1925

The service possibilities of a junior college to the community

Armstrong, Housen Parr

Boston University

http://hdl.handle.net/2144/5667

Boston University
BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

THE SERVICE POSSIBILITIES OF A JUNIOR COLLEGE
TO THE COMMUNITY
Submitted by

Housen Parr Armstrong
(A.B., Kansas University, 1921)

In partial fulfillment of requirements for
the degree of Master of Arts
1925

BOSTON UNIVERSITY
COLLEGE OF LIBERAL ARTS
LIBRARY
OUTLINE

I. Introduction.
   1. The function of ideals in education.
   2. The place of habits, attitudes and skills in education.

II. Theory.
   1. The junior high school.
   2. The junior college.
      a. Purposes.
      b. Values.

III. History.
   1. Prior to 1890.
   2. President Harper's contribution.
   3. The Joliet Junior College.
   4. Denominational and private institutions.
   5. Public junior colleges.

IV. Service Possibilities.
   1. Physical and psychological.
      a. General statistics relative to age, graduation, enrollment, etc.
      b. Two years longer at home.
      c. The emotional age at 18.
      d. A stepping-stone.
      e. A more serviceable public school.
   2. Scholastic possibilities.
      a. The group system in all colleges.
      b. All ground floor subjects taught in all junior colleges.
      c. Training of junior college teachers.
      d. Organizations in junior colleges.
   3. Domestic advantages of the junior college.
      a. Home ties.
      b. What education costs at home.
      c. A finishing school.
   4. Economic benefits and possibilities.
      a. Taxation equality.
      b. What the tax payer pays.
      c. Equipment.
      d. Student employment.
      e. Night school services.
   5. Conclusion.
      a. The two main reasons for the junior college.
      b. Quotations.
      c. Personal letters.
      d. Educational ideals and aims.
At the outset I must set forth the importance of the ideal in education. Before anything is said about the services of a Junior College, it must be made clear that the ambition of education is to govern ideals, habits and attitudes. Before considering the many services of a Junior College, it is first of all necessary to show that education is not just knowledge which is given to people, but that it consists of ideals indoctrinated into young boys and girls who later become citizens.

Quoting from "The Function of Ideals in Social Education," by Voelker, the ideals of education are stated as follows: "Ideals and attitudes are among the resultants of education and that their function is to guide, control, and stabilize human conduct; and, second, to point out that this hypothesis is in agreement with the opinion of the majority of the world's educators, with the known laws of nature and with the laws of learning in so far as they are understood. The function of specific ideals and attitudes is so generally admitted that it is hardly necessary to mention them. A boy who through the experience forms the ideal of an erect carriage, or who acquires the attitude of respect for old age, will be quite likely to make the proper responses in every situation which is associated with his ideal or his attitude, for the reason that his specific ideal and attitude tend immediately to become
A child which is capable of high intellectual and moral development may be led in successive steps from comprehension of, and obedience to, the ideal of clean hands to ever larger ideals—clean body, clean surroundings, cleanliness, health and holiness. Most theorizers on education would agree that the resultants of education in any individual may be roughly classified as knowledge and ideas, habits and skills, ideals and attitudes.

Bagley says: "Knowledge is an instrument, not an end. It affects conduct by bringing 'consciously to bear upon the problems of adjustment the related factors of past experience. It may be used to direct conduct to unworthy ends as readily as to worthy ends.' The function of knowledge is to guide in the realization of hope. Without such purpose it has no function to perform." Miss Bronner says: "Ideals about morality do not transform themselves automatically into good character... It is no longer assumed that knowledge of right is a guarantee of right doing." "Until educators learn to think of the final purpose of education in other terms than mastery of so much knowledge...progress will necessarily be slow," says Monroe.

An ideal may be defined as "(I) consisting of a generalized notion or general concept used as a plan or standard of action, (II) the recognition and appreciation of the practical worth of this plan or standard, and (III) a tendency (habit) to accept and obey the plan or standard, to act it out in conduct. Unless the three elements are present, the term ideal can not be properly employed."
"When an ideal has become more or less habitual, it is called an attitude. The attitude is a mind 'set' in a certain direction. It thus becomes a mechanism as well as a drive. Its advantages in the control of conduct lies in the fact that the mind 'set' directs the power of selective attention. An individual will see what he elects to see in any situation. The mind 'set' screens out what one does not attend to, what one does not want. A trustworthiness mind 'set' with its accompanying desire to live up to one's responsibilities, reduces the chance of yielding to the temptation to lie, cheat, steal, and do poor work. One is looking for something else and finds what he is looking for."*

From what has been said it is evident that training that has been received in school accompanies the student when he leaves school. Just to what extent, and to how much training is transferred into other fields, it is hard to say. It is the business of education to train boys and girls rather than to crowd knowledge into them. The point the author wishes to make here is not so much that a specific habit is transferred, but that the ideal of the habit tends to pass over into another field.

*Voelker, Function of Ideals and Attitudes in Social Education, Pg. 47-56.
James M. Wood, president of Steven's College, Columbia, Missouri, says, that the Junior College and the Junior High School are the two vital administrative units in our educational machinery. For that reason I am giving part of the history and theory of the Junior High School along with the theory of the Junior College. President Wood says in an article entitled, "The Function of the Junior College," (in The National Conference of Junior College bulletin, 1922, #19,) the following about the institution: "The secondary school has been an historical development. It grew out of the colleges and universities above rather than the elementary schools below. As the secondary school grew down toward the elementary school, educational leaders found that there was a great waste of energy somewhere along the line, and as a result of their studies there came into existence the administrative unit called the junior high school, adapting the curriculum to the age of early adolescent development. The same need was found to exist at the upper end of the course, the high schools having failed to cover a period of two years of secondary education. To meet this requirement there has been an increasing demand for an upward extension of the curriculum to cover these two years of professional work and the junior college is the product of this demand. The junior college and the junior high school are the two
vital administrative units in our educational machinery because the secondary schools and the college proper are both committed to certain definite traditional kinds of work. Neither the junior high school nor the junior college has yet developed any definite set of traditions, and consequently each is free to develop along the lines that the judgment of the respective constituencies believe right and proper."

Perhaps to be more specific about the junior high school, which is the forerunner for the junior college in theory, I will quote from bulletin #4, 1923, The Junior High Schools of Berkeley, California, which says, "The objectives of the junior high school when rationally conceived are determined, of course, by society's problems, needs and purposes, and by society's conception of the function of schools in relation to those problems, needs and purposes. ...The junior high school in Berkeley is merely that section of the public-school system to which is committed the education and training of children during the seventh, eighth and ninth years of the total public school course. It is therefore responsible for furthering as much as possible the attainment on the part of each pupil during the years he is in the junior high school of all those objectives which the school system as a whole is expected to achieve."

"In 1919 Supt. Bunker of Berkeley and the Board of Education was confronted with increased attendances in the ninth grade (first year of high school). Financial conditions were tight at that time, and it was found that there was room to spare in the several grammar schools. Hence the ninth grade
was placed in the four most centrally located grammar schools. The necessary mechanical distribution gave the superintendent a much desired opportunity to reorganize the work of the seventh, eighth and ninth grades upon a basis that had been suggested by President Elliott, of Harvard. The plan which Mr. Bunker recommended involved a reorganization and a regrouping of the several grades of the Berkeley schools. The first group, tenth, eleventh and twelfth grades was called the high school proper. The seventh, eighth and ninth grades were called the introductory high school group; but today is commonly known as the junior high school."

The junior high school to be more exact is an intermediate school which effects a better articulation between the grammar school and the high school. Quoting from Mr. Bunker's theory, again, on page 10 from the same bulletin, he says: "Statistics show that the masses are held in school no longer than through the fifth grade, and that at the close of the fifth grade they drop out in very large numbers, which means, educationally, that whatever is to be taught to the masses must be given in the first five or six years. By making the break come at the close of the sixth year the tendency will be to hold the children in school at least one year longer."

Mr. Bunker says further: "In the first six grades I would have the course of study uniform for all children and somewhat narrow in its scope. Every child should know how to read and how to write, how to use his language, both orally and in written form, and how to perform with facility and accuracy
simple problems in arithmetic. Every child should get a sympathetic knowledge of his city, state and National Government, and the protection of society in general.

But in the 'introductory high schools' the three grades comprise another natural group, inasmuch as children would enter it at the beginning of the period of adolescence, when by nature naturally crave an opportunity to dip into a wide range of subjects and activities, which is nature's way of insuring a freedom of choice in determining occupation and somewhat of intelligence in the same way. I would have certain prescribed subjects for this group, but in addition thereto would permit as many electives as possible, thus making it unnecessary, as at present, for every child in the seventh and eighth grades to take exactly the same work as every other child. ....I should wish much emphasis placed on learning how to study, how to use the library, how to get material from the same with expedition and with judgment. If a child forsees that he wants to take German or Latin in the high school proper, I would wish him to begin these languages when he enters this group and thus have six years for work in the same before he enters college instead of four, according to our present agreement. I should wish to see the work of this group shaped up to make a more easy transition from the work of the elementary grades to the departmental work in the high school."

"By an arrangement of this kind it would seem that the work of the high school proper could be made more intensive than it is at the present time, with higher standards of
scholarship and more rigid requirements than at present ob­
tain, and without working any hardships upon the young peo­
ple who enter the same, for it would seem that, if this work
which I have outlined be carefully and efficiently done, the
incoming student will have developed a much more serious at­
titude towards his work than obtains at the present time;
will have oriented himself better, so far as his subjects are
concerned, and that the break will not be so serious or so
discouraging as with the plan under which we are now working."

In the above paragraph I have reviewed in a few words,
Mr. Bunker's theory of the junior high school. I have given
this history and theory because it is in a close sense akin
to the theory of the junior college—in that it may also serve
as an intermediate school between high school and college.
There is not, however, such a big change between the high
school and college, psychologically, as there is between the
grammar school and the high school. It is evident, though,
that the junior college is as important as a Pre-School for
the senior college proper in many other respects, as the jun­
or high school is for the senior high school proper.

