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Junior college movement with special application to New England.

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The Junior College Movement with Special Application to New England

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The Junior College Movement
with Special Application to New England

I. Causes of the Development of the Junior College

A. University of Chicago, 1896

B. The California Movement

II. Objectives

A. Preparatory

B. Terminal

C. Pre-professional

D. Vocational

III. Organization

A. Types

1. Public

2. Private

3. Reorganization of University

4. Probable Organization

B. Teachers

1. Preparation

2. Experience

3. Sex

4. Salaries

5. Length of Service

6. Special Field

7. Degrees

C. Curriculum

1. General Curriculum

2. Extra Curriculum

The Junior College Movement
with Special Application to New England
(Continued)

3. Requirements

a. Admission

b. Graduation

D. Standards

1. North Central Association

2. New England Association of Secondary Schools and Colleges

3. New Hampshire Standards

E. Achievements in New England

1. Comparison of Transfers from Junior Colleges with Students of Senior Colleges.

IV. The Future of the Junior College in New England

The Junior College With Special Application to New England

The conception of the junior college in the field of education was first rather definitely defined by a few educational leaders in the middle of the last century. Doak S. Campbell[1] stated, "when Dupont de Nemours presented to Thomas Jefferson in 1800 a comprehensive and detailed statement of the orgainzation of a system of education for the new democracy, he presented what might be termed a European system adjusted to the needs of an American democracy. 'College' as proposed in this report represents rather closely what has later been proposed as the junior college."

In the program of public education, which President Henry Tappan outlined in 1852 when he became President of the University of Michigan, he described a unit of education which corresponds to the public junior college of today, and he also advanced the idea that the first two years of college work belonged to secondary education. William W. Folwell, President of the University of Minnesota, in 1869, and Andrew Ten Brook[2] in 1875 expressed and re-affirmed President Tappan's view in their addresses and writings.

It is believed that ther term "junior college" was used first by President Harper of the University of Chicago in the year 1896. He applied it at this time to the lower division of that institution.

The causes for the junior college have been stated by Carl Holliday[3] as follows:

[1]Doak S. Campbell, A Critical Study of the Stated Purposes of the Junior College, pp. 1-2.

[2]Andrew Ten Brook, American State Universities and the University of Michigan.

[3]Carl Holliday, "The Junior College Movement," School and Society, xxx (December 28, 1929) pp. 887-888.

"1. The terrific pressure of numbers in the larger universities has caused the state to build local two-year colleges to retain the younger students at home.

2. A tendency to found municipal universities, supported by city taxation, and the junior college may be the first step in that direction.

3. There is the sincere belief of many a parent that his boy or girl between the ages of seventeen and nineteen is safer at home than on some distant campus.

4. The overweening desire of every town to boast the possession of a college.

5. The lurking desire of many a high-school principal to be known as a college president and the more or less latent desire of many a high-school teacher to be known as a 'college professor'."

W. T. Magruder[1] has added a few more reasons for the junior college.

"1. Widespread belief that the small college has many advantages over the larger institutions.

2. Interest and support of men of wealth of the college town.

3. The strong religious support given most of these institutions.

4. The democratic spirit of the American people."

Mr. Magruder believed the junior college should exist for:

1. "Boys and girls who wish to get a college education and who could not afford to go away.

2. Boys and particularly girls who are too young and immature to be sent away to college.

[1]W. T. Magruder, "The Junior College as a Relief," Educational Review, LXI (December 1926) pp. 286-287.

3. Those who would be kept at home by home ties and duties.

4. Those who need further moral and religious training before they are thrown into the vortex of city temptations.

5. Those who are expecting to enter one of the professional schools and who could just as well get their preliminary education in these colleges."

The movement for the establishment of junior colleges started in the Middle West and the Far West and since has gradually and somewhat slowly spread eastward.

The first recorded study of junior colleges was made by F. M. McDowell[1] in 1917. He found sixty-nine junior colleges in the United States. In 1923, six years later, L. V. Koos[2] stated that there were approximately two hundred institutions which could be listed as junior colleges. In the Directory of the American Association of Junior Colleges for the year 1929 there were four hundred and four, a gain of two hundred and four in six years' time. Junior colleges have been reported from all but three states in the Union, Nevada, Vermont, Wyoming, and the District of Columbia.

The state of California was one of the earliest states to include the junior college in its educational system. This was made possible because of the aid which the state granted.

In the year 1907 California authorized any high school

[1] F. M. McDowell, "The Junior College," U. S. Bureau Bulletin (1919)

[2] L. V. Koos, The Junior College Movement.

board of any high school district, to prescribe for their graduates post-graduate courses which should approximate the studies prescribed in the first two years of the university courses. Fresno High School immediately took advantage of this opportunity. In 1910 ten high schools were offering such courses with a combined enrollment of about seven hundred students.

In the year 1917 the State of California recognized the junior college as a part of its educational system and passed a law stating, "Any high school district having an assessed valuation of $3,000,000 of taxable property might organize a junior college department by vote of its board of trustees." The state promised aid for the establishment of these junior colleges. The admission requirements were set up by the University of California, as follows:

"1. Admission requirements must be the same as for the University of California.

2. Program of study must include two years of English, history, mathematics, foreign languages, and sciences.

3. Laboratory equipment must be adequate to afford proper facilities for giving science courses of collegiate grade and must cost, over and above high school requirements, from $1,500 to $3,000.

4. Libraries must be enlarged to meet the new demands of college work for reference books.

5. The degree of Master of Arts should be considered the minimum scholastic requirement for faculty members.

6. Salaries must be adequate to secure competent instructors for junior colleges of California."

These atandards have remained the basic standards for California even up to the present time.

Two years later in the year 1919 there were twenty-one junior colleges in California with an enrollment of eighteen thousand students.

The law of 1921 for junior colleges provided for a property valuation of ten million dollars an average daily attendance of four hundred high school students in the district; and such districts after the second year must maintain an average daily attendance of seventy-five in the junior college division. Single district, union district, and county junior colleges were authorized. State aid was granted to junior college districts plus $100 per student in average daily attendance.

Two new types of junior colleges were provided for in the law of 1927, the district junior college and the union junior college. The district junior college is a junior college organized in a high school district, while a union junior college is one which is maintained in a junior college district which includes two or more contiguous high school districts. Both demand a certain daily attendance of pupils and a definite assessed valuation.

William M. Proctor[1] sums up California's contribution to the junior college in the following: "As the other states develop this phase of their public school system, California's proportion of the total number of public junior colleges will continue to decrease. Her contribution, however, will have

[1] W. M. Proctor, The Junior College, Its Organization and Administration, p. 1

been made in the pioneering character of the work accomplished."

Authorities of the junior college in general agree that the objectives of the junior college are: (1) college preparatory, (2) terminal, (3) pre-professional, (4) vocational. These terms have been defined by W. M. Proctor[1] as follows: "Preparatory curricula are those designed specifically as a preparation for the upper levels of the liberal arts course. Terminal curricula are those designed specifically for those students who do not anticipate further training beyond the junior college, but who desire a diploma, either in general cultural fields or in vocational courses from which they may enter directly into gainful employment in non-professional or semi-professional occupations. Pre-professional curricula are those designed specifically as a preparation for professional courses, either in the upper levels of the university, or in separate professional schools with well established preparatory standards. Vocational curricula are those which prepare for gainful occupations, but which are not necessarily terminal in their nature."

The curriculum which stands first in the greater majority of junior colleges is college preparatory. This no doubt has come about because the standardization has been confined to the preparatory function.

American education has always been a preparation for the level immediately above. The preparatory function was the core of the earliest junior colleges and is generally found

[1] W. M. Proctor, The Junior College, Its Organization and Administration.

in practice today.

The difficulty of restricting enrollment in the large state universities makes it necessary to eliminate a large number of students after the first examination periods. This practice is not consistent with the teachings of a democracy. The state universities have looked with favor upon the junior college as a selective agency.

Cortright[1] has shown that the increase of general population in the United States from 1890-1924 has been 79%, the increase in enrollment in elementary schools has been twice as great, and the increase in enrollment in high schools has been thirty-one times as great. The increase in college and university enrollment has been four and one-half times as great as the increase in general population. This increase in enrollments demands increased facilities for the accommodation of high school graduates.

The subjects taught in the preparatory curriculum are those which are found in the first two years of the regular four year college, namely English, mathematics, Latin, French, Sciences, history, Social subjects, Philosophy, and Psychology.

In the study which Koos has made comparing junior college students entering the four-year college and university with students who have done their first two years at the university, he declares there is no appreciable difference. In the study which Eells[3] made of five hundred and ten students

[1]E. E. Cortright, Experience of Freshmen Applying to Enter College in N.E. and Middle States. (Unpublished Study). 1927.
[2]L. V. Koos. Ibid.
[3]W. C. Eells, "Records of Junior College Graduates at Stanford University." Proceedings of the American Association of Junior Colleges., 1928.

at Stanford University, he found that the student who transferred from a junior college made good from both a scholastic and an athletic standpoint. H. M. Showman, however, in his study over a certain period at the University of California declares his results show that the students coming from the junior college are inferior.

