from the membership of the Association because of apparently unsatisfactory conditions in several aspects of its program. Included in the indictment are many details which are made to count against its approval by the Association. Not one of these conditions, however, is discussed in relation to aims. In fact, apart from the reference to the necessity for a change in aims for unstated reasons and the promise of the institution that necessary changes would be made, the report offers no further evidence that the objectives were involved in the evaluation of the institution.

INSTITUTION Y

The statements of aims submitted by this institution and available for inspection purposes includes a statement

presented by the curriculum committee in 1933 and published in the catalogue in 1934. It says:

" 'Y' was founded . . . as an institution of higher learning 'in which may be obtained an education enlightened by the precepts of the Bible and the life of Jesus Christ'. In view of this statement of purpose, as embodied in the charter, the curriculum is so arranged as to promote 'physical excellence, intellectual growth, and moral character'. To attain these aims of an integrated Christian character the curriculum provides for cultural rather than for professional training. The course of study, however, is sufficiently broad as to enable students to secure a sound foundation for professional training in various fields of human endeavor."

It will be noted that the underlying statement of purpose specifically emphasizes training in the Bible and also that the curriculum, in the intentions of this institution, is arranged to give effect to this fundamental purpose.

The question at issue regarding this institution is not whether it has presented adequate aims, whether it has made adequate provision for them or whether it is worthy of accreditation but solely whether the inspectors in forming a judgment about it had the aims in mind and evaluated its activities in terms of them.

This institution was inspected in April, 1936, after having been inspected in 1935 and found to be below the tenth percentile rank in the following items:

"Reference books, periodicals, expenditure for books, library salaries, expenditure per student, and stable income."

The report criticizes several aspects of the life and work of the institution but does not mention the aim in connection with them. The only mention of the aim is a mere reference to the historical beginnings of the institution. This is found in the recommendation given at the conclusion of the summary in this study.

The truth is that the institution is actually condemned for offering so much Bible in its curriculum in spite of the fact that the statement of the aim, as has been shown, specifically mentions the central place of the Bible in the courses of study.

The criticism of the report on this point is as follows:

"The offerings of several departments. . . lack balance. For example, forty-six hours are offered in Bible and Religion, thirty-five hours in speech; twenty-seven hours in sociology; and twenty-eight hours in history."

(Report, p. 6)

There is, perhaps, a lack of balance in the curriculum of this institution but the question really is on what basis to criticize this fact, especially regarding hours offered in Bible, in view of the stated aim of the institution on this question as already cited. If aims are to be the ultimate basis of approval, as the fundamental policy of the Association asserts, then the institution cannot be condemned for doing what it asserts is its fundamental purpose.

The institution is criticized also on another matter that is significant from the same standpoint. The church school that takes its distinctive purpose seriously may feel forced to recruit its faculty from a somewhat narrow group of institutions whose product will be deemed more desirable from the denominational standpoint. This procedure may well cause such institutions to choose narrowness of training in preference to breadth of faculty representation. Yet this college was criticized for doing this very thing:

"In recruiting its faculty the college is inclined to choose those who have had their training in certain colleges. Of the twenty-five members of the faculty listed in the catalogue, May 1935, five hold Bachelor's degree from Sterling College; five from Juskium College; two from Tarkio College; and one from Monmouth College."

(Report, p. 4)

The point here is not the question of advanced training but of the narrow range of the undergraduate institutions represented.

While it will be conceded that ordinarily the diversification of degrees amongst faculty is a valuable and important thing, may not the deviation from this rule be justified in the case of a college with a definite denominational objective? The institution is merely being consistent with its fundamental purpose, yet the report mentions no exceptions or extenuating conditions. It does not suggest that the aims of the institution have any bearing upon this

point.

Since the discussion of aims does not enter into the report on this institution, on what basis was the recommendation of the inspectors made? T2376

In order that the matter may be comprehensively understood the actual summary of the report of the inspectors is herewith presented:

ELEMENTS OF STRENGTH

1. Through a most trying period the Faculty has evinced a spirit of singular loyalty and devotion toward the college.
2. Marked attention to the individual student is made possible by a satisfactory student-faculty ratio.
3. President _____ came to the college at a difficult time. In the short period of his administration since 1933 internal harmony has been brought into the college and the college has won the respect and confidence of its constituency.
4. The administration and Faculty have been eagerly studying the entire program of the college in the last three years and have already considerably reworked the curriculum.
5. The endowment funds of the college seem to be administered in an efficient manner.

POINTS OF WEAKNESS

1. The training of the Faculty is below what should obtain in an institution of higher education.
2. The Faculty salaries are pitifully low; the score on this item is equivalent to a percentile of 0.
3. Certain essential conditions necessary for the maintenance of faculty morals, growth, and efficiency - such

as a system of leaves and plans for retirement and insurance - are totally lacking.

4. The wide range of courses for which each teacher is responsible necessarily results in a dissipation of his energy and a superficial treatment of subject matter.
5. The percentile ranks of the college on the Library items of reference books, periodicals, and expenditures for books are 9, 1, and 1, respectively. These are convincing evidence that the facilities of the Library are totally inadequate for a program of higher education.
6. The entire program of student personnel service needs further development. The following items in the program are especially weak:
 - a. The orientation of students.
 - b. Promotion of scholarship.
 - c. Health service.
7. The accounting system and purchasing procedure are in need of revision.
8. The budget is inadequate from the standpoints of form and efficiency of administration.
9. The corrected expenditure per student for the fiscal year of 1934-35 was \$92.27, which is equivalent to a percentile rank of 2.
10. The weighted income per student from stable sources for the 1934-35 fiscal year was \$95.05 which is equivalent to a percentile rank of 3.
11. The physical plant is inadequate for the housing of a program of education of collegiate grade. The classrooms, laboratories, and library are especially uninviting and poorly equipped.
12. The Physical plant is operated without sufficient personnel. Even though allowances were made for the fact that the college is located in the dust storm belt, it was impossible for the Examiners to overlook some of the uncleanness. The College needs competent, full-time janitorial service.

RECOMMENDATION

Although the Examiners of 'Y' College fully understand the legitimacy of the objectives which led to the establishment of 'Y' College as an institution of higher education for the young people of the _____ Faith and are also fully cognizant of the valued contribution which the College has made over a period of years to the cause of Christian education, nevertheless their measured consideration of the present educational program of the College compels them to recommend that the accreditation of the College by the North Central Association be discontinued.

While this may be considered a weak institution and perhaps worthy of serious criticism by the Association yet the point is that it does not appear from the report that objectives were weighed by the inspectors in forming a judgment according to the definitely declared policy of the Association. In fact the institution is severely condemned for conditions which in the light of declared objectives may bear a somewhat different significance.

It is more apparent that statistical considerations were involved in the ultimate evaluation than that the inspectors were concerned at all with the basic character of this institution. Certainly the evaluation of it presented in this report shows no recognition of aims in the conclusions drawn.

INSTITUTION Z

In 1934 the faculty of this institution announced the following statement on aims and objectives:

"For a number of years individuals and groups have been studying other college experiments, educational books and articles, and the special condition at 'Z' College with a purpose of making improvements in this college. At the beginning of this year the faculty committee on Educational Program undertook the task of a self-survey of the college with this end in view. The committee has to date drawn up a list of college aims as the first step in this project. These aims or objectives are still subject to modification as the survey proceeds. At present they are as follows:

- a. To guide the student in the development of a wholesomely integrated personality.
- b. To develop worthful health attitudes, knowledge and habits, both physical and mental.
- c. To lead him in making satisfactory adjustments in normal social relations.
- d. To make increasing provision for work with individuals, with emphasis upon the adaptation of curriculum to special cases, vocational guidance, and the facilitating of contacts with specialized help in cases of physical, moral, emotional, or mental illness or maladjustments.
- e. To prepare and administer criteria for estimating student growth, which include not only academic achievements, but also.
- f. To initiate the student into the creative experience of sharing intelligently and appreciatively in the great cultural experiences of the race (in science, literature, art, drama, music, philosophy, religion, etc.)
- g. To lead him in the development of personal and social resources for the constructive use of leisure time.
- h. To guide him into an understanding of, and actual experience in the application of, the scientific attitude and method.
- i. To lead him into the actual practice of creative, reflective thinking in his solution of important issues.

- j. To guide him in the development of an intelligent, socially constructive, ever-expanding philosophy of life.
- k. To initiate him into the experiences of sharing responsibility through co-operation in the democratically-controlled life of the college community.
- l. To lead him into an intelligent understanding of the major aspects and problems of our modern civilization.
- m. To guide him into active participation in the task of the continuous and intelligent reconstruction of the social order, including such areas as the family, recreation, economics and industrial life, government, inter-racial and internal relations, etc.
- n. To organize and administer the entire life of the college community in such a manner as to provide a unified educational experience for the student.
- o. To make the college community:
 - 1. Educating itself through a program that includes all the activities of the campus.
 - 2. Trying to be as nearly self-sustaining as possible.
 - 3. Striving to learn the technique of, and to acquire the habits of, self-government.

This material was, of course, available to the inspectors who examined the institution in April 1936. Their report reveals that, on the whole, they took a sympathetic attitude towards the problems of the institution and apparently gave some consideration to its aims.

The report quotes a number of the objectives and in Section II makes the following comment on some of them:

"The faculty has formulated an elaborate statement of twelve 'general objectives' which has not yet been published. The expected results of the 'Z' Plan obviously were in mind when the statement was prepared. It is a bit rhetorical but means essentially that the student during his college course is to be initiated and advanced as far as possible into a process of balanced personal development and effective adaptation to life in all significant forms of expression. The statement doubtless will be useful to the faculty, at least in the sense of motivation; and, in time, specific values may emerge from the attempt to apply it."

While the objectives of the institution are thus given recognition no further reference to them is made anywhere else in the entire document. And although several aspects of the institutional program were called in question by the inspectors in no case is there an evident attempt to show the operation of the principle of the aim in connection with their evaluation.

The items upon which the inspectors based their recommendation are sufficiently covered in the following summary which was an integral part of the report:

SUMMARY

ELEMENTS OF STRENGTH

1. The most significant claim to individuality is the 'Z' Plan, whereby students may earn their living. The plan appears to be operating fairly well. Its significance for the College and for higher education is not yet fully apparent.
2. The Faculty has taken a commendable interest in the educational program of the College, as is shown by the definition of objectives that it has formulated and the revision of the curriculum that is in progress.

3. Some of the members of the Faculty, more generally those who have taken their advanced degrees comparatively recently, have continued their graduate study during the summer vacations.
4. The curriculum shows improvement in organization, particularly for purposes of general education. This has been achieved by the introduction of the divisional plan of organization and by the development of integrated general courses has been made in the Social and Physical Sciences.
5. Commendable steps have been introduced for the improvement of instruction. There is little indication as yet, however, that these steps have produced any significant results.
6. The records in graduate schools of graduates from the College have generally been good.
7. The Library resources in terms of books, general reference works, and periodicals are reasonably good. They appear to be well administered.
8. With the exception of physics, the science laboratories meet minimum requirements for the present offerings. The home economics laboratory excels most of the others both in equipment and in the standards of "housekeeping" maintained.
9. The orientation of new students is fairly well organized.
10. A desirable first step has been taken toward coordinating the student personnel service in the appointment of a Director of Personnel.
11. The control and general administration of the College are satisfactory with the possible exception of a dual form of administration in which the Business Manager is appointed by the Board and is directly responsible to it. In actual practice, however, he regards himself as responsible to the President.
12. The accounting and business procedures are well managed.
13. A commendable approach to the administrative and instructional problem has been made through institutional studies. While the studies are not especially thoroughgoing, direct use has been made of the results.

ELEMENTS OF WEAKNESS

1. The Faculty, particularly those members who have been in the service of the institution for a number of years, has not kept up professional study and participation in professional organizations to the extent that might be desired.
2. Little that is favorable can be said regarding the conditions of Faculty service. The salaries are low; the teaching load in several cases is too heavy; and there are no adequate provisions for leaves of absence, for retirement, or for insurance.
3. The quality of instruction, on the whole, can be improved considerably. More of the instruction falls below the standard of quality usually found in institutions of this type than is desirable in a college that holds membership in the North Central Association.
4. The physical facilities of the Library are inadequate and the fire hazard to the Library in its present location is unusually high.
5. The physics laboratory is limited in equipment. Some of the laboratories give evidence of poor "housekeeping".
6. The student promotion program might well include more provisions for pre-college guidance.
7. The student-personnel program has not advanced far enough to be considered really effective. It is limited in that the personnel functions are still distributed somewhat miscellaneous among administrative officers and Faculty members, without clearly defined lines of administrative responsibility. The program is weak in educational counseling, particularly in the diagnostic and remedial aspects, and in the amount of financial aid available to students as well as in the administration of the aid. While the health service shows marked improvement, it still lacks in certain important points.

The administration of part-time employment other than the work plan and the placement of graduates can be improved.

8. The financial situation, though improved since the survey two years ago, is not very encouraging. A detailed statement supporting this conclusion appears in the body of this report.

9. The plant as a whole is unattractive and not wholly satisfactory. Detailed items on this point need not be repeated here.
10. The program of physical education is weak in the areas of health service to men, particularly athletes; in remedial exercises; and in physical education for all men. The program for women is much better in these respects.

CONCLUSION

The preceding discussion indicates clearly that 'Z' College is a borderline case. It is very good in some features and very poor in others. As Emerson said, even virtue is like to be, it is spotty occasional and not the same clear through the piece." Judgment of the College is peculiarly difficult and is likely to be regarded as too lenient or too severe according to the features upon which attention is centered.

If the College were not on the accredited list, the Examiners would be ready to recommend that it be not admitted. Too many things need to be done before it can be regarded as a really "standard" institution of higher learning. Some of the improvements are now in process, but there are others which appear not to be contemplated and perhaps not understood.

On the other hand, it should be noted that definite progress in a considerable number of things has been made since the survey of two years ago, and there is reason to think progress will continue. To drop the College from the accredited list would almost certainly result in serious discouragement that might destroy some of the gains already achieved and certainly would retard the desired developments. The issue appears to be this: What in this present situation will best serve the cause of education? The Examiners feel that with the facts herein presented the Board of Review is best qualified to make the answer."

While the inspectors could not reach a conclusive judgment about this institution they did suggest that it be retained on the accredited list. They make it clear that it was their conviction that such retention would tend to

encourage and conserve gains being made by the institution and that dropping it would have possible deleterious effects.

In spite of this attitude on the part of the inspectors the Board of Review overruled the suggestion and the institution was dropped from the accredited list.

(North Central Association Quarterly, July 1936,
p. 50)

It is difficult to see in this situation the evidence that a new spirit prevails in accreditation procedure. If the principles and spirit of the revised procedures are to be really significant influences in accreditation policy surely the institution should be given the benefit of the doubt and especially in a case where the inspectors recommend retention. Such an institution should be given an opportunity to improve under the protection and guidance of the Association and within its membership.

Moreover, while both favorable and unfavorable comments on this institution are given no evidence is recorded that the various characteristics were studied in relation to objectives. To be sure it can be claimed that the institution did not offer clearly defined aims or values among aims for the guidance of the Association. But the point here is that the institution is evaluated apart from aims contrary to the policy of the Association.

CONCLUSION

It may be that these inspections are not typical of the new program but they were made two years after the program went into effect and might reasonably be expected to represent its approach to accreditation. If they do not then the institutions should scarcely have been dropped on the basis of them.

The foregoing discussion of the three actual inspection reports is, therefore, justifiable and suggests the following statements by way of conclusion:

1. While the question of aims may have been discussed orally and informally with the administration in each case, it is reasonable to expect that the reports would offer recorded testimony of the operation of such a radical principle as that of the aim. If institutional characteristics are to be evaluated finally only in relation to aims surely there should be more trace of this fact in these actual cases of inspection.

Nowhere is it clearly evident that evaluations were made in view of aims. Where in the appraisal made of these institutions, is the promise fulfilled that objective facts would be modified by subjective judgment; that details would be ignored in the impression made by the institution as a whole; and that principles rather than standards would prevail?

As a matter of fact the conclusions reached regarding these three institutions and the methods pursued might have been the same if the principle of the aim had never been enunciated and the Association had never committed itself to its application.

2. In each report the topics of the pattern map are usually followed in the discussion. The frequent reference to ratings, also, suggests that the various correlations for excellence were extensively used. The question again arises as to whether the institutions were not simply rated statistically in their various characteristics and thus judged in relation to others in the Association.

Granted that the statistical material may be of value to the inspectors in arriving at "an informed judgment" it is a difficult and yet a serious question to decide whether the judgment was in any sense independent of the statistical aids or merely identical with them. Were these institutions evaluated ultimately in terms of their aims or were they rated according to the norms of excellence obtaining at the time? Was the result a judgment of inherent worth or of relative status? Was the statistical device subordinate to fundamental policy?

So far as the reports are concerned the evidence indicates that the verdicts were reached through considerations that took no account of aims as the determinative element in evaluation. The aims apparently played no decisive part.

3. The conclusion is inevitable that there is no tangible proof of a new spirit in inspection and accreditation procedures or that the institution, for all of its activities, can be certain of evaluation in terms of its objectives.

The principle of the aim is not embodied in the inspection process as expressed in these actual instances and as defined in the fundamental policy of the Association.

CHAPTER FOUR

THE APPLICATION OF INSTITUTIONAL AIMS IN ACCREDITMENT

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It is necessary at this point to summarize the material presented so far, to note a few additional provisions and to attempt a constructive proposal for the consideration of the North Central Association to make possible the consistent and effective use of aims in accreditation.

SUMMARY

It has been shown, in the preceding chapters, that the principle of the aim is part of the fundamental policy of the new program of accreditation yet it has not been made a part of the actual structure of the procedures nor of the process of inspection by which institutions are recommended for accreditation. On the contrary the program of accreditation has been, in practice, committed to techniques of procedure which do not involve the use of aims according to the fundamental policy of the Association.

It should be recognized that the new procedures represent, on the whole, an advance in the evolution of effective

accreditation provisions. The amount of constructive criticism, earnest enquiry, painstaking research involved in producing the present program represents the serious efforts of educational leaders to produce accreditation principles that will be effective and significant in the improvement of higher education.

There now exists, for the first time, in the literature of the Association the official recognition of and commitment to important principles which are sure to bring radical changes in accreditation methods as their meaning and implications are more clearly understood.

The position taken, also, in the fundamental policy regarding the use of aims is sound and ought to be put strictly and seriously into effect by the Association in accordance with its pledge and declaration.

USE OF AIMS

The importance of aims in accreditation depends, in the first place, upon their significance for the educational process itself. Educational leaders have been searching for satisfactory aims for the educational enterprise and the recognition of their necessity and value receives growing emphasis in modern educational thought. It is increasingly felt that "education is a matter first of all of aims, and then of procedures, equipment, personnel, and perhaps other factors for attaining aims."

(Fraser, M. G., The College of the Future, p. 5)

The use of aims in accreditation, therefore, derives its significance from this necessity for them in the successful conduct of education itself. In both situations aims determine the meaning and the value of the process of education. To appraise an educational activity, as has been shown, it is obviously necessary to know first of all what it is designed to do. If, therefore, the consideration of aims is left out of the accreditation program its success so far as actual institutional evaluation is concerned is open to question. This position regarding the necessity for aims in accreditation is taken by leaders of the revision movement themselves. For example, Haggerty says:

"It is necessary to carry into the evaluation of every characteristic and activity of an institution the question, 'To what degree does this practice of quality harmonize with the accepted aims of the institutions?' When this is done, the full value of purposes will be realized in judgment as to the quality of an institution."

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1. Haggerty, M. E., The Educational Program, The Evaluation of Higher Institutions, p. 122
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And President Capen, one of the severest critics of the previous standards, specifically mentioned the necessity for, first of all, determining institutional aims before accreditation should be attempted. He criticized the accrediting

agencies for neglecting this fact. . . (1).

The case of the Christian institution can only be satisfactorily interpreted or evaluated by a comprehensive body of aims which view education, not merely in terms of academic scholarship or its significant physical accompaniments but in terms of a quality of life and character. This places upon education a responsibility for aims which are not strictly academic in character but are significant for life. If this conception of education is valid then these aims should be recognized.

That the Association recognizes non-academic aims is clear from the Manual and it is a source of encouragement to church-related institutions. These colleges have felt that accrediting agencies have not, in the past, given sufficient recognition or encouragement to their distinctive purposes as valid constituents of an effective

(1) "The confusion and much of the bitterness that have followed the attempts to measure institutions are due to the fact that the point is commonly ignored. Let me restate it. The success of a social institution - even that small modicum of success that justifies the institution's continued existence - can be estimated only in relation to its purpose." (Capen, S. P., Vital Educational Measures Applicable to College, Bulletin of the Association of American Colleges, March 1932, p. 48)

educational program. . . (1).

It is evident, now, that in committing the accreditation program to the basic policy of the recognition of aims the Association is giving prominence to aspects of accreditation which are entirely essential to realistic evaluations.

Since also the principle of the aim is an integral part of fundamental policy the Association must see to it that it is actually carried out and that all techniques and devices, whatever their importance otherwise, are subordinate to this fundamental policy. If the Association is serious about this principle it must satisfy the obligations involved in its complete application.

This will mean that the Association must make aims central in the evaluation of all aspects of institutional character. The competence of the faculty, its organization and conditions of service, for example, would be considered in relation to aims and their status determined accordingly. An institution might prove unworthy of accreditation under these conditions but it could not be condemned, for instance,

(1) "These great standardizing agencies have done much good by building up the financial and scholastic standing of Christian schools. They have done inestimable harm in their failure (perhaps inevitable) to recognize and to demand other things than financial endowments, doctors of philosophy, books in the library, and teaching in determined fields. They have failed, for example, to recognize that the principal output of a college, and its far more important output, is not trained minds, but disciplined lives, graduates of character who will be honest and wholesome and constructive in their later lives." (Hites, L. T., The Effective Christian College, p. 113, 114)

for recruiting faculty within somewhat narrow limits if its aims made this desirable or imperative.

(See Institution "Y", Chapter 3, p. 83 f)

With each aspect of the institution's character reviewed from the standpoint of aims it would greatly alter the character of inspection reports.

An institution would not be criticized in an inspection report for offering courses in Bible - not raising here questions of the quality of the course - when its curriculum was designed to reflect institutional purposes which put the emphasis upon Biblical training. The institution might be academically weak but the fulfillment of its legitimate purposes could not enter into its indictment before the Association unless the purposes themselves were judged unacceptable to begin with. The criticisms would then be upon the nature of the aims and not upon the attempt to fulfill them. This criticism was not made in the report.

(cf. Ibid.)

It is not intended to make the fulfillment of religious or other aims an excuse for poor scholarship conditions but it is meant simply that the total worth of the institution should be appraised in terms of the aims which the Association itself has recognized as the basis of classification.

It is necessary at this point to distinguish between aims as co-ordinate and aims as determinative in accreditation.

Haggerty has laid the basis for this distinction when he showed that the evaluation of institutional aims made by the Association did not cover what was claimed in the fundamental policy. According to the latter the features of an institution are "subordinate to and not co-ordinate with objectives."

(Haggerty, M. E., Educational Program, The Evaluation of Higher Institutions, p. 121)

The studies of aims already reviewed sufficiently indicate the co-ordinate use of aims and the possibility of using facts about aims in the evaluation of institutions as other characteristics are used.

(cf. chapter 3, p. 27 f)

By the determinative use of aims, however, is meant that they are used actually to determine the status of various aspects of institutional life. This is clearly the meaning of the policy announced by the Association. Nothing could be clearer than the presentation of this point given in the Monograph on Principles of Accrediting. The author says:

"The qualification of a faculty, the curriculum, the library, the administration, or the character of the student body may be excellent or inadequate in terms of the institutional objectives sought."

2 Zook, G. F. & Haggerty, M. E., Principles of Accrediting, The Evaluation of Higher Education, p. 106

And again in Haggerty's words referred to above:

"In this view the faculty and other major features of an institution are subordinate to and not co-ordinate with objectives."

3 Haggerty, M. E., Ibid., p. 121

This use of aims can only be satisfied when each institutional aspect is studied and evaluated upon the basis of its function and value in relation to objectives.

The process is very well illustrated, though not developed, in the Monograph on The Educational Program. Referring to the evaluation of the curriculum the author suggests that "the clearest possible description of institutional objectives" should be gathered from every source. Then the "resources and activities of the institution will be evaluated in the light of these objectives." Finally, "an act of informed judgment must be made as to the excellence of the curriculum in relation to objectives."

(Haggerty, M. E., The Educational Program, The Evaluation of Higher Institutions, p. 175)

While the philosophy of accreditation upon which the new program is based contains the determinative use of aims

with other significant principles. . (1). . yet it has been shown that this use of aims has not actually been carried out.

STATISTICAL PROCESSES

One of the difficulties in the matter is that the statistical processes, whatever their value, are an inadequate and sometimes inaccurate implementation of this underlying philosophy and statement of policy.

For example, the idea suggested by much of the literature is that colleges should be more highly differentiated with emphasis upon the peculiar contribution of each. So that things will be done in terms of what the situation demands and not because they are customary or because they are being generally done.

This is an important principle and the fundamental policy seems to guarantee that this approach will be upheld but the statistical device apparently ignores it. In this device the premium is placed upon the practices of what are presumed to be the best colleges. Perhaps the description of a college in relation to others makes valuable and significant information for purposes of incentive but as the basis of accreditation it encourages uniformity rather than differentiation.

(1) Some of these have already been mentioned such as: Individuality of institutions; estimate of the institution as a whole; quality of performance; principle of the aim.

(See Chap. 1)

Another valid criticism against the statistical basis of the present program is that institutions of various types with undifferentiated data were used to evolve items which were to be applied to the evaluation of individual institutions. It has been shown that many of the investigators themselves had serious misgivings about this method of procedure and about uncritical inferences based upon it.

(See, for example, Monograph on Faculty, pp. 7, 22, 23, 79, 183)

The use of undifferentiated data (as to institutional type) was apparently used with the idea of producing results that would form an evaluation of common elements of the liberal arts program without consideration of special forms of it. At least this is so stated in the following quotations:

"To my mind this trend away from the external classification of institutions toward a common attack on the whole problem of undergraduate education by institutions which select their own particular fields of operation is a most significant aspect of our policy. Instead of viewing but one segment of the problem as in medical, dental, or teacher training education, or even as composed to an increasing degree of all of the significant elements in undergraduate education. Here we should be able to get an overview of the entire undergraduate field without yielding to the special interests of any single group and with the purpose in view of setting criteria which will stimulate all alike to realize their legitimate aspirations." (Zook, G. F., Social Control of Higher Education, The North Central Association Quarterly, September 1932, No. 2, p. 192.)

"One has such obvious distinctions as a liberal arts college, a teachers college, a technological institution, or a university with a number of divisions. The standards and the processes for accreditation or stimulation must obviously be such as to be equally applicable to all types of institutions." (Zook, G. F., Some Issues Involved in the Revision of Standards and Accrediting Procedures, The North Central Association Quarterly, September 1933, No. 2, p. 246)

The problem underlying these and similar statements in the literature of the procedures might be stated in this manner: Liberal Arts education ought to represent certain values and accomplishments apart from the interests of any one educational group or type of institution. The selection of elements of general education common to all groups and types is, therefore, the best approach to the accreditation of liberal education.

This is an important problem and one which merits serious consideration. But the question is: Can it be solved by the method suggested in the new procedures?

In the first place the criticism that discrimination was shown in accreditation under the previous standards really means that certain types of institution such as teachers' colleges and professional schools objected to standards being applied to them that were designed mainly for liberal arts colleges. They considered this procedure unfair and inaccurate as indeed it was.

But it should be noted that the instruments of accreditation were unsuitable mainly because they were derived largely

from one kind of data and then applied to situations representing another kind. If this is true how would the situation be helped by applying instruments of accreditation based upon undifferentiated data?

The basis of evaluation in this case will be just as unfair as that used formerly for it will involve the use of a purely arbitrary neutral average determined by the data from all kinds of schools and to be applied to each type without discrimination.

Does not the situation indicate the desirability of requirements determined within each distinct type and applied to that type alone, than as favoring the use of undifferentiated data?

The use of undifferentiated data, moreover, is not only unfair but inaccurate. It unnecessarily increases the amount of error in the application of the results to special institutions. This can be shown from the study of types made on faculty competence. . . (1). The wide divergence in the results for each type of institution and in relation to the average would seem to indicate only homogeneous groups should be the basis of statistical studies.

To ignore institutional types and their special aims is also contrary to fundamental policy which suggests that characteristics of institutions of the same type will be

(1) The table showing the results of the study is given in Appendix G.

used as the basis of accreditation. For example on Faculty the Manual says:

"The Educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty."

4 Manual, Section VII, Faculty, p. 4)

But if undifferentiated data is used to set up accreditation measures, there can be no consideration of characteristics of separate types and no definite application of their aims.

ADDITIONAL CONSIDERATIONS

There are several aspects of the new program, which, because of importance and emphasis require a wider range of application than has been provided for them. These merit the consideration of the Association in order that the use of aims in the procedures may be consistently maintained. One of these provisions is the emphasis upon respect for institutional individuality and for individual aims.

INDIVIDUAL AIMS

It has been shown (Chapter 1) that the preservation of institutional individuality and the recognition of variations

constitute one of the basic principles of the procedures.

(Manual, Section 5, Individuality, p. 3)

It must be noted also that not only type aims but individual aims are included in the principle of the aim enunciated by the Association. Institutions are to be evaluated in terms of their individual and unique aims. Thus the Manual says about an institution's statement:

"This statement should be unique in that it is descriptive of the particular institution for which it is made. General statements of the purposes of Higher Education will not be satisfactory."

5 Manual of Accrediting Procedures, p. 16

These considerations indicate the importance of institutional individuality in the claims made for the new program. But it has also been shown (Chapter 2) that the statistical device to be used in accreditation permits no general application of this important factor. Only when institutions are seeking accreditation for the first time or are being examined under suspicion of defective facilities or when some significant variation occurs can this principle really be used.

This will ordinarily constitute a very small proportion of the membership of the Association. All the others will be

automatically approved without consideration of their special excellences or defects.

Such a procedure involves a rather serious fallacy in so far as it assumes that institutions theoretically fulfilling the requirements as attested by the return of information schedules are in reality satisfactory institutions. Whether they are or not can only be determined by investigation of the situation itself by reputable investigators.

But altogether apart from this fallacy the normal procedure, so far as most of the institutions are concerned, leaves no room for the consideration of individual worth and thus the application of a basic principle of the procedures is limited to a very few institutions.

The same situation obtains regarding the use of "informed judgment" which is one of the basic improvements of the new system. . . (1). This is so stated in the Principles of Accrediting:

"In the new process the inspectors and the Board of Review will have to weigh and evaluate

(1) This fact is acknowledged in several places in the literature of the procedures. Thus Zook said:

"In other words, no matter how excellent may be the objective measures of institutional facilities, processes, or results, the element of judgment as to the qualities of an institution continues to be of very great importance." (North Central Association Quarterly, December 1932, p. 293) See also North Central Association Quarterly, September 1933, p. 240, 241, 242)

the comprehensive information before them and the impressions secured through personal inspection, not in terms of specific standards, but in terms of a general principle or ideal, and thus through the process of judgment arrive at a conclusion as to whether an institution should be accredited or not."

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6. Zook, G. F. & Haggerty, M. E., Principles of Accrediting Higher Institutions, The Evaluation of Higher Institutions, p. 128
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Moreover, Haggerty maintains that the identification of aims in a particular institution is the first step in intelligent judgment. . . (1). In this way he makes it clear that the use of judgment depends upon the study of aims in a particular institution.

But, as has been shown (Chapter 1) this judgment will not be exercised on the majority of institutions according to the present process. Accreditation now is by schedule not by judgment based upon actual contact with the situation. Thus the application of an exceedingly important device is limited to the case of a few institutions.

(1) "Only when this has been done will the activities of an institution appear in their true perspective as valuable or otherwise. It is, therefore, necessary that a clear understanding of the purposes of an institution should be an integral factor in every judgment of institutional adequacy."

Haggerty, M. E., Educational Program, The Evaluation of Higher Institutions, p. 121

Again, the Association has promised a program of friendly advice and stimulation instead of one merely of censure and condemnation. Thus the chairman of the committee on Revision of Standards stated:

"Our third point was that the North Central Association should be less a judge and more a creator. This means a fairly complete face-about policy. It means that inspectors will be educational missionaries, generally speaking, not mere examiners. It means that they will visit schools for the same reason that a superintendent visits a teacher - to help the teacher to do a better job of teaching."

7 The North Central Association Quarterly, October 1934,
p. 176

But in the sense of personal contact such a program can apply only to institutions under examination and not to the membership of the Association as a whole. That it is true even under inspection conditions was not shown by the evidence in the investigation of the inspectional reports of three examined institutions.

(cf. Reports on Institutions X, Y, Z, Chapter 3)

These enthusiastically announced provisions are so important in the significance of the new program that they should be given much wider application.

It would seem to be implied by the very nature of the procedures and confirmed by these illustrations that some

form of periodical visitation of all institutions is needed to completely satisfy some of these provisions of the new program.

PERIODICAL VISITATION

The necessity for actual visitation of institutions has been acknowledged many times. In 1928 the committee on Standards of Accrediting Colleges recommended among other measures:

"It is recommended that standards should be applied to the individual institutions through a personal inspection rather than through the medium of statistical reports."

6 Ibid., September 1928, p. 228

Under the present program also it is admitted that schedules cannot take the place of inspection. Reeves, for example, reports the statement of a special committee using the new schedules experimentally:

"The personal factors are so important a determinant that it seems to us impossible really to know an institution without visiting it upon the ground."

and continuing:

"In fact, it is my own judgment that personal visitation is the only adequate method by which information is obtainable to judge the tone of

the institution."

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- 9 Reeves, F. W., New Standards of Institutional Evaluation, Bulletin of the American Association of Collegiate Registrars, July 1933, p. 319
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This fact has been fully acknowledged, at least for institutions seeking accreditation. . . (1). But, it might be asked, is not this just as important for all institutions in the Association? If the claim is made, for instance, that under the new procedures, the tone and spirit of an institution are what count, should not this fact have general application to the entire constituency of the Association? . . . (2).

(1) "Schedules of information, however, no matter how much improved, can never replace the need for personal inspection of institutions seeking accrediting. This conviction grows out of considerable experience and out of the observations which have been made by many persons using the new schedules. The same conclusion has been reached by the members of the staff who have engaged in a comprehensive visitation program for the purposes of the present study."

