

JUNIOR COLLEGES

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PART I

JUNIOR COLLEGES IN GENERAL

INTRODUCTION

SPREADING GRADUALLY and quietly from West to East, the junior-college movement has been gaining impetus in the United States for the past 20 years until now more than 500 such colleges are in operation. These comprise public high schools that have added junior-college divisions, established preparatory schools reorganized as junior colleges or offering junior-college work, small 4-year colleges that have given up their degree-granting privileges to concentrate on the first 2 years of college work, and newly created junior colleges.

Accompanying this movement, branch junior colleges have been sponsored by several of the universities; a number of 4-year colleges and universities have divided their curricula into two divisions equivalent to a junior-college division and a senior-college division; and emergency and freshman junior colleges have sprung into being during the depression.

On the other hand some one-time junior colleges have increased their 2-year offerings to become degree-granting colleges or universities. Also, some have merged with other stronger institutions as a means of self-protection; and still others, on failing to attract sufficient students or funds, have closed their doors permanently. Notwithstanding these latter changes, however, the bewildering activity evident in promotions, affiliations, reorganizations, and innovations indicates that the junior college, although still in a state of flux, has found a place in American education.

As an institution the junior college is almost entirely a product of the present century, developing for the most part since 1900, and receiving the encouragement of the colleges and universities. Many of its fundamental problems, however, still remain unsolved, and attempted solutions of these problems with respect to support, administration, and status vary widely in the different States.

PLAN OF THE STUDY

The purpose of this study is to provide in readily accessible, compact form information concerning the junior colleges as they now exist; to record some of the important changes that have taken

place in the status of these institutions since their creation; and to furnish data on each of the junior colleges that will be helpful to students who are selecting a 2-year college and who may or may not plan further work in higher education. For convenience, the study is arranged in two parts:

Part I.—General considerations and observations about the junior colleges are collected and discussed under part I, in an effort to prepare a background for the more detailed analysis in part II. In this section material is gathered together to answer such questions as: What is a junior college? What are publicly controlled junior colleges? What are privately controlled junior colleges? What former junior colleges have closed, merged, or have increased their offerings? What other institutions might be included in a junior-college study? What universities have created junior-college divisions with a dean in charge? To assist in answering some of these questions, data have been borrowed from part II.

Part II.—In this section information is detailed for individual institutions and summarized by States, sections, and types of institutions. The data were obtained through a brief survey made during the fall of 1934 by the Office of Education, and concern in part establishment, control, student enrollments, graduates, and expenses for each junior college.

This study is coordinated with the Educational Directory, 1935, where only one classification is given to a college. An attempt has been made to list all of the known 2-year junior colleges in this directory. Under the "junior-college" classification, however, many normal schools which offer junior-college work are not included since they are listed under "normal schools" and remain so classified until such time as their presidents consider their major work to be in the junior-college field rather than in teacher training. Likewise, junior colleges for Negro students are listed under "Negro colleges", identified by the word "junior."

No two independent directories list exactly the same junior colleges. Many variations may be accounted for by the fact that some include 2-year normal schools, 2-year professional schools, 1-year junior colleges, commercial schools, lower divisions of universities, and even 4-year degree-granting colleges which are accredited only for the first 2 years of college work. Then again, closures, mergers, and new listings are so frequent that a continual change in any directory list of junior colleges is predicted for several years.

It was not until 1918 that the junior college found its way into the annual Educational Directory of the Office of Education. In that year 84 junior colleges were reported, principally in California, Missouri, Texas, and Virginia. Thirty-three of these have since closed,

7 have merged, 4 have become senior colleges, and 40 are still listed as junior colleges.

The following year these institutions were discussed in United States Office of Education in Bulletin 1919, No. 35, *The Junior College*, by F. M. McDowell, from which the following introductory sentences have been extracted:

The term "junior college" is now (1918) widely accepted as applying to those institutions, either public or private, which offer the first 2 years of the standard college course, above and beyond the standard 15 units of high-school work. . . . There are more than 100 institutions calling themselves junior colleges. About 40 of them have been organized within the past 3 years. The median date for the organization of the 80 junior colleges considered in this investigation is 1915.

Of still greater importance than the rapid growth in number of these institutions is the fact that they seriously affect the present organization of secondary and higher education. The public junior college means an addition of 2 years to the traditional high-school course. The private junior college presupposes the limiting of the activities of the small college to 2 years of standard college work. It is clearly evident that if the junior college is accepted as a permanent feature of our educational system, it will involve a reorganization of our traditional institutions.

One of the foremost leaders of the junior college movement, Dean Lange, of the University of California, suggests the following broad questions which he says are inseparable from the junior college movement as a whole:

Shall certain colleges have their heads cut off, and if so, by whom?

Shall the American university college have its legs cut off, and if so, where?

Shall the American 4-year high school be stretched, and if so, how?

The junior college is in the experimental stage. We do not know what it should be, because we do not know exactly what it is. . . .

Since this study was made junior colleges have increased in number more than 500 percent. If all types and branches are considered, there are now at least 535 junior colleges and still more being founded or reorganized. How these institutions have grown since 1918 and how they serve college students will be considered in the following pages, but we may still repeat the 17-year-old statement—"The junior college is in the experimental stage. We do not know what it should be because we do not know exactly what it is."

WHAT THE JUNIOR COLLEGE IS

For the purposes of this study, a junior college is considered a separate organization, with 25 or more students enrolled in a program which includes the traditional freshman and sophomore college

courses. This definition is not intended to limit the scope of the junior-college work, and the arbitrary figure of 25 students is chosen because it represents a minimum as standards go. The junior college is variously defined by other agencies, and some of the accepted definitions or standards are worth recording to give background to this study.

According to the American Council on Education, it is an institution of higher education which gives 2 years of work equivalent in prerequisites, scope, and thoroughness to the work done in the first 2 years of college.

The American Association of Junior Colleges maintains that the junior college in its present development comprises different forms of organization: First, a 2-year institution embracing 2 years of collegiate work in advance of the completion of an accredited secondary school course. The 2-year curriculum of this type shall be equivalent in prerequisites, methods, and thoroughness to that offered in the first 2 years of an accredited 4-year college. Second, an institution embracing 2 years of standard collegiate work as defined above and integrated with 1 or 2 continuous years of fully accredited high-school work administered as a single unit. To be accredited it should have at least 50 students in its 2 upper years.

The Middle States Association of Colleges and Secondary Schools restricts its interest to those junior colleges which give instruction in academic subjects and no junior college will be placed upon the association's list of approved junior colleges unless its student body is engaged primarily in the study of such subjects; but a junior college which includes in its student body certain groups of students who are engaged in the study of vocational subjects of college grade may be eligible for inclusion in the list. . . . If a secondary school or the final 2 years of a secondary school be maintained in connection with a junior college, great care must be used to prevent the work of the junior college from becoming a mere continuation of the work of the secondary school level.

In lieu of a definition, the Southern Association of Colleges and Secondary Schools holds that the minimum requirement for graduation from a junior college shall be 60 semester-hours of credit. Junior colleges shall not grant degrees. The number of regular college students shall not be fewer than 60, and the number of separate departments not fewer than 5—English, history, foreign language, mathematics, and science. . . . Where a junior college and high school are maintained together, the high school shall have been accredited by this association. The students shall be taught in separate classes, no high-school student being admitted to any college courses.

The North Central Association of Colleges and Secondary Schools has revised its standards and now judges an institution for accreditation upon the basis of the total pattern it presents as an institution of higher education. The association does not define the junior college, but to be considered by the association an institution must be legally authorized to confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such a degree, or to offer specialized curriculums leading to an academic certificate. An approved institution is not barred from offering curriculums terminating at the end of 1, 2, or 3 years if they are taught at the level of collegiate instruction. The curriculum should presuppose the completion of a secondary-school curriculum as a condition for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee the educational progress of students to a definite stage of advancement beyond the completion of the usual secondary-school offering.

About a fourth¹ of the State boards of education have also defined the junior college. Among these definitions are:

Connecticut.

A junior college should aim to meet the needs of the community in which it is located, including preparation for higher institutions of learning, liberal-arts education for those who are going no farther than the 2-year junior-college course, vocational training for particular occupations usually called semiprofessional vocations, and, where possible, short courses for adults as their interests and needs may determine. The junior college must function in offering university preparatory courses acceptable to degree-granting approved 4-year colleges and universities without loss of time, 2-year liberal-arts courses, and semiprofessional and vocational courses which have terminal facilities of their own.

Indiana.

A junior college may be recognized as standard if it maintains only the first 2 years of the course in liberal arts and sciences, and if the number of teachers, size of library, and amount of endowment or supporting income are found to be, respectively, three-fifths of that prescribed for the standard college. In all other respects the standard junior college should fully meet the requirements of the standard college. The standard junior college may maintain an accredited normal department of not to exceed 2 years' work.

New York.

A college that maintains only the first 2 years of the 4-year course of study may be registered as a junior college. It shall meet all the requirements of these regulations for the registration of a college with the following exceptions: (a) Its minimum productive endowment shall not be less than \$250,000; (b) its library

¹ Connecticut, Georgia, Indiana, New York, North Carolina, Oklahoma, Pennsylvania, South Dakota, Texas, Utah, Virginia, and West Virginia.

should contain not less than 4,000 volumes; and (c) it shall not have less than four full-time salaried instructors.

North Carolina.

In defining standards for the junior college the committee had in mind an institution covering the first 2 years of college work. At the same time it is not unmindful of the fact that rarely is the junior college confined to this form of organization; usually these 2 years of college work are united with 2 or more of high-school work, or with preparatory classes, or with other collateral courses for teachers. Nor does it desire to ignore the possibility that junior colleges may offer also courses and curricula of college grade not now typically paralleled in the first 2 years of work in standard colleges and universities. For the present, however, the committee has not attempted to define more nearly these varying types, but has suggested as standards certain requirements pertaining largely, if not exclusively, to these 2 college years, believing these years to be the essential part of the work. The existence of these 2 years alone justifies the term "junior college" and all attempts at standardization should proceed on the assumed identity of this work in scope and thoroughness with similar work done by the standard 4-year college.

Utah.

A junior college shall be understood to designate an institution of higher learning which gives 2 years of college work commonly known as the freshman and sophomore years.

Virginia.

The junior college is an institution offering 2 years of instruction of strictly college grade, covering at least 30 session-hours, or the equivalent in semester or term or quarter hours, based upon the completion of an accredited 4-year high-school course. Courses offered are identical in scope and thoroughness to corresponding courses in the standard 4-year college. To insure appropriate college atmosphere, an enrollment of at least 50 students is maintained by the junior college.

PUBLICLY CONTROLLED JUNIOR COLLEGES

Twenty-seven States now provide public junior colleges either by general legislation, special acts, or local authority. Publicly controlled junior colleges are of two general classes—(1) those which are a part of the public-school systems, usually housed in the local high-school buildings and under the administration of the principals or superintendents, and (2) those under separate administration and supervision with plants independent of high-school buildings. This latter class includes the State-controlled junior colleges of agriculture or science, and the district junior colleges of the California type. California provides for three district types, by the district law of 1921: (1) District—coterminous with the high-school district; (2) union—two or more contiguous high-school districts; and (3) county—including all county territory not already in a high-school district.

Authorization for Public Junior Colleges.

Before the depression, legislation concerning the establishment of public junior colleges was fairly general in nature.

Kansas, by the act of March 16, 1917, authorized that—

The board of education of any city of the first or second class and the board of trustees of any county high school may provide for an extension of the high-school course of study by establishing for high-school graduates a 2-year course in advance of the course prescribed for accredited high schools by the State board of education. . . .

Iowa, by the act of April 16, 1927 (42 G. A., ch. 86, par. 2), provided:

The board, upon approval of the State superintendent of public instruction, and when duly authorized by the voters, shall have power to establish and maintain in each district one or more schools of higher order than an approved 4-year high-school course. Said schools of higher order shall be known as public junior colleges, and may include courses of study covering 1 or 2 years of work in advance of that offered by an accredited 4-year high school.

