EDUCATIONAL COMMENT

HOW A LARGE UNIVERSITY FACULTY WORKS

Because there is a time in the growth of any college faculty when it becomes necessary to work largely through committees with delegated authority, the following account of what is called at Columbia the "University Council" is here excerpted from the annual report of President Nicholas Murray Butler.

University Council

"The University Council is the outward and visible sign of that administrative unification of the University which was the cornerstone of the reconstruction that began with the revised statutes of 1890. Before that time the President and the Trustees were the sole symbols of community of interest, if such there were, between Columbia College, the School of Mines, the School of Law, the College of Physicians and Surgeons, and the School of Political Science.

"In 1888, the Trustees appointed a special committee, the purpose of which was to consider the feasibility and expediency of bringing about a true University organiza-

tion under the authority of the Trustees. The various faculties, as well as individual professors, were called upon for expressions of opinion, and among these was the suggestion that each faculty in the University should elect two or three representatives who, together with the President, should constitute a University Council. The purpose of this Council was defined to be 'the control of non-professional University degrees and the consideration of all educational matters except those having to do with the first degree.' This means that Columbia College and the degree of bachelor of arts were to remain outside of the jurisdiction of the proposed Council. There was much opposition to this proposal as carrying with it a possible limitation of the authority or autonomy of the several faculties; but as a result of two years of study and discussion, the Council was constituted in 1890, but only as an advisory body without definite powers. It was, therefore, to all intents and purposes, not a University Council, but a President's Council, because it could only be the President that such a Council might advise. This anomalous and obviously impossible situation came to a natural end in two years' time, and in June, 1892, the Trustees so amended the statutes as to give to the University Council certain definite legislative and administrative powers which are substantially those that it now possesses. So far as non-professional faculties are concerned, the Council is, to all intents and purposes, a Senate or upper legislative chamber. As regards the other faculties, it is a body with large, if somewhat undefined powers, especially in regard to anything that may relate to general University policy or to co-operation or conflict between the work of two or more faculties.

"The University Council, as now constituted, consists of the President, the Deans of the Faculties of Political Science, Philosophy, and Pure Science, of Columbia College, of Applied Science, of Law, of Medi-
cine, of Barnard College, of Teachers College, and of the College of Pharmacy, and the Directors of the Schools of Journalism, of Architecture, of the Summer Session, of University Extension, of the School of Business, of University Admissions, of the School of Dental and Oral Surgery, and of the School of Library Service, together with three elected members of the Faculties of Political Science, Philosophy, and Pure Science, two elected members of the Faculties of Columbia College, Law, Medicine, Applied Science, Barnard College, Education, Practical Arts, and one elected member of the Faculty of Pharmacy. By invitation of the Council, the Presidents of the Union Theological Seminary and of the General Theological Seminary have seats with the right to advise and debate, but not to vote. Elected members of the Council serve for a three-year term and are eligible for re-election if the electoral body so chooses.

"The University Council meets statedly on the afternoon of the third Tuesday of October, December, February, and April. Its sessions last from one to two hours. It has before it a variety of matters of general University concern, and at the April meeting appoints the holders of University fellowships and scholarships for the ensuing year. At a time of reorganization or change of policy, the Council would play a very important, perhaps a determining, part. When the administration of the University is proceeding on normal and conventional lines, its activities are correspondingly free from difficulty and rarely excite extended debate.

"The University Council has large powers of initiative. It may submit such proposals to the President, to the Trustees, or to the several faculties as in its judgment may serve to increase the efficiency of University work. It may consider any question that arises as to the conduct or efficiency of any officer of administration or instruction, and may report thereon to the Trustees, through the President. It fixes, or concurs with the proper faculties in fixing, the conditions upon which the several degrees of doctor and master shall be conferred in course. It has the authority to adopt regulations governing the relation of the work of the Summer Session and of University Extension to the other work of the University. It is called upon to encourage original research, to secure correlation of courses by the several faculties and administrative boards, and to decide all questions involving more than one faculty or administrative board. It fixes the academic calendar, as well as the date of Commencement and the order of Commencement exercises.

"In short, the University Council represents the legislative unity of the University, while the several faculties and administrative boards represent the University's legislative diversity. The system works well, because it has been worked with good feeling and with sympathy and understanding of the problems of others. The Council has never made any attempt to overstrain, much less to abuse, its great powers, and the various faculties and administrative boards feel that their interests and ideals are wholly safe in its hands.

Faculties and Administrative Boards

"The several faculties and administrative boards are the originating legislative bodies in the University in respect to everything that has to do with educational policy, except only as to such matters as are specifically committed to the original jurisdiction of the University Council. The scope of the authority of the faculties and administrative boards as defined in the Statutes is very great and subject simply to a reserved power of control by the Trustees, which has in practice not been exercised for a generation.

"The faculties and administrative boards have full jurisdiction over that part of the University's educational work which is committed to their care. They make all appointments to such posts on the teaching
staff below the grade of assistant professor as may be provided for in the annual budget. They, or representative committees chosen by them, participate in all recommendations for appointment to the grades of assistant professor and beyond, such recommendations taking their origin in the department or group most immediately concerned.