Zook, G. F. & Haggerty, M. E., Principles of Accrediting Higher Institutions, The Evaluation of Higher Institutions, p. 126

(2) "But the thing your Committee is vitally concerned with is that the North Central Association shall concern itself more with the animating motive and spirit of a school, with its ambition to achieve, its lure to learning, and the intellectual insight and instructional stimulation of the staff, than to things that can be counted and graphed."

North Central Association Quarterly, October 1934, p. 176

These facts suggest the need for some sort of personal contact periodically with every institution by the Association so that a judgment of the worth of every institution and an estimate of its tone and character may be made possible.

The association has been, in the past, very much more of a judge than a friend to the institutions. Much of the criticism hurled against the original standards was also a protest against the arbitrary and co-ercive attitude of the Association. Much of this was justified. The Association has often forced institutions to conform to its standards on penalty of being dropped and outlawed from the approved educational fellowship.

The procedures are still too autocratic in tendency and the fact of penalty is still too much in the foreground so far as weaker schools are concerned. There is serious need for more friendly counsel and less of co-ercion under penalty. The penalizing function should be reserved for situations of unethical character or where there is obviously serious deficiency of program. . . (1).

(1) Capen believed that this is the only purpose of accreditation. He says:

"There has been but one justification for accrediting and that is educational malpractice, deliberate or unconscious. I do not say that this has entirely disappeared. But I do maintain that it has been so greatly reduced as to require no such elaborate and costly - yes, and tyrannical - machinery as the existing accrediting system to keep it under control." (North Central Association Quarterly, March 1932, p. 341)

It may be that all specific requirements and mechanical estimates should be abolished. There is still too much evidence of these and of the motive of fear which they produce. No significant advance in the improvement of higher education, which is the end sought, can be made on such an inadequate motive.

WHAT THE NORTH CENTRAL SHOULD DO

In view of this summary of the nature of the procedures and the criticism it contains it is necessary to suggest specifically what ought to be done to modify the otherwise excellent program so that it will be consistent with the underlying philosophy of accreditation and the Statement of Policy.

1. CHANGES WITHIN THE STATISTICAL SCHEME

Assuming that the statistical scheme is essential to the program it will clearly be necessary to make it a more valid instrument. It has been shown that investigators themselves have repeatedly questioned its validity in the official literature.

It will be necessary to separate institutions into types with aims characteristic of each type, for example, Church-related colleges, universities, teachers' colleges, junior colleges. From aims submitted the North Central should determine, in co-operation with the institutions, the aims characteristic of each type.

Studies would, then, have to be made to determine the ways in which an aim could be acceptably fulfilled and what a particular aim implied for each aspect of institutional life such as faculty, curriculum, library, etc., within a given institutional type. These studies would have much more validity than those already made because they would be based upon generally homogeneous conditions.

From the standpoint of institutional improvement also there are certain values in using types of institution as the basis of study. The more accurate studies will enable a clearer picture to be obtained of the problems peculiar to a definite type. With this information it would be much easier to work out the provisions necessary for their solution.

It seems advisable, therefore, to conduct studies within each group in order that results may be more accurate in their application.

This arrangement based upon institutional types will require a pattern map for each type. If the pattern map is to be a valid instrument for use in accreditation it must be made to represent statistical conditions that are as valid as possible. If the revision of the statistical processes requires study by types then the pattern map will have to reflect this fact also and that can only be done by making a separate map for each type of institution. Then the standing of an institution can be visualized in relation to aims

and to other institutions having similar purposes.

2. AIMS AS DETERMINATIVE

Aims must be central and determinative. This is necessary if the policy and pledge of the Association is to be realistically fulfilled. When studies have been completed upon the implication of aims within each institutional type then every aspect of an institution's total activity should be challenged as to its function and value in relation to the different aims which are to be the evaluating conditions. The decision upon each aspect of institutional life would then be based upon the consideration of aims and be determined by them.

The value of the statistical studies could thus be utilized but the processes would be subordinate to aims and subject to certain conditions in relation to them.

With statistical studies limited to the data within each homogeneous group of institutions, with the aims being made the actual basis of evaluation and the pattern map reflecting this fact it is plain that the fundamental policy of the Association can thus be fulfilled.

3. SUPPLEMENTARY PROVISIONS

It has been shown that it is necessary for the Association to consider the individual aims of institutions as well as their type aims. The individuality of the institution is

a fundamental principle of the procedures. This can only be carried out by actually visiting the institution, recording a subjective impression and giving each institution counsel and help on its own peculiar problems.

Instead of inspection of weak institutions under suspicion it should have inspection of all institutions periodically. Strong institutions should be inspected as well as the weak and should share inspection expense now borne entirely by the weak. Expert advice and sympathetic suggestions should be constantly available. Institutions should pay an assessment every year to make this possible. This would more thoroughly represent the spirit of the new procedures.

The North Central should give the institutions a chance to grow without fear. . (1) . It should develop a program of counsel and guidance for member institutions without threat of penalty, such as it encourages the institutions themselves to offer to the student.

(1) "Once an institution is accredited, the Association should avoid as far as possible the function of the policeman. If this is the case, we should throw off the trappings of the policeman and either dispense with the triennial report entirely or at least require it at less frequent intervals, perhaps every five years. Our experience shows clearly that the extensive information which this report calls for can never be used to any considerable extent, at least not sufficiently to justify the burden imposed on the institutions in providing it."

Some Issues Involved in the Revision of Standards and Accrediting Procedures. The North Central Association Quarterly, September 1933, p. 242

If these things were done the Association would be able to show that the spirit of the procedures is really different from that motivating the old standards. Until they are done, institutions may well view with suspicion a program for which such significant claims are made while its actual performance is the same as under the old conditions.

CONCLUSION:

In order to carry out its fundamental policy regarding aims the Association must make aims central and determinative in accreditation.

Beginning with definitely formulated aims it should confront each institution with the aims of its type and actually evaluate each institutional characteristic on the basis of them.

Provision must also be made for the consideration of the unique aims of individual institutions and for the exercise of informed judgment regarding institutional excellence based upon individual aims. By these means the Association can fulfill its obligation to evaluate institutions only on the basis of their declared objectives.

CHAPTER FIVE

THE AIMS OF THE CHURCH-RELATED COLLEGES

Since the North Central proposes, in the Procedures, to protect institutions in maintaining their distinctive character and to evaluate them on the basis of their declared purposes, this fact becomes a challenge to institutions of higher learning to discover and define their aims so that these may effectively guide the entire institutional program. To the church colleges especially it presents an unusual opportunity to find their unique contribution in modern education and to state their objectives clearly and with conviction.

Unfortunately college aims, where they have been stated at all, have been generally vague and confused. (1). Aims have been multiplied through the years without in many cases having been subjected to an effective process of clarification or classification. This is apparent in studies that have been made of institutional aims.

(1) "The criticism today most frequently leveled against the liberal arts college is that it is an aimless institution." (Stowe, A. E., *Modernizing the College*, p. 83)

In 1921 L. V. Koos and C. C. Crawford studied the college aims of that period (median year 1918) compared with those of an earlier group ranging from 1842 - 1876 (median year 1867). Twenty-two aims were listed in the order given below:

	Past (1842-1876)	Present (1909-1921)
1. Mental discipline	22	14
2. Liberal Education	25	30
3. Civic and Social Responsibility	8	30
4. Morality and Character	15	25
5. Religion	13	14
6. Leadership	3	11
7. Domestic Response	1	6
8. Health	1	3
9. Speech	7	2
10. Manners	2	0
11. Occupational training	4	11
12. Pre-professional training	7	13
13. Recreation	4	8
14. Training for life's needs	2	10
15. Knowledge for its own sake	1	4
16. Development of scholarly interest and ambition	2	11
17. Opportunities for Specialization	1	1
18. Selection for higher education	0	4
19. Guidance and exploration	0	7
20. Co-ordination of student's work	0	4
21. Attention to individual students	0	2
22. Democratizing college education	0	3

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1. Koos, L. V. and Crawford, C. C., College Aims, Past and Present, School and Society, December, 1921, p. 499 f
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It will be noted there is a marked increase in the emphasis upon civic and social responsibility, character, and leadership, while religion remains almost the same. On the other hand mental discipline, speech, manners show a decrease, the latter disappearing altogether in the modern

period. The reduced status of "speech" is surprising but this may simply mean that it is now often assumed. It probably does not indicate a decreasing emphasis upon its importance.

(Op. Cit., p. 502)

The figures in the foregoing analysis are perhaps not large enough to justify any sweeping conclusions but they do serve to indicate the trend of college aims in the modern period and to show how numerous and diverse they are.

Kelly records (1925) the replies to a questionnaire which would present the convictions of college teachers, executive officers, alumni and high school principals as to the aims of the liberal college.

From the results he compiled a three-fold description of aims:

1. Preparatory

Mastery of the tools of learning.

- a) Mother tongue
- b) Foreign languages
- c) Numbers, figures, formulae
- d) Language and symbols of fine arts - music, drawing, painting, etc.

2. Cultural or non-vocational

- a) Social viewpoint - appreciation of one's responsibility for social well-being and social progress.
- b) Perspective - information, social experience and aesthetic appreciation.
- c) Initiative
- d) Intellectual training
- e) Self-mastery

3. Vocational

- a) Knowledge and skill in those vocations which are dependent upon general culture.
- b) Pre-vocational studies which are basic for later specialized curricula.

2 Kelly, F. J., The American Arts College, p. 19-21

This statement is an organization of material and so does not reveal the diversity of aims found in other studies. But it does indicate the definite trend towards the social emphasis in the curriculum and especially upon the need for vocational training.

Koos reports (1925) a study of the relationships of the aims of the elementary school, secondary school, college and university. The work is based upon statements occurring in 112 publications of educational leaders during the median years for each school unit 1916, 1916, 1918, 1917.

Twenty-four aims were discovered and compared. They are:

1. General or liberal training
2. Training for the needs of life
3. Social-civic responsibility
4. Morality (and character)
5. Domestic responsibility
6. Religious training
7. Training for leadership
8. Health
9. Recreational and esthetic participation
10. Practical and occupational efficiency
11. Intellectual training
12. Mental discipline
13. Democratic education
14. Recognition of individual differences
15. Exploration and guidance
16. Preparatory education
17. Training in the fundamental processes

18. Adaptation to students' nature and interests
19. Development of scholarly interest and ambitions
20. Research
21. Instruction
22. Extension
23. Public or community service
24. Publication

He finds, as a result of the study, agreement between the aims of secondary education and the college on several points but finds a distinct break in continuity between the college and university. While his work is primarily for the purpose of establishing a case for the Junior College his conclusion is nevertheless illuminating as to the confusion in college aims. He says:

"The institution which is in the most anomalous situation with respect of unanimity of aims and functions, judging from the results of the present analysis, is the college of liberal arts. There is a thin spread of recognition over a wide range of purposes with large proportionate recognition of only a very few."

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- 3 Koos, L. V., Comparison of Aims from Elementary School to University, Educational Review, Vol. LXIX, April 1925, p. 176-183
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A further study based upon the earlier work of Koos and Crawford was made as part of the National Survey of the Education of Teachers and reported by W. E. Peik (1933).

Aims taken largely from the Koos and Crawford list were sent to 446 presidents of institutions of higher learning. They were asked to check the relative emphasis given

to the various aims in their institutions and on the following basis: (1) Aims directly and specifically provided for in some department. (2) Aims directly and specifically provided for throughout the institution. (3) Aims indirectly or incidentally provided for, and (4) those which were not considered.

In the study there were represented 53 Universities, 191 Colleges, 59 Junior Colleges, and 145 Teachers' Colleges.

The results are summarized in the following table in which the aims are given in order of importance according to the returns received:

1. Knowledge of subject matter particularly in a special field.
2. A liberal education
3. Command of the fundamental processes involved in the tools of oral and written English
4. Attainment of scholarly and scientific attitudes.
5. Ethical and moral training.
6. Specific provision for the education of teachers in the knowledge, skills, and traits involved in differentiated curricula for prospective teachers
7. Professional and pre-technical training
8. Training for physical efficiency and health throughout life
9. Religious training.

These first nine objectives are so outstanding that they rate above 200 on a scale of 300 in the study.

10. Attention to individual difference
11. Civic-social responsibility
12. Provision for the cultural development of prospective teachers by guiding the latent talent of the students
13. Training for social leadership

14. Training in scientific techniques
15. Training for the more practical life needs
16. Specific or professional and technical training to promote vocational efficiency
17. Conserving the race experience of mankind
18. Co-ordination or integration of the major fields of knowledge and experience
19. Training for worthy home membership
20. Training for the wise use of leisure throughout life
21. Education in manners, acquaintance with the established forms of etiquette
22. Mental discipline
23. Productive research by the faculty
24. Education of graduate students to the master's degree level
25. Education of graduate students to the doctor's degree level

4 Peik, W. E., Twenty-five Educational Aims of Universities and Colleges in the United States. School Life, April 1933, p. 155-156

It will be seen from this study that many aims have changed their importance as judged by their position on the earlier list of Koos and Crawford. There were some significant differences also revealed between institutions in the ranking of aims. For example the ethical and moral aim ranked higher with the Colleges of Liberal Arts, with which it was third, than with the Teachers' colleges with which it was twelfth or with the Universities, with which it was seventeenth.

These studies serve to show that college aims are not only numerous and changing in emphasis but apparently also confused and lacking in practical significance. If the value of an aim lies in its suitability for the actual

guidance of college activities it can be seen that many of these statements, important though they may otherwise be, are not of practical significance as aims.

There is thus apparently a serious need for institutions to study their objectives, define them clearly and actually use them in the formulating of institutional policies and in guiding activities.

Haggerty confirms the fact that college aims generally are confused and chaotic. Basing his conclusions upon a study of college catalogues, he says:

"Nothing is more vague, apparently, than the manner in which many colleges conceive their purposes. I say this on the basis of a somewhat extended examination of the catalogues, not merely of the sixty institutions which we shall study in detail, but on the basis of a somewhat superficial study of a large number of catalogues from other institutions."

5 Haggerty, M. E., Report of the Study on Faculty, Curricula, Objectives, and Examinations. Ibid., Vol. 7, No. 2, September 1932, p. 196

What is true of liberal arts colleges in general is equally true of denominational colleges as a group. Such institutions are also apparently in confusion regarding their aims although these once had the clarity of a divine mission. Today schools of this type have largely lost their distinctive function; their aims at least seem to indicate this fact:

"A study of the aims of these colleges reveals the fact that few express in published documents any clear aim in terms of which their teaching could be so planned as to meet the specific needs of modern youth, confronted with the ethical and religious issues of today. Vagueness and generality characterize these aims when they are offered at all."

6 Hartshorne, H., The Church and the College, Religious Education. Vol. 28, April 1933, p. 137

In a study of the aims of thirty-five Methodist Colleges fifteen had published their aims, eighteen had prepared statements of aims which were unpublished, and two were unable to provide any statements of aims. In only twelve instances did catalogues include satisfactory statements of aims. In twenty-three cases they were either absent or unsatisfactory.

(Hartshorne, H., Stearns, Helen R., Uphaus, W. E., Standards and Trends in Religious Education, p. 137)

The aims of thirty-three of the Methodist Colleges and the number of institutions reporting in each case are given in the following table:

1. The development of Christian character	26
2. The development of scholarly attitudes and habits	19
3. Vocational training	10
4. A broad, liberal, and cultural education	9
5. Pre-professional training	8
6. Training for citizenship	7
7. To assist students in acquiring valuable knowledge	6

8.	Physical development and health	5
9.	Preparation for graduate work	5
10.	Training for leadership	4
11.	A liberal education for a selected group of high-grade students	4
12.	Development of an appreciation of the fine arts	3
13.	To provide tools of learning useful for later study	3
14.	Training for the ministry	2
15.	To assist the student in acquiring self-mastery	2
16.	To provide an education for students of limited means	2
17.	To provide a satisfactory educational plant	2
18.	To provide an opportunity for students to secure an education near their homes	1
19.	To raise teaching standards of faculty members	1
20.	To meet the special needs of young women	1
21.	To secure funds	1
22.	To encourage the integration of the intellectual life of the student	1
23.	To maintain superior standards and sound distinctive note	1

7 Reeves, Floyd W., and Others, The Liberal Arts College, p. 10

Commenting on these survey studies of college aims Hartshorne, Stearns and Uphaus have this to say about the aims in general:

"On the whole, the surveys show that church colleges do not have clearly conceived objectives. Statements, where found are general and indefinite. No faculty could use them in working out consistent departmental objectives, or in selecting curricular materials and situations that would guide students toward them. There is an occasional college that is thinking beyond such vague generalities as character, life, liberal education, to

functional areas of living, but one does not find areas described in terms of specific habits, attitudes, and ideals."

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- 8 Hartshorne, H., Stearns, Helen R., Uphaus, W. E., standards and Trends in Religious Education, p. 137
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These authors also show that the same situation presents itself when the aims are taken directly from college catalogues. A study of 100 church colleges reveals the following categories of aims based upon the statements in their catalogues:

1. The development of Christian character	33
2. A broad liberal and cultural education	24
3. The development of scholarly attitudes and habits	21
4. Pre-professional training	15
5. Physical development and health	15
6. The providing of a religious influence, atmosphere, environment	12
7. Training for citizenship	10
8. To assist the student in acquiring self-mastery	8
9. To provide education for students of limited means	8
10. To meet the special needs of young women	8
11. Training for leadership	7
12. Training for ministry	7
13. To assist students in acquiring valuable knowledge	6
14. To train for service	6
15. Development of an appreciation of the fine arts	4
16. To provide tools of learning useful for later study	4
17. To promote student-faculty co-operation	4
18. The development of sound character	4
19. Vocational training	3
20. Preparation for graduate work	2

21. To provide a real religious experience	2
22. To promote inter-racial co-operation	2
23. To train in the fundamentals of modern warfare	1
24. To train students in the worthy use of leisure time	1
25. To inculcate habits of punctuality	1

9 Hartshorne, H., Stearns, Helen R., Uphaus, W. E.,
Op. Cit., p. 140

It may be said, therefore, that the aims of the church-related college are too vague, confused and lacking in distinctiveness to be of any value to a college administration, to any department of the faculty in guiding the policies and methods of education in the institutions concerned, or to the accrediting agency for purposes of evaluation.

This conclusion is confirmed further by a study of the reports submitted (1934-1935) to the North Central Association by member institutions. This study showed that church-related colleges, while agreeing in some respects, quite generally present great diversity of aims and in a form which would indicate they were not actually used in the control of the educational program. In such circumstances it would be well nigh impossible for the North Central to use these aims as a practical basis for the evaluation of institutions.

The institutions were asked by the Association to provide information regarding their aims on Schedule A which contained the following instructions:

"Provide in printed or typewritten form copies of all statements which define the purposes and objectives of the institution, of its divisions, colleges, or departments, or of any special curricula which are offered. In listing these statements canvass the charter of the institution, the records of the Board of Control and of the faculty, the official papers of the authoritative officers of the institution, the college catalogues, etc. Include all statements referring to any purpose or objective, including general, religious, educational, social, vocational, pre-vocational, health, public service, personal adjustment, character adjustment, etc." . . (1).

From the aims submitted those of ten institutions have been selected for the purpose of this study. These have been taken at random and their names have been deposited at the office of the North Central Association.

The institutions are a representative group of church-related four-year colleges. They belong to the states of South Dakota, Kansas, Missouri, Minnesota, Michigan, Wisconsin, Iowa, Colorado, and Indiana.

They are the institutions of the following communions: Baptist, Congregational, Presbyterian (3), Lutheran, Methodist, Episcopal, Christian, Friends, and the Catholic Church.

It will be necessary to give the statements of the above mentioned institutions at length for the most part, in order that the problem of the North Central in attempting to use these formulations of objectives may be more clearly

(1) A copy of the schedule referred to is given in Appendix H.

appreciated. . . (1).

INSTITUTION A

(Enrollment 1933-1934 - 267)

STATEMENT I. SPEECH BY THE PRESIDENT - 1933

"In reality A has but one aim, and that is to develop our students in the Fine Art of Living. To do this it is necessary that we bring about certain accomplishments within their lives. These are the specific goals toward which we strive and which give us the basic philosophy on which we build our curriculum and inspire our professors to do their utmost. These specific goals may be listed as follows:

"1. To give a proper cultural background to the young men and young women who study here. By a cultural background we mean love for and appreciation of the true and beautiful wherever it may be found in life. . .

"2. Our second goal in accomplishing our high purpose of developing young men and young women in the fine art of living is to impart knowledge.

'One of the great functions and one of the most necessary goals to be accomplished by any institution of higher learning must therefore be that of imparting knowledge of nature, of man, and of God.'

A considers this one of the basic factors in the construction of its curriculum, ever mindful that the great truths must be earnestly sought and diligently taught if we are to accomplish our high purpose in the lives of our students.

"3. Third, among these definite and specific goals we hope to accomplish is the development of a new standard of ideals.

(1) The underlining of aims is not in the original except where stated otherwise. It is used to give emphasis to those statements that might be regarded as specific aims and which will be included in the table of analysis at the conclusion of this discussion.

'Within our institution of higher learning must come a new standard that is altruistic rather than selfish, that is optimistic and based upon the intellectual and spiritual qualities of life rather than the financial.

'To this high purpose A has pledged itself and one of the specific goals which it hopes to accomplish in the lives of students is to set up within these young people a new standard of ideals that will be in harmony with the great ideals set forth in the life of our Saviour.'

"4. The fourth great goal that we have set for ourselves is to inspire an honest leadership.

'The time has come for those interested in higher education to gird themselves with truth, honesty, and righteousness and to make very conceivable effort to inspire youth with the standard of honesty which will not be purchased and which has sufficient courage to stand for the truth. To this great task A has set itself, and though it is necessary for us to set only in a small way, because we are not a large institution, we trust that we will be able to accomplish this goal in the lives of our students.

"5. Fifth, our goal has for its objective and inculcation of the highest ideals of worthy home life.

'Young men and women today more than ever before should be encouraged toward the establishment of homes that carry a degree of permanence and that are made sacred with the divine blessing of God. Toward this great end of the establishment of such homes and the inspiration of young people for making those proper ties A sets itself. Its curriculum is definitely planned and the faculty is definitely determined to bring about these higher standards for home relations in its students.'

"6. Last, to develop our students in the fine art of living, it is necessary that they get jobs. We have, therefore, established a placement bureau to help secure jobs for those students who have studied with us and who have graduated from A. We believe that in this time of stress one of the finest things that can be done for a young person having graduated from college is to place

that individual in some type of a position that will make it possible for him or her to establish a home, to be an earnest leader, to hold those higher ideals and to continue to study for the development of culture and knowledge."

STATEMENT II AND III.

Accompanied by articles of incorporation and statement of policy (1951-1932).

"A was founded . . . for the purpose of giving young people the opportunity of securing training in the fields of higher education under a direct and positive Christian influence."

Concludes with -

"1. We believe every member of the faculty of A should be a thorough Christian and should give evidence of that fact in support of some evangelical church by attendance upon its services and participation in its program.

"2. We believe that the teachings and practices of the church should find ready support from every faculty member and that the classrooms should afford a place for the positive Christian truths as they relate to the subject taught by the instructor."

STATEMENT IV.

The aims of A are embraced in its motto: "Culture for Service." The educational program of the college includes both occupational and non-occupational objectives. These aims are as follows:

"1. To stimulate those social and religious values which help to develop and inspire positive and productive individuals for the good of society in the home, the community, the nation and the world.

"2. To increase the ability of the individual to enjoy himself through an appreciation of the aesthetic values of life.

"3. To provide vocational opportunities both directly through the vocational courses offered, and indirectly through beginning and preparatory courses to be completed elsewhere.

"4. To afford a basic preparation for graduate work both non-occupational and occupational, beyond the liberal arts level. We believe that the foregoing aims can be accomplished best in a definite Christian atmosphere. In addition to the development of a faculty and a curriculum that will tend to produce the desired results on a purely educational basis, A seeks to maintain definite and growing Christianizing influences. The integration of personality, the development of high social ideals, the ambition to serve, and the love for the beautiful, are cultural qualities quite consonant with a high type of Christian character. A religious program must, therefore, fit with the social and educational in the attainment of our aims."

- From a statement of Aims of A, North Central Association Report - 1932-1933

It can be seen from these statements that this institution attempts to give a fairly comprehensive account of its aims. Some of them however are too vague to be of practical value either in the institutional program or for accreditation purposes. Such statements as:

"To develop our students in the Fine Art of Living"

"The development of a new standard of ideals"

"An honest leadership" are entirely too broad in their scope. They need to be reduced to more specific and practical objectives.

The emphasis, concluding statement II and III, that "every member of the faculty should be a thorough Christian" and that "the classrooms should afford a place for the positive Christian truths as they relate to the subject taught by the instructor", is exceedingly important. But these statements would carry more weight if a clear-cut and definite pronouncement of Christian purpose, such as they pre-suppose, had been given as among the primary aims of the institution. This has not been done.

It is clear that the aims of this institution need, in many instances, to be more clearly defined and to be organized in relation to a more emphatic statement of Christian purpose.

INSTITUTION B

(Enrollment 1933-1934 - 1174)

STATEMENT I. CHARTER - PREAMBLE (1865)

"Desiring to promote the diffusion of knowledge and the advancement of virtue and religion. .".

STATEMENT II. QUOTATIONS FROM THE CATALOGUE (1934)

"1. B is a Christian college of the Congregational type. It was founded by the general Association of the Congregational Churches.

"2. It is loyal to Puritan traditions and ideals

while being independent in its government. . (1).

"3. There is a general recognition of the fact that a liberal education is the most desirable preparation for the specialized training of the professional schools. . . The plan of work at B, while giving a broad cultural foundation, affords through its elective courses an opportunity for specific preparation for the various professional fields.

"4. B's policy is to offer undergraduate work of the highest possible grade.

"5. To help students use leisure time wisely, to promote their health, and to develop attitudes, habits, and skill in vigorous total body play, the college has arranged a comprehensive program in physical and health education for all freshman men and freshmen and sophomore women.

STATEMENT III. DEPARTMENTAL AIMS

Statements of aims of various departments formulated by department heads in response to a request issued by the President in September 1931.

It is unfortunate that the letter making the request covered several points and thus failed to concentrate the efforts of the departments on the question of aims. Many devoted most of their space to a discussion of their needs in equipment and personnel or to their hopes and desires for their departments - rather than aims. Only those parts of each report having at all to do with

(1) The underlining of aims in this case was done by the institution itself and presumably this summarizes the intention of the institution regarding its general aims.

aims are quoted. These have been specially indicated by the institution in submitting them to the Association. . . (1).

"1. Department of Biblical Literature and History.

"The aim of the department of Biblical literature and history is to afford students an opportunity to study carefully and sympathetically the modern approach to this field. The students who major or minor in this field are usually those who plan to enter the ministry. The courses are all elective and in my judgment they should continue so to be."

"2. Department of Botany.

As we have planned new courses and offered them, I have tried to broaden the outlook of the students who carry the work, in every way that I can.

"3. Chemistry Department.

The department serves two types of students: first, the non-technical group, i.e. students interested in Chemistry as one phase of a well balanced culture; second, the technical group, i.e. students whose proposed life work necessitates a working knowledge of technical Chemistry. The technical group includes students preparing for work as engineers, nurses, home economics teachers, bacteriology technicians, doctors, and professional chemists. The amount of Chemistry required by these groups increases in the order listed.

To meet changing conditions, several major changes in the list of courses offered by the department have been made during the last decade. Instead of three sections of one type of beginning Chemistry as formerly taught, the department now attempts to meet local needs by offering three types of beginning Chemistry. The survey course (Chemistry 1) is

(1) For the sake of uniformity aims of departments and professional schools are not included in the final table of analysis.

now in the third year and seems to be a worth-while educational experiment.

"4. Classical Languages.

In the first place - apropos a topic mentioned in your letter - the department aims to (desires to) articulate with the work of B as being primarily a liberal arts college. The course-offering is not alien, I trust, to the broad aims and general requirements of professional schools. It would be a pleasure to be of service in this capacity. Yet it does seem to the writer as if it were B's great opportunity and peculiar mission here in to hold high and undimmed the torch of non-vocational education thus aligning itself with Ohio-Wesleyan, Oberlin, Carleton, Knox, and Northwestern, a noble company.

The department offers lower and elementary courses in Latin (and Greek) with a view to strengthening and supplementing the work already done in secondary schools. The primary objective of all language-teaching is to enable the pupil to read the language with a degree of pleasure and facility. Vocabulary, inflections, and syntax are stressed in this basic structural period of development. Here - in the emphasis on a necessary orderly sequence of learning - the ancient languages are on a par with mathematics and the laboratory sciences, it seems to me.

"5. Drama Department. Aims.

1) To prepare teachers of dramatics for the public schools.

2) To offer students a general course in drama as a preliminary to advanced work elsewhere.

3) To develop in the student an appreciation of dramatic literature.

4) To train students interested in participation in dramatic performances in the technique of play production.

5) To create at B a drama centre for the students and for the people of the community.

6) To extend the influence of the department beyond the community.

"6. Economics.

Several times during my stay at B the question of installing a course in Business Administration, leading towards some degree in business, has been up for discussion, but, for one reason or another, has been shelved. The interest of students has been whetted by announcements in the press coming from our Publicity Department to the effect that such a course was contemplated, or, in fact, would be installed in the near future, but up to this time, for various reasons, nothing has been done about it.

Personally, I have felt for a long time that such a plan might be too ambitious for B, but, owing to the fact that we have lost, during the past few years, a goodly number of students through lack of such a degree, I have become convinced that the time has arrived when it would be wise to make a definite move in that direction.

(Note added says that final decision of the faculty was not to offer a specialized degree but to permit somewhat more specialization in the social sciences under the Ph. B. degree. This arrangement met the approval of the man in the department of economics.)

"7. Department of English.

1) To cultivate enjoyment and appreciation of beauty. To educate for leisure.

2) To train young men and women in the joy of self-expression.

3) To prepare them for teaching and for advanced scholarship.

4) To establish friendly and helpful relationships outside of the department itself.

English Composition.

President Eliot is reported to have said that the main business of a college education is to teach the student to write and speak good English. Taken in its broader implications, I believe this view to be correct. This is to say that I believe the main object of a college education is to enable the student to think clearly, and express himself accurately, forcefully, - and, in some instances, beautifully.

Our problem in the department of written English is to take the unformed, deformed and mis-informed product of our high schools and transform them into citizens who can analyze a subject and their own mental processes, and then find adequate and appropriate expression through the medium of the approved usages of their mother tongue.

Another ideal looms in the far horizon - that of somehow keeping the department of written English in touch with the other departments of the college; so that the department may know whether, if at all, the effect of the training in written English is 'carried over' in papers and reports ostensibly couched in the English language. If the influence of our department does not make itself felt in every piece of written work a student prepares, our work is essentially a failure.

"8. Department of Home Economics.

There is a constantly growing interest in relation of the home to family life, to family income and to the work of the family.

"9. Department of Modern Languages.

Of students who avail themselves of courses offered by the department, a large group want languages for cultural reasons, others take a language simply because of the foreign language requirement, or because they need one or two foreign languages for future graduate work. From the point of view of the department, however, the most important, the smallest group, is formerly those students who intend to teach one or more of the languages. These students, must, above all, be provided for, even if the classes are small.

"10. Philosophy and Sociology.

Discussion of needs of department. No aim offered.

"11. Physics.

The scope of the courses offered by the Physics department necessarily depends upon the purposes of the students desiring work with us. It is somewhat limited by teaching time and material assets. In-so-far as time and equipment permit, we try to meet the needs of four classes of students:

1) College students who desire some science as a part of a liberal education.

2) Engineering students.

3) Students whose major interests are in the biological sciences, including those preparing to study medicine.

4) Students whose major interests are in mathematics or some branch of physical science.

"12. Public Speaking Department.

The Public Speaking Department should like to care for all students who have aptitude or genuine interest in speech work; it should also like to encourage students who feel the need of the work but who because of timidity hesitate about enrolling in such a course. It is not possible at present to offer more courses but one teacher cannot look after the amount of work that might well be undertaken."

"13. Physical education program for Women.

We are attempting to accomplish the immediate objective by offering a program of supervised play which includes:

Natural activities such as:

basketball	swimming
volley ball	golf
baseball	horseback riding
field hockey	tennis, etc.

Rhythmic activities such as clog, tap, and interpretive dancing.

Corrective physical education.

We do not make a program and try to adapt every girl or boy to it. Every student is allowed to select from the program some activity in which he engages for one season or more. The medical examination determines to some extent what this shall be. If the results of the medical examination are not satisfactory, he is advised to enter a corrective physical education class. This is the only place in the program in which we make use of formal gymnastics. Postural deformities, foot deviations, functional and organic heart conditions, malnutrition (overweights and underweights) infantile

paralysis, post-operative cases, weak points, stiff joints, sacro-iliac strain, general run-down condition, and excessive fatigue are all included in this group. Students with low health grades are not excused from physical activity. They participate in such physical activity as may be prescribed for the improvement of their health.

Our aim is to develop in all the students an intelligent understanding of their present defects, causes of these defects, and reasons for the particular activities prescribed; to arouse sufficient interest in the students so that they will carry on the prescribed activities beyond the class; to bring as many students as possible, and as soon as possible, to such a standard of physical efficiency that they may return to the required course of physical education.

"14. Library.

Future development merely. No aims.

"15. Mental Hygiene.

Discussion of improvement of personnel and facilities. No aims.

"16. Music.

As I see it, we have a three-fold obligation to the student body and to the supporters of B. First: To offer a high type of training to especially gifted students who expect to make a life work of music, particularly in the educational field; Second: to offer a high type of personal training, and a comprehensive cultural background to students who regard music study from the avocational angle; and also, to offer such students opportunities for participation in ensemble groups of recognized excellence. Third: to assist in the cultural development of the entire student body and college community through the agency of worth-while concerts by faculty members, student musical organizations and student soloists.

"17. Department of Art

The department offers undergraduate instruction for students looking forward to professional work (including teaching) in the art field. The underlying aim, however, is that of a college art department rather than a professional art school. The

constant effort will be to develop interest in the appreciation of art as an important part of a liberal education."

"18. Department of American Citizenship.

Aims of the department.

To elucidate the philosophy, to interpret the ideals, and to inculcate the duties and responsibilities of American Citizenship.

Such, in brief, are the aims of the Department of American Citizenship.

However, it is not to be concluded that the various courses offered by the department are wholly theoretical and that they have no practical ends.

Chief among these ends, of course, is the preparation of B . . . young people to assume and competently to discharge the ordinary, everyday duties that are incidental to all truly worthy citizenship.