On May 14, 1931, by amendment:

No public junior college shall be established in any school district having a population of less than 20,000.

Louisiana, by act no. 173, approved July 16, 1928, authorized:

Parish school boards of the several parishes of the State of Louisiana, the parish of Orleans excepted, shall have the authority to create junior college districts, each district to comprise an entire parish, and to create and establish junior colleges within said districts . . . shall be placed under the direction and supervision of the State department of education . . . must be operated in connection with some State high school and offer 2 years of standard college work in keeping with accredited colleges, in advance of the courses of study prescribed for State high schools.

The tendency for public junior-college laws to become more detailed and specific in light of the experiences of other States, is illustrated by the following extracts and summaries from the *Nebraska* act of March 26, 1931 (Sess. Laws 1931, ch. 48, p. 146):

An act to provide for the establishment of junior college districts, and maintenance and support of junior colleges therein; . . . Junior colleges may be established as a part of the secondary-school system of this State, and junior-college districts may be formed and organized in accordance with the provisions of this act. . . . The district junior colleges shall be organized in and be coterminous with any school district having a total average daily attendance of 200 or more pupils in the high school or high schools of such district as shown by the superintendent's report of the preceding years, and having an assessed valuation of not less than \$5,000,000, as shown by the last preceding equalization-

assessment roll. A district maintaining a junior college of this type shall be known as a junior-college district. Such district shall bear the name of the school district in which it is organized.

Whenever 500 electors, a majority of the members of the board of education, and the county superintendent request the State superintendent of public instruction for a junior-college district, the county superintendent shall declare the same duly established if a 60 percent vote is cast for it at an election. The board of education of the school district shall have the management and the control of such junior college, and may prescribe not more than 2 years of junior college work in advance of an accredited 4-year high school.

The junior-college board shall admit thereto the graduates of other high schools and such other candidates as may be recommended for admission by the president of the junior college. Junior colleges may provide courses of instruction designed to prepare for agricultural and industrial, commercial, homemaking, and other vocations, and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community . . . The minimum requirements for graduation from such junior-college courses of study shall be at least 60 credit hours of work. . . .

Support is provided through a mill tax of not more than 2 mills levied on the junior college district, and uniform tuition fees of \$108 (maximum) per year; State financial support is prohibited. The superintendent of such public-school district is designated as the president of the junior college. If the average daily attendance of a junior college district during the whole of any school year, after the second year, shall be fewer than 40 students, the junior college shall be dissolved and the property sold.

By statute, 12 States authorize school districts to establish public junior colleges, either as an upward extension of the high school or of an independent district type, providing certain conditions are met:

Arizona	Louisiana	Missouri
California ¹	Michigan	Nebraska
Iowa	Minnesota	North Dakota ¹
Kansas	Mississippi ¹	Texas

Ten States have established State junior colleges by special enactments, but have no general legislation for the establishment of public junior colleges. The number of State junior colleges is indicated by States as follows:

Arkansas.....	2	Montana ²	1	Utah.....	3
Colorado.....	2	New Mexico....	2	West Virginia..	1
Georgia.....	5	Oklahoma.....	8		
Idaho ²	1	Tennessee ²	1		

¹ Provide State aid.

² Branch of State University on separate campus.

³ In 1917 Montana also provided for public junior colleges, but since none was established the law was repealed in 1931.

Five additional States maintain municipal junior colleges under local control of cities or districts:

Florida
Illinois

New Jersey
North Carolina

Washington

Maine and Maryland *contribute* State support to certain privately controlled junior colleges. Pennsylvania in 1927 authorized public-school districts to lease property to any approved university or college of the Commonwealth for college classes; under this provision the University of Pittsburgh controls two junior colleges, one at Erie and one at Johnstown where buildings and equipment are furnished at public expense.

Administration.

According to 149 official reports² of public junior colleges to the United States Office of Education (1933-34), 51 were administered as independent units in the public system of education, 64 were administered by a separate executive under the city superintendent of public schools, 29 were administered by a single executive as a part of a high school, and 9 were administered otherwise. The majority of these institutions (128) were organized on a basis of 2 years above high-school graduation, while 21 claimed other organization plans including 1 to 4 years of high school in addition to a 2-year junior college.

The Public Junior College and Secondary Education.

State laws governing the establishment of public junior colleges generally consider the public junior college as an upward extension of the high school and treat the junior college as a part of the secondary school system. The two most popular plans for integrating the junior college with the public high school are (1) the "6-3-3-2" plan providing for six grades, 3 years of junior high school, 3 years of senior high school, and 2 years of junior college work, and (2) the "8-4-2" plan, providing for eight grades, 4 years of high school, and 2 years of junior college. The following quotations from recent sources are of interest:

Approximately seven-eighths of the public junior colleges and almost three-fourths of the State junior colleges are housed on the same sites as high schools, usually in the same buildings. Twenty percent of the public junior colleges and 43 percent of the State junior colleges are reported to be integrated with one or more high-school grades. If specific detailed responses with respect to *degrees* of integration had been requested in the inquiry form, the amount of integration probably would have been found to be greater than reported. Many schools may have reported the junior college organized separately from the high school be-

² Reports for the Biennial Survey of Education, 1933-34; unpublished.

cause in certain respects the two units were organized separately, although in other respects the two units may have been integrated.³

From the Carnegie survey of State Higher Education in California:⁴

Junior Colleges in Secondary Education. Under the tradition, the law, and the fact in California, the junior colleges (except those incorporated as a part of State higher institutions such as the university and the teachers colleges), are a part of secondary education included within the common-school system and should continue to be managed as local schools under the general supervision of the State board of education, along with other common and local schools.

It is only because junior college work historically was merely the first 2 years of a standard 4-year college course, as it still is in many instances, that it is popularly regarded as a part of higher or university education. In most 4-year colleges the point of articulation between the first 2 and the last 2 college years is so marked that functionally they should be regarded as substantially different. One terminates general education; the other begins concentration or specialization. Their close association in the same institution under a single administration with no degree or title marking the close of education below the true university level, a degree being given only on the basis of a 4-year study, is the obvious fact which confuses the laymen and conceals the one outstanding point, where secondary and higher education join, and where education changes its function more markedly than at any other point in a student's continuous progress through the school system. It must be remembered that education is a continuous process. If yearly and other administrative units are artificial, then institutional units embracing several years may be equally artificial.

In New Jersey:⁵

The State's educational system may be considered as consisting of (a) the common-school system and (b) the university system. This is a functional classification or, in other words, a classification which indicates the specific educational responsibilities to be carried by each of these two main divisions. . . . The chief business of our common-school system, and this particularly the responsibility of the secondary or high-school section, is to teach people to live together well through utilizing the institutions that society has established for its wellbeing. . . . Following the common-school system, but with a distinctly different purpose, is the university system. . . . This system, as proposed for New Jersey, would include 1- and 2-year junior colleges. . . . Study of current practice in the field of higher education shows that concentration and specialization in the arts and sciences, as well as professional study, begins at the close of the second year

³ National Survey of Secondary Education, Office of Education, Bulletin 1932, No. 17; Monograph 5, p. 365.)

⁴ State Higher Education in California. Report of the Carnegie Foundation for the Advancement of Teaching. California State Printing Office, Sacramento, 1932.

⁵ Fourth Annual Report of the New Jersey State Board of Regents to the Legislature of the State of New Jersey. Feb. 13, 1933.

- of the usual 4-year course. Recent reorganizations and redirections of college curricula throughout the country recognize this growing tendency toward the postponement of special training until after a well-rounded general education has been given. The first 2 years or lower divisions of higher institutions, whether called junior college or not, are in general concerned with non-specialized activities; i. e., with general or liberal education. Functionally at least, these general and cultural interests are a part of the common-school system, and California has made its independent junior colleges a part of that system. Such an institutional recognition does *not* at present seem practicable for New Jersey because of constitutional limitations.

President Coffman⁶ reports that recent students of junior college education hold that—

the junior college should not be a separate institution but that it should be integrated with the secondary school on the one hand or with a higher institution on the other. . . . There is a wide and growing belief that junior colleges may be effectively established in connection with public schools. In this view the junior college is an essential part of secondary education and finds its natural articulation with the public high school. It is in line with this view that public junior colleges have been established at Duluth, Hibbing, Eveleth, Virginia, Coleraine, Rochester, and Ely (Minnesota). These schools, which are organized in accordance with State law, are supported by the communities in which they exist, and are conducted as a part of the local system of schools.

According to Clement and Smith—⁷

In the recommendations of the State Department of Public Education of Louisiana, in 1928, the statement is made that the junior college should organize and operate as a part of the senior high school in the community in which it is located, with one principal and one staff of teachers. The work is secondary in character and is for adolescent youth, and there is every reason to place them together in one organization. In the recent junior college legislation of Nebraska, the junior college is referred to as a part of the secondary school system of the State. The implication which may be drawn from these facts is that the junior college as well as the freshman and sophomore years of all colleges and universities, is in reality to be considered and treated as belonging to the secondary level. It is expected, however, to do work of college grade.

Distribution of Public Junior Colleges.

More than half of the 190 public junior colleges are located in 4 States—California, Iowa, Texas, and Oklahoma; a fourth are in Mississippi, Kansas, Illinois, Michigan, and Missouri; and the remaining fourth are in 16 different States. Only 8 are located in the Eastern

⁶ Coffman, Lotus D. *Youth and Tomorrow's Education*. President Coffman's Biennial Message to the People of Minnesota (p. 50). University of Minnesota Press, 1934.

⁷ Clement, J. A., and Smith, V. T. *Public Junior College Legislation in the United States*. Bureau of Educational Research, Bulletin No. 61, University of Illinois, Mar. 18, 1932.

Atlantic States, and these are confined to Georgia (6), North Carolina (1), and Florida (1).

The growth of the public junior college in California and in the Middle West has been pronounced, while its absence in the East is equally conspicuous. Perhaps one reason for this condition is the large number of higher institutions already established in the East. In New England and the Middle Atlantic States, with a land area nearly equal to that of California, there are 354 higher institutions, including 35 junior colleges of all types; in California there are 101 institutions of higher education, including 49 junior colleges. If "unit of population" is considered alone there are more colleges in California. Again, compared with the East, there are few privately controlled junior colleges in California. This has been a contributing factor in the establishment of public junior colleges on the West coast.

Students in Public Junior Colleges, 1933-34.

The public junior colleges enroll 68 percent of *all* junior college students in the United States.

Of *all* students in *public junior colleges* 76 percent are attending public junior colleges *west* of the Mississippi River.

The total number of students in the public junior colleges is 64,573, representing a ratio of 57 percent men to 43 percent women. This ratio is reversed in the privately controlled junior colleges, where 59 percent of the students are women and 41 percent are men.

Courses in 32 California Junior Colleges as of October 1931

Subjects	Number of junior colleges offering courses	Median number of courses offered	Percent of total courses offered	Percent of students enrolled
1	2	3	4	5
Social sciences.....	32	7	11.8	18.7
English.....	32	8	13.0	18.0
Commerce and law.....	26	6	11.1	11.1
Modern languages.....	32	6	10.5	9.5
Physical sciences.....	32	7	9.4	9.1
Biological sciences.....	31	3	5.5	6.4
Music.....	25	5	9.9	6.2
Mathematics.....	31	5	7.0	5.0
Engineering, mechanical arts, etc.....	25	3	7.8	3.9
Art.....	27	2	6.0	3.8
Orientation.....	19	1	.9	3.0
Philosophy.....	24	1	1.8	2.7
Social arts—home economics.....	11		1.9	1.0
Aviation.....	12		1.2	.5
Civic health.....	2		.4	.5
Ancient languages.....	13		1.0	.3
Agriculture.....	5		.7	.2

Curriculum Offerings.

