

**DEPARTMENT OF THE
INTERIOR BUREAU OF
EDUCATION. BULLETIN, 1919,
NO. 35. THE JUNIOR COLLEGE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649471973

Department of the Interior Bureau of Education. Bulletin, 1919, No. 35. The Junior College by F. M. McDowell

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

F. M. MCDOWELL

**DEPARTMENT OF THE
INTERIOR BUREAU OF
EDUCATION. BULLETIN, 1919,
NO. 35. THE JUNIOR COLLEGE**

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 35

THE JUNIOR COLLEGE

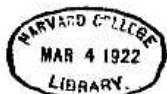
By

F. M. McDOWELL
GRACELAND COLLEGE, LAMONI, IOWA



WASHINGTON
GOVERNMENT PRINTING OFFICE
1919

Edms 5328.95



*Library of
State H. of Iowa*

**ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
20 CENTS PER COPY**

CONTENTS.

	Page.
Chapter I. Introduction.....	5
Purpose of the investigation.....	5
Method of the investigation and sources of data.....	7
Chapter II. The origin and early development of the junior college.....	10
European suggestions.....	10
University of Michigan.....	11
University of Chicago.....	11
University of California.....	14
Chapter III. Influences tending to further the development of the junior college.....	16
Influences coming from within the university.....	16
Influences coming from within the normal school.....	20
The demand for an extended high school.....	22
The problem of the small college.....	28
Chapter IV. Present status of the junior college.....	40
Recent growth of the junior college.....	40
Various types of junior colleges.....	42
Sources of support.....	48
Courses of study.....	50
Training, experience, and work of teachers.....	53
Enrollment.....	66
Graduates.....	68
Chapter V. Accrediting of junior colleges.....	71
Arizona—Arkansas—California.....	71
Georgia—Idaho—Illinois.....	74
Indiana.....	76
Iowa—Kansas.....	77
Kentucky.....	80
Michigan—Minnesota.....	81
Mississippi—Missouri.....	83
Montana—North Carolina—North Dakota—Nebraska.....	85
Ohio—Oklahoma—South Dakota—Texas.....	86
Utah.....	89
Virginia—Washington.....	90
West Virginia.....	91
Wisconsin.....	92
Summary of present standards.....	94
Chapter VI. Summary and conclusion.....	98
Appendixes—	
A. Questionnaire to junior colleges, with list of institutions.....	106
B. Questionnaire to State universities.....	110
C. Questionnaire to State departments of education.....	111
D. Questionnaire to State University of Iowa.....	111

4. The writer has been closely connected with the work of small colleges for a number of years both as a student and teacher. One entire year was devoted to an investigation of the problems peculiar to that type of institution. For the past five years he has been intimately connected with the organization and administration of a junior college. During that time every effort was made to keep in touch with the work of this institution from every angle. Personal visits and correspondence with other junior colleges have frequently been resorted to. This experience has served as a constant source of reference throughout this investigation.

5. To supplement this general information and personal experience, resort was had to the much-abused questionnaire method. Recognizing the weaknesses of this method, the writer has constantly guarded against any extreme interpretation of the results, and at times has refused to state any conclusion at all when the basis for such could only be found in manifestly unreliable returns.

In all, five different questionnaires were used. The first (Appendix A) was mailed by the Bureau of Education to 218 institutions. Some of these were known to be junior colleges, but a larger number were unclassified institutions the exact status of which was not known. This, no doubt, accounts for the relatively small per cent of replies. Of the 90 institutions which did reply, 14 stated that they could not properly be classified as junior colleges. The remaining 76 filled out the questionnaire more or less accurately. It is probable that this number represents 60 or 70 per cent of the well-established junior colleges in the United States at present.

The second form (Appendix B) was mailed by the substation of the Bureau of Education at the State University of Iowa to 60 of the leading colleges and universities of the country. Replies were received from 49 institutions, representing 40 States.

The third form (Appendix C) was mailed by the substation of the Bureau of Education at the State University of Iowa to the State superintendents of public instruction of each of the 48 States. Replies were received from 36 of these. It should be noted that, in combining the return of the last two questionnaires, every State in the Union is represented by at least one reply.

The remaining two blanks were used in collecting data from some of the standard colleges and universities in regard to the training, experience, and work of those who instruct freshman and sophomore classes. The first of these (Appendix D) was distributed among the instructors of the University of Iowa. Of the 74 who were offering instruction to first and second year students, 69 returned the questionnaire.

A similar form (Appendix E) was used in collecting data from the following institutions:

1. The State University of Illinois. In this case 135 questionnaires were mailed and 90 replies were received. This represents about 66 per cent of those instructing freshmen and sophomore students in this institution.

2. The University of Minnesota. Of the 110 questionnaires mailed to the instructors of this institution about 60 per cent were returned.