Beyond this, however, it is hoped that in due time the department will provide graduate preparation for professional social service, for civil service work of various types in both state and nation, for political leadership and office, and for public service of every kind.

In the case of this institution the general aims are too scanty and vague to be a satisfactory definition of purpose or an adequate instrument for guiding the institution or for use in accreditation.

Departmental statements, which occupy most of the space, are devoted in most cases, to the discussion of questions of immediate concern to the administration of the department rather than to aims proper. There is too little evidence that the departments reflect any conception of the aims of the institution as a whole.

INSTITUTION C

(Enrollment 1933-1934 - 456)

STATEMENT I. CHARTER AND BY-LAWS - 1935

Charter and By-laws. Board of Trustees. 1935.

"The object of this Corporation shall ever be to diffuse knowledge, moral and religious principle, in the most practical and effectual manner; to afford the advantages of training and education to the youth of both sexes of the country, especially the west and southwest, to give especially facilities to youth found worthy and not having sufficient means, who may be insured to hardship, acquainted and in sympathy with the people among whom they are to live and labor, to obtain an education by labor or otherwise; thus offering a safe and unlimited opportunity to the patriotic and benevolent to assist in this great work, by their donations and endowment.

STATEMENT II. AIM AND PURPOSE OF C. (Adopted by Faculty, May 1931)

"We affirm the original statement of the founders of the college regarding its purpose and its ideal of education in religion; in science, literature and art; and in skilled labor and practical wisdom; by practice, training, and doing as well as by teaching, and in particular we emphasize the following as desirable aims and purposes of C.

"1. To train students in effective methods of intellectual work.

"2. To develop Christian character and spiritual ideals.

"3. To emphasize the dignity of labor and to teach respect for the worker; and, thus to prepare students for intelligent participation in the duties and responsibilities of a democratic state."

The formulation of aims by this faculty made in 1931, and particularly the three points offered, serves to sum-

marize the original statement and apparently covers the present aims of the institution.

This formulation is clear and to the point but it is scarcely comprehensive enough in scope. For example, while it implies, it does not definitely state a cultural purpose in education and it omits such an important aim as health completely. Nothing is said either about vocational concern or pre-professional activities.

The statements that are given, moreover, are set forth rather as desirable ideals than as actual working principles. What, for example is involved in "effective methods of intellectual work"? How could teaching "the dignity of labor" and "respect for the worker" prepare for "intelligent participation in the duties and responsibilities of the democratic state"? These questions need to be more specifically defined if they are to be of practical value.

It is evident that this institution has not set forth a comprehensive and clarified set of working aims.

INSTITUTION D

(Enrollment 1933-1934 - 751)

STATEMENT I. ORIGINAL ARTICLES OF INCORPORATION (1874) COPIED IN COLLEGE CHARTER OF 1889.

"The general purpose of the Corporation is for the advancement in education of pupils, from fifteen years of age and upwards, as a college; to preserve the pupils in the true Christian faith, as taught in the Evangelical Lutheran Church and nothing taught in

Contravention with the Symbolum Apostolicum, Nicenum, and Athanasianum; the Unaltered Confession, delivered to the Emperor, Charles the Fifth, at Augsburg, in German, in the year of our Lord 1530; and the Small Catechism of Luther."

STATEMENT II. AMENDED ARTICLES OF INCORPORATION DATED
AUGUST 7, 1930

Quotation from Article II - Purpose

"The general purpose and scope of this Corporation shall be the establishment and maintenance of an institution of learning of collegiate rank, in which higher education shall be given in harmony with the Christian faith as taught in the Evangelical Lutheran Church."

By-Laws Article I, Section I.

D is established and maintained for the purpose of giving young men and women a higher education in harmony with the Christian faith as taught in the Evangelical Lutheran Church. The teaching and government shall aim to fit the student for active Christian service and in particular to encourage and prepare men for the study of theology.

Article I, Section II.

"This institution shall offer courses leading to the Bachelor's degree, covering the subjects which are usually given in a standard Liberal Arts College, and including regular instruction in the Christian religion. Subject to the approval by the Board of Trustees, graduate work may be offered as the Faculty shall decide."

STATEMENT III. STATEMENT OF PURPOSE IN THE CATALOGUE,
1935, (Faculty Action)

"D is an institution of the approved liberal arts type, offering the various standard courses which serve as a preparation for the learned professions, for business and for public service. Its general aim is to give a higher education on the basis of the Christian Faith as taught in the Evangelical Lutheran Church."

It believes in the policy of broad and liberal culture as the best preparation for any profession, as well as for an efficient and satisfying individual life. As a denominational college, serving particularly the Evangelical Lutheran Church, it holds also that the inculcation of Christian principles and the fostering of the development of Christian character are essential and invaluable elements of any system of intellectual and moral education.

"Through its courses of religious instruction, its various religious organizations and through the general spirit pervading the activities of the college, it seeks, therefore, to awaken and maintain a sound and sincere Christian view of life and a standard of conduct in harmony with such a faith and profession.

"A special function of the college is the preparation of young men for the study of Theology and of young men and women for direct religious service on the home and foreign fields. A study of the alumni record will show how important and successful this type of college activity has been."

Within the frequent repetition of the religious tradition of this institution, a few aims can be identified.

These are:

1. Liberal arts education in harmony with the Christian faith.
2. Regular instruction in the Christian religion.
3. Maintain the Christian view of life and a standard of conduct in harmony with it.
4. Prepare young men for study of Theology.
5. Prepare young men and women for Christian service at home and abroad.

The very definite emphasis upon religious purposes in this case is commendable but it is a fair criticism that the aims offered do not sufficiently recognize other desirable objectives of liberal education such as health and social competence. Even in an institution that takes its religious mission seriously these aspects of experience should not be neglected. They necessarily belong in the

well rounded conception of education.

The aims of this institution are, therefore, seriously lacking in scope and, consequently, in their suitability as the instrument of a liberal educational program.

INSTITUTION E

(Enrollment 1933-1934 - 640)

STATEMENT I. GENERAL AIMS - CATALOGUE 1935

General Aims. 1935. (Catalogue 1935)

"E is distinctly a Christian college of liberal arts. The founders of the institution, so expressed themselves in the charter, and the trustees have adhered to this view in all subsequent amendments. The aim of the college is to educate young men and women for the business of life, ever bearing in mind that no education is complete or genuine that neglects the factors of moral and spiritual worth.

"E accepts the teaching of true scholarship as her most serious task, yet she consistently teaches the higher life that is above textbooks and laboratory processes. This manifests itself in usefulness to society as well as to the individual. She upholds a high ideal of service, and few students depart from her halls without this impression deep-seated in their characters.

"The college is large enough to offer the enthusiasm of numbers, to afford abundant opportunity for manifold student activities; but it is small enough to permit every student to come into direct contact, in classes and out of classes, with professors of ripe scholarship and experience of life, who have been selected for their teaching power. Here every student has an opportunity to measure himself among his fellows and to get ready for leadership in society. This preparation for leadership is the paramount function of the College of Liberal Arts."

STATEMENT II. STATEMENT ON PERSONAL ADJUSTMENT SUBMITTED BY DEAN 1929 - Catalogue

- a. Personnel Work
- b. Tutorial Classes

STATEMENT III. RELIGIOUS ORGANIZATIONS

Four listed with description. . . (1).

STATEMENT IV. HEALTH

- a. Physical examination
- b. Personal Hygiene lectures

STATEMENT V. SPECIAL CURRICULA

- a. Citizenship Foundation (1926) catalogue.

"Co-ordination of courses in History, Political Science, Economics, and Sociology - promotion of citizenship.

"To give all the students sufficient training in citizenship to make them intelligent and competent in public affairs; second, to prepare students of special ability for advanced work in universities and professional schools; third, to prepare teachers for the high schools, where the great majority of the future citizens must receive whatever instruction they are to have in citizenship and public affairs.

- b. Combined Courses (1914) Catalogue
Combined College and Professional Courses

STATEMENT VI. DEPARTMENTAL AIMS STATED IN CATALOGUE (1933) (Mainly description of scope of courses. Type of students, etc.)

Ancient classics	Mathematics
Biology	Modern Languages
Chemistry	Music
Economics and Business Ad.	Philosophy
Education and Psychology	Physical Education and Coaching

-
- (1) Statements II and III contain no additional aims but simply material supplementary to aims already offered.

English	Physics
Fine Arts	Religion
History and Political	Sociology
Science	
Home Economics	Speech

As an illustration of department aims -
Education and Psychology.

"The courses in Education aim (1) at general culture - enabling the student to evaluate the ideals and practices of education as one of the great agencies of civilization, or (2) at professional preparation - providing the training which will meet the certification requirements for teaching in the public schools of the State of Michigan.

"In Psychology the aim is to equip the student with an introductory knowledge of the facts and principles of this field, and in some courses to provide for limited specialization.

Religion.

"In addition to the religious and cultural values to be found in studying religion, the groups for whom these courses are designed are: students who will be lay leaders in local churches; specialized workers in religious education, such as directors of religious education, week-day teachers of religious education, playground directors, and social service workers; and students who expect to take graduate work in preparation for positions of religious leadership in the ministry and related fields."

The following aims are covered by the statements made by this institution and serve as a summary:

1. To maintain a Christian College of Liberal Arts - Religious culture.
2. To educate young men and women for the business of life.
3. The teaching of true scholarship
4. Teaching the higher life
5. Uphold a high ideal of service
6. Preparation for leadership

7. Health
8. Citizenship
9. Pre-professional and graduate work
10. Professional Training (Education)
11. Department Aims

These aims cover satisfactorily the scope of the program of the Christian college although several of them are too vague to be of much practical value, e. g. 2, 4, 5.

The statements lack, moreover, a system of organization such as would establish the significance of each aim and evaluate it in relation to a central institutional purpose. This is necessary if the aims are to guide and integrate the activities of the institution.

INSTITUTION F

(Enrollment 1933-1934 - 481)

STATEMENT I. PREPARED BY THE PRESIDENT AND APPROVED BY THE BOARD OF TRUSTEES. THE STATEMENT APPEARS IN THE MINUTES OF THE BOARD AND IN THE CATALOGUE BUT NO DATE IS GIVEN.

"I must ever give first place to scholarship. The primary purpose must be learning. The college seeks to offer its students able and effective instruction in an atmosphere so friendly and so helpful, and with association so stimulating as to discover and develop the best powers and abilities of each.

"The college strives to maintain and promote the ideal of a broad, liberal culture, and to direct its activities and methods toward the development of mind and character. This program of instruction and development is maintained in an atmosphere continuously loyal to America and to the church.

"The college maintains a program of physical, social,

and moral activities calculated to assist in the development of a complete life. The college seeks to develop comradeship in group life and to inspire a human striving after noble ideals.

"F aims to achieve thoroughness of scholarship and completeness of development in the life of those who enlist for college life and study. The college solicits the attendance of young men and women of earnest purpose, thorough preparation, and worthy character.

"The college is associated with the Presbyterian Church, as the agent of its educational ideals and activities. Several Christian denominations are represented in the Board of Trustees and in the Faculty; students of all denominations find here a friendly and congenial atmosphere.

"F maintains the following aims and objectives:

"To bring together a faculty of adequate teachers and a group of adequate students;

"To provide adequate facilities for their comfort and co-operation in a continuing fellowship of earnest study, happy, helpful living, and worthy achievements;

"To offer to the students a program of study adapted to the scholastic level of their attainments and adequate to the requirements of the Baccalaureate Degrees;

"To provide and maintain a college life on the basis of Christian ideals;

"To secure and maintain a vigorous, vital Christian life experience and a loyalty to the faith and program of the Church;

"To train and prepare students, by appreciation and participation, for active leadership in community and group programs, and services of religious and social welfare values;

"To train, equip, and inspire youth to accept their service vocations as opportunity for the practice of the complete stewardship life."

STATEMENT II. SOME AIMS AND OBJECTIVES
FACULTY COMMITTEE 1934. MINUTES OF FACULTY

1. Statements of Objectives in General Education.

"1. To unify the learning obtained in previous fields of reading and study. This objective should be achieved during Freshman and Sophomore college years.

"2. To offer through the various departments, four years of thorough college study in the field of liberal arts.

"3. To provide training and preparation of undergraduates for graduate study.

"4. To produce and provide leaders who have power of initiative, and reasonable ability to cope with civic, social and moral problems.

STATEMENT III. A STATEMENT OF OCCUPATIONAL OBJECTIVES.

"1. To provide specific training for teaching in secondary schools including thorough study in major and minor college subjects in the field of Liberal Arts, and satisfactory courses of study in education and other required subjects preliminary to teaching appointments.

"2. To provide in the departments of Economics, Commerce and Business Administration, suitable training for appointments in business and industrial pursuits.

"3. To provide a good foundation in Liberal Arts studies, plus a suitable pre-professional training in medicine, dentistry, law and the ministry."

STATEMENT IV. OBJECTIVES IN INDIVIDUAL DEVELOPMENT OF STUDENTS

Health Objectives

"1. Physical examination for all students at time of entrance to college.

"2. Arrangements with local physicians available on

college call for immediate attention to health needs of both men and women students.

"3. A registered nurse resident on the college campus.

"4. Infirmary and small hospital ward with hospital supplies and temporary hospitalization.

"5. Physical Education program with regular physical examinations and physical development programs for both men and women in physical education, one resident nurse, special arrangements with four resident physicians, a housing committee of the faculty for purpose of supervision of student housing and living arrangements.

Development of Personality, Character and Culture.

F College aims and strives -

"1. To develop a scientific attitude of mind toward the problems of life.

"2. To assist the student in the development of his religious nature without stressing any distinctive creed or dogma.

"3. To assist the student in the development of his moral and ethical nature, and to inspire him to right decisions and choices.

"4. To assist the student in the development for cultured and refined personality, gracious and courteous manners, and in the appreciation and participation in wholesome, helpful social programs.

STATEMENT IV. PAPER PREPARED BY A COMMITTEE OF THE FACULTY FOR FACULTY CONSIDERATION AND CONFERENCE

Defines Christian Education as including:

"1. Knowledge 2. Conduct 3. Appreciation

"1. Knowledge aim includes

1) Information about our world, our heritage, and our life tasks, and

- 2) Interpretation of this information into a unified whole.

"2. Conduct aim includes

- 1) The college spirit - practice of the cardinal virtues.
- 2) Acquisition of self-mastery.
- 3) Active and enthusiastic participation in religious activities both on and off the campus.
- 4) Training for leadership.

"3. Appreciation aim

Necessity for developing appreciation and the cultivation of the feelings."

The analysis of a group of statements of this kind is exceedingly difficult because of the overlapping and repetition of material and the diffusion of the thought.

In the attempt to eliminate clear cases of repetition and effect a fair classification of the material, the following summary results:

1. Scholarship - knowledge. This is offered as the principal aim.
2. Information about our world, heritage and life tasks.
3. The ideal of a broad, liberal culture based on four years liberal arts education.
4. Development of a complete life.
5. Fellowship of teachers and students.
6. College life on the basis of Christian ideals.
7. Loyalty to the faith and program of the church.
8. Train for active leadership social and religious.
9. Vocations as the opportunity for complete stewardship of life.
10. Unify learning.
11. Training for graduate work.
12. Pre-professional training.
13. Professional and business training.
14. Health.
15. Scientific attitude towards problems of life.

16. Development of the student's religious nature.
17. College spirit.
18. Development of moral and ethical nature - conduct.
19. Self-mastery.
20. Cultured and refined personality.
21. Gracious and courteous manners.
22. Participation in social programs.
23. Appreciation - cultivation of the feelings.

It is obvious that even this list involves some overlapping of ideas but a great diversity of aims is inevitable in this case. Almost everything is claimed yet it is not clear that many of these aims are really in effect, in specific ways, in the life of the institution.

There is a serious lack of organization and of relevancy in the statements so that it is difficult to say what the real aims are. Such a formulation does not present clear-cut goals for the guidance of the institution.

INSTITUTION G

(Enrollment 1953-1954 - 988)

STATEMENT I. ARTICLES OF INCORPORATION 1881

"The particular business and object of this corporation shall be to establish, endow, conduct, and maintain an institution for the promotion of sound learning and education, such as is usually contemplated in colleges and universities, under religious influences."

STATEMENT II. INAUGURAL ADDRESS OF PRESIDENT 1921

"In saying that G, being a college, stands for culture, I am thinking of the culture of men. The college being, as we say, liberal, aims to develop the man not in part but in completeness. Various

departments of instruction are so many different avenues of appreciation and self-expression. A man of liberal education is so cultivated that his different resources of creative energy and appreciation are in some measure developed. He who is thus made acquainted with himself and the world in which he lives is a liberal education man. To produce such a man is the business of a college. It is the business of G.

"Useful experiences are necessary in making men, and many such experiences have such intellectual value that they may well be included in a college course. Our policy in this regard may be determined by three outstanding facts. First, most of our men go into business. Second, most of our young women teach school and afterward marry. Third, there is in this community a varied and thriving industrial life. These facts may well be recognized in the development of the curriculum."

"A college course is designed to develop powers of self-expression and appreciation."

"G - is Christian. As it is Christian it stands for character."

"It is distinctly a part of G's business to give its students an intelligent and intelligible statement and interpretation of the meaning and duties of citizenship in this country."

"Culture, character, citizenship - these three comprise my creed for G. Fail of our ideals in this or in that particular of application, we may; lost sight of them we never shall!"

STATEMENT III. ADDRESS OF PRESIDENT TO FACULTY SEPTEMBER 1923

"It is necessary for us to keep our minds fixed on students and to make all of our judgments of ourselves with regard to the success and failure of our students."

"G has a very definite corporate purpose. It is specifically incorporated 'to conduct a liberal arts college under religious influences'. Each one of us is in honor bound to determine his own relation to the advancement of that purpose. The whole purpose of G is made effective or ineffective by the individual faculty member when he stands alone before his students."

"Emphasize majors as we will and ought to, it is nevertheless true that we aim to give our students a college and not a departmental education.

"We can, I think, say that success has been achieved when the success of the student secretary in placing students in the freshman class, has been matched by an equal success in placing students in employment when they leave college. Correct placement of students of course involves more than an organized effort to find jobs for students. It is founded on an intelligent study of students, intimate acquaintance with them, and intelligent direction of their courses and habits of study."

STATEMENT IV. ANNUAL REPORT OF PRESIDENT TO BOARD OF TRUSTEES, OCTOBER 1933

"Throughout all change it would seem to be essential for us to maintain a type of academic and campus life which will result in a correct sense of values. There- we may realize both our academic and religious purposes.

"Its (faculty) chief business is to develop scholars and scholarship and ideals of life on a level which is appropriate for an institution of higher education."

STATEMENT V. ANNUAL REPORT OF PRESIDENT TO BOARD OF TRUSTEES, OCTOBER 1934

"The college must provide for such culture as may be realized by the exercise of the totality of one's powers, by such competence as will fit one to adapt one-self effectively and happily to a rapidly changing world, and such character as religion and religion only is fitted to develop.

"The problem involved is not one of discipline and of imposing penalties upon students for failure to realize standards. It is rather a question of leadership and of providing on the campus such an educational program and opportunity as will place students under the inescapable authority of love of excellence."

STATEMENT VI. STATEMENT FROM CATALOGUE, MARCH 1913

"G college was founded to train young men and women to clear thinking, deep feeling, and generous ideals of Christian service. To this initial service it still adheres. It seeks to develop in its students powers of adaptability, perspective, and judgment, a capacity for sympathy and appreciation, and a sensitiveness to personal honor and responsibility. While maintaining a liberal attitude toward the more practical demands of its environment, the college always subordinates a living to a life, believing that by a cultural and religious education it can best equip young people for independent and original achievement, and prepare them for leadership under the complex and exacting conditions of modern life."

STATEMENT VII. CATALOGUE 1934-1935

"G is definitely committed to a program of liberal arts education with proper regard for the function of an institution of higher learning in preparing young men and women for effective participation in the service of society. This broad purpose places upon the college the responsibility of providing for each student such culture as may be realized from intellectual, aesthetic, and spiritual development; such competence as will insure effective adaptation in a rapidly changing world; and such character as religion and religious influences only is capable of developing.

"More specifically G seeks to provide, through its curriculum, adequate general education with reasonable provision for the necessary prerequisite training for those who desire advanced work in a chosen field. Further, each student is prepared for pursuing effectively independent study and to this end is trained in the methods of acquiring and using knowledge and the special methods of study applicable to a given field of concentration.

"The college seeks a high level of excellence in the work of the individual student. This policy of the institution will be advanced by a consistent effort to maintain a faculty of scholarly attainments and ideals, and the employment of general tests of achievement covering the work of students in a department or field of concentration, insuring a greater comprehensiveness of learning, break down existent narrow course limitations,

and emphasize sharply the essential unity of all knowledge. In this connection, also, the college holds as a primary responsibility the discovery of the individual student - his needs, interests, and purposes - and the consequent direction of student effort and instructional emphasis toward the satisfaction of such individual needs on the highest possible level. Further, advanced students of demonstrated ability and ambition will be allowed considerable latitude in carrying on their work, and will be permitted to undertake independent study in completing the requirements for the degree.

"An important factor in the determination of the purposes of this college is the character of the student population. For this reason the college recognizes some rather distinct groupings of students on the basis of cultural, vocational, and professional needs. An especial effort is made, also, to care for the needs of those students who are looking forward to educational work, those preparing to enter one of the professions, and others planning graduate study and research.

"True education is functional. To this end, participation in appropriate forms of campus life and activity, in student government, the production or participation in the dramatic and speech arts, in some musical organization or activity, etc., all are definitely encouraged as having real and essential worth in the achievement of valuable objectives, and the definite encouragement of a many-sided development and the creations of new avenues of self-expression.

"The development of physical fitness and a real appreciation of the physical body is indispensable to effective living. The college seeks to provide complete and effective training in this field, and has organized well-rounded programs of health and physical education for both men and women, and provides, under skilled direction, some form of health training to meet the needs of every kind and type of student.

"Finally, it is the definite aim of C to create an environment into which young men and young women may be invited to live and work with the assurance that proper standards of conduct, high ideals in relation to one's fellows, a right regard for personal worth, and a real reverence for the things that should be revered, each has its place and constitutes a definite part of the college program.

STATEMENT VIII. DEPARTMENT AIMS 1933-1935

Departments:	Art	Journalism
	Bible	Latin
	Biology	Mathematics
	Chemistry	Music
	Education	Philosophy
	English	Physical Education,
	French	Men
	Geology	Physical Education,
	German	Women
	History	Social Sciences
	Home Economics	Speech
	Psychology	Physics

Department of Bible.

"The English Bible has an important place in the curriculum of the college. The aim is not to offer studies about the Bible, but a course of major studies in the Bible itself. It is offered in the hope of stimulating appreciation of the Bible as the Great Book of religion as well as a literary masterpiece. The course is aimed especially to serve those who look forward to the field of religious education generally.

Department of Education.

"The purpose of the department of Education is two-fold: First, to offer the professional training required of those who become teachers; and, secondly, to present courses of general interest and cultural value to all students.

Department of Philosophy.

"The courses of the department are planned to serve two classes of students: First, those who wish to familiarize themselves with philosophic thought for cultural and disciplinary ends; second, those who intend to pursue advanced work in philosophy in graduate schools. For those who anticipate further professional preparation in theological schools and along lines of special research, the work in philosophy will afford a valuable background."

Statements of aims based upon presidential addresses and reports are difficult to analyze into definite form. It

may be questioned also whether such material can be recognized as an acceptable formulation of aims although it may be used to supplement such formulation.

A study of the statements of this institution and the elimination of repetition suggests the following as possible aims:

1. Sound learning and education under religious influences
2. Liberal education - developing the man in completeness - a college not a departmental education
3. Christian character
4. Citizenship
5. Correct placement of students both in college and in employment afterwards
6. Producing a correct sense of values
7. Adaptation of the student to a changing world - powers of adaptability
8. Placing the students under the inescapable authority of love of excellence
9. Train in clear thinking - powers of perspective and judgment
10. Training in feeling and appreciation
11. Train in sensitiveness to honor and responsibility
12. To equip for independent or original achievement
13. Prepare for leadership
14. Effective participation in the service of society
15. Discovery of the individual student - excellence in work of
16. Professional training (education)
17. Pre-professional
18. Preparation for graduate work
19. Physical fitness
20. Create a moral and religious environment.

While several important aims occur on this list yet many of the statements are ideals rather than aims and could not be used as definite aims without further definition and explanation. Many of the phrases suggest effective oratory rather than significant material for the moulding of institutional policies or the guiding of actual activities.

INSTITUTION II

(Enrollment 1933-1934 - 1842)

STATEMENT I. PRELIMINARY ANNOUNCEMENT BY THE PRESIDENT 1881

Institution as a whole.

"This university has been designed upon a broad, liberal and modern basis. The articles of incorporation provide that all its departments and immunities shall be opened to all without distinction of sex, religion or race. In its management and influence it will aim at being Christian, without being sectarian."

"This purpose was unanimously reaffirmed and adopted by the Board of Trustees on February 19, 1919.

STATEMENT II.

"The object and purpose of this organization shall be to establish and maintain, in or near the city a university for the education of persons of both sexes in the higher branches. Besides the usual collegiate courses the Board shall have power to establish and maintain in or near the city of _____ Bible, Law, Medical, Art, Musical, Commercial, Practical, Mechanical and other departments, or schools, at such times and in such manner as they may deem expedient. All departments of this university shall be open to both sexes, and for those of any religion or race.

STATEMENT III.

"We strive to maintain an organization which will preserve all the advantages of the small college and provide the obvious advantages of a university. To this end we have six colleges (Liberal Arts, Bible, Law, Education, Commerce and Finance, Fine Arts) of which Liberal Arts is the center and foundation. Each college, however, maintains independence in its faculty and curriculum and is so coordinated and integrated as to give a greater choice in the selection of fields of educational endeavor."

College of Liberal Arts - Catalogue 1934

"In order to continue the recognized ideals of H University and to clarify the course for the future, the College of Liberal Arts states its purpose as follows:

"1. To advance its students through a curriculum designed for a four-year college course and throughout each successive stage to increase their understanding of

The cosmic forces and factors among which human life has its setting; the physical, mental and emotional factors that condition the life of the individual;

The progressive experiences of the past out of which our society has evolved; the intermingling relationships that give structure and vitality to society.

"2. By means of all college relationships to establish as the permanent possessions of its students.

A degree of skill sufficient to give an appreciation of the ways by which the various branches of knowledge are approached and to make possible an advance either for vocational or avocational ends;

The ability to integrate diverse fields of thought;

The desire to attain mastery, and an incentive toward creative work;

A critical attitude, resourcefulness of the mind, and fidelity to the processes of careful thinking;

The poise characteristic of a person whose emotions as well as intellect are under the control of discipline;

The art of living together in all the relationships of society;

An appreciation of the cultural and aesthetic values that mark a refined civilization;

"3. To offer in relation to specific interests and within limits defined from time to time by the university:

An adequate preparation for entrance into professional training by a course of study consistent with the purpose of the College of Liberal Arts.

Training adapted to prepare selected students for advanced work in special fields of scholarship.

Statements of various colleges:

College of Bible
Law School
College of Education
College of Commerce and Finance
College of Fine Arts

Bible - General Catalogue 1934

"The College of the Bible is non-sectarian, and is open alike to all who desire a thorough knowledge of the Scriptures, Church History and kindred studies. The chief purpose of the founders of H was to provide Biblical instruction on liberal and scientific principles for studies, irrespective of church relations or prospective vocations, and at the same time to furnish ample facilities for education for the Christian Scriptures and freely to lay under tribute every source of light and truth available to modern scholarship. The college will diligently endeavor to make its course of instruction adequate to the growing demands of ministerial students, and by offering more than the usual curriculum, endeavor to induce them to undertake a more liberal preparation for the increasing requirements of the ministry. It is now quite generally recognized that the teaching of the Bible should be placed on the same scholarly basis as science, sociology and philosophy. We are trying to encourage and stimulate honest, open-minded investigation of the phenomena of religion. The academic freedom has always been recognized and we have tried to hold the general standards and such methods of teaching and research as are found in the more stable group of theological seminaries and schools of religion."

Law School - General Catalogue 1934

"The primary purpose of any professional school is to give its graduates the training they must have in order that they may be prepared to render the kind of service the public has a right to expect of them. This

is particularly true of law schools. The law student should have a broad, general education as a basis for his legal training. His preliminary schooling ought to provide him not only with a great amount of general information but also with an agility of mind that will enable him to grapple with legal problems.

"The school is committed to the case method of instruction. This method encourages the student to do careful and accurate thinking; it develops his reasoning facilities; at the same time he learns the fundamentals of the law.

"The duty of the law school is to teach men and women what the existing legal rights are and the methods of procedure to enforce them. A knowledge of what now exists enables one to maintain himself and bring about gradually such expansion in substantive right and such reforms as are fitting in an advancing society.

"Legal education is experiencing radical and far-reaching changes. The old methods of preparing young men and women for the profession of law are now considered inadequate to train them to serve modern society. Preparation in a law school is no longer merely recommended by the leading scholars and practitioners, but deemed absolutely essential. It is not enough that the law training should be thorough and comprehensive, but the prospective lawyer must secure a knowledge of an extensive pre-legal field before entering upon the professional course. This should be as unlimited as the student's time and means will permit. After graduation, the law student faces as severe tests as does the medical student. Bar examinations throughout the country are becoming extremely rigid and searching. The aim of the profession is to exclude from its ranks the unfit; to admit only those who are qualified to perform their duty to their client, the court and the community.

"It is our aim to maintain a law school at H which fulfills the requirements of modern legal education. Buildings and library facilities have been substantially improved. The faculty has been carefully selected because of high scholarly attainments and practical experience."

College of Education - General Catalogue 1934

"The purpose of the College of Education is to prepare

teachers for the public schools. The program of work is so arranged as to provide training for public schools of all grades, kindergarten to high school, inclusive.

"For kindergarten, primary and elementary grade teachers both two year and four year courses are provided. For junior and senior high school teachers provision is made for four years of training. All four year courses lead to the degree of Bachelor of Science in Education.

"Four year courses are planned to provide for both professional and liberal training. Candidates for the degree who plan to teach in the junior or senior high school must select majors and minors in academic fields.

College of Commerce and Finance - General Catalogue 1934

"The curricular of the College of Commerce and Finance are designed to train students for business. The college proposes to build for students a broad foundation of economic training, including the tools and principles used in business and particularly to acquaint the students with the underlying social and economic responsibilities of present-day men of business.

"The college aims further to provide students an opportunity to specialize in certain definite fields of business activities; namely, in accounting, finance, merchandizing and business administration. In order to care for those young men and young women who wish to enter business as secretaries and for those who wish to teach commercial subjects in our high schools, special courses have been set up.

"The College is organized on the 'Four-Year' plan in order that students may carry general and cultural courses along with the more technical courses during the whole of the four years; thus avoiding the problem of crowding foundation and cultural courses into the first two years and technical courses into the last two years as it is necessary to do under the 'Two-Two' plan. The courses offered divide themselves into the following groups: Tools courses; principles courses, information or factual courses; and general cultural courses.

"The tools courses are designed to familiarize students with the techniques ordinarily used in business, such as accounting, statistical methods, mathematics of investments and so on.

"The principles courses undertake to develop the laws of business procedure as determined by the application of scientific method to the study of business activities.

"The information courses are designed to familiarize the students with the natural and social environment in which business operates. Into this group go the historical background courses, certain of the courses in economics and also courses in the natural sciences.

"The cultural courses are selected with the view to building up the social background of the students in order that they may have a broader base upon which to build their vocational courses, and also in order to increase their avocational interests.

"Since there are certain tools and principles of business which apply equally well to all kinds and types of business activities, the first two years of required work are identical for all of our students, no matter what may later be their special training. Elective courses in the junior and senior years are limited both in number and scope, for the reason that undergraduate students are ordinarily not competent to decide what is best for them to take.

"On the other hand, since our enrollment is limited, we make a careful study of each of our students for the purpose of determining his capacities, his special interests, and special abilities, in order that he may be directed in the choice of his major and in the selection of his elective courses.

College of Fine Arts. General Catalogue 1934

"All education serves to clarify thought so that the individual may be enabled better to unfold purposefully his inherent capacities. Education in the fine arts should clarify thought concerning their essential values, purposes and scope. This it must do through recognized curricula of a proven practicality. Our catalogues are, therefore, prepared from year to year to keep pace with demands from constituted authorities and to conform to the trend of demand from graduates in the teaching field.

"The College of Fine Arts in its purpose and objective is both practical and idealistic. It is practical

in that its curriculum is designed to prepare students to become supervisors in public school activities; to teach privately; and to become professional performers of the arts. It is idealistic in that it recognizes that the success of the practical is determined by the proportion of acknowledgement of the cultural ideal as a prime essential to a full expression of activity."

The following summary suggests the scope of the aims offered in this case not including aims of the various colleges of the institution.

1. Christian higher education open to both sexes and for those of any religion or race.
2. Increase understanding of cosmic forces and factors
3. Understanding of the physical, mental and emotional factors that condition the life of the individual
4. Understanding the progressive experience of the past
5. Understanding the intermingling relationships that give structure and vitality to society.
6. Skill sufficient to give an appreciation of the ways by which the various branches of knowledge are approached
7. Ability to integrate diverse fields of thought
8. Develop the desire to attain mastery and to do creative work
9. Critical attitude, resourcefulness, clear thinking
10. Poise - emotional
11. Art of living in relationship of society
12. Appreciation of cultural values
13. Pre-professional
14. Graduate work

Many of these aims are legitimate and significant and could conceivably be used in setting up a definite program. In several cases, however, the meaning itself is not clear and in others the statement is not specific enough. What exactly is meant, for example, by "Increase understanding of cosmic forces and factors?" and "Understanding the progressive experiences of the past?", or "Skill sufficient to give an appreciation of the ways by which the various branches of

knowledge are approached?"

These statements are too general and vague to be acceptable aims from the standpoint of effective institutional control.

INSTITUTION I

(Enrollment 1933-1934 - 174)

STATEMENT I. FACULTY RECORDS 1918-1920

"I was founded as a College of Liberal Arts and was empowered by the State of _____ to confer degrees. It is a Catholic institution devoted wholly to the needs of young women who have completed their secondary work and who are capable of pursuing the courses in higher education.

The objectives of the College are:

"1. To cultivate the mind and heart, to develop all that is best and to eradicate all that is faulty in character, while in no way interfering with the student's individuality.

"2. To produce the true scholar - the true woman equipped for places of social leadership and highest womanly service.

"3. To focus attention on vocational training as a preparation for one's personal adjustment.