Since this study does not concern itself with curriculum offerings, the foregoing summary is inserted to give some indication of the breadth of training offered in the public junior college field. These data are arranged from a survey report of the Carnegie Foundation for the Advancement of Teaching.⁸ The findings showed that the eight subjects with the largest enrollments of students were social science, English, commerce and law, modern language, physical science, biological science, music, and mathematics.

Financial Considerations.

Many of the public junior colleges are unable to give satisfactory financial reports to the Office of Education because their finances are so tied up with those of the public-school systems that separate accounting is not feasible. In the Biennial Survey of Education for 1931-32 (U. S. Office of Education Bulletin, 1933, No. 2), four public junior colleges reported a total property valuation of more than a million dollars each: Los Angeles Junior College, Pasadena Junior College, New Mexico Military Institute, and John Tarleton Agricultural College (Texas). The report further showed that 136 public junior colleges reported a total income of \$10,606,289, of which \$1,236,270 was obtained from student fees. Student fees in some States bring in a considerable income, averaging more than \$60 in Michigan, Iowa, and Texas, but in California, Kansas, Mississippi, and Oklahoma they amount to little. (See summary E for detail.)

In California the remarkable development of the public junior colleges has been due not only to the moral support of the universities, but to the financial support of the State. The California report⁹ shows that receipts of junior college districts in 1933-34 were derived from the four following sources:

	<i>Percent</i>
State apportionment (\$1,639,737)	36.2
County tuition tax	21.7
District revenues	41.1
Transfers	1.0

State support has been liberal, and local cities and districts have contributed through taxation sufficient revenue so that high-school graduates are not required to pay tuition but are admitted free of charge.

PRIVATELY CONTROLLED JUNIOR COLLEGES

Privately controlled junior colleges are of two types. (1) those controlled by private enterprise or corporations *independent* of church or State, and (2) the *denominational* junior colleges supported and

⁸ Op. cit., pp. 72 and 73.

⁹ Statistics of California Junior Colleges for the school year ending June 30, 1934. California Department of Education, Bulletin No. 22. Nov. 15, 1934. Sacramento.

usually controlled by the church. Both types are found in all States except Delaware, Nevada, Rhode Island, and Wyoming, where *no* junior colleges have been provided, and in Arizona, Montana, New Mexico, and North Dakota where *only public* junior colleges are established. More than half of these institutions were established in the nineteenth century, mostly as preparatory schools, seminaries, girls finishing schools, or boarding schools. Gradually they modified their aims, added 2 years of college work, and reorganized on a junior college basis. Also a few 4-year senior colleges dropped the work of the junior and senior years to offer a more effective program in the first 2 college years. Reorganization on a junior college basis could be definitely dated in most cases and all but 15 institutions named a specific time when their secondary curricula were first augmented with college courses. In the 251 privately controlled junior colleges studied, about 30,000 college students and 15,000 secondary students were enrolled; 94 institutions do not enroll secondary students.

Independent institutions predominate over denominational colleges in New England, the Middle Atlantic States, and the Pacific States; in these sections there are 39 of the independent type as compared with 15 denominational. In all other sections, however, the denominational type predominates, particularly in the Southern States where there are 84 church colleges to 31 independent, and in the West North Central States where there are 33 church colleges to 8 independent institutions. The detail, by States, showing the numbers of independent and church-controlled junior colleges is shown in summary A of part II of this bulletin.

Independent Junior Colleges.

The privately controlled independent junior college is often incorporated under the general corporation laws of a State, or it may be privately owned and operated by one or more persons, unincorporated, and with the founder or other individual in entire control. When such an institution is tax-exempt it is "nonprofit" in character; otherwise it is known as a "proprietary" institution.

The granting of charters to privately controlled institutions of education varies with local laws, but in most States comes under the general corporation laws. The charter of incorporation may be obtained by a special act of legislature in Connecticut, Massachusetts, New Hampshire, and Rhode Island; and also in Maine, New York, and Wisconsin when objects cannot be attained under general laws.¹⁰

The number of the independent junior colleges which separate the sexes is greater than the number of coeducational institutions. Of the 98 colleges studied (see summary F) 38 are coeducational, 16 are for men, and 44 are for women. Enrollments of students in the

¹⁰ McNeely, John H. *Supervision Exercised by States Over Privately Controlled Institutions of Higher Education*. U. S. Department of the Interior, Office of Education, Bulletin 1934, No. 8.

coeducational colleges are nearly the same as the combined enrollments in the men's colleges and in the women's colleges. One odd fact appears, however, that (considering averages) more men choose coeducational colleges than men's colleges, and more women choose women's colleges than coeducational colleges. However, in a single year, men's colleges graduate a third of their students (33 percent), and women's colleges graduate more than a fourth (26 percent) of their students, while only 11 percent of the students in coeducational junior colleges complete their work.

Denominational Junior Colleges.

The basis for classification as a denominational college is variable. In every case the institution itself made its own classification as a denominationally controlled institution, often because a majority, if not all, of the members of the board of trustees are required to be members of a particular denomination, so that the control and aims of the institution are directed by the church. Sometimes the classification is due to the fact that annual contributions made by the church constitute a vital source of revenue. Other colleges are entirely controlled and supported by some particular order of the church as in the case of Roman Catholic institutions. Students of any denomination, however, are generally admitted to the denominational colleges if they agree to conform to the regulations of the institution, and are otherwise qualified.

Sixty-one percent (153) of the privately controlled junior colleges are of the denominational type, maintained under church auspices, and generally under denominational control. Seventeen different denominational bodies control these colleges in 39 States and the District of Columbia (see summary G); and more than 20,000 students are enrolled in these institutions with a proportion of 3 women to 2 men.

Fifteen colleges (8 Roman Catholic) are for men; 43 (21 Roman Catholic) are for women, and the remaining 95 are coeducational. (For detail of these institutions see pt. II, table 1, column 4; and summary G.)

Financial Considerations.

The privately supported junior colleges, both independent and church-controlled institutions, receive their chief support from student fees supplemented by private gifts for current expenses, and income from endowments; they seldom receive any public funds for support, although there are a half-dozen exceptions.

The Biennial Survey of Education, 1931-32,¹¹ indicates that 169 junior colleges, privately controlled, including both independent and

¹¹ Statistics of Higher Education, 1931-32. U. S. Department of the Interior, Office of Education, Bulletin 1933, No. 2, ch. III, p. 32.

church-controlled institutions, received more than \$14,000,000, of which students contributed \$5,800,000 in tuition and fees. Private gifts for current expenses totaled \$1,600,000; income from endowments, \$843,000; and income from dormitories and dining halls totaled \$2,457,000 of the money received. By inspection it is obvious that student fees comprise a large portion of junior college receipts. The total amount these institutions received from public sources for current expense was \$36,430.

Only 103 of these institutions reported on property values. The total was more than \$81,000,000 and 16 institutions, 4 of which have since become 4-year institutions, valued their plants at more than a million dollars. Stephens College, Columbia, Mo., reported the highest property value—\$4,098,541. The 11 other junior colleges with property valuations of more than a million dollars include:

Blackburn College, Illinois.	Nazareth Junior College, Kentucky.
Ferry Hall, Illinois.	Southwest Baptist College, Missouri.
Monticello Seminary, Illinois.	William Woods College, Missouri.
St. Joseph's College, Indiana.	Packer Collegiate Institute, New York.
Mount St. Clare Junior College, Iowa.	Ward-Belmont School, Tennessee.
Cumberland College, Kentucky.	

RECENT CHANGES IN THE STATUS OF JUNIOR COLLEGES

What Has Happened to the Junior Colleges of 1919?

In the 1919 survey of junior colleges, the Office of Education listed 105 institutions. Of these, 52 are still recorded as junior colleges in the Educational Directory, 1935. Eight¹² have added 2 years of senior college work and are now reclassified with the 4-year degree-granting colleges. Seven¹³ have merged with other institutions offering 4 years of college work. Thirty-eight have closed.

What Junior Colleges Have Closed?

Each year witnesses the closing of a number of junior colleges. Sometimes the college plant is sold or leased for other educational purposes, sometimes it is closed temporarily until better times warrant reopening, and sometimes it is permanently closed. No special study has been made of these institutions, and data concerning closed institutions are difficult to obtain due to the fact that inquiries are seldom answered, names may have been changed, some other educational institution may have arisen from the figurative

¹² Illinois—Lewis Institute, Bradley Polytechnic Institute; Louisiana—Straight University (Negro); Michigan—Detroit Junior College, now Wayne University; Missouri—Lindenwood College; Oklahoma—Oklahoma College; Pennsylvania—Academy of the New Church; Texas—Abilene Christian College.

¹³ California—Fresno Junior College (leased), San Diego Junior College, Santa Barbara Junior College; Kentucky—Kentucky College, Hamilton College for Women; Missouri—Howard Payne College; Pennsylvania—Schuylkill Seminary.

ashes, and no systematic account is kept anywhere of defunct institutions.

Occasionally student records and permanent files are transferred to some other educational institution or to a State agency for future reference. If this procedure were adopted by every institution that closes, graduates would not be hampered later in securing credentials or credits when making applications for further training or employment.

The life of the closed junior colleges varies from 2 to 84 years, with an average of 35 years and a median of 25 years. Half of them were established before the era of the junior college movement. Many have blossomed and died before their names could be inscribed in any college directory. The following list of closed junior colleges is therefore suggestive rather than complete:

JUNIOR COLLEGES THAT HAVE CLOSED

State	Name and location	Date founded	Date closed
Arkansas	Crescent Junior College, Eureka Springs	1910	1922
	Mountain Home College, Mountain Home	1891	1933
California	A to Zed Junior College, Berkeley (now secondary)	1907	1933
	Girls Collegiate School, Los Angeles	1892	-----
	Los Angeles Seminary, Los Angeles	1911	-----
	Placer Junior College, East Auburn	1917	1919
	Georgia	Burke County Junior College, Waynesboro	1928
Georgia	Lucy Cobb Institute, Athens	1910	1933
	South Georgia College, Mac Rae	1894	1928
	Illinois	Crane Junior College, Chicago	1911
Illinois	Lane Junior College, Chicago	1911	1925
	Iowa	Cedar Valley Seminary, Osage	1863
Cresco Junior College, Cresco		1927	1929
Grundy Junior College, Grundy Center		1916	1934
Kansas	Tabor College, Hillsboro (reported open in 1935)	1908	1934
Kentucky	Bethel College, Russellville	1849	1933
	Kingswood Holiness College, Kingswood	1907	1931
	Logan Female College, Russellville	1857	1929
	Millersburg College, Millersburg	1916	-----
Louisiana	Mansfield Female Seminary, Mansfield	1913	1930
	Silliman Junior College, Clinton	1852	1931
	St. Joseph Seminary, St. Benedict	1893	-----
Minnesota	Cloquet Junior College, Cloquet	1914	-----
	Concordia College, St. Paul (reported open in 1936)	1893	1935
	Faribault High School (junior college), Faribault	1915	-----
	Jackson Junior College, Jackson	1916	-----
	Stanley College, Minneapolis	1915	-----
Missouri	Forest Park College, St. Louis	1915	-----
	Hardin College, Mexico	1873	1932
	Kidder Junior College, Kidder	1884	1933

JUNIOR COLLEGES

State	Name and location	Date founded	Date closed
Missouri	Kansas City Polytechnic, Kansas City	1915	-----
	Palmer College, Albany	1910	1930
	Pritchett College, Glasgow	1868	-----
	Synodical College, Fulton	1916	1928
	Will Mayfield College, Marble Hill	1878	1932
Nebraska	St. Ursula's Junior College, York	1920	1927
New Hampshire	Manchester Junior College, Manchester	1932	1934
New Jersey	Le Master Institute, Asbury Park	1908	1934
North Carolina	Davenport College, Lenoir	1914	1933
	Joseph K. Brick Jr. College (Negro), Brick	1895	1933
	Mountain Park Institute, Mountain Park	19—	1934
	The Collegiate Institute, Mount Pleasant	1853	1934
	Weaver College, Weaverville	1872	1934
Ohio	Glendale College, Glendale	1853	1929
Tennessee	Centenary Junior College, Cleveland	1884	1930
Texas	Burleson College, Greenville	1895	1930
	Carr-Burdette College, Sherman	1917	1929
	El Paso Junior College, El Paso	1910	1927
	Meridian Junior College, Meridian	1909	1927
	North Texas College, Sherman	1914	-----
	Rusk College, Rusk	1895	1928
	St. Mary's Junior College, Dallas	1889	1929
	Texas Christian College, Terrell	1910	1932
Virginia	Thorp Springs Christian College, Thorp Springs	1915	-----
	Daleville College, Daleville	1912	-----
	Martha Washington College, Abingdon	1853	1931
	Stonewall Jackson College, Abingdon	1868	1931
	Virginia College, Roanoke	1915	1930
Washington	Columbia Lutheran Junior College, Everett	1915	-----
	Everett High School (junior college), Everett	1915	-----
Wisconsin	Central Wisconsin College, Scandinavia	1893	1933
	St. Mary's College, Prairie du Chien	1914	-----

What Junior Colleges Have Merged?