In the terminal courses the junior college has a much larger freedom than in the courses which it must offer in preparatory work. It is no longer duplicating the two lowwe divisions of a state university. Proctor[1] says, "The most promising beginnings yet made in formulating terminal curricula have shown a selection of certain fundamental lower division courses, basic either to professional or semiprofessional training, combined in the second year with simplified adaptations of completion courses. In general, the emphasis in these curricula is on the practical rather than the theoretical." Doak S. Campbell[2] after studying three hundred and forty-three catalogs of junior colleges states "that while seventy-five junior colleges of this number contained curricula definitely terminal in their nature, these courses were terminal courses for 42.2% of their junior college graduates. In practice the junior colleges are not meeting the actual demands which are being made upon them by their students." Very successful terminal courses are offered by Ontario in Agriculture. Ten courses are offered including Stock Judging, Dairy Science, Agricultural Botany, general Horticulture, and others. Business Management,

[1]W. M. Proctor. Ibid. p. 65

[2]D. S. Campbell, A critical Study of the Stated Purposes of the Junior College. p. 27.

Draftsmanship, Engineering, and Home Making appear in the catalogs of various junior colleges under terminal courses.

G. F. Zook[1] believes that the junior colleges are a solution for the pre-professional work which is now being required in medical schools. One year of college is required for the dental profession. The law schools are seriously contemplating a two year requirement in arts and science. Such work, Mr. Zook believes, is the natural work of a junior college. On the side of the student, if the work in English, foreign languages, elementary mathematics and science could be completed in a junior college the faculty and students of the engineering and medical schools alike could concentrate on their definite subjects and the results would be a higher grade of scholarship and greater economy of time. Such a reduction in years would be a great boon to professional students, who are now from twenty-three to twenty-five years of age when they begin the practice of their professions.

Koos[2] says on this point: "It may be assumed that strong junior colleges should find no insurmountable difficulty in endeavoring to provide satisfactorily for the following professional groups." Among these groups are Law, Medicine, Dentistry, Nursing, Journalism, Chemistry, Commerce, Agriculture, Home economics, Civil, Electrical, Mechanical, and Chemical engineering.

The scope of the vocational department must be deter-

[1]G. F. Zook. "The Junior College Movement," School and Society, XXVIII (October 6, 1928) pp. 414-417.
[2]L. V. Koos Ibid. p. 61

mined primarily by the communities it serves. Miss Freeman[1] states, "There is a rapid increase in vocational education and it is over-crowding our high school curriculum. The junior college seems to be the natural place in which a child may best make a decision for his life's work."

G. V. Bennett[2] in a recent study of vocational training found a wide gap between the vocational subjects of the high school and those of the university. The vocational occupations which lie in this gap he lists as: nursing, library practice, watch-making, and training for the position of railway station agent. Vocational courses answer the need of 50% of the students who leave the junior colleges and do not continue their studies in higher institutions. To say that there is no further provision for the training of the student who has completed a high school course and who belongs to the non-recommended group could hardly be justified in a democracy. Clues as to what these vocational courses are to be will come from the communities in which the junior colleges are located and from a study of the cultural and civic needs of the millions of young people of the ages of 18-21 who are not enrolled in our American colleges.

There are three main types of junior colleges: public, private, and state institutions. The public junior colleges are maintained by public taxation and are housed for the most part in the same buildings as the high schools. The teaching faculty and social life in many cases are connected

[1]Neda B. Freeman, "The Junior College in Massachusetts," Master's thesis at Boston University, Boston 1920

[2]G. V. Bennett, Vocational Education of Junior College Grade, 13-16.

with the high school. Kansas City, Missouri, and Grand Rapids, Michigan, seem to be the exceptions. They maintain junior colleges which are housed in separate buildings some distance from the high schools. The public junior colleges are upward extensions of the public-school system. From 1915 the development of this type of junior college was rapid. In 1921-1922 there were thirty-six institutions of this type. Today, Koos states there are one hundred and fifty junior college units.

State junior colleges are for the most part connected with normal schools and teachers' colleges. In 1921-1922 there were twenty-four of these state units. A rapid growth came in 1921, when the state of California took over junior colleges in high-school districts for teacher-training institutions. The control of these state junior colleges is lodged in the authorities who direct the institutions. This is usually the state normal school board. One exception is found in the Southern Branch of the University of California, which is in charge of the parent institution. The growth of this type of junior college is due to a motive of expansion from normal-school to a more widely functioning status. Koos stated before the American Association of University Women held at Boston this April that there were thirty or forty of these units today.

The private junior college was the first to appear. There are two sources for the private junior college. The standardization of the four-year college has been too high for some of the smaller institutions to maintain and therefore they have

become junior colleges. The old academies which have aspired to a higher level have also become junior colleges. Many of these private junior colleges are operated under the auspices of some church or other religious group. Among these we find the Methodist Episcopal Church, Lutheran, Baptist, Catholic, Presbyterian, Latter-Day Saints, Christian, and Episcopal. There are some private junior colleges run for private gain.

We find the greater number of junior colleges located in the South, Mid-West, and Pacific-Coast states. New England and the middle Atlantic states have the smaller number.

Among the services which the junior college is likely to fulfill is that of the reorganization of the University. This function is considered the most important. Several changes have been taking place in the colleges and universities so gradually that educators themselves seem unconscious of them. The first of these changes is the advancing age of the person who enters college. The following quotation from a Harvard president well illustrates this point, "In the four consecutive years beginning with 1762, the average age of the students on entering college was sixteen years and two months, - - - - while in the four consecutive years beginning with 1860 it was seventeen years and eight months . . . . In the first of the above-mentioned groups of classes, nearly a third were under fifteen when they entered . . . . On the other hand, in the . . . . last group ---- there was but one under fifteen and only eighteen under sixteen."

Koos[1] in his study of this question at other colleges

[1]L. V. Koos Ibid p. 191

found that in the years 1827-1831 the freshmen of Amherst were fifteen and a half years old and younger. The freshmen of Bowdoin in the years 1810-1817 were fifteen and a half and younger. The freshmen at Dartmouth in the years 1800-1804 were somewhat more mature, a sixth were fifteen and a half and younger, and more than a fourth were sixteen and a half and younger. When we read the lives of our poets, we find that Longfellow was admitted to Bowdoin as a sophomore at the age of fifteen. Emerson is reported to have entered Harvard at the age of fourteen. Today scarcely any freshmen enter college so young.

With this change in age have come about other noticeable changes. The entrance requirements have been broadened and a downward shift has taken place in the college curriculum. For admission to our Eastern Colleges the requirements in the classical languages have remained about the same. In the twenties and thirties the credit given for Greek and Latin was about half of the total number of units for admission. The change took place outside the classical field in what would today be classified as elementary school subjects. These subjects were arithmetic, English grammar, and geography. The first subject of high school grade was elementary algebra. After algebra came such subjects as plane geometry, ancient history, French or German, and English literature. It is clear that today a more liberal education is being required for admission than earlier.

By the downward shift in subjects we mean that subjects which were taught in junior and senior years of college a century ago are today found in the freshman and sophomore years.

This is noticed in mathematics, English literature, and sciences. Both increasing age of the student at entering college and the wider extent of his education before he enters have brought about the shifting of many subjects from the upper to the lower years of college.

Another change which has taken place in our colleges and universities is the system of electing major lines of study. This system allows the student to specialize in his own particular field. It assumes that the student is wise and mature enough to make a choice of subjects which will benefit him.

The cleavage between the first two and last two years in the universities is another change. These first two years have been called lower division, junior college, or junior division. This separation has taken place in the large universities in the West and Middle West. The lower years are still regarded by these universities as years for general education, while the upper two are years for specialization. It is the field of the university to foster research, and to offer advanced instruction as a help to research and professional training.

There has been much discussion concerning the regrouping of the different grades in our public school system. Before the coming of the junior high school there were usually eight grades in the elementary school and four in the high school. This plan was called the 8-4 plan. With the junior high school added, the grouping was grades one to six, elementary; grades seven, eight and nine, junior high; grades ten, eleven, and twelve, senior high. This plan may be designated as the 6-3-3 plan.

Another plan has been advocated as the best form to be adopted. This is the 6-4-4 plan: six elementary grades, four junior high grades, four senior high and junior college grades. Dr. Leonard V. Koos and Dr. Fredrick Eby[1] are advocates of this plan. The latter says, "The general drift appears to be toward more consolidation. The reasons for the complete isolation of the junior college years from the high school are growing weaker and weaker and less important year by year. There is a growing conviction that the junior college of the future will combine the two upper years of the present high school organization and the two lower years of the standard college into a single organization." This 6-4-4 plan is being experimented with is Pasadena, California, a city of seventy-five thousand people. The results so far found are economy in financial administration, lowered overhead expense, elimination of overlapping in content of courses, better teaching for the last two high school year, greater holding power through minimizing the break between high school and college, and a better chance to develop student and institutional morale.

William F. Ewing[2] says, "There is a good reason to believe that when this type of institution is fully developed, it will become the modern substitute for the standard four-year American cultural college, the ideal training institution for later adolescence."

[1]Dr. Fredrick Eby. "Shall we Have a System of Junior Colleges in Texas?" (January Texas Outlook, 1927)

[2]W. F. Ewing. "The 6-4-4 Plan of Educational Reorganization." The Junior College, Its Organization and Administration, Chap. XI pp. 155-169.

The success of the junior college, because it is only an infant in the educational system, depends upon the personnel of its faculty more than on any other one thing. Nothing is more important than the choice of the men and women who make up the teaching staff of this type of college. They should be teachers with not only adequate training but also strength of character and sound understanding. The teachers of the junior college must realize the pioneer work which they are to do. The student body in many junior colleges comes from a localized circle. For this reason the faculty should come from widely separated colleges to eliminate provincialism. Among a well-balanced faculty should be found the slow as well as the clever, the matter-of-fact balanced by those who are enthusiastic. In the leading universities of California a Doctor's degree is considered essential for the heads of the departments of language, literature, pure science, mathematics, history, economics, and political science. Fifty per cent of the teaching staff hold Doctor's degrees. Master's degrees are held by a fifth and Bachelor's degrees by a fifth of the faculty. Music, art, home economics, engineering, vocational arts, physical education, and foreign languages are taught by teachers without degrees but (in the high institutions) by teachers of wide experience.