"4. To stimulate in the student a keener appreciation of responsibility in the participation of public affairs.

"5. To make clear to the student that the institution sums up its aims in its familiar standard - 'Fides, Mores, Culture'."

The aims of this institution are presented in an acceptable form although each statement needs further elaboration to make it effective in institutional policy.

There is a striking omission of certain aims ordinarily regarded as the responsibility of the church college as, for example, health and religion. While these may be implied in the statements made they should be definitely set forth if the formulation of aims is to be adequate.

The omission of religion is especially serious because this is definitely a church institution designed supremely to unite religion and education. Such an institution cannot, therefore, suppress or neglect its emphasis on religion, in presenting its aims, without weakening its claim to a distinctive function in modern education. Rather the religious objective should be stated emphatically as the central concern of its entire program.

These aims need, therefore, to be set forth in a more comprehensive form and with greater courage in presenting a distinctively religious purpose.

INSTITUTION J

(Enrollment 1933-1934 - 412)

STATEMENT I. A STATEMENT OF THE PURPOSES AND OBJECTIVES OF J AS REPORTED BY THE GOVERNING COMMITTEE OF THE INSTITUTION IN 1863. MINUTES

"It is not so much our aim at J to make brilliant scholars as to turn out well-instructed, serious, and useful men and women. The acquisition of knowledge is chiefly to be prized as the means by which the cultivation of the mental powers and the formation of correct principles and habits are to be attained.

"In laying the foundation of a good education, those parts of human knowledge must be selected the study of which is most strengthening to the faculties, and the application the most useful in the affairs of life. These have been decided by the experience of the most competent judges to be mathematics, natural science, and language. The course of study at J embraces all these; and the faithful pursuit of them strengthens the faculties, forms habits of patient thought and perseverance, and establishes in the mind just method of reasoning - qualities alike valuable to the mechanical and other laborious occupations and to the literary and scientific professions."

STATEMENT II. STATEMENT OF IDEALS FORMULATED IN 1922 BY A JOINT COMMITTEE OF FACULTY AND BOARD OF TRUSTEES OF J, INCORPORATED IN THE MINUTES OF THE BOARD 1922 AND PRINTED AS AN APPENDIX IN THE 1921-1922 CATALOGUE

"The purpose of this statement is to gather together and make articulate the ideals which were in the minds of the founders of the institution and which have always animated those who have been charged with the responsibility of its management. This attempt is made in order that we may see more clearly our own objective and the means by which it may be reached.

"With this aim in mind, analysis brings us immediately to one inclusive ideal which constitutes the sole reason for the existence of J College, namely, the development of the highest possible level of personality in the young men and women who come to the institution. More specifically, our aim is to bring young men and women to a right understanding of the world in which they live so they can think straight and consecutively and thus avoid the occasion for intellectual conflict; to bring them to a right appreciation of the values of life so they shall set forward as their life's aim the career of Christian service; and to bring them to a right organization of conduct, so they shall be self-controlled, steady and dynamic in their pursuit of these values.

"But while the ultimate ideal is thus a certain kind of product, the more immediate ideals must pertain to the character and processes of the institution as the producing agent. Looked at from this standpoint, the aims are more specific and can be more concretely stated under the following heads:

"1. Educational -

a. J desires to maintain and still further to improve her present high standards of scholarship so that her graduates may pursue with distinction their work in the graduate schools of the country.

b. She also desires to secure for those of her student body who attain high scholastic ranking their proper recognition and to indoctrinate the students with the idea that scholarship far outweighs in importance athletic and social activity.

c. J approaches the problem of higher education from the standpoint of the small college and not that of the university. She must, therefore, limit her curricula to those disciplines and methods which give insight into and appreciation of the fundamental elements of the social inheritance and must leave specialization to the university.

d. While J is not a sectarian college and does not desire to force upon the students any pre-conceived doctrine, yet it is our belief that the Friends' interpretation of Christianity is the truest interpretation and that society and the individuals who make it up are now in sore need of our spiritual message. We, therefore, believe, it right not only to maintain the highest possible standards of scholarship but also to project the facts of science, history and social science, ethics, philosophy and religion upon the background of our spiritual insight as a Society of Friends. J is a Friends College and as such should interpret the boiled-down essence of human achievement, namely, the curriculum, to her young people in the light of the inspiration which gave her birth.

"2. Religious -

We recognize that the spiritual life of the individuals who make up the J community is, when rightly interpreted, the greatest factor in the development of personality and that the quality of this spiritual life is the final test of the efficiency of the college.

We, therefore, desire above all else to foster and develop a genuine, vital and dynamic spiritual life, with its attendant expression, in all members of the group and in the group as a whole. Such a life

must be founded both upon first-hand contact with Christ, the Saviour, and upon a proper mental discipline. The requisite discipline includes the intellectual ability to see the world clearly and see it whole, the proper appreciation of the values and the ideals of life, and the effective organization of conduct.

"Here again, we desire not a narrow or dogmatic sectarianism, but rather a continuous emphasis upon the fundamental elements of religious life as historically interpreted by our Society.

"3. Social and Moral.

"The social and moral ideals of the college are even more difficult to gather up and define than the others, for what we seek is a spirit, an atmosphere, an attitude, rather than definitions or prohibitions. It is precisely the attitude of fellowship, consideration, co-operation, and mutual helpfulness which characterize superior family life which we desire to establish and maintain. In the expression of this attitude, we recognize that the very size of our group will necessitate a willing curtailment of certain liberties which some individuals are accustomed to enjoy in their own homes.

"We are also keenly sensible of the fact that recreation and amusement must constitute a large part of our life, but we feel we must hold to the ideals of the simple amusements, the temperate department and decorum which have endeared J to her solicitous supporters from the first. This conviction arises alike out of deference to the traditions and sentiments which have thus been essential elements of the J atmosphere and from the belief, therefore, is the establishment and maintenance of a normal social life, free from cliques and extravagances, a life which shall be rich in opportunities for wholesome and recreative enjoyment and which shall render unnecessary those amusements and pastimes which are commonly regarded as questionable by all those who by interest and sacrifice sustain J and make her continued existence possible.

"4. Government.

"We affirm our belief that an essential part of strong personality is the ability not only to exercise self-control but to co-operate toward the achievement of a corporate self-control, and that it is a function of

STATEMENT V. THE AIM OF CHAPEL PROGRAMS AS STATED BY THE PRESIDENT IN HIS REPORT TO THE YEARLY MEETING OF FRIENDS IN 1930

"The regular chapel exercises on Monday, Wednesday, and Friday mornings present a great opportunity for constructive character building. Without foregoing the ultimate authority and responsibility of the college, the aid of the student body should be invoked in planning chapel services best fitted to student needs. Some chapels should be altogether given over to worship, not forgetting silent worship, and worship through music. Whether or not any particular chapel exercise is strictly devotional in character, it should set a tone for the entire day and the chapel exercises as a whole should set the tone of college life. They should send students away better men and women, more eager for useful work, more fitted for helpful play. They should by no means be used as propaganda for causes good or bad, but should offer a forum for the intelligent presentation of all sides of matter of public interest. The mere fact that someone wants to speak in chapel affords no conclusive evidence that he ought to be called upon to speak in chapel. The chapel hour is held in trust for the benefit of the students of J college. The conduct of the chapel exercises is as important, if not more important than the conduct of any course in college. The program should be so varied as to meet the needs of all. Attendance is required on the theory that attendance is worthy while, and it should be the constant study and obligation of those charged with responsibility for the chapel exercises to see that this theory corresponds with practice. An earnest effort has been made during the past year to live up to these ideals."

Also from the 1931 report of the President as above:

"In planning the J college chapel programs, an attempt is made to satisfy a variety of needs all directly related to one fundamental purpose, namely the making of better men and women. We endeavor in chapel from time to time to offer a period for common worship, to present problems of national and international interest, to give to the students an opportunity for self-expression through participation in the exercises, and to open another channel in our college life for the cultivation of the love of the beautiful in music, art, and nature. It is our earnest desire to make our chapel programs constantly a more worthy expression of these ideals."

STATEMENT VI. THE AIM OF THE INSTITUTE OF FOREIGN AFFAIRS
(FORMERLY INSTITUTE OF POLITY) AS STATED BY
PRESIDENT IN HIS REPORT 1932-1934.

"It is believed that the Institute contributes a valuable factor to our college life and stimulates and strengthens the interest of our students in international affairs. One of the great purposes which Mr. _____ had in mind in suggesting and lending his support to the J Institute of Polity was to assist in creating an informed public sentiment in favor of international peace, justice and good will. (1932)

"Year by year J endeavors in every practicable way to emphasize her interest in international affairs and in the substitution of law and justice for force in the relations of nations. (1934)

STATEMENT VII. THE AIM OF THE INSTITUTION OF FOREIGN AFFAIRS
AS STATED IN THE 1933-1934 CATALOGUE

"The institution has been inspired and pervaded by an atmosphere of justice and friendliness to all nations, including our own. The speakers have been selected with a view to giving to the members of the conference an opportunity to learn at first hand from men who are or have been actively engaged in the solution of international questions, the real purposes and ideals which have inspired the conduct of American foreign policy with relation to Latin America and the Orient.

STATEMENT VIII. THE PURPOSE OF THE INSTITUTION AS STATED IN
THE 1933-1934 CATALOGUE

"Since the foundation of the college its purpose has been to develop character and spiritual life, and to provide the best available intellectual opportunities - in the words of its founders, 'to afford literary, moral and religious instruction to its students, and to inculcate habits of punctuality, and self-control'. It has always accepted the prerogative of the small college to give individual attention to its students to the end that they may be prepared to meet the responsibilities of living.

STATEMENT IX. THE OBJECTIVES IN THE RELIGIOUS AND SOCIAL LIFE OF THE INSTITUTION AS STATED IN THE 1933-1934 CATALOGUE

"The college aims to foster in every way possible the religious and social development that since its foundation has been regarded as one of its chief purposes. Committed to the belief that character is a high achievement, the college endeavors to give individual attention to the needs and interests of every student in these respects as well as to his academic training. Through the interested efforts of members of the faculty, through religious services, through the help of student agencies, through opportunities to put into practice the principles of the Christian religion, a serious attempt is made to co-operate with parents in preparing the student to go back to his community a better person and a better Christian than he was when he left it.

"Student affairs are administered jointly by students and faculty. The student Government Association and the Day Students' Association represent the students and are responsible to the faculty for creating and sustaining a public sentiment which will foster the permanent social and moral welfare of the group in accordance with the policies and ideals of the college. Their aim is 'to strengthen a spirit of unity and a sense of individual loyalty and responsibility by practical, regulated co-operation'."

STATEMENT X. THE OBJECTIVES IN THE RELIGIOUS AND SOCIAL LIFE OF THE INSTITUTION AS STATED BY THE PRESIDENT IN HIS REPORT 1930

"The religious and social life of the college has occupied our most serious thought. Believing as we do that the development of character is our most important duty, it must be our endeavor so to adjust the complexities of our college life that justice shall be done to all and the character of each individual strengthened. In accordance with its conviction that proper social life is one of the valuable elements in the building of character, the faculty has during the past year set itself to the task of working out a constructive social program 'consciously directed toward an effective emphasis on the principles and practices generally recognized and of major importance in our college life'. A part of this plan involves a closer association between all the members of the faculty and the students. It includes also

a more intimate knowledge of the interest and the activities of each student, and a wiser leadership of them.

"Discipline, when it must be resorted to, should be directed to the strengthening of the character of the individual concerned. Pranks must be differentiated from acts involving moral turpitude, and the treatment administered must be appropriate. In every case the interests of the student or students implicated must be constantly kept in mind. In college at any rate, the chief purpose of punishment is reformation."

STATEMENT XI. THE AIMS OF VARIOUS DEPARTMENTS OF INSTRUCTION
AS STATED IN 1933-1934 CATALOGUE

Economics	Music
Geology	History
Home Economics	Sociology
Psychology	

Since this institution has placed so much emphasis upon social life the aims of the Department of Sociology are quoted -

Sociology.

"The courses offered in sociology have the general aim of giving the student a conception of the nature of the social-cultural aspect of the work in which we live. In addition to furthering thus the students' general education, study of the fundamental sociological concepts presented in the introductory courses and developed in advanced courses may prepare him for graduate study in sociology and related subjects such as would lead logically to teaching or research in the field of the social sciences. While not a preparation for social service work, courses in sociology may be considered as relevant basic material for those who expect, upon graduation, to enter one or another of the professional schools of social work or social service administration."

A good deal of repetition is evident in this as in former cases. When these are eliminated and the actual aims are

discovered the following list fairly represents the objectives of this institution:

1. Religion - chapel exercises
2. Character and spiritual life
3. Well instructed, serious, useful men and women
4. Strengthening the faculties
5. Development of highest level of personality
6. Right understanding of the world
7. Right appreciation of the values of life
8. Life's aim the career of Christian Service
9. Right organization of conduct
10. Graduate work
11. Scholarship
12. Curriculum limited to fundamental elements of inheritance
13. Christian education from standpoint of the Society of Friends
14. An atmosphere such as characterizes superior family life
15. Normal social life
16. Achievement of corporate self-control - democratic self-government
17. Absolute honor and integrity in inter-collegiate relationships
18. Institute of foreign affairs
19. Individual attention to students
20. Discipline wisely directed

Many of the aims in the foregoing list are important and clearly stated, but as indicated in other cases, they suggest a miscellaneous collection of ideals rather than an organized program of actual institutional purposes. Past and present aims are listed without the provision of an adequate contemporary formulation.

These defects make the statement, without modification, unacceptable as a satisfactory device for the determination of institutional policies and activities.

SUMMARY

The following summary of the ten foregoing statements of aims will serve to show the points of diversity and agreement in the formulations offered:

1. Christian character aims	10
2. Liberal education in harmony with Christian faith	10
3. Scholarship	8
4. Leadership	6
5. Preparation for graduate work	6
6. Appreciation of values	5
7. Pre-professional	5
8. Departmental aims	5
9. Vocational preparation	4
10. Physical education and health	4
11. Knowledge about world and life	4
12. Refined personality	3
13. Art of living	3
14. Citizenship	3
15. Preparation for Christian service	3
16. Atmosphere - college life on basis of Christian ideals	3
17. Professional and business training	3
18. Sensitiveness to honor and responsibility	2
19. Equip for original achievement and Creative work	2
20. Participation in social programs - normal social life	2
21. Denominational aims	2
22. Discovery of individual student	2
23. Worthy home life	
24. Puritan traditions and ideals	
25. Undergraduate work of highest possible grade	
26. Dignity of labor	
27. Instruction in Christian religion	
28. Prepare for study of theology	
29. Fellowship of teachers and students	
30. Loyalty to faith and program of the Church	
31. Develop college spirit	
32. Self-mastery	
33. Scientific attitude towards problems of life	
34. Adaptation of student to changing world	
35. Placing students under authority of love of excellence	

36. Manners
37. Unify learning
38. Understanding progressive experience of past
39. Understanding intermingling relationships that give structure to society
40. Appreciation of ways various branches of knowledge are approached
41. Poise
42. Well-instructed, serious, useful men and women
43. Strengthening the faculties
44. Curriculum limited to fundamental elements of inheritance
45. Democratic self-government
46. Significant chapel exercises
47. Institute of foreign affairs
48. Discipline

While the number of institutions used in this study is admittedly small, nevertheless it does sufficiently illustrate certain facts which are important for the purposes of this paper.

1. In most cases there is a lack of simple, clearly defined formulation of objectives that the institution has before it in the operation of its program. The statements submitted are, in some cases, too narrowly and scantily conceived to be comprehensive. In other cases they are so general and scattered as to be entirely confusing and of little practical value. There is usually complete absence of a central aim or other adequate principle of organization. On the whole the statements suggest either that the institutions do not know how to state their aims or that they have no real aims before them at all.

2. While the institutions studied are of a special type and are supposed to be actuated by a sense of religious

mission in modern education, very few of them reveal any urgent consciousness of their contribution. Religion is acknowledged but the aims offered are, for the most part, those commonly stated by any institution working in the field of liberal arts.

3. In some cases there is a conspicuous difference in the tenor of the historical statements offered and the more modern ones. Historical versions of unique mission are not, as a rule, brought up to date in a comparable contemporary definition of that mission and its statement in modern terms. In every case an adequate summary would have strengthened the statement and reduced inconsistencies, but in most instances this is entirely lacking.

4. There is a conspicuous absence of evidence that the aims stated are more than mere theories or ideals as to what should be done. They are not ordinarily in a form that suggests that they are the working instruments of academic policy. Rather they seem purely visionary and high sounding and without vital relation to the practical conduct of institutional life.

5. There is apparent also, in this connection, a difference between aims stated for the institution as a whole and departmental aims when given. The latter usually occupy themselves with descriptions of the scope of courses, the type of students in view, and other facts of this kind.

There is need for a co-ordinating control that will bring into departmental consciousness the meaning of the objectives of the institution as a whole.

6. In general it may be fairly claimed that the aims offered by these institutions are of such a character that they cannot be of practical use to the institutions in guiding their future policies. And if these represent an adequate sampling of the aims of all the church-related institutions presented to the North Central Association it is difficult to see how such statements can be of value to the accrediting agency in enabling it to carry out its commitment to the principle of the aim as already defined.

7. While the diversity of aims is great it is apparent also that there are several aims which this group of institutions holds in common. For example, "Christian Character", Liberal education in harmony with the Christian faith", and "Christian leadership". These aims are never defined far enough in the formulations offered to show their significance for academic policy. But it is conceivable that a group of aims could be offered which would harmonize the purposes of these institutions in a representative statement.

8. It has, therefore, been shown in this chapter that great confusion of aims exists amongst the colleges studied and presumably this is true of church related colleges in general. More specifically, the same condition obtains for individual colleges within the group.

It is clear, from these considerations, that it is impossible to conduct an institution upon the basis of such vague and confused aims and, similarly, aims of this kind cannot form a satisfactory basis of accreditation procedure. It will be necessary for institutions to clarify their aims and present them in such a form that they will be actually determinative in institutional life and in accreditation.

CHAPTER SIX

THE FORMULATION AND APPLICATION OF EFFECTIVE AIMS

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It has been shown that college aims are, in general, too vague and scattered to have any great practical value. The aims of church-related colleges are similarly lacking in definiteness and in the expression of a distinctive mission in education such as these institutions ordinarily profess. In view of this fact it is necessary now to indicate the process by which aims may be formulated and applied so that they will be significant in the life of the institution and become of real value in accreditation.

I. THE IMPORTANCE OF AIMS

The emphasis which the North Central Association now places upon aims should create a genuine interest in their clarification and adoption on the part of the institutions themselves. It has been clearly indicated that many institutions apparently conduct their affairs without reference to clearly stated purposes. Indeed, it has been discovered that some institutions see no value in such formulations at

all. . . (1).

In any case there is a serious need for the consideration of the value and significance of aims for the use of the institutions themselves apart from accreditation procedures. It is necessary to create institutional concern about this matter for concern about aims is the necessary condition of effective institutional action.

Some of the values to be derived from the formulation and application of aims will now be considered.

AIMS ARE NECESSARY FOR PERSPECTIVE

Education gives so much time and attention to immediate and specific objectives and activities that it has little consideration apparently to give to more remote, general and ideal purposes.

(Woelfel, Norman, Holders of the American Mind,
p. 236)

In consequence the whole enterprise of education lacks perspective and direction. It seriously needs some significant ultimate goals to lead it onward to success. Dewey, for

(1) Reeves found that institutions are not always concerned about aims: "In the case of a few institutions the administrators and faculty apparently see no value to be secured from the preparation of a statement of aims and purposes."
(Reeves, F. W., et al, The Liberal Arts College, p. 17
See also Stowe, A. M., "Modernizing the College, p. 113)

example, says:

"The sum of the matter is that at the present time education has no great directive aim. It grows, but it grows from specific pressure exerted here and there, not because of any large and inspiring social policy. It expands by piece meal additions, not by the movement of a vital force within. The schools, like the nation, are in need of a central purpose which will create a new enthusiasm and devotion, and which will unify and guide all intellectual plans."

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- 1 Dewey, John, Some Aspects of Modern Education, School and Society, Vol. XXXIV, October 31, 1931, p. 583
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Similarly religious education is generally lacking in fundamental principles which can effectively guide and control the continually increasing activities of the modern religious program. We need "a new philosophy of religious education even more than we need new techniques, unbelievably bad as some of our techniques are".

(Betts, G., The Outlook for Religious Education,
The Christian Century, July 8, 1931)

The formulation of aims is meant to off-set this great deficiency by setting up definite educational ideals which will be directive in function. Aims take precedence over organization, methods, programs of instruction. DeHovre well says:

"The school possesses no vitality of its own. Neither is method to be looked upon as something existing by itself and of its own power. The educator gets his ideas from the philosopher, from his own world view or from that of another thinker.

The school and the whole educational system are maintained by a philosophy; their very existence depends upon the ideals of life and of education that their supporters profess."

2 DeHovre, Franz, Catholicism in Education, p. 10

When the aim is comprehensively established it becomes an important instrument for defining and evaluating policies. The institution can raise the question of aim over every aspect of its work and find guidance in the rigorous application of the goals it has accepted. . . (1).

EFFECTIVE AIMS WILL HELP THE INSTITUTION FIND ITS DISTINCTIVE PLACE IN MODERN EDUCATION.

It has been shown that the North Central Association now encourages the individuality of institutions. It expects institutions to define and, if necessary, to defend their special contribution to higher education. The study and formulation of aims should help an institution to find its

(1) "It is often asserted - sometimes, apparently, as a cloak for superficial thinking - that the purpose of the college is not subject to definition. But we believe that until wisdom and ingenuity give expression to this purpose, until it be made personally intelligible to every man connected with the college, and rigorously applied in the consideration of every phase of the life of the college, Dartmouth cannot hope to pursue a consistent or successful educational policy." (Dartmouth Student Committee, p. 7)

unique mission and should set it apart in relation to some special purpose. Speaking of this function of aims Reeves says:

"In fact, general aims applicable to all institutions of higher education need to be phrased in terms of specific conditions in each particular college to make them practicable. A clear and adequate statement of aims will apply so specifically to each individual college as to differentiate it clearly from other colleges, even of the same general type."

3 Reeves, F. W., Stated Aims of Liberal Arts Colleges, School and Society, Vol. 36, August 27, 1932, p. 283

This is especially important for the Christian college because this type of institution is being called upon by its opponents today to defend its special position in the educational program of modern times. . . (1). Its supporters also want to know the distinctive objectives in order that they may be able to do a more efficient work of co-operation.

Such an institution, dependent as it is upon private support, is under obligation to offer no service that is merely a duplication of that done in other types of institution. It must find its distinctive place and fulfill it.

(1) Dannelly stresses this fact as follows: "There must be Christian distinctiveness in the type of education provided by the denominational college of liberal arts, or this institution must fold its tents and depart from the field of higher education." (Dannelly, Clarence M. The Denominational College, The Journal of Higher Education, April 1931, p. 186)

A clear and distinctive statement of aims is necessary also in order to present the program of the institution to various interested groups such as students, parents, alumni, and the general constituency. Here the question is one of honesty as well as clarity. It is important that clear formulations be made in order that the purposes of the school are plainly known but it is also necessary that such statements correspond with fact and present an honest picture of the institutional program. . . (1).

(Reeves, F. W., et al, Op. Cit., p. 8)

It is important, therefore, that institutions formulate aims if they are to maintain their distinctive and unique purposes.

AIMS WILL PROMOTE INTERNAL UNITY IN THE INSTITUTION

The statement of aims should represent officially the co-operation and action of the Administration, the Board of

(1) The Manual states: "Honesty in thinking and sincerity in practice require that institutions should cease to claim purposes that can not be recognized when achieved, or toward the achievement of which they cannot gear their activities."
(Revised Manual of Accrediting, January 1938, p. 2)

Control, Faculty, Students and even the Alumni. . . (1).

Such action will be properly based upon a thorough study of objectives and will express the harmony of these interested groups in this matter and their determination to place all the activities of the institution upon the basis of definite aims and objectives. This will tend to bring its internal structure into effective unification.

The administration itself should take the initiative in its concern regarding institutional aims. Such concern is a most important factor in the formulation and application of significant purposes. Certainly if the administration assumes an attitude of indifference in the matter not much, if anything, is likely to be done about them.

The administrative problem involved in the application of aims may be said to consist in seeing to it that adequate purposes pervade the institution as a whole so that all programs and activities are actually determined by them.

It is important in this connection that all institutional practices and policies conform to the ideals expressed in

(1) The Report of the Purdue student Committee emphasized this point: "An important value will come from the establishment of a purpose for Purdue if this purpose is agreed to and known by the trustees, the administration, the faculty, and the students because there will tend to be a more concentrated and concerted effort to achieve that common goal. Furthermore, every person connected with the institution will begin to ask whether the course of study as administered and as taken by the student is moving toward the common objective." (Student Report, Purdue University, December 1926, p. 11)

the statement of objectives. . . (1). In its relations with its students, its faculty, the community, and in its dealings with other institutions the Christian college should at all times manifest that high degree of character which it wishes to inculcate in its students. If the institution itself does not reveal this moral sensitiveness in all its affairs it cannot expect to be very successful in its character-building program. In this connection Wriston writes:

"Every action of the college must be ethical; its business dealings, its athletic policy, its curriculum, its personnel work - in short, everything - must exhibit a conscious purpose to mould the life of the institution to meet the most exacting ethical standards."

4 Wriston, H. M. The Liberal College, p. 120

It is necessary, therefore, that the administration should be concerned about the institutional purposes and their appli-

(1) To test the Administrative policy of the Christian college, Wickey suggests these questions: "What consideration is given to the type and kind of investments? Are endowments hypothecated? Are constitutions changed in order that endowments may be hypothecated? Are church principles ever sold for a mess of pottage? Is a new gymnasium given precedence over a new library or a new chapel? What consideration is given to the welfare of the persons employed or discharged by the college? Does the college subsidize athletes rather than Christian workers? These questions are sufficient to show that the Christian life of the college depends in largest measure upon the Christian leadership." (Wickey, Gould, Christian Higher Education - Whither?, Christian Education, March 1932, p. 341)

cation to all aspects of institutional life.

The Board of Control should be composed of men who are in sympathy with the purposes of the institution. . . (1). - and they should be given a part in their determination. This is all the more necessary since such groups do not ordinarily assume responsibility for aims and indeed may not even be aware of them apart from their immediate concerns as trustees. This has constituted a serious hindrance to the progress of higher education. . . (2).

Stowe shows that Trustees are generally averse to or indifferent on the matter of aims although in answer to a questionnaire sent to Boards of representative colleges a considerable number of the members believed that while aims should be formulated by officers of instruction and the administration, nevertheless the trustees should approve or

(1) "A rather definite type of man is required for a trustee of a college or university representing a religious communion. He should be interested in those things for which institutions supported by religious bodies stand, although he need not necessarily be a member of the particular communion represented by the institution of which he is a trustee." (Reeves, F. W. and Russell, J. B., College Organization and Administration, p. 56-57)

(2) This is well indicated by Stowe: "Continued ignorance of the aims, work, and academic affairs of their colleges on the part of boards of trustees will postpone indefinitely the modernization of our colleges." (Op. Cit., p. 66)

veto them.

(Stowe, A. M., Op. Cit., p. 101, 105)

Even if it be granted that the Board of Control should not dictate the instructional policies of the institution and that they should not initiate aims, nevertheless the aims of the institution should be considered by the Board and they should have a voice in their acceptance or rejection. . . (1). In this way the Board of Control can bring their own practices into line with accepted aims and help to build, for the institution, an effective harmony of purpose.

In the same way faculty action is a necessary pre-supposition to the effective application of aims. Everything depends upon the full co-operation of the faculty. This was stated as an essential condition of effective aims in the earlier edition of the Manual. . . (2).

(1) "It must be borne in mind that the Board may either approve or disapprove a recommendation, and should in no sense become a rubber stamp for the approval of all recommendations brought before it. The Board is finally responsible for judging the results of the work of the entire institution." (Reeves, F. W. & Russell, J. D., College Organization and Administration, p. 60)

(2) The Statement given in the earlier manual was: "The educational and related aims of an institution will be effective only if they are sympathetically accepted and supported by the instructional faculty as well as by the administration and the Board of Control." (Manual, April 19, 1934, p. vi - 5)

It has been incorporated again in the last revision and entered upon the pattern map.

The actual formulation of educational aims is the proper function of the faculty and this body must assume its share of responsibility for the application of all such aims. Thus Reeves states:

"With the scope of the general aims established and announced by a Board of Trustees the particular statement of educational aims is a function of the faculty. Since such a statement pertains to professional matters, its formulation requires expert skill and knowledge. The faculty only is equipped to prepare this statement. In many of the institutions included in this group it would be desirable if the faculty would engage in redefinition of the institution's purposes. Such activity would do much to give staff members a sympathetic understanding of the purposes of the institution and to revitalize faculty adherence to these purposes."

5 Reeves, F. W. et al, The Liberal Arts College, p. 9

See also Reeves, F. W., Stated Aims of Liberal Arts Colleges, School and Society, Vol. 36, August 27, 1932, p. 224

The students also should be asked to co-operate in the formulation and application of aims. During the period of residence the institution should enlist the aid of the students in the re-defining and in the acceptance of the

aims. . . (1). Since education is a co-operative enterprise in which the attitude of the student plays an indispensable part, student opinion should be seriously sought in building the program of the institution and in promoting harmony and co-operation for its effective execution.

Modern institutions feel more and more the necessity for co-operation of students and faculty in administrative affairs and aims might well be included in these co-operative efforts. . . (2).

A number of student undergraduate reports have been published in recent years in which students have co-operated with administrations in offering suggestions. Several of these reports offer suggestions on the purposes of the institution. . . (3). Based upon this material Patton believes

(1) "The persons who know most at any one time about the actual conditions of college life and work are the students themselves - particularly, of course, the upperclassmen." (Wilkins, E. H., The Changing College, p. 96)

(2) That institution must be regarded as ineffective which, however large, however well endowed and equipped, however successful in outward appearance, yet fails to capture the interest of the student for that for which it stands or does not put upon him during the four years of its course its permanent mark." (MacMillan, K. G., The Effective College Home, The Effective College, Kelly, R. L. (Ed.), 1928, p. 18)

(3) Barnard, Bowdoin, Chicago, Dartmouth, Harvard, Nebraska, Northwestern, Oregon, Purdue, Rollins, Wesleyan. (Patton, Leslie K., Undergraduate Student Reports, The Journal of Higher Education, June 1932, p. 291)

that "students can be depended upon to give valuable data and opinions and more and more administrators in higher education are seeking the co-operation of students in their efforts at re-organization."

(Patton, Leslie K., Undergraduate Student Reports,
The Journal of Higher Education, June 1932, p. 291)

This does not mean that student opinion should be treated more seriously than it deserves. But such opinion should be sincerely sought and fairly reflected in the formulation of the aims. This formulation, representing the collaboration and best thought of several groups will embody greater insight and offer a more significant program than any statement the students themselves might possibly make. However, if student ideas are included the result will present a greater challenge than could otherwise be expected. . . (1). MacMillan quite truly says:

"We are tremendously concerned about what the students wish, make love to them all the time, and give them practically all they ask for, whereas if we knew our business we ought to lay before them a program vastly superior to anything they can propose."

6 MacMillan, K. D., The Effective College Home, Kelly,
R. L. (Ed.) The Effective College, 1928, p. 17

(1) "If you want to do anything for students, do it with them, otherwise they think you are doing it to them." (Wilkins, E.H., Faculty-student Co-operation, Kelly, R.L. (Ed.) Effective College, p. 78)

Student opinion, therefore, might well be reflected in the formulation, acceptance and application of aims. The students should be encouraged to offer suggestions and should be asked to vote upon aims, to accept them officially for the entire student body and to co-operate in their achievement.

The institution's concern for its aims will extend beyond the period of the formal college program. It will seek to secure the co-operation of the alumni in the fulfillment of aims.

The alumni are the product of the institution and should be expected to be the living embodiment of the success of the aims. Actually not only do the alumni not fulfill the aims of the institution but they do not ordinarily appreciate what its real purposes are.

The charge is often made that the alumni are only interested in athletics and in those aspects of college life which create publicity and thus bring a measure of post-graduate glory upon the alumni themselves. Complaints are often made of various forms of pressure which influential alumni bring to bear upon their Alma Mater forcing it to compromise its ideals in favor of a more material emphasis. The alumni are not supposed to have a genuine interest in the academic purposes of the institution but only in its social

success. . . (1).

While much of this criticism may be true, it is also a fact that most institutions fail to consult their alumni about the true aims of the institution and to keep these aims regularly before them. Usually alumni are approached only for financial campaigns, or for season tickets to athletic contests, or to help socially the program of student recruiting. Is it any wonder that their interest in their Alma Mater is usually on a wrong basis when the institution itself may have encouraged this very result.

"Likewise, the alumni must be better informed on university questions and activities. The general absorption in college sports on the part of the alumni is a result, in part at least, of the fact that athletics form the only available form for the active and conspicuous expression of college loyalty. No effort is made to present effectively or intelligibly to the layman other aspects of the institution's development, except through the publications of the alumni themselves."

7 Shaw, W. B., The Alumni, Higher Education in America, Kent, R. A., (Ed.), p. 685

(1) The Statement of Coffman is an illustration of this criticism: "Whoever heard of a meeting of college alumni to improve the library facilities? Whoever heard of a conference of alumni on the research problems of a university? Whoever heard of a meeting of alumni that confined its discussions largely to the promotion of the moral and ethical and spiritual welfare of the student body? Whoever heard of a meeting of alumni whose primary purpose was that of improving scholarship within the institution? And yet these are the things that constitute the sole excuse for a college or a university." (Coffman, L. D. Whoever Heard? Bulletin of the Association of American Colleges, March 1931, p. 50)

The institution should be able to impress its resident student body with the significance of its aims so that when they graduate they will continue to think in such terms about education and about their own Alma Mater in particular.

The alumni should also be kept informed of progress in fulfilling the aims of the college and their co-operation sought in improving the institution in terms of them. . (1).

It can be seen that the participation of these various interested groups in the formulation and acceptance of aims will help to insure the fullest possible co-operation and concentrate the resources of all the institutional agencies upon the fulfillment of definite purposes.

What it is expected the principle of the aim sincerely applied will do for the institution is well summarized by Rainey:

"Compelling institutions to define clearly their objectives will, in my opinion, have unusually valuable educational effects upon the quality of the work done by these institutions.

