

RELATIVE FACTORS FOR PROPOSED JUNIOR COLLEGES
IN AREAS OF SMALL HIGH SCHOOL ENROLLMENTS

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IN AREAS OF SMALL HIGH SCHOOL ENROLLMENTS

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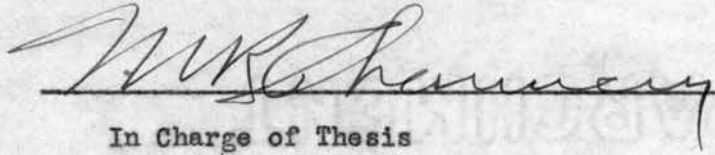
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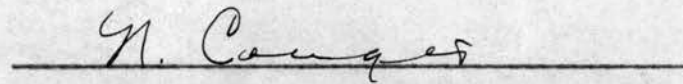
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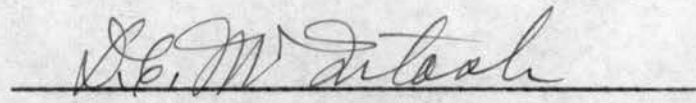
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PREFACE

Educators are becoming vitally concerned and interested in the opportunities of municipal junior colleges. For some time, the author has had a desire to know more about the junior college movement and especially has had a desire to know what the opportunities for a junior college would be in a small area.

This study proposes to set forth factors and information that should be essential for any one planning to establish a junior college in an area of small high school enrollments. The study deals with the junior colleges of the United States generally, with the junior colleges of the state of Oklahoma, and with the possibility of a junior college at Garber, Oklahoma. The Garber area is considered a small one in enrollment. Information and figures that apply to Garber should apply similarly to areas of similar size.

There are five small schools within a radius of fifteen miles of Garber. The combined graduating classes of these five small schools and Garber was 157 during 1938-39.

In investigating the problem the author has made a diligent review of the literature in the field. Many of the statements and conclusions are the opinions resulting from this rather extensive as well as intensive review. There are numerous educators in the field who have given much thought to the junior colleges. The author has here set forth some of their ideas with interpretations as to how they apply to the subject.

In investigating the conditions of the junior colleges extant in the state of Oklahoma and in the Garber area the author has exhib-

ited factors that are essential for determining the feasibility of a junior college in a locality of small high school enrollments. Information concerning the following elements was investigated:

I. From the literature in the field.

- (1) Definitions of junior colleges.
- (2) Intention and services of junior colleges generally.
- (3) Direction and progress of the junior colleges in the United States.

II. From questionnaires to the junior colleges in Oklahoma and from reports on file at the State Department of Education.

- (1) Enrollment of students in junior college for a number of years.
- (2) Opinion concerning the success of a junior college operating with an enrollment between seventy and ninety pupils.
- (3) Average salary the schools pay.
- (4) Extent of use of high school facilities and equipment.
- (5) Per cent of graduates of local high schools that attend the junior college.
- (6) Per cent of students of junior college that are from neighboring towns.
- (7) Per cent of those attending junior college that go on to further education.
- (8) Where funds are kept.

III. From the seniors in the Garber area:

- (1) Number of seniors in area that plan to go to college.
- (2) Possibility of financial difficulties while attend-

ing college.

- (3) Interest in attending a proposed junior college at Garber.
- (4) Subjects in which seniors would be particularly interested.
- (5) If not planning to attend college, what is the plan of seniors for the first two years after graduation from high school.

The author has obtained much of his information from those who are authoritative in the field. He feels that the source of information has covered a wide area, an area which represents workable and dependable factors. The heads, who represent the various established junior colleges in the state, have been very prompt, frank and definite in response to questionnaires. Their opinions, although not always the most encouraging, are the "cold truth". It is encouraging to know that there are men who are giving this subject diligent thought and are relying only on the facts.

The seniors from the schools of this locality are falling in with the spirit of the study. Realizing that an attempt is being made to look at the possibilities of a movement that might be of unvalued service, the students have been not only eager to give their ideas, about information needed, but also eager to give their opinions regarding the movement.

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CHAPTER I

THE JUNIOR COLLEGE IN THE UNITED STATES

To anyone desiring to make a study of any phase of the municipal junior college movement it would appear wise to know of what such a college consists. The junior college today has grown to represent a definite part of our educational program. It is true that many of the theories and practices regarding the place, purpose and administration have been many and varied. What the future course shall be remains to be seen, but about the past we can speak of certainties. In this chapter, the various elements are taken up in the following order: (1) defining the junior college, (2) its intentions and services, and (3) the direction and progress of the junior college. Although this study is primarily concerned with the municipal junior college, yet much in this first chapter deals with all types of junior colleges.

1. Definition

In making a study of any sort it is wise to define the subject. A perusal of the literature reveals various definitions of the junior college. Following are a few quotations that appear to cover all the phases and define adequately the junior college.

A rather elderly accepted definition was formulated by the American Council of Education.

The junior college is an institution of higher education which gives two years of work equivalent in prerequisite, scope, and thoroughness to the work done in the first two years of a college as defined elsewhere by the American

Council of Education.¹

This definition seems to embody the essential elements of other definitions. A somewhat broader definition is that of the North Central Association.

A standard junior college is an institution of higher learning with a curriculum covering two years of college work which is based upon and continues or supplements the work of secondary instruction as given in any accredited four year high school.²

The mention of the connection of the secondary schools is made here. The question of whether a junior college should be a distinct unit or a part of the secondary system has been debated a great deal.

The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four year college; in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four year college. The junior college may and is likely to develop a different type of curriculum, suited to the larger and ever changing civic, social, religious and vocational needs of the entire community in which the college is located.³

It will be noticed that the two last definitions contrast in both the place of the college and the offered curriculum. The following definition mentions the opportunity for offering vocational subjects.

A junior college is an institution of higher education with a curriculum covering two years of work equivalent in prerequisites, methods, aims and thoroughness to that done in the first two years of accredited four year colleges. Subject to this requirement, a junior college may offer completion courses in such vocations as will meet the needs of the local community.⁴

¹ W. C. Eels, The Junior College, p. 161.

² North Central Association Quarterly, V. 4, p. 51.

³ W. C. Eels, The Junior College, p. 162.

To many leaders in the field of junior colleges the vocational element is the major justification for the existence of these colleges.

The following definition is unique in that it embodies and combines the functions of several definitions.

A standard junior college is an institution of higher education which offers and maintains at least sixty semester hours of work acceptable for advanced standing in the colleges, including the equivalent of the required work of the first two years of said colleges of arts and sciences. A semester hour is defined as one period of classroom work in lecture or recitation extending through not less than fifty-five minutes, net, or its equivalent per week for a period of eighteen weeks at least, two periods of laboratory work being required as the equivalent of one hour of lecture or recitation. The junior college work is based upon and continues or supplements the work of secondary instruction as given in any accredited four year high school. Its classes are composed of only those students who have complied with the minimum requirements for admission. No junior college student shall receive credit for more than sixteen hours in one semester exclusive of the required practical work in physical education. The maximum credit a student can earn in a junior college is sixty semester hours.⁵

This definition has an isthmian function for the junior college. It does not recognize any need for the location of the junior college as either a part of the secondary college or separate systems. It implies that there is a vacant space between the high school and the four year college and that this gap is to be filled by the junior college.

The definition accepted for the Oklahoma junior colleges does not accept any particular function.

Public district junior colleges in Oklahoma are organized and

⁴ Kansas State Department of Education, Standards for Accrediting Junior Colleges.

⁵ Texas State Department of Education, Standards for Accrediting Junior Colleges.

maintained by local board of education...Such junior colleges are not district junior colleges in the sense that a certain territory has been legally designated as the unit for administrative and tax purposes. Public district junior colleges are organized in connection with public senior high schools...The local boards of education generally assume responsibility for the formulation of policies and programs of study and the employment of teachers...The local superintendent of schools is designated as the president or head of the junior college, responsible to the board of education.⁶

A study of the Oklahoma junior colleges elsewhere reveals, however, that their curricula are mostly preparatory for senior colleges.