Superintendent Soldan of St. Louis, and President Butler
of Columbia set forth the idea in 1899 that the first two
years of college is secondary school work. They said: "Why
should not centers be established where the first two years
of college work should be given? Accordingly a junior col­
lege was started at Joliet, Illinois." More will be said
about this in the chapter on the history of the junior college.

The junior college also helps in fulfilling the compulsory school law. J. Stanley Brown, President of Northern Illinois State Normal, says: "It is very difficult for the private educational institution to develop so as to increase the number of people it can care for. The only other avenue through which it can be done is the public educational system.

...There is no difference between a young man and a young woman of 17 and 18 and 21, so far as education is concerned; and if the secondary work has been finished at 17 years and the young man or woman desires to remain in the public educational institution no law should prevent."

Here is a brief statement of a few facts from the Fort Scott Junior College bulletin, as to how that particular college serves its people. The following is quoted from page 4 of the 1923-1924 bulletin:

"The most economical college student will spend from hundreds to one thousand dollars a year if he attends a college away from home. Many pupils are unable to continue their studies owing to this fact, while others must drop out of school for a few years to earn money with which to continue their education. The tendency of the age is to obtain an education as early in life as possible, so that the individual will have more successful years ahead of him."

"Many high school students graduate at an early age. If they continue their education without the junior college, they must enter a large institution where they are likely to be
lost in the crowd. The freshmen year in college is considered the educational cemetery for many, owing to this fact."

"The classes of the junior college are smaller than in the larger institutions and each pupil receives individual attention."

"The work in the junior college is taught by men and women holding master's degrees from some of the best institutions in the country. Many times freshmen in the larger universities must receive their instruction from younger, less trained and less experienced teachers."

"The junior college is a place to try out many students. Some students are unable to carry college work successfully. If they cannot, it is far better to fail at home than elsewhere."

"The junior college has an influence on the high school, as the teachers instruct in the high school also. Better library and laboratory facilities are provided for the junior college. These facilities are used by the senior high school."

"The local community is bettered by the presence of the junior college teachers, as well as having the students in the community two years longer. When the pupils leave home to go away to college they are liable to sever these home ties permanently."

"While the per capita cost is lowered very materially, most all of the money spent by pupils and teachers is spent in the community, hence the small amount which is expended in taxes to maintain the junior college returns many fold in the community."

---

""
"The local Junior College serves to some extent as a city training school from which a number of the students have served as substitutes in the city schools. Practice teaching is being tried out with a view of establishing courses of credit."

At the beginning of this chapter there is a brief statement of the theory of the junior high school. In short such an institution exists for two main reasons. First to keep the pupil in school by jointing the grammar school and high school together by means of an intermediate institution. And secondly, the amalgamation of the two schools psychologically and academically.

The junior college theory, as taken from the Fort Scott Junior College catalog, obviously shows that the purpose of the institution is not only that of an intermediate step between high school and university, which is commonly known in pedagogical language as "articulation," but that it serves many other purposes besides, such as are mentioned above. The Junior College movement is spreading rapidly throughout the United States. Elsewhere in this thesis there are other examples of new schools which better illustrate the junior college theory.
HISTORY OF THE JUNIOR COLLEGE MOVEMENT

For more than thirty-five years there has been, in the United States, a gradual evolution of the idea that the first and second years of the standard college or university are distinctly secondary in character, differing alike in purpose, content, and organization from the later years of the period of higher education. To this period of two years, whether attached to the high school or with the university, the name "junior college" has been applied and at the present, in a number of states, seems quite generally accepted.

The suggestion of an extended period of secondary education comes from Europe. Since the days of John Strum, at Strassburg, one may find secondary schools offering courses in secondary training which are nine or ten years in length. The present German gymnasium and the French lycée are typical of this class of institutions. Not only do they cover the later years of what we call elementary education, but they include an equivalent of the first two years of American college as well.

Although the evidences of the movement appear distinctly, it seems difficult to determine just when or where the idea was first suggested in the United States. Henry P. Tappan, in his inaugural address as president of the University of Michigan in 1852, suggested the advisability of the transfer of the work of the secondary departments of the university to
the high schools.

Likewise Col. Folwell, at the outset of his career as president of the University of Minnesota, suggested that ultimately the secondary schools of the larger centers might well undertake the work of the freshmen and sophomore years of the university.

In the earlier eighties President James made an unsuccessful attempt to interest the authorities of the University of Pennsylvania in this plan. Since there appears to have been no immediate changes following these suggestions, I shall pass them as of historic interest only.

The first official recognition of the distinction between the early and later years of university work that we have record of is that at the University of Michigan in 1883. In that year there was introduced in the liberal arts department of the university what was known as the "university system." Under this regulation a student was required to choose by the beginning of his junior year one major or two minor subjects, and to submit himself a year and a half or two years later to a final examination over all of the ground covered. This examination was set by a committee of three representing his major and two minor subjects.

This plan seems to have been abandoned a few years later, chiefly on account of administrative difficulties. We are told, however, that this institution agreed to accept work done above the twelfth grade in the better high schools of the State at full credit and that in the early nineties students were graduated in three years after doing the first year's work in a standard high school.
More than a quarter of a century ago President William R. Harper, president of the University of Chicago, began to advocate vigorously that the first and the second years of college work should be considered as secondary education and that the line of demarcation and the method of presentation of the work of these two years should be clearly drawn at the end of the sophomore year. When he became the first president of the University of Chicago, which opened its doors on October 1, 1892, the freshmen and sophomore work was put into a distinct division of its own, and called, "the academic college." Four years later, in 1896, the divisions were designated as junior college and senior college, respectively. The plan of organization is still used there. The student entering the university is regarded as a high school pupil, still pursuing high-school subjects. Genuinely university work does not begin until the end of the sophomore year. Under President Harper's plan and leadership, a number of small colleges soon became affiliated with the university, and some colleges passing as four year institutions were induced to reduce their course of study to two years. They were then able to concentrate all their means and effort on two year's work, and students doing this amount of work were admitted as juniors in the University of Chicago. Dr. Harper apparently coined the term "junior college" as applying to those institutions doing two years of college work. By 1903 several smaller colleges, which were not equipped to do four years, had dropped the last two years; ceased to confer the
baccalaureate degree; and were fully affiliated with the university, their students being admitted to the junior class. These small colleges had preparatory departments, thus making the courses of study six years in length. Within the few brief years this great educational statesman and reformer was permitted to live, after beginning such an educational program, he saw abundant fruits of his labor.

In the state of Illinois several years ago there was a law that said the years from 6 to 21 may be devoted to education. In other words it was just as legal for a young man or young woman to demand education at public expense at the age of 20 or 21 as it was for him or her to demand it at the age of 15 or 16. It was on that basis that the Public Junior College was established in Joliet, Illinois, in 1902. Joliet takes no particular credit for it, but concedes it to the man of vision, Dr. Harper. Superintendent Soldan of St. Louis, President Butler of Columbia University, and one or two others met at the University of Chicago in 1899, and during their meeting clearly set forth that the first two years of college is secondary work, since the majority of colleges confine their work to the fields of arts and sciences. They said, why should not centers be established where the first two years of college work should be given? Accordingly their plans were carried out, starting with the city of Joliet. The junior college there started with five or six students, but it grew rapidly because the junior college is largely a community proposition. At first the growth was a little slow, but it was continuous, and did not stop for a
moment any more than the development of the public high schools, which was slow at the beginning but did not stop for a moment. When we consider that it is only about 75 years since the very first high school was established, and that within the past 30 years the secondary schools have developed 500 per cent, it becomes apparent that the evolution of education will have to stop unless there is provided a way to care for the large number of boys and girls of 18 years of age who are graduating from our high schools. In order to care for them it has been suggested that junior colleges can be started under the guidance and supervision of the State universities and that too for the sake of the State university as well as for the sake of the boys and girls in the various communities.

President J. Stanley Brown, of the Northern Illinois State Normal, said five years ago: "We are face to face with knowledge that of the 450,000 students attending colleges, something over one-half of that number are attending private institutions. It is very difficult for the private educational institution to develop so as to increase the number of people it can care for. The only avenue through which it can be done is the public educational system. The state of California passed the first direct law providing for the junior colleges, and it probably has more well-developed junior colleges than any other state. For years they have faced there the problem of caring for the young men, the young women, and the boys and girls graduating from the high schools, and I think it is in a way a defense for the state that these junior colleges were established by law. There is no difference be-
tween a young man and a young woman of 17 and 18 and 21, so far as education is concerned; and if the secondary work has been finished at 17 years and the young man or woman desires to remain in the public educational institution no law should prevent it."

In 1913 the people of Missouri commenced to take an interest in the development of the junior college, particularly the church-owned institution. It recognized and affiliated with six junior colleges. The Virginia Association of Colleges and Secondary Schools for Girls inaugurated a similar movement in the same year; and some schools were classified in 1914. In the same year the college section of the State Teachers Association of Texas appointed a committee to set standards for colleges and junior colleges and report on institutions of the state that measured up to the standards set. In 1916 this committee reported ten church schools meeting the requirements set for A-grade junior colleges. In 1920 there were fifteen church-owned junior colleges rated by the department of education as first-class, which gives them the privilege of certificating teachers. As early as 1916 there were ten states that gave official standing to junior colleges. There were in 1920 at least 19 such states.

As early as 1912 the Southern Baptist Convention mentioned the junior college as deserving consideration at the hands of the board of education. In the same year the secretary of the board of education of the Methodist Church South, gave a list
of schools that designated themselves as junior colleges. In Oklahoma City, May, 1914, The General Conference of the above church gave legal status to the junior colleges in that denomination, and during that year the commission on education defined the junior college, and the board of education gave a list of nine schools which met the requirements for classification as junior colleges. In 1920 that number increased to twenty-five. The Presbyterian Church officially recognized the junior college as early as 1916. Four years ago there were nine schools classified as junior colleges, and three seeking to meet the requirements.