Occasionally two or more institutions merge for a common good, the larger usually absorbing the smaller. To date such mergers have taken place chiefly among the church colleges in order to strengthen denominationally controlled education. Sometimes colleges are grouped in one State or in neighboring States into a "system" of colleges, so that control is centralized even though different campuses are in use. Often these divisions or units retain their own identity as in the case of the Millsaps-Grenada-Whitworth System in Mississippi. Millsaps is the 4-year degree-granting institution with Grenada College and Whitworth College as junior college units, all under the control of the Methodist Episcopal Church South. The University System of Georgia includes all State higher educational institutions with a Chancellor at Atlanta. To make an inclusive list of all junior

college mergers would require a considerable amount of research since the present parent institution may or may not mention in its historical catalog statement the fact that it had at one time absorbed a junior college. The following examples, however, serve to illustrate:

Merged junior college	Absorbed by—	Date
Hollywood Junior College, Hollywood, Calif.	University of California at Los Angeles.....	1919
Kansas City University; Kansas.....	York College, Nebraska.....	1931
Hamilton College, Kentucky.....	Transylvania College, Kentucky....	1932
Redfield Junior College, South Dakota..	Yankton College, South Dakota... 1932	
Missouri Christian College, Missouri..	Eugene Bible University, Oregon... 1933	
Ozark Wesleyan College, Missouri.....	Baker University, Kansas.....	1933
Broadview Junior College, Illinois.....	Emmanuel Missionary College, Michigan.....	1934
Wartburg Normal College, Waverly, Iowa.	Wartburg College, Clinton, Iowa..	1934
Little Rock College, Arkansas.....	St. John's Seminary, Arkansas....	1935
St. Paul-Luther College, Minnesota..	Wartburg College, Iowa.....	1935

Are Senior Colleges Dropping Work to Become Junior Colleges?

In 1900, President Harper of the University of Chicago, often known as the "father" of the junior college, proposed six reasons why the small ineffective college should drop senior work and become a junior college:¹⁴

1. Money wasted in doing higher work superficially could be used to do the lower work more thoroughly.
2. Pretense of giving a college education would be given up and the college would become an honest institution.
3. Students unfitted for higher work could stop naturally and honorably at the end of the sophomore year.
4. Students not interested in a 4-year course might take a 2-year prebusiness or preprofessional college course.
5. Students capable of doing higher work would perforce continue in the university—an advantageous change.
6. Local junior college students would gain greater maturity before leaving home.

His proposal was not widely adopted, but in Texas some of the features were adapted in the creation of affiliated institutions or a system of colleges, according to a plan of the American Baptist Education Society; Baylor University became the head of the system, with a senior college unit, Baylor College (Waco), and three junior college units—Decatur Baptist College, Howard Payne College, and Rusk College (now closed).

In Missouri the State University cooperated very early in accrediting local junior colleges. Until 1911 no provision was made to include private colleges which did not articulate definitely with higher or lower institutions. A plan for affiliation however, was formulated

¹⁴ Extracted from *The Small College—Its Prospects*. W. B. Harper. Proceedings of the National Education Association, Charleston, S. C., 1900. Chicago, 1900.

and standards for junior colleges are published.¹⁵ The circular, issued in response to a request from the Missouri Junior College Union, an organization of junior colleges accredited by the University of Missouri, outlines conditions for accrediting, approved courses, laboratory equipment, and library needs. In accrediting a junior college, the *approved* courses are specified. Credit is not given by the University for junior college courses which are not approved. Graduates of accredited junior colleges will be admitted without examination to junior standing in the College of Arts and Science of the University, provided they furnish certificates showing that they have satisfied the entrance requirements and the work of the first 2 years of this college.

Method of accrediting.—An institution desiring to be affiliated with the University of Missouri as an accredited junior college should present, as early in the school year as possible, an application to be accredited, blank forms for which will be furnished upon request by the secretary of the Committee on Accredited Schools and Colleges. Since the conditions for accrediting cannot be stated with sufficient definiteness to be interpreted alike by various individuals a committee of the university faculty will visit the institution, if the data received on the blank seem to indicate that the college complies with the conditions for accrediting. Each junior college can thus be tested by the same standards that are applied to other similar institutions. No junior college will be accredited until the report of this visiting committee has been passed upon by the University Committee on Accredited Schools and Colleges. It is the policy of the university to keep in close touch with accredited junior colleges through visits by the visiting committee. The university reserves the right to cease to accredit at any time a college that employs inefficient teachers or that otherwise fails to maintain the required standards.

It was through this cooperation on the part of the State university that a number of small or weak Missouri colleges gave up 4-year status and became accredited junior colleges.

For the country as a whole it is difficult to trace such reorganizations in the early years due to changed names and changed locations. Eells states that as many as 28 out of 203 small colleges became junior colleges in 1910 to 1920.¹⁶

Since 1922, however, there appear to be only 13 institutions which have reorganized as junior colleges, and during the past year (1934) only one degree-granting college reported dropping senior college work to reorganize as a junior college; Spokane University, Spokane, Wash. became a 2-year junior college with a new name—Spokane Junior College:

¹⁵ Circular of Information to Accredited Junior Colleges. Rev. Ed. University of Missouri Bulletin, Education Series 1926, No. 21, obtained through the office of the Secretary of the Committee on Accredited Schools and Colleges, University of Missouri, Columbia, Mo.

¹⁶ The Junior College. Walter Crosby Eells, Houghton Mifflin Co., 1931.

JUNIOR COLLEGES REORGANIZED FROM 4-YEAR INSTITUTIONS

Institution and location	Date of change
Lenox College, Hopkinton, Iowa	1922
Belmont Abbey College, Belmont, N. C.	1924
Blue Ridge College, New Windsor, Md.	1927
Ellsworth College, Iowa Falls, Iowa	1928
Lincoln College, Lincoln, Ill.	1929
St. Bernard's College, St. Bernard, Ala.	1929
St. Mary's College, St. Mary's, Ky.	1929
Anderson College, Anderson, S. C.	1930
Central Wesleyan College, Warrenton, Mo.	1930
St. Genevieve-of-the-Pines, Asheville, N. C.	1930
North Georgia College, Dahlonega, Ga.	1933
Rio Grande College, Rio Grande, Ohio	1933
Spokane Junior College, Spokane, Wash.	1934

There appears to be small trend in the direction of 4-year degree-granting colleges dropping their senior college standing to become junior colleges, although such action has been strongly advised, especially in the case of weak 4-year colleges which could well increase their efficiency by concentrating on the first 2 years of college work rather than attempting to spread their efforts thinly over 4 years of college offerings.

Are Junior Colleges Adding Work to Become Senior Colleges?

More than twoscore junior colleges have added 2 years of senior college work to their offerings since 1930. A number of others desire to grant the bachelor's degree as soon as they are able to offer the work required, and as soon as there is a local demand for it.

Four-year regional colleges are being discussed and promoted in some localities. This would mean the expansion of established junior colleges into 4-year degree-granting institutions. As expressed by one State superintendent, it is "what the parents want, what the children want, and what the social system wants." There are, however, approximately 24 degree-granting institutions for each State, and the desirability of adding to this number is open to question.

Sometimes a junior college that is doing creditable work in the first 2 years feels that the goal to be attained in higher education is the granting of the bachelor's degree. Sensing this ambition, some States have already prohibited by law such upward extensions in the public junior colleges. Occasionally such extensions are reasonable and praiseworthy, but the philosophy behind the junior college movement is *not* the creation of 2-year institutions with a hope that as soon as they are able they will become 4-year colleges.

If a junior college is efficient and successful, it is meeting four well-known functions: (1) *Popularizing* higher education, or offering college opportunities to local high-school graduates and adults who would otherwise be deprived of a college education; (2) *preparatory*,

or providing 2 years of standard college work or preprofessional work for entrance to the senior college or professional school; (3) *terminal*, or preparing students in 2 years for a career and for "social citizenship"; and (4) *guidance*, or aiding in shaping the lives of young students and directing them educationally and vocationally.

Since 1919, the following one-time junior colleges have added 2 years of senior college work and are now degree-granting institutions:

FORMER JUNIOR COLLEGES REORGANIZED AS SENIOR COLLEGES

	Institution and location	Date reorganized
Arkansas	Agricultural and Mechanical College, Monticello	1934
	Arkansas State College, Jonesboro	1930
	John E. Brown University, Siloam Springs	1934
California	Golden Gate College, ¹ San Francisco	
Connecticut	Larson College, New Haven	1935
	St. Joseph College, West Hartford	1935
Illinois	Bradley Polytechnic Institute, Peoria	1920
	Central Y. M. C. A. College, Chicago	1934
	College of St. Francis, Joliet	1930
Kansas	Mount Saint Scholastica College, Atchison	1934
Louisiana	Straight College (Negro), New Orleans	1933
Maine	Nasson College, Springvale	1935
Massachusetts	Atlantic Union College, South Lancaster	1934
Michigan	Wayne University (formerly Detroit Junior College)	1923
Missouri	Lindenwood College, St. Charles	1922
	The Principia, St. Louis	1934
New York	Sarah Lawrence College, Bronxville	1934
North Carolina	St. Augustine's College (Negro), Raleigh	1934
Ohio	Fenn College, Cleveland	1934
	Franklin University, Columbus	1934
	Youngstown College, Youngstown	1930
Oklahoma	Bethany-Peniel College, Bethany	1927
Oregon	Columbia University, Portland	1934
	Mount Angel College, St. Benedict	1934
South Carolina	Benedict College (Negro), Columbia	1935
Tennessee	Le Moyne College (Negro), Memphis	1934
	Lambuth College, Jackson	1926
	Nashville Agricultural Normal Institute, Madison	1934
	Tennessee Polytechnic Institute, Cookeville	1927
Texas	Abilene Christian College, Abilene	1919
	University of Houston, Houston	1935
Utah	College of St. Mary-of-the-Wasatch, Salt Lake City	1934
West Virginia	New River State College, Montgomery	1934

¹ Listed as professional school offering degrees in law and commerce in addition to the junior college course.

RELATED INSTITUTIONS OF THE JUNIOR-COLLEGE TYPE

Nearly a hundred institutions of the junior-college type are not included, for one reason or another, under the junior-college classification in the Educational Directory published by the Office of Education. In some cases a college is omitted because its enrollments are too

small; it may be too new to furnish data concerning its activities; its junior-college classification may be pending; its junior-college work may be of secondary importance; it may be a division of a university; or other factors may contribute to its classification as an educational institution other than a junior college. Some of these institutions are described as follows:

Small Junior Colleges.

A number of small 2-year junior colleges with fewer than 25 students specialize more as preparatory schools than as institutions of higher education, since their enrollments in secondary curricular are larger than their college enrollments. These institutions are detailed in part II, table 4, and while there are probably more institutions of this type than are shown, the list includes all of those that replied to the junior-college inquiry.