(1) "There is no inherent reason why the college, which has sought to give an intensive education through four plastic years, should not continue, by pamphlets, reading lists, home study, conferences, or otherwise, to remind the alumni that education is both a matter for life and a vital matter. If such a relationship can be established from the time of graduation, we shall ultimately have a body of alumni much more in sympathy with the real purpose of the college than are alumni of the present day. And alumni groups, even now, are far more readily and genuinely interested in strictly educational matters than the conventional after-dinner speaker seems to suspect." (Wilkins, E. B., The Changing College, p. 13)

- a) It will compel attention to objectives and functions which now receive very little thought by many institutions.
- b) It will stimulate educational consciousness and institutional research which now are lacking in many colleges.
- c) Faculties will have to contribute much to the formulation of these objectives, which will do much to promote professional ideals among them, and also an institutional morale and esprit de corps. It will also acquaint them with the functions of the association.
- d) A clear definition of objectives by institutions will do much to improve their programs by unification and concentration upon definite purposes. It will give them character and personality-individuality.
- e) This will enable schools to play fairly with their students by offering them clear statements of their purposes. This will do much to aid students in the selection of schools."

8 Rainey, H. P., The Operation of the New Standards, North Central Association Quarterly, Vol. 8, September 1933, p. 279

Perhaps the most significant use of aims, therefore, is for the improvement of higher education within a given institution. If properly formulated and applied they will add efficiency and economy of effort by providing effective control over the process of education.

(Reeves, F. W., et al, The Liberal Arts College, p. 8
 Also stated Aims of Liberal Arts Colleges,
 School and Society, Vol. 36, August 27, 1932)

Aims are not to be thought of as merely the attempt to preserve tradition, to promote institutional propaganda, or to satisfy the demands of accrediting agencies. They are, in fact, a vital and necessary presupposition of the efficient and fruitful conduct of education. The recognition of this fact is really the first step in organizing significant aims.

II. THE EVOLUTION OF AIMS

It has been shown that the formulation of adequate aims is essential for the progress of an institution in its educational interests. It is necessary now to consider what aims are significant for the church-related college and how their formulation is to be approached. . . (1).

It will be important for the institution to consider carefully the many traditional statements of aims that have accompanied the various crises of its history and that represent its sense of mission through the years. Such statements should not be ignored. . . (2).

(1) Two significant statements of aims, one by a Catholic institution and the other by a Protestant, are given in Appendix I.

(2) An institution's past is an indispensable factor in its significance. Wriston states: "Having risen from the past, being a crystallization of ideas already in existence, though perhaps in forms differing wholly in appearance, it should be obvious that it is forever conditioned by its relationship to the past. Not only should it never, but it can never, be divorced from the past." (Wriston, H. M., The Liberal College, p. 14)

Neither should they be left unchallenged in the light of modern circumstances. An institution should seek realistically to face its position in relation to contemporary conditions.

It has been shown that institutions commonly quote traditional aims out of keeping with their most recent statements and yet make no apparent effort at reconciliation. In every case where traditional and contemporary aims are inconsistent with one another the institution should study this matter carefully and bring all of its aims into proper coordination so that while embodying indispensable values from the past it will have, as a result, an effective contemporary program.

Aims need, therefore, to be carefully redefined in terms of present conditions and this process must never be regarded as ended or final but rather they should be continually studied and their presentation constantly improved. The Report of the Purdue University Student Committee shows that students are conscious of this necessity:

"Generalities such as the 'making of good American Citizens', or 'developing high moral character', or 'training for service', have doubtful value as statements of purpose because there is no clear meaning attached to them. If progress is to be made, the value of a purpose constantly subject to re-definition and modification to meet the shifting demands of the community which requires a changing course of study, at once becomes evident." (Report Student Committee, Purdue University, December 1926, p. 12)

However, the emphasis upon contemporaneusness can be overdone. It is being overdone if and when the aims formulated reflect only immediate social or other concerns and neglect the deeper values that are significant for human life in any time. Aims must be studied, not only in the light of contemporary social urgency, but also in view of an ideal of human life which will involve interests more traditional perhaps but equally vital to the educational process.

The question arises whether any other aim than scholarship is the legitimate responsibility of higher education and whether the accrediting agency need consider any other aim in its procedures.

The answer to this question will depend, of course, upon the philosophy of education that the institution accepts and the possibilities involved in defining a suitable philosophy are more than can be considered here. It is, perhaps, sufficient to say that any attempt to limit the meaning of education to merely intellectual interests would, today, find few adherents indeed.

It can be said further, and regarding the accrediting agency, that the North Central Association does recognize other aims than the merely intellectual and academic in its procedures. It suggests that acceptable aims should include at least several types, namely: General education, Occupations, Individual development, including health and physical

competence.

(Manual of Accrediting Procedures, November 1934,
p. 16 f)

It had apparently been the intention to include a fourth category embracing objectives in religious education. . . (1). But this has been omitted from the later statements of the program. It is clear, however, that the Association recognizes, under "individual development" aims, not strictly academic in nature, as character training and religious ideals. . . (2). This recognition is an encouragement to institutions in reconsidering their program to do so on a comprehensive basis including, not merely scholarship,

(1) "A statement of its objectives, if any, in religious education". (Zook and Haggerty, Principles of Accrediting Higher Institutions, p. 106)

(2) The Manual states: "The educational aims of most institutions transcend the impartation of knowledge and the cultivation of the intellectual abilities of students, and include development of personal traits, broadening of aesthetic interests, refinement of manners, discipline of conduct, and liberalizing of the mind - a group of aims frequently denoted by the inclusive term "character-building". While such objectives are less amenable to explicit definition and more difficult to achieve directly, they are none the less real and significant in the life of an individual or an institution. It would be a poor institution indeed that ignored such aims because they are less tangible than a knowledge of mathematics. In a superior institution they tend to permeate all activities, but beyond such indirect means as may be employed there are activities and methods of operation expressly intended to secure their fruition." (Manual of Accrediting Procedures, November 1934, p. 17)

(See also Revised Manual of Accrediting, January 1, 1938, p. 2 f)

but other significant aims as well.

What aims should be included in a comprehensive formulation and how are they determined? A few suggestions in recent literature should be noted.

Approaching the problem from the standpoint of the building of a curriculum for a woman's college Charters reports the analysis of life activities as the source of classification. He says:

"It was found that the activities common to all college graduates irrespective of vocation, and at the same time subject to training, might be divided into seven groups, as follows: Communication; the maintenance of physical health; the preservation of mental health; aesthetic appreciation; participation in social, economic, and political activities; the integration of personality; and the art of consumption."

9 Charters, W. W., "The Liberal Arts College, Higher Education in America, p. 40

Fraser's theory is that inclusive aims should be set up for each phase of living and that perspective and sound habits of conduct should be developed in relation to them. The phases of living, he suggests, are relatively few in number: civic affairs, personal association with people, adapting oneself to nature and the physical environment, care of physique, special leisure, special occupation.

(Op. Cit., p. 65, 445)

Snedden suggests the aims of education as preparation for seven life careers; vocational, family rearing, religious, civic or political, health-conserving, the self-culturing and the pleasure questing careers.

(Snedden, D., Educating for the Seven Careers of Men of Today, School and Society, Vol. XLIII, No. 1122, June 27, 1936, p. 865)

Haggerty classified the aims of institutions under six classifications:

1. Culture
2. Intellectual development
3. Moral and spiritual development
4. Definite religious belief and practices
5. Physical competence
6. Personal adjustment"

(Haggerty, M. E. The Educational Program, The Evaluation of Higher Institutions, Vol. 2, p. 114, 115)

But these accounts do not sufficiently suggest an ultimate principle of organization and basis of evaluation. This can only be adequately done by establishing a central aim to begin with and relating all other purposes to it in a comprehensive system.

A COMPREHENSIVE AIM

It is necessary, therefore, to present a comprehensive aim that will be the principle of organization so that all other aims and objectives will be defined in terms of it.

Fraser shows that inclusive aims are the most effective and, today, the most needed form in which to express statements of purpose. He says:

"During the past generation or two it was the increasingly extensive curriculum and increasingly complex contemporary situations and activities which caused all of these broad, general aims to be prevalently abandoned or narrowly defined. Today amid still more confusing possibilities and pressing needs, increasing criticism, by revealing sounder guiding ideals, improved curriculum arrangement, and more expeditious methods, has revealed that these broad aims are still feasible."

10 Fraser, M. G., The College of the Future, p. 246

And he continues:

"Only with such an aim can one tell how important any activity is in the light of all present and prospective needs or how it should be adapted for the best possible results. To some extent this truth has long been widely recognized."

11 Fraser, M. G., Ibid., p. 55

What aim is inclusive enough for the purpose indicated and suitable as a norm of reference for the Christian institution of higher learning?

Such an aim may be stated as the development of Christian personality. By this is meant the growth of all the potentialities of the individual, physical, intellectual, moral,

social, spiritual in relation to the Christian ideal of life. The aim of Christian education is to train the individual for excellence in all of these aspects of experience so that he may possess a well rounded and comprehensive equipment with which to meet the responsibilities of contemporary life.

By the Christian ideal is meant that concept and quality of life which Christ revealed and the principles of which are described in the New Testament literature. It involves a progressive change in human nature into the perfection of life in Christ. It is "eternal life", the "Kingdom of God" ruling over human affairs.

In the aim of Christian personality the institution seeks to produce men and women who have found God and have built for themselves an intellectually satisfying philosophy of life. They will be morally trained so that they will possess character resources adequate for the demands of contemporary life. They will have a loyal but creative attitude toward social and civic relationships. They will be the leaders of the kingdom of God in human society. They will have a basic physical fitness which will enable them to bear the strain of vigorous intellectual life, moral courage and social leadership.

This aim has been well summarized by the statement formulated by the Federal Council of Churches as follows:

- I. To foster in growing persons a consciousness of God as a reality in human experience, and a sense of personal relationship to them.
- II. To lead growing persons into an understanding and appreciation of the personality, life, and teaching of Jesus Christ.
- III. To foster in growing persons a progressive and continuous development of the Christ-like character.
- IV. To develop in growing persons the ability and disposition to participate in and to contribute constructively to the building of a social order embodying the ideal of the fatherhood of God and the brotherhood of man.
- V. To lead growing persons to build a life philosophy on the basis of a Christian interpretation of life and the universe.
- VI. To develop in growing persons the ability and disposition to participate in the organized society of Christians - the church.
- VII. To effect in growing persons the assimilation of the best religious experience of the race, as effective guidance to present experience."

12 Vieth, P. H., Objectives in Religious Education, School and Society, Vol. 23, 1931, p. 359

Two main characteristics of this comprehensive aim should be elaborated further at this point.

1. It involves an emphasis upon the whole person as the concern of education.

The development of the total capacities or the growth of personality has become a common enough ideal in modern education although its implications have not been fully realized and its implementation is largely experimental as

yet. The following statements will serve to illustrate the prevalence of this view of education.

Dewey says, for example:

"For the ultimate aim of education is nothing other than the creation of human beings in the fullness of their capacities. Through the making of human beings, of men and women generous in aspiration, liberal in thought, cultivated in taste, and equipped with knowledge and competent method, society itself is constantly remade, and with this remaking the world itself is re-created."

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- 13 Dewey, John, Philosophy and Education, Higher Education Faces the Future, p. 232
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Coffman says:

"The college is concerned chiefly with the development of the personalities of its students and their understanding of human relationships."

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- 14 Coffman, H. C., Education for Emergent Living, School and Society, Vol. XLV, February 27, 1937, p. 274
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Burnham also emphasizes the same fact from the standpoint of mental hygiene:

"In regard to education the message of hygiene is simple, definite, and emphatic. The supreme aim of education is the preservation and development of a wholesome personality in every child."

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- 15 Burnham, W. H., The Wholesome Personality, p. 637
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Findlay, a British Educator, states this fact very clearly when he says:

"It appears. . . that there is only one aim in education: the nurture of the human spirit; other aims . . . are valid just as far as they can harmonize with each other and with the acknowledgement of the single purpose here set down. . . Reduced to such simple terms, this unified aim appears as just a redraft of what the wisest and greatest of men have said in countless forms of speech, ever since man ascended to some realization of himself."

16 Findlay, J. J., The Foundation of Education, p. 51

Rush states the aim of education in relation to philosophy:

"Although few formulate it, every system of education must have an aim, and the aim of education is relative to the aim of life. Philosophy formulates what it conceives to be the end of life; education offers suggestions how this end is to be achieved."

17 Rush, R. R., Philosophical Bases of Education, p. 15

Wriston defines education in terms of the life ideal and says that it is "growth, physically, mentally, spiritually, emotionally, aesthetically." . . . (1);

(1) He also says: "So we have gone on talking about everything except what the student is profoundly interested in himself. We have asked him to put on a cloak of knowledge, and he does not like the pattern. It is out of style. Let us openly make the appeal which matches his dearest and most secret ambition - to be a significant person, physically, intellectually, emotionally, spiritually." (Op. Cit., p.193)

(Wriston, H. M. The Integrity of the College, School and Society, Vol. XLIII, February 8, 1936, p. 187)

Again Cowling defines the aim in like terms:

"The aim of a college is just as definite as that of any professional school. That aim is to develop the student with respect to all his capacities into a mature, symmetrical, well-balanced person, in full possession of all his powers, physical, social, mental, and spiritual, with an intelligent understanding of the past and with a sympathetic insight into the needs and problems of the present. . . . A college training should broaden a man's sympathies and deepen his purpose to serve the common good."

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- 18 Cowling, D. J., A Plea to Save the Old-fashioned College, Current History, Vol. 27, 1927-1928, p. 496
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Catholic Education makes a similar emphasis:

"It studies human life in all its aspects, physical, psychological, social, civic, vocational, cultural, moral, and religious. It sees man as a whole and seeing him thus finds no difficulty in establishing a hierarchy of values in the things that are of concern to man, and so with his education. Education from the Catholic viewpoint is the formation of the whole man."

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- 19 Jordon, Edward B., The Philosophy of Catholic Education, National Catholic Education Association Bulletin, 1931, p. 61
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The aim of education, therefore, must be thought of in terms of the personality as a whole. No part of it, not even the intellect, may be blocked off as the sole concern of the educator. It is the function of education to promote the unity and growth of personal life and to see that no part of its possibilities is neglected. All other purposes in education must be sub-servient to this one. . . (1).

2. The comprehensive aim, as defined, also involves religion as an essential part of the process of education.

If education is to deal comprehensively with life as it has been shown many modern educators believe, then the inclusion of religion is clearly implied. Indeed religion must on this basis command a significant place in the vital educational process. In the effective Christian college it has the supreme place. . . (2).

(1) A British educator, H. B. Smith, makes this significant comment in this connection: "According to this doctrine the ultimate purpose of society and its institutions, including its schools, is the increase of the personal value of its individual members. Hence in education we must aim, in the first instance, not at increasing our national efficiency, nor even at the improvement of the social order, but at promoting the right development of our boys and girls as persons." (Education and the Training of Personality, p. 15)

(2) In answer to the question: What is Christian Education? Coe states: "It is the systematic, critical examination and reconstruction of relations between persons, guided by Jesus' assumption that persons are of infinite worth, and by the hypothesis of the existence of God, the Great Valuer of Persons." (Coe, G. A. What is Christian Education? p. 296)

Religion supplies the Ideal and the Motivation which are essential to the complete growth of personality. It is the distinctive contribution of the Christian institution to make this assertion and maintain it courageously. It is not simply that religious experience is to be recognized as a desirable part of personality development but that the growth of the spiritual aspect of the human being is absolutely essential to complete personal fulfillment.

The Christian philosophy of human nature cannot accept the assumption that there are inherent strivings within the human being which can, if rightly directed and apart from religion, produce ideal personality. The Christian believes in the necessity for an inner experience which only the resources of religion can produce and which is necessary for the highest integration. . . (1). The aim of personality development becomes, then, the making of a Christian personality. This is the distinctive and comprehensive aim of the Christian

(1) Integration alone is not enough. It must be in terms of an ideal. Burnham, for example, says:

"While the wholesome personality is integrated, the integrated personality, according to mature standards, may not always be wholesome. The individual, for example, may be thoroughly selfish, with integration entirely about the ego. Here again the answer is obvious. This, of course, is a case of integration at a low level of personality. Sometimes it is at the animal level."

(Burnham, W. H., The Wholesome Personality, p. 189)

college. . . (1).

The recent Oxford Conference report. . . (2). . makes a distinction between Christian education and public education at this point:

"Today, however, it (public education) is setting out to create a particular kind of person in accordance with its interpretation of the end of man's existence. This interpretation even at its best does not admit the full claims of Christianity and the church therefore should be aware of the difference between such an interpretation and her own?"

20 Oldham, J. H., (Editor), Report of the Section of Church, Community, and State in Relation to Education, The Oxford Conference, p. 125

The aim of Christian education, therefore, is to produce the man or woman of Christian personality, . (3) . the

(1) "What is Christian higher education? Is it not the growth of a complete Christian personality which functions in every important field of life with Christian insights and attitudes to make God's Kingdom come and His will be done? (Pannkoke, O. H., Some Necessary Changes in the Curriculum of the Church College, Christian Education, Vol. XIX, No. 4, April 1936, p. 294)

(2) A conference of non-Roman Christian groups, held in 1937 at Oxford England, to consider the possibility of a common Christian position in relation to the challenge of modern society.

(3) This approach has been clearly presented by a recent writer upon college religion. He says: "In spite of plenty of inarticulate bungling in their presentation of religion, parents and teachers and religious leaders must serve one single purpose - the integrated life - if they are to be worthy of their responsibility for the spiritual development of several million American boys and girls." (Chamberlin, R.B. Can Religion Recapture the Campus?", The Christian Century, Vol. 47, October 29, 1930, p. 1313)

person in whose experience the values of 'eternal life' have been so definitely rooted that they nourish and permeate his whole being, the person who has mastered the art of Christian living and whose dominant life purpose is to be Christlike in all aspects of his experience. This conception of personality is well summed up in the familiar words of St. Paul:

" 'Til we all come in the unity of the faith, and of the knowledge of the Son of God, into a perfect man, unto the measure of the stature of the fullness of Christ."

21 Ephesians 4:13, The Bible

The Christian institution should not seek to hide or in any way dilute its distinctive purpose or suppress the implications that follow from this purpose. It should rather seek to clarify it and to utilize all available means for its effective implementation.

SUPPLEMENTARY AIMS

When the comprehensive aim is established the other aims and activities of the institution will follow logically from it. Nothing must be included in the educational program that is inconsistent with the central purpose, and nothing should be excluded that is essential to it.

On the basis of the emphasis upon Christian personality other aims may then be properly determined by the consideration

of the scope of Christian personality and of the factors that are necessary for its complete fulfillment. In keeping with this procedure the following aims are presented:

Religion

Scholarship

Culture

Character

Social-Civic

Leadership

Health and Physical Competence

Vocational

These aims form a consistent system based upon the concept of Christian personality and presenting the areas of experience that are necessary to its development.

Other specific aims and activities ordinarily offered by Christian institutions of higher learning will vary according to the individual institution but their significance depends upon their place within the organization of aims designed to fulfill the supreme comprehensive purpose. In every case Christian personality should be the principle of organization and of evaluation of all such projects.

The meaning of the supplementary aims listed above and their relationship to the central aim will now be considered in summary form and finally their place in the program of the

college will be presented.

RELIGION

Religion deals with the highest values of personality and is essential, as has been shown, to the formation of the complete man or woman. Christians believe that in the experiences of religion human nature is changed and the person inspired and empowered to fulfill the highest ideals of life. Church-related colleges, therefore, generally adhere to a philosophy of education that makes religion necessary in the process of education. . . (1).

While this is the significance of religious education most colleges admit that the religious program is not meeting with a high degree of success amongst the students. Students generally, and with important exceptions, are indifferent to the claims of religion on the campus. Edwards and his co-workers found this condition very widespread but report their opinion that religious indifference may not mean irreligion but rather a reaction against earlier conditions of co-ercion and misunderstanding.

(Edwards, R. H., et al, Undergraduates, p. 69 f)

They conclude their report on religion on the campus with these significant words:

(1) "One of the fundamental aims of church institutions is to provide a religious environment and religious training for young people while they are students." (Reeves, F. W. & Russell, J.D., College Organization and Administration, p. 34)

"The present religious provisions and agencies, as a whole, rest upon an insufficient diagnosis and understanding of the fundamental moral and religious needs of students."

22 Edwards, R. H. Op. Cit., p. 296

Not only the religious aim itself but the character of the program by which it is mediated is, therefore, exceedingly important. What the distinctively religious program of the college will involve specifically will differ with each institutions . . . (1) . . . but it should provide adequately for

(1) Stock includes in such a college program of religion the following: "Worship, religious emphasis week, courses in religion, special lectures, discussion groups, drama, books, periodicals, service activities, church, social life." (Stock, Harry C., Church Work with Students, Christian Education, Vol. XIII, April 1930, p. 429)

Miss Lura Beam, using Betts, suggests: "The college should provide for the complete religious development of its students, by work including four phases of instruction: (a) A fund of religious information. (b) A religious interpretation of life. (c) The application of religion to social relations. (d) Training for participation in religious activities." (Beam, Lura, Classroom Instruction in Religion in Two Hundred and Fifty Colleges, Christian Education, Vol. VIII, March 1925, p. 263)

The Survey of Higher Education for the United Lutheran Church (1929) recommended as a minimum religious program the following: "The assurance of a minimum of consideration would, it appears, suggest that at least one full-time faculty member be provided at each institution, with a series of courses offered as an organized program, which may well be designated as a Department of Religion; that students be required to participate in such a program during each of their four years in college, such work to constitute not more than one-tenth of their total programs for the degree; that a series of field activities of a religious nature, diversified as to type but unified as to direction and control, be provided and encouraged within the student body; that a place of worship, distinctive and exclusive, be provided upon the campus for the complete separation of chapel and assembly or other secular programs; and that suitable rooms be set aside for the meetings and events held by various religious organizations among the students of the institution." (Vol. 2, p. 293)

certain objectives such as:

1. It will not merely attempt to transmit a religious tradition . . (1) . . but it will seek to make religion a present and vital reality in the lives of the students and in terms of their college experiences.
2. It will utilize the resources of scholarship to develop religious comprehension and to build intelligent religious convictions on the part of all the students. . . (2). This objective will include courses in religion in the regular curriculum. (3).
3. It will train for religious leadership. This will involve laying a sound foundation of religious culture for those who will later pursue religion as avocation. But it will also include the training, in the Christian college, of a capable lay leadership for the church. A rich program of religious activities on the campus and in the community is necessary for the achievement of this objective.

(1) Some of the objections to the merely transmissive view of religious education are given by Coe in his "What is Christian Education?" (p. 46 ff)

(2) ". . the authors believe that there is need to reconsider the place of religion in higher education. Paralleling the present effectiveness of technical instruction and training, should undergraduates not be given a fuller education in the appreciation of values and of the controlling principles supplied by religion and ethics". (Edwards, R.H. et al, Undergraduates, p. 250)

(3) Information is given elsewhere in this chapter (p.301 f) regarding courses at present offered in the field of religion in Church-related colleges.

A satisfactory program of religion will embrace, at least, these objectives with their appropriate activities. It will, moreover, magnify religion throughout the entire scope of its life and work, as its most significant and its distinctive contribution in higher education. The Christian College must become more Christian in its emphasis or it will inevitably become less so in the future.

SCHOLARSHIP

The scholarly tradition of church colleges has an important place in their program and in their sense of mission. Since scholarship has to do with the intellectual possibilities of the person it must necessarily maintain a central place in Christian higher education. If it is made incidental or secondary the religious purpose itself will suffer irreparably.

So far as the college is concerned scholarship is the indispensable medium by which all the aspects of personality are fulfilled. It underlies all the other aims. Character, culture, leadership, health all depend, at the college level upon ripe and enlightened scholarship.

Other agencies, such as the home, the church and the pre-college levels of formal education, will have their contributions to make to the growth of significant personality but the college brings the resources and techniques of scholarship to bear upon the question. It makes cultivated

reason the key to significant living. . . (1).

Not only is scholarship a necessary means for producing the richness and quality of the complete personality but this is its ultimate purpose and significance. It has no other final goal. Its function is to serve the total good of life whether in individual experience or in society. . . (2).

An adequate program of scholarship will recognize differences in the abilities of individuals and will make adjustments, as far as possible to these differences. The scholarly aim will seek to provide opportunity for the best intellectual development of which the individual is capable. At the same time, because of its relation to the comprehensive aim of personality, the scholarly purpose will not be over-emphasized. Individual worth will not be based upon intellectual power or academic achievement alone but upon the development of other, equally important, ^{elements} of personality.

The aim of scholarship should make provision for the following specific aspects:

1. It will seek to give the student a mastery of the

(1) "We cannot take a creative part in the moral order without intelligence as to its present and its past." (Coe, C.A. What is Christian Education? p. 33)

(2) "Nor are we enthusiastic about the development of Scholarship for its own sake, but only in-so-far as it can have meaning in the life of the individual." (Dartmouth Student Committee, p. 8)

tools of culture at the college level. . . (1).

2. It will introduce him to the accumulated wealth of his intellectual inheritance: such a knowledge of the world and of man, including the self, that he will have an accurate and comprehensive basis of information upon which to build the contribution of his own life.
3. It will develop his ability to think critically, to use his imagination, and to do creative and independent work.
4. It will enable him to construct an intellectually satisfying philosophy of life and prepare him to act upon it.

All of these achievements are significant for personal and social effectiveness so that the church college rightly emphasizes scholarship for the development of worthy personality and for the extension of intelligent spirituality in the modern world.

CULTURE

In its broadest sense culture refers to the development

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- (1) (a) The mother tongue, both to speak and to write
 - (b) Foreign languages
 - (c) Numbers, figures and mathematical formulae
 - (d) The languages and symbols used to express the fine arts, music, drawing, painting, design, etc.
- (Kelly, F. J., American Arts College, p. 19)

of civilization itself. . . (1). . . and especially to its most significant values. It is the business of education to seek to lead each new generation into an appreciation of those values so that the greatest personal and social good may result.

In the individual life the cultural process and the growth of personality are synonymous. . . (2) . . . The cultural ideal "Is that of the progressive perfecting of human capacity."

(Leighton, J. A., Individuality and Education, p. 72)

The emphasis upon culture and personality presents essentially the comprehensive character of true education and opposes its one-sidedness and its superficiality. Education as culture is concerned with the cultivation of all the aspects of life, . . (3).

(1) "I shall use the term 'culture' to represent the sum total of all those activities of the human mind and spirit which are an integral part of our civilization." (Conant, J. B., "The Function of the Secondary School and College in Educating for Social and Cultural Leadership", School and Society, Vol. 41, January 5, 1935, p. 1)

(2) Foerster states: "That individuals may progress is owing to the freedom of the human will, which enables them, within limits, to realize in themselves, more and more the idea of humanity - to become persons rather than mere individuals." (Foerster, Norman, The American State University, p. 220)

(3) This fact is well summarized in the words of Wriston: "A liberal education consists in the acquisition and the refinement of standards of values - all sorts of values - physical, intellectual, emotional, aesthetic, and spiritual." (Wriston, M., The Nature of a Liberal College, p. 9)

Culture has often been defined as though it meant a narrow, self-centered, enjoyment of intellectual values without responsibility for the practical issues of life. It has been associated as Dewey objects, with a "purely private refinement."

(Dewey, John, Vocational Aspects of Education, Democracy and Education, p. 358)

But when culture is regarded as the perfecting of the entire scope of life it obviously includes social as well as personal achievements. . . (1).

In the Christian sense culture means the perfecting of life in terms of the Christian ideal. Such a conception makes it important that the values of the Christian religion are included as essential in the cultural process. Christianity is a culture. Its design is not that of a mere appendage to life but the successful permeation of the entire experience with spiritual aspirations and purposes.

Again, cultural education may be distinguished from merely technical, vocational or specific training. Foerster says:

(1) Bertrand Russell's description of culture is to the point: "Genuine culture consists in being a citizen of the universe, not only of one or two arbitrary fragments of spacetime; it helps men to understand human society as a purpose, and to see the present in its relation to past and future. Genuine culture is therefore of great value to those who are to wield power, to whom it is at least as useful as detailed information. The way to make men useful is to make them wise, and an essential part of wisdom is a comprehensive mind." (Russell, Bertrand, Education and the Modern World, p. 82, 83)

"Democracy seeks men and women, not automata, persons, not tools, freemen, not slaves, and its collegiate education is properly liberal not special, postponing the formation of experts to the formation of citizens, or men and women."

23 Foerster, Norman, The American State University, p. 200

The vocational emphasis in education is very much in evidence at the present time and while it has its legitimate place it causes a great deal of misconception of the true mission and purpose of liberal, or cultural education. For example, the student committee of Rollins College reported:

"We are taught dates, formulae, scientific principles; we are taught that certain poems and novels are more highly regarded than others; but we are not shown how to make a living, how to keep accounts, how to get on with our husbands and wives, how to rear our children, or how to vote. Yet these are the questions that lie nearest to our every day interests in life."

24 "The Student Curriculum Committee Report", Rollins College Bulletin, February 1932, p. 24

This demand overlooks the fact that desirable as such specific information and skill may be this is not the primary function of the cultural program. The latter deals rather with the general basic values of significant living leaving

specific vocational skills largely to other agencies. . (1).

Cultural education is based upon a consideration of life as a whole, upon perspective in relation to an ideal leading to an emphasis upon the values that are important at any time. . . (2). These are the values of man himself at his best apart from his career or his merely contemporary concerns. . . (3). They are the values that prepare for life itself. Jordan emphasizes this truth:

(1) Flexner justifies the cultural aim in education on the assumption that "a trained mind, stored with knowledge, will readily enough find itself even in our complex world; that there are many things that do not require teaching at all; and that there are many things of technical nature which may require teaching, but surely not in a college or university." (Flexner, Abraham, Universities, American, English, German, p. 53, 54)

(2) "Culture emphasizes the timeless values of life and thereby runs counter to immediate but superficial demands. But the college must continue to witness to a deeper and more satisfying reality. The success of such an institution 'depends in the long run on persuading the public that what it wants is what will satisfy its best, and not its ordinary self.'" (Adelotte, Frank, "The American College of the Twentieth Century", Kelly, R. L., (Editor) The Effective College, New York Association of American Colleges 1928, p. 4)

(3) Meiklejohn has said: "The liberal school takes as its content those activities which all men carry on, those deeds which a man must do in virtue of the fact that he is a man; and within this field it seeks to achieve the same enlightenment and insight."

(Meiklejohn, A., The Liberal College, p. 26)

"It might be well if our educators were to center their attention more on the universal and permanent characteristics of human nature and less on the changing situations that confront men from one generation to another."

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- 25 Jorden, Edward B., The Philosophy of Catholic Education, National Catholic Education Association Bulletin, 1931, p. 54
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Such a conception of culture as has here been set forth serves to emphasize the neglected areas of educational effort. One of the most significant of these is the emotional aspect of personality which has great importance for cultural development. A comprehensive program of cultural education will include some definite provision for the training of aesthetic appreciation. The importance of this is stressed by Hopkins as follows :

"Hence, the college has responsibility to cultivate the feelings as well as the minds of its membership. Its atmosphere is as important as its curriculum. The careers and accomplishments of its graduates will be affected not alone, nor perhaps most largely, by specific knowledge which they have acquired. Their disposition toward life, so far as college influence goes, will be determined by the extent to which their feelings have been refined and tinged with sense of responsibility during the undergraduate years. Herein lie the incentives to action and the wellsprings of inspiration among college men."

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- 26 Hopkins, E. M., Attributes of the College of Liberal Arts, Higher Education Faces the Future, p. 167
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The cultural institution should seek by music, art, drama to develop the student on the aesthetic and emotional side of his personality. Art especially needs more emphasis than it now apparently receives. . . (1).

Such a college should present, as well, an atmosphere that suggests beauty and cultivated taste. Besides the formal provisions in the curriculum the institution should bring the student into contact with all forms of beauty every day. He should be brought to a definite interest in the possibilities of bringing beauty into life and in the tremendous value of cultivated and refined taste. . (2).

The liberal arts college should make aesthetic appreciation one of its objectives both by formal and informal means. This is an essential part of cultural education.

(1) Reeves, F. W. et al in their survey of thirty-five church colleges report: "Clearly, art does not receive the same recognition as music in the colleges studied. A number of the institutions might well give more attention to education in art, particularly with a view to including it in a cultural education rather than with the view of training the professional artist." (Reeves, F. W. et al, The Liberal Arts College, p. 224)

In the study of 275 Colleges Bean reports 34% offered no work at all in art at all. (Bean, Lura, The Place of Art in the Liberal College, Bulletin of the Association of American Colleges, May 1927, p. 265)

(2) "His aesthetic sensitiveness must be active not only the enjoyment of art, which is external to him, but in the daily ordering of his own life so as to make it graceful, finished and fine. He must learn to detest a mere slumping through life - he must exercise that form of creative imagination which is possible to all, in making living itself a thing of beauty." (The Purpose of the College, The Report on Undergraduate Education of the Dartmouth College Senior Committee, part 1, p. 15)

It is evident that cultural education is implied where the development of personality is adequately defined. As an aim of education culture suggests the nature of the values which the liberal educational process must primarily emphasize.

CHARACTER

It is the aim of the Christian College to develop moral character based upon loyalty to the spiritual meaning of life and expressed in all the aspects of experience. Most institutions, both Catholic and Protestant, if they state aims at all emphasize character education in their statements. . . (1).

It is evident also that there is quite generally a growing concern over the need for character training in the educational world at large. . . (2). The demand for

(1) Referring to the analysis of aims of thirty-three institutions Reeves says: "This table shows that the aim most frequently mentioned is the development of Christian character. This is to be expected, since all of these institutions are receiving support from church sources. It is somewhat surprising to note that only twenty-six of the thirty-three institutions report this aim." (Reeves, F. A., Stated Aims of Liberal Arts Colleges, School and Society, Vol. 36, August 27, 1932, p. 284)

The aims of the Catholic College is given by Johnson: "The aim of the Catholic College is to produce that intelligence and character in the student which will enable him to lead his life in conformity with the principles taught and exemplified by Jesus Christ, as interpreted by the Catholic Church." (Johnson, George, Recent Developments in the Catholic College, Association of American Colleges Bulletin, Vol. XVI, No. 1, March 1930)

(2) The Tenth Yearbook of the Department of Superintendence (1932) was devoted completely to character education.

this emphasis has come mainly from those who feel that modern social life and the problems of citizenship in a democracy make the need for character imperative. A characteristic expression of this concern is found in the following statement:

"We have been often told that the one essential qualification for democracy is widespread intelligence. But this is a deceptive and dangerous half-truth. Men have not only to think clearly but to act rightly. Any successful functioning of a democratic society required on the part of the rank and file not only the capacity but also the disposition to act for the common good. Qualifications for good citizenship must include intelligence and character. The development of right motives is an irreducible element in any complete education."

