

**BULLETIN OF THE
UNIVERSITY OF
MINNESOTA: REPORT OF THE
SURVEY COMMISSION IV**

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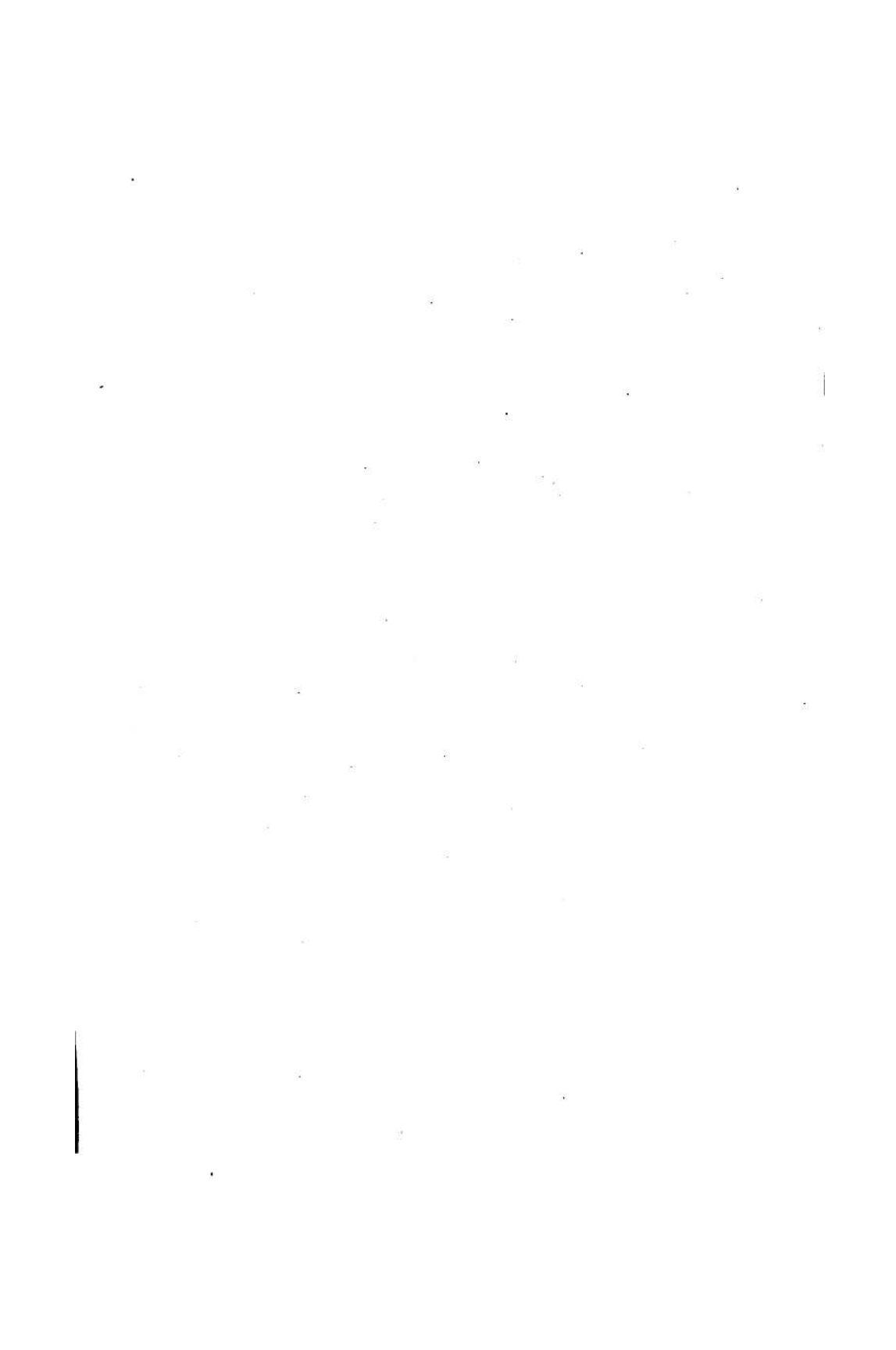
**BULLETIN OF THE
UNIVERSITY OF
MINNESOTA: REPORT OF THE
SURVEY COMMISSION IV**