One-Year Junior Colleges.

Several junior colleges in Maine, Massachusetts, Rhode Island, Minnesota, and Oklahoma offer only 1 year of college work; a standard junior college offers a 2-year college program. While some of these 1-year junior colleges are doing effective work, they are not analyzed in this survey, but are detailed for ready reference and further study in part II, table 4, of this bulletin.

Normal Schools With Scheduled Junior-College Programs.

There are 93 normal schools listed in the Educational Directory, 1935—80 for white students and 13 for Negroes. These are classified, not as junior colleges, but as normal schools whose main work is the training of teachers. Terminal courses are offered, but no degrees are granted. Sometimes junior-college directories include these institutions because they offer a junior-college program. Nearly two score normal schools offer junior-college work, but these are not included in this study for the reason that to date they prefer to be classified as teacher-training institutions. Formerly they were 2-year institutions, but more recently a third year has been added by 32 of those for white students and by 2 of the Negro normal schools. The trend in growth of these institutions appears to be, not in the direction of the junior college, but in the direction of adding 2 more years of senior-college work in order to become 4-year degree-granting teachers colleges. In the past year 10 normal schools added sufficient college work to be reclassified as teachers colleges in the States in which they are located.

The following normal schools offer a scheduled junior-college program:

- Alabama..... State Agricultural and Mechanical Institute, Normal
(Negro).
District of Columbia.. Marjorie Webster Schools, Washington.

Georgia.....	Georgia Southwestern College, Americus.
Idaho.....	Albion State Normal School, Albion. Lewiston State Normal School, Lewiston.
Illinois.....	Concordia Teachers College (men), River Forest.
Kentucky.....	Louisville Normal School, Louisville.
Louisiana.....	Mount Carmel Normal College, New Orleans.
Maryland.....	Princess Anne Academy, Princess Anne (Negro).
Nebraska.....	Concordia Teachers College, Seward.
Oregon.....	Eastern Oregon Normal School, La Grande. Southern Oregon State Normal School, Ashland.
South Dakota.....	Eastern Normal School, Madison. Spearfish Normal School, Spearfish.
Tennessee.....	Austin Peay Normal School, Clarksville. Morristown Normal and Industrial College, Morristown (Negro).
Virginia.....	St. Paul Normal and Industrial School, Lawrenceville (Negro).

Commercial Schools or Business Colleges.

Of the 1,826 commercial schools and business colleges, a few occasionally find their way into a junior-college directory. These institutions are distinct as to type, and although a number offer bachelor degrees in commerce or accountancy, they have their own accrediting association, and are not included in this study of junior colleges.

Branch Junior Colleges.

Several universities and colleges are offering 2 years of college work at branch institutions located away from the campuses of the institutions of which they are a part. In reality these are integral parts of the parent institution and should not be listed as junior colleges, although the name of a branch may indicate that its work is of junior-college grade. Correspondence with these institutions indicates that the branches prefer to be identified with the parent institutions rather than with the independent junior colleges. For instance, the University of Pittsburgh maintains two branches, one known as Erie Junior College, at Erie, Pa., and one called Johnstown Junior College, located at Johnstown, Pa. Both of these institutions offer the regular courses of the University of Pittsburgh so arranged that upon completion of the first 2 years a student may continue for a degree at Pittsburgh without loss of time or credit. In Texas, however, North Texas Agricultural College, at Arlington, and John Tarleton Agricultural College, at Tarleton, are included in this study as separate junior colleges because they are usually independently listed, although in reality they are branches of the Agricultural and Mechanical College of Texas at College Station. In 1935-36 Pennsylvania State College operated four extension undergraduate centers at Du Bois, Fayette, Hazleton, and Schuylkill, Pa. The extension undergraduate center is to be a part of the extension service of the Pennsylvania State College in which not more than 2 years of

undergraduate study on the collegiate level shall be offered. These centers are to be administered with standard procedures prescribed by the college for corresponding undergraduate instruction offered in residence. Fifteen such branches, not included in the main study, are listed in table 3.

Emergency Junior Colleges and Freshman Colleges.

During 1934, several States recognized the need of providing education, and particularly higher education, for the graduates of high schools who were unable to find employment, and who, because of limited finances, were unable to attend college although qualified. At the same time they recognized the need of putting to work those teachers and professors who were in the ranks of the unemployed. As reward for their efforts, funds from the F. E. R. A. (Federal Emergency Relief Administration) were made available to develop emergency junior college centers where several thousand students were enrolled. Certain cooperating universities agreed to accept transfers from these junior colleges and to give full credit for work done in them.

Generally speaking, these emergency junior colleges are makeshift institutions occupying high-school buildings or donated rooms after hours—that is in the late afternoon or evening when the buildings are not otherwise in use. They are granted the use of the school facilities such as desks, libraries, cafeterias, and equipment. Teachers are selected from needy unemployed instructors and professors on a basis of ability and training. The emergency junior college movement is not a general one, but is localized in a few States.

Michigan.—In Michigan these institutions are known as “freshman colleges” or “community colleges”, and 100 have already been established (1934–35) with enrollments of more than 6,000 students. They aim to take educational opportunity on a college level to the thousands of high-school graduates throughout Michigan whose finances are so limited that it is impossible for them to attend resident colleges. The State has been divided into seven zones each supervised by a public institution—either University of Michigan, Wayne University, Michigan State College, or one of the four State teachers colleges. Entrance requirements for the freshman colleges in each zone are the same as now prevail in the liberal arts college in the sponsoring institution. The scope of the programs is determined by the needs of local students and facilities available. The subjects taught generally correspond to those offered to first-year students—English, French, Spanish, German, history, geography, mathematics, political science, chemistry, zoology, geology, and mechanical drawing, together with noncredit courses which include economics, journalism, art, dramatics, music, current literature, speech, designing, accounting, and sociology. The curriculum provided is intended to

meet the needs of the persons enrolled, especially as concerns citizenship, health, morale, and a keen awareness of the political, economic, and social conditions of the world today. The usual length of freshman college work is 34 weeks and the colleges close in June when the sponsoring institutions close. ▸

In organizing a new local center, the superintendent of schools takes the initiative when 40 or more qualified students who are financially unable to attend college in residence, desire freshman college work. Few freshman colleges are organized in cities where private or public junior colleges are established. Teachers are recruited from the lists of persons qualified on the basis of need and of educational qualifications.

Early in the discussion of these units, local college presidents, particularly in the denominational colleges, were skeptical. Of late, however, the college people recognize that the sophomore class of 1935 will have more than the usual number of students from which to draw. The University of Michigan is already planning for these transfers; the erection of a barracks on the campus is proposed to accommodate these recruits at the rate of \$12 per month for board and room, total expenses not to exceed \$250 for the college year.

In Michigan it is felt that benefits which arise from these newly created units include interesting many people in the remote parts of the State in the higher educational institutions of the State, and educating the professors of these institutions in situations in the outlying portions of Michigan. The future of the whole movement, however, cannot be predicted.

Ohio.—"Emergency Junior College Centers" in 30 cities and towns were established in Ohio within the year 1934-35. It is reported that more than a thousand boys and girls with a median age of 19 years were in attendance. The instructors are college graduates with 1 year of graduate work to their credit. The curricula are on a par with the average freshman studies offered in standard liberal arts colleges. Several Ohio colleges are cooperating with these centers by furnishing syllabi, examinations, and other aids. They have agreed to accept with full credit the work of students successful in completing the emergency college courses.

To establish a new unit the superintendent of schools at a center must make formal application according to regulations set up by the Emergency Schools Administration. The board of education must agree to furnish light, heat, and janitor service if the application is granted.

Another Ohio movement is the emergency junior radio college which was set up in January 1934 at the Ohio State University as a part of the Ohio emergency schools program. Courses of instruction on college level, broadcast by members of the university faculty may

be received at nearly every point in Ohio during daylight hours. Radio students make out registration cards, and may take final examinations if they desire. Mimeographed lesson material is distributed free upon request and few textbooks are required. Many counties provide county radio teachers to organize local classes for discussion groups. In 1934-35 the following courses were offered on a regular radio schedule: Psychology, homemaking, French, English, philosophy, education, art appreciation, and engineering. Of the 1,737 students enrolled last year, two-thirds of whom were high-school graduates, 55 passed the course requirements at the end of the first quarter.

New Jersey.—The emergency colleges in New Jersey are for the most part county junior colleges located in six centers—Morristown, Newark, Perth Amboy, Paterson, Roselle, and Long Branch. As a rule the senior high school building in each of these cities is made available for junior-college students from about 4 to 9 p. m. when the high school is not in session and other local facilities are also made available. At Morristown the school library is used, the school cafeteria provides a hot supper at night, and the Y. M. C. A. and Y. W. C. A. cooperate in the physical education program. The junior college at Morristown emphasizes two phases of work: (1) Liberal arts leading to the bachelor's degree, and (2) associate in arts division which is terminal for immediate life needs.

Connecticut.—A new system of "Federal colleges", several of which were established during the autumn of 1934, has been tried out in Connecticut. Each of several communities, including New Haven, Hartford, Meriden, Bristol, Winsted, and Farmington, adopted temporary policies to fit local situations. It was hoped that patterns would emerge from these experiments so that extension of the system to other parts of the State would be feasible. The college at New Haven proved to be the largest and best equipped of the group; 50 people were employed and 40 rooms were made available through Yale University, the Y. M. C. A., and the Y. W. C. A. to provide quarters for more than 700 students. Some tried departing from the traditions of the older universities, and others carried on in their own ways, either holding to the traditional methods or to "progressive" tendencies. Combined enrollments (1934-35) of these Federal colleges were about 1,400. If these colleges prove successful, extension of the system to other cities may be possible.

Kansas.—Thirteen freshman-college projects under the direct sponsorship of the University of Kansas are in operation (1936) in Kansas. These centers are located at Leavenworth, Atchison, Houlton, Horton, Norton, Olathe, Marysville, Phillipsburg, Atwood, Stockton, St. Francis, Plainville, and Colby. Local high-school buildings are being used for classes which are organized by the

University Extension Division. Sixty classes are being given for university credit, and a dozen other classes in art, handicraft, commerce, and dramatics not for university credit are offered. Thirty-two teachers in all are employed to give instruction in these classes.

Texas.—Of the 15 Texas freshman college centers which will open in 1936, five will probably be located in Dallas, Houston, San Antonio, Fort Worth, and Lubbock. Other centers will be opened and financed when the Federal Emergency Education project is approved. These will be under the supervision of the college sponsoring them and certifying the credits of students. Classes may be established in any city or town for a minimum of 10 eligible students who are from 16 to 25 years of age and members of relief families. It is expected that these centers will give freshman training without cost to approximately 750 boys and girls who are on relief, who have finished high school, and who have not enrolled in any college this year.

JUNIOR COLLEGE DIVISIONS IN LIBERAL ARTS COLLEGES

In the past decade the movement to reorganize liberal arts curricula in the universities and colleges, thus creating junior college divisions or lower divisions, is a significant development which closely parallels and was unquestionably stimulated by the junior-college movement.

The lower division of a university is equivalent to the junior college and is often called the "junior-college division", "general college", or simply "the college." Since these divisions represent merely an internal organization of the parent institution, they should not be identified with the junior colleges, but properly belong with the university as a whole. It is not sufficient, however, to mention the subject here without some discussion of the influence of the junior college on these divisions, and the influence of these divisions on the junior college.

Reorganization of the college program is accomplished by two methods commonly known as (1) the vertical division, and (2) the horizontal division. The vertical division groups courses and departments through all 4 college years in three or four groups, such as the humanities, biological sciences, social sciences, physical sciences, or other variations. The horizontal division divides the 4 college years into two periods on a functional basis, i. e., "lower division" or first 2 years of exploration as opposed to the "upper division" or last 2 years of specialization and concentration.