Perhaps no other section or state in the United States is more noted for junior colleges than the state of California. In recent years it has apparently assumed the lead in junior college building. In 1907 the legislature of that state passed an act enabling high-school districts to add two years to the traditional four-year course. In 1910 Fresno became the first high school to avail itself of this opportunity. By 1914 there were ten such additions or junior colleges. In 1919 there were twenty junior colleges established in California.

One type of junior college that is attracting much attention at the present time is that which has arisen as a result of the extension of the 'traditional high-school course' to include the first two years of college work. In its typical form it consists merely of the first half of the standard college courses offered in the high-school building and taught for the most part by high school teachers. In contrast with
the private junior college, it is distinctly a public institution. In most of the states it is supported by tuition and local taxation. In California, where more than half of these institutions were located in 1919, the state legislature provided for state aid at so much per pupil to supplement the local taxation. This provision makes the junior college as definite a part of the system of public education as is the high school.

In general it may be said that the forces that have operated in the establishment of these institutions have risen out of the public demand for increased opportunities for higher education. In this respect they are typical of all American educational institutions. The rapid increase in number of the public junior colleges (and private junior colleges as well) seems to indicate they are filling a real need in the educational system.

Within the last eight years, most all of the Junior Colleges in Kansas have been organized and developed. In 1917 a new law was passed by the Kansas legislature providing authority for the extension of high school courses. In brief the Kansas law states these main features:

"The board of education of any city of the first or second class and the board of trustees of any county high school may provide an extension of the high-school course of study by establishing for high school graduates a two-year course in advance of the course prescribed for accredited high schools; provided, that at a general election or at a special election called for the purpose, in the manner prescribed by law, a majority of the electors voting on the proposition shall favor such an extension of the high-school course of study..."

The State Board of Education shall prescribe the course of study for the high-school extension provided for in section 1 of this act, which shall be approximately equivalent to the course of study in the first and second year of accredited colleges..."
A result of the Kansas law which was passed seven years ago shows that there are nine junior colleges in Kansas. This list was printed by the state department of education two years ago. Since that time there have been five more institutions organized, however, all of these are not two-year institutions and they are not all fully accredited by the state as yet.

The educational directory for the year 1924 issued by the federal government gives the names of 125 junior college presidents. From other authority, The Atchison Daily Globe, printed in Atchison, Kansas, says that there are approximately 200 junior colleges in the United States. From this history it can safely be inferred that the junior college is still in its infancy, and it is impossible to predict its future.
Previous to this chapter I have given an introduction which dealt mostly with the ideal of education, followed by a brief theory of the junior college and the junior college movement. The chapter before this dealt with the events which have occurred in the history of the junior college, as both a private or denominational school, and a public institution. In this chapter I shall illustrate with both public and attempting to show junior college services and opportunities private school/, featuring mostly the so-called "Public Junior College." I have made a study of the Kansas City, Missouri Junior College, as a representative institution. Kansas City has a population of over three-hundred-thousand, it being a great railway center, as well as having a commercial and agricultural location. The city is a leader in municipal enterprises, and respects her school system very highly.

The following sentences are quoted from page seven of the 1924-1925 Kansas City Junior College bulletin:
"The dominant reason for establishing a junior college as a part of the public school system of Kansas City lay in the fact that a large number of the graduates of our high schools desired to continue their schooling, but were unable to do so because there was no
available institution in Kansas City offering standard courses of college grade. The condition caused many parents to keep their children in the high schools a fifth year, either as post graduates or as undergraduates taking five years. During these five years many more than the fifteen units required for college entrance were completed. The difficulties that resulted from a lack of the standardization of the fifth year work and from the fact that fifth year students were associated in the same classes with students in the earlier years made it impossible to make this work of college rank and cause the colleges to refuse to give credit for the excess of high school work presented. Means to correct this situation had been under consideration for a number of years. During the year 1913-1914 the number of the fifth year students was so great that serious attention was given the problem. The following year the idea of segregating the fifth year students and putting them in classes by themselves and giving them work of college grade in both quantity and quality led to the presentation of such a scheme to the authorities of the state university. The university had already established junior colleges among some of the private institutions of the state. A representative of the university was invited to discuss the question before the Knife and Fork Club. The plan was received with favor by the press and people, so that the same representative was invited to present the matter to our Board of Education.

It was apparent from the beginning that the conditions in Kansas City justified such an institution. The report of the Superintendent, May 20, 1915, recommending the establishment of
the Polytechnic Institute with a junior college as one of its features was adopted by the Board on the 29th of that month. The school was opened the following September."

The data in this thesis has been secured by personal conferences with such men as George Mahler, Kansas City School Statistician, and Professor E. M. Bainter, president of the Kansas City Junior College. Comparative material was gotten from George O. Foster, and his assistants, of the University of Kansas. The advanced standing committee at the latter school also gave the author access to statistics relative to students coming from junior colleges.

For the sake of comparison data was also gathered from the Fort Scott Junior College, and the registrar of the St. Joseph Junior College, St. Joseph, Missouri. A conference was also had with the clerk in the Board of Education office in Atchison, Kansas, the home of the author. Data from the latter city represents a typical city without a public junior college.

The possibilities, advantages and opportunities which merit praise among the junior colleges as a class can logically be divided into five divisions as follows: physical and psychological, scholastic, domestic, economic and general (conclusion). For the sake of convenience and unity the chapter has been divided into five parts, combining the physical and psychological together, and leaving the other five divisions as they are. The last chapter is a conclusion, taken from the letters of several junior college presidents.
PHYSICAL AND PSYCHOLOGICAL

Mr. Melcher says that the Kansas City high schools are overcrowded at the present time. Each year the enrollments increase, as they do in other high school in this section of the country. While as much as 45% of the graduates from the four big high schools in Kansas City disregard the Kansas City Junior College and go away to other institutions, the junior college still continues to be moderately full and grow in numbers. Last year there were 997 regularly enrolled students. There were 156 pupils taking the hospital or nurse course, 209 students taking the teachers training course, and 130 people, mostly older ones, taking the business training course, making a total of 1492. Quite a few of these people come to the evening session. In accordance with the academic possibilities of the junior college, which I am featuring here I shall disregard these irregular students, and base my conclusions on the data relative to the 997 regularly enrolled pupils.

The average age of the 56 1/2 per cent of the Kansas City High School graduates who enter the junior college is approximately 18. The largest number enroll at the age of 17 2/3; the median age being 18 1/3 (by the median I mean the middle age of all who enroll). The median age of those graduating from the four Kansas City high schools, Central, Westport, Manual and Northeast High School is 18. The modal age for graduating from these four high schools is about 17 3/8 (by modal I am referring to the most popular age, or the greatest number

*Bottom pg. 30.*
of any one age graduating at the same time). Obviously, then, those who go to the University of Missouri or the University of Kansas direct from high school are only about 18 or less when they enter the freshmen class. In fact the average ages of the 1500 freshmen who enrolled at the University of Kansas last fall was between 17 and 18; the average age of the enrolling junior being between 19 and 20. The average age of the Kansas City Junior College graduates last June, 1924, was twenty. At Fort Scott Superintendent Rose says the average age of the junior college graduates is 21. Possibly the age, 20, is slightly young for the Kansas City graduates; however, that is the maximum age for the average junior entering the University of Kansas.

The physical age is raised for those going away to college having previously attended a junior college one or two years. Fifty-five per cent of the Kansas City students go to college. It is impossible to estimate the value of having the 55 per cent of the 1789 Kansas City High School graduates remain in their homes and churches and other organizations two more years, by virtue of the public junior college in Kansas City. An uniformed person might say that the above was too hypothetical, and that the many students had no express intentions of going on to college after graduating from the junior college. The impetus for higher education is so strong today that many junior college students do not wait, even to graduate, before going on to another school. In the Kansas City school I found that last year there were 997 regularly enrolled. Out of that number there were 650 first year students, and 285 sophomores. Apparently there is a strong urge for continuing their college work, anticipating a four year course. Of the 285 sophomores only 172 graduated. Quite a number of these folks do not complete their work in the junior college, but hasten to the universities. Of the
58 junior college students going from Kansas City to the University of Kansas last year, as many as 31 did not take time to graduate. This shows the strong desire on the part of early beginners in college, to advance to a senior college. Their average age was almost nineteen, whereas the freshmen at the University are only seventeen plus.

Upon Comparing a city without a public junior college with a city with a junior college, I have found the following facts. Atchison has no junior college. In the class of 1916 of the Atchison High School, 14 per cent went to college the first two years following their graduation; and only 34 per cent have ever gone to a college or university at any time since. Of those who graduated in 1920, forty per cent went to college the two years following, and 47 per cent have gone since. By the term "going to college or university" I am alluding to those who have gone to some winter session, and not to those who go to summer school for normal training work.

In Kansas City where there is an active junior college for the masses, the following has been found by Mr. Melcher: In the three academic years from 1920-1922 inclusive, students have graduated from the four Kansas City High Schools, and have gone to some college or university as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Graduates</th>
<th>To College</th>
<th>Per Cent to Col.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westport</td>
<td>866</td>
<td>630</td>
<td>73</td>
</tr>
<tr>
<td>Central</td>
<td>1061</td>
<td>562</td>
<td>55</td>
</tr>
<tr>
<td>Northeast</td>
<td>679</td>
<td>361</td>
<td>52</td>
</tr>
<tr>
<td>Manual</td>
<td>547</td>
<td>246</td>
<td>45</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3153</strong></td>
<td><strong>1789</strong></td>
<td></td>
</tr>
</tbody>
</table>

From the above it is obvious that a larger per centage of high school graduates go to college when there is a junior college at home. The
per centage is lower in Manual High School because it is more of a trade school. The registrar of the St. Joseph Junior College could not ascertain the exact per cent of the high school graduates who have gone to college recently, but she estimated that over half of the graduates went to some other institution the first, second and third years they were out of high school. At Fort Scott the per centage is like the above two schools, in that the junior college is a greater drawing card than other schools some distance away.