In the junior colleges we find seven per cent of the faculty with Doctor's degrees, forty per cent with Master's degrees, and thirty-six per cent with Bachelor's degrees. Instructors in public junior colleges possess a higher percent-

age of graduate degrees, and fewer without degrees.

Since the particular field of research belongs to the universities and since it is the function of the junior college to lay the groundwork in fundamental training for the university courses, the junior college faculties are as well qualified as the university faculties to carry on their work.

The experience of the junior college instructor exceeds that of the high school teacher and university professor. Many times the junior college instructor has taught a term of years in the high school before being advanced to the junior college, which would account for his long experience. Koos gives as a median for teachers of public junior colleges, 9.1 years of experience; instructors in four-year colleges, 8.9 years; teachers in universities, 4.2 years; and teachers in private junior colleges, 5.0 years. These figures show that the student who is enrolled in the junior college is guided by teachers of experience.

In the New England junior colleges, which are for the most part private, the number of women teachers far outnumbers the men.

It is difficult to quote the exact salaries paid for junior college teachers because many are paid for performing administrative duties besides their teaching.

The salaries of the junior college teachers in general are better than those of the high school teachers. Herein lies a danger, that the high school teachers may aspire to junior college work without the additional training necessary to dis-

tinguish collegiate from high school standards. The salaries of the junior college teachers compare favorably with those of the instructors in the first two years in the university. It is thought that those of the junior college should be raised. The feeling still exists that it is more glory to teach in a four-year college or university than in a junior college, and the university offers the opportunity for further work. Therefore, if the junior college is to attract a high grade of instructor, it must offset these advantages by increasing its salaries.

The heaviest teaching load in the junior colleges is done in the departments of language, history, political science, and economics. Teachers of mathematics and science are found to have the lightest load. It is difficult to secure an exact record of the unit hours carried by the junior college teachers, because many are teaching some high school subjects. The teaching load varies from twelve to twenty hours with an average of fifteen. The number of different classes to be prepared is found in many cases to be four. With the teaching load should be considered all instructional activities required, such as hours required to correct papers, size of classes, and student conferences. The hours taught per week by the junior college teacher seems small to the high school teacher, who does not realize that one unit of college teaching is equivalent to one and two-fifths of high school. The college professor on the other hand is appalled at the number of hours the junior college instructor teaches.

The people who support the public junior colleges are yet to be convinced that the teachers of the junior colleges are

being over worked or that their teaching burdens are excessive.

Miss Marion Coats[1] gives us under the heading of "What any student going to college wants," the following suggestions:

1. To go on learning beyond secondary school.
2. To do this in a congenial atmosphere.
3. To acquire prestige in so doing.
4. To be surrounded by interesting people.
5. To have freedom to live their own lives under conditions which they can control.

What curriculum can the junior college offer in order to meet these needs?

Three important factors have been suggested in order to work out a satisfactory course of study for any junior college, namely: the present day social, cultural and vocational needs of students.

The junior colleges are giving four courses to their students; college preparatory, pre-professional, terminal, and vocational. Not all these courses are to be found in the curricula of every junior college. Many times the courses taught depend upon the needs of the community in which the junior college is located.

The origin of the junior college was to duplicate the first two years of regular four year college and university. Doak S. Campbell in his study of three hundred and forty-three catalogues of junior colleges found that the college preparatory curriculum predominated. Second came the vocational courses.

[1]M. Coats, "Junior College," Forum, LXXX July 1928 pp. 82-90.

He found pre-professional curricula offered in a little less than 50% of the publicly supported junior colleges and less than this number in the private ones. In the preparatory curricula there is no need of originality. What the university offers in its first two years the junior college must give. The universities are more willing to accept reasonable equivalents as time goes on than they have been in the past. Vocational courses given by the junior colleges differ with the needs of the community. A course in Oil Production was given in one and agricultural courses in others. Among the cultural courses which Sacramento and Modesto are giving are: applied art, art appreciation, California history, constitution, dramatics, French for beginners, public speaking, music theory, music appreciation, and music voice. Among the extension courses which Modesto offers are listed: contemporary history, home gardening, educational measurements, Spanish, and home economics.

In terminal courses the directors of the junior colleges face a need for careful thought. Frank Waters Thomas[1] expresses his ideas thus: "It is no longer a matter of duplicating the conventional courses given in a lower division of the universities. These are essentially foundational in character with the completion courses reserved for later years. With very little well-tested pioneer work yet available to serve for guidance, there is need for careful experimentation in most cases."

Ontario offered a superior course in agriculture with its

[1]F. W. Thomas "The Junior College Curriculum," The Junior College, Its Organization and Administration. Chap.V p.65.

many sub-divisions. Secretarial Science, draftsmanship, engineering, home making and nursing are found in many catalogues under terminal curricula.

Orientation courses are given in some junior colleges to the freshmen as follows:

1. Problems of Citizenship.

2. How to Study in College.

3. Contemporary Cifilization, and the Nature of the World and Man.

The American Association of University Professors report courses which they found given by junior colleges for these reasons:

1. To adjust the student to college environment.

2. To train him in thinking.

3. To provide a course which by its very difference from high school courses shall convince him of the seriousness of college work.

4. To give him a sound general conception of the nature of the world and man.

5. To survey the historic background of contemporary civilization.

6. To give the student a stimulating and intelligent interest in the main human problems of the present day.

7. To afford an introductory survey of the whole or at least a considerable portion of the field of collegiate study.

Orientation courses were first given in California in 1925.

Beside the above mentioned curricula many extra-curricular activities should be included. These must come from a desire

within the student body.

In the Modesto junior college we find the student body association, women's association, College Paper, Varsity Club, Dramatic Society, Y. W. C. A., Y. M. C. A., Glee Clubs, Science club, and several others. It is by these extra-curricular activities that the junior college is brought to public attention and necessarily the high or low level of the college is revealed. Interest in activities started in the junior college is continued in the university. Through this extra-curricular training is obtained that cultural training whose value both to the student and community cannot be overestimated.

The requirements for admission and graduation remain comparatively the same regardless of the section in which the junior college is located, as is shown by the standards of the North Central Association, Junior College Standards Adopted in 1924, and the Southern Association, Junior College Standards Adopted in 1923.

1. Admission. The junior college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or by the result of examinations. The major portion of the units accepted for admission must be definitely correlated with the curriculum to which the student is admitted.

1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by

a recognized accrediting agency.

2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

The general standardization of junior colleges is well stated by the North Central Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, and the State Board of Education of New Hampshire.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Standards of Accredited Junior Colleges--1930-31

1. Definition

A standard junior college is an institution of higher education with a curriculum covering two years of collegiate work (at least sixty semester hours, or the equivalent in year, term, or quarter credits), which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school. A semester hour is defined as one period of class-room work in lecture or recitation extending through not less than fifty minutes net or their equivalent per week for a period of eighteen weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.

2. Admission.

The junior college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or

by the result of examinations. The major portion of the units must be definitely correlated with the curriculum to which the student is admitted.

3. Organization.

The work of the junior college shall be organized on a college, as distinguished from high school, basis so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first two years of a standard college as defined by this Association.

4. Faculty.

The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this Association, or an equivalent, and, in addition, graduate work in a university of recognized standing amounting to one year. The teaching schedule of instructors shall not exceed eighteen hours a week; fifteen hours is recommended as the maximum.

5. Size of Classes.

Classes, exclusive of lectures, of more than thirty students shall be interpreted as endangering educational efficiency.

6. Registration.

No junior college shall be accredited unless it has at least sixty students regularly registered in accordance with these standards. Of those enrolled at least one-third should be in the second year.

7. Libraries and Laboratories.

The junior college shall have a live, well-distributed, and efficiently administered library of at least 3,000 volumes,

exclusive of public documents, selected with special reference to college work and with a definite annual appropriation for the purchase of current books and periodicals. The junior college shall be provided with laboratories fully equipped to illustrate each course announced.

8. Finances.

The minimum annual operation income for the educational program of the junior college should be at least $20,000, of which not less than $10,000 should be derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding five years.

9. General Standards.

The character of the curriculum, the efficiency of instruction, the scientific spirit, and the tone of the institution shall be factors in determining eligibility for accrediting.

10. Buildings and Equipment.

The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

11. Inspection.

No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by this Association. Such inspection will not be authorized until the second year of the junior college shall have been in full operation for at least one full year.

NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Second Report on Standards for Junior Colleges

Presented December 7, 1929

Introduction:

At the present time the junior college in New England is in an experimental stage. Its aims are still in the formative period and consequently any attempt to set forth requirements for an acceptable junior college must be expressed in rather broad and general terms. Your committee in presenting this revised report has had the advice of able representatives of the junior colleges in New England and has endeavored to be sympathetic with their point of view, although realizing that many of the educational problems raised necessarily involve difficulties and readjustments. Your committee has not included in the requirements any statement in regard to the number of students that should be registered in a junior college, but believes that the requirement of the American Council on Education of at least fifty is not unreasonable. The committee is also of the opinion that to accomplish the necessary amount of work a continuous session of at least thirty-four weeks is desirable. It goes without saying that an acceptable junior college should have the records of its students always

available and that in its general administrative features it should set up for itself the same requirements as are maintained by the older colleges.

The Committee presents the following:

Suggested Minimum Requirements for an Acceptable Junior College.

