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THE ROLE OF THE STATE SUPPORTED
JUNIOR COLLEGES OF OKLAHOMA

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BY
JAMES LEWIS TAYLOR
Norman, Oklahoma

1962

THE ROLE OF THE STATE SUPPORTED
JUNIOR COLLEGES OF OKLAHOMA

APPROVED BY

Claude Kelley
Allen P. Snyder
Charles R. King
O. J. Parnell

DISSERTATION COMMITTEE

DEDICATION

This volume is dedicated to my wife, Betty, my daughter Judith Kay, my son Jim Bob, and to the memory of two great educators, D. Ross Pugmire, and Clarence L. Davis.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	
Purposes of the Study	
The Need for the Study	
Scope of the Study	
Limitations	
Procedure	
Source of Data	
Definition of Terms	
Organization	
II. HISTORICAL BACKGROUND OF THE AMERICAN JUNIOR COLLEGE AND ITS PURPOSES	9
Early Day Leaders	
6-4-4 Organization	
"Minnesota Plan"	
First Definition by the American Association of Junior Colleges	
Magna Charta of Liberal Education	
First Purposes and Objectives	
Functions of Community Colleges	
Modern Junior College Purposes	
Transfer Function	
Terminal Function	
General Education	
Adult Education	
Guidance and Counseling	
Community Service	
III. HISTORY AND PURPOSES OF THE STATE SUPPORTED JUNIOR COLLEGES OF OKLAHOMA	32
Northern Oklahoma Junior College	
Murray State Agricultural College	
Connors State Agricultural College	
Cameron State Agricultural College	
Eastern Oklahoma Agricultural and	

Mechanical College
Northeastern Agricultural and
Mechanical College

IV. A COMPARISON OF AUTHORITATIVE OPINION ON JUNIOR COLLEGE PURPOSES WITH THE PURPOSES OF THE OKLAHOMA STATE SUPPORTED JUNIOR COLLEGES	61
Criteria Established	
Northern Purposes Compared	
Murray Purposes Compared	
Connors Purposes Compared	
Cameron Purposes Compared	
Eastern Purposes Compared	
Northeastern Purposes Compared	
V. SUMMARY AND RECOMMENDATIONS	74
Summary	
Recommendations	
SELECTED BIBLIOGRAPHY	84
APPENDIX	88

THE ROLE OF THE STATE SUPPORTED
JUNIOR COLLEGES OF OKLAHOMA

CHAPTER I

INTRODUCTION

Background of the Study

Higher education in our society is considered to be a social necessity and should be available to youth of ability regardless of socio-economic status. The American society of today requires a program of higher education with the scope and depth to provide rich, stimulating educational experiences throughout each state and the nation. Public higher education in any state should be a concern of all the people in that state to the extent that no person shall be denied the higher educational opportunities considered necessary to the fullest development of that individual to be effective as a contributing member of a democratic society. Today every state in the nation maintains institutions of higher learning. Within some states, Oklahoma included, there has been the creation of central coordinating boards for the state-wide coordination of higher education. The Oklahoma State Regents for Higher Education, was established by constitutional amendment in 1941. It consists of nine members with

overlapping, nine-year terms, one member being appointed each year by the Governor with Senate confirmation.

The Constitution grants the board broad powers:

- (1) To prescribe the educational standards for each state institution;
- (2) To determine the functions and courses of study for each institution;
- (3) To grant degrees and other academic recognition for completion of study in each institution;
- (4) To formulate and submit to the legislature a consolidated budget for the entire state higher education program and to allocate portions of the total appropriation to the respective institutions; and
- (5) To establish fees for students in the institutions, within limits prescribed by the legislature.¹

Through the years this constitutional board has relied rather heavily on the recommendations of the direct governing boards of each public supported institution.

There has been much dissatisfaction voiced and many questions raised about the organization for higher education in Oklahoma. Questions that demand attention are: What should be the role of an institution operating as part of a state system of higher education? How many specialized types of institutions should be financed by the state? What kinds of programs should be offered? How should higher education be financed? Should student fees be increased? Should admission programs be changed? Should institutional governing boards be changed? How can expensive and unnecessary duplication be avoided? These, and many more questions that have been asked, demonstrate in part the concern of Oklahomans for their state system of higher education. Most of these questions can be answered by agencies

¹Council of State Governments Higher Education in the Forty-eight States, (Council of State Governments, 1952), p. 163.

that represent the will of the people, such as the state regents and the state legislature. However, information necessary for the successful solving of some of these problems related to higher education must come from intensive studies by people working in the field of higher education.

The Need for the Study

The wide spread interest in the junior college, together with the lack of understanding of its functions and the reasons for its accelerated growth, make it very obvious that educators need to do more research in this direction. "No unit of American higher education is expected to serve such a diversity of purposes, to provide such a variety of educational instruments, or to distribute students among so many types of educational programs as the junior college."²

The junior college has definitely established its role in American higher education. Since the state supported junior colleges of Oklahoma are coming to be recognized as a major means of meeting the problem of providing education at the post-high school level for a rapidly expanding student population, clear understanding of their role is needed. During the past several years there has been a growing interest among educators, legislators, and tax-payers in improving Oklahoma's state system of higher education. One of the pressing problems public junior colleges face is assuming their rightful role as part of a state system of higher education. Higher education in Oklahoma has a specialized function, to help identify the important problems faced by people, to develop understandings and knowledge by which these problems may be solved, and to

²Leland L. Medsker, The Junior College (New York: McGraw-Hill, 1960), p. 4.

assist people in appraising the results of their efforts. Education exists for the improvement of the individual and his society and must, therefore, be sensitive to the changes in culture in order to perform effectively its particular function. Higher education in Oklahoma must assume the responsibility, to assist in shaping change in the direction of human welfare. Education can function only within the structure of the society it serves and not as an external agency or institution. Thus, in any study whose ultimate outcome is the improvement of higher education, the fullest possible analysis and understanding of institutional purposes and functions must be taken into account. Institutions of higher learning should cease to be all things to all people. This does not imply that certain types of educational programs should not be provided, but that in a comprehensive state educational plan, varied types of educational would be available at designated institutions. Institutions of higher learning operating as part of a state system should be expected to clearly, specifically, and concisely state the objectives they seek and the functions they perform and all functions by all public institutions should be coordinated as part of that state system of higher education. The needs to be met through public higher education should furnish the goals for our educational programs and activities. The role, purposes, and functions of each institution that operates as part of a state system of higher education in relationship to state need should spell out the direction of public higher education programs and the way goals may be achieved. Changes in population, such as mobility, migration, and numbers to be educated, pose considerations for the provisions of higher educational services. The capital and other resources available and shared are significant in the support of desired public higher education.

All of these considerations are basic to the planning or reorganization of educational programs and they have important implications for the scope, kind, and quality of public higher education services. It would seem that an analysis of the purposes of a branch of the higher educational system of a state is necessary for continued evolvement of an effective higher educational program.

Statement of the Problem

The problem of this study was to identify the role of the two year state supported junior colleges of Oklahoma. More specifically answers will be sought to the following questions.

1. What should be the purposes and functions of a public junior college operating as part of a state system of higher education?
2. Do institutions with similar purposes and functions, such as public junior colleges, need a common governing board?
3. Should the state needs for higher educational programs be met in these public institutions before local needs are considered?
4. To what extent are these institutions meeting their acclaimed purposes?

Purposes of the Study

The purposes of this study were:

1. To establish an authoritative list of modern public junior college purposes;
2. To establish the public junior college purposes in Oklahoma;
3. To make a comparison of the public junior college purposes in

Oklahoma with the authoritative list that has been established; and

4. Make recommendations as to the role the public state supported two year junior colleges of Oklahoma should assume to be more effective as part of a state system of higher education.

Scope of the Study

This study was primarily concerned with identifying the role of the two year state supported junior college of Oklahoma. The role identified is proposed for use by these public institutions. This study did not attempt to justify the present purposes and functions of these institutions.

Limitations

Oklahoma has seven state supported junior colleges. This study was primarily concerned with only six: Oklahoma Military Academy, because of its limited enrollment, high school function, and primary purposes as a military institution was not included. The Municipal and Church related junior colleges were also excluded.

Procedure

The solution to the problem was undertaken in the following manner:

1. The modern public junior college purposes were established by a review of the literature and by responses from competent people working in the field of junior college education. Frequency of listing of purposes by these educators determined those used in the study.

2. The public junior college purposes of Oklahoma were established

by a review of the historical background of these institutions, by a study and analysis of announced purposes in current catalogues, by a comparison of announced purposes with curriculums provided and by observation during visitation to each institution in the study.

3. A comparison of the established criteria with the established public junior college purposes was made.

4. A summary and recommendations were prepared.

Sources of Data

Data for this study were obtained from pertinent literature on public junior colleges; responses to a letter sent to competent educators working in the field of junior college education; information contained in current biennial catalogues of the public junior colleges of Oklahoma, and knowledge gained by observation from visiting these same institutions.

Definition of Terms

Role. The function or functions assumed or delegated to a public junior college.

Curriculum. A core of course offerings prescribed to meet an educational and/or vocational objective.

Adult Education. Educational opportunities provided for those living in a community who are unable to or do not desire to pursue studies on a full-time basis.

Terminal Education. Curriculum designed to prepare students for immediate, gainful employment in the semi-professional occupations.

Transfer Education. University parallel curriculum for those students

who plan to continue their education in senior colleges or a university.

General Education. A common basic curriculum that provides a unifying educational experience.

Two year state-supported junior college. A two year higher educational institution receiving most of its financial support from the state in which it functions.

Organization

The report of this study is organized into five chapters. Chapter One includes the Introduction, Statement of the Problem, Purposes of the Study, Need for the Study, Scope of the Study, Limitations, Procedures, Sources of Data, and Definition of Terms.

Chapter Two provides a background for the study. This chapter includes a historical review of the junior college movement in the United States, presents the changing or evolving purposes of the junior college since its inception, and establishes a set of modern public junior college purposes.

Chapter Three contains a historical review of the public junior college movement in Oklahoma and establishes the purposes of these institutions as they are currently being discharged.

Chapter four the criteria for this study are listed and a comparison of this criteria with the current purposes of the public junior colleges of Oklahoma is made.

Chapter Five contains the summary and recommendations.

CHAPTER II

HISTORICAL BACKGROUND OF THE AMERICAN JUNIOR COLLEGE AND ITS PURPOSES

Development of the Junior College

"The term 'junior college'; is descriptive rather than definitive. William R. Harper, the first president of the University of Chicago, is given credit for the name 'junior college.'"¹ He was one of the most influential persons in the early development of the junior college movement. Joliet Junior College, Joliet, Illinois, founded in 1901² and still flourishing, is regarded by some authorities as the first public junior college. It was established as a result of the untiring effort of William R. Harper. The reason for the wide spread acceptance of Joliet as the first public junior college is that it is still in existence; however, the first public junior college was established in Goshen, Indiana, in 1900.³

The junior college movement gained much impetus and direction in its

¹ C. C. Colvert. "Development of the Junior College Movement," Chapter II of Jessee Parker Bogue, American Junior Colleges, American Council on Education, Washington, D.C., 1956.

² Ibid., p. 10.

³ Ibid., p. 11.

inception and early days from several far-sighted university presidents and university staff members. Henry W. Tappan, former President at the University of Michigan, stated as early as 1852 that lower division work of colleges and universities should be done in high schools.⁴ William W. Folwell, first President of the University of Minnesota, advocated as early as 1869 that secondary schools should do the work of the first two years of college.⁵ The pioneers of the junior-college movement were actually exponents for a complete reorganization of secondary education.

The new American college, or four-year junior college as it was called, was an educational institution constituting an integral part of the American school system. In the 6-4-4 organization concept, this institution belonged to the public school system and not to the college. "Credit for popularizing the four-year junior college idea is given to George A. Merrill, one of the outstanding leaders of the past generation in the field of industrial education."⁶ The four year junior college arose as a practical answer to a genuine problem in collegiate education. The persistent criticisms of the standard of liberal arts colleges during the past century have rested upon the fundamental idea that it has unnecessarily prolonged the period of general education.

A Comparison between European universities and American universities points out that the European student completes

⁴Ibid., p. 10.

⁵Ibid., p. 10.

⁶ Sexson and Harbeson, New American College, p. 26.