2. Intention and Services

People who are instrumental in establishing junior colleges and those who are instrumental in directing these colleges or anyone else interested in junior colleges should be familiar with the reason why this institution claims a place. With this in mind a discussion of the intention and services of the junior colleges is given.

Various viewpoints exist with reference to the general purposes and functions which municipal junior colleges are expected to serve. Probably most mentioned and most frequently debated about are two entirely different viewpoints. According to one viewpoint, the municipal junior colleges should give an opportunity for high school graduates to obtain two years of college training, which would prepare them to enter senior colleges. The courses should be similar to those offered the first two years in four year colleges.

The second of these frequently mentioned viewpoints supports the policy that junior colleges should be terminal colleges. This viewpoint implies that the junior college should be a mere continuation

⁶ Seventeenth Biennial Report from the Superintendent of Public Instruction of the State of Oklahoma, p. 62.

for two years of the work carried on by high schools. The programs should be planned so as to give consideration to the needs, interests and aptitudes of the students, in terms of individual, social, civic and vocational competence. Sometimes it is contended that these two viewpoints are not necessarily in conflict with each other, but it appears that unless an institution is rather large it will not be able to provide a parallel curriculum.

Other viewpoints, many of them overlapping with the above two, are often advanced. It is interesting to notice what educational leaders have to say about the various functions and purposes.

A rather extensive survey has been made by Leonard V. Koos of the University of Minnesota. Mr. Koos investigated the purposes of the junior colleges. He found that the purposes should be that of:

1. Completing education of students not going on.
2. Providing occupational training of junior college grade.
3. Popularizing higher education.
4. Continuing home influence during immaturity.
5. Affording attention to the individual student.
6. Offering better opportunity for training in leadership.
7. Offering better instruction in these school years.
8. Allowing for exploration.
9. Placing in the secondary school all work appropriate to it.
10. Making the secondary school period coincide with adolescence.
11. Fostering the evolution of the system of education.
12. Economizing time and expense by avoiding duplication.
13. Assigning a function to the small college.
14. Relieving the university.
15. Making possible real university functioning.
16. Assuring better preparation for university work.
17. Improving high school instruction.
18. Caring better for the brighter high school students.
19. Offering work meeting local needs.
20. Affecting the cultural tone of the community.⁷

This list covers rather well the purposes usually set forth.

It is a rather ambitious program but yet an ambitious program should

⁷ Leonard V. Koos, The Junior College Movement, p. 21.

be set up. Undoubtedly if the junior colleges fulfill these purposes then they are highly needed. If they fulfill these purposes then they are opportunities to thousands of boys and girls who have been unable to attend senior colleges, many of whom have a seriousness of purpose and the promise of a career of leadership.

The aims of the smaller junior colleges ordinarily will be found to be the same as those of any junior college with perhaps some modifications and restrictions made necessary by resources, environment, and other limitations.

Mr. Proctor presents the following aims as those which the small average junior college will be able to accomplish. These are:

1. To prepare certain students for work in the universities and in other higher institutions of learning.
2. To serve as a finishing school for another group of students.
3. To furnish extension work of a cultural and practical nature to meet the needs of adults living in the local community.⁸

Later it will be noted that the above listed purposes are the ones ordinarily accepted by Oklahoma junior colleges. This is the case because of the several specific limitations of various kinds with which these schools must contend.

The following quotation is made because of its idea of the services of a junior college.

To be successful and able to attract and hold students, a junior college must be a vital educational unit. It must contain within itself the functions which tradition has established as belonging to the college. Otherwise, young men and women will not be satisfied with it and will not feel that it has given them what they desire. Its life, as far as possible, must be obviously college life. College life is distinctive and has not come to be what it is simply by chance. It is the fulfillment of the inherent urge of young men and women of college age.

⁸ W. M. Proctor, The Junior College, Its Organization and Administration, pp. 9-10.

Its outstanding features are conspicuous and traditional. The junior college should, in every way it can, develop the college atmosphere, leaving out as far as possible the features which have not proved cultural and advantageous. Since the junior college is starting "de novo", it will be able to eliminate excesses and to foster successes.⁹

It can be noted that the author of the statement made above is thinking of a junior college as a separate unit. The services mentioned probably should not be rendered if the college were organized as a part of the secondary system. Any separate services of atmosphere then would tend to cause disturbance.

When a person examines the curricula of American public schools from the first grade to the end of the high school he will realize that these schools are designed primarily for the average boy or girl. Some efforts have been made to provide for the particularly brilliant student or for those of less than average ability by having fast and slow groups, but these groups have not been general nor have they been entirely successful. In such plans the average boys and girls are left largely to shift for themselves.

3. Direction and Progress

The origin and growth of junior colleges in the United States has been of great interest to the educators and the people generally. Commencing with one such college at Joliet, Illinois in 1902 the growth has been steady. During the years of 1920 to 1930 the expansion was particularly extensive but the greatest growth will be recorded during the decade of 1930 to 1940. So great has been the growth in number of these junior colleges that in 1938, just thirty-six

⁹ The Junior College Journal, V. 1, Nov. 1930, p. 77.

years after the establishment of the first junior college, there were 556 junior colleges in the United States which was over one-half of the number of senior colleges and universities existing in the United States.

Table I shows the number of junior colleges in the United States from 1900 to 1939. These figures are from the directory of junior colleges as reported in the January issues of *The Junior College Journal* from 1931 to 1939 and from W. C. Eels, *The Junior College*, p. 74.

TABLE I
GROWTH IN NUMBER OF JUNIOR COLLEGES

Year	:	Number
1900	:	27
1905	:	32
1910	:	55
1915	:	89
1920	:	165
1925	:	292
1928	:	408
1929	:	405
1930	:	429
1931	:	436
1932	:	439
1933	:	493
1934	:	514
1935	:	522
1936	:	519
1937	:	528
1938	:	553
1939	:	556

As the table of growth indicates, the growth in number of junior colleges has been quite noticeable. Of this 553 in 1938 there were 212 publicly controlled of which 149 were locally controlled, 58 state controlled, and five were branches of the universities and colleges.

As reported in the January, 1939 issue of The Junior College Journal, the total enrollment during 1939 was 155,588. The percentage of increase has been notable throughout the years. The increase of 1939 over 1938 was 13.9 per cent. In actual numbers, the increase was 18,965, the greatest absolute increase ever recorded in a single year.

There has been an increase of thirty-six per cent in the number of junior colleges from 1928 to 1939. The increase in enrollment has been two hundred and seven per cent in the same period.

Table II shows the distribution of junior colleges in the United States according to enrollment. This information was obtained from the directory as reported in The Junior College Journal for February, 1939.

TABLE II

DISTRIBUTION OF JUNIOR COLLEGES IN THE UNITED STATES
ACCORDING TO STUDENTS' ENROLLMENT

Enrollment	:	Number
0--49	:	62
50--99	:	124
100--199	:	154
200--299	:	74
300--399	:	52
400--499	:	28
500--599	:	3
600--699	:	9
700--799	:	8
800--899	:	0
900--999	:	1
1000--1999	:	21
2000--2999	:	4
3000--3999	:	1
4000--4999	:	0
5000--5999	:	3

Judged in terms of individual units, the junior college is still a relatively small institution, yet it is growing steadily. Table II

indicates that there are now one hundred and thirty colleges which have enrollments exceeding three hundred students. Twenty-nine of these exceed one thousand students. The average enrollment is two hundred and eighty-two.

The number and enrollment of each type of junior college for each state are shown in Table III.

California leads in the total number of junior colleges with fifty-seven; Texas is next with thirty-eight, followed by Iowa with thirty-seven, Oklahoma with thirty-two, Kansas with twenty-four, Missouri with twenty-three, North Carolina and Mississippi with twenty-two each, and Pennsylvania with twenty. Nine states have twenty or more junior colleges each. Publicly controlled institutions are found in thirty-three states; those under private auspices in forty-two states.