Psychologically the junior college has a very important function. Roughly speaking the theory of the junior high or an introductory high school school is this—it is a connecting link between the grammar school and the high school which makes it easier to go on in to high school proper because the subjects are arranged to meet the needs of the pupils; its psychology being based upon the beginning of adolescence. Mainly it tends to keep pupils in school longer, thus denying their grammar school graduation, and the dread of making a new start altogether into a different school, the high school. The junior college is partly akin to the junior high school in theory, because it is a psychological impetus, not necessarily between one school and another, but between a secondary school and a university, a home town and a new town, a home residence and a boarding and rooming residence, and between an academic and a professional attitude.

Dr. Walter S. Athearn, Dean of the School of Religious Education and Social Service of Boston University, summarizes and compliments the junior college by saying that it is a
dangerous move to transfer boys and girls who have immediately been graduated out of a high school, while at the average age of 18, the zenith of high emotional pitch and psychologically in the most plastic state of mind, over into a strange city where they do not know college and university habits and life, and where they will enroll into a new school, where they will have to live in a new boarding and rooming house, as well as make other social adjustments prevalent in a college atmosphere. Dr. Athearn says it is unquestionably dangerous and wrong regarding the religious and moral life of such pupils, if it is at all possible to send them to college at home. It is difficult for such a pupil to maintain his balance and poise; it is hard sometimes to sustain his religious habits and moral convictions under the pressure of absolute newness.

This table shows the interest Kansas City patrons have taken in keeping their boys and girls at home two more years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-1916</td>
<td>234</td>
</tr>
<tr>
<td>1916-1917</td>
<td>361</td>
</tr>
<tr>
<td>1917-1918</td>
<td>404</td>
</tr>
<tr>
<td>1918-1919</td>
<td>492</td>
</tr>
<tr>
<td>1919-1920</td>
<td>669</td>
</tr>
<tr>
<td>1920-1921</td>
<td>765</td>
</tr>
<tr>
<td>1921-1922</td>
<td>908</td>
</tr>
<tr>
<td>1922-1923</td>
<td>1007</td>
</tr>
<tr>
<td>1923-1924</td>
<td>1192</td>
</tr>
</tbody>
</table>

It will be noted that the war did not have very much effect upon the enrollments each year. Although the off-to-college idea has increased most every year, it is undoubtedly true
that it has not increased as rapidly as the enrollment at the Kansas City Junior College has increased year after year. This, then, is not a manifestation of increased college-education ambition, but plainly shows that the idea of a junior college is becoming more popular every year in Kansas City.

Of those Kansas City High School pupils who disregard the Junior College there, the majority go to the University of Kansas first, and to the University of Missouri second choice. At the former University 180 students were compelled to leave school last year before school was out. A good many more were recommended by the authorities to quit. Registrar Foster says that the big majority of these students who flunk are beginners and sophomores. Without saying more it is obvious that these students cannot, or rather do not, make their adjustments at the big university the first year. Although the junior college graduates at Fort Scott are 21 years old, which is about a year older than the Kansas City Junior College graduates, and from one to two years older than those entering the junior class at the state university, it is well that they are three years more matured than the average freshman who leaves home for college when he is 18 years old on an average.

THE JUNIOR COLLEGE SERVES AS A STEPPING STONE FOR MANY STUDENTS.

Although 172 students were graduated from the Kansas City Junior College last June, it does not discount the theory of the junior college as a secondary school, as President

*The Kansas City Junior College has increased almost twenty-five per cent (b pg.32) whereas the average increased college attendance is not nearly that large.
Harper called it about thirty years ago. These students received the A. A. degree (Association in Arts). Upon my request, the registrar carefully estimated that 93 of the above students who graduated, will at some future time take more work in a larger school. The majority of these folks had already applied for their credentials (July, 1924) at that time. Superintendent Rose of Fort Scott estimated that seventy-five per cent of the junior college graduates there would go on to other schools at some later date. Out of 625 students coming to the University of Kansas last year with advanced standing, I found as many as 125 (20 per cent) were from junior colleges near by, representing 22 institutions. The others came from senior colleges far and wide throughout the United States, and other countries. I was told by the registrar of the St. Joseph Junior College that all but 6 of the 31 graduates, graduating June, 1924, would go on to a senior college or university. The records at the University of Kansas show that 8 junior college students from St. Joseph enrolled there last fall. Of these 8 only 1 waited for his diploma; the others all having less than 51 hours of work. Granting this, I believe that the junior college as an institution is profitable and serviceable if it only serves as a one year institution for many students. It is obvious that such pupils attending junior colleges their a year or two have had nothing but the study habits to develop
being in college, whereas the high school graduate who goes direct to college in another city, has what President Bainter calls two large problems to solve, first the academic habit to acquire, and secondly that of adjusting himself socially. The junior college makes one problem come at a time. The student with but one year or a little more in a junior college, I believe, has overcome one of his most difficult problems in the academic category, that of adjustment. The Superintendent of the Iola, Kansas schools, told me in his letter that 80 were enrolled in the junior college there last year; and although it is a one year school the results have been exceedingly good.

Relative to discipline problems I learned that the younger students made the trouble. Last year at the University of Kansas three freshmen were caught stealing radio equipment from one of the laboratories. Mr. Foster, the registrar, says that he is certain that if statistics were available, they would show that the majority of the criminal offenses would be laid to the newest students. More junior colleges throughout the country, he said, would gradually assimilate high school graduates into trade and professional schools with a greater degree of blending and adjustment.
THE JUNIOR COLLEGE MAKES THE SCHOOL SYSTEM
A MORE SERVICEABLE PUBLIC SCHOOL SINCE IT LENGTHENS THE COURSE
TWO YEARS.

Several years ago 14 was the quitting age for the average public school pupil. Lately it has been dignified to the age of 17 or 18, the average age of those graduating from high school; but J. Stanley Brown believes it should be increased to 21. From the 1920 Conference of Junior Colleges, bulletin #19, 1922, Government Report, it says: "...For years we have been faced with the problem of caring for the young men, the young women, and the boys and girls graduating from the high schools, and I think it is in a way a defense for the state that these junior colleges were established in the State of California by law. There is, however, local defense for their development in any state where a law clearly sets forth that the age limit is between 5 and 21. There is no difference between a young man and a young woman graduating from high school at 21, and the ones graduating at 18 but desiring to continue in advanced work until they are of age."

Walter S. Athearn says that every later adolescent is "converted to something," whether, religion, morality, ambition in a particular field, habits, education, attitudes or what not. If this is the case, how extremely necessary it is for these young high school graduates to be guided further while in their prime emotional development. Without doubt that they should be guided, directed and reared in their home, church, school and other domestic advantages before they leave home for good. The junior college is the psychological agency for training pupils at home two years longer.
F. M. McDowell, in his bulletin, 1919, No. 35, The Junior College, published by the government, devotes six pages to the demand for an extended high school. He says in part: "The junior college to-day is the result of the demand of an intelligent public that the opportunities for receiving a higher education be brought within the reach of all, just as the high school has been and is the result of such demands." In 1915 Prof. James R. Angell said that the junior college movement is similar to the state university movement several years ago, except that now it is a community interest. Dean A. F. Lange, of the University of California says that "the limits of secondary education are shadowy and variable...In the course of its development the American secondary school has got wedged in between the elementary school and the college, each of which has developed independently without any check or bar. So that education that we commonly call secondary covers a shorter period in this country than in the leading culture lands." Inglis says that most high schools have subjects that have transcended requirements for admission set by colleges, and also that most colleges have courses that are virtually no higher than the secondary level. Hence there has always been a certain amount of overlapping in the curricula of the secondary school and college. He says further: "In the average high school it would not be at all difficult to map out a one or two year 'postgraduate' course which would be quite comparable to possible freshman and sophomore courses in college."
A study of the curriculum, according to Mr. Bobbitt, in his book, "The Curriculum," shows that there are two antagonistic schools of educational thought. On the one hand are those who look primarily to the subjective results: the enriched mind, quickened appreciations, refined sensibilities, discipline and culture. To them the end of education is the ability to live rather than the practical ability to produce.

On the other hand there are those who hold that education is to look primarily and consciously to efficient practical action in a practical world. This individual is educated when he can perform efficiently the labors of his calling.

I believe then that it can safely be said that the theory of education is manifested by its curriculum. The curriculum, then, governs the education and preparation of the individual, preparing him as a citizen in a society where he can both live and work.

Quoting from Mr. Bobbitt's book: "The technique of curriculum-making along scientific lines has been but little developed. The controlling purposes of education have not been sufficiently particularized. We have aimed at a vague culture, an ill-defined discipline, an indefinite moral character, an unpolarized social efficiency, or, often nothing
more than escape from a life of work. Often there is no controlling purpose; the momentum of the educational machine keeps it running...

"The curriculum, however, is a primordial factor. If it is wrongly drawn up on the basis merely of guess and personal opinion, all of the science in the world applies to the factors above."

Mr. Bobbitt continues further on his theory of the curriculum by saying that it should be built scientifically, having in mind the needs of the child. He says, "The central theory is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. These require only that one go out into the world of affairs and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite, and particularized. The curriculum will then be that series of experiences which children and youth must have by way of attaining those objectives."

"The word CURRICULUM is Latin for a RACE-COURSE, or the RACE itself,--a place of deeds, or a series of deeds. As applied to education, it is that SERIES OF THINGS WHICH CHILDREN AND YOUTH MUST DO AND EXPERIENCE by way of developing
abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be...

"The curriculum may, therefore, be defined in two ways: (1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment. Our profession uses the term usually in the latter sense. But as education is coming more and more to be seen as a thing for experiences, and as the work- and play-exercises of the general community life are being more and more utilized, the line of demarcation between directed and undirected training experience is rapidly disappearing. Education must be concerned with both, even though it does not direct both."