⁷Ibid., p. 2.

his general education two years earlier and students who enter the universities there are usually as far advanced as those in the United States at the end of their Sophomore year in college.⁷

The cause of a reasonable modicum of general education has been championed by every great scholar in the field of education. President Cowley of Hamilton College, in response to some of these critics of the liberal arts college has said,

The attacks upon the college have been of two varieties: first, the efforts to reduce its course to three years, and second, the efforts to dispose of the college entirely by assigning its first two years to secondary education and its last two years to university education.⁸

"Folwell's 'Minnesota Plan' advocated that the first two years of college work was the work of the secondary school."⁹ While the reasons for Folwell's viewpoints are not known, it is believed that he regarded high school students too immature to do satisfactory college work. It is likely that he and other early educators were influenced by the pattern of educational organization in European countries. However as much as these early educators may have been influenced by the European system of education, the development of the junior-college movement in the United States has taken a very different turn from that of the four-year junior-college movement. President Harper in 1892 organized the Freshman and Sophomore years at the University of Chicago as the "Academic College," thus actively advancing some of Tappan's and Folwell's ideas. The junior

⁸W. H. Cowley, "A Ninety Year Old Conflict Erupts Again," Educational Record, (April, 1942), p. 192.

⁹Colvert, op. cit.

and senior years were designated as the "University College" by Harper.¹⁰ The names were changed in 1896 to junior college and senior college respectively. In 1900 Harper furthered the junior college cause by securing approval for granting the associate's degree to all students that successfully completed the junior-college program of studies. This practice of granting the associate degree by junior colleges has found universal acceptance and approves junior college education as definite collegiate accomplishment.

It would be impossible to mention all the educators and organizations from the time of Harper until the present that have advocated the reorganization of secondary education, but it is necessary to list the position of a few to give us the historical background of the junior college we know.

Proctor wrote:

The ultimate effect of the junior college upon educational reorganization: If the contention is valid that secondary education properly covers about eight chronological years, twelve or thirteen to nineteen or twenty, i.e., the entire adolescent period of life, then it would seem desirable to cover that period with two institutions rather than three as at present. A student may attend a junior high school for two or three years, thus having three changes of schools and a junior college for two years thus having three changes of schools and two breaks in the continuity of his secondary education. The greatest draw back in such an arrangement is that no one of the three institutions has an opportunity to make as deep and lasting impression as it could if it covered a four year period.

¹⁰ Colvert, op. cit.

Thus if early adolescence was covered, grades seven, eight, nine, and ten, by a single institution, it would take the pupils through age sixteen. There would be many advantages of the tenth over the ninth grade as the end of the junior high school course. Eighty percent of those who enter the eleventh grade are sixteen years or over, and more than 90 per cent of those over sixteen years of age have reached physiological and mental maturity; thus the four years represented by grades seven, eight, nine and ten would have a student population made up of those who were in the transition stage between pubescence and post-pubescence. To this group also, the accepted principles of junior high school organization would apply. Again, the legal school-leaving age in many of the states is now sixteen, and the age for beginning the apprenticeship to an industrial vocation is also quite generally placed at age sixteen by the grades concerned. Thus the tenth school grade marks a more natural terminal point for thousands of pupils whose formal schooling must end at age sixteen than does either the eighth or ninth school year. The four-year junior high school aims in a manner much more satisfactory than is the case in a three year junior high school.

The last four years of the adolescent period could then be covered by an institution embodying the eleventh, twelfth, thirteenth and fourteenth school grades, i.e., the last two years of the present high school and the first two years of the present college. The students in such an institution would represent the later adolescent years; over 90 per cent of them would have reached mental and physiological maturity. They would have passed through the careful guidance and exploration experiences of the four-year junior high school. They could be allowed a larger measure of self-direction, both in the selection of subjects and curricula and in matters of personal and social activity. They would enjoy the advantages of instruction under teachers of college calibre and there would be possible the development of an excellent morale based on the homogenous nature of the student body. Such an institution could well become a present-day substitute for the four-year liberal arts college of two generations ago. The range of student age would be about the same. The courses of study would be richer than any offered in American colleges forty years ago, and the same brand of personal contact between students and teachers could be fostered.¹¹

¹¹William M. Proctor, The Junior College: Its Organization and Administration (Calif: Stanford University Press, 1927), pp. 198-201.

The four year junior college was endorsed by many distinguished groups of professional educators. The National Educational Policies Commission in 1938 set forth their position.

The common school program now extends from the nursery school and kindergarten through the junior college. Instead of the traditional organization, many communities are now organizing their school system in three major units. The first includes the nursery school and kindergarten and the first six years of the common school program; the second, a four-year unit, an important function of which is the differentiation of courses in line with the vocational outlook of the mature boys and girls enrolled in it . . . Administrative consideration make it desirable to organize children in three units rather than four.¹²

In a statement published in the March 1, 1942, issue of the New York Times, Robert M. Hutchins, President of Chicago University, expressed his viewpoint on the 6-4-4 plan of reorganization.

The confusion, waste, and uncertain quality of American education are the results of its traditional but unsound organization. By beginning secondary education two years earlier than we do, we could start college education two years earlier. A four-year unit, this college would administer a general education, as does the four-year college of the University of Chicago.¹³

The integrity of the four-year junior college was recognized by California Law in 1937.

With the approval of the superintendent of Public Instruction and the State Board of Education, the governing board of any district authorized to establish and maintain a junior college may, by resolution establish one or more four-year junior colleges for the education of pupils in grades eleven to fourteen, inclusive; provided, that in any junior college

¹²The Structure and Administration of Education in American Democracy (Pub. of Educational Policies Comm., 1938), pp. 4-5.

¹³Quoted from the New York Times, issue of March 1, 1942.

district embracing two or more high school districts, such resolution must be approved in writing by a majority of the members of the governing board of each such high school district before such four-year junior college may be established.¹⁴

The junior colleges of California from the beginning have been established in accordance with enabling acts passed by the state legislature. The four-year junior colleges felt they needed legislation to legalize or sanction grades 11 and 12 as being of college calibre; hence the above legislation was enacted in 1937. Dean Alexis F. Lange of the University of California also focused attention on the need for post-graduate work in the public high schools; writing in the California Journal of Secondary Education he said:

The frank recognition of the fact--it is a fact--that the difference between the first two years of college and the high school is one of degree only has never been anything else, implies the remedy. The first step would be for the university to reduce its "swollen fortune" in freshmen and sophomores by actively promoting their distribution among federated colleges, normal schools, and the six year high schools that are to be and will be. The second would be to give these grades, in and with out the university, teachers especially prepared and experienced in secondary education, and to make the position of such teachers a worthy goal, inclusive of salary, of legitimate and worthy ambition and initiative . . . as for the university, a number of its most vexing problems would pass out of existence.¹⁵

The junior college, proposed and initiated both as an extension of secondary education and as an amputation from the university or four-year college, grew and prospered until in 1921 there were 207 such colleges, 70 public, and 137 private. In that year also, the enrollment in public

¹⁴The School Code of the State of California, Sec. 3, p. 361.

¹⁵Alexis F. Lange, "Post Graduate Work in the Public Highschools," California Journal of Secondary Education, (November, 1921), p.39.

junior colleges surpassed for the first time that in the private institution. There were 16,000 students enrolled in all, of whom 52 per cent (8349) were in public and 48 per cent (7682) were in private colleges. In the minds of their administrators, however, these 207 institutions were not secondary schools; they felt that they were truly collegiate, as evidenced by the first definition of the junior college adopted by the newly-formed American Association of Junior Colleges in 1922: "The junior college is an institution offering two years of instruction of strictly collegiate grade."¹⁶

From about 1945 until the present, the terms "junior college" and "community college" have been used synonymously and interchangeably. Since 1900, the number of junior colleges have increased from eight to nearly 800 with an enrollment of approximately 1,000,000 students. Of these colleges, about 275 are private institutions; the others are public tax-supported schools of an infinite variety. In 1961, one student in every three beginning his program of higher education in the United States enrolled in a junior college. In some states, such as Florida, California, New York, Michigan, and Mississippi, the proportion was much greater.

There have been several social factors that have contributed to the rapid growth of the junior college movement. Probably the most important factor has been the widespread acceptance by the American people that a higher education is a status symbol and as such can help an individual move from one social class to another. Two additional factors, one of which definitely affects the other, is the holding power

¹⁶American Junior Colleges, 1940. (Washington American Council on Education, 1940), p. 11.

of high schools (brought on in part by compulsory attendance laws) and the increasing percentage of high school graduates going on to college. In the state of Oklahoma, the number of high school graduates seeking post-high school education is rapidly approaching sixty per cent. Another factor, automation, which is rapidly eliminating the "grease monkey" and the unskilled assembly-line worker in the United States industry is pushing unemployment rates higher and higher necessitating, the retraining of more and more people. It is only through technical training and retraining that the vast number of unemployed and untrained will be able to find a lucrative spot in the American economy. Thus the need for the rapid development of technical institutes to meet the demands of a technological society has had its impact. A fourth factor has been an economic one; junior colleges have provided students with the opportunity to attend college at home at a very low cost.

In the early developmental stages of the junior college, many purposes were suggested for this new institution. Exponents of the new American college suggested that the Magna Charta of liberal education proposed by St. John's College should be the foundation of this type of college.

A liberal education, which up to now in the world's history has been for the few, should be made available to all men. The liberal college, which alone is devoted to the liberal arts, should offer its discipline to all men.

Proper preparation and willingness to submit to its discipline should be the only requirement for admission. Properly matriculated students should not be dropped unless the learning process has completely stopped. Financial aid commensurate with the students' need should be provided without reference to high and low standing within the college.

The materials of instruction and the methods of teaching should be fitted to the powers and training of the students so that each student may have full opportunity to discover his intellectual powers and the medium of his essential freedoms.¹⁷

Probably one of the most vital of the issues involved in the junior college movement is that concerning the legitimate function of this type of institution. The first purposes and objectives of the junior college were those of the upper secondary school. One of the most comprehensive statements of secondary school objective is that formulated by a commission on the reorganization of secondary education appointed by the National Education Association in 1913 and reported in the office of Education, "Bulletin 35" of the 1918 series. This statement is known as the "seven cardinal principles," which are stated thus:

"(a) health; (b) command of fundamental processes; (c) worthy home membership; (d) vocational training (e) civic education; (f) worthy use of leisure; and (g) ethical character."¹⁸ These constitute a comprehensive statement of some of the principal objectives of the secondary school and have been applied to the junior college by some educators.

Thomas in a statement on the junior college listed the following functions:

"(a) the popularizing function; (b) the preparatory function; (c) the terminal function; and (d) the guidance function."¹⁹

¹⁷Published in the April 11, 1942 issue of the New York Times.

¹⁸Office of Education Bulletin, (1918) No. 35, p.

¹⁹Frank W. Thomas, "The Function of the Junior College," Chapter II of W. J. Proctor, The Junior College (California: Stanford Press, 1927), pp. 11-12

Eels suggests, in addition to these, certain other functions such as "research, instructional, cultural and reorganizational activities."²⁰

Sexson and Harbeson proposed that the junior colleges of America had four major responsibilities or functions:

I. The provision of all students with an adequate foundation in general education leading to personal growth and development, physical and mental health, effective participation in family life, and effective democratic citizenship in a world society.

II. The preparation of qualified students for junior standing in standard colleges and universities.

III. The provision of vocational training for terminal students adequate for effective and immediate entrance into the world of business, trade, and industry.

IV. The development of a comprehensive program of community education and culture.²¹

As the junior college movement has expanded during the first half of the twentieth century, its functions and purposes have become better classified. In the very beginning, there was a strong tendency for these colleges to provide only for the university parallel curricula of the four-year liberal arts college. However, as early as the 1920's when the personnel of the junior colleges began to assemble in national meetings to discuss mutual problems, interesting exchanges of information showed that in several parts of the country the purposes of the junior college were being diversified.

²⁰Walter C. Eels, The Junior College (Boston: Houghton-Mifflin Co., 1931), Chapter XII.

²¹John A. Sexson and John W. Harbeson, The New American College (New York: Harper and Brothers, 1946), p. 49.

The first definition of the junior college adopted by the newly formed American Association of Junior Colleges in 1922 read: "The junior college is an institution offering two years of strictly collegiate grade."²²

In 1925, the American Association of Junior Colleges expanded its definition:

The junior college is an institution offering two years of instruction strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year colleges 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. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.²³

This latest definition on the part of the American Association of Junior Colleges focused attention on the occupational educational responsibility of the junior college. The percentage pattern of vocational terminal curricula has gradually increased until in 1947, according to Colvert, "32% of all curricula offered by junior colleges was of a terminal nature."²⁴

As early as 1930 in the first issue of the Junior College Journal, Ricciardi gave a definition of the functions of a community junior college:

²² American Junior Colleges, op. cit., p. 14.