California also leads in enrollment, with 52,895 students, more than one-third of the reported junior college enrollment of the country. More than ninety-seven per cent of the enrollment in California is in the forty-two public junior colleges in the state, which thus average more than twelve hundred students each. Eighteen of them have enrollments in excess of 1,000; three in excess of 5,000. Texas is second with 11,464 students and Illinois is third with 9,590 students.

The following Table III shows the enrollment in each type of junior college for each state as reported in the directory of The Junior College Journal for January, 1939.

In the brief span of approximately four decades an institution hardly known at the opening of the century has multiplied to such an

TABLE III
 NUMBER AND ENROLLMENT IN PUBLICLY AND PRIVATELY
 CONTROLLED JUNIOR COLLEGES IN THE UNITED STATES
 (SUMMARY BY STATES)

State	Number Of			Enrollment In		
	Junior Colleges			Junior Colleges		
	Total	Public	Private	Total	Public	Private
UNITED STATES	556	250	306	155,588	109,275	46,313
Alabama	10	2	8	1,139	310	829
Arizona	2	2	0	955	955	
Arkansas	8	7	1	2,380	2,259	121
California	57	42	15	52,895	51,625	1,270
Canal Zone	1	1	0	386	386	
Colorado	6	4	2	1,508	1,171	337
Connecticut	8	0	8	1,445		1,445
Delaware		N	O	N	E	
Dist. of Col.	13	0	13	1,344		1,344
Florida	5	1	4	973	77	986
Georgia	19	11	8	4,743	3,639	1,104
Idaho	4	1	3	1,262	767	495
Illinois	16	8	8	9,590	7,481	2,109
Indiana	5	1	4	473	212	261
Iowa	37	27	10	3,323	2,014	1,309
Kansas	24	14	10	4,652	3,842	810
Kentucky	15	2	13	2,328	96	2,232
Louisiana	7	3	4	897	751	146
Maine	5	0	5	513		513
Maryland	5	0	5	417		417
Massachusetts	12	12	0	3,165	3,165	
Michigan	13	9	4	3,326	2,887	439
Minnesota	15	12	3	2,684	2,452	197
Mississippi	22	12	10	4,158	3,208	950
Missouri	23	10	13	5,684	2,752	2,932
Montana	3	2	1	921	376	545
Nebraska	5	2	3	460	185	275
Nevada		N	O	N	E	
New Hampshire	3	0	3	491		491
New Jersey	10	4	6	2,541	1,324	1,217
New Mexico	2	2	0	704	704	
New York	7	0	7	624		624
North Carolina	22	1	21	3,909	148	3,761
North Dakota	3	3	0	817	817	
Ohio	7	1	6	2,585	2,416	169
Oklahoma	32	29	3	4,566	4,398	168
Oregon	2	0	2	530		530
Pennsylvania	20	5	15	2,946	679	2,267

(Continued)

TABLE III
(Continued)

State	Number Of				Enrollment In		
	Junior Colleges				Junior Colleges		
	Total	Public	Private	Total	Public	Private	
Rhode Island		N	O	N	E		
South Carolina	12				12	1,293	1,293
South Dakota	5		1		4	699	287 412
Tennessee	12		2		10	2,608	658 1,950
Texas	38		22		16	11,464	8,012 3,452
Utah	6		5		1	1,539	1,418 121
Vermont	3		0		3	333	333
Virginia	12		0		12	2,189	2,189
Washington	8		0		8	1,216	1,216
West Virginia	6		1		5	1,860	330 1,530
Wisconsin	6		1		5	1,088	639 449
Wyoming		N	O	N	E		

extent that at the close of 1940 there will be nearly 600 such institutions. These junior colleges may roughly be grouped under three widely different types: (1) state supported and controlled junior colleges; (2) private junior colleges; and (3) public or municipal junior colleges. These junior colleges are to be found in one or more of the three forms in more than three-fourths of the states and in all the sections of the country.

The first of these types, those maintained as state institutions, was the last of the types to come into existence but its representatives have increased with considerable rapidity since their first appearance.

The second type, the private junior college, came into existence first and has increased in number and in enrollment at a rapid rate. These colleges constitute over one-half of all the units. They are generally owned and operated by churches or denominations.

The third type, the public or municipal junior college, is nearly always maintained in connection with city and district high schools. The units are under the direction and control of the local school authorities. They usually solicit the guidance of the universities and state departments of education.

This study, in dealing mostly with municipal junior colleges, will oftentimes speak of problems and factors common to all types.

The first municipal junior college was established in 1902 at Joliet, Illinois. It still continues to operate today. Its founding was due directly to Mr. Harper, the first president of the University of Chicago. His aim was to encourage the development of the lower two years of college in connection with the high school.

Since this study is primarily interested in presenting information vital to the establishment of municipal junior colleges in Oklahoma, a few brief statements are presented regarding such colleges in neighboring states. Much of the information relative to the junior colleges in these states was obtained from the departments of education in these states.

There has been but little junior college legislation in Arkansas, although there are several municipal junior colleges organized. These are operated in connection with the public school systems in various parts of the state. Little Rock and El Dorado opened in 1927. Tuition is charged in all cases, presumably sufficient to meet the costs of instruction. The buildings, equipment and materials are furnished by the public schools. A set of regulations and standards are set up by the state department.

Two of the first junior colleges established in Kansas are now

at Fort Scott and Garden City. These were established in 1919. The Kansas law of 1917 required an election for the establishment of a junior college, authorized a special tax levy to support it, and gave the state board of education power to prescribe the course of study and inspect the institution. Rules and regulations for the operation of the colleges have been set up by the state department of education.

In Missouri, the public junior college law was passed in 1927. This law permitted the organization of junior college courses in any public school district in the state with a fully accredited high school, "on the approval of and subject to the supervision of the state superintendent of schools". Missouri has advanced rapidly in the organization of such schools and has a network of junior colleges that covers the entire state.

New Mexico has but a single junior college, the New Mexico Military Institute at Roswell, with a faculty of twelve, organized in 1918. It is supported for the most part by a special land grant, and by fees of students from without the state. It enrolls over two hundred students. There has been no general college legislation of any sort in the state.

The largest state in the Union, Texas, has next to the largest number of junior colleges, being surpassed by California alone. The general law of 1929 provided for local junior colleges in districts with assessed valuation of \$12,000,000 or more, and a high school daily attendance of four hundred or more. It does not, however, provide for state aid to the junior college, but the district may levy a tax for support. It is important to note that Texas does make provision for taxation as support for its colleges.

Summary

In surveying the movement of the junior colleges in the United States we have attempted to point out or bring to light those factors that appear significant.

Various definitions were presented. Each differed somewhat, but all had some elements in common. Two of these factors were: (1) they are locally controlled with supervision and approval by some central agency; (2) the work offered must be acceptable to give some credit in senior colleges.

The intention and services were found to be numerous and worthwhile. Two outstanding viewpoints as to the functions were found to exist. One was a terminal course and the other a preparatory to college course. Controversy as to which should prevail exists. The preparatory course is most common.

The services or opportunities of these colleges are numerous. The junior college has an opportunity of offering better and more reasonably educational services often neglected. Very prominent among the many opportunities is the one that these institutions offer further schooling for those who cannot, should not, or will not go to college if no junior college were provided. The junior college was found to have a definite place in the educational program.

The progress of these schools was shown to be one of rapid growth. Five hundred and fifty six junior colleges of various types exist today. The period of most rapid growth has come within the last decade. California has the largest number of junior colleges and also the greatest enrollment.

The provisions of neighboring states to Oklahoma for junior

colleges were briefly presented.

In brief, a survey of the junior colleges in the United States has been presented. The following chapter brings elements of this movement closer to the local situation. How Oklahoma fits into the picture of junior colleges will be discussed.