1. A junior college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

2. A junior college should require for graduation the equivalent of sixty semester hours, that is, two years of college work, with further scholastic qualitative requirements adapted by each institution to its conditions.

3. Although the junior college may have courses of a general nature adapted to students who do not intend to proceed further, when it undertakes pre-professional work it should be able to prepare its students for recognized professional schools that require two years of college work, and when it has courses equivalent to those of the first two years of undergraduate college work it should be judged by its ability to have its students accepted for the junior year in college.

4. The junior college should have a faculty so large that the ratio of the number of students to the number of faculty members above the grade of assistant shall not exceed twenty to one.

5. The training of the members of the faculty should include at least one year of graduate study together with evidence of successful experience or efficiency in teaching. A junior college should be judged in large part by the ratio which scholarly achievement and successful experience as teachers bears to the total number of the teaching staff.

6. The junior college should arrange the teaching schedules so that the total number of hours of teaching of any instructor shall vary according to the subject taught, not exceeding eighteen hours per week, including extension work and work in other institutions. The junior college should limit the number of students in a recitation or laboratory class to thirty to each instructor.

7. The junior college should offer instruction in at least the five field of English, Mathematics, Foreign Languages, Social Sciences and Natural Sciences. In each of these divisions at least one teacher should devote his whole time to instruction and when departments are established within the divisions, there should be an adequate number of teachers especially trained for their particular work.

8. The material equipment and upkeep of a junior college, including its buildings, lands, laboratories and apparatus for the teaching of science, should be sufficient to insure efficient operation. A junior college should have a well-distributed, professionally administered library of at least 4,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books.

9. The operating income for the junior college should be at least $350 per student. The income from endowment, or other course, exclusive of student fees, should become as soon as possible at least $50,000 per annum.

Respectfully submitted,

Kenneth C. M. Sills,
Pres., Bowdoin College, Chairman

Clifford H. Moore,
Dean, Harvard University

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STATE BOARD OF EDUCATION OF NEW HAMPSHIRE

New Hampshire Standards

Announcement has recently been made of the adoption of standards for accrediting junior colleges by the State Board of Education of New Hampshire. These standards are as follows:

Definition.--A junior college is an institution of higher education which offers two years of work equivalent in prerequisites, scope and thoroughness to the first two years of work at a recognized degree-granting college. For its first year, a junior college may be accredited with instruction

offered to a single class. A junior college which wishes to be accredited may secure the necessary blanks from the State Board of Education.

Faculty.--Each member of the staff of instruction shall have a Baccalaureate degree and not less than one year of organized graduate work in the field of the subjects which he teaches. He should also give evidence of successful experience or efficiency in teaching.

Teaching load.--The teaching load should not exceed fifteen or eighteen hours of junior college work per week.

Student load.--The regular credit work of a student should be fifteen hours per week. Except in the last semester before graduation, extra credits should be permitted only in case of superior scholarship, and in no case should a student be allowed to register for more than twenty credit-hours per week.

Admission of students.--The requirements for admission shall be the satisfactory sompletion of a four-year curriculum in a secondary school approved by the New Hampshire State Board of Education or by a recognized accrediting agency for schools in other states. There shall be no conditional admission.

Graduation requirements.

A. Requirements for graduation shall be based upon a satisfactory completion of thirty year-hours or sixty semester-hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges and universities. In addition to the above quantitative requirements, each insti-

tution should adopt qualitative requirements suited to its individual conditions.

B. Graduation must be evidenced not by a degree but by a diploma or certification of completion of the junior college curriculum.

Program.--A junior college may offer curricula in such vocations as will meet the needs of the students and there must be at least one curriculum whose completion permits transfer without time loss to a recognized degree-granting college.

Enrollment.--A junior college should have a minimum of twenty students in the first year and forty students in the two years.

Buildings, libraries, laboratories, and equipment.--There shall be adequate space and equipment for recitation, study, library, laboratory, and other instructional activities. An adequate library of books and materials suited to the work offered shall be easily accessible to the students. The library of the school should be properly catalogued and in charge of a competent librarian. The addition of new books each year, in order to keep the library facilities up to date for the courses offered, is necessary.

Records.--A system of permanent records showing clearly the secondary and college credits of each student shall be adequately and carefully administered. The original credentials filed from other institutions shall be retained in the junior college.

Extra-curricular activities.--There should be provision for extra-curricular activities and abundant opportunity for development of leadership and initiative. Such activities should be properly administered and should not occupy an undue place in the life of the junior college.

Separation of college and high-school classes.--If a junior college and high school are maintained together, students shall be taught in separate classes.

Inspection.--The State Board of Education will inspect once each year each accredited junior college and will file with the institution a report on its organization, administration, and instruction and upon the credentials of the teachers.

Term of accreditation.--A junior college when application is made by its governing body will be accredited annually upon evidence that these standards are to be met.

Reports.--Statistical reports and the scholastic records of graduates shall be filed at the close of the school year with the State Board of Education.

College year.--A junior college shall be in session for at least thirty-four weeks each year, exclusive of holidays.

Affiliation with higher institutions.--Each junior college shall effect an arrangement with one or more recognized degree-granting colleges by which its graduates may be admitted without examination to full standing in the junior year, Grade XV. Facts regarding such affiliation will be canvassed in considering the application of each junior college for accrediting by the State Board.

Regarding affiliations and transfers, there appears to be no set rule. Four New England junior colleges state that they are affiliated with one or more four year colleges so that students may transfer without examination or loss of time. Another is in the process of making such an affiliation. Three more report that they are not affiliated, but have made satisfactory transfers. These transfers appear to have been made with one or two years advanced standing.

The four year colleges appear to accept transfers with or without examination, according to their own standards, and in some cases, based upon the recommendation given by the junior college to the particular student in question.

The future of the junior college in New England is uncertain. The movement will undoubtedly progress along one of the two following lines: a two-year unit of post-secondary work including grades 13 and 14 or a four-year unit incorporating two years of secondary work and two years of work corresponding to the Freshman and Sophomore work of the college and university represented by grades 11 to 14 inclusive.

The former will be the popular type until the day of the inevitable re-organization of the public secondary school system, after which the junior college may logically be expected to begin with grade 11 and end with grade 14.

The junior high school will include grades 7-10, while the elementary will close with grade 6. All work now accomplished in the present high school system will be assimilated by the junior high school and the first two years of

the junior college.

The junior college of the future will offer at least three objective types of work.

First: courses now corresponding to the first two years offered by the present traditional college and university with special survey courses in history, science, and English. Such a curriculum may be terminal or subject to correlation with the upper level of the four year college. This objective type will be analogous to liberal arts course.

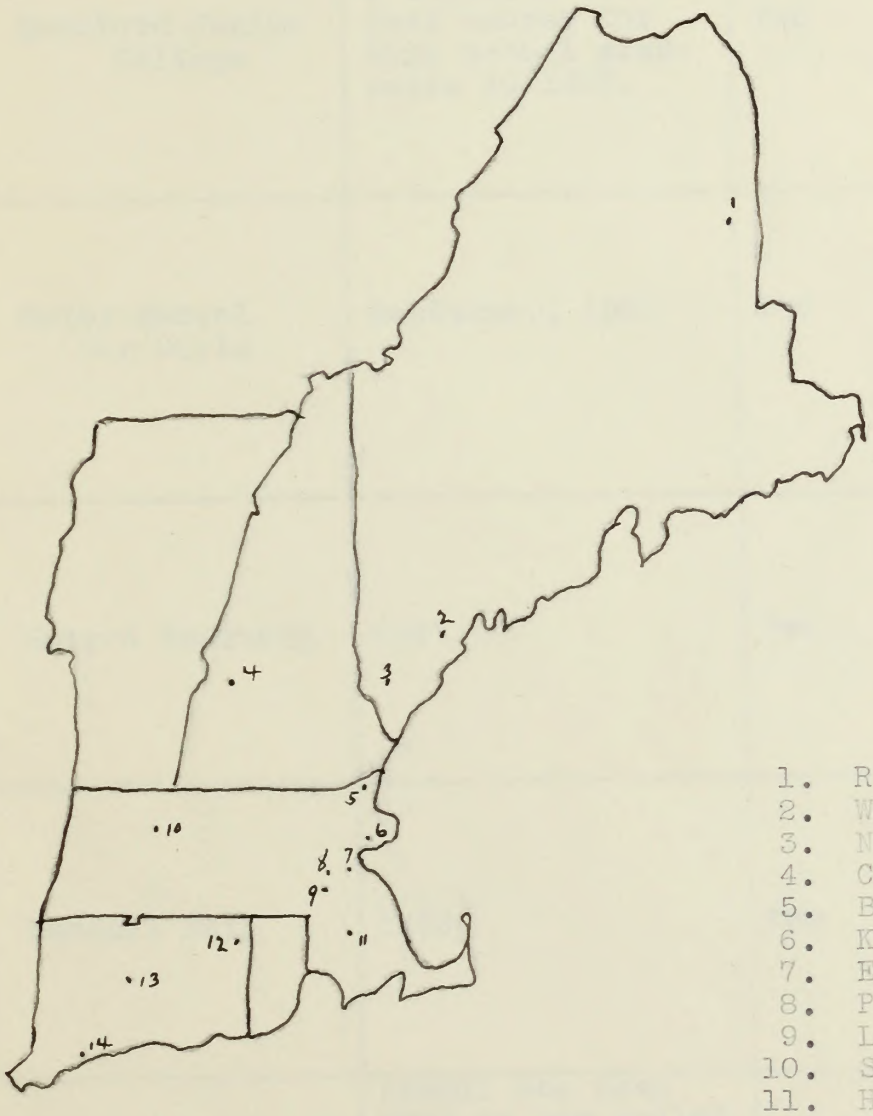
Second: courses of pre-professional nature, such as pre-business, medicine, library, and nursing. Curricula in this group may well begin in the lower level (grades 11-12) of the four-year junior college and continue throughout the course.