²³ Ibid., p. 8.

²⁴ C. C. Colvert, "A Half Century of Junior Colleges," Junior College Journal, October, 1930, p. 24.

A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who are not going beyond graduation from the junior college, vocational training for particular occupations, usually designated as semi-professional vocations, and short courses for adults with special interests.²⁵

The diversity of its student body imposes on the junior college the responsibility of providing an equally diverse educational program. This is made difficult because of the difference in high school preparation and vocational educational objectives of these students. That the junior college recognizes its responsibility for program diversity is evident by the multiplicity of functions which it generally assumes.

Modern Junior College Purposes

For the last decade at least, the trend on the part of regional accrediting agencies has been to evaluate institutions in terms of their purposes. This trend has probably done more to encourage an institution to clearly determine the educational tasks to which it will address itself than any other thing. It is a common belief today that the junior college should clearly, specifically, and concisely state the objectives it seeks and the functions it desires to perform. The aims or purposes of the institution should be broad enough to encompass the services which the particular type of college was established to provide. From a review of the literature, a more precise definition of the functions of junior colleges today, are the following:

²⁵Ricciardi Nicholas, "Vital Junior College Problems in California," Junior College Journal, October, 1930, p. 24.

(a) A junior college should strive to meet the special needs of both the community and the students it serves.

(b) It should provide a program of instruction for students which embodies common knowledge, skills, and attributes needed by each individual to be effective as a person, a worker, and a citizen.

(c) The general education program should be complementary to, but different in emphasis from, special training for a job, for a profession, or for high scholastic attainment in a particular field of knowledge. Every junior college should not only subscribe to a program of general education, but should also clearly define its general education objectives and the frame work by which such aims may be achieved in relation to the foundation provided by the elementary and high school experiences of its students.

(d) One of the major functions of a junior college is to provide a program of instruction which qualifies students to transfer to standard four-year colleges and universities.

(e) A major function of a junior college which serves a cosmopolitan population is to provide a broad program of vocational education.

(f) Education is a life-long process. All junior colleges should provide educational opportunities for those living in the community who are not able to pursue studies on a full-time basis. The primary purpose of adult education should be vocational upgrading, socio-civic training, cultural development, development of self, creative expression, and training in homemaking.

The above-mentioned purposes for junior colleges were established

by a review and analysis of a wide variety of materials on the junior college. In an attempt to establish a set of modern junior college purposes to serve as a criteria in the evaluation of the public junior college purposes in Oklahoma, the aid of twelve noted educators working in the field of junior college education was secured. These educators, Reynolds, Colvert, Young, Johnson, Gleazer, Knudson, Hannelly, Wubben, Medsker, Morrison, Martorana, and Shannon contributed a comprehensive list of modern junior-college purposes. A purpose was considered if it was listed by more than fifty per cent of the educators that established the criteria. Frequency of listing of purposes by the educators noted above provided the following modern junior college purposes.

Transfer--Meeting the needs of students that will continue their education in four year colleges or universities. (Listed by 100 per cent of the authorities.)

Terminal--Meeting the needs of students by preparing them in two years or less for gainful employment. (Listed by 100 per cent of the authorities.)

General Education--Meeting the needs of all students by providing a unified general education. (Listed by 100 per cent of the authorities.)

Adult Education--Meeting the needs of adults by providing adequate educational opportunities. (Listed by 100 per cent of the authorities.)

Counseling and Guidance--Meeting the needs of all students by providing the individual and specialized services necessary for each student to develop. (Listed by 100 per cent of the authorities.)

Community Service--Meeting the higher educational needs of the

community by utilizing all the resources of the institution for this purpose. (listed by 100 per cent of the authorities.)

Transfer

The traditional task of the junior college has been preparation for further study at four-year colleges or universities. Every state-supported junior college must assume the responsibility of offering standard lower division courses that prepare students for entrance into the junior year of four-year colleges. When a junior college dedicates itself primarily to the transfer function, it loses some of its uniqueness. The transfer program is no longer original with the particular junior college but it becomes patterned after the four-year colleges. It goes without saying four-year college programs vary and what courses they will accept vary; hence, a course may be transferable to one institution but may not be acceptable to all.

The transfer program must satisfy the needs of students who expect to continue their education either in colleges of arts and science or in various professional schools, such as engineering, business, and law schools. In one sense the task of preparing transfer students is becoming more uniform because of the trend away from specialization and toward a base of liberal arts in the lower division curriculum.²⁶

In 1959, James L. Wattenbarger expressed concern for the development of a statement of policy regarding the transfer process. Factors necessitating this policy were listed as follows:

1. Some states are already facing situations where most of their college freshmen will be enrolled in community junior colleges.
2. The economic and social pressure for college attendance for more people will increase during the next ten years to such an extent that our college enrollments will be three

²⁶ Leland L. Medsker, "The Junior College," Progress and Prospect (New York: McGraw-Hill, 1960), p. 52.

to four times the present level.

3. The availability of college education through state planning and state development of community junior colleges will increase college attendance even more than would otherwise be possible.

4. A variety or diversity of educational programs at the post high school level will be necessary.

5. The ready acceptance of junior college transfers into appropriate four-year degree programs will be of great value to the students themselves, to the four year colleges, and to our national economy and well being.

These factors in particular, as well as honest concern for the student himself, make it imperative that some definite procedures be established.²⁷

Articulation and effective communication with four-year colleges are the two most important problems in meeting the transfer purpose of junior colleges.

Terminal

The second purpose for junior colleges is to provide appropriate curriculums that will prepare students for immediate gainful employment upon the completion of the curriculum. The occupational needs of the junior college community or the state in which it exists, determines to a large extent the nature of the terminal program. "The diversity in types of jobs, the ever-growing complications of work life, the widespread demand for the semi-professional occupations--these demand that job skills be included among the goals of education."²⁸

²⁷ James L. Wattenbarger, "That All May Learn Without Unnecessary Transfer Problems," Junior College Journal, XXIV, No. 9 (May, 1959), p. 545.

²⁸ Phebe Ward, Terminal Education in the Junior College (New York: Harper and Brothers, 1949), p. 17.

Technical education of college grade is one of the greatest needs of post-high school education today. Technician training requires as high competency and ability as college work of any kind. It is not a program into which are dumped the misfits and the less able intellectually. It is the most expensive type of curriculum program to offer, and generally the one most frequently omitted. Implications for terminal technical programs to be developed under provisions of the National Defense Education Act are tremendous. The junior college, particularly the public state-supported junior college has a vital obligation to provide programs of a terminal nature to meet the needs of people that are faced with the complexity of the technological world in which we live.

General Education

In 1948, the President's Commission on Higher Education, stated:

The failure to provide any core of unity in the essential diversity of higher education is a cause for grave concern. A society whose members lack a body of common experience and common knowledge is a society without a fundamental culture; it tends to disintegrate into a mere aggregation of individuals. Some community of values, ideas, and attitudes is essential as a cohesive force in this age of minute division of labor and intense conflict of special interest.

The crucial task of higher education today, therefore, is to provide a unified general education for American youth. Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the other.²⁹

²⁹Higher Education for American Democracy: A Report of the President's Commission on Higher Education (New York: Harper and Brothers, 1948), pp. 48-49.

The need for a unifying educational experience is probably greater in junior colleges than four-year colleges or universities. The nature of the junior college student body is especially heterogenous in social, cultural and educational background, and in academic ability. The training that many students receive in the junior college terminates their formal schooling. It is very important that junior colleges recognize and plan for their general education responsibility.

No common agreement has been reached by educators on the nature of general education. Many junior college educators express their concept of general education in the following ways:

- (a) General education is a common basic curriculum.
- (b) General education means common outcomes of a basic educational experience.
- (c) General education is defined as behavioral education that is needed not only to impart knowledge, but to insure development of acceptable attitudes and motives.

The general education program of any public junior college should be complementary to, but different in emphasis from, special training for a job, for a profession, or for high scholastic attainment in a particular field of knowledge. State-supported junior colleges must assume the responsibility for a program of general education and the framework by which this program may be achieved.

Adult Education

Public junior colleges must meet the higher educational needs of

the community or state it serves. Junior colleges are beginning to emerge from the common misconception that adult education is limited to evening programs. The misnomer "Night School" is gradually being replaced by late-evening program or extended-day program. The adult education program is gradually becoming a part of the total educational program functioning under the same standards, same administration, same student personnel services, and same quality of instruction, as the rest of the college program. The objectives of adult education program may be listed in the following manner:

- (a) Vocational u-grading
- (b) Socio-civic training
- (c) Cultural development
- (d) Development of self
- (e) Creative expression
- (f) Training in Home Making

Guidance and Counseling

The public junior colleges across the nation admit students of varying levels of ability and diverse backgrounds. It is the responsibility of the guidance program, or student personnel services as it is more commonly called in the junior college, to provide the individual and specialized services necessary for each student to develop.

A college may have a plant, a faculty, and a curriculum, but unless there is an orderly way of admitting students, some method of assisting them to appraise themselves and to plan their educational and vocational programs accordingly, some means of assuring enriching experiences through campus social interactions, and some attempt to center attention on the

individual rather than on the group, the college is an impersonal shell in which students are not conditioned for optimum learning.³⁰

Humphreys in 1952 expressed concern over some apparent deficiencies in student personnel programs in junior colleges. He concluded that

(1) relatively few junior colleges have student personnel programs adequate to meet the needs of their students, (2) student personnel work is not recognized in sufficient degree (in the institutions) as one of the major functions, (3) testing and counseling of students is not satisfactorily developed or pursued, (4) professionally qualified personnel workers are not used in sufficient numbers, (5) adequate in-service training for staff members doing personnel work is lacking, and (6) the chief administrator of the institution or his assistant tends to carry too much responsibility in student personnel programs.³¹

Despite some difference in terminology there has come to exist a fairly well-accepted list of services comprising a student personnel program in the junior college. The guidance services provided by public junior colleges would include:

- | | |
|--------------------------|--------------------------|
| (1) Orientation | (7) Health Services |
| (2) Admission | (8) Housing and Boarding |
| (3) Testing | (9) Placement |
| (4) Counseling | (10) Follow-up |
| (5) Non-Academic Records | (11) Evaluation |
| (6) Loan Program | |

³⁰ Medsker, op. cit., p. 141.

³¹ J. Anthony Humphreys, "Toward Improved Programs of Student Personnel Services," Junior College Journal, Vol. 52, March, 1952, pp. 382-92

Community Service

Reynolds, Professor of Education and Junior College Consultant at the University of Texas, classified the range of possible community services into the following categories:

- (1) mutual aid for meeting college community needs,
- (2) community experience programs (utilizing the community as a laboratory for the college),
- (3) community study and research problems,
- (4) public affairs education,
- (5) specialized community services,
- (6) community development,
- (7) community participation and leadership training,
- (8) use of mass-media communication,
- (9) public relations programs,
- (10) community use of the school plant,
- (11) adult education.³²

Summary

It is truly remarkable how the junior college has developed during the last sixty years. The work of far-sighted educational leaders and the rather rapid acceptance of this type of educational institution by the public are the two most significant factors in this development. The increasing numbers of students to be educated plus the demonstrated interest on the part of educators and the public in the role to be played by these institutions insure the continued acceptance of them. The junior college movement and its wide spread acceptance during the first half of the twentieth century has brought about a better understanding of its purposes and functions. The aid of twelve noted educators working in the

³²James W. Reynolds, "Community Services," The Public Junior College, Fifty-fifty Yearbook of the National Society for the Study of Education, Part I, Chap. 8 (Chicago, 1956), pp. 140-160.

field of junior college education, Reynolds, Colvert, Young, Johnson, Gleazer, Knudson, Hannelly, Wubben, Medsker, Morrison, Martorana, and Shannon helped to establish a modern junior college purpose criteria consisting of the following functions; transfer, terminal, general education, adult education, counseling and guidance and community service.

CHAPTER III

HISTORY AND PURPOSES OF THE STATE SUPPORTED JUNIOR COLLEGES OF OKLAHOMA

Oklahoma has seven state supported junior colleges. This study was primarily concerned with only six: Oklahoma Military Academy, because of its limited enrollment, high school function, and primary purposes as a military institution was not included.

Northern Oklahoma Junior College

The territorial assembly, by an act effective March 8, 1901, established a university preparatory school for the territory of Oklahoma to be located within from the corporate limits of the town of Tonkawa. The purpose of the school was to provide instruction for students of Oklahoma which would prepare them for a university course of study. The government of the school was vested in a Board of Regents, consisting of the governor and two members appointed by the governor, by and with the advice and consent of the upper house of the territorial assembly, referred to as "the Council."