CHAPTER II

THE MUNICIPAL JUNIOR COLLEGES IN OKLAHOMA

The last ten years have witnessed the organization, and growth, as well as the failure of numerous municipal junior colleges in the State of Oklahoma. Since these colleges have been governed by the same regulations that would govern any established junior college in Oklahoma, and since they probably have conditions and problems similar to those that the Garber junior college would have, it seems advisable that a more definite study of conditions should be made of the junior colleges in the state. The problems and solutions of colleges already operating should be helpful in planning and executing the program of a new junior college.

With this in mind the writer made two types of investigations; first, a questionnaire was sent to each of the municipal junior colleges operating in the state, except to those that were established during 1938-39. Second, a study was made of the facts and figures available at the State Department of Education. To the questionnaire all fifteen colleges replied, answering all questions.

This chapter presents the findings from the investigations and the interpretations and the implications of these findings. In discussing the various elements the subjects are presented in the following order: (1) development, (2) enrollment, (3) teachers, (4) plant and equipment, and (5) finance.

1. Development

The last ten years have witnessed a rapid increase in the number

of municipal junior colleges in Oklahoma. The increased interest in education generally probably accounts for the establishment of these colleges. Parents of high school graduates and patrons of education are anxious to provide further educational opportunities locally for high school graduates. From the amount of interest shown by the steady growth of both the number of colleges and their enrollment, and by the numerous inquiries concerning the regulations received by the Department of Education, it appears that the junior college movement will continue to spread during the next few years.

As is the case with any rapidly growing movement, the junior college program has some definite and urgent needs that should be met in order to assure the right kind of program. Of major importance is the need of more leaders in the field, men who make it their business to think and know a great deal about what a junior college should attempt to do. To the writer it seems that, too often, the average person thinks of a junior college as merely two years more of schooling. If the junior college, or any other division of education has any excuse for its existence it should stand for something definite and should supply a felt need for its students. Unless more men are found who are willing to evaluate the purposes and functions of junior colleges with thought in regard of their relation to the entire educational program, it appears that the colleges will continue to be unguided and rambling institutions doing only a questionable good.

More legislation setting up the bounds of junior colleges is needed. Administrators who are confronted with the local demand or are curious about the possibility of establishing a municipal junior college need to know to what extent they could use high school plant

and equipment. The study in this chapter will show that many of the junior colleges in the state are drawing heavily on the faculty, plant, equipment, facilities, and finances of the grade and high schools with which they are connected. Certainly the resources of the grade and high school should not be sapped and sacrificed for the maintenance of the junior college. Laws need to be passed defining the minimum district enrollment and property evaluation necessary in a district before a junior college may be established.

As stated above, the aims and functions should be studied and definite regulations should be enacted that will clearly set forth the place of a junior college. The aims and purposes of a junior college may be many and varied. Most junior colleges in the state have small enrollments and are operating on a very narrow margin of finances. It does not seem logical that any of these colleges would be able to adequately provide education along numerous lines. A junior college with an enrollment of less than 200 cannot operate and do a good job with a dual function in mind. A small college that proposes to give occupational training to part of its students and prepare others for senior college will probably not do a very good job of either.

According to law, the municipal junior colleges in Oklahoma may not use proceeds obtained from taxation. Therefore they are primarily supported by tuition fees. This fee ordinarily varies from thirty to sixty dollars a semester, depending upon the expense of the operation and maintenance of the college.

Very often the instructors of the junior colleges teach in both the high school and college. This appears to be an advisable practise

since it allows for specialization of subject matter. As a rule, one of the instructors acts as dean of the college. The superintendent of the schools is usually the head of the institution, and is responsible for its successful management. The State Department advises that the control of the junior college should be kept within the jurisdiction of the board, superintendent, and principal of the local high school.

Recently, a few laws have been enacted by the Oklahoma legislature defining somewhat the permissive use of high school plants and equipment. Other needs in a legislative way have been stated previously. It is apparent that more legislation will probably be made only if and when junior college leaders organize to secure such legislation.

In growth, Oklahoma ranks with the leaders of the Union in number of junior colleges. The Oklahoma junior colleges are mentioned quite frequently in the literature. Perhaps the legislation for these colleges does not compare favorably with the leading states, since several states do have very adequate regulations and standards, but on the whole, Oklahoma presents prospects of having a fine set-up of junior colleges.

2. Enrollment

The following table shows the growth in enrollment in the Oklahoma municipal junior colleges for ten years. It is interesting to note that the increase has been steady and that not only have the enrollments in the individual colleges increased but the number of schools providing junior colleges have increased. With much steady increase in both enrollment and number of schools, it is evident that

TABLE IV

ENROLLMENT IN OKLAHOMA MUNICIPAL JUNIOR COLLEGES

College	S C H O O L Y E A R									
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939
Altus	12	31	61	73	86	186	219	209	204	225
Bartlesville	14	22	36	40	28	26	26	23	27	30
Bristow	--	--	--	43	60	52	39	70	78	118
Capitol Hill	--	--	--	--	--	--	102	144	153	172
Chandler	--	--	--	--	21	16	--	--	--	--
Drumright	--	--	--	--	--	30	25	--	--	--
Duncan	--	--	--	--	--	--	--	--	47	63
Henryetta	--	--	--	37	--	--	--	--	--	--
Hobart	--	--	--	--	--	42	41	77	78	80
Holdenville	--	--	--	--	22	15	20	--	--	--
Mangum	--	--	--	--	--	--	--	--	144	203
Muskogee	80	126	177	100	32	89	93	87	89	85
Okemah	--	--	--	--	38	25	14	16	40	--
Okmulgee	24	58	29	118	152	222	203	107	104	130
Pawnee	--	--	--	--	--	30	21	22	17	15
Poteau	--	--	--	--	26	--	--	--	--	--
Sapulpa	--	--	--	28	45	44	64	73	91	104
Seminole	--	--	51	36	53	65	85	107	101	161
Shidler	--	--	--	--	--	--	--	22	16	20
Wetumka	--	--	--	33	48	29	36	--	--	--
Wewoka	--	--	--	--	25	--	--	--	--	--
Woodward	--	--	--	48	51	61	80	80	69	68

the municipal junior college as such has made a place for itself and will continue to grow and attract the attention of educators more and more in the future. In fact, the junior colleges will be institutions of tremendous importance requiring a great deal of attention.

The figures in Table IV were obtained from the State Department of Education.

Table IV shows that a number of junior colleges have been discontinued. This suggests that a great deal of precaution should be taken and careful analysis of the situation should be made before establishing a junior college. The policy of the State Board of Education in regard to this matter seems wise.

The policy of the State Board of Education and the Committee is to encourage the establishment of public district junior colleges in cities and communities large enough to support a program from the standpoint of population and finance. The policy is definitely to discourage the offering of junior college work in communities where the attendance is likely to be small and uncertain and where the offering of junior college work would sap the resources which should be devoted to programs of elementary and secondary education. The record during the past 17 years indicates clearly that a number of junior colleges have been organized in communities where the chances for success were relatively slight due to limited enrollment and insufficient funds.¹⁰

Too often the establishment of a junior college is the result of a building-up or ballyhoo program. Usually after the "newness" of such junior colleges wears off, the students drop out and the administrators for lack of funds are forced to discontinue their school. Such a policy is costly and prevents the chances of a sound program ever being developed in that community. Likewise it places a blot on the whole junior college scheme and prevents the establishment of

¹⁰ Seventeenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma.

colleges in other communities because of fear of similar consequences.

The following table (V) shows the number of junior college students who lived in the community in which the college was located. These figures are for the year 1936-37 as reported to the State Department of Education.