Further reference to the curriculum is found in the U.S. Bulletin, 1918, #35, in an article entitled "The Goal of Education in a Democracy," which is as follows: "Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither, the exploitation of the individual by society, nor the disregard of the interests of society by the individual. More explicitly--

THE PURPOSE OF DEMOCRACY IS SO TO ORGANIZE SOCIETY THAT EACH MEMBER MAY DEVELOP HIS PERSONALITY PRIMARILY THROUGH AC-
TIVITIES DESIGNED FOR THE WELL-BEING OF HIS FELLOW MEMBERS OF SOCIETY AS A WHOLE.

This ideal demands that human activities be placed upon a high level of efficiency; that to this efficiency may be added an appreciation of the significance of these activities and loyalty to the best ideals involved; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective. For the achievement of these ends democracy must place chief reliance upon education.

CONSEQUENTLY, EDUCATION IN A DEMOCRACY, BOTH WITHIN AND WITHOUT THE SCHOOL SHOULD DEVELOP IN EACH INDIVIDUAL THE KNOWLEDGE, INTERESTS, IDEAS, HABITS AND POWERS WHEREBY HE WILL FIND HIS PLACE AND USE THAT PLACE TO SHAPE BOTH HIMSELF AND SOCIETY TOWARD EVER NOBLER ENDS."

Those subjects which deal with the unfolding of the abilities of individuals are most frequently found in the typical college, or in the School of Liberal Arts and Sciences in Universities. The subjects which are related and similar in nature are grouped together, and are often called "group-subjects" or more commonly "ground-floor subjects. Such subjects are secondary in nature, and are required by freshmen and sophomores in most colleges, as I shall show in the next few paragraphs.

From my small knowledge of the history and development of the junior college, I believe I am safe in saying that
there would be more junior colleges throughout the country if the people were not ignorant, first of the homogeneous nature of the curriculum found in the first two years of college work, whether junior college or university, and secondly, the secondary nature of the institution. President Harper of the University of Chicago, and a pioneer in this field, said that the first two years of work in any college or university is of a secondary scholastic character. That is, a certain amount of work is necessary, not for an academic degree only, but for a professional degree as well, which is virtually high school work. In other words before a student begins to major in college, or before he begins his profession, he must have had certain requirements in mathematics, English, languages, natural and biological science, history and possibly some others.

My experience is the same. Before I could major in economics and commerce at the University of Kansas several years ago, I had to have completed thirty hours of work from six of the eight general groups or departments in the college. The same requirements are found on page 36 of the annual catalog for the year 1920-1921, and are as follows:

"Before the beginning of the junior year the student must have completed sixty hours, chosen from the list of courses open to freshmen and sophomores in accordance with the following requirements:

a. At least five hours must be taken from six of the first eight groups."
b. Not more than twenty hours may be taken in one department.

c. Rhetoric, five hours, must be taken by all freshmen not
offering it as a fourth year of entrance English.

d. Freshmen and sophomores may not carry more than ten hours
in one group at any one time."

From the foregoing four conditions it is obvious, first,
that a student must take six general subjects from a list of
eight general courses. Secondly, he cannot take any more than
twenty hours from any one; or in other words he has to scatter
widely in his selection. Next, he must take rhetoric, a sub-
ject that is taught everywhere and in every junior college.
Lastly, freshmen and sophomores are not allowed to take more
than ten hours in any one group; in other words they cannot
learn a profession or a vocation during the first two years
they are at the university. In short it may be said that a
first or a second year pupil cannot take specialized subjects,
but must be confined to general academic studies. The junior
college aims to meet these requirements perfectly; and
very seldom does the so-called typical junior college
cause its pupils to specialize, but to prepare for specialized
work which comes later in the professional school.

On page 13 of the Kansas City Junior College catalog for
1924-1925 the following is given relative to requirements for
graduation:

"Graduation from the Junior College requires the satis-
factory completion of the equivalent of the first two years'
work prescribed by the University of Missouri for the College
of Arts and Sciences, or the School of Engineering.
Of the required amount of work in Junior College of Arts
and Science twenty-six hours are elective and thirty-four are
specified, making a total of sixty hours exclusive of physical
education."
The Missouri University requirements for the first two years of college work are found on page 65 in the annual catalog for the year 1920-1921, and are as follows:

"He must complete during the freshman year: Ten hours of "Problems in Citizenship," including English Composition. He must complete during the first two years:

a. Ten hours of one foreign language, either ancient or modern.
b. Three hours of mathematics or logic, unless 3 units of mathematics have been presented for admission.
c. Five hours of a physical science (astronomy, chemistry, physics, geology), unless 2 units of these have been presented for admission.
d. Five hours of a biological science (botany, general biology, zoology), unless 2 units of these have been presented for admission."

The requirements from another representative junior college are found on page 8 of the Fort Scott Junior College catalog, 1923-1924. These requirements are similar to the Missouri University requirements, and are virtually the same as those of the University of Kansas:

"Sixty hours are required for graduation, five of which must be taken from each of six of the first seven groups listed below.

Group I English English language and literature.
II Modern Languages Romance Languages and Literature.
III Mathematics Hispanic Languages and Literature.
IV Physical Science Mathematics.
V Biological Science Chemistry.
VI History Botany, Zoology, Anatomy.
VII Philosophy History, Political Sci., Economics.
VIII Education."

The requirements for graduation at Harper College, Harper, Kansas, being a small denominational school, are virtually the same as those for the first two years at the University of Kansas.

At the University of Kansas last year there were 2300
freshmen and sophomores out of the 3900 regular students for the winter semesters. The valuation of the University Plant is $4,000,000. Yet sixty per cent of the pupils who attend are freshmen and sophomores who are not taking specialized work, and are not working with the expensive laboratory equipment, but are taking the ground floor work required by the university, as per the above rules and regulations—the same work that is taught in most any kind of a junior college, and which is taught in every public junior college in this region of the country. President Bainter says that at most any college or university the expensive laboratory facilities and apparatus is for only a few of its students, who happen to be in small classes and are juniors and seniors.

Bearing in mind then—the requirements of the two big universities and the demands made by the junior colleges mentioned herewith as well as others not mentioned, the services of a small junior college are just as good as those of the state universities. This fact alone, I believe, constitutes the most important scholastic advantage or possibility of the representative junior college.
GOVERNMENT RECOMMENDATIONS

The following is taken from government bulletin #35, 1918, relative to cardinal principles of secondary education: "Individual differences in pupils and the varied needs of society alike demand that education be so varied as to touch the leading aspects of occupational, civic and leisure life. To this end curriculums must be organized at appropriate stages and the work of pupils progressively differentiated....We therefore recommend a reorganization of the school system whereby the first six years shall be devoted to elementary education designed to meet the needs of pupils of approximately 6-12 years of age; and the second six years of secondary education designed to meet the needs of pupils of approximately 12-18 years of age."

MAIN OBJECTIVES OF EDUCATION

The following is also taken from the above government bulletin: "In order to determine the main objectives that should guide education in a democracy it is necessary to analyze the activities of the individual. Normally he is a member of a family of a vocational group, and of various civic groups, and by virtue of these relations he is called upon to engage in activities that enrich the family life, to render important vocational services to his fellows, and to promote the common welfare. It follows, therefore, that worthy home-membership, vocational, and citizenship,
demand attention as three of the leading objectives...
The commission therefore regards the following as the main objectives of education: 1 Health, 2 Command of fundamental processes, 3 Worthy home membership, 4 Vocat-
on, 5 Citizenship, 6 Worthy use of leisure, 7 Ethical character."

TRAINING

Junior college teachers have good training and experience. All schools demand at least one year of experience before teaching in the college. President Bainter says that at Kansas City for some years they have been demanding that their new teachers should have an A.M. degree or its equivalent. Counting all of the departments in the Kansas City Junior Col-
The college, which includes the college, training course for nurses, teachers training school and business training department, there are 45 teachers. Only 3 of these have no degrees. They are, however, not teaching the regular academic subjects, but are mostly in the business training department. Twenty-one teachers have an A.M. Sixteen have just an A.B. Those with just the one degree, A.B., were teaching there before the new regulation went into effect—that they should have an A.M. degree. Probably an abnormal feature of the Kansas City Junior College, but a very good feature indeed, is the fact that two-thirds of its faculty members are men. Every teacher of science and laboratory work is a man. President Bainter says that this adds prestige to the institution and is a drawing card for boys and men. There are on an average as many boys and men there as there are girls and women. At the St. Joseph Junior College there are only 2 men out of a faculty of 11 full time professors. Teachers in the St. Joseph institution must have an A.M. degree also.

Relative to training standards for junior college teachers, I found that every regular Fort Scott teacher in the junior college there has an A.M., with a/ experience before coming, of from one to ten years. In 1919 the median experience was 8.6 years for Junior Colleges in the United States, as compared to 10 and 12.5 years for universities and colleges respectively.

One who is opposed to a junior college might advocate that the average teacher does not have more than an A.M., whereas the teachers at the larger schools and universities have an A.M. or a Ph. D. degree. Such an opinion is wrong concerning the latter. Out of the 410 teachers and professors at the University of Kansas who taught last year, 64 had no degrees.

* U.S. Junior College Bulletin, 1919, No. 35.
Only 6 2/3 per cent of the Kansas City Junior College teachers had no degree, whereas 15.6 per cent of the teachers at the University of Kansas had no degree last year. Most of the state university teachers that are without degrees are teaching some of the courses in fine arts, and other subjects that are not usually taught in a smaller school (not the basic subjects).