It was provided that the town of Tonkawa must donate twenty acres of land for the school and that the cost of the building to be used for the school would be not less than \$10,000 nor more than \$15,000. A levy of one-fifth of a mill on the taxable property of the territory

for two years was made for the purpose of constructing necessary buildings, purchasing furniture, and paying teachers salaries as well as other current expenses for the year of 1902.¹

On March 22, 1919, the legislature provided, in effect, that the Oklahoma preparatory school at Tonkawa would emphasize training in vocational subjects, particularly in the field of business education. In accordance with this purpose, the school was to be known as the Oklahoma Business Academy. It was provided that upon completion of the four-year course, which was offered to students who had completed the eighth grade, an appropriate diploma or certificate would be presented to graduates. No student, however, would be permitted to graduate from the school who had not completed one or more of the strictly vocational courses. Basic studies in english, mathematics, science, history, and foreign languages, as the Board of Education may direct, together with military instruction for all able-bodied male students, were provided.²

The college department was established in 1920, and the institution became a fully-accredited junior college. By an act of the legislature in 1941 the name was changed to Northern Oklahoma Junior College.³

By virtue of Federal law, the state constitution, and subsequent

¹ Oklahoma, Session Laws (1901), p. 197.

² Oklahoma, Session Laws (1919), p. 254.

³ Oklahoma, Sessions Laws (1941), p. 202.

legislation, the university preparatory school (Northern Oklahoma Junior College) has a share in the section thirteen land grant for state educational institutions. The institution's part of this grant is equivalent to the income from about thirteen thousand acres of land. The Enabling Act and the state constitution set aside other land for the support of the institutions of higher learning. This land is known as the new college grant. The income from one-hundred-fifty-thousand acres of new college land was all allotted to the university preparatory school. The capital endowment must be kept intact. Income from these funds is now used for capital improvement.

Northern Oklahoma Junior College is located at Tonkawa, a city of nearly forty-three hundred people. The area the college serves is predominately agricultural in nature; however, several cities larger than Tonkawa are located within easy commuting distance of the college.

The course offerings of the junior college include agriculture, arts and sciences, fine arts, business, and industrial arts. To meet the needs of the clientele the college serves, the Faculty and Administration of the college have developed two basic types of curricula, Continuation and Terminal. The Continuation curricula are designed for the student who wishes to continue his training in a four-year institution and obtain a bachelor's degree. The Terminal curricula are designed to prepare for specific occupations. Each curriculum is so arranged as to allow the student to meet graduation requirements and, at the same time, secure a well-rounded training in the occupation of his choice. Work of a purely vocational nature is offered in some of the departments of the

college. These courses are designed to equip the student for specific jobs in the shortest time possible, often in nine months or less. The business department offers a one-year intensive course (secretarial science) designed to prepare students for employment in the least possible time.

Northern Oklahoma Junior College is dedicated to the primary purpose of training the youth of Oklahoma for effective citizenship. In keeping with this objective, the college serves a three-fold function. It enables students to qualify themselves for matriculation in the various professional schools and in the senior colleges and universities. It prepares students for service in some useful and profitable vocation. It affords thousands of young people of the state who find it impossible, or inadvisable, to spend four years in college an opportunity to secure a liberal education. The course of study is so organized that an ambitious and industrious student can achieve two or more of these objectives simultaneously. All these services are supplied at a reasonable cost ⁴ to the state and at a minimum expense to the individual student.

Murray, Connors, and Cameron State Agricultural College

An act passed by the first Oklahoma Legislature effective May 20, 1908,

provided for the establishment in each of the supreme court judicial districts a district agricultural school of secondary grade for instruction in agriculture and mechanics and allied branches, and domestic science, and economics, with courses of instruction leading to the agricultural and mechanical college and the state normal schools.⁵

The state commission of agricultural and mechanical education was authorized and directed to locate, equip, operate, and administer these

⁴ Biennial Catalogue, "Northern Oklahoma Junior College" (April, 1960), p. 6.

⁵ Oklahoma, Session Laws (1907, 1908), p. 18-20.

agricultural schools, subject to the approval of the state board of agriculture. As a result of this legislation, the Murray State school of Agriculture, the Connors State school of Agriculture, and the Cameron State school of Agriculture were established at Tishomingo, Warner, and Lawton, respectively.

On March 17, 1924, government of the Murry State school of Agriculture was transferred to the state board of agriculture and the governing board was

authorized and empowered to provide and establish two (2) years of educational work and all such work shall include courses in agriculture, dairying, animal husbandry, science, mechanical arts, home economics, educational and other allied and auxiliary subjects.⁶

As the result of an act of the legislature effective March 24, 1927,⁷ and an act effective March 28, 1928,⁸ legislation was passed establishing the names Connors State Agricultural College and Cameron State Agricultural College for the two schools respectively and making other provisions as regards function identical with those made for Murray State School of Agriculture.

The functions and purposes of these three schools, Murray, Connors, and Cameron have historically been established by legislative action.

⁶Oklahoma, Sessions Laws, (1923-24), p. 85.

⁷Ibid., p. 74.

⁸Ibid., p. 65.

Murray State Agricultural College

Murray State Agricultural College at the present time is one of the eight state agricultural and mechanical colleges under the control of a Board of Regents for State Agricultural Colleges and under the State Higher Education Coordinating Board, the State Regents for Higher Education.

The school, originally designated as a "district agricultural school," is located in an area that is predominately rural, with a population that is engaged largely in farming, ranching, and related occupations, or in trades or business enterprises usually to be found serving a population of the general status of the area. Oil is produced within the western and northern limits of the school's area, but the largest single industrial plant within a sixty-mile radius from the school is a cement plant, forty miles north. However, this plant is located at Ada, Oklahoma, the home of East Central State College, a college offering lower division work similar to Murray's. Lumbering and forestry products are the principal industry of the eastern limits of the service area.

It is from this general area that Murray State Agricultural College students are primarily drawn, enrollment through the past several years coming from an average of about 30 counties of Oklahoma. There are normally very few students from other states. The immediate area of the college being relatively sparsely populated, there is no great concentration from any one county. In a recent representative year,

39.4 per cent of the total student body was drawn from Johnston County, the county in which the college is located, and the six counties adjacent to it. In the same year, students from the ten highest supporting counties, regardless of their proximity, represented 52.1 per cent of the total enrollment.

The occupational spread of the college's clientele has been fairly constant except for slight post-war changes which might be explained by the fact that the service area has been extending westward and northward, while the eastern area has declined relatively.

Students in 1937, with a total enrollment of 404, listed 74 different occupations of parents, including 181 farmers and stockmen, 71 laborers and mechanics, and 16 oilfield workers. Nineteen years later, in 1956, with an enrollment of 480, 79 laborers, mechanics, and lumbermen; and 49 oilfield workers. There were fourteen who listed teachers in 1937, and sixteen in 1956; four listed ministers in 1937, and in 1956; ⁹two listed dentists in 1937; two listed doctors in 1956.

The college is organized along divisional lines to meet the needs of the clientele it serves: agriculture, arts and sciences, business, home economics, and engineering and industrial arts. In general, enrollments in the five major curricula have been fairly uniform throughout the schools' existence. Although the school has recognized for years the need for more terminal courses and the possible classification of students as "terminal," enrollees who have elected such classification have not been numerous. It is the opinion of the Faculty at this college

⁹A Self-Survey Report of Murray State Agricultural College by the Faculty and Administration, (June, 1959), p. 10.

that at the time of enrollment, students generally elect the regular classification, except in adult education classes. In effect, many courses taken in regular enrollment have been terminal in that "second enrollments" rarely exceed half of the total original enrollments in any given year.

Since the organization of a program for adult education which was organized in 1944, classes have been conducted during every semester. Courses offered are by the election of enrollees, a minimum of five being required for the establishment of a class section. Enrollments in classes offered have ranged from five to twenty-five over the years. Courses in secretarial administration and stenography, industrial arts (woodwork, metal work, and welding), and English composition have been the most popular fields. Mathematics, home economics, agriculture, physical science, and biological science are other general field in which there has been a steady demand for courses. Instruction in the adult education program is under the direct supervision of members of the faculty in the departments in which the courses are offered. Classes, for the most part, meet during the evening hours, but there have been a few sections on Saturday. Classes are held for the same number of clock hours per week as the corresponding regularly scheduled day classes. The same schedule is followed for laboratory hours. Adult students are admitted to classes on proper application and payment of fees, regardless of their scholastic standing. If the student is properly certified as of junior-college standing, he may, upon successful completion of the course, receive the same college credit as the regularly-enrolled day student. Normally,

less than half of the enrollees are eligible to earn credit toward a degree. Generally, the chief interest is purely avocational or occupational. Secretaries, mechanics, ranchmen, farmers, postal employees, salesmen, merchants, dairymen, and others have taken courses of training in their own particular fields, college credit being of little or no concern to them.

The curricula of all departments are subject to change based upon needs arising from student interest, course requirements of higher institutions, and other demands made by changing times and trends. All departments constantly strive to keep their requirements in line with curricula of four-year colleges in the state in order to minimize transfer problems of students. Terminal courses are offered in line with trends and demands.

For the past several years, the Faculty and Administration of Murray State Agricultural and Mechanical College have been engaged in institutional introspection. This type of activity has brought about a more precise definition of the philosophy and purposes of this institution. Foremost in the minds of these educators has been an awareness of the differences in student needs, experiences, capacities, interests, and aspirations. The staff has come to recognize that each person approaches maturity with a hereditary and environmental background making for uniqueness in his total personality. The faculty accepts the fact that individual personality has value and should be cherished; however, there is unanimity by the group that there are common needs shared by all students. The

College interprets its mission to be that of promoting the welfare of the individual and of society by offering each student those educational experiences making for the enrichment of his personal life and for enhancing his effectiveness as a participant in the productive, civic, and cultural affairs of the community. Murray College endeavors to implement its mission by fulfilling five major purposes:

1. To prepare students for advanced standing in other colleges or universities. The transfer function is achieved by offering courses which are equivalent to lower division courses in the four year colleges in the liberal arts and in the professions such as business, engineering, and law.
2. To prepare students for employment in certain vocations. The vocational function is accomplished through courses that provide the information, skills, and attitudes which make for vocational competence in agriculture, business, and homemaking.
3. To prepare students for effective living as persons in a democratic society. Many courses contribute to the general education objective but certain courses chosen because of their special contributions to general education are required to be taken by all candidates for the degree granted by the college. A diversified program of student activities and student personnel services outside the classroom contributes to general education by enriching classwork, by providing avenues for the expression and development of special interests and abilities, and by providing opportunities for the development of spiritual, social and civic skills and values.
4. To provide continuing education for adults. Both credit and non-credit classes in liberal arts, vocations, and general education are scheduled during the day or evening for adults who either cannot or do not desire to pursue studies on a full-time basis.
5. To provide certain special services for the betterment of the community of which the college is a part. The college makes its physical plant available for the use of community organizations and supplies the special talents, leadership, and influence of its professional staff for promoting the economic, civic, and cultural life of the community. Guidance is the integrating factor which assists each student to utilize the curriculum and activity program in accordance with his individual needs, interests, and capabilities.¹⁰

¹⁰ Biennial Catalogue, "Murray State Agricultural and Mechanical College," (September, 1961), pp. 9-10.

Connors State Agricultural College

As has already been stated, Connors State Agricultural College was authorized by an act of the first legislature May 10, 1908. The college is located at Warners, a small town in Muskogee county, 22 miles southeast of Muskogee. Senator Campbell Russell spearheaded the drive to locate Connors at Warner. The citizens of the city contributed one hundred-and-sixty acres of land for the site of the school. The immediate area the college serves is predominately agriculture and ranching; however, several cities like Tulsa, Muskogee and Fort Smith, Arkansas are within easy commuting distance.

The school was named for J. P. Connor who was at that time President of the State Board of Agriculture.

The first session of Connors opened in February of 1909 in downtown Warner. In 1911, the administration building was completed, and the school was moved to its present site one mile west of Warner.

From the original 160 acres, the college land holdings have been increased to 246 acres, and the buildings have increased from one to twelve major buildings. The campus covers about thirty-five acres. The college has as its water supply a beautiful artificial lake in a valley of the scenic Rattlesnake Mountains about ~~one~~ and one-half miles west of the campus. This lake is furnished by springs and drainage from from an area covered with a forest of Blackjack and other native trees. Gravity brings the water supply to the college campus where it is treated and pumped into an elevated tank for distribution.