TABLE V
SOURCE OF STUDENTS

Location of Junior College	: Graduates of : This High School :	: Total : Enrollment
TWO YEAR COLLEGES:		
Bristow	50	70
Sapulpa	47	73
Altus	57	209
Hobart	21	77
Muskogee	64	87
Oklahoma City (Capitol Hill)	60	144
Okmulgee	133	
Seminole	39	107
Woodward	43	80
TOTAL TWO YEAR COLLEGES:	<u>514</u>	<u>80</u>
ONE YEAR COLLEGES:		
Drumright	10	11
Wetumka	31	33
Okemah	29	42
Pawhuska	28	34
Shidler	20	22
Bartlesville	20	23
TOTAL ONE YEAR COLLEGES:	<u>138</u>	<u>165</u>

Fifty-four per cent of the pupils in the two year colleges were graduates of the local high school. Eighty-four per cent of the pupils of one year colleges were graduates of the local high school. This percentage indicates that the greater source of enrollment will be from the local community. The drawing power from surrounding communities is often overestimated. With these figures in mind a fairly

definite or dependable estimate can be made as to the probable enrollment of any proposed junior college.

While Oklahoma municipal junior colleges continue to receive their chief financial support for operation from tuition paid by the students, it is evident that these colleges should be established only in those localities where the local high school will be able to furnish at least from 40 to 60 students annually. If this number cannot be contributed then it is doubtful that the minimum enrollment of 60 students for two-year colleges can be met. Sixty students is the requirement in the standards for accrediting.

In connection with any proposed junior college it should be remembered that the second year student enrollment will not be the same in number as of the first year. Many students will drop out either to go to other colleges or to take jobs. The following statement brings out certain ideas of the second year's enrollment.

One measure of the holding power of junior colleges is the extent to which students continue in school until they have completed their course. Thus, the ratio of second year enrollment to first year enrollment in two-year colleges is a rough index of the extent to which the college is meeting the needs and interests of the students. During 1936-37 the freshman enrollment was 70 per cent of the total enrollment while the sophomore enrollment was only 25 per cent. During 1937-38, 61 per cent of the students were enrolled as freshmen, while 22 per cent were classified as sophomores. The sophomore enrollment during 1936-37 was 42 per cent of the freshman enrollment while during 1937-38 there were only 37 per cent as many sophomores as freshmen in the same two-year colleges. It is not possible here to attempt any appraisal of the junior college program or to analyze the different factors involved in the ratios just reported. However, the fact that only a fourth or less of the total enrollment in two year junior colleges are classified as second year students and when the ratio of first to second year students is less than 50, it is obvious that the majority of the students are not completing the full two year course available locally.¹¹

¹¹ Seventeenth Biennial Report of the Superintendent of Public Instruction of the State of Oklahoma.

That many students are not completing all of the educational opportunities available locally need not decide entirely the value of these colleges. The decrease in enrollment in succeeding years is common to all schools, due to numerous reasons. A comparison of decreases in junior college enrollments in succeeding years to that of other colleges would be of interest.

The question, "What courses should be offered?" is often asked by men interested in junior colleges. Those planning to establish a college are faced with the problem of offering a curriculum that will both appeal to the students and that can be offered with the available equipment and staff. The usual course is to offer arts and science classes. In previous years the students in one-year colleges have nearly all been taking arts and science courses. During 1937-38, according to records at the State Department, 86 per cent of the students in the two-year colleges were taking arts and science courses. Out of 904 students enrolled in these two-year colleges, 57 were taking pre-engineering courses and 28 were taking commerce courses.

The curriculum in these schools usually includes courses in English, history, government, mathematics, foreign languages, and chemistry. These courses are designed, as a rule, to cover the same material as covered by the courses at the University of Oklahoma and Oklahoma A. and M. College. Most two-year colleges offer some work of a vocational aspect in fields such as home economics, commerce, industrial arts, music and art. The one-year colleges do some vocational work in connection with their arts and science courses. As yet, very little opportunity for terminal courses is available.

The fact that no more terminal and occupational courses are

offered is probably due to the expense required to carry on such courses. From this fact we can expect Oklahoma junior colleges to continue to be predominantly preparatory to senior colleges. At least this will be the case as long as the colleges must depend for their sole support upon tuition charges.

One test of the value of the junior college is the extent to which the graduates attend senior college. Especially is it a good test if the chief function is to prepare students for pursuing work in senior colleges.

Records at the State Department of Education reveal that 91 out of 135 students graduating from the two-year colleges during 1936-37 continued to attend school the following year in other colleges.

These same data are further brought out from information obtained from questionnaires sent to the junior colleges of the state. The questions were asked, "What per cent of students continue the second year?" and, "What per cent of those who attend the municipal junior college go on to seek further education?".

As is obvious, the second year's enrollment (i. e., those taking second year work) will be smaller than the first year's enrollment. To determine what percentage of first year students continued into the second, a question to that effect was asked of the junior colleges. The answers given show a variation from a low of twenty per cent to a high of ninety-nine per cent. The average is fifty per cent. This is important when computing the probable enrollment during the second year of a junior college. Elsewhere, these figures are used to determine Garber's probable enrollment.

Desiring to know whether a junior college program encourages

TABLE VI

PER CENT OF STUDENTS WHO CONTINUE THE SECOND YEAR AND
PER CENT OF STUDENTS WHO SEEK HIGHER EDUCATION

Junior College	: Per Cent Who Go : The Second Year	: Per Cent Who Go : To Senior College
Altus	25	87
Bristow	50	50
Capitol Hill	20	A large per cent
Muskogee	50	75
Okmulgee	40	40
Sapulpa	20	35
Seminole	75	90
Woodward	35	50
Bartlesville	--	50
Shidler	--	50
Duncan	25	15
Mangum	85	80
Okemah	--	25
Pawnee	80	80
Hobart	99	1
AVERAGE PER CENT	50	55

the graduates to go on to seek higher education, the question, "What per cent of your students seek higher education?" was asked. The variation was from a low of one per cent to a high of ninety per cent. The average was fifty-five per cent. Whether this proves that junior colleges increase the total number who go on to seek higher education is not a matter of this paper. To prove that would require more statistics and another paper.

3. Teachers

The greatest expense in operating a junior college lies with the teachers' salaries (supposing that the securing of the plant is not an item of expense). The following table indicates the average salaries paid in the school years 1938-39 as reported by the superintendents of these schools.

TABLE VII

AVERAGE SALARY NOW PAID PER TEACHER IN
MUNICIPAL JUNIOR COLLEGES OF OKLAHOMA

Junior College	:	Average Salary Now Paid
Altus		\$1200
Bristow		1350
Capitol Hill		1500
Muskogee		1300
Okmulgee		1400
Sapulpa		1300
Seminole		1700
Woodward		1200
Hobart		1179
Bartlesville		1700
Shidler		1215
Duncan		1125
Mangum		1150
Okemah		1008
Pawnee		1360

Table VII shows the average salary now paid teachers in the municipal junior colleges of Oklahoma as reported by the junior colleges. The average is \$145.77 per month.

According to House Bill 6, the minimum salary for teachers in high and grade schools with five years of experience and Masters' degrees is \$990 for nine months. The average salary paid junior college teachers does not appear adequate to induce better teachers to be lured to take the positions. Even should the better teachers be obtained, it is doubtful whether they could be retained for any length of time.

A comparison of the average yearly salary of Oklahoma with that of other states indicates that Oklahoma salaries are considerably lower in the junior colleges.

Reports on file at the State Department of Education reveal that

in 1936-37 one hundred and thirty-seven out of one hundred and forty-five junior college teachers were doing part time work teaching in both the junior college and high school. A definite majority spent less than one-half their teaching time instructing junior college students. The fact that so few teachers are full time junior college instructors is probably due to a necessity, since teachers are scarce who have a multiple teaching field. Usually there are only one or two sections of one class. It is probable that, in the overlapping of teachers, part of the junior college cost is shifted to the district. Overlapping of teachers would tend to make the junior college program an extension of the high school.

4. Plant and Equipment

Junior college catalogs reveal that a majority of the colleges are housed in the high school building. Okmulgee has its own separate junior college building, and it is understood that Bartlesville is constructing a new junior college building.

From questionnaires and from reports on file it is revealed that most colleges use high school laboratories, science equipment and libraries. This is shown in the following table (page 30).