In the university or larger college, where a teacher does not have a degree it is possible for them to teach juniors and seniors—who rank about as high as their teachers; but in the junior college, professors without degrees very seldom teach pupils with as much training, for students in the latter school never go higher than sophomore work. On the contrary, teachers and professors in larger colleges and universities with Ph D's, very seldom teach first and second year students, but mostly juniors, seniors and graduates. Such teachers, however, are teachers by profession and have had educational training and preparation. But the great masses in the universities and colleges are beginners and sophomores. There are not enough regular professors and heads of departments to teach these folks, consequently instructors and assistants assume the responsibility of these classes. Such teachers are usually research people, teaching mostly for remuneration, and not because they like to teach or have a particular interest in the pupils they are teaching. It may be said, then, that a great many of the teachers in the larger colleges and universities, are not teachers by profession, do not profess to know adolescent psychology, and are interested in other things rather than the students they are teaching. On the other hand, teachers in the junior colleges, who teach freshmen and sophomores, are teachers by profession, teaching their
students as well as their major.

In concluding this paragraph it may be safely said, that in junior colleges students never have as much training as their teachers; whereas in the University of Kansas, it is possible for a student to sit under a teacher with no more training than the student has. Junior college teachers are teachers by profession, out in the world, making this their business; whereas many teachers of freshmen and sophomores in large universities not only lack training in content, but have not had pedagogical preparation.

JUNIOR COLLEGES HAVE PLENTY OF ORGANIZATIONS AND OUTSIDE ACTIVITIES.

I have found the junior colleges to have plenty of organizations; in fact President Bainter said that his school is a little bit too heavy with various societies, clubs, and athletic teams. The following organizations are active in the Kansas City Junior College: Economic Research Society, Bentonian Debating Club, Pre-Medic Club, Scarabs (Pep Club), Cho Chins, V V V, Contemporary Debating Society, Dramatic Arts, Scribblers, Various Athletic Teams and Clubs, and a Student Council. President Bainter said there are too many organizations in his school to be expedient.

Plenty of organizations were found at the St. Joseph school, as well as each of the other junior colleges mentioned previously in this thesis.

To those persons who contend that the junior college does not offer as many social and professional activities, the contrary is true in that he can find as much organization life in the junior college as he can in the university.
III
DOMESTIC ADVANTAGES OF THE JUNIOR COLLEGE

In cities where there are public schools, anyone living within the limits of that city can send his or her children to the junior college. This is because the public junior college is supported by taxation from everyone at large. I found an exception, however, at the St. Joseph Junior College. There is anyone permitted to enter and to have full advantages without tuition until their 19th birthday. If they enroll after that age they are charged tuition at the rate of $30 per semester. Non-residents are charged the same tuition. This system works both to an advantage and to a disadvantage. First of all it is an incentive for early enrollments which tends to make the St. Joseph High School pupils continue their advanced work immediately; and yet at the same time it hurries the students through college and away to the university, thus making it impossible for some to work a year or two after graduating from high school and before going to college. It works to the advantage for outsiders and students coming from the neighboring vicinity, because the tuition is no higher than it is at the state university.

In contradistinction to this situation, the Kansas City Junior College is more of a city enterprise only. Any taxpayer or resident within the limits of Kansas City, Missouri, irrespective of age, can enroll. Its business training depart-
ment works to a great advantage for older persons taking work at night. At the same time very few pupils from outside pay the $120 tuition per year in order to enroll, particularly so when such universities as K. U. and M. U. charge less than $50 per year including average fees. It is obvious that the Kansas City Institution can develop class spirit; and conversely I was not surprised the other day to find that the St. Joseph Junior College did not have much class spirit.

HOME TIES ARE SUSTAINED TWO YEARS LONGER BY VIRTUE OF THE JUNIOR COLLEGE.

Perhaps the first advantage to the junior college from the point of view of the mother or father, is that it sustains the home ties two years. Elsewhere in this thesis I have said before that the average graduate of a high school pupil in Kansas City is from 17½ to 18; and that the average junior college graduate was from 19½ to 20. The average graduate from the Fort Scott institution is of age. The Registrar of the University of Kansas says that the average age of the incoming freshmen is 17 plus. Students going from the St. Joseph College are at least as old as the others who graduate from similar schools. Very seldom, then, do Junior College students leave home while in their teens.

Another domestic advantage is this; several children from the same family can receive half of a college education (2 years). Where a family in Atchison, Kansas, a city without a junior college, can afford to send a son or a daughter to the University of Kansas for nine months for $683, an average cost; several from one family in Kansas City, Fort Scott, St. Joseph and oth-
er cities with junior colleges, can take the same work (first and second year work) for the same cost. When I made this query to the Registrar of the Kansas City Junior College, as to whether several from the same family might possibly attend the junior college there, I was answered favorably. Miss Pickett, the registrar, said: "I can remember of several families of three that have already attended Junior College; and there is a large number with 2 in the family that have come here. Often two have come here at the same time."

The very fact that education costs tends to keep pupils at home longer, thus holding their family affections two years longer.

**WHAT EDUCATION COSTS AT HOME**

Twenty-five to thirty dollars per year will cover all of the fees and books per pupil at the Kansas City College; whereas the actual cost for maintaining the institution is per pupil, public

$160 a year. Today a high school education is common, it being free to the people within the proper districts or limits; yet the cost per pupil for maintaining the Kansas City High Schools is $140 per year. / Assume that every cost per pupil for going to the junior college in the same city, including tuition, fees, books, organization dues and extra clothing does not cost over $75 a year, it is still $600 cheaper than going to the State University of Kansas forty miles away. I am of course neglecting the laundry, board, room and incidentals that actually cost at home as well as elsewhere, because parents usually assume these. I will go more into detail in the next chapter about the costs.

The average total cost for pupils going to the Fort Scott Junior College and living at home is $100 a year.
If a high school graduate from Fort Scott goes to the University of Kansas without going to the Junior College there, it costs him almost $700 a year; whereas the cost each year there in the Junior College is but $100. Hence it costs almost seven times as much to disregard the home college, by going away to college. To make it more clear, it may be said that the Junior College in this instance reduces the cost of education to about 14 per cent as far as the student is concerned for the first two years of college work, over the cost of going away to another school. For this reason several from the same family can go to Junior College, whereas perhaps only one person from the same family could be sent away to school.

**THE JUNIOR COLLEGE SERVES THE PURPOSE OF A FINISHING SCHOOL FOR SOME STUDENTS.**

It is unnecessary to say much about the services of a Junior college, featuring it as a finishing school for folks who never go any farther than half way through college; but something must be said about the facts as they are. Of the 172 graduating from the Kansas City Junior College last spring, 93 expect to continue their work, as far as the Registrar could estimate. Seventy-nine will in all probability never go any further up the academic ladder. For these folks, the institution serves as a finishing school. This is particularly a home advantage because President Bainter said that these graduates usually remain in Kansas City, making it their future home. Such students are always claimed as part of the immediate family, whether at home or married, living just across the street or several miles away on the other side of the city.

At Fort Scott most of the graduates remain at home. Quoting from Superintendent Rose: "Many of them have located in our school system. We have twelve in the schools at the present
time that are teaching."

Statistics show that Kansas University is a finishing school for about 600 freshmen each year. Fifteen-hundred enter in the fall as beginners, whereas only 900 enroll the following term as sophomores, thus showing that 600 or 40 per cent apparently finished their work. One writer on this subject has said that it is much better to fail at home than away from home. At any rate it is much better to use the local junior college as a finishing school. While the local student is attending his junior college, he continues to have the same organizations, friends, church, preacher, club, etc. These conditions are sure to cause the boy or girl to spend more time on his studies.

The nearest private senior college from Kansas City is Park College, ten miles away. William Jewell, a Baptist school, is 18 miles away. Kansas University ranks third, being 40 miles away. Baker College (Methodist) is 55 miles from Kansas City proper; and the Missouri State University is 175 miles off.

Fort Scott's increase in attendance from the years 1919 to 1923, inclusive, was 16, 30, 31, 70 and 81 respectively. This is because the nearest higher institution is 38 miles away. "Only about 5 per cent attended college before establishing the Junior College, whereas a much larger per cent now goes." are the words of Superintendent Rose.

I will conclude this chapter with excerpts from an article in the School Review, June, 1921, entitled, "Where to Establish Junior Colleges." The article shows that a much
larger per cent takes advantage of the nearby facilities, thus adding to the attractiveness and value of the stay-at-home-and-go-to-college-idea. The results from this article show that in high school communities where there was no college of any kind, only 11.9 per cent of the graduates leave the next year. In other words colleges right at home cause 6.6 per cent more of the high school graduates to continue their work the following year.
IV
ECONOMIC BENEFITS AND POSSIBILITIES

The world today is wanting the biggest return from the smallest investment. It is easy to understand how money is made from bonds and investments; but it is not so easy for the average person to appreciate the economic possibilities of a junior college, at least without reflection. In this chapter I shall try to show how expensive it is to go away to college, and how economical and inexpensive a junior college is, for the student as well as the tax payer.

Kansas City's nearest college of any importance is the University of Kansas 40 miles west of Kansas City. I stated previously that Mr. Melcher says that all of the High Schools there are over crowded. The University of Missouri is 175 miles away. The majority of the high school graduates in Kansas City during the last three years have gone to college. The tendency at St. Joseph is the same. The University of Kansas is becoming more crowded each year. Within the last three years the University has compelled failures to leave. The 180 students who were sent home last year would have done more good, and besides would have kept $683 within their own home town, had there been a junior college there. On the contrary the University of Kansas would have benefited, since it is overcrowded every year as it is.

Since the high school class of 1916 graduated from the
Atchison High School that year, only 34 per cent have gone to college since. Forty-seven per cent of the graduates in the class of 1920 have gone to some college within the last four years. I would roughly estimate that the classes graduating this last year and next year will send about half of their graduates to college within the next four years. Within a three year period for one class, a two year period for another, and a one year period for another class graduating from the Kansas City High Schools 56 per cent have entered college.