This lake was built at a cost of approximately fifty-thousand dollars as a cooperative project of the Federal Government and the State of Oklahoma.¹¹

¹¹Biennial Catalogue, "Connors State Agricultural College" (September, 1961), pp. 8, 11.

For the past several years, the college faculty and administration have been working diligently towards regional accreditation. Enrollment at the institution has not shown the marked increase as has other state-supported institutions of higher learning.

The college is organized along divisional lines and offers the following curricula: agriculture, arts and sciences, business, home economics, and industrial arts, and engineering.

The philosophy and purposes of the institution recognize the dignity and worth of the individual. The faculty believes that:

(a) The college is maintained for the education of all persons who meet its requirements for admission.

(b) Opportunity should be provided for each student to develop skills, talents, intellectual abilities, and standards of behavior which will enable him to become a useful, responsible member of society.

(c) The junior college has an important role to play in keeping open the closing door of opportunity for a college education, and must assist in discharging society's obligation to put higher education within the reach of all students who qualify for enrollment.

(d) It is the responsibility of the college to offer the kind of curriculum, teaching and counseling which will contribute to each students intellectual, vocational, ¹² spiritual, social aesthetic, and physical development.

The college lists the following purposes:

General Education

To offer a program of general education which will help all students become more effective as persons living in a democratic society. The objectives of the General Education Purpose are listed below:

1. To develop skill in communication, both oral and written, including skill in reading and listening.

¹²Ibid., p. 7

2. To acquire a general knowledge of natural phenomena and an understanding of man's relationship to his physical environment.

3. To develop an understanding of the importance of sound physical health.

4. To develop an understanding of the individual's social, economic, and political responsibilities.

5. To develop an appreciation of the achievements of man as expressed in art, literature, music, religion, and philosophy.

6. To provide guidance in helping students learn how to analyze and work out their own personal problems.

Liberal Arts

To offer programs of study in the liberal arts which will lead to the Associate in Science and Associate in Art.

Pre-Professional

To provide training in the courses required for admission to professional schools in medicine, dentistry, law, engineering, and veterinary medicine.

Technical Education

To provide specialized programs in agricultural, home economics, business, mathematics, and science for persons who indicate that they are primarily interested in vocational preparation.

Community Service

To work for the advancement of agriculture, industry, and home life in the area served by Connors, and to provide leadership for enriching the life of the community in which the college is located.¹³

Cameron State Agricultural College

Cameron State Agricultural College is located in Lawton, Oklahoma's third largest city, with a population of approximately 66,000 and an additional 25,000 permanent troops stationed at Fort Sill, the Artillery and Guided Missile Center of the world. Serviced by both the Frisco and

¹³Ibid., p. 7.

the Rock Island railroads. Lawton is also furnished bus service by the Mid-Continent and Oklahoma Transportation Company bus lines. Providing easy accessibility to Lawton, U.S. Highways 62, 277, and 281 and State Highway 7 make contact by hard-surfaced roads with all points in Oklahoma; the Central and Continental Airlines also furnish transportation to Lawton. In the center of the Oklahoma recreational area, Lawton is only sixteen miles from the picturesque and scenic Wichita Mountains and the 63,000 acre wildlife and recreation area. Lawton is the trading and educational center of what is known as the "Short Grass" section of Southwestern Oklahoma. Beef cattle, grazing land, cotton, wheat, and the grain sorghums furnish the chief farm income, with deep-well irrigation adding to the total each year. There is no other Oklahoma college or university within sixty miles of Cameron offering the same curriculum as that of Cameron State Agricultural College.

Early day residents of Southwestern Oklahoma vigorously demanded and supported plans for equalizing educational opportunities for their children. Since high schools, few in number, were often located in not easily accessible areas, many students desiring higher education were denied the opportunity because of economic factors and the lack of educational facilities. The history of Cameron College reflects this pioneer spirit. On May 20, 1908, the state legislature created district agricultural schools of a secondary nature in each of the supreme court judicial districts.¹⁴

¹⁴ Oklahoma, Session Laws (1907-08), p. 13.

Realizing the need of and desiring a school of this type in Lawton, a group of businessmen working with the Chamber of Commerce purchased 160 acres of land two miles west of the city and presented the tract to the state as an inducement to the state's locating the school at Lawton.

Cameron State School of Agriculture, named for E. D. Cameron, state superintendent of schools, was located temporarily in the basement of a Lawton business building. In September, 1909, the school opened with a faculty of six members and a student body of one hundred and eight students. In December, 1910, the institution moved into a three story brick building on the present site of Cameron College.¹⁵

Junior college work was added by an act of the legislature passed on March 24, 1927, at which time the name Cameron State Agricultural College was adopted, and control of the school was given to the State Board of Agriculture.¹⁶ In 1940, all high school work was discontinued.

The end of World War II initiated a decade of progress for Cameron College. A heavy influx of students justified additions to the staff, curriculum, and physical plant. Operating under the Oklahoma State System of Higher Education since 1941, the college has continued to implement its pioneer heritage.

Cameron State Agricultural College recognizes all individuals as having value in a democratic society. The primary purpose of the college is, therefore, to assist students with varying levels of ability and

¹⁵Biennial Catalogue, "Cameron State Agricultural College"(June, 1961), p. 10.

¹⁶Oklahoma, Session Laws (1927), p. 74.

diverse backgrounds in developing skills, values, attitudes, and understanding necessary for effective living.

Beginning with the academic year of 1959-60, the organization of Cameron College was changed from the previous "divisional" organization to the following departments of instruction: Agriculture, Biological Science, Business, Engineering, Home Economics, Language Arts, Mathematics, Music, Physical Science, Religious Education, and Social Sciences. Each of these departmental groups have set up objectives consistent with the purposes and philosophy of the college.

In developing the curriculum at Cameron State Agricultural College, the faculty and administration took into consideration a listing of the following factors:

- | | |
|----------------------------|-------------------------------|
| 1. Philosophy and Purposes | 3. Articulation |
| 2. Administrative Policy | 4. Educational Interpretation |
| 5. Community Culture | 8. Socio-Economic Trends |
| 6. Public Opinion | 9. Faculty Competency |
| 7. Plant Facilities | |

The educational pattern at Cameron was also influenced by the following additional factors which have a direct bearing on the student's welfare:

1. Classification of terminal and transfer students
2. Existence of admission requirements set up by senior colleges
3. Accomplishment of the general education program in two years

Realizing that the curriculum must be part of the community, the junior college proper, and the academic areas in which it operates, the

faculty attempted to design the education program in light of the statement contained in the philosophy of Cameron State Agricultural College.

Although the majority of the students that enroll at Cameron are pre-professional, the college has attempted to organize curricula to meet the needs of both of these students and the two-year students. While there has been a considerable area in common between these groups, a program designed exclusively or even predominately for either one will not meet the needs of the other.

The college defined General Education to embody the basic skills, understanding, and attitudes needed by everyone, regardless of the student's major. It has dealt, therefore, not only with personal, social, civic, and intellectual growth but, also with those interests and competencies that give breadth and depth to the students development. Not only the regularly-scheduled courses but also campus activities with which the student may come in contact have added to his development.

In addition to the general objectives of the college and the areas of general education, the college has offered two-year programs designed to serve a group of people desiring occupational training. To accomplish the objectives of the two-year programs, the college lists the following areas of Terminal Education: agriculture, general education, secretarial science, office machines, office administration, accounting, salesmanship, surveying, welding, woodworking, carpentry, pattern making, leather crafts, home economics and technician training in drafting, electronics and mechanical power.

The adult education program of the college was organized during the

early years of World War II to serve the needs of military personnel interested in language improvement. The program has shown remarkable growth since its inception, both in the number of students and in the variety of courses offered.

The program serves three types of students through the extension of the regular curricula to meet the needs of community demands:

1. Military personnel interested in meeting requirements for maintaining rank and temporary military men and women interested in the pre-professional offerings of the college;
2. Community adults who desire further skill training or who wish to refresh skills as a means of promotion in their present positions;
3. Adults interested in hobbies and leisure time study.

The evening school at Cameron has consisted of four nine-weeks' sessions during the year: one fall session, two second-semester sessions, and a summer session. Any adult who wishes to take maximum advantage of the evening school program can earn twelve credit hours during a year of study. The enrollment trend of students taking advantage of evening courses offered during the period of 1953 through the fall of 1962, shows 103 students enrolled in 1953 with 504 enrolled in the fall of 1962.

The college has four major purposes:

1. To prepare students for advanced standing in other colleges and universities. To provide the first two years of senior college courses in preparation for entrance into the junior year of those students who plan to continue their formal education in a senior college or university.
2. To provide a program of general education. To provide instruction which embodies knowledge, skills, and values needed by each individual to be effective as a

person, a worker, and a citizen.

3. To provide a program of terminal education. To provide, for students who desire two years or less of college work, vocational education and/or occupational training, to permit them to hold a job.

4. To provide a continuing program of Adult Education. The college recognizes that learning is a life-long process and accepts the responsibility for providing educational opportunities for those living in the community who are unable to or do not desire to pursue studies on a full-time basis.¹⁷

Eastern Oklahoma Agricultural and Mechanical College

Eastern Oklahoma Agricultural and Mechanical College is located at Wilburton, Oklahoma, the county seat of Latimer county, in the heart of a beautiful valley between the San Bois and Winding Stair Mountain ranges. Forest-covered mountains and many mountain streams, plus Robbers Cave State Park, five miles north, provide a great out-of-doors play ground for swimming, fishing, hunting, picnicking, and driving the year around.

Wilburton is served by the main line of the Rock Island Railroad east and west and by the Oklahoma Transportation Company bus line east and west and by the Bollinger Bus Line south. Convenient travel is available in all directions several times a day via U.S. Highway 270 east and west, and State Highway 2, north and south. The college is essentially a regional institution; that is, its clientele comes primarily from that section of Oklahoma in which the college is located. The area served is primarily one of agricultural and ranching pursuits;

¹⁷Ibid., p. 9.

however in the last two or three years gas wells of tremendous potential have been drilled. This gas discovery will probably tend to have tremendous impact on the enrollment of this college as the field is developed.

The college has a varied history. It was established on May 28, 1908, by the second legislature as the Oklahoma School of Mines and Metallurgy,¹⁸ and was located on sixty acres of land donated by the citizens of Wilburton. The purpose of this institution was to:

Teach such branches in mining and metallurgy as will give a thorough technical knowledge of mines and mining and of subjects pertaining thereto, including physics and mining engineering, mathematics, chemistry, geology, mineralogy, metallurgy, and subjects of shopwork and drawing, the technical knowledge and properties of mine gasses, assaying, surveying, drafting for maps and plans, and such other subjects pertaining to mining engineering as may add to the safety and economical operation of mines in the state.¹⁹

It could confer degrees in these related subjects at the discretion of the faculty.

The Oklahoma School of Mines and Metallurgy began its first session in September, 1910, in rented quarters in Wilburton. In April, 1911, it moved into the new metallurgy building and the basement of science hall, constructed with the \$235,000 appropriated by the legislature for building and maintenance.

Closed for two years during World War I when funds for maintenance were cut off by gubernatorial veto, the college was re-opened in 1920. Besides the regular courses in mining and metallurgy, it was operated as

¹⁸Oklahoma, Sessions Law (1907-08), 621.

¹⁹Ibid., p. 621.

a school of trades and industries for training disabled veterans of World War I at the expense of the Federal government. These trade courses and mining engineering were discontinued in 1924, but with the assistance of the State Vocational Department, practical extension courses were offered to coal miners; also for several years, teachers' certificates were granted. All this was later discontinued.

By legislature action on June 22, 1927,²⁰ the statute fixing the purpose of the school of mines and metallurgy was repealed and it was provided that the school would be known as the Eastern Oklahoma College after June 1, 1927. The faculty, under the direction of the Board of Regents, was authorized to issue certificates in addition to conferring degrees and issuing diplomas. The school was directed to emphasize vocational instruction below college grade in vocations relating to trades and industries.

In 1935, the fourteenth legislature passed House Bill 454, authorizing Eastern Oklahoma College:

to care for, train, and educate dependent youths and orphans of the state who had attained the equivalent of a common school educational standard and who, by reason of being poor, dependent, neglected, or orphaned may be unable to be cared for, trained or educated otherwise.²¹

Under the provisions of this bill students have come from most of the counties of the state.

²⁰ Oklahoma, Sessions Laws (1927), p. 274.