The second largest item of expense in operating a junior college would be in the purchasing and maintaining of classroom equipment. In order to get a better view of the extent to which this equipment could be used in both high school and junior college, the colleges were asked to what extent they used the high school library, science equipment and commercial equipment. These facilities, of course, are not the only ones needed, but they do constitute important ones.

In the use of the high school library, nine schools stated they

TABLE VIII

EXTENT TO WHICH MUNICIPAL JUNIOR COLLEGES OF OKLAHOMA
MAKE USE OF HIGH SCHOOL LIBRARY AND OTHER EQUIPMENT

School	High School Library	High School Science Equipment	High School Commercial Department
Altus	None	100%	Different Machines but same laboratory
Bristow	Great Extent	Nearly 100%	Nearly 100%
Capitol Hill	100%	100%	100%
Muskogee	None	100%	Have no Department
Okmulgee	Very Little	Biol. Lab.	None
Sapulpa	Seldom	Use Lab. Furn- iture but furnish own	Have Own Department
Seminole	100%	100%	100%
Woodward	Extensively	100%	100%
Bartlesville	100%	100%	100%
Shidler	100%	100%	100%
Pawnee	100%	None	None
Duncan	100%	100%	100%
Okemah	Very Little	100%	100%
Mangum	None	None	None
Hobart	100%	100%	100%

used it to a very great extent or entirely. Six stated that they used it very little or not at all. It appears that its usage possibly depends largely upon adequacy and need.

All but one school indicated that they used high school science equipment altogether. The school that stated that it did not use the high school science equipment probably does not offer science courses. The fact that most schools do not use separate science equipment indicates that a considerable amount of money is saved by following that procedure.

In the use of commercial facilities, all but two schools answered that they used them in connection with the high school. One school indicated that it had its own facilities. Another answered "none", meaning perhaps that it did not offer commerce.

5. Finance

The greatest obstacle in the path of a sounder and more useful development of the Oklahoma junior colleges is the lack of adequate funds to support the program. Since the entire cost must be met from sources outside of the local school funds this source falls entirely upon tuition fees. The fact that fees are sometimes difficult to collect and the fact that the enrollment fluctuates means that the administrators usually have a difficult task to maintain their college. The following table shows annual income from fees and tuitions in Oklahoma municipal junior colleges during the years 1935 and 1936, as reported to the State Department of Education.

The item listed as "per student" does not necessarily mean that it is the fee set up for tuition. It means a division of the entire tuitions collected by the number enrolled. Some students probably

did not pay their fees. The rate charged probably was higher per student.

TABLE IX
INCOME FROM FEES AND TUITIONS

School	1935		1936	
	Total	Per Student	Total	Per Student
Altus	\$5200	\$27.96	\$9000	\$41.10
Bartlesville	1180	45.38	1408	53.15
Bristow	1290	24.81	2000	51.28
Capitol Hill	--	---	3500	34.31
Chandler	790	49.38	--	---
Drumright	1345	44.83	1045	43.54
Hobart	2465	58.69	2100	51.21
Holdenville	750	50.00	450	22.50
Muskogee	4737	53.22	5059	54.40
Okemah	1500	60.00	900	64.20
Okmulgee	7794	35.11	9000	44.33
Pawnee	1805	60.17	1630	77.62
Sapulpa	3600	81.82	5000	78.13
Seminole	1881	28.94	2650	31.18
Wetumka	1394	48.08	1415	39.31
Woodward	3300	54.10	3600	45.00

Probably there were a few other sources of income available but the bulk of the funds under the present set-up must come from tuition charges. It would be a happy occurrence in Oklahoma could institute some plan of financing its junior colleges similar to one of the plans used in either Texas or California. These states have made unusually significant progress in junior colleges. The fact that they have done so probably lies in their sound and adequate system of financing their colleges.

Many states have other means of support. Some of these use state and local taxation for revenue. The usual rate of taxation is two mills. It is the opinion of the writer that, in Oklahoma, taxation revenue will come only after more junior colleges have been

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established and the place of these colleges definitely determined.

Perhaps taxation is not the best means of support but it is the usual one. As a rule, institutions that have proven their worth have not found much difficulty in securing financial support.

In reply to a question in the questionnaires the junior colleges of Oklahoma indicated that they kept their money in a separate fund. That it should be kept in a separate fund seems highly advisable and is recommended by state authorities.

The following table (X) indicates the opinions of superintendents of the various high schools connected with junior colleges as to the success of a municipal junior college operating with an enrollment between seventy and ninety.

TABLE X

OPINIONS CONCERNING SUCCESS OF MUNICIPAL JUNIOR
 COLLEGES IN OKLAHOMA OPERATING WITH AN
 ENROLLMENT BETWEEN SEVENTY AND NINETY

Type Of Junior College	:	Favorable	:	Doubtful	:	Unfavorable
One Year Basis		14		1		--
Two Year Basis		11		2		2

On a one year basis, fourteen indicated that, in their opinion, such an enrollment was favorable for junior college establishment. One indicated doubt concerning the success of the enterprise, but none indicated unfavorable opinions.

On a two year basis eleven indicated they were favorable, two were doubtful, and two were unfavorable. These statements, of course, are mere opinions; but, since they are made by men who know a great

deal about junior colleges, they are significant. Since a majority were favorable to the probable success of a junior college on the given enrollment, it would seem a justified action to establish a junior college from that basis.

Summary

The growth of municipal junior colleges has been shown to have been a steady one both in number of institutions and in enrollment. During the school year 1938-39 there were nine two year colleges and eleven one year colleges operating. During the same year two one year colleges ceased operating. There were 1,474 regularly enrolled students in these 20 colleges. This is an increase of 1,344 since 1930, when there were only 130 students enrolled.

Since numerous schools have ceased operating it behooves those interested in establishing municipal junior colleges to employ the utmost precaution and investigation before establishing such colleges.

The legal legislation for these schools is improving, though even more improvement is needed.

Since fifty-four per cent and eighty-four per cent (in two and one year colleges respectively) of the students come from the local high school students, it would be necessary to have a local high school with an enrollment large enough to assure the minimum enrollment in the junior college.

The operating costs are met almost exclusively by tuition charges. Knowing the probable enrollment thus becomes a vital figure in determining the junior college program.

One-fourth of the first year students were found to go on during the second year. This is of value in estimating the probable enroll-

ment.

The program of studies of these colleges includes primarily English, mathematics, history, government, physics or chemistry and languages. This highly "preparatory" course is due chiefly to the prohibitive cost of vocational subjects. There is, however, an opportunity to teach something vocational in connection with the above named subjects.

Fifty-five per cent of those students graduating from two year junior colleges went on to higher institutions of learning. If this number is larger than the number who would have gone to higher institutions regardless of local opportunities, then the junior colleges would appear to be popularizing higher education. This would then be a justification for the junior colleges.

The average salary paid junior college teachers during 1938-39 was \$1,312.00. This appears to be too low to secure and to keep highly efficient instructors. Many of the junior college teachers overlap in the high school and college teaching. This seems to be a general policy.

The plant and equipment, generally, is the same as is used by the high school. This practice would appear advisable if such plant and equipment were adequate to handle both groups.

The almost total dependence upon tuition fees for the operation of a junior college seems to be a handicap to the proper development of these schools.

The factors revealed in this chapter and in chapter I will be applied to a "type" locality in the following chapter.

CHAPTER III

THE OPPORTUNITY OF A MUNICIPAL JUNIOR COLLEGE
AT GARBER, OKLAHOMA

Having made a survey of literature on the junior college movement in the entire United States and having made a more definite study from both questionnaires and literature in the field about the junior colleges extant in the state of Oklahoma, it is logical to make a definite study of the local situation at Garber. The material and information given and treated in this chapter should result in a rather clarifying and perhaps conclusive demonstration as to whether Garber or any other community of similar size should establish a municipal junior college. And, insofar as the factors apply to Garber, they should apply to similar schools also.