Atchison has not only lost its students, but thousands of dollars each year as well. Fort Scott with its 10,000 people had 81 in its Junior College last year. Other things being equal, I estimate that Atchison, being a city of 17,000, would have an enrollment of 137 in a junior college if there was one here in Atchison.

Since it costs the average student $683 at the State University a year, at least $600 per pupil is kept in that city that has a junior college in operation. Assuming each pupil keeps that much in town every year, Fort Scott students keep $48,600 at home each year. Using the same calculations as above, Atchison college students would cause $82,200 to remain in Atchison each year, with 137 junior college people. Seven teachers at Fort Scott would not take away more than $5,000 each year assuming each teacher spends one-third of his salary away from Fort Scott. At the same calculations Atchison teachers would not take away more than eight or ten thousand dollars each year.

Assuming each pupil in the Kansas City Junior College
kept $600 at home last year, multiplied by the number of students enrolled in the College, it shows that $598,000 was left in the city; and $1,202,400 remained there for the last two years (neglecting the amount the teachers would take away, which would be small in Kansas City. These figures would be still larger if $683 was taken as a basis, for in reality the $83 if left to circulate there as well. It is worthy of mentioning the fact that the nonresident students from some of the suburbs and nearby towns bring in a large amount of money each year. Forty nonresident students attended the St. Joseph Junior College last year, and figuring conservatively brought in $24,000.

It is hardly worth while to compute the cost of a student going to college and living at home. Prior to 1918 there was a Lutheran College in Atchison which I attended two years. I worked part of the time after school, all day Saturday, and all through the summer; and yet was able to pay all of my expenses as well as save a little besides. I did not have to pay any board or room, however, because I was still under age. The first year I went to the State University it cost me $600, and the last year it cost $700.

THE TAX PAYER PAYS BUT A SMALL AMOUNT MORE FOR THE MAINTENANCE OF A JUNIOR COLLEGE.

The maintenance cost of the Kansas City Junior College is ridiculously low. A property owner whose lot and house is valued $8,000 with an assessed value of $5,000 has to pay the small sum of $1.50 each year as his part to keep the College going. The same property with the same valuation in St. Joseph, Missouri
where the Junior College is run in connection with the high school (both being within the same building), shows that the extra cost per year for having a college, is 75 cents. At Fort Scott the levy for the Junior College (in a separate building) is one mill. The same property valuation would cost $5 there. The Junior College that has been proposed for Atchison would cost $25,000 the first year, and $30,000 each year thereafter for a 2 year course, and allowing for a building fund. At the latter cost, it would amount to 1.8 mills, or $9 a year on an assessed valuation of $5,000.

I estimate that a college in Atchison would cause $30,000 to circulate within Atchison each year for maintenance; $82,000 would not go to colleges in other towns; and possibly $15,000 revenue would come from non-resident students. At the most not over $8,000 would be taken away each year by teachers, as savings from their annual salaries.

**EQUIPMENT IS A COMPARATIVELY SMALL ITEM OF COST FOR THE ESTABLISHMENT OF JUNIOR COLLEGES.**

Equipment is a meager item, and has little importance or connotation with most junior colleges. The average equipment includes physics, chemistry and biology laboratories, which may be found in every fair size high school. The theory of a junior college as I have shown before, is that of giving secondary school work, which is a forerunner to specialized work. This seldom implies simple equipment, and as a rule more than ordinary high school needs.

The equipment in the Kansas City Junior College, which serves about 1500 people daily is valued as follows: Chemis-
try, $10,235; physics, $6,496; biology, $12,770. The total valuation of the fixtures and equipment is $80,000. The equipment in this institution is a little abnormally high because of its several departments, however the increased attendance offsets this.

Quoting from the Fort Scott bulletin, 1923-1924, page 7, the equipment is as follows: "The library contains over 3000 volumes and the Chemistry and Biology laboratory equipment exceeds $2,000 in value. While both the laboratories and Library are used by the High School, an abundant supply of equipment of college grade has been added to the laboratories and sufficient volumes in the Library to conduct all college classes needing library facilities. The Board of Education makes an annual appropriation which will cover both the High School and the Junior College needs and additional books will be added as necessity demands. The Library is under the efficient supervision of a trained librarian who spends full time at this work. The City Librarian co-operates with the Junior College in a splendid manner by furnishing duplicate copies of reference books, which are available when it is more convenient for students to use them."

The St. Joseph Junior College works in conjunction with the Central High School, where the former is located. Under this arrangement no extra equipment was needed to speak of for the college department.
STUDENT EMPLOYMENT MAY BE FOUND IN CITIES WHICH WARRANT A JUNIOR COLLEGE.

Students graduating from high school, and going on into junior college in the same city, find it advantageous to continue their same job; whereas if they were going away they would have to find another position. When I asked President Bainter about this matter, he said he could not tell just how many in the Kansas City Junior College were working at the same thing they were working at while attending high school, but he was certain that a goodly number were. A rule in the Kansas City school says that students must take at least one-third of their recitation work in the afternoon, and those finding it necessary to work might be excused from afternoon classes. Eighty-one were excused from the afternoon classes this last year. President Bainter said this in regard to work: "Too many work and have no valid reason for working. The reason is that their allotment from their parents is not enough to meet all of their social good times. They should earn less, spend less, and study more. It is, however, better for a student to have useful employment for a reasonable number of hours, than it is to have no employment, and not devote that time to their study."

President Bainter is no doubt sincere in his belief and statement, that too many pupils work when it is not necessary; yet it is remarkable how many pupils have to rely on extra remuneration while attending school. The following is taken from the University of Kansas News Letter, December, 1923: "Every year in Kansas, 12,000 fine young people finish their high school work ready for the universities. The pity of it
is that many of this fine group are denied further education because of financial difficulties. My desk (Secretary of the Y.M.C.A.) is piled high every summer with letters from applicants whose mental fitness is demonstrated by the high school marks, pleading for an opportunity to work their way toward a college degree."

NIGHT SCHOOL MAY BE A BY-PRODUCT OF THE JUNIOR COLLEGE.

The Kansas City Junior College is usually thought of as a college of arts and sciences, and for the sake of illustration I have used mostly the figures from this department. This institution not only has the college preparatory course, but it has a business training course which runs in conjunction with the other courses during the day. More serviceable than this, however, is the fact that the business training department operates in the evening as well, for the good of the many that are occupied with their work during the day. In this capacity this department serves as a business college.

Last year 144 people took the business training course. Other courses are taught during the evening session as per page 8, 1924-1925 catalog, which says:

"Courses in any of the Junior College subjects will be given in the evening provided at least 15 persons register for the course. These classes meet Monday, Wednesday and Friday of each week, beginning in September, and continue through a period of six months. There are three class periods at night beginning at 6:30, 7:20 and 8:10 respectively. The maximum amount of credit given in any one course is three hours."

Possibilities at Kansas City Junior College are also available in other institutions if conditions warrant it.
A great deal is said today about "articulation" in our school systems. The junior high school accomplished the need of articulation between the grammar school and the high school. The junior college is the corresponding factor for jointing the high school and university together. The junior college was started first because it took the place of the necessary secondary work which is taught in college. Through experiment it has been found that there are two very important theories for establishing junior colleges, other than the above mentioned purpose.

President Bainter of Kansas City quoted me the following which I also took down in shorthand:

"The great outstanding advantage about the junior college is that it makes it easier for a student to make his adjustments going from high school to college. There are two main obstacles for the typical high school pupil to overcome. College habit. First of all he must learn the study for the first time; and secondly he has to make his social adjustments. Changed conditions as to independent study, different professors and methods of assigning lessons, what is expected of college folks, etc. constitute a hard problem. Secondly, the social adjustments come at this time, the same time, for the student that goes immediately from high school to a college in another
city. The pupil goes from a natural home environment to an artificial environment."

The Junior College does not overcome these adjustments, but it alleviates matters by making one come at a time. Students in Kansas City, for instance, going to the Junior College, remain at home, and their biggest problem to solve is that of learning how to study. After a year or so they have acquired college habits, learned what to expect and how to study under professors of higher rank than high school, and best of all have learned something about reading, studying and concentrating on difficult matter. When these pupils are ready to go to the university or professional school, they have already overcome their academic problems (while in the junior college two years); and consequently can take more time studying other conditions, such as becoming familiar with the city, new church, boarding and rooming conditions, fraternity or sorority life, and making acquaintances with new associates and friends.

It is no wonder that out of 1500 freshmen entering the University of Kansas last September, coming directly from apparently high school, cannot overcome both of these two categories of problems the same year. Accordingly 19 per cent of these pupils left the University before the following May; and 600 all told, did not return in the fall. Other conditions no doubt could come in, but I believe that the 40 per cent who did not return the next year found it almost impossible to jump from the easy-going high school to the rigid university.

George O. Foster, Registrar at the University gave me his
convictions relative to the idea of a junior college, which are as follows: "The junior college relieves the pressure at the university where we need the relief; that is the first year students. It insures freshmen individual attention that they cannot possibly get here."

During my two years at Midland College, a small denominational school, I was well acquainted with all of my professors and most of the students. I can readily appreciate Mr. Bainter's reasons for a junior college, as well as Mr. Foster's beliefs.

Several months ago before starting this thesis, I wrote to several of the presidents of the different junior colleges in Kansas. I received answer from all of whom seemed very much interested in my contemplations then; and many gave me quotations, some of which are as follows:

"Dear sir:

This is the fifth year for our Junior College here in Fort Scott. It is legally recognized by the State of Kansas as two years of High School extension, more commonly called Junior College.

We have experienced no difficulty in having our college fully accredited with the leading colleges and universities of the country. We have received full credit at Washington University, St. Louis; University of Missouri, University of Wisconsin, Notre Dame, Indiana, Monticello, Mass., college for girls; as well as the State institution of our own state.

We have at present an enrollment of between eighty and ninety. The additional expense is one million valuation.

We insist on the instructors having a Masters degree or equivalent.

Shall be glad to answer any other question you may desire to ask.