Often the upper and lower divisional arrangement of the college program is purely a paper one or an informal one based on the catalog statement and one wonders if this is a device for admission to the

junior year. In a catalog study in 1933 by Kelly and Anderson¹⁷ a fifth of the colleges (136 out of 676) indicated a more or less formal curriculum organization into lower and upper divisions:

... two philosophies are represented in these divisional organizations. In most instances it was intended, originally, that the divisional organization should be exactly what the designation implies—lower division and upper division, junior college and senior college, etc. There are institutions, however, that feature a 2-year course with a terminal degree or certificate for the student who does not expect to continue his college education. In contrast to divisional organization on a purely functional basis it represents an adaptation and adjustment to supposed present-day needs and demands. In some instances, at least it openly competes with the junior college.

In order to obtain more detailed information about 2-year divisions that are formally organized an inquiry was mailed in 1934 to 644 universities and colleges which offer liberal arts curricula. The question was so phrased as to eliminate informal divisions:

LOWER DIVISION: Is your institution organized with a "lower division" or a 2-year junior college with a separate dean or other officer in charge?

If So: Date organized Dean's name

Fifty institutions indicated that they were organized with a lower division and 24 of these named the dean in charge. These institutions are detailed in table 5.

In the West many of the leading institutions are organized with a lower division, especially in California where work in the public junior colleges is coordinated with that in the lower divisions of degree-granting institutions.

In the East such curricular division is rare. Exceptions which prove the rule are George Washington University (D. C.), Goucher College (Md.), Johns Hopkins University (Md.), Boston College (Mass.), and Northeastern University (Mass.). The absence of the public junior college generally in the East may account in part for the absence of a corresponding curricular division in the universities. The problem of admitting graduates of the junior colleges into the junior class of the universities has not yet become serious.

The nature of these lower divisions is better understood by consulting the definitions and descriptions as stated in the catalogs of universities which have divided their curricula:

University of California.

The work of the Lower Division comprises the studies of the freshman and sophomore years. The junior certificate or its equivalent in the college of letters and science is required for

¹⁷ The Extent of the Divisional Development of the Curriculum. Robert L. Kelly and Ruth E. Anderson. Bulletin of the Association of American Colleges. December 1933.

admission to the upper division. In the lower division of the college of letters and science it is expected that the student, in addition to fulfilling the prerequisites for the major work upon which he will concentrate in the upper division, will make an effort to establish a basis for that breadth of culture which will give him a realization of the methods and results of some of the more important types of intellectual endeavor, and a mental perspective that will aid him in reaching sound judgments. The junior-certificate requirements were designed to provide in some measure for the accomplishment of this purpose, without unduly limiting the student's opportunity to satisfy his individual tastes and preferences. Certain of the junior-certificate requirements may be satisfied by courses taken in the high school. It is desirable that the student should so arrange his high-school program as to reduce the required work in the fields of foreign language, mathematics, and natural science. This makes his program more flexible, gives him a greater freedom of choice, and prepares him to pass more quickly into advanced work or into new fields of study. In no case, however, does the satisfaction of junior certificate requirements in the high school reduce the amount of work required in the university for the junior certificate (60 units), or for the degree (124 units).

University of Minnesota.

In addition to the lower division of the college of literature, science and arts, the University of Minnesota has organized a General College, described as follows:

The plan of the General College is a new departure in education. It calls primarily for a 2-year rounded course, leading to the degree of associate in arts, for that large proportion of University of Minnesota students who do not desire a 4-year, or longer, course of study and, further, for those listed below.

1. Those who desire to obtain at the university level a broad 2-year course leading to the associate in arts degree. This offers cultural education for intelligent citizenship and for the fullest enjoyment of home life and leisure in an immediate future wherein present trends indicate that a drastic reduction in our working hours will be made.
2. Those who for financial and other reasons find it necessary and wise to limit themselves to a 2-year college course.
3. Those who, on entering college, are undetermined in their choice of and plan of preparation for a vocation.
4. Those who prefer a better general groundwork before launching on their specialized curricula.
5. Those who being practically, civically, and socially minded rather than professionally minded might find this course better adapted to their needs, aims, and abilities.
6. Those who have satisfactorily met the minimum entrance requirements of the university but who lack one or more of the specific requirements for admission to the professional or pre-professional colleges.
7. Those who transfer from other institutions but who do not meet the standards for advanced standing of the other college to which they apply.

8. Those who may be transferred by mutual agreement of the general college and the college in which they were first registered.

Stanford University.

The lower division since 1920 consists of the first and second years of the university curriculum. Its object is to introduce the student to fundamental fields of human interest, and to this end it requires the completion of certain studies during the first 2 years. To students enrolled in the lower division the members of the committee on lower division administration stand in the same relation as that occupied by departmental advisers toward their major students. Under the supervision of the committee on lower division administration, the work of the first 2 years is divided into three groups. Every student is required to take at least nine units in each of these groups each year. (I) Language and literature; (II) Natural sciences and mathematics; and (III) Social sciences. The selection of a major subject will be made ordinarily at the end of the second year, upon completion of the requirements of the lower division. At the beginning of the junior year, the student selects as a major subject the work offered by some one school or department.

University of Chicago.

The program of work in The College includes the college general courses. It provides the foundational work in arts, literature, and science for programs of advanced study in the four divisions or in the professional schools. A first-year student enters the college for what is generally called "junior college" work. When he has successfully mastered the program undertaken in the college and has passed the comprehensive examinations, he may, if he meets the entrance requirements, pursue advanced work toward a degree along some special field of interest in one of the four divisions, or in a professional school.—A student may enter the school of business, the school of social service administration, the law school, or the divinity school from the college to continue his work toward a bachelor's degree. Before entering the other professional schools, work in addition to his college training will be required in a division, i. e., (I) Biological sciences; (II) Humanities; (III) Physical sciences; and (IV) Social sciences. In one of these four divisions or in a professional school, the student who has successfully met the entrance requirements of the division or the professional school may carry on his work toward the bachelor's degree, or toward a higher degree. All degrees are awarded in the divisions or the professional schools. The following degrees are granted in the divisions: The Biological sciences S. B., S. M., Ph. D., M. D.; the Humanities, A. B., A. M., Ph. D.; the Physical sciences, S. B., S. M., Ph. D.; the Social sciences, A. B., A. M., Ph. D.

In the 4-year institutions, much might be said in favor of the lower division as a means of guiding college students effectively. These students need more adequate advice and counsel than they usually receive concerning opportunities of life and living. The lower division is designed to increase this service, by postponing choice of

career until the student knows more about his own abilities and how to adapt them to employment, by stimulating independent thinking, and by adding to the breadth of general education by providing desirable and useful courses in group subjects.

Contrasted with college work a generation ago, new subjects of instruction in such lower divisions reflect a decided change of attitude toward the meaning of general education. Students are often interested in certain courses—the sciences, for example—only as far as they contribute to general education. For this reason a number of outstanding colleges have introduced courses covering the elements of several related sciences. These courses sometimes appear in college catalogs as “Man and the Social World”, “Man and the Biological World”, “Man and the Physical World”, “Reading, Speaking, and Writing”, “Man and his Thinking”, “The Humanities”, and other general subjects expressed in equally broad terms. ¶

The lower division also helps to reduce the mortality rate among college students. Often in a 4-year college fully half of the freshmen students drop out before reaching the junior year—some because of lack of money, and others for lack of time or interest. Such students are not counted with the alumni of the institution, but are known as “ex-students.” Many would have completed a 2-year course had it been available. It is particularly for those students who lack funds or time to pursue a 4-year course that the lower division is desirable. In later life 2 years of completed college work is a more valuable asset than 2 years of partial credits.

Some feel that the lower division idea will eventually mean the elimination of the traditional 4-year course from the university system. ¶ It is more likely, however, that several systems will eventuate, and those who prefer the 4-year plan will continue to attend the traditional liberal arts college, while others who prefer the newer plans will patronize the colleges which offer them.

TRANSFERRING JUNIOR COLLEGE CREDITS TO 4-YEAR COLLEGES

Since the junior college is a 2-year institution which does not grant regular bachelor's degrees, a junior college graduate must transfer his credits to a 4-year college and enter the third or junior year as an advanced student if he intends to obtain a degree. Junior college credits are not accepted at face value by *every* university or college. The junior college student should then be circumspect if he desires to enter the leading universities with advanced standing.

Standard credits from *approved* junior colleges are usually accepted at full value. Some junior college credits are discounted or given only partial value. Credits of some junior college students are accepted on an individual basis only, or by further examinations. Still other credits are not acceptable for any transfer value.

To avoid loss of time or credit therefore, it is advisable for a student before he enters a junior college to be assured that credits earned will be accepted by the college or university which he intends to enter for a degree. By addressing the admissions officer in any college or university, a high-school graduate may obtain information as to the transfer value of credits from a particular junior college.

Coordination of junior-college work with that of the universities has been accomplished more largely in the West than in the East. In the East less than a dozen universities have inaugurated "junior college divisions" or a stopping place in the middle of the 4-year curricula. In California, however, with its public junior colleges, the leading universities accept junior-college graduates in the junior year, and university work is so organized that the transfer is made without loss of time or credit. In a number of other Western States coordination has been accomplished or attempted; sometimes university work is divided into a junior college division and a senior college division, and sometimes the State university accredits certain local junior colleges so that successful work done in them is acceptable for entrance to the junior year of the university. Many junior colleges see that necessary arrangements are made with local universities to the end that their graduates are eligible to transfer without loss to the student.

PROBLEMS OF THE JUNIOR COLLEGE

It is appropriate that some of the problems of the junior college should be pointed out. Members of the American Association of Junior Colleges have been asked to list their problems, and Dr. W. W. Carpenter, chairman of the research committee, presented the results of the inquiry at the association meeting in Washington, D. C., February 1935.

Articulation with senior college.—Should the senior colleges have a common requirement in the lower 2 years for work for the B. A., B. S., B. M., etc.?

The relation of local junior colleges to the junior college division of the university.

Terminal junior college course which can be articulated with 4-year college courses.

Assuming the junior college is well established and accredited by a regional accrediting agency, should senior colleges and professional schools prescribe more than tool subjects of junior college transfers?

Are universities justified in setting up superspecific prerequisites and entrance requirements?

The problem of articulating with senior college, university, and professional school when the junior college stresses general or survey courses.

Finance.—Should the private junior college receive Federal aid along with other junior colleges—municipal and State?

To what extent can a junior college be self-sustaining?

Is the 2-year institution an uneconomic project due to rapid turnover of students, as well as to disproportionate recruiting costs?

Unfair competition in cut-throat rates and so-called scholarships.

Organization.—The relative merits of the 2-year and the 4-year junior college for students, in grades 13 and 14.

Records and reports.—What are the most effective methods of reporting to parents on student progress in school?

Location of junior colleges.—In what sections of the State should junior colleges be located?

Teaching load.—What is the influence of "Teacher's Load" on standards of teaching?

Student failures.—When a freshman fails a subject for one semester, what provision is made to assist such a student in graduating the next year?

Cause of failure.

What should be done in a general policy with students who fail a large part of the first semester's work?

Student individual differences.—What provisions might be made for accepting superior high-school juniors in the junior college?

Recruiting students.—Has promotional activity of junior colleges and State teachers colleges become hurtful so far as our general educational program is concerned?

What are the most advantageous methods of presenting the advantages of the individual junior college to prospective students?

Unethical practices in recruiting students.

Can the process of recruiting students be transformed from the high-pressure salesmanship idea—almost a racket—to a dignified professional basis?

Class size.—A controlled experiment on class size.

What are the factors that should determine class size?

Curriculum.—A study of unnecessary duplication in senior high school and junior college subject matter.

What is the function of survey courses? What content and method best achieves these functions?

The construction of a terminal cultural curriculum.

Extracurriculum.—How many social privileges shall be given junior college students?

Should the junior college faculty be drawn into extracurricular and semiadministrative responsibilities to the same extent as the high school?