"With the growth of the University, the faculty membership has tended to become very large and the modes of transacting faculty business have been slowly but markedly altered in consequence. The Faculty of Columbia College now consists of 79 members, Applied Science of 57, Medicine of 40, Political Science of 40, Philosophy of 58, Pure Science of 66, Law of 18, Barnard College of 54, Education of 79, and Practical Arts of 45. The effect of this increased membership has been to make the main business of these faculties that of electing representatives on a small committee of administration, which then acts for the faculty in all but the most important matters, subject, of course, to faculty revision and control. The faculties meet much less frequently than was formerly the case and the business transacted by them is in large part routine in character. Opinion is formed and action initiated at informal conferences from time to time, as well as by the various administrative committees which the faculties have constituted. One fortunate result of this development is to release a largely increased number of scholars from the more or less perfunctory duty of attendance on formal meetings, from committee service and from participation in administrative detail, which are often found so irksome.

"The administrative boards vary from five to nine in membership and are the controlling legislative authorities for the work in Agriculture, Business, Cancer Research, Dental and Oral Surgery, Graduate Studies in Medicine, Institute of Educational Research, Institute of Public Health, Journalism, Legislative Drafting Research Fund, Religious and Social Work, School of Nursing, and University Patents, as well as of the Summer Session and University Extension. The administrative board as a substitute for the faculty was first suggested by President Gilman at the time of the organization of the Johns Hopkins University in 1875. It was his purpose to relieve productive scholars so largely as might be possible from the routine work of university administration, and to put consideration of legislative proposals in the hands of the small and compact group. At Columbia the system of administrative boards, where it has been introduced, works admirably, and the older faculties are tending more and more to turn over their business to administrative boards of their own choosing, in the person of their committees of administration. Where there is so much routine business to be done, it is expedient to have as much of it as possible done by purely administrative officers, leaving to the faculties and administrative boards the task of fixing policies and defining purposes."

WORLD ESSAY CONTEST
AMERICAN SCHOOL CITIZENSHIP LEAGUE, 1926-1927

Open to Students of All Countries

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects: (1) Open to students in normal schools and teachers colleges: "The Teacher an Agent of International Goodwill." (2) Open to seniors in secondary schools: "How the Youth of the World Can Promote International Goodwill."

Three prizes of seventy-five, fifty, and twenty-five dollars will be given for the three best essays in each set.

The United States judges are: W. Carson Ryan, Jr., Professor of Education, Swarthmore College, Swarthmore, Pa.; George A. McFarland, President, State Teachers College, Minot, N. D.; E. Estelle Downing, Michigan State Normal College, Ypsilanti, Mich.; Thomas C. Blaisdell, State Normal School, Slippery Rock, Pa.; E. Ruth Pyrtle, Principal, McKinley School, Lincoln, Neb.; Francis A. Bagnall, Principal, State Normal School, Hyannis, Mass.; H. A. Davee, President, Murphy Collegiate Institute, Sevierville, Tenn.; Walter S. Athearn, Dean, Boston University School of Religious Education.

Conditions of the Contest

Each essay must be accompanied by a topical outline and a bibliography with brief notes on
each book. Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8½x11 inches with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Dr. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass., not later than June 1, 1927. Essays should be mailed flat (not rolled).

Each country participating in the contest, other than the United States, shall submit the three best essays in each set (normal and secondary) these essays to be selected by judges appointed in each country. The United States judges will select, from these and from the essays written by pupils of the United States, those which in their opinion should receive the prizes. Students may write in their own language. The three best essays selected by the national judges must be translated into English when submitted to the United States judges.

Information concerning literature on the essay subjects may be obtained from the Secretary of the League.

Many teachers in the United States make the writing of the essays a part of the regular school work, and send to the League the best essay in the school. Not more than three essays should be sent from each school.

SUCCESSFUL CONTESTANTS IN THE CONTEST FOR 1925-26

Normal School and Teachers College Section
First Prize—Miss Dorothy Hibarger, State Normal University, Normal, Ill.
Third Prize—Miss Lena Scranton, State Normal University, Normal, Ill.

Secondary School Section
First Prize—Miss Beulah Millet, Mesa Union High School, Mesa, Ariz.
Second Prize—F. C. Lewis, Queen Elizabeth's Hospital, Bristol, England.
Third Prize—Miss Virginia Stanley, Holy Cross Academy, Lynchburg, Va.

BOOKS

ATHLETICS IN THE GRADES


This book by the Assistant Director of Health Education in the Detroit Public Schools gives a well organized and definite course of study for athletics in the first eight grades.

The volume is divided into three parts, of which the first sets up standards for judging the values and results of athletics in each grade.

The second part gives a classified list of games with descriptions of each. "These descriptions are so organized that one can see at a glance how many children may play the game, how much space is needed, and what equipment is necessary." One of the best features about this book is that all classifications of the games have been graded in order of their difficulty.

Part three gives full descriptions of various types of competitive athletics for junior high schools. The Pentathlon Point System and the Decathlon Records are clearly outlined. Other ways of conducting field meets and of keeping up a live interest in athletics are also described.

Any teacher in the elementary grades from the lowest through the junior high would find this manual a most valuable possession. It would also prove to be of much worth to health supervisors and playground directors.

Virginia Buchanan

HEALTH


This book makes a brave attempt to show that the teaching of health in the primary grades is not only desirable but also a practical necessity by connecting up health habits with child activity and child interests.

Unfortunately, such sentences as "Can anyone tell a story of their own about the food they have had sometime when their mother went away" (p. 56), put the reader in such an unhealthy state of mind that real appreciation of the good qualities of the book is difficult.

The weak questions used in developing certain topics and the too teacher-directed activities make it advisable for one not to adopt it as an absolute guide if one wishes to do real teaching, but rather as a means of securing good suggestions that careful thinking may properly develop.