Sincerely yours,

M.M. Rose,
Superintendent."
The superintendent of the Iola schools wrote a very favorable reply:

"Dear Mr. Armstrong:

In response to your request I am mailing you under separate cover a bulletin which sets forth some of the facts in regard to the junior college here.

I want to say that in enrollment, interest in work, and the way in which the junior college has been received, and the work carried out here, that our expectations have been exceeded. Our enrollment continues right around eighty and we are offering only the first year of the work. A number of students that we have who attended other colleges last fall tell us that the standard of work here is fully up to that of the schools they attended. There is a very distinct advantage in keeping pupils in their home surroundings for the first year of their college work. Particularly is this true when so many of our young people finish high school at the early age they do. I believe it is possible where the pupils practically all come from their homes to maintain a much higher standard of work with a much smaller per cent of failures than where they go away from home, meet with new surroundings and the social distractions that they do in most of our State schools and colleges. Also I believe that it is true that if they remain in the home surroundings for the first two years of college work, they are much better able to judge relative values and to determine the proper attitude toward the various phases of school work and toward the social environment in which they find themselves when they go away to schools.

I have written very briefly and if there are any special points that you wish to raise, I shall be glad to answer any questions if you will ask them.

Very truly yours,
A. M. Thomman,
Superintendent of schools."

A newly established institution at Arkansas City is described in the superintendent's letter as follows:

"My dear sir:

The Junior College is an organization so new to Arkansas City that I do not feel that I can speak with any degree of authority. However I shall be glad to give you briefly our reasons for the establishment of such an organization and our ideals for the future. The college was organized by the people of this community because with our present organization of departmentalized sixth grade, Junior High consisting of 7th, 8th and 9th, and Senior High of 10th, 11th, and 12th,
pupils were completing the secondary opportunities here at an age that made it very difficult for them to enter the larger schools and compete on a par with older ones. The parents felt especially that boys and girls ought not be permitted to drift away from parental influence before their moral ideals were more thoroughly established. In the second place it was clearly shown that only a small group of our High School students were financially able to go to college. This would enable these people to secure at least two years of college training. Our ideas of a Junior College are, that they should do something that the high school has not been able to do, that is actually fit people to make a living. We are hoping that as soon as we have established ourselves as a Junior College to plan our courses so that our students can fit themselves easily into the economic life of the community, that is we shall hope to make the industrial leaders of our community graduates of our Junior College. Very truly,
C. E. St. John,
Superintendent.

Chas. A. Stoll, President of the Central Academy and College, McPherson, Kansas, wrote a short letter telling me that he is sending me a pamphlet, and wrote the following P. S.:

"Our institution has been successfully operated as a Junior College for seven years. During that time it has grown from 19 to 74 college students. We are fully accredited by the state."

Garden City, Kansas

The concluding paragraph is taken from the 1919/Junior College bulletin, page 6 which is as follows:

The Junior College, as a school and therefore as a fundamental social institution, in its pursuit of the ultimate ends of education, has two immediate aims and four sub-aims in educating the student. (1) RIGHT ATTITUDE AND SOCIAL COOPERATION (THROUGH MOTIVATION AND SOCIALIZATION): (a) To develop the "inspirational momentum" of the individual, by quickening, excercising, and developing his hereditary instincts and environmental interests, properly selected and directed, as they ripen in the individual. (b) To develop the "cultural growths" of the individual, by instilling the love, desire and action to make himself, the community and the world better in health and enjoyment, truth and beauty, and aesthetics and morality. (2) FRUITFUL KNOWLEDGE AND APPLIED SKILL (THROUGH INSTRUCTION AND TRAINING): (c) To develop the "emotional appreciation" and "intellectual cog-
nition" of the individual, by presenting pedagogically the most useful knowledge of facts, graded properly as to purpose, nutrition, breadth, selection, correlation, and continuity. (d) To develop the "muscular action" and "mental discipline" of the individual, by exercising and coordinating the powers of muscular control and intellectuality to worthwhile ends for social purposes."
SUMMARY

High Schools as a class in cities are overcrowded. The Kansas City Junior College, established in 1915, is overcrowded.

Fifty-five per cent of those who go to college from the Kansas City High Schools go to the Junior College there.

The average age of the first year students enrolling at the Kansas City Junior College is 18.

The average age of the enrolling freshmen at the University of Kansas is from 17 to 18.

Graduates from Junior Colleges are between 20 and 21 years old.

The Junior College keeps students from going away to college until they are 2 years older than the average person going to college direct from High School.

In some instances the Junior Colleges apparently give such a strong impetus for education that many do not wait to graduate, but go on to a larger school before completing two full years work at the Junior College.

Thirty-one of the fifty-eight Kansas City Junior College students who went to the University of Kansas last year, did not wait until they graduated from the Kansas City Institution.

A much smaller per cent of the high school graduates in a city without a Junior College go to college, compared with a city with a Junior College.

Over 56 per cent of the graduates from the Kansas City High Schools have gone to some college within the last four years (this includes graduates of the years 1920, 1921 and 1922).

The Kansas City Junior College has increased from an enrollment of 234 the first year (1915) to 1192 last year, (1923). This just includes the regular College of Arts and Sciences, and the Teachers Training School.

The University of Kansas compelled 160 students (mostly first year pupils) to quit school last year before the school year was over. These were pupils who never had Junior College training between High School and College.

The Kansas City Junior College is a Stepping-Stone, because 93 of the 172 graduates last year will continue their college work.

Twenty-six of the 31 graduates from the St. Joseph Junior College will continue their work immediately.

Forty per cent of the freshmen of the University of Kansas fail to return the following year apparently; doubtless they did not have Junior College facilities to help them make their adjustments from High School to College.
The University of Missouri and the University of Kansas requirements for first two year students are about the same, in that they require on an average of 6 hours work from most of the several departments in the College of Arts and Sciences. The requirements for graduation for students in Junior Colleges are virtually the same as the first two year requirements in the State Universities. In some of the Junior Colleges in Kansas the requirements for graduation are identically the same as the requirements before majoring at the University of Kansas.

The first year and second year students at the big Universities can not take specialized work, which includes expensive laboratory equipment, etc., but are compelled to take the ground-floor work—the same work that is given in Junior Colleges.

Most all Junior Colleges require at least one year's teaching experience for their teachers before teaching in the college. The average requirement for the teachers is an A. M.; or at least an A.B. if they do not have an A. M. or its equivalent.

Only 6 2/3 per cent of the teachers at the Kansas City Junior College have no degree, whereas as many as 15.6 per cent of the teachers at the University of Kansas have no degree. It is possible for some students at the University of Kansas to have as much education as some of their teachers; but this would very seldom be true in a Junior College.

Junior Colleges have as many organizations in proportion, as Universities have. In fact, Professor Bainter says, they are very often top-heavy with organizations.

There are 10 organizations in the Kansas City Junior College, besides the athletic teams. Anyone living in a city where there is a Junior College can attend the College, just as they would the Grammar or High School, in accordance with the age limits. Anyone of any age can attend the Kansas City Junior College, however.

Public Junior Colleges are free to residents within the city limits, but they charge tuition for non-residents. Junior Colleges increase home ties from 1 to 2 years. Very seldom do Junior College students leave home while in their teens.

Very often 2 students from the same family can attend the Junior College; and sometimes 3 or 4 from the same family can go to a Junior College.

The average cost for a student at a Junior College in his home town is less than $100 including everything.

The average cost for students at the University of Kansas last year was $683.

As far as the student is concerned, a Junior College is only about one-sixth or one-seventh as expensive as another College in another city.

About 40 per cent of the graduates of the Kansas City Junior College will never go on to school. In other words the Kansas City Institution serves as a finishing school for these.
In states where the school age is between 5 and 21, the Junior College extends the High School course two more years, or in other words increases the public school possibilities 2 more years.

The nearest college to Kansas City is Park College, 10 miles away (which is always overcrowded); and the closest university is 40 miles off. Fort Scott is 38 miles from a Senior College, and 150 miles from the University of Kansas.

Cities with a Junior College have an increased taxation, but at the same time an increased amount of money is kept within the city.

Since Junior College work is virtually secondary school work, equipment does not cost any more than High School equipment in proportion.

In cities where there is a Junior College, students can keep the same job they had while attending High School.

Junior Colleges can be operated as Night Schools if there is demand enough to warrant it.

Junior College freshmen have one big new adjustment to make—that of acquiring the college habits of study, etc. When they go to the University or Professional School, manifestly they have acquired the college attitude of work.

University freshmen have two big new adjustments to make—that of acquiring college habits of study, and that of making all of the social adjustments as well, at the same time.

Junior Colleges, then, serve as intermediate schools, enabling college students to make their adjustments one at a time, when going from high school to university.
COMPLETE BIBLIOGRAPHY

The Function of Ideals in Social Education, Voelker, Pages 42-56.
Junior High Schools of Berkeley, California, #4, 1923, Pages 9-16.
Education During Adolescence, Mackie, 1920. "Selected."
United States Educational Directory, 1924.
Statistics from Kansas City Junior College.
Statistics from Kansas University.
Statistics from Fort Scott Junior College.
Statistics from St. Joseph Junior College.
Statistics from Atchison High School.

Kansas University Catalog, 1923.
Missouri University Catalog, 1920.
Junior College Bulletins:
   Kansas City, Missouri, 1924-1925.
   Fort Scott, Kansas, 1923-1924.
   St. Joseph, Missouri, 1923-1924.
   Garden City, Kansas, 1919-1920.
   Harper, Kansas, 1923-1924.
   Highland, Kansas, 1923-1924.
   Central College & Academy, 1923-1924.

The Atchison, Kansas, Daily Globe.
The Curriculum, Bobbitt.
How Children Learn, Freeman.

Personal letters from Presidents of:
   Fort Scott Junior College.
   Iola Junior College.
   Arkansas City Junior College.
   Central Academy & College.
   Harper Junior College.
   Highland Junior College.