27 Cavert, E. McC., (Editor), The Danger of the Present Educational Situation, The Teaching Work of the Church, p. 21

It is clear that educators have sensed the need for character training in education and have been expressing their concern about it for several years. But much of this character emphasis has been so inadequately defined that its results are bound to be unsatisfactory if not injurious from the standpoint of a thoroughly comprehensive conception of character.(1).

(1) Fitzpatrick states: "Perhaps the catchword that has the ascendancy at the present moment is character education. We have just reviewed as many as a hundred definitions of character, so we see a reason for the extraordinary confusion in the discussion and in the efforts in schools. It is no wonder there is confusion in process, for there is lack of definiteness in conception of the objective. Character is almost everything or anything." (Fitzpatrick, E. A., Readings in Philosophy of Education, p. 96)

In its narrower significance 'character' refers to the moral aspect of personality, the cultivation of the good life. . . (1). The development of character thus necessarily brings into emphasis the processes of choice, decision and the acceptance of ideals by which moral victories are achieved. Thus Allers states:

"Every law of preference in accordance with which an individual determines his course of action is nothing else than what we call his 'character'. The character of a man, then, is the justification of his action, something in the nature of a rule or maxim."

28 Allers, R. The Psychology of Character, p. 32

Demiaskevich, in his philosophy of education, maintains:

"Good character is the will actively to promote good and to oppose evil, and to do this with a constancy that may be described as certainty."

29 Demiaskevich, Michael. An Introduction to the Philosophy of Education, p. 297

(1) After listing 17 different conceptions of character the Tenth Yearbook of the Department of Superintendence (1932) says: "The objective remains the discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible. Character education is the facilitation of this way of life. (Character Education, The Department of Superintendence, Tenth Yearbook, 1932, p. 59)

In very similar terms Mackenzie writes:

"Character means the complete universe or system constituted by acts of will of a particular kind."

30 Mackenzie, J. S. Manual of Ethics, p. 33

It is clear from these statements that education for character is essentially education of the "will" to do good. And this in turn, as Lindworsky shows, is a matter of building a system of values in the experience of the person.

(Lindworsky, Johann, The Training of the Will, p. 77 ff)

This system of values will necessarily be determined ultimately by an ideal of life; by what life might become in all of its potentialities or as a complete personality. . (1).

The goal of character training, therefore, largely coincides with that of the development of personality. Both are guided by the significance of the ideal. The experience of

(1) Bowers says: "The fundamental function of character education is to bring these two qualities of personality - integration and goodness - into complete harmony from the standpoint of the individual himself and society. In this objective lies the moral and spiritual aims of education." (Bowers, W. C., Character through Creative Experience, p.43

And Coe writes: "The trend of character education is away from the partitions of life into segments - economic, political, and moral - toward inclusive conceptions of the good." (Coe, G. A., Educating for Citizenship, p. 36)

one college in seeking adequately to define character supports this view:

"After extended faculty discussions and conferences we found it desirable to subdivide the total concept of character and to express it under five subdivisions with headings as follows : Hygienic, mental, aesthetic, religious and moral."

31 Smith, J. J., Christian Character and Plans for Promoting Its Development at Muskingum College, A College Looks At Its Program, p. 202, 203

If a distinction is necessary between the terms 'character' and 'personality' it might be based upon the suggestion that character represents actual moral achievement while "man's personality is seen, not so much in what he actually does or achieves, as in what he strives to be and has the capacity to become."

(White, A. K. and MacBeath, A. The Morals, p.40)

It is evident, in any case that adequate character training involves the growth of the whole personality. There is need for such a comprehensive view of character development.

. (1).

(1) Dewey states: "Morals concern nothing less than the whole character, and the whole character is identical with the man in all his concrete make-up and manifestations. To possess virtue does not signify to have cultivated a few nameable and exclusive traits; it means to be fully and adequately what one is capable of becoming through association with others in all the offices of life." (Dewey, John, Theories of Morals, Democracy and Education, p. 415)

At the college level this interest in character development is expressed mainly by the church-related institutions in whose program it is regarded as a most important objective. . . (1). To be sure the college cannot assume the entire responsibility for such training. . (2). . but it has its distinctive and important contribution to make. That contribution has already been indicated as the use of scholarship and religion in the development of personality. For the specific purpose of character education also the church college offers both of these in their special resources and techniques.

Whether character be thought of in the narrow sense of moral achievement or in the broader sense of the development

(1) "It is easy for a college with church affiliations to think of its main function as the development of Christian character on the part of its students. Muskingum College recently has reaffirmed that its major objective is the development of Christian character." (Smith, J. J., Christian Character and Plans for Promoting Its Development at Muskingum College, A College Looks at its Program, p. 201)

(2) "The agencies which provide the moral training of the American child embrace practically all of the institutions and arrangements of society. There is no one place where the individual receives or can receive his character education." (The Department of Superintendence, Tenth Yearbook, 1932, p. 17)

For the influence of pre-college environment see: Edwards, R. H., Artman, J. M., Fisher, G. M., Undergraduates, p. 1 ff.

of ideal personality it is evident that the training of the intellect is essential to the process if indeed it is not the primary instrument in its accomplishment. It has been shown also that a program of education based upon comprehensive aims will not seek to develop intellect without character. Both are essential.

Some modern writers seem to want to drive a wedge between intellect and character. But this cannot be done either by depreciating the intellect in the interests of character. . (1) . . or by minimizing the character aim to extol the intellect. . (2). There can be no such opposition

(1) An example of this point of view is given in the following statements: "The great improvement in the intellectual aspects of education do not necessarily involve improvement in its ethical aspects. Indeed, the ethical aspects may decline with the improvement of the intellectual, and to some extent this is true. A gangster with good education of a certain type is a more efficient gangster than if he did not have that education. To sharpen the mind through training without, at the same time, developing high ethical ideals may be merely making bad citizens." (Pyle, W.H., 1936 as a Centennial Year in the History of Education, School and Society, Vol. 43, January 25, 1936, p. 121)

"The purpose of character training will enable the school to give much more help than it has given before. The emphasis will be shifted from the intellectual school of the past to a school in which significance will be given to those activities which have to do with interests, attitudes, and ideals." (Fishback, Alvin H., How the School Can Help, The Journal of the National Education Association, Vol. 19, May 1930, p. 158)

(2) This is the effect of Hutchins's sarcastic statement: "Another theory we have developed is the character-building theory. It may be that we don't teach our students anything, but what of it? That isn't our purpose. Our purpose is to turn out well-tubbed young Americans who know how to behave in the American environment." (Hutchins, R. M., The Confusion in Higher Education, Harpers Magazine, Vol. 173, Oct. 1936, p. 457)

of character and intellect. "Personality is divisible only through abnormality. . . neither character nor intelligence is safe without the other."

(Wriston, H. M., The Integrity of the College, School and Society, Vol. XLIII, No. 1102, February 8, 1936, p. 189)

Intellect will, however, have a supreme place in the building of character at the college level. Character education in college must be put upon the basis of scholarly interest; it must be made rational and a matter of ideals, rather than a merely habit formation process. . . (1). For it remains true that "the more clearly one can conceive the goal of one's action, the more energetically one is likely to pursue it."

(Department of Superintendence, Tenth Yearbook, 1932, p. 69)

The student in college should be trained for intelligent and creative participation in the possibilities of moral development.

It is evident, therefore, that both intellect and character must be considered in a sound program of education and

(1) This is not to deny but rather to supplement the position of those who, like Charters, emphasize the necessarily specific character of moral education. He says, for example: "Moral instruction is largely wasted except as it is made concrete through specific application to individual problems."
(Charters, W. W. The Teaching of Ideals, p. 112)

that scholarship is the essential medium for the development of character.

The Christian college contributes also to the problem of character training in its insistence that the development of character at its best ultimately requires the influence of the Christian religion . . . (1). Character is not merely socialized conduct. In its highest and most permanent form it depends for its integration primarily upon relationship to God as the basis of its social functioning and the source of its highest values.

The church college witnesses to this unity of moral and spiritual experience in the realization of Christian personality. . . (2). It seeks to lead the student, therefore, through the use of religion into a life of Christian character.

Those in charge of the religious program of the college will, in most cases, accept the goal of character as an

(1) "A Christian character is a good character in which the direction of life is set by Christian ideal and its subordinate principles." (Smith, J. J., Christian Character and Plans for Promoting Its Development at Muskingum College", A College Looks at Its Program, p. 202)

(2) "The sources of Christian conduct lie, for the most part, deep within the life and personality of the individual. The response of the mind and heart of the individual to the personality of Jesus is the real and chief source of Christian Living." (Squires, W. A., Educational Movements of Today, p. 73)

essential part of their responsibility . . . (1) . . . but in the Christian institution religious experience must be regarded as an indispensable part of the process of character development.

The aim of character will require for its program not only the formal means already discussed but other more informal and unconscious influences. The Christian college should seek to provide an atmosphere that will be congenial to moral and spiritual growth, the contact of personalities whose influence will be significant for the good life. . . (2). and activities which have at least as their indirect purpose, the building of moral qualities. . . (3).

It has been shown that the Christian college, in accepting Christian personality as its chief aim, is already committing itself to the development of character by implication but it is important also to make character a separate aim and to provide an appropriate program for the specific development of the moral life based upon scholarship and religion.

(1) "Character education based on religious teaching was a leading purpose in nineteen out of the twenty-three institutions studied". (Edwards, R. H. et al, Undergraduates, p.252)

(2) According to Edwards, college social groups are among the most significant influences for character development in college. (Edwards, R. H. et al, Undergraduates, p. 71)

(3) The various provisions, formal and informal, which the college should make for the fulfillment of its aims will be discussed later in this chapter, p. ²⁶⁵ ff.

SOCIAL-CIVIC

The social-civic aim properly embraces two main principles involving personality. It presents the fact, first of all, that personality is social in character, that it requires social participation for its growth. The other principle suggests that the evaluation of social conditions is based upon their influence upon personality; that situations in the great society must be continually modified in relation to the ideal of personality.

One of the most fundamental problems of life and education is the relation of man to society. Back of the long centuries of social, political and economic change there is the question of the recognition of the integrity and rights of the individual on the one hand and of the needs and progress of society on the other. It is apparent that there is great need of a satisfactory ideology to adequately express this relationship. The emphasis upon personality will effectually resolve much of the conflict by relating the individual and social intimately in one cause.

It is important to recognize the futility of trying to develop the personality of the individual without normal social experience. The individual must be encouraged to develop his own personal worth but he must be made to see that this can only be done by normal, sometimes sacrificial, participation in society.

In connection with this phase of the social-civic aim the college should seek to improve and refine those social relations that are a part of normal human experience. It should provide the opportunity for social contacts and participation in important social events under supervision in order that the social graces may be given expert attention. . . (1).

These contacts and activities must themselves be consistent with the supreme aim of the institution. It is easy even for institutions professing a Christian purpose to drift into the easiest way of arranging social life on the campus and instead of developing initiative in maintaining Christian ideals simply do what is popularly done even when the institutional purpose is violated thereby. . . (2).

The social-civic aim also presents the claim of society upon the intelligence and loyalty of the individual. Particularly does a democratic society depend upon the intelligent co-operation of its members. The college, therefore,

(1) Conant stresses the importance of training good manners as a part of the social aim of education supplementing the work of the home. (Conant, James B., The Search for Excellence, School and Society, Vol. XL., September 29, 1934, p. 427)

(2) "The social programs which the churches sponsor should not concede a particle to the practices of other groups in the matter of ideals or standards. But they should be so full of thrills and fun that they will not compare unfavorably with the parties of other groups. This means that much originality and hard work must go into them." (Stock, H. T., Church Work with Students, Christian Education, April 1930, p. 438)

should educate for social and political intelligence and prepare the student for worthy participation in the responsibilities of citizenship in the home, community, nation, and in world relations. . . (1).

For this purpose the student should understand the origin and significance of the institutions of society and their development. He should be taught his responsibility for their maintenance and improvement. This can best be done, not by an assortment of courses in subjects related to citizenship, but by facing the problems of these social relationships themselves and making adequate provision for their consideration. . . (2).

The Christian College of liberal arts must, of course, adhere to its main thesis that a cultural education based upon Christian principles is fundamental to all other training for any social situation although such education should be conducted in realistic contact with modern conditions .

(1) Student report of Rollins College gives Citizenship as an aim and states: "To prepare them for intelligent, effective and loyal participation in the life of community, nation, and the world, through an understanding of the nature, causes, cures, and preventatives of the chief problems of economics," (Rollins College Student Report, Vol. XXVI, February 1931, p. 36)

(2) "In facing the problem of preparation for citizenship in this manner we are momentarily, at least, attempting to forget the high barriers of departmentalization, thinking, not in terms of history, government, sociology, economics, etc., but in terms of major problems of modern life and then asking what these departmentalized fields can contribute to the adequate understanding of the problems to their solution and to the desirable next step in our social progress." (Ashbaugh, Prof. E. J., Citizenship Training at the College Level, School and Society, Vol. 39, February 3, 1934, p. 132)

. . (1).

The social-civic aim will also place importance upon the training of the individual, not only in loyalty to existing institutions, but to take a creative attitude towards their development and improvement in terms of the ideal of personality. . . (2).

It is a vital issue in education at the present time whether the college, in its social-civic emphasis, should seek to meet the requirements of society merely or should attempt to develop individuals of prophetic leadership who will attempt to change the social order in terms of ideals. . . (3).

(1) Coe maintains that in the background of education for citizenship are definite convictions as to the real values of life. He adds: "Another way of saying this is that character education is one of the foundation pillars of civic education." (Coe, G. A. Educating for Citizenship, p. 13)

(2) The words of Plato may be applied in this connection: ". . . they (philosophers) will often turn their eyes to this side and to that, first to the ideal forms of justice, beauty, temperance, and the like, and then to the notions current among mankind; and thus, by mingling and combining the results of their studies, they will work in the true human complexion, guided by those realizations of it among men, which, if you remember, even Homer has described as Godly and Godlike." (The Republic of Plato, Book VI, p. 501)

(3) "The crucial question is whether education must always be merely a reflection of the status quo, whether the school must, in the very nature of the case, always be controlled by those dominant classes and groups who believe that their selfish interests are best served by preventing change." (Social Change and Education, The Department of Superintendence, Thirteenth Yearbook, 1935, p. 150)

It is obvious that the educational institution dare not lag behind the progress of society. It should be at least well abreast of contemporary social thought. While this will be universally conceded it is not, in fact, always the case. Counts makes this criticism:

"That the existing school is leading the way to a better social order is a thesis which few informed persons would care to defend. Except as it is forced to fight for its own life during times of depression, its course is too serene and untroubled. Only in the rarest of instances does it wage war on behalf of principle or ideal. Almost everywhere it is in the grip of conservative forces and is serving the cause of perpetuating ideas and institutions suited to an age that is gone."

32 Counts, G. S. Education - For What?, The New Republic, Vol. LXXI, May 18, 1932, p. 12

The problem here specifically is, how far shall the Christian college allow its program and objectives to be influenced by immediate social pressures? Granted, as has been shown, that it should reflect contemporary conditions, how far should it follow social change in defining its aims?

Snedden suggests that the school has no business trying to originate social change but that after such changes have been launched education can properly assist in diffusing the benefits of the changes and in fact has a responsibility to do so.

(Snedden, D., Education and Social Change,
School and Society, September 8, 1934, Vol. 40,
p. 312-313)

The liberal arts college and especially the Christian institution, as has been shown, is designed to emphasize primarily the values that enrich life in any time. While the methods of attaining this end may vary from one age to another the fundamental objectives remain the same, It follows that such an institution will recognize social change only in so far as such change is consistent with the more fundamental values of long time experience and appears to enrich life accordingly.

It is conceivable indeed that the purposes of a Christian institution, in seeking to support the Christian ideal of life, may bring it into conflict with the social demands of a particular age. If the pressure is strong enough the institution may compromise or may submit but it can find no justification for such a course of action within the meaning of its purposes. If it is loyal to its aims it should stand opposed to the currents of the age which are contrary to its purposes. . . (1).

(1) "In a period of social transition, the educator who becomes a mere politician, guided solely by immediate expediency evades one of his major educational responsibilities - that of helping a people to become effectually intelligent about its vital problems." (Social Change and Education, The Department of Superintendence, Thirteenth Yearbook, 1935, p. 136)

The fact is that social conditions have a tremendous influence upon the college and it often requires great strength of character for an institution to stand for principles which society no longer highly regards. It is difficult in these circumstances for the college to maintain such ideals or to find impetus for its ideal character apart from social encouragement.

It is evident, therefore, that the college should maintain a realistic attitude towards social change but it should not determine its aims by merely contemporary conditions or allow itself to be turned aside by social pressure contrary to its established purposes.

If the aim is the complete development of personality it might well produce critics of the social order if and in so far as that order is detrimental to personality. . . (1).

It has the right to produce significant characters who will challenge the status quo in terms of such an ideal of life.(2).

(1) "It is society which is the instrument and personality which is ultimate. Society is our name for individuals acting socially." (Vaughan, R. M. The Significance of Personality, p. 203)

(2) "The community in its forms of life largely molds the personalities of its members. The system of relationships - social, economic and political - is a more potent educational influence than any formal schooling. Christian education is deeply concerned, therefore, with shaping the patterns of community life in a way that will foster Christian insights and conduct." (Oldham, J. H. (Ed.), Report of the Section on Church, Community and State in relation to Education, The Oxford Conference, p. 120)

For the very same reason the school will uphold the ideal of democracy. Not because it is part of the status quo but because it is, at its best, in view of all known facts, the form of political life that is most sympathetic to the accepted ideal and affords most opportunity for its achievement. . . (1).

Cope very significantly indicates the relation of democracy to the aim of Christian personality. He says:

"Christianity and democracy accept personality as the supreme aim in existence, as that for which society is organized. Christianity is the gospel of democracy, and democracy is the demonstration of Christianity. Education in Christianity will consist in instruction in the ideals and training in the art of living in a society of common goodwill; it will be education in the way or mode of the society of the followers of Jesus, in the life of the democracy of the spirit. Education for democracy is education for social life based on a concept of supreme values in personality, of society, as existing for spiritual ends."

33 Cope, H. F., Education for Democracy, p. 43

However, if this highly idealistic conception of life is to be reached it will require a source of inspiration

(1) "However, I believe the most important contribution the college can make is to become a dominant factor in maintaining the conditions essential to the play of intelligence upon the problems confronting contemporary society; in a word, to conserve and to extend the democratic idea." (Oxnam, G. B., The College and Social Progress, School and Society, Vol. 43, April 18, 1936, p. 521)

deeper and higher than social life itself can provide. It is the function of Christian education to supply both the ideal of life and the motivation for its accomplishment (1). The insights and the sense of responsibility which religious faith alone provides are absolutely essential.

Jordan, in this connection, rightly condemns as inadequate "theories of social education which would substitute the love of God as the compelling motive of social service or appeal to enlightened self-interest to secure the individual's co-operation."

(Jordan, Edward B. The Philosophy of Catholic Education, National Catholic Educational Association Bulletin, 1931, p. 62)

It is the purpose of Christian higher education not to impose social standards and customs upon the individual but to enable him so to understand, improve, and use them that he will gain the greatest possible enrichment for himself and for others; to supply an ideal of social life and the motivation for its achievement.

(1) Shields maintains: "It is necessary indeed that our children be educated for economic efficiency, but it is even more necessary that in this process proper motivation should be developed. Economic efficiency from the very beginning of the educative process, must be sought not for its own sake nor for selfish aims. Indeed, this aim is unattainable in any high degree unless it be lifted up by a motive that transcends the industrial world and the mere needs of man's physical existence." (Shields, T. E. Philosophy of Education, p. 234)

One other condition of life in society should be mentioned and that is Leisure. Education for leisure is now being stressed because in the nature of the case people will have more time for leisure in the future. . . (1).

The Report of the Oxford Conference indicates the basis of the leisure condition which is part of contemporary social change:

"The immense strides in technology in both industry and agriculture and the growing disparity between production and consumption have brought about a condition of unemployment which threatens to become permanent. Even in socially normal times substantial portions of our population are without work. Furthermore, the shortening of the working day is adding to the leisure time of the regularly employed."

34 The Oxford Conference Report, p. 127

But actually leisure raises no new fundamental problem for education. If the claims of a cultural education are true such education will itself give the basic preparation for leisure for it will develop those inner resources upon which a person can depend in time of leisure. The question then becomes one of developing specific talents and activities by which to express constructive attitudes. Much of this is not

(1) "And it is through an education for leisure's right use that the College can best fulfill its function." (Finley, J. H., The Liberal Arts College, The Liberal Arts College Movement, p. 46)

the direct responsibility of the college of liberal arts.

The emphasis upon leisure, therefore, if it is intelligently considered, definitely indicates greater stress upon cultural training rather than the introduction of new forms of specific training on the part of the liberal arts college.

It has been shown that the social-civic aim arises out of the nature of personality and indicates that education that seeks to develop personality should give careful attention to social aspects of life.

The student should be surrounded with a social atmosphere and encouraged to participate in social activities consistent with the nature of the Christian institution and calculated to promote its distinctive aim of the development of Christian character.

Emphasis should be placed upon Christian citizenship and upon loyalty to the institutions of democratic society. The student should be trained to adopt a creative attitude towards social change in terms of the Christian ideal and to commit his life to this cause.

LEADERSHIP

Leadership has to do with the socially effective nature of personality. This will mean, however, the possession of genuine ability and training and not merely the influence of

superficial gifts. . . (1).

One of the recognized purposes of education in a democracy is to produce a leadership of intelligence, character and courage. . . (2). Social leadership is frequently mentioned as one of the aims of the liberal arts college and

Christian leadership is usually mentioned as well by the church-related schools.

The idea is that the college should train a body of young people who will be able to fill an important place in society, and "who shall be to their fellows trustworthy guides and interpreters of the finer and higher meaning of life."

(Cowling, D. J., The Future of the Liberal Arts College, Problems of College Education, Hudelson, Earl (Editor) p. 396)

The Christian institution exists especially for the raising up of religious leaders who will be trained in

(1) "A person is not a leader by virtue of the ability to get others to follow his lead for the reason that he asks them to follow. Rather, his influence is due to his ability to make his cause challenging, or to stimulate genuine thinking on the part of others." (Knapp, F. L., Leadership Education in the Church, p. 38)

(2) "In order that the elite of a democratic nation may have an appropriate educational opportunity, and the nation an appropriate circulation of the elite, which alone can promise that the right man will be brought to the right place in the service of democracy, it is necessary, then, that equality of educational opportunity should be reduced to its right proportions, and educational opportunity for the elite should be adequately provided." (Demiashevich, M., An Introduction to the Philosophy of Education, p. 410)

college from this standpoint. . . (1). This aim reaches back into the distant traditions of college education for the early colleges, were organized primarily for this purpose. These colleges, however, were not simply professional schools of religion but as Meiklejohn shows they actually had a broad cultural aim.

(Meiklejohn, Alexander, The Liberal College, p. 17 f)

In the modern church-related institution the aim of religious leadership must be interpreted from the cultural rather than the professional standpoint. For those students who will follow religion as a vocation the task of such an institution is merely to lay the foundation for future training in religion. It will not, however, regard itself as in any sense a professional school in religion. . . (2).

(1) "The Christian College is essentially an instrument of the Christian movement. It should, as its principal service, prepare young men and young women to become lay and professional leaders in this movement, both in churches and in community life". (Hites, L. T., The Effective Christian College, p. 78)

(2) It is sometimes maintained that church college is a professional school of religion, for example: "From this point of view, the church college is a professional school, just as is a law school or a teachers college. It would not imply, to be sure, that only ministers should be trained or that the fundamental course should be theology; the work in which the church is presumably interested requires a wide variety of specialties - religious education, preaching, church administration, religious secretarial duty, mission enterprises, conduct of church schools, recreational service, church music and social work of many kinds." (Manuel, H. T., The Church College, School and Society, Vol. 22, No. 550, July 1925, p. 30)

The leadership program of the college should be organized primarily for the training of consecrated laymen for positions of responsibility in the community and in the church. It is important for the progress of religion that the number of intelligent, educated laity be constantly increased. . . (1)

Such laymen would be found in every community leading intelligently the various phases of the Christian program and promoting the causes that command themselves as most vital and essential for the improvement of life.

The question is whether the church college should make provision for the special training of religious leaders, not in the definitely professional sense, but rather does the lay leadership already discussed require special training which it is the business of the college to give?

In a sense leadership itself from the college standpoint is not confined to any one phase of life but it is a legitimate expectation that college trained people should lead in all intellectual, aesthetic, health, moral and religious affairs. They are regarded as a select group of people, above the average, in these matters.

(1) "I have a rather stubborn conviction that a church college exists only for the purpose of sending back into the churches well trained, conscientious and loyal Christians. A college that does not undertake this as its chief purpose is certainly failing to keep faith with the church constituency which supports it financially." (Kauffman, A.W., *Why Church College?*, The Christian Century, Vol. 49, Part 1, 1932, p. 486)

In this sense the inclusive curriculum of the cultural college is probably the best preparation for general leadership. Specific skills can be learned later but the most important factors of leadership are qualities inherent in personality itself - qualities of imagination, dependability, initiative, patience, courage. These things probably mean more than specific techniques, however important, and these qualities are precisely those that a liberal training is supposed to develop. . . (1).

This does not mean that training for leadership should not be consciously planned and that certain subjects in preference to others should not be chosen in view of their relation to later leadership experience. But it does mean that leadership ultimately depends upon scholarship and upon personality resources which are already provided for in the sound liberal curriculum.

The college, however, should properly recognize gifts and abilities of leadership where they appear and encourage their development by methods of differentiation such as sectioning, honor courses, as well as by special opportunities for actual leadership in student affairs. . . (2).

(1) "From a social point of view, the purpose of the college is to endow leaders of men with a set of values which shall place the lasting above the transitory, the social above the selfish, and the beautiful above the base." (Report on Undergraduate Education, Dartmouth College Senior Committee, p. 16)

(2) Reeves, F. W. et al, in their survey of 35 church colleges reported that Honors Courses for the superior student were offered in 15 institutions. (Reeves, F. W. et al, The Liberal Arts College, p. 274)

In the view here presented leadership training in the Christian college is primarily a matter of developing the kind of men and women who can be depended upon to assume a place of leadership in all the interests pertaining to human improvement. For this purpose, while certain fields of study are more significant than others and participation in activities is essential, a sound cultural training is the most important preparation.

HEALTH AND PHYSICAL COMPETENCE

Sound health is essential to effective personal living and is therefore important as an aim in college education. . . (1). The neglect of the body may produce physical incompetence that will completely mar or limit all other achievements however promising. The case for health education rests first of all upon this simple but undeniable

(1) The Manual of Accrediting Procedures states: "Because of the bearing upon individual development, there may be included here an institution's provisions for health and physical accomplishment. Sound health and reasonable physical competence are everywhere accepted as desirable qualities. Provisions for health education and for the development of physical skills have been widely adopted in the lower schools, and in general colleges also subscribe to these objectives as a legitimate part of their educational programs. An institution that does not have such aims should give sound reason why it does not, and an institution that does should be able to present evidence that its objectives are being achieved." (The Manual of Accrediting Procedures, November 1934, p. 18)

fact. Thus a recent writer states:

"It is folly to spend years developing all but the physical, only to have the student suddenly discover that he is physically unable to hold the position to which his intellectual pursuits have brought him."

35 Streeter, Bertha, Teaching Health in a New College, Hygeia, November 1936, p. 103

In college education health should be rationalized rather than conducted in terms of habit formation or the correction of bad habits. It should be presented on the basis of a mature consideration of the ideals of physical life as part of Christian culture. The courses and activities designed to promote physical competence should make their appeal to reason and will on this level.

Christian thought introduces the conception of the sacredness of the body and its importance as an instrument of the spiritual life if properly trained and disciplined. . . (1). The complete personality requires such a development of the physical powers, not mere freedom from disease, but the radiance of good health.

The physical education program in the college should minister to the entire physical life of the students. It

(1) For example: "I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service." (St. Paul, Romans 12:1 The New Testament)

should discover their physical defects and needs. . . (1) . . . and show how they can be corrected, should teach the students to be intelligent about their bodies and how to make them useful servants of the spiritual purpose of life.

Participation in sports should be prescribed for all, not merely the few who are qualified to compete in inter-collegiate activities. If this were done adequately it would directly answer the criticism often made that those who need physical education most do not get it in college. The program should be devised to meet the needs of the students. Pease indicates the principle involved in the following statement:

"Yet the community at large still takes most of its physical exercise by proxy, deputing to the members of contesting teams the exercise which it should itself, in one form or another, be taking. Whether these contestants are professionals (as in the extra-academic world they are likely to be) or merely highly developed specialists within the college body, they constitute an athletic oligarchy which must be carefully kept within proper bounds, lest the physical good of the rest of the community should atrophy. Nor does it seem entirely clear that all the types of exercise popular in our colleges, especially the more violent sorts, are the best preparation for men whose lives will be largely urban and sedentary, and whose recreations must be, perforce, somewhat restricted in duration and intensity. Team play and competition have their very valuable educative features, but

(1) In the North Central Association study it was found that forty-seven of the fifty-seven institutions regularly conduct physical examinations. The frequency of physical defects found is as follows: "first, vision; second, teeth; third, cardiac deficiencies; fourth, glandular defects; fifth, hyper or hypotension; sixth, genito-urinary difficulties; seventh, posture; eighth, malnutrition; and ninth, defects of hearing". (Gardner, D. H., Student Personnel Service, p. 141-142)

they should not be allowed entirely to overshadow and rob of their zest such wholesome diversions as walking, climbing, riding and other exercises very often easily accessible, capable of being enjoyed in company or alone, and demanding little readjustment when carried over from the college to after life."

36 Pease, A. S., The Aims of A Liberal College, School and Society, Vol. XXVI, No. 675, December 3, 1937, p. 701

Institutions having excellent health departments and programs do not always succeed in bringing interdepartmental concern to bear upon the question. . (1). It is important that all departments realize the importance of student health and co-operate for its successful promotion.

It is evident, from the foregoing considerations, that health and physical competence are basic to the development of personality and that adequate provision should be made for this aim in the program of the Christian college.

(1) President Lewis regards this co-operation as an important step:

"The problem now is to get the proper coordination between the work in physical education and that in other departments. Such coordination must be based upon several conditions.

"First, the purpose and policy of each college and university must be clearly defined and all members of the staff thoroughly acquainted with these aims."

(Lewis, W. M., How Can the College Physical Education Association best Serve Education? School and Society, Vol. 39, No. 996, January 27, 1934, p. 97)

VOCATIONAL

The individual has an important personal and social adjustment to make in his vocational experience. A great deal of emphasis is being placed in education today upon vocational preparation and all types of institution are feeling the impact of the movement.

While much good may be accomplished by seeking to help young people make the right choice of a career yet there are some serious difficulties in the vocational emphasis. The philosophy of success which often underlies vocational guidance, has encouraged young people to expect more future prominence than is likely or even possible for them and often makes them dissatisfied with humbler spheres of life.

. (1).

It also accentuates the danger of too early specialization and of a too narrow and limited education. The liberal arts college believes that the first task of college education is to train for life itself and to give that breadth and depth of mental development that will form the basis of competence in any situation. Vocational guidance too often

(1) Sisson makes this point: "The results of the hitch-your-wagon-to-a-star philosophy is a concentration of undergraduates looking forward to occupying the positions of highest social and economic prestige, positions already overcrowded, highly competitive and therefore open to the select few only." (Sisson, E. Donald, Vocational Choices of College Students, School and Society, Vol. 46, December 11, 1937, p. 766)

leads in a different direction. For example, Wriston writes:

"The very name 'vocational guidance' makes it difficult for such an adviser to regard as adequate the real goal of a liberal college - the individual, developed to his highest potentialities and ready to turn to a wide range of activities, any one of which will make him economically productive."

37 Wriston, Henry M., The Nature of a Liberal College, p.31

Vocational education and liberal education may be regarded as directly opposed to one another and often are so defined. . . (1). Butler thinks, however, they should be brought into close connection. He says:

"It is a grave error . . . and one which gives rise to many misconceptions and many mistakes of judgment, to set vocational training and liberal learning in sharp antagonism to each other. The purpose of the former is to pave the way to some appreciation of the latter and to provide an economic basis for it to rest upon."

38 Butler, Nicholas Murray, The Meaning of Education, p.124

(1) Wriston makes much of this opposition: "Not all vocational guidance, by any means, looks in this direction but all too much of it is dominated by fear of economic incompetence, rather than determination to achieve personal significance." (Wriston, Henry M., The Nature of a Liberal College, p. 32)

Most colleges do provide for both forms of education. They offer pre-professional courses and vocational preparation activities as well as strictly liberal education although they do not always publish this fact or give it recognition. . . . (1).

Demand for these vocational courses and activities may arise from the need for personal and social adjustment on the part of the student and such provisions should be made, therefore, without violation of the cultural aim of the institution.

The Christian college has a very definite responsibility for the vocational adjustment of the student as part of the larger task of helping him prepare for significant living. It can teach the student the value of industry and the dignity of work. It can and should help him with information, advice, and influence which will facilitate his adjustment to his future but it will not seek to prepare him directly for a certain vocation. It will rather challenge him to invest his ability in the business of living a Christian life whatever his vocation.

Support for the liberal approach to vocational preparation and a basis of reconciliation for the two types of education is given in the excellent statement of the Department

(1) Reeves, F. W. et al, in their survey of 35 church colleges report: "Twenty-one of the colleges studied publish pre-professional curriculums in their catalogues. The other fourteen make only general statements or neglect pre-professional curriculums altogether." (Reeves, F.W. et al, The Liberal Arts College, p. 247)

of Superintendence:

"Today vocational training is clothed with a new philosophy . . . It lays a background of information and philosophy calculated to make of the individual a more competent citizen, a more intelligent worker. In other words, instead of attempting to restrict him to narrow channels and to the confinements of limited vocational areas, it is making every effort to preserve his initiative and increase his resourcefulness and adaptability."

30 The Department of Superintendence, Ninth Yearbook, 1931,
p. 185

It is evident that vocational preparation is a necessary part of the concern of the college for the development of personality and its social adjustment. Such preparation should, therefore, properly be included in the program of the Christian college subject to the liberal character of the institution.