**Bulletin of
The University of Minnesota**

**REPORT OF THE SURVEY
COMMISSION**

IV

THE INSTRUCTIONAL SERVICE OF THE UNIVERSITY



THE INSTRUCTIONAL SERVICE OF THE UNIVERSITY

THE SCHOOLS AND COLLEGES; THE STUDENTS REGISTERED; THE TEACHING STAFF

TO THE INTERIM EDUCATION COMMISSION OF THE LEGISLATURE:

In Table I has been assembled a complete list of the colleges and schools of the University, together with the number of departments in each, the size of the instructional staff and the number of students now registered.

In all there are twelve colleges, schools and the General Extension Division that are coördinate in rank, each representing one of the major units of the University's organization. In addition to these major units there are the several subcollegiate schools, administered as parts of the College of Education and the Department of Agriculture respectively. For each of these groups of enterprises, viz.: colleges, schools, General Extension Division, and subcollegiate schools, the total registration figures, as they stand at the present date, are shown with all duplications deducted.

Taking this table as a collection of totals it is possible to see, at a glance, the relative size of the various administrative divisions of the University. For instance, the College of Science, Literature, and the Arts, which is the oldest of all the colleges, contains a total of 22 separate departments. At the present time 1,978 men, and 1,454 women, or a total of 3,432 students in all are registered in this college. Other lines of this table are to be read in a similar manner.

In reading this table it will be noticed that some colleges are divided into departments, while others are not. In the University the word "department" is used in two senses. In some of the colleges it is used in referring to a division of the college budget. Again, it is used to designate certain major divisions of the curriculum. In this table it has reference to divisions of the curriculum and not to budgetary matters.

In all the twelve colleges there is a total of 94 such departments; with a total registration of 5,394 men and 2,640 women, or a grand total of 8,034 students. In the four secondary schools, which are attached to the University, there is a total enrolment of 796 boys and 325 girls, or a total of 1,121 pupils. The totals for extension courses and for correspondence courses are 3,894 and 295, respectively.

The grand totals show that the University consists of twelve colleges, divided, for purposes of administering the curriculum, into 94 different departments; four secondary schools; and an extension and correspondence division. The grand total registration in all the departments of the University, exclusive of duplicate entries, amounts to 8,007 men and 5,337 women or a total of 13,344 students.

TABLE I
THE COLLEGES; THE NUMBER OF DEPARTMENTS, OF FACULTY MEMBERS,
AND OF STUDENTS, FALL QUARTER, 1921

Name of College or School	Number of Instruc- tional Departments	Total** Staff	Number of Students Registered This Quarter		
			Men	Women	Total
1. Science, Literature, and the Arts.....	22	163.64	1,978	1,454	3,432
2. Engineering and Architecture.....	6	70.83	984	11	995
3. Agriculture, Forestry, and Home Eco- nomics	18	155.79 (36.99)†	383	364	747
4. Law School.....	0	7.00	284	13	297
5. Medical School, including School of Nursing	10	42.76	303	130	433
6. College of Dentistry, including course for dental hygienists.....	10	20.34	387	28	415
7. School of Mines.....	4	10.56	167		167
8. College of Pharmacy.....	6	5.58	106	25	131
9. School of Chemistry.....	5	19.37	101	11	112
10. College of Education.....	9	25.84*	107	552	659
11. Graduate School.....	0	.50‡	507	129	636
12. School of Business.....	0	24.23	123	25	148
Total schools and colleges.....	90	546.44	5,430	2,742	8,172
Total number duplicates.....			36	102	138
Net total schools and colleges...			5,394	2,640	8,034
1. University High School.....		14.54	103	118	221
2. Central School of Agriculture.....			478	89	567
3. Northwest School of Agriculture.....		12.05	114	61	175
4. West Central School of Agriculture...		12.40	102	57	159
5. Northeast School of Agriculture.....		1.00			
6. Zumbra Heights.....		1.00			
Total subcollege schools.....		40.99	797	325	1,122
Total duplicates in subcollege schools			1		1
Net total for subcollege schools..			796	325	1,121
1. Extension	4	4.85	1,673	2,221	3,894
3. Military	0	.08			
4. Physical Education.....	0	9.10	Included in above figures		
2. Correspondence	0	‡	144	151	295
Total Extension, etc.....	4	14.03	1,817	2,372	4,189
Total number of duplicates.....					
Net total for Extension, etc....			1,817	2,372	4,189
1. Dean of women.....		1.00			
2. Dean of student affairs.....		1.00			
3. Zoological Museum.....		1.00			
4. Mines (Tax Commission).....		1.89			
Total, miscellaneous.....		4.89			
Grand totals for the University..	94	606.35	8,007	5,337	13,344