Chapter III contains the frank and candid opinions of high school seniors. The questionnaire was presented to them about six weeks prior to graduation. Many times, of course, the student was required to make a decision without consulting his or her parents. Should the student have had an opportunity for such consultation his answer might have been different. However, students were given the opportunity to change their answers if they so desired, at a later date. Very few made any changes.

All the tables in this chapter were made from information received from the student questionnaires.

Nearly every senior in the Garber area filled out a questionnaire. Some questionnaires were somewhat incomplete, but, on the whole, a decidedly good estimate was acquired.

This chapter then lists the results from these student questionnaires and indicates the implications of these results. The various elements will be taken up in the following order: (1) motivating influences, (2) future expectations of seniors, (3) financial status of seniors, (4) interest in the proposed Garber college, and (5) size of graduating classes in the Garber area.

The situation in regard to the establishment of a municipal junior college at Garber is probably not different from situations existing in numerous small towns in various parts of the state. Realizing that more than two-thirds of Garber graduates do not and have not in the past gone to college, knowing that many of these students would go if they had the money to do so, patrons and students began to wonder what could be done about it. These same friends of the school, some with and some without children attending, realized further that the two-thirds who did not attend college would not be able nor qualified to accept positions in the business or professional world. They realized that many of those who did attend college were too young to shoulder the responsibilities that would be theirs upon going away to college. With these ideas and other facts often suggested by junior college enthusiasts, they began to ask, "Why not a junior college at Garber?".

Thus the writer has been motivated in this study not only by his own interest in the study but by the interest of the Garber community as well.

The following table shows the age of seniors graduating from the high schools in the Garber area.

One of the reasons, advanced in this study and often advanced by

TABLE XI
AGE OF SENIORS IN THE GARBER TERRITORY
WHEN GRADUATING

School	Age At Graduation					Total
	16	17	18	19	20	
Garber	9	27	16	3	--	55
Covington	1	6	10	3	1	21
Hunter	1	4	4	1	--	10
Billings	4	18	11	2	--	35
Hayward	3	4	4	2	--	13
Douglas	1	2	4	2	--	9
TOTAL	19	61	49	13	1	143

others interested in junior colleges for the establishment of and need for a local junior college is that the students are too young and immature on graduating from high school to go away from the steadying influences of their home environment. The feeling is that the many decisions they must make, the responsibilities they must shoulder and the new environment they must become accustomed to are too abrupt and advanced to be accomplished by the average high school graduate.

The average age in Garber is probably not dissimilar to that of other areas. This average is seventeen years and three months. Whether this age is too early at which to send a student away to be on his own and assume the above named responsibilities varies, of course, with the individual. Many students are more mature than others at the same chronological age, depending upon numerous factors of which environment certainly is one. Surely it must be admitted that two years at home added to a student's life before he enters

senior college will not hinder him in his conditioning for making new adjustments. And most assuredly this home training will aid and facilitate the solution of the many problems that he must face upon entering this new life.

Some authorities recommend that the junior college should supply a college atmosphere as much as possible because the atmosphere and spirit are a natural craving of the high school graduate. An opportunity for such spirit and atmosphere gradually assumed with many of the old habits and customs still intact promises to keep students from becoming socially, economically or personally lost.

The future expectations as to whether or not seniors plan to go to college are indicated in the following table.

TABLE XII
EXPECTATION TO ATTEND COLLEGE

School	: Y e s :		: N o :		: Possibility	
	:Number:	Per Cent:	:Number:	Per Cent:	:Number:	Per Cent:
Garber	28	49	10	18	19	33
Covington	14	64	2	9	6	27
Hunter	4	40	3	30	3	30
Billings	29	80	4	11	3	9
Hayward	5	36	5	36	4	28
Douglas	2	22	4	44	3	34
TOTAL	82	56	28	19	38	25

With a double motive in mind, the question was asked of seniors, "Do you plan to attend college?". This question satisfied the curiosity as to what part of the seniors actually had in mind a desire to go to college and at the same time it gave valuable figures to work

with in computing the probable enrollment at the proposed municipal junior college at Garber. Out of one hundred and forty-eight students who answered this question, eighty-two indicated that they definitely planned to attend college and thirty-eight indicated there was a possibility that they might desire to attend college.

It may be repeated here that no statement was made when submitting the questionnaires to the students, to influence them in any way in making their decision or in answering this question or any of the questions. Throughout the whole process only candid and frank statements were desired. This was done since the writer had a feeling that any "build-up" in gathering information as was done here would not tend toward accurate or dependable statistics.

From the figures quoted above and as shown in Table XII, it is evident that a decided majority of students have plans or at least desires to attend college after graduation from high school. It is further evident that a large group is not decided. This undecided figure is neither surprising nor unusual. It does, however, bring up the question of whether or not these students would not definitely choose to go to college should a college be provided in the community.

Table XIII, on the following page, shows the possibility of students having financial difficulties when attending college.

As stated earlier in this study and often suggested by junior college enthusiasts, college is a financial proposition to a definite majority of students. One of the questions asked the seniors in this area was, "If you attend college, will you have any financial difficulties?". Again, three possible answers were provided. As Table XIII shows, there was a definite minority that would have no trouble

TABLE XIII
POSSIBILITY OF STUDENT FINANCIAL DIFFICULTY

School	: Y E S		: N O		: Possibility	
	:Number:	Per Cent:	:Number:	Per Cent:	:Number:	Per Cent:
Garber	20	43	5	10	22	47
Covington	16	73	1	5	5	22
Hunter	3	30	0	0	7	70
Billings	12	36	9	28	12	36
Hayward	1	7	5	36	8	57
Douglas	9	100	0	0	0	0
TOTAL	61	45	20	15	54	40

in financing their way through college. Of the six high schools interviewed, sixty-one seniors stated they would have financial difficulties, twenty stated they would have no financial difficulties and fifty-four stated there was a possibility that they would have difficulty.

These being the frank statements of seniors who, no doubt, know the financial condition of the family, these statements imply that time and effort will be spent on money matters by the student while in college. Any movement or any institution that can minimize this matter certainly will be welcome to a large number of students as well as parents. If a student need use only a fourth to a half as much money as would be necessary to attend another college or university, then, from that standpoint, the establishment of a college at Garber surely can be justified. In fact, it would appear expedient that such procedure should be taken. It is generally agreed that many failures in our colleges and universities are due to financial

TABLE XIV

INTEREST BY HIGH SCHOOL STUDENTS IN
THE PROPOSED GARBER JUNIOR COLLEGE

School	: Y E S :		: N O :		: Possibility	
	:Number:	:Per Cent:	:Number:	:Per Cent:	:Number:	:Per Cent
<u>For One Year:</u>						
Garber	10	21	9	19	29	60
Covington	5	33	3	20	7	47
Hunter	1	11	3	33	5	56
Billings	4	13	21	70	5	17
Hayward	2	15	10	77	1	8
Douglas	0	0	2	40	3	60
TOTAL	22	18	48	40	50	42
<u>For Two Years:</u>						
Garber	9	21	10	24	23	55
Covington	0	0	2	13	13	87
Hunter	1	14	0	0	6	86
Billings	1	33	0	0	2	67
Hayward	0	0	0	0	1	100
Douglas	0	0	3	50	3	50
TOTAL	11	15	15	20	48	65

difficulties of the students.

The interest manifested in a proposed Garber junior college is shown in the tables on the preceding page (Table XIV).

Question number three of the student questionnaire probably is the most vital to this study. The question as stated was, "Would you be interested in attending a municipal junior college at Garber?". The students were asked to answer to both one year and two year terms. Again three possible answers were provided.

Out of one hundred twenty answers to the question of attending one year, twenty-two definitely stated that they would be interested, forty-eight stated just as definitely that they would not be interested, and fifty indicated there was a possibility that they might be interested. Converting this to a percentage basis, eighteen per cent indicated yes, forty per cent indicated no, and forty-two per cent indicated a possibility.