Graduation requirements.—Should students who are taking terminal courses and who are not planning to continue their studies in a senior college be required to meet the same qualitative requirements as other students?

Can each junior college formulate its own requirements for graduation and at the same time enjoy unconditional accreditation from universities and 4-year colleges?

Guidance.—An adequate guidance program for a large (or a small) junior college.

What are the best possible offerings in a freshman advisory-guidance or incidental orientation program?

Supervision and improvement of instruction.—Is instructional supervision necessary in the junior college? If so, how may it be conducted most effectively?

Extension.—The management and promotion of extension classes and other local public services.

Teaching methods.—Evaluation of the round-table group discussion method.

What class methods seem best designed to get students to work to the level of their ability?

Relative merits of lecture demonstration and laboratory methods in junior-college science.

Teaching method and the curriculum.—These two problems are inseparable. There is a rapidly changing situation in the matter of curricula in some of the general survey courses and in the reorganization of traditional courses of study.

Functions of junior college.—Should junior colleges compete with the senior colleges or try to limit their work to the students that need just 2-years?

Are we correctly interpreting the needs of students in the junior college field in light of the present trends socially and economically?

Have recent industrial, social, economic, or political changes affected the functions of the junior college?

High-school postgraduate students.—Should high schools provide definite graduate programs if there is a junior college in the community?

Library and library service.—How may junior-college students best be taught to use books independently and effectively?

To what extent is library and library service in the junior college contributing to the genuine education of students?

Tests and measurements.—Should the American Association of Junior Colleges investigate the possibility of setting up its own achievement and other tests, to be given in all junior colleges?

Publicity.—Statement of accrediting of newly organized junior colleges for publicity purposes. Before accrediting by N. C. A. what relationship exists between the new institution and accredited ones until an accrediting association can approve the institution.

Should the association develop a code of ethics to do away with unethical underbidding?

How many junior colleges have special publicity officers? Are results satisfactory?

Survey.—A survey of outstanding teaching at the junior-college level.

PART II

ANALYSIS OF THE SURVEY OF JUNIOR COLLEGES

EXPLANATION

TO EXPLAIN some of the interesting features of the brief survey of junior colleges, this section is devoted to details by institutions and summaries by States and other units of the data submitted by the colleges. The 441 junior colleges selected for study are listed in table 1, and discussion in this section concerns this table considered column by column. Similar data on other institutions of the junior-college type are presented in tables 2 to 5.

Particular effort was made in this study to obtain information from *all* of the junior colleges in the United States. Since 1919 this office has published no study concerning all of these institutions. During the summer of 1934 inquiry blanks were mailed to all of the junior colleges known to exist in the United States at that time.

The Inquiry.

Questions asked of the junior colleges included the following, which have been adapted in the column headings of table 1:

1. Name of junior college?
2. Date established?
3. Date junior college work was first offered?
4. Legal control?
5. Staff members: How many teachers employed excluding clerks?

ENROLLMENT

Of the total students in all grades, how many are in junior college curricula only:

6. Men?
7. Women?
8. How many junior-college graduates, June 1934?
9. Dormitories are provided for how many students?
10. Title or degree offered?
11. Summer session: How many weeks?

EXPENSES

12. Tuition for 9 months in liberal arts?
13. Board and room—minimum dormitory rate for 9 months?
14. Least amount of money necessary for *freshman* year?
15. Estimate amount spent by a typical economical freshman in 9 months?

A 98-percent return on these questions was realized, and the study is based on the replies thus received, supplemented in a few cases with

material on file in this office. The return was 100 percent for junior colleges listed in the Educational Directory, 1935.

Junior Colleges Selected for Analysis.

Which junior colleges to include in the study and which to omit from table 1 (the main study) is somewhat of a problem in itself, since the Office of Education is not an accrediting agency and does not rate or approve any educational institution. This study is therefore inclusive rather than exclusive, but there must be a line of demarcation on some basis.

Student enrollment as one basis, while unsatisfactory from some points of view, partially meets the situation. Accrediting agencies usually specify that an approved junior college must have an enrollment of at least 50 to 60 students, although a few place this number as low as 30 to 35 students. Therefore (1) if a privately controlled junior-college reports 25 students and offers 2 years of college work, it is included in this study; (2) if a publicly controlled junior college offers 2 years of college work, it is included regardless of enrollment, since it is supported by public funds.

In order to cover all institutions that might be classified as junior colleges, additional tables are presented to include basic data for institutions for Negro students (table 2); branch junior colleges which are divisions of larger institutions but located on separate campuses away from the parent institutions (table 3); junior colleges offering only 1-year of college work or enrolling fewer than 25 college students or whose classification is pending (table 4); and lower divisions or junior-college divisions of colleges and universities (table 5).

Branch junior colleges generally prefer to be listed with the parent institution rather than to be listed independently as junior colleges, since in all cases their work is so coordinated that a student may continue an unbroken program to a bachelor's degree in the parent institution. Small and 1-year junior colleges listed in table 4 are included so that those interested in studying the movement may include them if they desire in further junior-college studies. None of the "lower divisions" or "junior college divisions" of universities is included in the summaries, since their programs are dovetailed into a larger concept of higher education, but institutions reporting such divisions *with a dean in charge* are listed (table 5).

None of the 93 normal schools is included in this study for the reason that each is classified elsewhere as a teacher-training institution offering 2 or 3 years of college work; although a number offer junior-college work, this program, according to the presidents and principals of these normal schools, is of secondary importance to the main purpose of training teachers.

Number and Types of Junior Colleges in the Study.

The exact number of junior colleges is a constantly changing one. Even as this study goes to press, several new junior colleges are being proposed, several have closed, some are becoming senior colleges with degree-granting privileges, and there are rumors that a number are merging to form new units.

In all, 535 junior colleges are mentioned in this survey (see summary A)—441 for white students, 22 for Negro students, 15 branch institutions, and 57 miscellaneous small colleges.

Based on our 1935 addressograph lists, which include 1,662 institutions of higher education of all classifications, there are 441 2-year junior colleges for white students (table 1) and 22 additional junior colleges for Negro students (table 2), or a total of 463 junior colleges in the United States that meet the standards set for this study as discussed on previous pages.

By types, the junior colleges listed in table 1 have been grouped into 98 independently controlled junior colleges, 153 church colleges, and 190 publicly controlled junior colleges. (See summary A.)

Privately controlled independent junior colleges predominate in New England and in the Middle Atlantic States; denomination or church colleges are most frequent in the South Atlantic and East South Central States; publicly controlled junior colleges are most common in the West North Central, West South Central, Mountain, and Pacific States; while in the East North Central States the junior colleges are equally distributed among the three types.

Summary A.—NUMBER OF JUNIOR COLLEGES BY TYPES AND BY STATES

State or section	JUNIOR COLLEGES IN TABLE					ADDITIONAL JUNIOR COLLEGES			Total mentioned in study
	PRIVATE			Public control	Total	Total in table 2 (Negro)	Total in table 3 (branches)	Total in table 4 (small)	
	Independent control	Church control	Total						
1	2	3	4	5	6	7	8	9	10
Alabama.....	1	1	2	0	2	2		2	6
Arizona.....	0	0	0	2	2				2
Arkansas.....	0	3	3	5	8	1			9
California.....	10	3	13	36	49		2	4	55
Colorado.....	2	2	4	3	6		1		7
Connecticut.....	5	1	6	0	6				6
Delaware.....	0	0	0	0	0			2	2
District of Columbia.....	5	2	7	0	7				7
Florida.....	1	1	2	1	3	2			5
Georgia.....	1	5	6	6	12	3	2	3	20

Summary A.—NUMBER OF JUNIOR COLLEGES BY TYPES AND BY STATES—Continued

State or section	JUNIOR COLLEGES IN TABLE 1					ADDITIONAL JUNIOR COLLEGES			Total mentioned in study
	PRIVATE			Public control	Total	Total in table 2 (Negro)	Total in table 3 (branches)	Total in table 4 (small)	
	Independent control	Church control	Total						
1	2	3	4	5	6	7	8	9	10
Idaho.....	1	2	3	0	3		1		4
Illinois.....	12	5	17	8	25			1	26
Indiana.....	3	2	5	0	5				5
Iowa.....	1	9	10	27	37			2	39
Kansas.....	1	5	6	10	16			2	18
Kentucky.....	4	11	15	0	15	1			16
Louisiana.....	2	2	4	2	6	1		1	8
Maine.....	2	0	2	0	2			1	3
Maryland.....	2	2	4	0	4				4
Massachusetts.....	8	1	9	0	9			2	11
Michigan.....	1	2	3	9	12				12
Minnesota.....	0	3	3	7	10			3	13
Mississippi.....	3	6	9	11	20	1		3	24
Missouri.....	6	11	17	7	24		1	2	27
Montana.....	0	0	0	1	1			1	2
Nebraska.....	0	2	2	2	4				4
Nevada.....	0	0	0	0	0				0
New Hampshire.....	0	1	1	0	1				1
New Jersey.....	2	1	3	6	9			1	10
New Mexico.....	0	0	0	2	2			1	3
New York.....	4	2	6	0	6			2	8
North Carolina.....	3	15	18	1	19	2		4	25
North Dakota.....	0	0	0	2	2				2
Ohio.....	0	3	3	0	3				3
Oklahoma.....	0	3	3	17	20			7	27
Oregon.....	0	2	2	0	2				2
Pennsylvania.....	4	1	5	0	5		3		8
Rhode Island.....	0	0	0	0	0			1	1
South Carolina.....	0	3	3	0	3	1		3	7
South Dakota.....	0	3	3	0	3				3
Tennessee.....	1	7	8	0	8	1	1		10
Texas.....	2	15	17	19	36	6		1	45
Utah.....	0	1	1	3	4		2		6
Vermont.....	0	1	1	0	1				1
Virginia.....	5	6	11	0	11		1	3	15
Washington.....	4	2	6	2	8			1	9
West Virginia.....	2	2	4	1	5	1		1	7
Wisconsin.....	0	4	4	0	4			2	6
Wyoming.....	0	0	0	0	0				0
Canal Zone.....	0	0	0	1	1				1

SUMMARY

New England States.....	15	4	19	0	19	0	0	6	25
Middle Atlantic.....	10	4	14	6	20	0	3	3	26
East North Central.....	16	16	32	17	49	0	0	3	52
West North Central.....	8	33	41	55	96	0	1	9	106
South Atlantic.....	19	36	55	9	64	9	3	15	91
East South Central.....	9	25	34	11	45	5	1	5	56
West South Central.....	4	23	27	43	70	8	2	9	89
Mountain States.....	3	5	8	10	18	0	3	2	23
Pacific States.....	14	7	21	139	60	0	2	5	67
Total.....	98	153	251	190	441	22	15	57	554

¹ Includes 1 in Canal Zone.
² Since this summary was prepared additional junior colleges have been added to table 4 as of 1936; 76 in all making a total of 554 junior colleges mentioned in this bulletin.

NAMES OF JUNIOR COLLEGES

(Column 1)

The diversity of names of junior colleges is revealed in summary B. With such a variety of names, it was clearly necessary for each institution to classify itself as a junior college, and this was done in the 1935 Educational Directory. All of the institutions mentioned in this study indicated a junior college classification.

In higher education in general, the corporate or official name of an institution has little meaning as a classification index. There is no carefully drawn distinction in the United States between a "university" and a "college"; a university generally maintains a group of colleges or professional departments, while a college normally confines itself to the arts and sciences. As a matter of fact, some "universities" are in reality liberal arts colleges, while some "colleges" are of the university type, since they provide high-grade professional schools. The legal names of institutions of higher education often serve to confuse the layman, and this confusion has resulted not from the natural growth of colleges into universities, but mainly from a lack of uniform State laws with respect to the establishment and supervision of degree-granting institutions.