* Includes University High School Faculty of 16.

‡ Remainder, included in other faculty groups; the faculty of the Graduate School is made up from other faculties. Few or none give their entire time to graduate teaching.

† In the College of Agriculture, etc., the total number of full-time members of the staff is 155.79; but of this total only 36.99 have a teaching function.

** Numbers in the Faculty are figured on the basis of full-time service; part-time services being calculated as fractional parts of the full-time unit.

THE DEPARTMENTS

With this general characterization of the University in mind, we shall now take up separately and for brief discussion, each of the several points covered by your first question, which asks for information on the "several departments" of the University.

As suggested above, the word "department" is used in two senses in this University. One to refer to the distribution of the budget within a college or school; and the other to refer to an organization of the curricula of a college or school. A budget department has reference to the finances involved in handling a curriculum department. In this sense they correspond. For budgetary purposes, but four of the colleges are departmentalized, namely: Science, Literature, and the Arts, with 24 departments; the College of Engineering and Architecture with 10 departments; the Department of Agriculture with 20 departments; and the Medical School with 10 departments; while, for curriculum purposes, not only the above colleges are departmentalized, but also the College of Education with 9 departments; the School of Chemistry with 5 departments; the College of Pharmacy with 6 departments; the School of Mines with 4 departments; and the College of Dentistry with 10 departments.

Naturally, as a college or school becomes large and departments become more and more specialized, a definite distribution of the budget with respect to departments is desirable for administrative reasons. When the departments are small and few in number, however, such distribution of funds tends to complicate rather than facilitate administration.

The number of departments in any school or college depends upon the extent to which the subject-matter of that unit has been developed. In the early years of college-building in America, medicine, agriculture, education, mining, etc., each was taught as a single course. Since then these sciences have been developed in so many directions that economy in handling the instruction within the various aspects of any one of these fields demands such an administrative organization as that represented by our departments. What was once medicine, or "physic," is now physiology, anatomy, obstetrics, pharmacology, surgery, pediatrics, medicine, pathology, bacteriology, etc. Further development and further specialization within one or another of these fields is inevitable when, by investigation and research, we shall have explored them more fully. Whether a college is departmentalized for instructional purposes or not is, therefore, a question of scientific development and educational policy; whether it is departmentalized for budgetary purposes or not is a question of economy of management.

A university that accepts the status quo of all subjects and that does not devote itself to the expansion of those subjects will almost surely accept the status quo of organization, management, and teaching method as well, in which case administrative overhead, as well as instructional costs, will be relatively low.

No state university, and only an occasional and almost unknown small college, in this country, has accepted that definition of a university or that philosophy of higher education. The alternative of this is an institution which frankly assumes the responsibility for keeping its courses of instruction, as well as its teaching methods and equipment, adjusted to the changing demands of the time. It makes itself a dynamic constructive force in its state, while at the same time it conserves

and passes on to the youth the intellectual heritage of the past. Such an institution will be departmentalized and its departments will increase in number so long as it busies itself with the solution of the unsolved problems within its fields.