Third: professional terminal courses with emphasis on business, domestic arts, and music. With proper laboratory facilities library and elementary nursing might be included.

The New England Junior College will not develop specifically into a transfer medium whereby its graduates in the liberal arts curriculum, as a group, may continue in the upper level of collegiate work, with the possible exceptions of the state universities and a few progressive colleges located within the area indicated. The junior college in New England will instead minister to thousands of young men and women who do not anticipate or desire a traditional college education. Its main function will be to provide for a rounded-out education prior to years of specialization in the professional and domestic duties of life.

A questionnaire was sent to each of the seventeen junior colleges, who are members of the New England Council of Junior Colleges. Replies were received from fourteen. The replies from these colleges have been tabulated.

The following map shows the location of these junior colleges.



1. Ricker Classical
2. Westbrook
3. Nasson
4. Colby
5. Bradford
6. Kendall Hall
7. Erskine
8. Pine Manor
9. Lasell
10. Stoneleigh-Prospect
11. Howard
12. Marot
13. Miss Porter's
14. Junior College of Connecticut

Table I

School	1. What year was your school first called a junior college?	2. How many years of work are included in your junior college program?
Bradford Junior College	1920. Organized as a separate two-year course for high school graduates in 1902.	Two
Colby School for Girls	September, 1928	Two
Howard Seminary	1927	Two
Kendall Hall	1925	Two
Lasell	Lasell has been what is now called a "Junior College" since 1851. Of course the offering has increased and improved along with growth of senior colleges.	Two years beyond high school. Four years in all.

Table 1

Samuel	1. What year was your high school class called a junior college?	5. How many years of work was in-cluded in your junior college program?
Fredrick Junior College	1929. Organized as a separate two-year junior college for high school graduates in 1928.	Two
Dairy School for Girls	September, 1928	Two
General Seminary	1927	Two
Hendall Hall	1929	Two
Lassil	Lassil has been what is now called a "Junior College" since 1921. It serves the district between the Lockwood and Ingersoll along with groups of senior colleges.	Two years beyond high school. Four years in all.

School	1. What year was your school first called a junior college?	2. How many years of work are included in your junior college program?
Marot Junior College	1923	Two (Grades 11 - 12 in Howe-Marot School)
Miss Porter's School	Not officially so-called now.	Two
Nasson Institute	Not given	Two and three-year courses
Pine Manor	1930-1931	Two
Ricker Classical Institute and Junior College	1926	One

School	1. What year was your school first called a junior college?	2. How many years of work was the 1st student in your junior college program?
Marot Junior College	1928	Two (Grades 11 - 12 in Home-Rural School)
Miss Porter's School	Not officially so-called now.	Two
Ramsey Institute	Not given	Two and three-year courses
Sims Junior	1920-1921	Two
Pickens Classical Institute and Junior College	1924	One

School	1. What year was your school first called a junior college?	2. How many years of work are included in your junior college program?
The Erskine School	Called a School	Two years
The Junior College of Connecticut	1927	Two
The Stoneleigh-Prospect School	1926. We prefer the name "Post-Graduate".	Two
Westbrook Seminary	1925	Two

School	1. What year was your school first called a junior college?	2. How many years of work are included in your junior college program?
The Dwight School	Called a School	Two years
The Junior College of Connecticut	1925?	Two
The Stockbridge-Crosmont School	1926. Do prefer the name "Post-Graduate".	Two
Bethesda Seminary	1925	Two

School	3. Is your college one-sex or co-educational?	4. Enrollment first year.
Bradford Junior College	Women	1902-about 35 1920 - 76
Colby School for Girls	One sex Women	20
Howard Seminary	Women	25
Kendall Hall	Women only	8
Lasell	Women	Not given

School	3. Is your college co-ed or co-educational?	4. Enrollment this year.
Hanford Junior College	Women	12-school 26 1940 - 75
Colby School for Girls	One sex Women	30
Tomball Seminary	Women	22
Lockhart Hall	Women only	8
Lassell	Women	Not given

School	3. Is your college one-sex or co-educational?	4. Enrollment first year.
Marot Junior College	Women only	7
Miss Porter's School	Girls only	18
Nasson Institute	Girls' school	Not given
Pine Manor	Women	152
Ricker Classical Institute and Junior College	Co-educational	10

School	3. Is your college one-sex or co-educational?	4. Enrollment First year.
Bryn Mawr College	Women only	9
Miss Porter's School	Girls only	18
Beaver Institute	Girls' school	Not given
Miss Baker	Women	182
Higher Diocesan Institute and Junior College	Co-educational	10

School	3. Is your college one-sex or co-educational?	4. Enrollment first year.
The Erskine School	Women	Not given
The Junior College of Connecticut	Co-educational	28
The Stoneleigh-Prospect School	Women	10
Westbrook Seminary	Women	16

School	3. Is your college one-sex or co-educational?	4. Enrollment first year.
The Erskine School	Women	Not given
The Junior College of Connecticut	Co-educational	18
The Atomelight-Ingersoll School	Women	12
Northrop Seminary	Women	24

School	5. Enrollment 1930 - 1931	6. Is your college public or private?
Bradford Junior College	122	Private
Colby School for Girls	120	Private
Howard Seminary	20	Private
Kendall Hall	6	Private
Lasell	300 - plus or minus	Private (Corporation not for profit)

School	b. Enrollment 1920 - 1921	6. Is your college public or private?
Bradford Junior College	172	Private
Colby College for Girls	190	Private
Howard Seminary	20	Private
Kendall Hall	6	Private
Lasell	200 - plus or minus	Private (Corporation not for profit)

School	5. Enrollment 1930 - 1931	6. Is your college public or private?
Marot Junior College	55	Private
Miss Porter's School	30	Private
Nasson Institute	103	Private
Pine Manor	156	Private
Ricker Classical Institute and Junior College	33	Private

School	5. Enrollment 1930 - 1931	6. Is your college public or private?
Baptist Junior College	55	Private
Blue Ridge's School	30	Private
Bowen Institute	103	Private
Tice Junior	150	Private
Junior Classical Institute and Junior College	35	Private

School	5. Enrollment 1930 - 1931	6. Is your college public or private?
The Erskine School	About 90	Private
The Junior College of Connecticut	140	Private
The Stoneleigh-Prospect School	6	Private
Westbrook Seminary	25	Private

Bonsal	5. Enrollment 1920 - 1921	6. Is your college public or private?
The Drexine School	About 30	Private
The Junior College of Connecticut	120	Private
The Stoneleigh-Prospect School	0	Private
Westbrook Seminary	35	Private

School	7. Objectives
Bradford Junior College	(a) To give those who are completing education primary elements of college education. (b) To give those who are primarily interested in art, home economics, or music opportunity to study with highly competent instructors and at the same time to profit by more general college work. (c) To prepare students who qualify for senior college.
Colby School for Girls	(a) Terminal. (b) College preparation for higher level. (c) Pre-professional.
Howard Seminary	Two years of sound post-high work of essentially college grade for those who do not wish to go further.
Kendall Hall	(a) To fill a need for those girls who are not fitted to take up a regular four-year college course. (b) To give cultural advantages and broadening knowledge not otherwise attainable. (c) To help a girl decide what field she wants to specialize in later.

School	7. Objectives
Stanford Junior College	(a) To give those who are completing education primary elements of college education. (b) To give those who are primarily interested in art, home economics, or social opportunity to study with clients, competent instructors and at the same time to profit by more general college work. (c) To prepare students who qualify for senior college.
Colby School for Girls	(a) Terminal. (b) College preparation for higher level. (c) Pre-professional.
Howard Seminary	Two years of equal part-time work of essentially college grade for those who do not wish to go further.
Kendall Hall	(a) To fill a need for those girls who are not fitted to take up a regular four-year college course. (b) To give cultural advantages and promoting knowledge but otherwise attainable. (c) To help a girl decide what field she wants to specialize in later.

School	7. Objectives	
Lasell	Education	
Marot Junior College	(a) Many students for whom the increasing formalities of the four-year college present a barrier have a desire to enter the many intellectual fields that college offers. To these the two-year college affords the opportunity of a more leisurely approach to the great and vital thoughts of humanity.	
	(b) The college is further designed to meet the needs of those girls who desire to correlate their work with that of a four-year college or university, with the purpose of transferring to the junior year at the end of the two-year course.	
Miss Porter's School	Not given	
Nasson Institute	(a) Culture. (b) Efficiency. (c) Practical Arts.	

School	7. Objectives
Pine Manor	(a) Terminal academic. (b) Terminal home-making. (c) Freshman year of four-year college, for transfer to woman's colleges.
Ricker Classical Institute and Junior College	(a) Higher education at reduced cost. (b) Higher education for those who cannot go on to four-year institutions. (c) Serves as an orientation course. (d) Enables students to remain nearer home for a longer period of time.
The Erskine School	Interesting students in study when for some reason they have not gone to a four-year college.
The Junior College of Connecticut	(a) To offer pre-professional work of superior grade to young men and women. (b) To select from those applying students whom society should expect to have educated beyond the fourteenth year. (c) To offer a wide program for adults in the evening session. To add to the cultural, social, civic and educational resources of the community. (d) The development of strong terminal curricula for students who should not proceed beyond the junior college level.