²¹ Oklahoma, Sessions Laws (1935), p. 167.

On February 1, 1939, the name of Eastern Oklahoma College was changed to the Eastern Oklahoma Agricultural and Mechanical College, and it was provided that the college would be one of the agricultural and mechanical college of the state. The Board of Regents of the college was abolished and the state Board of Agriculture was made the governing board of the college.²² With the adoption of an amendment to the state constitution in 1941, creating the state regents for agricultural and mechanical colleges, the institution was then placed and now is under the control of that board.

The faculty of the college has recognized that all people have both individual and common needs. It has been the responsibility of the college to help each student identify these needs. The educational program in all of its aspects should contribute directly to satisfying these needs in order that the student may effectively fill his place as a citizen in a democratic society. The faculty has recognized the importance of using all the activities of the campus, both class and out-of-class, to help the student achieve his goals. The sum total of a student's experiences in and out of the classroom constitutes the college program or curriculum.

The purposes of Eastern Oklahoma Agricultural and Mechanical College as adopted by the faculty are:

1. To provide a general education for all students that enables them to develop the attitudes, knowledge, qualities and skills necessary for them to be effective as a person, a worker

²² Oklahoma, Sessions Laws (1939), p. 200.

a family member, a citizen.

The program of general education aims to help each student increase his competence in:

- a. exercising the privileges and responsibilities of democratic citizenship,
- b. developing a set of moral and spiritual values by which he may guide his life,
- c. maintaining good mental and physical health for himself, his family, and his community,
- d. understanding and appreciating his cultural background, his relationship to it, and the world in which he lives,
- e. using critical thinking for the solution of problems and in determining a sense of values,
- f. achieving a satisfactory vocational adjustment,
- g. expressing his thoughts clearly in speaking and writing, and reading and listening with understanding,
- h. preparing for satisfactory home and family life,
- i. developing a balanced personal and social adjustment,
- j. using his leisure time effectively, including participation in creative activity and/or appreciating the creative activity of others.

2. To provide education for students who wish to earn a livelihood.

The program of vocational education aims to help each of these students

- a. select a vocational program appropriate for him in which there are employment opportunities,
- b. learn necessary vocational skills,
- c. acquire related skills necessary to the performance of his chosen work,
- d. understand and appreciate the responsibilities of the work in which he is engaged,
- e. achieve a cooperative attitude toward those with whom he works,
- f. understand essential employer-employee relationships,
- g. secure employment in the field in which he is qualified.

3. To prepare students who wish to continue their education for advanced work in senior college.

The program of preparatory education aims to aid each of these students

- a. know the programs, costs, and opportunities available to him at various senior colleges, or at the senior college of his choice,
- b. enroll in the courses required for his entrance into that senior college of his choice without loss of time or credit,

- c. achieve that knowledge and those skills which will enable him successfully to continue his work in a senior college,
- d. learn how to use the library and carry on research,
- e. develop sound study habits.
- 4. To provide general and vocational education for the out-of-school youth and adults of the communities served. The program of adult education aims to
 - a. determine the educational needs of out-of-school youth and adults,
 - b. offer instruction designed to meet these needs,
 - c. provide placement services for those trained.²³

The faculty of Eastern Oklahoma Agricultural and Mechanical College has defined the curricula as the sum total of the educational experiences that a student has on the campus. Accordingly, the curriculum, at this college, includes both class and out-of-class activities. When this concept of a curricula exists, all phases of the college program must be brought into the framework of, and tied to, the philosophy and purposes of the institution. Faculty, administrators, equipment, and plant are only agencies by which students are taken into the college program, and are helped by it, to develop in knowledge, understanding, experience, and behavior toward the level of maturity.

The course offerings of the college are divided into two major classifications: terminal programs and pre-professional or preparatory programs. This is in keeping with the college purpose of providing both terminal-vocational education and preparation for advanced study and education--for adults and for out-of-school youth. These programs are administered in six divisions: agriculture, arts and sciences, business,

²³Biennial Catalogue, "Eastern Oklahoma Agricultural and Mechanical College" (September, 1961), pp. 16-17.

engineering, home economics, and industrial arts. Terminal training programs are offered in seven, and preprofessional programs, in nineteen fields.

The adult education program of the college was organized as an evening school in the summer of 1951. The curricula offerings for the adult program have been chiefly in the fields of industrial arts, business, and agriculture, with a few art and science courses taught regularly each semester. The offerings are determined by the demands and interests of those seeking enrollment. These demands and interests are, in turn, determined by evening school surveys, field surveys, and requests. From twelve to twenty courses have been offered in the evening school, all taught by the regular college instructors and in their own major field of training.

The majority of the enrollees in evening school are people employed during the day in shops, offices, and public service establishments who desire professional or trade training to make them better employees.

Northeastern Agricultural and Mechanical College

On March 17, 1919, the Oklahoma Legislature created the Miami School of Mines and provided that the school would be erected and maintained by the state of Oklahoma at or near the city of Miami on a site consisting of forty acres of land to be donated by the citizens of the community where the school was to be located. The site and plans for the building were to be approved by the State Board of Education, but the erection and construction of the buildings was to be under the state Board of Public

Affairs. Title to the site was to be conveyed by general warranty deed to the state of Oklahoma and was to be approved by the Attorney General. Proper conveyance of the site and approval of the title were required before the act creating the school became effective.

The state Board of Education was given the management and general supervisory control of the school. The school was to be one". . . . where the science of mining and the study of metals shall be taught the courses of study to be prescribed for the students of the school shall, at all times, be selected with the view of the further development of the mining industries of the state of Oklahoma."²⁴

The school was organized so that it offered college work largely of a scientific nature. After holding classes for a year in the mining and exchange building in Miami, the institution moved into the new building located on the forty acres of land given by interested citizens of Miami. Here it operated as a school of mines until 1925 when, during a special session of the legislature, the name of the school was changed to Northeastern Oklahoma Junior College and general collegiate courses were added to the curriculum.

Control of the college remained in the hands of the special Board of Regents until 1939 when Northeastern Oklahoma Junior College and the six state teacher's colleges were placed under the supervision of the Board of Regents of State Colleges.

²⁴ Oklahoma, Sessions Law (1919), p. 116.

"In April, 1943, by act of the legislature, the name of the college was changed to Northeastern Oklahoma Agriculture and Mechanical College and it was placed under the Board of Regents for Agricultural and Mechanical Colleges."²⁵

The college is located in Miami, a city that lies in the northeastern part of the state of Oklahoma. The Tri-State Lead and Zinc mining fields of this geographical region are still active. Although there are several small towns served by the college, a predominance of the student body comes from the city of Miami.

The college is made easily accessible to students from surrounding towns by the northeast Oklahoma interurban bus, the Greyhound and Trailways buses, and the St. Louis - San Francisco railroad. United States Highways 66 and 69 and state Highway 10 running through the city, facilitate driving to and from the college.

Northeastern Oklahoma Agricultural and Mechanical College is organized to prepare young people for enriched living and occupational competence and to offer continued cultural or occupational education to adults. It aims to help the young students to develop a sound philosophy of life, to cultivate self-reliance and independence, to acquire a consciousness of civic responsibilities, and to become vocationally competent.²⁶

To implement these purposes, two types of curricula are offered:

1. The basic curricula contains the typical Freshman and Sophomore courses for students who wish to complete four years of college work

²⁵Biennial Catalogue, "Northeastern Oklahoma Agricultural and Mechanical College" (September, 1961) p. 11.

²⁶Ibid., p. 10.

either in general education, or in professional or pre-professional training. This curricula enables any student to enter a four-year college or university as a Junior.

2. The terminal program enables the student who desires a two-year college course to secure a cultural and vocational education best suited to his needs.

To further the cultural and vocational education of adults of the college community, the college offers, either with or without credit, a night-school program designed to enrich leisure time, to increase efficiency in participation in public affairs, in home life, and in occupational activities.

The college is organized along divisional lines and provides continuing or terminal education in the following curricula: agriculture, business, communications, fine arts, industrial education, and science.

The adult education program of the college has four purposes:

- a. For job advancement -- Evening school study makes one's job more secure. It trains the individual for a new job or advancement in the present job.
- b. For recreation and enjoyment -- All adults profit from recreation. Hobbies and self expression and the satisfaction of learning give a new perspective to the zest of living.
- c. For completion of highschool -- Through night study courses.
- d. For gaining further college credit.²⁷

Summary

The state supported junior colleges of Oklahoma have all been

²⁷Ibid., p. 82.

established by legislative enactment. Northern was created by an act of the legislative assembly of Oklahoma territory passed March 1, 1901, and providing that it operate as a university preparatory school. Murray, Connors and Cameron State Agricultural Colleges were established by an act of the first legislative body of the state of Oklahoma which provided for schools of secondary grade for instruction in agriculture and mechanics in each of the supreme court judicial districts of the state. High school work was discontinued in these institutions in 1927 and they were authorized and empowered to provide two years of college work.

Eastern Oklahoma Agricultural and Mechanical College was created in May of 1908 as a school of mines and metallurgy. This function was continued until 1927 at which time the statute fixing the purpose of the school of mines and metallurgy was repealed, and it was provided that the school would be known as Eastern Oklahoma College. In February of 1939 the name was changed to Eastern Oklahoma Agricultural and Mechanical College.

Northeastern Agricultural and Mechanical College was created in 1919 by the Oklahoma legislature as the Miami School of Mines. Its primary purpose was the further development of the mining industries of the State of Oklahoma. On March 18, 1924, the name of the institution was changed to Northeastern Oklahoma Junior College.

By an act of the legislature in 1943 the name of the college was changed to Northeastern Oklahoma Agricultural and Mechanical College. With the exception of Northern which has its own governing board these institutions operate under the Board of Regents for Agricultural and Mechanical Colleges.

CHAPTER IV

A COMPARISON OF AUTHORITATIVE OPINION ON JUNIOR COLLEGE PURPOSES WITH THE PURPOSES OF THE OKLAHOMA STATE SUPPORTED JUNIOR COLLEGES

The noted junior college educators that have helped to establish the list of public junior college purposes have charged it with heavy responsibilities. Among the purposes which they have ascribed to it are included the following:

1. To provide curricula preparatory to advanced undergraduate education in four year institutions;
2. To provide terminal curricula of two years and less in length;
3. To provide general education for all students;
4. To provide a wide range of curricula for adults;
5. To provide adequate counseling and guidance services for all types of students, transfer, terminal, general, and adult;
6. To provide a dynamic program of community service.

In attempting to make a comparison of the authoritative opinion established and the purposes of any state-supported junior college, one can only assume that an institution is doing reasonably well those tasks to which it addresses itself. It is equally as valid to assume that any institution that does not spell out in some detail certain purposes contained in the established criteria will in a sense be less effective

in these areas.

Northern Oklahoma Junior College is dedicated to the primary purpose of training the youth of Oklahoma for effective citizenship. In keeping with this objective the college serves a three fold function:

1. Transfer Education provides education necessary for students to qualify themselves for matriculation in the various professional schools and in the senior colleges and universities;

2. Terminal Education prepares students for some useful and profitable vocation.

3. General Education affords thousands of young people of the state who find it impossible, or inadvisable, to spend four years in college an opportunity to secure a liberal education.

The administration and faculty of the college believe that an ambitious and industrious student can achieve two or more of these objectives simultaneously. The continuation and terminal curricula of the college are arranged so that adults can take advantage of opportunities for furthering their education.

With a desire to aid students in solving their educational, vocational, and personal problems, the college provides student personnel counseling services. These services are concerned with the development of the whole person. The Dean of Men and Dean of Women serve as personal counselors to individual students, helping in the solution of their personal problems, and endeavoring to guide them through curricular and extra curricular difficulties. The basic objectives of the student personnel program are the following ones:

1. Helping the student to discover and clarify his interests, aptitudes, and abilities,
2. Helping the student to see clearly his place in society,
3. Helping the student through progressive self-direction to adjust himself to life.¹

The institution does not specifically, in its catalogue, address itself to the community service objective. Observation from visitation does reveal, however, that the college is making a very real contribution in this direction.

Murray College endeavors to implement its mission by fulfilling five major purposes:

1. Transfer
2. Terminal
3. General Education
4. Adult Education
5. Community Service

It does not subscribe in its purposes to a counseling and guidance function but does say, "Guidance is the integrating factor which assists each student to utilize the curriculum and activity program in accordance with his individual needs, interests, and capabilities."²

The college provides an orientation program for all students. It consists of individual counseling, general assemblies, and diagnostic testing. During the enrollment period, each student is assigned a faculty

¹Biennial Catalogue, "Northern Oklahoma Junior College" (April, 1960), p. 14.