When to establish a new department in a college is, then, a highly technical and scientific question, long before it reaches the stage of being a practical administrative problem. And the decision to open a new department—and the same statement applies to courses—or to continue to maintain a department which appears to increase the cost of instruction in a college must be made, not merely in the light of money costs but, as well, in the light of the scientific value of the thing purchased. A high priced department may be, from the standpoint of scientific development and educational need, the most important department in the college.

That some departments in any modern university will be dealing with relatively new and unexplored fields is not only inevitable but most desirable. Such a department helps to furnish an added stimulus to instruction as well as to research and discovery. And eventually it will make its contribution to the people and to the institutions of the country.

Throughout this report information touching the meaning and significance of "departments" as they exist in this University will be presented. The department is so constantly used as a unit in the discussion that further facts need not be presented here.

STUDENT REGISTRATION

The second point in Question One asks for information concerning the number of students in the various departments. In answering this question it should be made clear, first, that not only are the departments of a college not separate and distinct, in the sense of having distinct student bodies, but that the same is, to a very large extent, true also of colleges.¹ A student entering the University registers for work in a certain school or college and may later specialize within a certain department. An examination of his record at the end of four years, however, will show that he has studied in many departments and often in from three to a half dozen different colleges. In order to make this point clear two sets of facts will be introduced at this point. First, figures showing the number of students in one college who took courses in another college during 1920-21; and, second, the extent to which the attainment of certain college degrees requires such exchanges between colleges.

Table II shows, in Part 1, the number of students from the College of Agriculture who took courses in certain colleges and departments on the main campus last year; and, in Part 2, the number of students from the main campus who took courses in the College of Agriculture.

¹ The Law School is very nearly an exception to this statement, since law students take few or no courses in other colleges and few or no students from other colleges elect courses in law.

TABLE II (Part 1)
THE REGISTRATION OF AGRICULTURAL COLLEGE STUDENTS IN CLASSES
ON THE MAIN CAMPUS IN 1920-21

Department	Number of Quarter Courses	Average Number of Students per Course	Total Number of Student Regis- trations	Total Student Credit Hours per Week	Total Student Class Hours per Week
Animal Biology.....	11	34	370	1,831	3,659
Anthropology.....	10	3	26	96	96
Art Education.....	5	1	7	14	45
Bacteriology.....	5	27	134	662	1,186
Botany.....	12	19	227	1,133	2,246
Chemistry.....	12	40	475	2,105	3,754
Economics*	25	4	105	399	443
Education†	5	9	47	141	148
Rhetoric-English.....	6	1	6	21	21
Geology.....	11	4	40	184	201
German.....	5	1	6	30	30
Greek.....	4	3	13	26	26
History.....	2	1	2	10	10
Military Science and Tactics...	8	40	318	9†	963
Mathematics.....	2	2	3	15	15
Music.....	18	1	22	50	64
Physical Training (Men).....	4	26	103	†	113
Physical Training (Women)...	15	26	397	†	943
Physics.....	8	2	12	30	42
Philosophy.....	2	1	2	10	10
Physiology.....	3	35	105	525	840
Political Science.....	8	8	65	325	325
Psychology.....	8	18	145	429	435
Romance Languages.....	13	2	21	103	102
Scandinavian.....	3	1	3	11	11
Sociology.....	20	7	132	515	515
Totals.....	225 (Average) 12		2,786	8,674	16,243

* Courses in agricultural economics offered on the University Farm campus are not included.

† Six of these eight courses are in basic R.O.T.C. instruction and carry no credit.

‡ Non-credit courses.

‡ Courses in agricultural education and home economics education offered on the University Farm campus are not included.

Because of the distance between the two campuses these are the most difficult intercollegiate coordinations that we could suggest. Yet, the extent to which the interchange takes place here is very marked, and one has only to think of what it would mean in cost if the College of Agriculture had been compelled to provide teachers, equipment, supplies, rooms, etc., for the 223 registrations for which the students of agriculture entered on the main campus last year, to see what this interdepartmental and intercollegiate registration and instruction of students means.