School	V. Objectives
Pine Manor	(a) Terminal academic. (b) Terminal home-making. (c) Freshman year of four-year college, for transfer to women's colleges.
Higher Clerical Institute and Junior College	(a) Higher secretaries at reduced cost. (b) Higher education for those who cannot go on to four-year institutions. (c) Serves as an orientation course. (d) Enables students to remain nearer home for a longer period of time.
The Training School	Matriculating students in doubt as to some reason they have not gone to a four-year college.
The Junior College of Commerce	(a) To offer pre-professional work of superior grade to young men and women. (b) To select from those applying students who possess civic ideals except to have graduated beyond the Freshmen year. (c) To offer a wide program for adults in the evening, including, in all, commercial, social, civic and cultural resources of the community. (d) The development of strong training for students who should not proceed beyond the junior college level.

School	7. Objectives	
The Stoneleigh-Prospect School	Terminal two-year course	
Westbrook Seminary	(a) The girl who graduates from high school early. (b) The girl who intends, after two years of collegiate study, to go into immediate training for a definite vocation.	
	(c) The girl who during her high school course, does not discover what she wishes to do. (d) The local girl as a day student.	

School	3. Objectives
The Stenographic-Typewriting School	Terminal two-year course
Textbook Secretary	(a) The girl who graduates from high school early. (b) The girl who in spite, after two years of collegiate study, to go into immediate training for a definite vocation. (c) The girl who during her high school course, does not discover what she wishes to do. (d) The local girl as a day student.

School	8. How many teachers? (a) men (b) women	9. Salaries 1930 - 1931? men women (a) (a) maximum (b) (b) minimum
Bradford Junior College	(a) 5 (b) 11 Four administrative officers who do not teach.	Not given
Colby School for Girls	(a) 4 (b) 15	(a) $3,400 $2,600 (b) 3,000 1,200
Howard Seminary	(a) 2 (b) 8	(a) $2,400 $1,900 (b) 3 per hour 1,400
Kendall Hall	(a) 3 (b) 7	The men do not live here and get paid by the hour. They teach music. $1,400 and home $1,000 and home
Lasell	(a) 9 (b) 32	(a) $10,000 $3,000 (b) 3,000 1,300

School	How many teachers?	Salaries 1930 - 1931?
	(a) men (b) women	men women (a) (a) maximum (b) (b) minimum
Bradford Junior College	(a) 8 (b) 11 Four administrative officers who do not teach.	Not given
Colby School for Girls	(a) 4 (b) 18	(a) $2,150 $5,000 (b) 3,000 1,200
Conway Seminary	(a) 2 (b) 2	(a) $2,400 $1,800 (b) 3 per hour 1,800
Lowell Hall	(a) 3 (b) 7	The men do have life work and get paid more for the hours they teach music. $1,000 and none
Lowell	(a) 2 (b) 22	(a) $16,000 $4,000 (b) 2,000 1,200

School	8. How many teachers? (a) men (b) women	9. Salaries 1930 - 1931? men women (a) (a) maximum (b) (b) minimum
Marot Junior College	Not given	Not given
Miss Porter's School	(a) 1 (b) 24	(a) $4,000 $2,500 (b) 1,200
Nasson Institute	(a) 0 (b) 9	Between $1,200 - 1,300
Pine Manor	(a) 2 (b) 39	Not given
Ricker Classical Institute and Junior College	(a) 6 (b) 3	(a) $3,000 $2,000 (b) 1,600 1,600

School	4. How many teachers:	5. Salaries 1928 - 1929?
	(a) men (b) women	Men women (a) (a) maximum (b) (b) minimum
Manor Junior College	Not given	Not given
Alice Fortune's School	(a) 1 (b) 22	(a) $1,000 $2,500 (b) 1,000
Beacon Institute	(a) 0 (b) 4	Between $1,200 - $2,000
Pine Manor	(a) 2 (b) 30	Not given
Higher Classical Institute and Junior College	(a) 2 (b) 2	(a) $2,000 $2,200 (b) 1,800 1,800

School	8. How many teachers? (a) men (b) women	9. Salaries 1930 - 1931? men women (a) (a) maximum (b) (b) minimum
The Erskine School	(a) 6 (b) 11	Not given
The Junior College of Connecticut	(a) 10 (b) 2	(a) $3,800 $3,800 (b) 2,200 1,800
The Stoneleigh-Prospect School	(a) 3 (b) 4	Not given
Westbrook Seminary	(a) 0 (b) 11	(a) $2,250 (b) 1,200

School	5. How many teachers?	6. Salaries 1920 - 1921?
	(a) men (b) women	Men Women (a) (c) maximum (b) (d) minimum
The Dreikle School	(a) 8 (b) 11	Not given
The Lester Building of Northwestern	(a) 10 (b) 3	(a) $90,000 $8,000 (b) 3,400 3,000
The Stonelick-Pleasant School	(a) 3 (b) 4	Not given
Smithfield Seminary	(a) 9 (b) 12	(a) $8,500 (b) 1,500

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. List liberal arts subjects offered.
Bradford Junior College	(a) 2 (b) 5 (c) 1 (d) 2 (e) 4	Science Economics English French German History Government Orientation
		Hygiene Speech Art Music
Colby School for Girls	(a) 0 (b) 8 (c) 4 (d) 3 (e) 4	English French History Economics Biology German Latin Philosophy
		Mathematics Religious Education Sociology Psychology
Howard Seminary	(a) 1 (b) 0 (c) 6 (d) 1 (e) 2	English French Spanish History Psychology Economics Sociology Art Chemistry Latin

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) L. H. (c) L. B. (d) Other degrees (e) None	11. What liberal arts subjects offered.
Bradford Junior College	(a) 2 (b) 1 (c) 1 (d) 1 (e) 4	Science Commerce Health Music Drama Dramatics Secretarial Orientation
		Spanish Speech Art Music
Colby School for Girls	(a) 0 (b) 8 (c) 1 (d) 0 (e) 3	English French History Journalism Biology Physics Latin Philosophy
		Mathematics Religious Education Sociology Economics
Forest Academy	(a) 1 (b) 0 (c) 6 (d) 1 (e) 2	Spanish French German History Mathematics Sociology Art Dramatics Music

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. List liberal arts subjects offered.
Kendall Hall	(a) 0 (b) 2 (c) 3 (d) 0 (e) 5	American Literature Latin Spanish German History of Art Psychology Dramatics English Literature History of Painting
Lasell	(a) 1 (b) 9 (c) 10 (d) 0 (e) 20 plus or minus	English Latin Modern Languages History Mathematics Chemistry
Marot Junior College	Not given	Not given
Miss Porter's School	No record	Literature History French German Italian Spanish

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. Also liberal arts subjects offered.
Donald Hall	(a) 0 (b) 3 (c) 3 (d) 0 (e) 5	American Literature Latin French German History of Art Physiography Mathematics English Literature History of Science
Lasell	(a) 1 (b) 3 (c) 10 (d) 0 (e) 50 plus or minus	Spanish Latin Modern Languages History Mathematics Physics
Mount Vernon College	Not given	Not given
Miss Porter's School	No record	Literature History French German Latin Spanish

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. List liberal arts subjects offered.
Nasson Institute	(a) 0 (b) 1 (c) 2 (d) 0 (e) 6	English European History American History Psychology Sociology Economic History Education Music
		Public Speaking Current History
Pine Manor	(a) 2 (b) 9 (c) 8 (d) 12 (e) 10	English History Science Economics History of Art French German
		Spanish Ethics and Psychology Mathematics
Ricker Classical Institute and Junior College	(a) 0 (b) 3 (c) 4 (d) 11 (e) 11	English Latin French German Chemistry Physics Mathematics American History Geology

School	10. Degrees held by members of the faculty — (a) Ph. D. (b) M. (c) B. (d) Other degrees (e) None	11. Also listed areas subjects offered.
Hasan Institute	(a) 0 (b) 1 (c) 2 (d) 0 (e) 0	English European History American History Biology Economics History Sociology Economic History Education Sociology
		Public Speaking Journal Study
Pine Manor	(a) 2 (b) 0 (c) 0 (d) 1 (e) 10	English History Science Economics History of Art French Spanish
		Drawing Music and Dramatics Modern Dance
Higher Educational Institute and Junior College	(a) 0 (b) 0 (c) 4 (d) 11 (e) 11	English Italian French German Sociology Nursing Education Education Library

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. List liberal arts subjects offered.
The Erskine School	(a) 4 (b) 10 (c) 3 (d) 0 (e) 0	English Modern Languages Economics Psychology Sociology Philosophy History Biology
The Junior College of Connecticut	(a) 2 (b) 12 (c) 12 (d) 1 (e) 0	English French German Latin History Sociology Psychology ~~Economics~~ Chemistry Physics Biology
The Stoneleigh-Prospect School	(a) 0 (b) 2 (c) 1 (d) 0 (e) 1	English - Development of Novel English - Development of Drama French Economics Sociology History Advanced French Advanced Latin History of Art

School	19. Degrees held by members of the faculty -	11. Year liberal arts subjects offered.
	(a) Ph. D. (b) L. H. (c) L. L. (d) Other degrees (e) None	
The Fraziln School	(a) 4 (b) 10 (c) 2 (d) 0 (e) 8	English Modern language Economics Psychology Sociology Philosophy History Biology
The Junior College of Connecticut	(a) 2 (b) 12 (c) 12 (d) 1 (e) 0	English French German Latin History Sociology Psychology Economics Philosophy Biology
The Stonehill-Project School	(a) 0 (b) 2 (c) 1 (d) 0 (e) 1	English - Development of level English - Development of level French Economics Sociology Biology Advanced French Advanced Latin History of Art