²Biennial Catalogue, "Murray State Agricultural College" (September, 1961), p. 10.

counselor who serves the student throughout the time he is enrolled in the college. The Dean of Students coordinates the program of orientation and advisement. He also assumes primary responsibility for counseling in cases where problems of a psychological or emotional nature are present. The faculty counselor performs the following functions:

1. Helps the student with his educational objectives,
2. Helps the student plan and carry out a program designed to carry out these objectives,
3. Helps the student with any problem, either personally or by reference to other staff members,
4. Assists the student in better self-development.³

In clarifying its purpose of educational community service, the faculty believes that it has the following responsibilities:

1. Determining the educational needs of out-of-school youth and adults.
2. Providing instruction to meet these needs through adult classes, workshops, conferences, meets, institutes, and by advice and counsel on community projects and problems.
3. Assisting in every reasonable way to place the properly trained individual in work he is fitted to do best.

Attempting to maintain high educational standards, the college strives to meet all of these needs by providing educational opportunities at a minimum cost to the student and the state of Oklahoma.

The faculty of Connors State Agricultural College believes that all

³Murray State College, Self-Study Report, June, 1959, p. 54.
(Mimeographed).

the resources of the institution should be directed toward the achievement of the following purposes:

1. General Education
2. Liberal Arts
3. Pre-professional Training
4. Technical Education
5. Community Service

The rural location of the college prohibits, to some degree, the need for an extensive adult education program. Through workshops and direct contacts with the communities, agricultural, and home-life activities, the staff does provide leadership for enriching the life of the community. The college is administratively organized to provide guidance and counseling services. It has a full-time Dean of Student Personnel Services and a Dean of Women, who teaches part-time, who coordinates the student services. The college provides a required course in guidance for all students. Group study and discussion of academic, social, and other basic problems common to beginning college freshmen make up the content of the course. The small enrollment at the college allows instructors to know each student individually.

Certificates of completion are given to students who successfully complete one or two-year programs in terminal curricula, which at this institution, consists of programs in agriculture, business, home economics, science, and mathematics.

The limited enrollment at the institution will always have a direct bearing on the extent to which the institution can successfully meet its

avowed purposes.

The faculty of the college feels that regular departmental offerings do have general or cultural value and that the general education objective can be adequately met by proper course distribution requirements. At the present time, the following courses are required of all graduates of Connors College:

- 6 hours of English Composition
- 2 hours of Speech
- 3 hours of American History
- 4 hours of Physical Science
- 6 hours of Humanities
- 3 hours of Federal Government
- 4 hours of Biological Science
- 3 hours of Mathematics
- 4 hours of Physical Education
- 1 hour of Orientation.⁴

Cameron State Agricultural College lists four main purposes:

1. Transfer
2. Terminal
3. General Education
4. Adult Education

Recognizing that the institution has as its primary purpose the developing of skills, values, and attitudes necessary for the individual's effective living in a democratic society, the student personnel service, which is planned to assist in identifying the needs of youth, proposes to satisfy the needs in reference to the abilities and desires of the individual.

⁴ Biennial Catalogue, "Connors State Agricultural College" (September, 1961), p. 19.

Cameron College recognizes that all students have common and personal problems and that the purpose of the counseling program is to simplify these problems after they have been identified.

The Director of Guidance, a trained specialist in the field of counseling, heads the counseling program of the college. The program is based on an advisor-advisee plan wherein each faculty member is a counselor of students. At the time of his enrollment, each student is assigned a faculty advisor who coordinates his counseling with that of other members of the staff by means of a referral program. The faculty members utilized in the referral program are specialists in various problem areas.

An advisement committee assigns advisees to advisors on the basis of the following considerations:

1. Vocational interests of the students
2. Educational choice of the student
3. Desires of the student
4. Personality factors of both advisor and advisee.⁵

The program is flexible in order to permit advisor-advisee changes upon the request of either.

Diagnostic testing and the case study approach are used by the student personnel offices to aid in individual problems.

The guidance services provided by this institution include the following ones:

⁵Cameron State Agricultural College, Self-Study Report, June, 1958, p. 71. (Mimeographed.)

- a. Orientation
- b. Admission
- c. Testing
- d. Counseling
- e. Non-Academic Records
- f. Academic Records
- g. Grants-in-Aid
- h. Health Services
- i. Housing and Boarding
- j. Placement
- k.. Follow-up
- l. Research and Evaluation

Ample time, help, and finance are provided the Dean of Students so that he may discharge in full scope, the planning, coordinating, and evaluation of student personnel services.

The Faculty of Cameron College discharges the responsibility of interpreting the college to the community and state that it serves. An understanding and appreciation of the junior college as a distinctive phase of higher education can occur only through a well-informed and enlightened citizenry. The junior college can function effectively only as the people are kept aware of its value. The faculty of Cameron College realizes that if sound educational programs are to exist, the college community must understand the purposes of the institution, an understanding which comes through a network of relationships between the junior colleges and family units, organizations, and institutions

within the junior college community. The college attempts to develop and to maintain this school-community relationship. The building of favorable school community relationships depends, to a large part, on the ability of the institution to discharge in its full scope the functions of planning, informing, and coordinating.

A review of the location of Cameron College reveals that the community in which Cameron operates is predominately agricultural, having an income which ranks in the upper twenty per cent of the state. A location of this type places the college in a position to render worthwhile service to a rural population of farmers and cattle ranchers. Although agriculture is the distinctive feature of the Cameron College Community, there is also a definite industrial and civic need for the services of Cameron. Located in a growing city of approximately 66,000, adjacent to Fort Sill, the college furnishes employment assistance to governmental, business, and municipal organizations.

The scope of the community service program encompasses the following areas:

1. To provide a two-way flow of information from the college to community and from the community to the college.
2. To provide opportunities for a well-informed and involved citizenry.
3. To define the educational program of the college to the community.
4. To help the community and state solve the higher educational problems of its students.⁶

The purposes of Eastern Oklahoma Agricultural and Mechanical College

⁶Ibid., p. 121.

as adopted by the faculty are the following ones:

1. General Education
2. Terminal Education
3. Transfer education
4. Adult Education

The college defines the sum total of a student's experiences in and out of the classroom as the college program or curriculum. This definition precludes the idea that the student personnel services and the instructional services have as their objective the development of the whole person in accordance with his needs. These two services start with the following assumptions:

1. Individual differences in students are anticipated.
2. The individual is considered as a whole functioning being and his development in all areas of living is treated as a unit.
3. Teaching, counseling, student activities, and all other organized educational efforts of the institution start where the student is.
4. All persons have unsatisfied needs which influence behavior.
5. There is a never-ending process of rearranging the environment to student purposes and revising these purposes when the odds against them prove too great.
6. While the student has individuality, he lives always as a member of a group or groups.⁷

The location of the college has strong implications for the type and quality of community service program the institution has developed. The economy of the area is primarily agricultural, and the topography is hilly and rough. There are extensive under-developed agricultural and

⁷ Eastern A. & M. College, Student Handbook, 1960, p. 40.

mineral resources. The per capita income of the region is the lowest in the state. This institution, however, has projected one of the best public images of any of the state supported junior colleges. The college is committed to the needs of the geographical area it serves. The constructively-favorable attitude of the lay public of the community indicates that the public is receptive and welcomes the efforts of the college.

Northeastern Oklahoma Agricultural and Mechanical College is organized to prepare young people for enriched living and occupational competence and to offer continued cultural or occupational education to adults.

The purposes of the college can be summarized in the following manner:

1. Transfer
2. Terminal
3. General Education
4. Adult Education

Even though the college does not state implicitly the guidance and counseling function, provision is made in the organization of the college to implement this function. "The Department of Guidance confers with students having special problems and suggests means of vocational and educational adjustments."⁸

⁸ Biennial Catalogue, "Northeastern Agricultural and Mechanical College (September, 1959), p. 26.

The Dean of Men and the Dean of Women seek to have personal contact with students and to help in any difficulties pertaining to the students' educational and social activities. They apparently are responsible for students and for the general supervision of activities. They endeavor to give personal attention to Freshmen students and to act as interpreters of college regulations for all students. The relation of each advisor to the student is that of a friendly counselor ready at all times to assist by encouragement, or through advice.

The staff views orientation as a continuous process from the time a prospective student begins to learn about college to his departure from that institution. Although the Northeastern program is not elaborate, there is a well-defined procedure to help incoming students find their places quickly and to settle satisfactorily into their new school environment.

This part of the college program begins for the majority of students when representatives from the college go to various high schools to meet senior groups, to distribute catalogues, and to talk with individuals about their college plans. The enrollment also serves as part of the orientation process.

A more formal orientation program for new students is conducted before school actually starts. At this time, the functions of school clubs are discussed, officers are presented, the faculty is introduced, and general information about the college is given.

Through the use of a faculty-adviser system, students have an opportunity throughout the school year to get help concerning any problem or question that they may have and to receive guidance in their last three semesters enrollments.

The community service program of Northeastern Agricultural and Mechanical College centers around one of the most extensive adult education programs in the state. This program can be categorized as being a dual track system, one program being of strictly collegiate level while the other is definitely trade school oriented; however, one might classify the offerings as definitely meeting the needs of the clientele the college serves.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

History

Higher education in our society is considered to be a social necessity and should be available to youth of ability regardless of socio-economic status. Public higher education in any state should be a concern of all the people in that state to the extent that no person shall be denied the higher educational opportunities considered necessary to the fullest development of that individual to be effective as a contributing member of a democratic society. Today, every state in the nation maintains institutions of higher learning.

A very important segment of American higher education today is the junior college. The term "junior college" is descriptive rather than definitive. William Rainey Harper, the first President of the University of Chicago, is given credit for the name "junior college." The junior college movement gained much impetus and direction in its inception and early days from such outstanding educators as Folwell, Tappan, Harper, Lange, and Merrill.

The junior college, proposed and initiated both as an extension of secondary education and as an amputation from the university or four-year college, has increased from seven to approximately eight hundred institutions enrolling over one million students in 1962.

Since the state supported junior colleges of Oklahoma are coming to be recognized as a major means of meeting the problem of providing education at the post-high school level for a rapidly-expanding student population, a clear understanding of their role is needed. There is increasing recognition of the need of many individuals for only two (or fewer) years of education beyond the high school. In the state of Oklahoma, the public junior colleges must assume the responsibility of meeting this need, a need which of necessity must involve the coordination of effort through a common governing board.

Findings of the Study

It is not easy to arrive at a clear-cut, understandable definition of the purposes of state-supported junior colleges. For years, leaders in the junior college field have struggled with this problem of a common identity for this heterogeneity. Somehow, there has developed a provincialism among noted junior college educators who view these institutions as having specific responsibilities. For this study the aid of the following twelve distinguished educators was enlisted: Reynolds, Colvert, Young, Johnson, Gleazer, Knudson, Hannelly, Wubben, Medsker, Morrison, Martorana, and Shannon, in establishing a set of modern public junior college purposes. A purpose was considered if it was listed by more than fifty per cent of the educators that established the criteria. Frequency of listing of purposes by these educators provided the following criteria:

(a) Transfer -- To provide university parallel curricula for those students who plan to continue their education in senior colleges or universities, or in professional schools which require not more than two

years of basic collegiate preparation for admission;

(b) Terminal -- To provide extensive offerings of terminal curricula to prepare students for immediate gainful employment in the semi-professional occupations;

(c) General Education -- To provide instruction which embodies knowledge, skills, and values needed by all individuals and a unifying educational experience that will also help to insure a fundamental culture;

(d) Adult Education -- To provide an extensive plan for either formal or informal instruction, either for credit or without credit, for the people in the community who cannot or do not desire to go to school on a full time basis;

(e) Counseling and Guidance -- To provide a comprehensive, well-coordinated and adequately staffed program of student personnel services that meet the needs of its student body;

(f) Community Service -- To provide opportunities for the college and community to understand each other and to cooperate in meeting the mutual needs of one another.

This kind of comprehensive program of education and training is becoming the generally accepted pattern for the curriculum of public junior colleges.

Oklahoma has seven state-supported junior colleges. This study was primarily concerned with only six; Oklahoma Military Academy, because of its limited enrollment, high school function, and primary purpose as a military institution, was not included. Historically, these institutions and, for the most part, the purposes they are to achieve

have been established by legislative enactment.