SUMMARY OF SUPPLEMENTARY AIMS

It has been shown in the foregoing description of aims that the supplementary aims indicated have their significance in the complete program of the Christian college. Each aim presents a definite phase of life which needs to be emphasized with appropriate courses and activities. But fundamental to all must be the supreme purpose of leading the student into the privileges and responsibilities of Christian personality.

THE APPLICATION OF AIMS

When satisfactory aims have been set up and defined it will then be necessary to provide for their application in the life of the institution.

Aims are sometimes interpreted as "things to aim at" rather than objectives to be actually accomplished. They thus become merely "good intentions" to be expressed in pious but often meaningless phraseology. It is comparatively easy to formulate aims on paper but the real question is whether anything has been done about them.

Too often institutional aims exist only in formal statements in the catalogue or in the files of the administration. They have never been definitely wrought into the pattern of the academic program. In such a case the aims are purely theoretical. The institution has no moral right to claim for itself aims that it cannot or is not actually performing.

Accrediting agencies have the right to ask the institution to show where the aim is at work and what is actually being done about it. No mere profession of having such aims is sufficient. The only aims that count are working aims that can be checked and fully accounted for, at least, as far as provision for them in the program is concerned.

It has been shown that aims should be determinative in accreditation. The corollary of this principle is that aims must be determinative in institutional policy. It is not

sufficient to declare what the administration would like to see done but it must set forth the purposes that actually control its program and bring about such an adjustment between purposes and program as shall represent a realistic and honest description of the situation.

The application of aims will involve all the resources of the institution organized for this purpose. These resources ordinarily will include at least: Institutional atmosphere, faculty influence, curriculum provisions, classroom instruction, personnel procedures and extra-curricular program. All of these with appropriate activities will have their special contribution to make to the fulfillment of aims.

ATMOSPHERE

The character of the institution as a whole is exceedingly important in its influence. It is a common claim that the Christian institution makes it a most effective impression on the student through the atmosphere with which it surrounds him.

The very atmosphere of the institution may indeed be its most important influence upon the life of the student. Deep and significant impressions can be made permanently by the subtle influence and vital tone of the institution as a

whole. . . (1). While many overt and formal efforts are forgotten such a force is all the more potent in that it informally and unconsciously permeates the character of the student. . . (2).

It is not exactly easy to say how atmosphere of high moral and spiritual tone can be generated for it involves many indirect and often intangible factors. It is made up of customs and traditions, friendships, contacts with interesting and challenging personalities and other elements which are difficult to control. . . (3).

The personalities of the faculty and the administration and the relationships between these and the students contribute largely to the total impression of the institution. It is important, therefore, that the personnel of the college be given the utmost consideration in building tone and in any effort to control the character of its influence.

(1) "In the new process the inspectors and the Board of Review will have to weigh and evaluate the comprehensive information before them and the impressions secured through personal inspection, not in terms of specific standards, but in terms of a general principle or ideal, and thus through the process of judgment arrive at a conclusion as to whether an institution should be accredited or not." (Zook and Haggerty, Principles of Accrediting Higher Institutions, p. 128)

(2) "We have found that the real education for character and for citizenship that any school provides is found primarily in the social experience that the organization of the school then and there fosters." (Coe, G. A., Educating for Citizenship, p. 146)

(3) "More than the physical setting, more than the historic traditions, the social atmosphere presses upon the entering student." (Edwards, R. H. et al, Undergraduates, p. 13)

But the atmosphere of the institution will probably be determined more by its unity in relation to purposes than by anything else. If the faculty and the administration see to it that institutional purposes are loyally adhered to throughout the entire program and activities of the institution this will definitely control the atmosphere and tone of the college as a whole. . . (1).

Harmonious and earnest Christian purposes provoke co-operation and foster good feeling. In the application of the comprehensive aim of Christian personality an atmosphere of spiritual and scholarly excellence will prevail which in turn will effectively influence the lives of the students.

FACULTY

The necessity for the utmost co-operation in promoting the aims throughout the institution points to the great importance of a faculty personnel that will be in harmony with the avowed purposes of the institution. Faculty members cannot confine their responsibility only to their special field and to mere instruction within it. They must recognize that they have a part in the general welfare of the

(1) "Thus there will be a unified background, a philosophy of life, not as a special pill to be swallowed religiously so many times a week, but as an all-pervading atmosphere, absorbed consciously at times, but always breathed in unconsciously." (Michel, Virgil, The Basic Need of Christian Education Today, The Catholic Educational Review, January, 1930, p. 11)

student. . . (1).

Stowe says for example:

"The teachers in an American Urban college of liberal arts should be men and women who sympathize with the aims of the college and appreciate the fact that the subject-matter which they teach is not an end in itself, but an important means to be utilized in the achievement of the aims of the college."

40 Stowe, A. M., Modernizing the College, p. 2

See also Op. Cit. p. 97

In the choice of faculty members, therefore, the aims of the institution should be a factor in the process of selection. The successful operation of aims depends upon the loyalty and co-operation of the members of the faculty. Each teacher must be depended upon to support the comprehensive program of the college and not merely to perform a narrow

(1) "What I do maintain is that the pendulum has swung too far, and that a teacher without responsibility for his duty toward the highest welfare of his students and loyalty to the purposes for which his institution was founded and is being maintained lacks the prime qualifications for his profession, and is not the man whom a liberal college should knowingly, select for a position upon its staff."
(Pease, Arthur Stanley, The Aims of a Liberal College, School and Society, Vol. XXVI, December 3, 1937, p. 704)

function within his own field. . . (1).

The qualifications for a competent faculty in the light of comprehensive aims include besides ability to teach and scholarship. . (2) . . the ability to co-operate in carrying out the aims and in exerting the kind of personal influence that will make them effective.

The Dartmouth student report gives the qualifications of the faculty from the standpoint of the student as:

1. Knowledge of subject.
2. Ability to teach.
3. Traits of character which inspire respect.

(Dartmouth Senior Committee Report, p. 18)

The traits having to do with personal influence are at least as important as the other qualifications and the exercise of this influence consciously on behalf of the fundamental purpose of the institution is a significant part of

(1) "The teacher in the American College can not adequately be described as a person who is attempting to unify the content of human experience. He, too, is described either in terms of what he doesn't do or in terms of the special limitation of what he does." (Weeklejohn, Alexander, Report of Commission on the Organization of the College Curriculum, Association of American College Bulletin, April 1923, Vol. IX, No. 2, p. 81)

(2) Student Report, Northwestern, criticism made that "teaching ability was distinctly subordinated to scholarship and research ability." And continuing: "From the undergraduate viewpoint the two are of equal importance; lack of either is fatal to the success of an instructor." (Northwestern Student Report, p. 8)

faculty service.

Dannelly states:

"The Church college makes no apology for insisting on Christian character as primary among the qualifications of its teachers. Scholarship is greatly to be desired, teaching ability is highly prized, but in company with these valued possessions there also must be Christian personality."

41 Dannelly, C. R., The Denominational College Journal of Higher Education, April 1931, p. 187

It is, therefore, extremely important that the purposes of the institution should be thoroughly in mind in bringing new personalities unto the staff. . . (1). Institutions which are indifferent on this matter are likely to admit teachers with seriously conflicting views and even with views subversive of the purposes of the institution. This is confusing to the minds of the student and a positive hindrance to educational efficiency.

(1) "Directly and indirectly the attitude of the individual professor means more for the building of spiritual appreciations than any other single source in college life.

"When this fact became clear to me, I at once had a conference with each member of my faculty informing him as to the nature of the college and the nature of my own program. I do not want professors but teachers. I want men who teach boys rather than books. I am determined at all times to have a faculty made up of men who are individually loyal to Jesus Christ and his program of life." (Hanson, H. W. A., A Christian Faculty, Christian Education, January 1932, p. 275)

Each instructor after becoming a member of the staff should be asked from time to time to record definitely what his courses contribute to the aims and in what other ways he is fulfilling the purposes of the institution in his program. This will insure a widespread consciousness of aims amongst the faculty personnel.

(Hites, L. T., The Effective Christian College, p. 102)

Department heads also should be asked to present, at least once a year, a revision of their departmental aims. It is necessary that these departmental and instructional aims should not be evolved merely within the limits of the interests of the department but also from the standpoint of achievement of the college as a whole. . . . (1). The department should be conscious of institutional aims in the conduct of its own work. If this is not done the interest of the college may be seriously jeopardized.

This difficulty is especially accentuated in larger institutions where autonomous departments are common. The department in this case is almost a law unto itself and it is

(1) "After the aims of the liberal arts colleges as a whole have been agreed upon, the various departments should formulate their departmental objectives. Obviously, the departmental aims should be in harmony with the larger aims of the institution as a whole, and the courses in each department should be definitely organized to realize the aims established for that department." (Reeves, Floyd W., Stated Aims of Liberal Arts Colleges, School and Society, Vol. 36, August 27, 1932, p. 284)

difficult to get it to recognize the purpose of the institution and its place within it. Only the closest co-operation between the administration and the departments will allow the aims to have their legitimate place.

Departmentalization is meant to facilitate administration but it may effectively hinder a connected view of truth from being obtained by either faculty or students.

. (1). The departmental organization is usually based upon and maintained by professional interest which often acknowledges no direct relation to the aims of the institution as a whole but only to objectives within particular fields of learning. Institutional aims, properly formulated, are likely to cut across departmental classifications and therein lies one of the chief problems in their administration.

Interdepartmental co-operation is essential. While certain institutional aims will require special emphasis from specific departments yet in some respect each department should be held responsible for whatever contribution it can make to all of the accepted aims. For example, while the Department of Physical Education is the one mainly responsible for the promotion of student Health the

(1) "We departmentalize and split up our knowledge for purposes of administration to such an extent as to make it very difficult for a student to get an over-view of anything. Practically the only way he can get an integrated knowledge of his college courses is by accident or by discussions with students outside of his class." (Coffman, L. D., University Problems of Vital Concern, Problems of College Education, Hudelson, Earl, (Editor), Minneapolis, University of Minnesota Press, 1928, p. 11)

the Chemistry Department has also a responsibility in-so-far as health is affected by work in that department. And so with all the departments and in relation to all the aims which the institution sets up. This is an important principle but one which is usually ignored.

The question arises as to the right of the institution to interfere with the habits and personal beliefs or convictions of the teacher. Has he the right to think and act according to his own views or must he be made to conform to the requirements of the institution? If the latter then what becomes of that "freedom" which is the cherished right of the teaching profession?

The committee on Academic Freedom and Academic Tenure of the American Association of University professors concluded its significant report by making a distinction between the right of the individual professor to express himself as he pleased and freedom for inquiry and discussion for scholarship as a whole. The first is not absolute but subject to many conditions in the individual circumstances, the latter is a freedom that must be absolutely maintained if truth is to be known and genuine scholarship preserved and encouraged (1).

(1) "It is, in short, not the absolute freedom of utterance of the individual scholar, but the absolute freedom of thought, of inquiry, of discussion and of teaching, of the academic profession, that is asserted by this declaration of principles." (Report of the Committee on Academic Freedom and Academic Tenure, The American Association of University Professors, December 1915, pp. 29)

Individual scholars will often make public utterances with which more conservative men even in the same field will not agree. . . (1). Academic Freedom cannot protect a teacher in these more or less purely individual opinions. He may have the right to hold his opinions but his freedom to teach them and work for them will be governed by the purposes of the institution he is seeking to serve.

It must be acknowledged that while the institution should encourage free investigation it has the right to discourage influences that are subversive of its established purposes. It would be wholly inconsistent for an institution to profess one thing and then employ teachers who would teach the very opposite. The institution must somehow bring harmony of purpose within its own borders if it is to fulfill its appointed mission in higher education. . . (2).

(1) "I must maintain that all sides of a question are a part of education, but if a university is a place of free thought and expression, the conservative should be heard as well as the radical, and the public should realize that both points of view exist, otherwise the position of the faculty group is misunderstood and the university is misjudged." (Swigt, H.H., The Obligation of Universities to the Social Order, College and University as Seen by a Trustee, p. 78)

(2) "The point of view of the teaching profession ordinarily stresses the rights of the teachers but overlooks the rights of institutions, the obligations of teachers to the institutions, and the interest of the general public in the right of institutions to existence and collective freedom of thought and speech." (Cole, C. N., Report of the Commission on Academic Freedom, American Association of Colleges Bulletin, April 1923, p. 119)

The work of the Association of Colleges on this question is treated further in the following numbers of the Bulletin: May 1924, pp. 133-4; May 1925, pp. 179-182; February 1926, pp. 36-38; February 1927, pp. 21-22; March 1928, pp. 92-94.

It is difficult to deal with these situations if the teacher has become established as a regular member of the faculty. The time to face the problem is when the teacher is being considered for employment in the first place. The administration should seek faculty material with habits and convictions already consistent as far as possible with the spirit of the institutional objectives. There should certainly be frank and full understanding with the prospective teacher about the aims of the institution and what they imply for him personally and for his department.

Academic freedom really presupposes that faculty members have been selected, to begin with, who are qualified to serve in a particular type of institution. Security of tenure also presupposes that faculty members continue to be conscientiously loyal to the purposes of the institution. To force the issue of freedom or tenure under any other circumstances is to ignore important relevant facts. If a faculty member, however long employed or sincerely revered, fails to co-operate with, or otherwise uses his influences against the fulfillment of institutional purposes, he should be removed after a fair hearing has been given and efforts at adjustment have been made.

The successful operation of the aims is the ultimate consideration and this requires the wholehearted co-operation and this requires the wholehearted co-operation of

every member of the faculty and staff.

CURRICULUM

What will the selection of aims mean in terms of curriculum organization and offerings? Since the curriculum is the heart of the college program this question is of great importance.

Clearly the application of a system of purposes will bring to the curriculum a valid principle of organization in terms of the major areas of human experience and the problems to be confronted within these areas. . . (1). If such a principle were to be rigorously applied it would have rather significant consequences. . . (2).

The traditional curriculum, with modern additions, is essentially based upon the validity of departments of knowledge in terms of subjects, courses and credits. It is open to many objections such as its mechanical nature, its inflexible although artificial divisions of knowledge, and its emphasis upon the facts and data of subject matter rather than upon the student's interest and choice.

(1) Musk writes: "Specific curriculum problems. . . demand a philosophy for their satisfactory solution." (Musk, R. R., Philosophical Bases of Education, p. 16)

(2) Thus Feerster says: "The proper study of mankind is still man; not man as known through a naturalistic psychology (which, so far as it is positive, is really physiology), or through a naturalistic sociology (which views human society as merely a form of animal society) but man as known directly, in his inner life and its manifestations in social and political history, in literature and the arts, in philosophy, in religion." (Feerster, Norman, The American State University, p. 243).

Fundamentally the curriculum should correspond with human experience. . . (1). There should be "only one subject-matter for education and that is life in all its manifestations."

(Whitehead, A. N., The Aims of Education, New Republic, Vol. LVIII, No. 750, April 7, 1929, p. 246)

For this reason the curriculum cannot be exactly divided by mere arbitrary departments without creating gaps in the continuity of knowledge which is exactly what the usual curriculum does. This is due in large measure to the high degree of departmentalization in the modern college and to the way in which curriculum construction ordinarily takes place. Kelly indicates the weakness of the process:

"The final result is the outcome of certain strains and tensions, of concessions and exchanges as between departmental representatives. The evidences that unifying principles are actually functioning in the development of the college curriculum are difficult to discover."

42 Kelly, R. L. Report of the Commission on the Organization of the College Curriculum, Association of American Colleges Bulletin, Vol. IX, April 1923, p. 71

(1) Fraser says: "No matter what the faculty may list in the catalogue, how much of the student's time their assignments may consume, or how unvaryingly the students seem to approve current practices when asked for suggestions what the student really studies - and learns - are those matters of genuine interest to him in the various phases of living." (Fraser, M. G., The College of the Future, p. 302)

This condition cannot be remedied by a comprehensive examination at the end of the student's course nor by survey courses at the beginning. What is needed is the setting up of such a comprehensive principle that will organize the curriculum and introduce perspective into it in terms of the various aspects of human experience such as can be arrived at by the consideration of Christian personality. . . (1). This is the significance of the comprehensive aim for the curriculum of the Christian college. . . (2).

Sheen suggests there should be, in the formation of the curriculum, an ultimate principle (religion) and a proximate principle which varies with subjects or fields such as "history" or "philosophy" but these would be organic fields giving unity to all courses involved in them.

(Sheen, Fulton J., *Organic Fields of Study*,
Catholic Educational Review, April 1930, p. 204)

His view is similar to the one presented in this discussion for the ultimate principle here presented is a religious one - the development of Christian personality. Such

(1) Sheen says there is need for: "A complete and total re-arrangement of all college courses in which some one 'vital principle' gives unity to the distinct courses in the same way the soul gives unity to the body." (Sheen, Fulton J., *Organic Fields of Study*, Catholic Educational Review, April, 1930, p. 203)

(2) For example, Pannkoke says: "The curriculum of a Christian College must be a unity aiming in every one of its parts to achieve Christian attitudes, insights, purposes and the ability of the student to think, feel, or act as a Christian in every situation of life." (Pannkoke, O. H., *Some Necessary Changes in the Curriculum of the Church College*, Christian Education, Vol. XIX, April 1936, p. 294)

a principle will give unity to the entire program of studies.

The application of aims will establish the true function of the curriculum as a device for attaining definite purposes rather than for preserving traditional or arbitrary courses or subject matter. In this case the curriculum would be determined by the aims rather than merely fitting aims into the fixed and inflexible mould of the curriculum. . . (1).

Whether the determinative use of aims would mean a radical change in the organization of the curriculum or not would depend upon how flexible the established curriculum could be made in meeting the aims and the choices of the students. It is conceivable that much freedom to transgress traditional barriers might enable aims to be fulfilled within the framework of the usual liberal arts curriculum. . . (2).

(1) Stowe says: "The sincere acceptance of a purpose by a college implies that the college will make its requirements of such a character as to insure the attainment of the objective necessary for the accomplishment of the purpose." (Stowe, A. M., Modernizing the College, p. 86)

(2) Thus one author says: "Almost any college catalogue shows courses that may contribute to good citizenships although there is not such a definite statement of aim."

(Brooks, W. S., Citizenship and the College Curriculum, School and Society, November 9, 1935, p. 648)

The aims should be allowed to have right of way though the difficulties to be overcome, if this is to be done, should not be minimized. There are on every college faculty strong and insistent conservative influences which will likely oppose this approach.

Stowe indicates that the faculty cannot always be counted upon to make the necessary changes because they will be influenced by consideration for their own departments and courses. Or it may be that the faculty is not sufficiently versed in curriculum construction to be able to do the job efficiently. . . (1). In order to meet these difficulties he suggests that experts be placed at the disposal of the faculty and perhaps that the ultimate authority be placed in a committee composed of representatives of the board of trustees, the faculty and the administration.

(Stowe, A. M., *Modernizing the College*, p. 91-92)

But whatever the administrative arrangement or the mechanical techniques employed the main consideration is the acceptance and application of a comprehensive aim and its determinative use in relation to curriculum organization.

(1) With regard to curriculum changes Stowe says: "It is recognized that to make such changes by balloting is merely to register the opinions of faculty members not infrequently based upon prejudice, if not upon fear. To enter upon such a course of study revision is to face possible political intrigue and underhanded manœuverings of the preservation of their vested interests or in a redistribution of students." (Stowe, A. M., *Op. Cit.*, p. 91)

Every department of the institution and every course offered must be challenged as to its contribution to the fulfillment of aims.

This process will undoubtedly lead to the inclusion of courses designed to deal directly with the field of each aim. This raises the question of the relative value of direct and indirect instruction in certain fields. It is often said about religion, for example, that it is an influence rather than a doctrine and therefore "cannot be taught but must be caught". . . (1).

This is probably one explanation of the disquieting fact that interest in definite courses in religion is waning in the very colleges which profess especially this purpose.(2)

(1) "If Christianity were a formula, a doctrine, a law, a ritual, it might be taught like arithmetic or chemistry. But it is primarily a spirit and a life, and therefore it must be inspired and begotten. It must emanate from living persons, like light and warmth from the sun; pervade the atmosphere and quicken the slumbering elements of divinity in man. It spreads by contagion through the fellowship of Christ-like men and women." (Richards, G. W., The Function of a Christian College, Educational Review, Vol. 62, 1921, p. 124)

"Values are never known by being known about, but by being felt." (Hocking, William E., Can Values Be Taught?, The Obligation of Universities to the Social Order, p. 339)

(2) Reeves F. W. et al, in surveying 35 Church colleges, report a wide range in the number of courses offered in the field of Bible and religion: "One institution offers forty courses, while another offers only five. There are only three colleges which offer more than twenty courses and only six which offer fewer than ten courses. The typical institution, as indicated by the median, offers thirteen courses in this field." (Reeves, F. W. et al, The Liberal Arts College, p.417)

Wickey and Eckhart found that: "credits in Bible, religion, and religious education are required for graduation in the three types of institutions not publicly supported, in the following proportions: Independent, 22.5%; Protestant, 82.2%; Roman Catholic, 97.5%. In some cases the requirement combines

This revealed in a study by Hartshorne which compared the student hours in religion with the hours earned in other subjects. While enrollment and hours earned in other subjects. While enrollment and hours earned in other subjects showed increases there was a noticeable decrease in hours earned in religion, particularly in Bible:

"Data as to comparative enrolments are available for 61 colleges. In seven years, as compared with changes in college enrolment, there has been a falling off of 15 per cent in total hours earned in religion. In the Biblical field the relative decrease is 36 per cent, but in non-biblical subjects, of which more are offered (though few required), there has been a relative increase of 43 per cent in hours earned. About half of the elective work earned is nevertheless in Bible, partly because the Biblical subjects are assigned largely to the last two years of college - when students become crowded with pre-professional requirements."

43 Hartshorne, H., The Church and The College, Religious Education, Vol. 28, No. 3, April 1935, p. 167

Other courses dealing with the various aspects of religion are also disappearing from the curriculum of even the church colleges themselves. . . (1). While pre-professional

(Continued from page 301) philosophy and religion, or Bible and philosophy; in others there is an additional requirement of some basic philosophical course, frequently ethics." (Wickey, Gould and Eckhart, Ruth A., A National Survey of Courses in Bible and religion in American Universities and Colleges, p.13)

(1) "Other courses in the great field of religion are almost negligible. Christian ethics, problems of personal life, missions, and other great social enterprises of the church have little or no place in college curricula. Church history, polity, and doctrines are in the same category." (Stout, J.E., Organization and Administration of Religious Education, p.256)

courses and courses in social science are increasing.

Much of this reflects a general shift of attention from the values of the past towards a pre-occupation with the contemporary scene. There is a general indifference to cultural and religious facts which are considered, if not valueless, at least out of direct relation to the practical demands of the present time.

But probably much of the responsibility for this condition must be charged to the theory that religion and character can be adequately provided for in the general atmosphere of the institution and without definite curriculum provision.

Christianity, however, is not only influence but belief. Its life rests upon a solid body of facts and convictions that need to be taught to the student if his religious life is to have the necessary ideas for its adequate support. . . . (1). And the Christian college must not only surround the student with effective atmosphere but will openly and deliberately teach religion. This point is well upheld by Athearn:

"The church college must not think that it has given a student a religious education when it has

(1) "Can religion be taught? Not in-so-far as concerns originating or conditioning the spiritual motivation which comes from a supernatural source. But in the sense of making the individual aware of this divine agency, of preparing him to receive and make use of it, of opening ways for carrying its influences over into expression, yes." (Botts, O. H. and Hawthorne, M. C., Method in Teaching Religion, p. 23)

taught geometry and other secular subjects in a religious atmosphere. It is the business of the church college so to teach religion to the students that geometry and other secular subjects wherever and by whomever taught will be in a religious atmosphere; the student will carry the religious atmosphere with him into all his duties. But the student needs more than atmosphere if he is to be himself a creator of Christian atmosphere. He needs systematic knowledge. He needs the guidance of a trained specialist in religious problems as he adjusts the scientific, ethical and philosophical problems in the light of the religious ideal."

44 Athearn, W. S., Religious Education and American Democracy, p. 306

Of course it is possible for a college to make apparently adequate provision in its courses for Christian teaching and yet fail to be an effective Christian influence in the lives of the students. . . (1). Nevertheless the responsibility of the college to its religious and moral purpose can only be fulfilled by actual instruction which will supplement the indirect and informal influences which may be

(1) "Experience shows that an institution that upholds religion in its teachings, its worship, and its discipline, may yet thwart the aspirations of its pupils for religious insight, become a nursery of deceit and hypocrisy, or permit its pupils to sink into spiritual sleepiness and inactivity."

(Coe, G. A., Christian Academies and Colleges, Education in Religion and Morals, p. 323)

at work. . . (1). Thus Meiklejohn says:

"The mere establishing of an 'atmosphere' for student growth is not enough. The 'aromatic' theory of education is almost as bad and certainly far more unwholesome than the mechanical one. A college is a place where something is to happen and to happen definitely because certain men know what they intend, and are determined that what they intend shall be accomplished."

45 Meiklejohn, Alexander, The Liberal College, p. 8

It is evident from the foregoing discussion that the determinative use of aims will affect the curriculum radically. It will put the emphasis upon distinct phases of life rather than upon mere courses and departments of knowledge representing the interest mainly of the individual professor. It will challenge the student through problems which are of tremendous importance to him and thus secure his interest and co-operation. The curriculum will become but a means to an end and that end will be the fulfillment of the aims.

(1) While maintaining that the indirect is the basic method of moral instruction Charters admits there is a place for direct training: "But on those occasions when this (indirect) method fails to control moral situations, the direct method should be used as an auxiliary."

(Charters, W. W., The Teaching of Ideals, p. 134)

INSTRUCTION

The importance of instruction in the college program is generally admitted but good teachers are regarded as the exception rather than the rule. The necessity for improving the quality of college instruction is one of the major problems of college administration. . . (1).

What can the application of aims contribute to the improvement of instruction?

In the first place it would enable the teacher to bring to actual instruction definite purposes which would lift the whole process above the mere manipulation of subject matter and the immediate demands of the recitation period. Teachers need constantly to remind themselves that the subject-matter of instruction is determined by aims. This is essential to good teaching. Such an approach would make instruction the means to more comprehensive life objectives and thus give it direction and meaning as a whole.

(1) Kelly writes: "College teachers in general have not been very hospitable towards the discussion of the pedagogy of college teaching. The attitude has prevailed that if a teacher knows his subject his teaching will take care of itself." (Kelly, F. J., The American Arts College, p. 82)

R. L. Kelly stated (1928): "It is too much as yet to expect or demand a science, much less a philosophy, of college teaching. We are in the midst of a period of experimentation in this field which is approaching the characteristics of a Renaissance." (Kelly, R. L., How We Teach, Association of American College Bulletin, November 1928, Vol. XIV, No. 5, p. 339)

When instruction is related to comprehensive aims it has a definite influence upon method. Usually too much dependence is placed upon the authority of the teacher while the pupil is passive. Under the influence of aims such as have been indicated the purpose of the teacher is stimulated towards their fulfillment and the class period becomes a co-operative enterprise for the achievement of certain ideals and objectives. Kelly shows the relation of aims to instructional methods:

"It is clearly understood by a minority of college teachers that the very aims and purposes of the college must be stated quite as much in terms of method as in terms of subject matter. As soon as it is granted that the mastery of information is not the aim of cultural courses but that instead subject matter is a means for the development of such qualities as initiative, habits of study, etc., then it is granted without argument that certain methods of teaching which have been thought acceptable are no longer to be admitted."

46 Kelly, F.J., The American Arts College, p. 85

This is the surest way also to capture the interest of the student, a factor which is absolutely essential if the educational process is to be successful. One of the criticisms of college instruction frequently is that it ordinarily

fails to capture and maintain student interest. . . (1).

But if the teacher bases his instruction upon aims which are also the important objectives of significant living he will challenge the students at the points of their greatest interest. The discussion of vital problems will inevitably prevail rather than the mere memorization of subject matter or passive consent to the material offered in a lecture. (2).

Since the comprehensive aim of the Christian college is the development of Christian personality it will be necessary for adequate instruction to keep this purpose in mind and contribute to it as far as opportunity will permit. . . (3).

(1) Lack of student interest. "An important contributing cause is the fact that the lecturer, being able to cover only a small region of knowledge in his lectures often believes it is not fair or feasible to hold the student responsible for more territory than he himself has covered. This is apparent in his examinations which become minute inquisitions into the material which was dispensed during the lectures, emphasizing rote learning, and frequently penalizing any expression of opinion, good, bad or indifferent." (Northwestern Student Report, p. 12)

(2) "The teachers needed by the American college of tomorrow must possess the ability to select phases of their subjects of the greatest value to their students and to conduct the work of their classes in ways which will contribute most effectively to the achievement of its aims." (Stowe, A. M., Modernizing the College, p. 98)

(3) "What a school teaches in its classrooms is the first test of what is regarded of largest value. If the teaching of religion is excluded from classroom, or even subordinated to other things, it is obvious that it is regarded as having no educative value or little value in comparison with other things." (Stout, J. E., Organization and Administration of Religious Education, p. 255)

The Christian philosophy of life must not be confined to specific subjects but rather must be presented by teachers of all subjects. It must pervade the entire curriculum and the routine and atmosphere of the classroom. . . (1).

As a matter of fact the teacher in the Christian college has an unusual opportunity to help young people at a critical time in their mental life. They will be going through the travail of new ideas and experiences. They will know doubt and disillusionment. This is due to the fact that students often come to college with a world view in which religion is central and accepted uncritically. In college, with its academic atmosphere and thought, scientific concepts are central and religion loses unless there are those who can supply comparable and adequate religious concepts.

It is here that a fine Christian personality with understanding and tact can do a great deal to lead the doubter to constructive convictions and thereby make a precious

(1) What this means in the Catholic institution is stated by Michel: "This exposition of Catholic ideals and ideas should not be the special object only of a separate class but should be the all-pervading atmosphere of the entire educational work; what does not lend itself to its furtherance is in-so-far a hindrance, since it gives the impression that the Catholic view is not all-embracing." (Michel, Virgil, The Basic Need of Christian Education Today, The Catholic Educational Review, January 1930, p. 10)

contribution to his life. . . (1).

Lingley found that the student values the influence of the instructor as a factor in character development and in the building of life ideals.

(Lingley, C. R., Does College Develop Character?
The Journal of Higher Education, April 1931, p.181)

Most of the subjects of the curriculum provide abundant opportunity for presenting the challenge of the Christian philosophy of life if only the teacher is concerned about these possibilities for fulfilling comprehensive Christian aims.

It is not meant that the teacher should take 'time out' to talk character or religion. His business is to teach his subject thoroughly. He should not make it an apologetic for religion or morals but have as his immediate objective the materials or skills involved in the course. But in doing this many valuable opportunities for direct and indirect training in the aims of the institution will continually present themselves. Problems of punctuality, neatness, accuracy, health should never be ignored or neglected but

(1) "The great need today regards the spirit behind the teaching, a spirit that goes to the bottom or the top values of life. If that is missing, the teaching, by lacking it, becomes truly harmful in its results; then even the highest technical mastery of subject and teaching method will be a miserable failure from the standpoint of Christian education." (Michel, Virgil, The Basic Need of Christian Education Today, The Catholic Educational Review, January 1930, p. 12)

should be considered as they occur and made to contribute to character development. . . (1).

It is not possible to produce moral character by violating the facts of history or science or literature to make a moral point. The teacher must himself observe the morality of his position if he is to be a potent moral influence. (2).

If, however, the subject permits of moral deductions or illustration and the facts suggest it that is the time to make the most of the opportunity. Actually subjects such as history, literature, or science will offer many legitimate opportunities for drawing valuable ethical and spiritual conclusions. . . (3). The problem really is that the teacher is not alert to these opportunities and does not make

(1) "The constant insistence on accuracy, promptness in doing assigned work, close application to the task in hand, satisfaction in work well done, hard study to master fundamental principles, honor and pride in doing one's own work, and the self-respect which follows successful attainment - what is all this but a most important element in the character development process?" (Soper, E. D., The Search For Values Through Character Development, Bulletin of the Association of American Colleges, March 1934, p. 9)

(2) Gardner says: "One should not overlook the regular classroom procedures as a method of developing personality and character". (Gardner, D. H., Student Personnel Service, p. 103)

(3) "History will reveal the working of Divine purposes. Sociology will show influences of religious impulses and organizations. Economics will show the need for Christian standards in the commercial world." (Wickey, Gould, Religious Education, March 1932, p. 343)

(See also Hites, Laird T., The Effective College, Chap. V, p. 157 f)

the most of them when they do arrive.

History should be used, for example, not to cover up the weaknesses of men or causes in violation of historical truth but the teacher should let the facts dominate the interpretation and trust the perspective of history to teach valuable lessons which the teacher need only point out. Nothing whatever is gained by ignoring the plain meaning of the facts or by manipulating the context. The love for truth and accurate interpretation is the first teacher of morality.

Much has been made of the possibility of conflict between science and religion and of the difficulty of reconciling the study of the physical sciences with religious objectives. What is needed on this point is a clear understanding of the nature and scope of true science. Science, strictly speaking, deals with facts and their relations and not with values. The findings of science supply data which must then be brought into relation with other forms of experience in a comprehensive system of thought.

Merriam puts this matter clearly when he says:

"It is a responsibility of the university to make certain that science, as a method with its results is brought into its true relation to other phases of knowledge. This must be accomplished in such manner that we obtain full value of the enlarged view and the deeper perspective made possible by the combination."

47 Merriam, John C., Spiritual Values and the Constructive Life, The Obligation of Universities to the Social Order, p. 327

From the standpoint of comprehensive aims the results of science must be reconciled with the total good of life. Aims which represent the complete growth of personality will, in a Christian civilization, determine the value and the applications of science although they will not limit the freedom of research.

It may be questioned whether the use of aims will not impose upon teaching commitments which will hinder its impartiality. Should not teaching be free from any ulterior motive? Should it not be entirely unbiased and neutral strictly loyal only to the actual facts?

It may be said in reply that the claim of impartiality is open to question. . . (1). In this connection the words of Counts are significant:

"My thesis is that complete impartiality is utterly impossible, that the school must shape attitudes, develop tastes and even impose ideas. It is obvious that the whole of creation cannot be brought into the school. This means that some selection must be made of teachers, curricula, architecture, methods of teaching. And in the making of the selection the dice must always be weighted in favor of this or that."