School	10. Degrees held by members of the faculty - (a) Ph. D. (b) A. M. (c) A. B. (d) Other degrees (e) None	11. List liberal arts subjects offered.
Westbrook Seminary	(a) 0 (b) 3 (c) 4 (d) 4 (e) 0	English Latin French Spanish History Sociology Psychology ~~Mathematics~~ Biology Chemistry Art History Bible Typewriting Shorthand

School	12. List terminal courses.	13. List pre-professional courses.
Bradford Junior College	Home Economics	Not given
Colby School for Girls	Secretarial Science	Journalism
Howard Seminary	Home Economics Secretarial Science	Not given
Kendall Hall	None	Piano Harmony Violin Solfeggio Art Typing Stenography
Lasell	Home Economics Secretarial Science	Not given

School	12. List terminal courses.	13. List pre-professional courses.
Bradford Junior College	None Economics	Not given
Colby School for Girls	Secretarial Science	Journalism
Dowers Business School	None Economics Secretarial Science	Not given
Kendall Hall	None	Piano Harmony Violin Dancing Art Typing Stenography
Lasell	None Economics Secretarial Science	Not given

School	12. List terminal courses.	13. List pre-professional courses.
Marot Junior College	Not given	Not given
Miss Porter's School	Economics Psychology Ethics History of Art	Not given
Nasson Institute	Not given	Not given
Pine Manor	Academic Home-making	Not given
Ricker Classical Institute and Junior College	None as yet	Mechanical Drawing

Normal	16. Alet Normal College.	16. Alet pre-normal school.
Marot Junior College	Not given	Not given
Miss Porter's School	Normalia Secondary Schools Institute of Art	Not given
Reason Institute	Not given	Not given
Elmo Manor	Academic Junior-College	Not given
Alaska Commercial Institute and Junior College	None as yet	Medical Training

School	12. List terminal courses.	13. List pre-professional courses.
The Erskine School	Secretarial Training	Piano Voice Drawing Painting Dramatics
The Junior College of Connecticut	None at this date	Arts Science Law Medicine Engineering Chemical Engineering Dentistry Journalism
		Commerce and Business Nursing Librarians' Social Work Teaching
The Stoneleigh-Prospect School	Same as Liberal Arts	None
Westbrook Seminary	Not given	Not given

School	14. List vocational courses.	15. State requirements for admission.
Bradford Junior College	None	The satisfactory completion of sixteen units of high school work in an approved school - fifteen units when four-units of English are counted as three- is required for admission to any curriculum of the junior college.
Colby School for Girls	None	High school diploma from accredited school
Howard Seminary	Home Economics Secretarial Science	Fifteen units
Kendall Hall	Typing Stenography Business Law Interior Decoration Costume Design Journalism Cooking Sewing ~~Household Management~~	High school graduate Good family

School	14. Other recreational courses.	15. Is the recreation needs for adolescents
Breakfast Junior College	None	The secretarial work is an advanced course - fifteen units - data of Junior College are counted as high school units.
Junior School for Girls	None	High school girl are treat a correctional school
Parent Education	None Formerly Secretarial Science	Fifteen units
Randall Hall	Interior decoration Dress design Cooking Sewing Weaving Dyeing Spinning	Dish school Produce Good Quality

School	14. List vocational courses.	15. State requirements for admission.
Lasell	Typing Stenography Secretarial Accounting Business Law Costume Design Drawing from cast	A student who has completed eight units of high school work may be admitted to the freshman class.
Marot Junior College	Not given	Each applicant must be a graduate of a preparatory school or present the equivalent of a four-year high school course.
Miss Porter's School	Domestic Science Design Drawing and Painting	Four-year high school - including Latin through Caesar.
Nasson Institute	Shorthand Typing Foods Clothing Textiles Household Management	High school graduate
Pine Manor	Not given	Fifteen academic units; graduation from accredited four-year high school course.

School	14. Lack vocational guidance.	15. State requirements for certificates
Local	Problem Secretary Material Accounting Business law Problems Board Drawing from data	A student who has one-third eight Lack of high school work may be qualified to the freshmen
Short Course College	Not given	Each applicant must be a graduate of a preparatory school or present the equivalent of a four-year high school
Ohio Porter's School	Everyone Science Taylor Organization	Four-year high school - including science through Chemistry
Hanson Institute	Bookkeeping Arithmetic Spelling Grammar Geography Penmanship Drawing Typewriting Commercial Shorthand	High school graduate
Time Master	Not given	Fifteen credits - Four years - Four years high school

School	14. List vocational courses.	15. State requirements for admission.
Ricker Classical Institute and Junior College	Not given	Fifteen units of certified work from secondary school
The Erskine School	Secretarial	Fifteen units of academic work
The Junior College of Connecticut	Wide variety in Commerce and Business Engineering Drawing	Fifteen units of high school work
The Stoneleigh-Prospect School	Typing and Stenography	High school diploma
Westbrook Seminary	Not given	High school diploma

School	14. List vocational courses.	15. Extra requirements for graduation.
Higher Clerical Institute and Junior College	Not given	Pattern units of specialized work from secondary school
The Institute School	Secretarial	Pattern units of academic work
The Junior College of Commerce	14. Variety in Commerce and Business Secretarial Bookkeeping Typing	Pattern units of high school work
The Technical Institute School	Typing and Stenography	High school diploma
Beauticians Schools	Not given	High school diploma

School	16. State requirements for graduation.	17. Is your college accredited by any agencies? If so, which ones?
Bradford Junior College	For graduation in any curriculum of the junior college a student must complete sixty-two semester hours of work.	American Association of Junior Colleges. New England Association of colleges and secondary schools.
Colby School for Girls	Sixty semester hours	Yes. State Department of Education. State University.
Howard Seminary	Thirty semester hours	No.
Kendall Hall	Complete the eight credits needed	Not given
Lasell	To be graduated from the seminary, a student must have been a regular student for at least one year. In addition to the fifteen units required	Thirty-four colleges and universities

Del Mar	1a. State requirements for graduation.	2a. Is your national accredited by any recognized ?? so. What body?
Frederick Junior College	For graduation in any curriculum of the Junior college a student must complete sixty-two semester hours of work.	American Association of Junior Colleges. New England Association of Colleges and secondary schools.
Valley School for Girls	Sixty semester hours	Yes. State Department of Education. State University.
Howard Seminary	Sixty semester hours	No.
Kendall Hall	Complete the eight credits needed	Not given
Lowell	To be graduated from the seminary a student must have been a regular at least one year. In addition to the fifteen units required	Thirty-four academic and university

School	16. State requirements for graduation.	17. Is your college accredited by any agencies? If so, which ones?
Lasell (continued)	for admission to full junior class standing - sixty-six semester hours of work must be satisfactorily completed.	
Marot Junior College	Every candidate for graduation must complete the equivalent of sixty-two semester hours of work of diploma grade.	
Miss Porter's School	Eight full courses beyond high school	No.
Nasson Institute	One hundred and eight hours for two-year course. One hundred and forty-nine hours for three year course.	Not given
Pine Manor	Thirty-five year credits	Yes. American Association of Junior Colleges.

School	16. State requirements for graduation.	17. Is your college accredited by any agencies? If so, which ones?
Ricker Classical Institute and Junior College	Not less than thirty semester hours	Yes. Colby College. Maine State Department of Education.
The Erskine School	Two-years. Fifteen hours each year.	No.
The Junior College of Connecticut	Sixty-four semester hours and sixty-four honor points.	Yes. New England Association of Colleges; American Association of Junior Colleges. American Medical ~~Association.~~
The Stoneleigh-Prospect School	Eight units. Two, English Units. Two, Language units. One, History units. Others, elective.	Not as a college
Westbrook Seminary	Sixty-four points	Yes. State Department, University of Maine. American Association of Junior Colleges.

Bethel	16. State requirements for graduation.	17. Is your college approved by any agencies if so, which ones?
Albany Diocesan Institute and Junior College	Not less than sixty semester hours	Yes. Junior College. Five state Department years of accreditation.
The Dominican School	Two-years. Sixteen hours each year.	No.
The Junior College of Connecticut	Sixty-four semester hours and sixty-four honor points.	Yes. The Conferred association of Colleges. Association Accreditation of Junior Colleges. American Medical Association.
The Stonehill-Prospect School	Sixty units. Two English units. Two language units. Two history units. Three elective units.	Not as a college
Rosemont	Sixty-four units	Yes. Middle States Association of Junior Colleges.