In applying the established authoritative list of public junior college purposes to the avowed purposes of the public institutions of Oklahoma, one immediately becomes cognizant of the influence of regional accrediting agencies. Today, all regional accrediting associations include among evaluative criteria a reference to the need for each institution of higher learning to state clearly and concisely its purposes. The institution then is evaluated in terms of stated purposes.

A perusal of current biennial catalogues, observation by visitation, and responses to questions asked of administrators and instructors in these public institutions reveal a great diversity of opinion on what the respective functions of these Oklahoma colleges really are. In so far as clarity and concisely-stated purposes are concerned, the task of these institutions is fairly clearly defined.

Northern Oklahoma Junior College, located at Tonkawa lists the following functions: transfer, terminal, and general education.

Murray State Agricultural College, located at Tishomingo, endeavors to implement its mission by fulfilling five major purposes; transfer, terminal, general education, adult education, and community services.

Connors State Agricultural College, located at Warner, is dedicated to the achievement of the following purposes: general education, liberal arts, pre-professional training, technical education, and community service.

Cameron State Agricultural College, located at Lawton, has four major purposes: transfer, terminal, adult education, and general education.

Eastern Oklahoma Agricultural and Mechanical College, located at

Wilburton, lists the following purposes as adopted by the faculty: general education, terminal-vocational education, transfer, and adult education.

Northeastern Oklahoma Agricultural and Mechanical College, located at Miami, views its role to be providing the following curricula: transfer, terminal, general education, and adult education.

In making a comparison of the authoritative list and the stated purposes of any state-supported junior college, one can only assume that an institution is doing reasonably well those tasks to which it addresses itself. It is equally as valid to assume that any institution that does not specifically state an objective or purpose contained in the authoritative list will be making less effort in this area. The most alarming aspect in this comparison was the lack of substantiating data available at these institutions that would reveal the extent to which they were meeting their stated purposes. Instructors at several of these colleges indicated that a preponderance of them felt the transfer function was the most important purpose and that they taught all students accordingly; however, records at these same institutions showed an alarming attrition rate from incoming freshmen to graduating sophomores. Granted that there could be several reasons for the relatively high attrition rate, it still remains a fact that an institution with vitality will continuously seek new evidence on its effectiveness.

Another problem faced by these public institutions as they develop institutional purposes is the connotation of "belonging to the community" or the title "Community College." No public educational institution can accept the dictates of the local community, however well-intentioned, on

educational, intellectual, and academic matters. Its primary responsibility is to provide educational programs which meet the needs and requirements of the students of the state in which the college is located. In point of legal fact and philosophy, these public institutions are operated by the state on behalf of all residents of that state, irrespective of race, religion, or nationality, industrial pressures or special interest groups. To some extent, all public institutions have to face the problem of community pressures. The junior college, however, has the dubious distinction of being the one most vulnerable to legislative and community pressures. To reflect its basic purposes, an institution must be able to resist haphazard and uncontrolled growth and development and, at the same time, reconcile institutional purposes with what is actually occurring on the campus.

An institution with such a multiplicity of programs and heterogeneity of students must commit itself to a strong program of student personnel services. Provision should be made for systematic reporting, and study of student progress and counseling services (academic and personal) should be available to all students. A continuous follow-up study on graduates should be available in order that the institution acquire some indication of the success of students in their chosen fields.

After visiting the junior colleges of Oklahoma and reviewing the student personnel programs now existing, it was felt that there is no doubt this function of these institutions is the one performed least effectively.

There seems to be a lack of understanding and acceptance by administrators and faculty for the responsibility of effective guidance

programs. The counseling program is inadequate in that it takes on the form of academic advisement in most instances. In-service training for staff members doing personnel work is lacking in most of these colleges. Inadequate clerical staffs, necessary to maintain records, to assimilate materials, to provide follow-up services, and to do the myriad of other clerical tasks, add to the problem.

The Oklahoma State Regents for Higher Education, established by constitutional amendment in 1941, was created to coordinate the programs and activities of the various institutions of higher learning within the state. Although the Regents of Higher Education is recognized as the coordinating board, all institutions continue to operate under the immediate direction of their own governing boards. It is a recognized fact that the Regents of Higher Education have tended to rely too heavily upon the recommendations of the direct governing boards in matters pertaining to programs and finance.

As early as 1960, a citizen law-maker committee recommended that there was urgent need for the establishment of common governing boards for institutions with similar purposes and functions, boards which would operate under the central coordinating board, the Regents of Higher Education. This suggestion would mean four direct governing boards:

- a. Oklahoma University Regents
- b. Oklahoma State University Regents
- c. Four-Year College Regents
- d. Junior College Regents

This recommendation would have the greatest impact on junior colleges, since the first three boards would function as they do now but the separate

board for junior colleges would have to be established. At the present time, two public junior colleges have their own direct governing boards, while five operate under the Board of Regents for Agricultural and Mechanical Colleges. There is common agreement among public junior college educators in Oklahoma today that these similar institutions could better meet their role if they had a common governing board.

Conclusion

The six Oklahoma State Supported Junior Colleges in this study have accepted and are attempting to meet the purposes indicated in the authoritative list established by twelve noted junior college educators. These institutions individually and as a group are providing adequately for the following purposes; transfer, terminal, adult education, and community services. They are providing less adequately and ineffectively to some degree the guidance and counseling purpose.

The five junior colleges operating under the agricultural and mechanical name stigma need a change in name that would provide a much clearer connotation of the level of work and purposes of these institutions. Names of these institutions are misnomers if they are supposed to be descriptive of their function. The number of students enrolled in agricultural and mechanical courses constitute less than fifteen per cent of the total enrollment at any one of these institutions. It is also a recognized fact that there is expensive and unnecessary duplication in the agricultural programs in these colleges.

To many parents and students the word "agriculture", "mechanical" or "vocational", tend to downgrade and present a negative reaction on

their desired social status image, this problem presents a psychological and social concept deep-rooted in the American parent; his child will have a college education and this education should be directed toward the professions. This public attitude has important implications for the "image" of an institution as projected by name.

The Regents of Higher Education must assume in its full scope the responsibility of coordinating higher educational programs within the state. Little attention if any has been paid to developing and adequately financing a state wide program of junior colleges. Effective coordination of effort is not present between these similiar type institutions, stemming partially from the lack of a common direct governing board that is concerned only with the problems of this particular kind of institution.

Recommendations

It is recommended:

1. That immediate consideration be given to changing the names of the Agricultural and Mechanical Junior Colleges to names that would provide a much clearer connotation of the level of work and purposes of these institutions.

2. That the six public junior colleges as defined herein be placed under a common direct governing board concerned only with the problems of this particular kind of institution.

3. That the six public junior colleges appropriately recognize in their statement of purposes the counseling and guidance purpose.

4. That each of these institutions commit themselves to a strong program of student personnel services and direct the resources of their particular institution to the fulfillment of this purpose.

5. That provision for systematic appraisal be made including total institutional evaluation with the help of appropriate criteria and follow-up studies of students.

6. That careful consideration be given as to whether the state system of junior colleges can afford the expensive and unnecessary duplication of agricultural programs at a majority of junior colleges.

7. That the people of Oklahoma assume the responsibility for developing an improved pattern of financial support for junior colleges.

8. That the Oklahoma Regents of Higher Education assume in its full scope the responsibility for coordinating higher educational programs in this state.

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APPENDIX

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. B. Lamar Johnson
University of California
Los Angeles, California

Dear Dr. Johnson:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

From a review of the literature the purposes listed below seem to be appropriate to public junior colleges. Would you check those that are listed that you feel are a definite responsibility of a public junior college, and list any additional purposes that you feel should be included. Frequency of listing of purposes by competent people working in the field of junior college education will determine those used.

Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Community Service

Comments The Terminal-Vocational purpose needs to be given increased emphasis and recognition. There is a grave danger that the transfer function (important as it is) will be over emphasised to the detriment of other programs.

(Signature)

B. L. Johnson

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. Leland Medsker
University of California
Berkeley, California

Dear Dr. Medsker:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X

TERMINAL X

GENERAL EDUCATION X

ADULT EDUCATION X

OTHERS: Community services, Counseling & Guidance

(Signature)

Leland Medsker
Vice-Chairman
Center for the Study of Higher Education

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. J. W. Reynolds
Junior College Consultant
University of Texas
Austin, Texas

Dear Dr. Reynolds:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

1. TRANSFER X
2. TERMINAL X
3. GENERAL EDUCATION X*
4. ADULT EDUCATION X
5. OTHERS Community Service**

Comments: *Ordinarily, I would subserve this under items 1, 2, & 4.
**Non-instructional services (in the formal, classroom sense)
such as fine arts presentations, community use of physical
plant, etc.

(Signature)

James W. Reynolds
Professor, Curriculum & Instruction

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

President Marvin Knudson
Pueblo Junior College
Pueblo, Colorado

Dear President Knudson:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER	<u> X </u>
TERMINAL	<u> X </u>
GENERAL EDUCATION	<u> X </u>
ADULT EDUCATION	<u> X </u>
OTHERS	<u>Community Service, Counseling and Guidance</u>

Comments: i.e. Short unit courses for special groups; Musical Production and Choruses etc., Art Shows Others.

(Signature)

Marvin C. Knudson
President

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. C. C. Colvert
Junior College Consultant
University of Texas
Austin, Texas

Dear Dr. Colvert:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X

TERMINAL X

GENERAL EDUCATION X

ADULT EDUCATION X

OTHERS: Guidance and Counseling as a background for all; also
Community Service

(Signature)

C. C. Colvert
Professor & Consultant
Junior College Education
University of Texas

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. Robert Hannelly
Dean Phoenix College
Phoenix, Arizona

Dear Dr. Hannelly:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Guidance, Community Service

(Signature)

Robert J. Hannelly
Dean, Phoenix College
Phoenix, Arizona

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. Edmund Gleazer
Executive Director
American Assc. of Junior Colleges
Washington, D.C.

Dear Dr. Gleazer:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Counseling and Guidance, Community Service

(Signature)

Edmund Gleazer, Jr.
Executive Director
Am. Assoc. of Junior Colleges

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

President Horace Wubben
Mesa College
Grand Junction, Colorado

Dear President Wubben:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER	<u>X</u>
TERMINAL	<u>X</u>
GENERAL EDUCATION	<u>X</u>
ADULT EDUCATION	<u>X</u>
OTHERS	<u>Counseling and Guidance, Community Service</u>

(Signature)

Horace J. Wubben
President, Mesa College
Grand Junction, Colorado

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. S. V. Martorana
U. S. Dept. of Education
Washington, D.C.

Dear Dr. Martorana:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Guidance and Counseling

Comments - Community service by providing cultural/esthetic programs

(Signature)

S. V. Martorana, Chief
State & Regional Organization
U. S. Office of Education

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. Grant Morrison
Junior College Specialist
U.S. Dept. of Education
Washington, D.C.

Dear Dr. Morrison:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Technical Education

Comments: Technical Education of college grade is one of the greatest needs today. This definitely requires as high competency as college work of any kind. It is not a program into which are dumped the misfits and those who "can't quite cut it." It is the most expensive junior college program, the one most frequently omitted. It needs special emphasis.

(Signature)

D. J. Morrison
Specialist, Community & Junior Colleges

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. Raymond Young
Junior College Consultant
University of Michigan
Ann Arbor, Michigan

Dear Dr. Young:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
*TERMINAL Occupational Education
GENERAL EDUCATION X
ADULT EDUCATION Community Services
OTHERS: Guidance and Counseling, Salvage Function

Comments: *There is nothing more terminal about a two-year program than a four-year program. Both are "terminal". "Adult Education" as we have known it in the past is fast disappearing as JC's develop extended day programs -- 7:30 A.M. - 11:30 P.M. serving ages 17-75 without the old concept of "day" session and "night" session or division.

(Signature)

Ray Young
Director, Junior & Community College

C O P Y

Cameron College
Lawton, Oklahoma
December 15, 1961

Dr. William Shannon
Assistant Director
American Assoc. of Junior Colleges
Washington, D.C.

Dear Dr. Shannon:

In attempting to evaluate the public junior college purposes in Oklahoma, it is my intention, with your help to establish a set of institutional purposes that are common to the more effective public junior colleges in the nation. This set of purposes will then be used as a criteria in evaluating the public junior colleges purposes in Oklahoma. The Oklahoma public junior colleges serve as part of a state system of higher education.

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Respectfully requested,

James L. Taylor, Dean

TRANSFER X
TERMINAL X
GENERAL EDUCATION X
ADULT EDUCATION X
OTHERS: Guidance and Community Service

(Signature)

William G. Shannon
Asst. Executive Director
Am. Assoc. of Junior Colleges