⁴⁶ Counts, George S., Education - For What?, The New Republic, Vol. LXXI, No. 911, May 18, 1932, p. 14

(1) "Really therefore, so-called 'impartial' or 'objective' teaching is very likely to be somewhat partial and subjective, and since it does not encourage the student to study with inclusive aims according to his own genuine interests, it is very likely to be a kind of indoctrination." (Fraser, M.C., The College of the Future, p. 254)

Also it must be maintained that there need be no hindrance to free inquiry in any direction but it is merely asserted that the Christian viewpoint should be presented fairly and adequately by teachers who are qualified to do it justice.

It is evident that the use of comprehensive aims has an important bearing upon the character and method of instruction and that in the Christian college instruction must supplement other influences in the fulfillment of the distinctive aim of such an institution.

PERSONNEL

Personnel methods and techniques are occupying a place of increasing importance in higher education. The underlying purpose of this movement is to implement concern for the individual student by compiling as complete information about him as is significant and by the use of this information in helping him solve his personal problems.

The personnel program of the Christian institution will be based upon and express concern for the entire personality of the student, physical, mental, social and spiritual. It will be especially concerned with moral and spiritual development because this is its distinctive purpose.

Individual attention has been usually claimed by the smaller colleges often merely because they are small. It is true that in such institutions contacts are easily made

between faculty and students and a wholesome interest in each student is much easier than in large institutions. (1).

However, individual attention has been claimed often where it was not actually provided. A small college may neglect its students as much as a large one, smallness itself will not guarantee interest in the student. The personnel movement attempts to implement the claim to individual attention on the part of all sizes of institutions. A college that professes concern for the individual should be able to show proof that such attention exists.

It should be pointed out, however, that good personnel work cannot be proved entirely by the efficiency of a card index or other personnel records. The real question is whether interest in the development of the individual student is actually being provided in a satisfactory way and in accordance with the aims of the institution.

From the standpoint of aims perhaps the first concern of adequate institutional concern will be manifested in the admission program. The college should seek students who are

(1) "There is a great advantage in the small college, in the close association of the students, and of the faculty. Size takes personality out of an institution to a large extent. Personality is significant in all education, so that there is a real function, a real opportunity for the small college." (Wilbur, R. L., American Higher Education, The Liberal Arts College Movement, p. 34)

known to be sympathetic with its general purposes. If a considerable number of the student body are out of sympathy with the aims of the institution it is bound to mean constant friction and make it impossible to fulfill the aims satisfactorily. Wriston stresses the importance of this fact:

"The most important quality of the prospective student is emotional harmony with the program of the college; this is even more important than intellectual power."

49 Wriston, H. M., The Nature of a Liberal College, p. 34

It will be necessary, also, to check the progress of the student during his years in college, not merely as to his academic and personal problems, but in relation to the chief aim of the institution, the development of Christian personality.

One of the objectives in such a program, therefore, will be to supervise and check upon the spiritual development of the student. That can best be done by a counseling service, which includes this aspect of experience as an important part of its responsibility. It will be designed to win the individual not only to a normal personal life but to the Christian program for life and to help him orient himself in relation to that view and find in it his place of service.

Many institutions are employing specialists to supervise the personnel work and to give the students the services of a competent psychiatrist. The Christian institution, according to its purposes, is obligated to supplement any such special provision by the interest of the institution as a whole in the complete welfare of the student. . . (1).

The use of modern personnel methods is advisable and necessary for enabling the institution to form a correct and adequate picture of the student in order that it may help and guide him in regard to his special needs. But such a program must be under the control of aims and should seek to solve problems, promote development and check progress in relation to the aims set up.

It is evident that the personnel program may be a significant provision on the part of the institution for the achievement of its aims.

(1) "A religious college would not remain content to employ a personnel worker, or even a psychiatrist to deal with the more obvious and difficult cases. In addition, it would devote a large proportion of its energies and to the development of those techniques and skills which enhance the most effective utilization of ability and the greatest enrichment of life." (Duvall, S. M., Religion in Higher Education, Religious Education, Vol. 26, 1931, p. 15)

"It is logical, therefore, to use all the services of an institution in this phase of counseling, a situation which emphasizes the inter-relation of all counseling, and indicates the value that may accrue from organized efforts." (Gardner, D. H., Student Personnel Service, p. 103)

EXTRA-CURRICULAR ACTIVITIES

An important part of student life and interest is devoted to extra-curricular activities. . . (1) . . . and it is necessary to enquire how these activities can contribute to the achievement of aims and how they will, in turn, be affected by the aims of the institution.

It is evident, of course, that if the extra-curricular program is to contribute to the accepted purposes of the institution it will have to be brought into complete harmony with these purposes. This will be an important step for usually the extra-curricular program is a thing apart administered without conscious contribution to the development of the student or the fulfillment of institutional aims.

Edwards suggests three important principles governing extra-curricular activities:

- "1. Recognition by the authorities themselves of the educational values in activities.
2. Faculty student co-operation.
3. Counsel and guidance on extra-curricular activities available to all students."

50 Edwards, R. H. et al, Undergraduates, p. 126-127

(1) Reeves, F. W. et al in their survey of 35 church colleges obtained information from 18 as to the number of campus activities. The returns show a range of from 12 to 55 such activities. (Reeves, F. W. et al, The Liberal Arts College, p. 384)

If the extra-curricular activities are brought into harmony with the aims of the institution this will probably give a new significance to these activities. . . (1).

From the standpoint of reaching definite goals to arbitrary division of curriculum and extra-curricular will no longer obtain or at least it will not be fundamental. The extra-curricular activities may be as important, in some cases, as the regular curriculum offerings for achieving the purposes of the institution. They will certainly more closely supplement the academic work of the institution than has been commonly the case. . . (2).

It is not so much a question of what such activities ordinarily are but of what they might become if a different approach to them were made. They could provide valuable social situations, supplement the work of the classroom in different departments, encourage the students to pursue their own interests, develop industry, sportsmanship, social conduct and moral character.

(1) "Because extra-curricular activities satisfy the instinctive drives of the individual they are basic to the development of an educational program that trains for socialized living." (Survey of Higher Education for the United Lutheran Church, Vol. 2, p. 501)

(2) "For instance, extra-curricular activities, which are encouraged by schools as an accepted means of developing and increasing the ability of students to live and to work with other people, are a most natural starting point. They must become something more than dissociated efforts, undirected circumstances and mere time-consuming agencies. They can become vitalized, effective channels for individual and group thinking and conduct in actual situations as these affect, tangibly, current school and community life." (Owings, Chloe, A Tie-Up Between College and Daily Living, School and Society, Vol. 44, Nov. 28, 1936, p. 709)

The possibilities of such activities for character development are generally admitted. . . (1). Charters says, for example:

"In the indirect training of character extra-curricular activities have an important place. It is a truism of trait development that the training must be specific; the traits must be applied to a wide variety of situations; mere generalizations do not effectively affect character. For this purpose extra-curricular activities provide types of situations in college which cannot be secured in the classroom. Specifically, co-operation, leadership, personal forcefulness and like qualities that are developed from contacts in unified groups can most adequately be developed in these extra-curricular situations." (Charters, W. W.,

51 Charters, W. W., College of Liberal Arts, Higher Education in America, Kent, R. A. (Ed.)

But the success of the extra-curriculum program in helping to achieve this or the other purposes of the college will depend upon the extent to which the extra-curricular activities are guided by these purposes.

The institution, for example, cannot say one thing in

(1) "The educators of this country are agreed to a degree quite beyond their custom that all moral education should be indirect."

(Charters, W. W., The Teaching of Ideals, p. 161

its extra-curricular program. . . (1). In the last few years college athletics have been suspected from this very standpoint. Institutions have subsidized athletics while professing to be completely amateur. Coleman says:

"Another field of college activity in which double standards are erected is the field of athletics. Here also there is destructive conflict between profession and performance. Abundant evidence of this has been recently published. The hurt to student character does not arise from the hiring of athletes, directly or indirectly. There is no more harm in hiring a man to play football than there is in hiring him to play in an orchestra. The harm comes from hiring athletes while the institution professes to be doing something very different. The dishonesty involved goes further than the coach and the alumni and the president. Who may be in collusion to deceive the public; it frequently involves the whole student body, who connive at professional athletics and in the guise of amateur for the sake of victory and the financial returns."

52 Coleman, N. F., Finger Posts of College Progress, Higher Education Faces the Future, p. 331, 332

(1) "Do intercollegiate athletics as at present conducted inspire our youth to be Christian in speech and in dealing with one another? Are the organized groups increasing the democratic fellowship among the students and exercising the spirit of the Golden Rule in their relations to the rest of the student body? Can a church college justify itself for not having a constructive social program, in face of the fact that college youth are going to questionable parties? What explanation can the college give when students rebel against the chapel and convocation services? Are these things a condemnation of the students or of the college officials?"

(Wickey, Gould, Christian Higher Education - Whither?, Christian Education, Vol. 15, March 1932, p. 344)

The question at issue here is not whether such subsidization is the proper way to finance an athlete's career but the character effects of professing one thing and doing another. The offering of false employment is bound to teach the young persons involved all the vices from which the character claims of the institution are designed to deliver them. This conflict between ideals and practice in such activities must inevitably render character education in these institutions void.

It is evident that the extra-curricular program may become a significant provision by which the institution may achieve its aims and develop Christian personality. But, if this result is to be gained the extra-curricular activities must be brought into harmony with institutional purposes to begin with.

SUMMARY

It has been shown that aims are significant for institutional progress and that they must be made determinative of all the activities of the institution.

In order to present a basis of organization for all the aims and purposes of the institution it is necessary to develop a comprehensive and distinctive aim that will embrace all others. For the Christian College this was seen to be the development of Christian personality.

With this as the basis the other aims, logically related to this, were worked out and their meaning and scope indicated in summary form.

Finally the aspects of institutional life directly involved in the application of aims were indicated and the provisions the institution should make for the application of aims was discussed. The institutional resources considered were institutional atmosphere, faculty, curriculum, instruction, personnel and extra-curricular activities.

It is evident that the formulation and application of a comprehensive aim such as Christian personality and supplementary aims, are significant in the conduct of higher education and indispensable for the Christian institution in its efforts to fulfill its distinctive mission.

CHAPTER SEVEN

SUMMARY-CONCLUSION

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SUMMARY-CONCLUSION

1. It has been shown that the North Central Association in its New Procedures, has committed accreditation to the principle that institutions will henceforth be evaluated in terms of their aims. It is clearly stated that the total quality of the institutional program as well as the significance of each aspect will be estimated from the standpoint of what the institution declares its purposes to be.
2. With this important principle in mind the formal structure of the Procedures was examined to discover how far the principle had been recognized in setting up the items of the Pattern Map. Since the pattern map is to be the instrument by which the total picture of the institution is to be recorded it appears to be important that this device and the studies by which its validity was determined should involve the principle of the aim according to the pledge of the Association. It was discovered that the formal structure of the procedures did not recognize the aim in a determinative way but that, on

the contrary, the statistical methods used made it impossible to give such predominance to the principle of the aim.

3. Under the new program inspection procedure was to take on a new significance. Inspectors are expected to form and record their subjective impression of the institution and evaluate its program in view of its aims. It would seem clear in such a case that the reports of the inspectors should discuss the aims of institutions visited and show how the various aspects of institutional life were evaluated in terms of them.

Three reports of institutions dropped by the Association in 1936 were examined. Not only did these reports not reveal that aims were the basis of appraisal but the evidence of statistical methods of evaluation, of criticism of the institutions upon points justified by their aims, and of the general quantitative tone of the reports overwhelmingly indicated that aims had not been used as the basis of evaluation. Moreover, in one case in which the inspectors recommended retention on the accredited list, the Board of Review disregarded the recommendation and dropped the institution from membership.

4. It seemed clear from these considerations that the Association was not, in fact, basing the evaluations and

decisions upon aims although they had definitely promised to do so. It was recommended that the Association should carry out this principle and make aims determinative. To do this it would be necessary to separate institutions into types with definite aims, make statistical studies within each type, and prepare a pattern map for each type of institution. In addition provision should be made for visiting each institution periodically to gain and record impressions from a direct study of activities and aims.

5. It was shown also that much of the difficulty in carrying out the principle of the aim was due to the unsatisfactory character of institutional aims and especially those of the church-related institutions.

A study of the aims of ten institutions chosen at random revealed that aims presented to the North Central by these institutions were confused and scattered, without basis of organization, and altogether unsuitable for use by the accrediting agency. It will be necessary for the institutions to re-define and re-state their aims if they expect to have accreditation based upon them.

6. The question was then faced as to the importance of aims for the institution itself and the method by which aims should be evolved. It was clear that a comprehensive aim was needed which should involve all other aims in a plan

of organization. For the church-related colleges this aim was seen to be the development of Christian personality and from this other supplementary aims were defined.

Next the various aspects of institutional life involved in the fulfillment of aims were indicated and the significance of the aims for these aspects was discussed.

7. It is evident from these considerations that the principle of the aim is an important and essential device in accreditation procedure but if it is to be fulfilled the Association will have to make it determinative in evaluation. The institutions also will have to present aims which are clearly stated and which actually control the institutional program and policies.

The earnest application of the principle of the aim by the Association and the institutions will contribute significantly to the improvement of higher education.

APPENDIX A

ACCREDITED CHURCH-RELATED INSTITUTIONS GIVEN BY STATES AND
COMPARISON MADE WITH THE TOTALS FOR THE ASSOCIATION AS A
WHOLE SINCE 1913

STATE	FOUR-YEAR COLLEGES ACCREDITED BY N.C.A.	FOUR-YEAR COLLEGES CHURCH-RELATED	FOUR-YEAR COLLEGES CHURCH-RELATED ACCREDITED BY N.C.A.
Ohio	47	30	23
Michigan	23	13	6
Indiana	25	16	11
Illinois	41	29	18
Wisconsin	25	10	6
Iowa	25	20	12
Missouri	26	17	14
Nebraska	16	9	5
Kansas	21	15	11
Colorado	9	4	3
Oklahoma	17	8	2
Arkansas	15	8	1
Arizona	3	0	0
Montana	6	2	1
New Mexico	4	0	0
North Dakota	9	2	1
South Dakota	8	5	5
Wyoming	1	0	0
Minnesota	21	15	11
West Virginia	17	6	1
Total	359	205	133

APPENDIX A (Continued)

YEAR	FOUR-YEAR COLLEGES LIBERAL ARTS & NORMAL TRAINING	CHURCH-RELATED COLLEGES
	ACCREDITED BY N. C. A.	ACCREDITED BY N.C.A.
1913		40
1914	70	40
1915	124	61
1916	156	75
1917	160	77
1918	160	79
1919	169	85
1920	173	86
1921	180	86
1922		95
1923		96
1924	199	102
1925	201	105
1926	217	107
1927	217	108
1928	229	113
1929	233	115
1930	231	115
1931	239	117
1932	238	123
1933	235	126
1934	225	128
1935	228	131
1936	229	126
1937	232	155

APPENDIX BSTANDARDS FOR ACCREDITED INSTITUTIONS OF HIGHER EDUCATION:COLLEGES AND UNIVERSITIES

(In use prior to 1934)

1. Definition

A standard American college, university or technological institution - designated as "college" in this statement of standards - is an institution:

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

2. Admission

The college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. (It should, however, be noted that the Association has voted to permit its member institutions to accept 11 or 12 units from grades ten, eleven, and twelve when these are organized as a senior high school.) These units must represent work done in a secondary school approved by a recognized accrediting agency or evidenced by the result of examinations. The major portion of the units accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

3. Graduation

The College shall require for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

4. Faculty - Size

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

5. Faculty - Training

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

6. Faculty - Service

The number of hours of classroom work given by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the amount of time needed for study to keep abreast of the subject, together with the number of students, must be taken into account. Teaching schedules, including classes for part-time students, exceeding 16 recitation hours or their equivalent per week, per instructor, will be interpreted as endangering educational efficiency.

7. Preparation of Students for Advanced Study

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

8. General Standards

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

9. Registration

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

10. Libraries and Laboratories

The college shall have a live, well-distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least five dollars per student registered.

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

11. Finances

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

12. Secondary Schools

A college should not maintain a secondary school as part of its college organization except for training-school purposes.

13. Professional Departments

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

14. Buildings and Equipment

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

15. Inspection

No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by this Association.

APPENDIX C

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

1. Membership

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

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

2. Purposes of Accrediting

The purposes of the Association in accrediting higher institutions are as follows:

- 1) To describe the characteristics of institutions worthy of public recognition as institutions of higher education.
- 2) To guide prospective students in the choice of an institution of higher education that will meet their needs.
- 3) To serve individual institutions as a guide in inter-institutional relationships, such as the transfer of students, the conduct of intercollegiate student activities, the placement of college graduates, and the selection of college faculties.
- 4) To assist secondary schools in the selection of teachers and in advising students as to a choice of institutions, and to promote in any other ways the

co-ordination of secondary and higher education.

- 5) To stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association.

3. Bases of Accrediting

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

4. Eligible Institutions

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

5. Individuality of Institutions

In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime

importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable. Well-conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged.

6. Institutional Purposes and Clientele

Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of general education for admission.

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

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

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

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

7. Faculty

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

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience and educational work, and to their scholarship as evidenced by scholarly publications and

contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty.

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

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

8. Curriculum

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

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

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

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

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

9. Instruction

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

10. Library

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

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

11. Induction of Students

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

In evaluating the practices of an institution in the

induction of students, attention will be given to the provision for preregistration guidance in co-operation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institutions.

12. Student Personnel Service

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

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

13. Administration

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

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

14. Finance

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

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

15. Physical Plant

The physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational program and should contribute effectively to the realization of the accepted objectives of the institution.

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

16. Intercollegiate athletics

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

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

17. Institution's Study of Its Problems

An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

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

18. Published List of Accredited Institutions

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

19. Continuing Revision of Policy and Procedures

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

In pursuit of this policy, there will be collected periodically from member institutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. It shall be the duty of the Secretary, with the counsel of the Board of Review, to conduct annually one or more detailed studies upon selected phases of the accrediting program. The study of any given year will include only a limited number of institutional

characteristics, but they should be so chosen as to make it possible from time to time to determine improved procedures and criteria for the use of inspectors and the Board of Review. The results of such studies will be regularly reported to the Commission on Institutions of Higher Education.

APPENDIX D

General Aims Avowed by Fifty-nine North Central Colleges
and Universities

Aim	No. of Institutions
A. Culture:	
1. General culture.	18
2. Liberal education.	16
B. Social competence:	
3. Training for "life".	5
4. High social ideals	9
5. Service to humanity.	5
6. Social leadership	3
7. Social resourcefulness	1
8. Spirit of useful citizenship	12
9. Intelligent, effective and loyal participation in the life of family, community, national and international order	3
C. Mental power:	
10. Free mind.	1
11. Well-balanced personality.	7
12. Integration of personality	4
13. Well-balanced will	1
14. Wide range of interests and appreciations.	6
15. Power to enjoy and to create the beautiful	3
16. Self-discovery	2
17. Self-improvement	1
18. Initiative	5
19. Intellectual integrity	2
20. Integrated intellectual life	3
21. Well-balanced intellectual interests	3
22. Scholarly attitudes and habits	2
23. A disciplined mind	4
24. High scholarship	11
25. Intelligent understanding of problems.	4
26. Mastery of the tools of learning	1
27. Methods of thinking and use of main tools of thought	4
28. Appreciation of the fine arts.	1
29. Understanding of vocations	1

APPENDIX D (Continued)

Aim	No. of Institutions
D. Morals and religion:	
50. Strong character	7
51. Highest type of manhood and womanhood.	1
52. Patriotism, obedience to law, respect for authority	1
53. Christian character.	9
54. Spiritual life	4
55. Moral and religious life	3
56. Moral and spiritual growth	4
57. Sound morals	6
58. Religious idealism	7
59. Ethical attitudes.	1
40. Christian leadership	3
41. To teach religion.	2
42. Understanding of religion.	2
43. Daily devotion to religion	1
44. Full and harmonious development of all those faculties that are distinctive of man	2
45. Christian atmosphere	19
E. Health and physical competence:	
46. Strong mind in a strong body	2
47. Health, eugenics, and race-betterment ideals	1
48. Physical well-being	5
49. Biologic and physiological living.	1
50. Health service	34
F. Guidance	
51. Self-analysis	15
52. Frequent conferences.	19
53. Personal and social adjustment	17
54. Adjustment to college environment.	5
55. Choice of vocation.	25
G. Aims arising from educational organization:	
56. Foundation for university work	2
57. Foundation for specialization	3
58. Further training for high-school graduates at home	4

APPENDIX E

Evaluation Scales

Criterion I. Clearness of Conception

Points

A. For Nonoccupational Aims

- 10 An unequivocal statement, clear to students, to the faculty, and to the public, of each purpose announced by the institution; complete harmony among the several aims so stated, no one aim being in conflict with any other
- 5 Partial statement; some statements of aim confused or vague; or evidence of conflict between aims
- 1 Conspicuous conflict and confusion in the statement of aims

B. For Occupational Aims

- 10 Each occupational and pre-occupational curriculum introduced by clear statement of purpose and each clearly set forth with specifications of the conditions of entrance and length in years, and with well-organized outline of content
- 5 Purposes not stated but each occupational and preoccupational curriculum carrying specifications and outline described under previous standard; or purposes clearly stated but some curriculums lacking in one or more of the above requirements
- 1 Purposes either not stated or stated vaguely and curriculums inadequate

Criterion II. Scope

A. For Nonoccupational Aims

- 10 Aims of the institution, of each division in the institution, and of each curriculum or department; aims covering all activities but nothing beyond

Points

- 5 Aims of the institution and of only a part of its subdivisions; some activities outside the stated aims or some aims overreaching the program
- 1 Institutional aims only or a portion of its divisional aims only. Activities outside the aims and some aims beyond the activities

B. For Occupational Aims

- 10 Occupational aims stated. Reference to institutional aims in the statement of the occupational aim. All occupational and pre-occupational curriculums offered well organized and adequate, as previously defined. Such a curriculum for each occupational or pre-occupational aim stated
- 5 Occupational purpose not stated. A well-organized, acceptable curriculum or preparatory curriculum for each occupation for which occupational or preparatory training is offered
- 1 Occupational purposes stated for which no curriculum is presented; or loosely organized and inadequate curriculums

Criterion III. Acceptance by Faculty

A. For Nonoccupational Aims

- 10 Unmistakable evidence that the faculty understands and accepts the aims of the institution and that the institution acquaints incoming members of the faculty with the essential objectives of the institution before their appointment
- 5 Evidence that the aims of the institution have been considered and in the main accepted by the faculty. No apparent opposition to essential aims
- 1 No evidence of general acceptance. Some members of faculty opposed to particular aims.

B. For Occupational Aims

- 10 Evidence that all occupational purposes of the institution are understood and accepted by entire faculty. Plan by which such aims become understood and accepted by incoming members
- 5 Evidence that the occupational purposes are understood by the entire faculty and in the main accepted. No apparent opposition to any aims on the part of the

Points

faculty

- 1 No evidence of understanding and acceptance of occupational aims by the faculty. Some discord and opposition apparent with respect to a portion of such aims

Criterion IV. Relation to Activity

A. For Nonoccupational Aims

- 10 For each stated purpose, specific activities intended to accomplish it. No other activities
- 5 Most purposes with contributory activities; few activities not directed toward purposes
- 1 No apparent relation between purposes and activities, or some conflicting evidence

B. For Occupational Aims

- 10 A stated aim for each occupational or pre-occupational curriculum, and a well-organized, adequate curriculum for each stated aim
- 5 Aims not stated but fairly apparent in well-organized occupational or pre-occupational curriculums
- 1 Aims stated but not sustained by adequate curriculums; or inadequate curriculums without stated aims

APPENDIX F

Average Status on Criteria for Groups of Institutions Classified according to the Presence or Absence of Official Aims, the Publication or Non-Publication of the Aims, and the Participation of the Faculty in the Formulation of the Aims

Basis of Classification	Number of Institutions	Percentile Status of Average Score on:		
		Subjective Rating of General Excellence	Rating Given Adminis- tration	Rating Given Faculty
Institutions having official aims	33	51.6	50.9	53.2
Institutions having no official "	19	47.0	46.3	44.0
Institutions having published "	25	51.0	48.7	55.0
Institutions having unpublished "	13	52.4	54.9	49.8
Institutions in which faculty participated in formulation of "	25	65.0	62.4	58.8
Institutions in which faculty did not participate in formulation of aims	15	31.2	31.9	44.0

APPENDIX C

Average Indexes of Faculty Competence for Institutions by Types

Type	Doctor's Degree	Master's Degree	Graduate Study	Experience	Books	Articles	Membership	Meetings	Programs
Liberal arts colleges	27.4	58.4	17.7	9.1	.21	.87	1.36	.77	.15
Teachers "	15.2	69.2	12.7	8.8	.28	.78	1.07	.62	.11
Junior "	2.4	69.5	11.7	6.7	.12	.30	.95	.47	.04
Catholic "	14.7	64.1	20.0	5.7	.36	.91	.83	.33	.07
Universities	<u>30.4</u>	<u>56.3</u>	<u>15.6</u>	<u>8.9</u>	<u>.48</u>	<u>1.22</u>	<u>1.60</u>	<u>1.00</u>	<u>.32</u>
Average of fifty-six institutions	30.9	61.9	16.2	8.4	.25	.89	1.21	.72	.13

APPENDIX H

Schedule A. Purposes and Objectives. 1935-1936

North Central Association of Colleges and Secondary Schools
Commission on Institutions of Higher Education

Name of Institution _____ Location _____

Person filling out this schedule _____ Position _____

Date _____

1. Provide in printed or typewritten form copies of all statements which define the purposes and objectives of the institution, of its divisions, colleges, or departments, or of any special curricula which are offered. In listing these statements canvass the charter of the institution, the records of the Board of Control and of the faculty, the official papers of the authoritative officers of the institution, the college catalogs, etc. Include all statements referring to any purpose or objective, including general, religious, educational, social, vocational, pre-vocational, health, public service, personal adjustment, character adjustment, etc.

2. Number each statement provided under 1, and in the following table give the indicated information in reference to it.

State- ment number as a whole	Relates to		Form- ulated by	Record- ed Date in
	Institution	Division or department		
1				
2				
3				

3. Supply the information called for below for each department of your college of liberal arts and for each professional school or occupational curriculum. If the data in liberal arts are not kept by departments give total for the college. In the second column indicate the number of years of college work which are required for entrance to the college, or curriculum, or department. In Column Three indicate the number

of years required for a bachelor's degree in the college, or curriculum, or department. In Columns Four, Five, Six, Seven, and Eight indicate the number of individuals who received certificates or degrees in any of these colleges, or curriculums, or departments during the year 1934-1935.

1	2	3	4	5	6	7	8
College, or curriculum, or work re- department	Years of college Length quired	Length of cur- riculum	Two- Year	Three- Year	Bach- elor's	Mas- ter's	Doc- tor's

APPENDIX I

AIMS OF MOUNT MARY COLLEGE, MILWAUKEE, WISCONSIN AIMS OF BROTHERS COLLEGE, DREW UNIVERSITY, MADISON, NEW JERSEY

I. AIMS OF MOUNT MARY COLLEGE, MILWAUKEE, WISCONSIN

The Fundamental Aim

The primary purpose of Mount Mary College is the Christian formation of young women. It aims, by means of intellectual and moral training, to enable its young women students to meet the problems and issues of our contemporary industrial and democratic society in the light of the Christian world view and principles. It believes in the fundamental value of liberal and cultural training and in offering the students the opportunity to study the major aspects of our own civilization. It believes in the effectiveness of religion and philosophy as an essential part in achieving its purpose.

Mount Mary College does not divorce intellectual and moral training; it regards both as integral factors, not dual factors, in the Christian formation of its students. Good character is an essential condition of admission to Mount Mary College; it is a condition for remaining in the college; it is a condition for graduation.

Individual Development Aim

A woman of strong moral character is the objective of Mount Mary College so far as the individual development of the student is concerned. The college holds a high spiritual conception of the individual - what she is, what she wants, and what she is capable of becoming. She is in a very real sense only a little lower than the angels. We expect her to accept this high conception of her worth. Any "theory of animal conduct" is rejected in this institution. The moral character is formed principally by the liberal studies of the curriculum, including the religious and philosophical studies as well as the religious life and atmosphere of the school. This

moral character will find expression in the social outlooks of the students, in their attitudes toward life, in the appreciation and reading of literature. It will find expression in the college itself, in the students' attitude toward each other and toward strangers. It will be part of that refinement of manners which, in Newman's fine phrase, "inflicts no pain" but also is "at ease even in Israel." There will be a progressive and finer realization of what President Roosevelt calls neighborliness - a spirit of friendliness based on the religious doctrines of the Fatherhood of God and the Brotherhood of man, of the communion of saints, and of the Mystical Body of Christ. Any teacher, any textbook, the presentation of any course which does not help to promote a spiritual motivation, or that results in spiritual havoc, or intellectual disintegration, is not helping to realize the objective for individual development of Mount Mary College.

The Mount Mary girl, will, on the intellectual side, be critically intelligent. She will know the difference between fact and fancy. She will understand what propaganda is. She will not be the victim of hysterics or panaceas. She will understand the scientific method. She will know what sifting of facts is necessary, what facing the facts means, and how variously the same facts may be interpreted. Her moral and spiritual outlooks will be embedded in her intellectual processes.

The Physical Well-Being of Students

Mount Mary College regards the physical well-being as an important factor in the development of the individual. As a general condition and basis of its intellectual work, it regards a sound physical and mental hygiene of the individual as essential. We realize that bad health has moral as well as physical significance.

Father Hull says: "I would not go so far as to say that the eternal salvation or damnation of any man is determined by the state of his liver; but I have come across quite a number of cases in which bad health has been followed by a general moral and religious decline, with a manifest connection between the two. To heroic souls, a state of sickness and suffering is often one of the greatest means to sanctification, but in the majority of cases it is the reverse - the *mens sana* succumbs to the *corpus insanum*. Hence, a sound physical development can and ought to be looked upon as an important aid to spirituality, and a valuable though indirect means to the attainment of the highest results we aim at in our training."

We regard a healthy, normal life of the student in the dormitory and at home as basic. We regard our physical education as recreative and joyful, not routine. We regard the life of the college as a happy, joyful, cooperative enterprise in learning. We regard strain and pressure as violating the principle of the college life, but work within the highest capacity of the student as desirable. The wholesome recreative program of all student activity furnishes a sound basis for their intellectual and moral development.

Special Educational Objective

Mount Mary College carries forward its general cultural program into the field of special vocational objectives. It trains women to be gentlemen first; and then it prepares them, according to their special interests, to carry their own economic load in society through the vocations of the teacher, the social worker, the business secretary or executive, the dietitian, the nurse, the medical technologist, the demonstrator, the musician, the public speaker, and the artist.

In Mount Mary College a general education, liberal in character, is the foundation for the special educational opportunities offered by the college.

The special education offered is of two kinds: one, a relatively complete vocational education aiming to produce a person fairly well skilled in the vocation or calling, and the other, a vocational education in which specific foundations and some elementary skills are learned.

From the first form of vocational education the student enters directly upon the practice of her vocation, calling, or profession. From the second form of vocational education the student enters a professional school for more specific vocational, including professional, training.

At Mount Mary College the first form of vocational education is represented by teaching, secretarial science, and certain home-making arts. The second form is represented by social work, journalism, dietetics, pre-medical, pre-dental, pre-legal, dramatic art, fine art, and music.

It is the function of the College to liberalize the nature of vocational training by giving it its historical setting, revealing its scientific basis, showing its social significance, and where it exists, its relation to literature and the other fine arts.

What may be called a trade training is no part of the objective of Mount Mary College. By trade training is here meant a narrow, specific training whose object is merely skill without understanding its meaning and significance in the social life, or in commercial life. The object of the College is in no sense to make automatic workers who do not

have the broad basis in training and the capacity for growth in whatever occupation they undertake. On the other hand, it aims, where specific skills are involved, to give the specific training and the necessary practice.

It is a part of the policy of the College to secure the cooperation of professional workers in fields for which the College trains, to secure the cooperation of such workers in the making of the curriculum and in testing the results of our training.

Conformity to the standards of national professional bodies in the respective fields is accepted as guidance for the college. Character is here, too, an essential basis as it is in the training for the social life.

The test of a vocational program in a college has been well stated as follows: whether in making the student efficient in her vocation it has focused through her studies its own inner light so as to liberalize her as a woman and as a member of democratic society.

APPENDIX I (Continued)**II. AIMS OF BROTHERS COLLEGE, DREW UNIVERSITY, MADISON, NEW JERSEY**

1. The achievement of high excellence in scholarship.
The courses of Brothers College are designed for students of ability whose primary interest is in intellectual excellence. To promote this end instruction will be given in small classes, lectures and discussions will be supplemented by individual conferences, and honors courses will be provided for students in the upper classes.
2. The encouragement of an experimental point of view.
Brothers College is in a real sense an adventure in excellence. While it forcefully emphasizes the great traditional disciplines, it does not commit itself to any rigid organization of content or method of presentation; it is itself experimental, and will promote continued experiment in problems of curriculum, instruction, and intellectual culture.
3. The realization of Christian character. Brothers College provides education in an atmosphere sympathetic to Christian ideals and Christian faith. As an integral part of Drew University, it is under the general direction of the Methodist Episcopal Church but is open without discrimination as to religious affiliation and its approach to the problems of religion is in no sense sectarian. It offers specific training in religion, teaching its students the contents and significance of the Old and New Testaments, and helping them to achieve moral and religious standards by an understanding of the central problems of conduct and faith.
4. Preparation for citizenship. Brothers College believes that the political ideal of the educated man should transcend mere nationalistic patriotism. It desires to produce informed and socially minded citizens who will be willing to assume their full responsibilities in the life of the community, the Republic and, in consequence, the world.
5. The worthy use of leisure. Brothers College, in placing cultural training above vocational, implies that leisure, rightfully employed, is priceless opportunity. It will therefore endeavor to teach its students such habits and to acquaint them with such pursuits as will assure the proper and happy use of leisure time.

6. The acquisition and maintenance of sound health.
Brothers College has established a system of physical education which requires periodical physical examinations, and which insures supervision over the physical activity of the students. Their natural love of sports is provided for in a program of intramural and inter-collegiate competition. Brothers College purposes to establish athletics in its proper position in the life of the college by discouraging professionalism and encouraging the amateur spirit.
7. The foundation for professional and business training.
The primary emphasis of the training provided by Brothers College is cultural rather than commercial or vocational. Its courses do, however, offer to students elementary preparation for business or the following professions; Teaching, ministry, medicine, and law. The number of specialized courses is limited since the purpose of the college is to provide foundations for a broad culture.

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