School	18. Is your junior college affiliated with four-year colleges, so that your students may transfer without examination or loss of time?	19. Do you favor a program which includes grades 11 - 14 inclusive or only grades 13 - 14?
Bradford Junior College	No direct affiliation. Our students have maintained junior standing at University of Wisconsin, Leland Stanford, Pembroke and others.	11 - 14
Colby School for Girls	Yes.	11 - 14
Howard Seminary	No. Not affiliated; but we do make transfers.	We divide 8-12, 13-14.
Kendall Hall	We have not as yet had a girl who wanted to go on to further education in college..	Not given
Lasell	We have sent to thirty-four colleges and universities practically wholly without examination and with one or two years of advanced standing.	11 - 14

School	18. Is your junior college affiliated with four-year colleges, so that your students may transfer without examination or loss of time?	19. Do you favor a program which includes grades 11 - 14 inclusive or only grades 13 - 14?
Marot Junior College	Yes.	11 - 14
Miss Porter's School	No.	Not given
Nasson Institute	No, but accredited by New Hampshire State and Maine State.	13 - 14
Pine Manor	We are in process of making such affiliation.	13 - 14
Ricker Classical Institute and Junior College	Yes. Colby College.	11 - 14

Bennett College	Yes. In a few years.	13. In a few years a college specialist specializes with in-with four-year soil. Student grades 11 - degree, so that poor is terminate or graduate, may transfer - only grades 12 - 13 students students - 147 size or zone of state.
Berea College	Yes.	13 - 14
Bishop Junior College	No.	Not given
Bryan Institute	No. Not accredited by the Georgia State and Union State.	13 - 14
Bryn Mawr	We are in process of making such certification.	13 - 14
Butler-Clinton Institute and Junior College	Yes.	13 - 14

School	18. Is your junior college affiliated with four-year colleges, so that your students may transfer without examination or loss of time?	19. Do you favor a program which includes grades 11 - 14 inclusive or only grades 13-14 ?
The Erskine School	No.	Not given
The Junior College of Connecticut	Yes.	For ourselves, grades 13 - 14.
The Stoneleigh-Prospect School	No.	11 - 14
Westbrook Seminary	With several.	13 - 14

School	18. In your junior college district, do you have a college affiliated program with four-year colleges and universities to which students may transfer only after completing the lower division or lose credit?	17. Do you have an institute or academy for grades 13 - 14?
The Grading School	No.	Not given
The Junior College of Connecticut	No.	For graduates, grades 13 - 14.
The Ecclesiastical Prospect School	No.	11 - 14
Newtown Academy	With approval.	12 - 14

School	20. What, in your opinion, is the future of the junior college?	
Bradford Junior College	Not given	
Colby School for Girls	A two-year institution (grades 13-14) of post secondary work under municipal control with limited transfer power except in the case of the State University. Vocational and pre-professional courses will predominate.	
Howard Seminary	I think that its future lies in terminal courses. If a girl is ready for a four-year college, she would profit far more by going there directly from high school, then by spending the four years at two institutions. We try to discourage entrants who have transfer in mind. Occasionally, however, a student develops sufficiently so that we think she should go on. All in all, however, I should welcome a declaration of policy by the colleges that such transfers would not be permitted. Then we could go about developing our proper field without having our attention constantly distracted by the side-issue of transfers, on which we waste much precious time.	

School	20. What, in your opinion, is the future of the junior college?	
Kendall Hall	The junior college in New England cannot compete with the junior college of the south. Its life is short. Kendall Hall Junior College is not a back door entrance to college to avoid taking the required entrance examinations to enter college. If a girl really wants to go to a regular four-year college, she should fit herself to take the examinations. We have accepted only those girls in our junior college who wanted to finish their education here not use this as a means to an end. Many of our girls have gone on to a professional school where they have taken more specialized work than we are prepared to give.	
Lasell	Slow growth but probably steady.	
Marot Junior College	Not given	
Miss Porter's School	Not given	

School	20. What, in your opinion, is the future of the junior college?
Nasson Institute	That it distinctly has its place in education. New England will be slow to accept it, but will whip into line.
Pine Manor	It is difficult to prophesy the future of any institution so new and so variously understood as the junior college. It seems to me that its particular field of usefulness lies not so much in the repetition of courses given in the first two years of four-year colleges, but rather in offering to students of ability and intellectual curiosity, who for any one of many reasons do not wish to spend four years in college, opportunity for as richly cultural a course as can be devised.
Ricker Classical Institute and Junior College	I believe that the junior college has come to stay. We have already demonstrated at Ricker that we can teach college subjects even better than they are being taught in some of the four-year colleges. Nearly all our students who have gone are doing excellent work. In this section of Maine there is a growing demand for the junior college. We at least are here to stay.

School	20. What, in your opinion, is the future of the junior college?	
The Erskine School	Not given	
The Junior College of Connecticut	Much will depend upon its leadership. The movement has been officially recognized by the New England Association of Colleges. The opportunity, therefore, is present for the development of sound junior college programs. I believe that New England will demand that the movement be distinctly collegiate - separated from the high school building, with campus, building, and equipment of its own. For its complete success, every aspect of private gain and commercialism should disappear. I doubt if there is any future in New England for a personally owned project whose success lines the pockets of the owner.	
The Stoneleigh-Prospect School	Not given	
Westbrook Seminary	My opinion is that the New England junior college will be very successful because of its service.	

Seven of these fourteen junior colleges are located in Massachusetts, three each in Maine and Connecticut, and one in New Hampshire. The names of no junior colleges appeared in Rhode Island or Vermont.

The greater number of these junior college in New England have grown out of academies and have retained the word "Academy" in their names. They have all developed within a period of ten years, 1920-1930, although Mr. Winslow states, "Lasell has been what is now called a 'Junior College' since 1851. Of course the offering has increased and improved along with growth of senior colleges."

Of these fourteen junior colleges in New England twelve are for women only. Two, The Junior College of Connecticut and Ricker Classical Institute and Junior College, are co-educational. The enrollment at the former for the year 1930-1931 was eighty men and sixty women. The latter college for this year enrolled nineteen men and fourteen women. This shows that the junior colleges of New England have appealed to the women rather than to the men. All of these fourteen junior colleges are private institutions.

Among the objectives the following appear:

1. "The development of strong terminal curricula for students who should not proceed beyond the junior college level."
2. "To prepare students who qualify for senior colleges."

(Found in three papers.)

3. "Pre-Professional."

4. "Enables students to remain nearer home for a longer period of time."

5. "Higher education at reduced cost."

6. "To add to the cultural, social, civic and educational resources of the community."

7. "The girl who graduates from high school early."

8. "The local girl as a day student."

9. "To give cultural advantages and broadening knowledge not otherwise attainable."

10. "Serves as an orientation course."

One hundred and seventy-six women and fifty-one men compose the faculties of thirteen junior colleges. Ricker Classical Institute and Junior College employs more men than women. The women far out-number the men in the rest of the junior colleges.

The salaries of the teachers of the New England junior colleges vary from twelve hundred to thirty-eight hundred for women and from sixteen hundred to ten thousand for men.

Twelve junior colleges answered the question pertaining to degrees as follows:

Twelve teachers hold Ph. D. degrees.
Seventy-four teachers hold A. M. degrees.
Fifty-four teachers hold A. B. degrees
Twenty-two teachers hold other degrees.
Fifty-three teachers hold no degrees.

The teachers of music, physical training, and domestic science are those without degrees.

The Liberal Arts subjects which most frequently appear

in the curriculum of the New England junior colleges are: English, History, Latin, French, German, Mathematics, Chemistry, Sociology, Psychology, Philosophy, and Economics. Four junior colleges offer Spanish and one, Italian.

The terminal courses listed are: Home Economics, Secretarial Science, Economics, Psychology, Ethics, and History of Art.

Journalism, Piano, Harmony, Violin, Solfeggio, Art, Typing, Stenography, Mechanical Drawing, Painting, Dramatics, Law, Medicine, Nursing, Librarians, Social Work, Engineering, and Teaching are listed under pre-professional subjects. Law, Medicine, Nursing, Librarians, Social Work, Engineering, and Teaching are offered by only one junior college, The Junior College of Connecticut. Nine of these junior colleges list no subjects under pre-professional courses. Several list only one.

Under vocational courses the following are found: Home Economics, Secretarial Science, Typing, Stenography, Business Law, Interior Decoration, Costume Design, Journalism, Cooking, Sewing, Household Management, Painting, Textiles, and Engineering. Six junior colleges have nothing to offer under vocational courses.

For admission, all the junior colleges require graduation from an accredited four-year high school or fifteen academic units. One requires Latin through Caesar. Only one mentions a social qualification, the necessity of a "good family."

The requirements for graduation vary in units, points, and hours. Lasell requires that the student must have been a regular student for one year. Stoneleigh-Prospect Hill College requires eight units, two in English, two in Languages, one in History, and the other elective.

The accrediting agencies for the junior colleges of New England are: American Association of Junior Colleges, New England Association of Colleges and Secondary Schools, State Department of New Hampshire, University of New Hampshire, University of Maine, Colby College, and American Medical Association. Four junior colleges are accredited by no agencies.

Six of the fourteen junior colleges have affiliated with senior colleges so that their students may transfer without examinations or loss of time. One has sent students to thirty-four colleges and universities without examinations and with one or two years of advanced standing. Another answered, "No direct affiliation, our students have maintained junior standing at The University of Wisconsin, Leland Stanford, Pembroke and others." Several replied that they had no direct affiliation but were making transfers.

The question, "Do you favor a program which includes grades 11-14 inclusive or only grades 13-14?" brought forth the following: six preferred a junior college with grades 11-14 inclusive; five desired grades 13-14. Three gave no answer to this question.

The opinions voiced by heads of these junior colleges were optimistic as to their future. "It distinctly has its place in Education," states one.

"In this section of Maine there is a growing demand for the junior college. We at least are here to stay," wrote Mr. Roy M. Hayes, Principal of Ricker Institute and Junior College.

"My opinion is that the New England junior college will be very successful because of its service," wrote Miss Agnes M. Safford, Principal of Westbrook Seminary and Junior College.

In expressing the belief that the success of the junior college in New England lies not in its transfers but in its terminal courses, one stated, "We have accepted only those girls in our junior college who want to finish their education here and do not wish to transfer."

Another asserted, "We try to discourage entrants who have transfer in mind."

A form of education which has developed in a period of ten years to the point where it now enrolls more than twelve hundred students in fourteen junior colleges would seem to have served an educational need and consequently to have justified itself.

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