On the two year basis, seventy-four answered the question. Eleven indicated yes, fifteen indicated no, and forty-eight stated a possibility. A percentage of fifteen per cent was yes, twenty per cent was no and sixty-five per cent was answered "possibly".

In most cases these answers do not total to the senior class membership of the respective schools. That many students failed to answer these questions in particular might be attributed to several causes. One might be due to a "non-desire" to attend any college, so no answer was made. Again, no answer might have been made since the student did not desire to attend a Garber junior college. If such were the case, of course, they should have answered "no".

Now the question evolves as to whether the above figures con-

stitute a great enough demand to justify the establishment of a junior college at Garber. The number of "yes" answers of themselves do not warrant such procedure. However, the "no" answers do not necessarily indicate unfavorable figures.

To my opinion the answer to the question, "Should Garber have a junior college?" lies within the interpretation of the "possibility" answers. That is, if and when we are trying to answer the above question from an enrollment standpoint.

In order to be assured of a minimum enrollment of sixty for a year, or, rather, two years of college, which is the minimum required by the State regulations, it appears that a school should strive to have an enrollment between at least seventy to ninety students. A lesser figure might be sufficient to guarantee against rapid losses causing the enrollment to fall below the sixty minimum, but certainly a higher figure would be more desirable.

In computing total enrollment during the second year of a two year college, various vital items are concerned. From figures and data obtained from the various junior colleges extant in the state of Oklahoma, it was learned that an average of fifty per cent of the first year students continued the second year. Thus, should the first year enrollment remain constant for the first two years, in order to have an enrollment of sixty, there would need to be a first year enrollment of 40. ($X + \frac{1}{2}X = 60$; therefore $\frac{3}{2}X = 60$, $3X = 120$, and $X = 40$.) Similarly, in order to have an enrollment during the second year of eighty (the mid-point of the above desired number), an enrollment of fifty-three would be necessary the first year.

Using the latter basis, since it is more assuring, it is apparent

that thirty-one students would need to come from the "possibility" group. (22 + 31 = 53.)

Whether thirty-one out of fifty students who are undecided and indicate a possibility would attend, then, becomes the determining factor if we use the above line of thought and procedure. Other matters might and in all probability, would enter into the picture. First of all, it must be remembered that very little or nothing at all was said or done to educate the students about the proposition. Perhaps some students would definitely desire to attend were they well informed of the possibilities and advantages of a junior college. Then it must be borne in mind that the foregoing figures do not consider the graduates of the past few years. Very likely there would be a number of this group who would attend. Of course, this surplus would drop off after the first few years. Then again, the possibility of growth must be noted. Table IV of Chapter II indicates that junior colleges do increase in enrollment.

The following table (page 46) shows the choice of subjects students would probably make upon enrolling in the proposed Garber college.

Question 4 of the student questionnaire, "What subjects would you be particularly interested in?", was asked in order to determine the probable curriculum of the proposed junior college. Since students probably would not attend the college unless they could enroll in subjects they actually wanted, it seems that some such information as was asked for here is needed. The motive in mind was to determine the one subject they most desired with second and third choices as alternates, no attempt being made to know the entire course in which

TABLE XV

CHOICE OF SUBJECTS BY HIGH SCHOOL SENIORS

Subject	:School: Garber			:Covington:			Billings:			Hunter :			Hayward :			Douglas :			TOTAL			: Total : Points
	:Choice:	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	
Commerce	16	2	4	6	4	-	5	1	2	5	3	1	2	-	-	3	-	-	37	10	7	138
English	3	8	3	1	1	-	1	3	2	1	6	-	1	-	-	-	1	-	7	19	5	64
Chemistry	5	6	3	2	1	2	2	2	1	-	-	2	2	-	1	1	-	-	12	9	9	63
Mathematics	-	7	6	5	2	3	1	1	1	1	-	2	-	-	1	-	2	-	7	12	13	58
Home Economics	2	2	1	3	2	-	-	-	-	1	-	1	1	1	-	1	1	-	8	6	2	38
History	2	2	2	1	1	-	2	-	-	1	1	1	-	-	-	1	1	-	7	5	3	34
Agriculture	5	3	1	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	7	4	1	30
Journalism	6	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	2	1	25
Foreign Language	-	6	5	-	-	-	-	1	-	-	-	3	-	1	-	-	-	-	0	8	8	24
Engineering	3	1	3	-	-	2	-	-	-	1	-	-	-	-	-	-	-	-	4	1	5	19
Music	3	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	3	1	19
Law	2	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	1	11
Medicine	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	0	6
Physical Education	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	0	5
Bible	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	0	3
Physics	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	0	1	0	2
Dramatics	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	1	1
Carpentry	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	1	1

a student desired to enroll.

Again using a point system of three for first choice, two for second choice and one for third choice, commerce was listed as first with one hundred thirty-eight points, English second with sixty-four points, chemistry third with sixty-three points, mathematics fourth with fifty-eight points, home economics fifth with thirty-eight points and history sixth with thirty-four points. Other subjects listed, in order of preference, were: agriculture, journalism, foreign language, engineering, music, law, medicine, physical education, Bible, physics, dramatics and carpentry.

The comparison of the students' choice of subjects with the courses usually offered is very favorable. The relatively "high" choice of commerce among the students is probably due to their desire to get training in something vocational.

Probably the proposed Garber College could not offer all the courses chosen by the students, but some work could be offered in most of the fields. The writer feels that the choice of subjects made by the students could be met to a satisfactory degree.

The following table (Table XVI, page 48) indicates the number of graduates in the Garber area during the last ten years.

There has been a steady increase in the total number of graduates. It is the writer's opinion, considering the density of population, that the Garber area is near the top in number of students who will graduate each year. The increase is assuring, however, when considering the direct relation of high school enrollment to the junior college enrollment.

TABLE XVI
GRADUATES FOR THE PAST TEN YEARS

Year	S C H O O L						Total
	Covington	Douglas	Hunter	Garber	Hayward	Billings	
1927-28	17	7	14	34	4	15	91
1928-29	10	9	13	37	4	17	90
1929-30	17	7	18	41	7	18	98
1930-31	23	11	23	37	7	23	124
1931-32	15	11	24	28	7	24	109
1932-33	16	13	23	50	13	26	141
1933-34	16	8	20	44	10	33	141
1934-35	9	14	20	49	8	28	132
1935-36	19	8	23	41	10	31	132
1936-37	24	11	21	43	9	36	144
1937-38	32	6	24	56	16	41	169
1938-39	23	9	12	53	18	42	157

CHAPTER IV

SUMMARY AND CONCLUSION

As stated in the introduction, the purpose of this study was to exhibit and interpret factors relative to the establishment of municipal junior colleges in small high school enrollment areas in Oklahoma. In three chapters the subject was discussed from these angles: the junior colleges in the United States, the junior colleges in Oklahoma, and a proposed junior college at Garber, Oklahoma.

The first chapter dealt with the definition, intention and services, and the direction and programs of the junior colleges throughout the United States. The second chapter dealt with the development, enrollment, teachers, plant and equipment, and finances of the Oklahoma municipal junior colleges. The third chapter dealt with the motivating influences, expectations of seniors, financial status, interest in the proposed Garber junior college, and the size of the graduating classes in the Garber area. In all chapters an effort was made to evaluate and interpret the factors as they might be needed when considering the establishment of the small municipal junior college.

In the many elements considered and in the many statistics presented, the writer has attempted to show both the opportunities for the junior college and the dangers that beset it. The Garber situation was used as a type for this study. It was presumed that most elements that favored the establishment of such colleges there would likewise favor their establishment in areas of similar environment. The writer does not offer a definite answer as to whether Garber

should establish a municipal junior college. He does, however, present determining criteria and applies these criteria to the Garber situation. The results of these applications show that Garber could organize the proposed school if certain recommendations were met. Prominent among these recommendations is that Garber secure a guarantee of at least forty students.

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