

**AMERICAN UNIVERSITY  
PROGRESS AND COLLEGE  
REFORM RELATIVE TO  
SCHOOL AND SOCIETY**

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American university progress and college reform relative to school and society by James H. Baker

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**JAMES H. BAKER**

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**AMERICAN UNIVERSITY PROGRESS  
AND COLLEGE REFORM  
RELATIVE TO SCHOOL AND SOCIETY**

BY THE SAME AUTHOR  
AMERICAN PROBLEMS.  

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EDUCATIONAL AIMS  
AND CIVIC NEEDS.

AMERICAN  
UNIVERSITY PROGRESS  
AND COLLEGE REFORM  
RELATIVE TO SCHOOL AND SOCIETY

BY

JAMES H. BAKER

PRESIDENT EMERITUS OF THE UNIVERSITY OF COLORADO

*Author of "Education and Life," "Educational Aims and Civic Needs," etc.;*  
*Chairman of the Committee of the National Council of Education*  
*on Economy of Time in Education—Report Published*  
*by the United States Bureau of Education*

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## PREFACE

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Stevens  
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1923

A STUDY of the American University to-day naturally includes a review of present conditions and progress, and the outline of a constructive ideal. It involves a full discussion of the problem of the College. In treating the tendencies in education, they are to be regarded as a part of the movements which are affecting all existing institutions. Prominence is to be given, not only to culture, scholarship, and discovery, but to the relation of higher education to society and state, and to the great problem of democracy, which is efficient government. In a sense the university must be regarded as the organ of the people for the attainment of their highest material and spiritual welfare. The future of the American University involves vital questions of school and college—elimination of waste, efficiency of method, and adaptation to the real needs of the present day. The subject is bound up with school and society. The writer attempts to work in accord with this idea. The viewpoint of the school, the college, the sociologist, and the citizen is considered as well as that of the university administration. Accordingly three chief points have been kept in mind throughout and special chapters are devoted to them: the reorganization of American education; economy of time in elementary school, high school, and college; the relation of education to social service and to efficiency. All the best available sources of information on American education of to-day, including reports, bulletins, and current literature, have been

consulted. Besides, a circular inquiry was sent to many universities and colleges, and to teachers and investigators, asking for a statement of recent changes, and views on certain essential questions now before the educational world. A summary of the replies appears as an appendix. The obligations to these correspondents and to other sources of information and opinion are many.

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