3. Cornell College. Questionnaires were distributed personally to 20 instructors, 16 of whom furnished the desired data.

4. Coe College. Questionnaires were distributed personally to 20 instructors, 16 of whom furnished the desired data.

5. Grinnell College. In this institution the registrar took charge of the work of distributing the questionnaires. Replies were received from 26 instructors, or about 63 per cent of those instructing first and second year students.

There are two probable sources of error in the results of these last questionnaires. In the first place, a considerable number of the instructors of each institution failed to reply. In no case, however, did this amount to more than 40 per cent of the total. In three cases it was 20 per cent or less. In the second place, conditions this year are abnormal on account of the war.

Many of the regular faculty of these institutions are in war service. This has necessitated many changes in programs, the combining of classes, etc., all which have no doubt affected the results. In several instances those replying to the questionnaires have called attention to these conditions. With these facts in mind, the writer has constantly guarded against any extreme interpretation of the results. At all events, we may presume that the war has affected all of the institutions alike and that conditions in the junior colleges are also more or less upset. On this point the reader is left to judge for himself.

Chapter II.

ORIGIN AND EARLY DEVELOPMENT OF THE JUNIOR COLLEGE.

For more than 30 years there has been, in the United States, a gradual evolution of the idea that the first and second years of the standard college or university are distinctly secondary in character, differing alike in purpose, content, and organization from the later years of the period of higher education. To this period of two years, whether attached to the high school or left with the university, the name "junior college" has been applied and at present, in a number of States, seems quite generally accepted.

The suggestion of an extended period of secondary education no doubt comes from Europe. Since the days of John Sturm, at Strassburg, one may find secondary schools offering courses in secondary training which are 9 or 10 years in length. The present German gymnasium and the French lycée are typical of this class of institutions. Not only do they cover the later years of what we call elementary education, but they include an equivalent of the first two years of the American college as well. Graduates of the European secondary school, although no older than the graduates of our high schools, are two years in advance of the latter in scholastic training. Reference will be made to this point in a later chapter.

Although the evidences of the movement appear distinctly, it seems difficult to determine just when or where the idea was first suggested in the United States. We are told that Henry P. Tappan, in his first inaugural address as president of the University of Michigan in 1852, suggested the advisability of the transfer of the work of the secondary departments of the university to the high schools.¹

Likewise Col. Folwell, at the outset of his career as president of the University of Minnesota, suggested that ultimately the secondary schools of the larger centers might well undertake the work of the freshmen and sophomore years of the university.²

In the early eighties President James made an unsuccessful attempt to interest the authorities of the University of Pennsylvania in this plan.³

¹ Gray, A. A. *The Junior College*, p. 2. Quotes Hinsdale's *History of University of Michigan*, p. 43.

² Hill, A. Ross. *Proc. Nat. Assoc. of Universities*, vol. 13, 1915, pp. 122-143.

³ Brush, H. R. *School and Society*, vol. 4, Sept. 2, 1916, pp. 357-365.

Since there appear to have been no immediate changes following these suggestions, we shall pass them as of historic interest only.

The first official recognition of the distinction between the early and later years of university work that we have record of is that at the University of Michigan in 1883. In that year there was introduced in the liberal arts department of the university what was known as the "university system." Under this regulation a student was required to choose by the beginning of his junior year one major and two minor subjects, and to submit himself a year and a half or two years later to a final examination over all of the ground covered. This examination was set by a committee of three representing his major and two minor subjects.¹

This plan seems to have been abandoned a few years later, chiefly on account of administrative difficulties. We are told, however, that this institution agreed to accept work done above the twelfth grade in the better high schools of the State at full credit and that in the early nineties students were graduated in three years after doing the first year's work in a standard high school.²

Of far greater influence upon educational practice was the work of President Harper, of the University of Chicago. In fact we might well call that far-seeing educator the father of the junior college, for it is of him that the average individual thinks when the origin of that institution is mentioned.

When the University of Chicago opened its doors on October 1, 1892, William Rainey Harper became its first president. Under his influence the work of the freshman and sophomore years was given a distinct division of its own called the "Academic college." The work of the junior and senior years was combined into what was known as the "University college." Four years later, in 1896, these divisions were designated as "junior college" and "senior college," respectively.³

This distinction still exists, and has later been adopted by other universities.

This reorganization of the university was, however, only a beginning of President Harper's plan. From that point his influence was felt logically in two directions; in the high schools and in the small colleges scattered throughout the country. Though each of these problems will be given a separate chapter later, they will be discussed at this point, for out of them have developed two distinct types of junior colleges as we find them to-day.

¹ Lunge, A. F. *Sierra Educational News*, June, 1906.

² *Ibid.*

³ *Catalogues of University of Chicago, 1892-96 and 1896-97.*