In the junior college field likewise, there is little law or order affecting the official names of these 2-year institutions. Publicly supported junior colleges are generally officially designated as "junior colleges", although 17 are simply "colleges", and 4 take the name of "institute", "seminary", "academy", and "extension center." Privately controlled junior colleges, however, generally prefer the official designation of "college"; only a third are known as "junior college" compared with two-thirds called college, school, institute, seminary, academy, university, hall, or convent. In New York State, only two are known as "junior college", since the word "college" is restricted to a particular type of institution; other higher institutions are known as academies, institutes, schools, or seminaries.

Changes in names of junior colleges are frequent, but inappropriate names of established institutions are sometimes difficult to change, and sometimes are retained for a purpose. Many former 4-year colleges, for charter or other reasons, have not changed their official names; e. g., Stephens College (Mo.) is now a junior college for women. A number of "girls' seminaries" that have added junior college work recently prefer for the time being to retain their old names, since their preparatory work is often more important than their junior-college courses, and fewer preparatory students might be attracted to a "junior college." Some of the newly listed junior

colleges in the East have previously declined to be listed as junior colleges because they feared a loss of students in the secondary grades.

During the year 1934-35 eleven junior colleges reported changes in their official names. Despite the fact that reasons for these changes are lacking, the new names are of sufficient interest to detail in a comparative table. (Changes are not included in summary B.)

State	Old name	New name
California.....	Lassen Union Junior College..	Lassen Junior College.
Connecticut.....	Larson School and Junior Col- lege.	Larson Junior College.
Illinois.....	Medill Junior College.....	Herzl Junior College.
	Wright Junior College.....	Wright Junior City College.
Iowa.....	Waldorf Lutheran Junior Col- lege.	Waldorf Junior College.
Mississippi.....	Pearl River College.....	Pearl River Junior College.
New York.....	A. M. Chesebrough Junior College.	A. M. Chesebrough Semi- nary.
North Carolina...	Biltmore Junior College.....	Biltmore College.
	Montreat Normal School and Junior College.	Montreat College.
Washington.....	Spokane Valley Junior College.	Spokane Junior College.
Wisconsin.....	St. Lawrence College.....	St. Lawrence Junior College.

By observation there is a glamor to the word "college" that is not encountered in "junior college." There is also the possibility that a "college" may become a 4-year degree-granting institution in due time if there is sufficient local demand. This notion, however, is diametrically opposed to the junior-college movement, and it is believed that at present there is a sufficient number and variety of degree-granting colleges and universities in the United States to take care of prospective students who are seeking degrees.

Summary B.—NAMES OF JUNIOR COLLEGES

Corporate or official name	Number of publicly controlled junior colleges	Number of privately controlled junior colleges	Total
1	2	3	4
Junior college.....	164	89	253
College.....	17	113	130
School.....	6	15	21
Institute.....	1	16	17
Seminary.....	0	8	8
Academy.....	1	4	5
University.....		3	3
Hall.....		2	2
Extension center.....	1		1
Convent.....		1	1
Total.....	190	261	441

DATES OF ESTABLISHMENT OF JUNIOR COLLEGES

(Columns 2 and 3)

Each junior college supplied two dates for this study, (1) date established, and (2) date of becoming a junior college. The median date of establishment is 1915 while the median date of "becoming

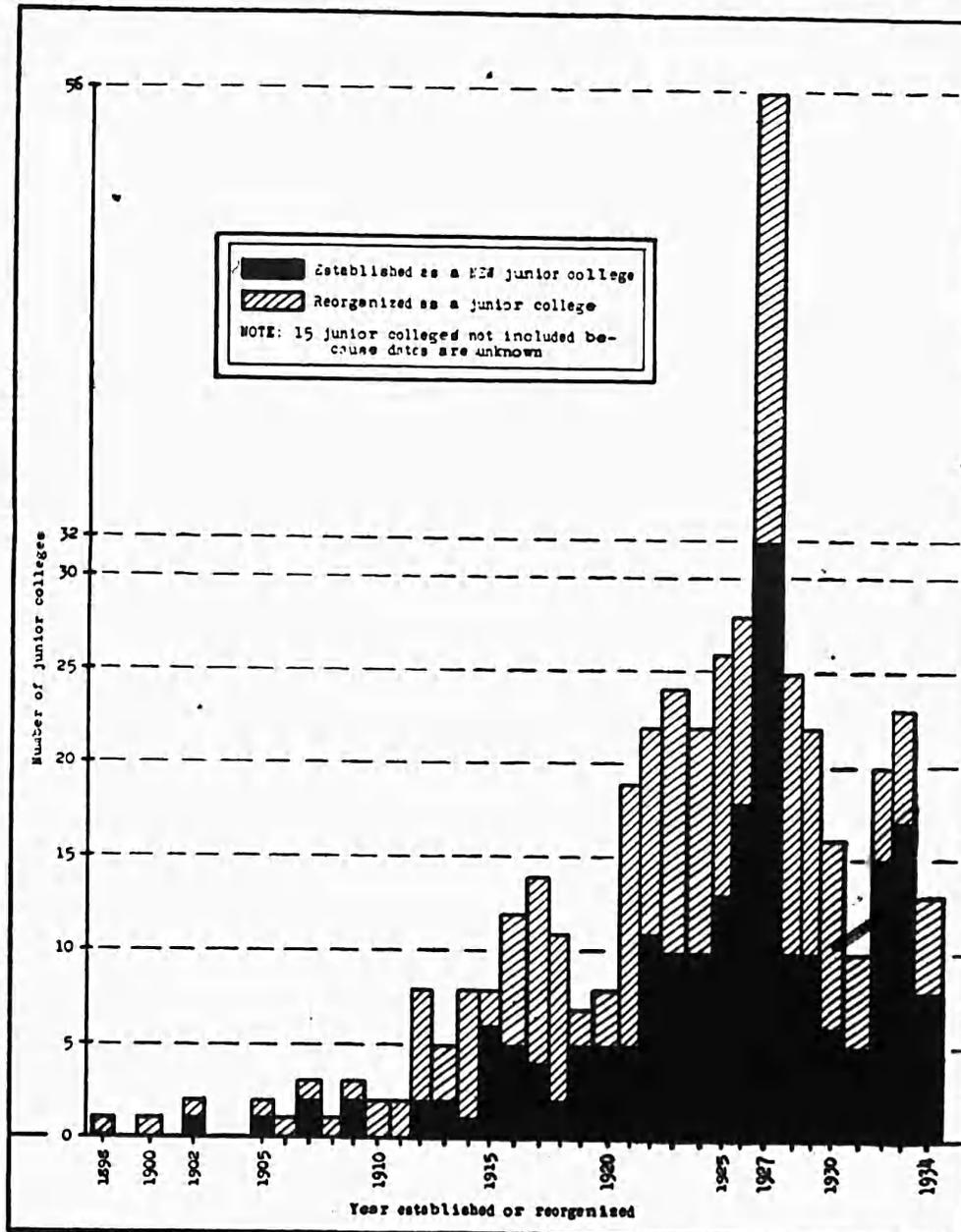


CHART 1.—Dates of establishment of 426 junior colleges; number of newly established junior colleges indicated in black; number of institutions reorganized as junior colleges indicated in gray.

a junior college" is 1926. For 208 of the institutions the two dates were identical, meaning that they were established from the beginning as junior colleges; 233 miscellaneous educational institutions have reorganized to become junior colleges after being established for a different purpose. These dates are shown in table 1.

The earliest date of establishment of any institution mentioned in this study was that of Georgetown Visitation Convent in Washington, D. C., in 1799, but it was not until 1920 that it offered junior-college work. By 1865, 50 of the present reorganized junior colleges had been established; from 1866 to 1897, 86 more were founded. The Decatur Baptist College (founded 1891) in Texas was reorganized as a junior college in 1898, and claims the distinction of being the first junior college.

Newly created (not reorganized) junior colleges have been established in increasing numbers until the year 1927, but the number has fallen off since that year. Reorganized institutions, however, have continued to appear so that the number of junior colleges actually continues to increase. Many of these latter institutions are very old with backgrounds of tradition and accomplishment; originally some were boys' preparatory schools, some girls' finishing schools or seminaries, and others were once 4-year colleges. The year 1927 marks the peak year for the establishment of junior colleges when 32 new institutions were created, of which 25 were city or district junior colleges, 2 were State junior colleges (Iowa), and 24 others were reorganized, including 5 State and 2 district junior colleges, 8 under private control, and 9 denominational institutions.

The number of new and reorganized junior colleges is recorded by years together with cumulative totals in summary C.

Summary C.—DATES OF ESTABLISHMENT OF JUNIOR COLLEGES

[Number of new and reorganized institutions, by years]

Year	Number established as junior colleges	Number reorganized as junior colleges	Cumulative total	Year	Number established as junior colleges	Number reorganized as junior colleges	Cumulative total
1	2	3	4	1	2	3	4
1898.....		1	1	1918.....	2	9	85
1899.....			1	1919.....	5	2	92
1900.....		1	2	1920.....	5	3	100
1901.....			2	1921.....	5	14	119
1902.....	1	1	4	1922.....	11	11	141
1903.....			4	1923.....	10	14	165
1904.....			4	1924.....	10	12	187
1905.....	1	1	6	1925.....	13	13	213
1906.....		1	7	1926.....	18	10	241
1907.....	2	1	10	1927.....	32	24	297
1908.....		1	11	1928.....	10	15	322
1909.....	2	1	14	1929.....	10	12	344
1910.....		3	17	1930.....	6	10	360
1911.....		2	19	1931.....	5	5	370
1912.....	2	6	27	1932.....	15	5	390
1913.....	2	3	32	1933.....	17	6	413
1914.....	1	7	40	1934.....	8	5	426
1915.....	6	2	48	1935 unknown.....		15	441
1916.....	6	7	60				
1917.....	4	10	74	Total.....	208	233	441

¹ Texas—Decatur Baptist College (Baptist control), Decatur.
² North Carolina—Rutherford College (private control), Rutherford.
³ Illinois—Joliet Junior College (public control), Joliet.
⁴ Massachusetts—Bradford Junior College (private control), Bradford.
⁵ Dates of reorganization or beginning of junior college were not given; some claim to have been doing junior-college work before the above dates.

NOTE.—These dates are summarized from those supplied by each college and detailed in table 11.

JUNIOR COLLEGES

LEGAL CONTROL

(Column 4)

The legal control of each junior college as reported by the college itself is shown by abbreviations ¹ in column 4. A summary by control groups is presented as follows:

<i>Publicly Controlled</i>		<i>Number of Colleges</i>
City.....	City or municipal government.....	87
Co.....	County government.....	8
Dist.....	District government.....	52
State.....	State government.....	39
Twp.....	Township government in Illinois.....	4
<i>Church Controlled (Denominational)</i>		
Bapt.....	Baptist Church and bodies.....	31
Breth.....	Brethren Church.....	2
Chris.....	Christian Church.....	5
Cong.....	Congregational Church.....	1
Fr.....	Society of Friends.....	1
L. D. S.....	Latter-Day Saints.....	2
Luth.....	Lutheran Church.....	15
Menon.....	Mennonite Church.....	3
M. E.; Meth.....	Methodist bodies; Methodist Episcopal, etc.....	31
Naz.....	Nazarene Church.....	1
Presb.....	Presbyterian Church.....	14
P. E.....	Protestant Episcopal Church.....	4
Ref.....	Reformed Church of America.....	1
R. C.....	Roman Catholic Church and orders.....	33
S. D. A.....	Seventh-Day Adventist Church.....	3
Swed.....	Swedenborgian Church.....	2
Y. M. C. A.....	Young Men's Christian Association.....	4
<i>Independently Controlled</i>		
Pvt.....	Private corporation, independent of church or State.....	98

¹ For interpretation of abbreviations see p. 85.

STAFF MEMBERS

(Column 5)

The number of teachers and instructors employed in the 441 junior colleges totals 7,787 men and women. If this number is divided into the total number of students, the average class appears to be 1 instructor for each 12 students.

Considered by States.—California, which has 1,609 staff members in the junior colleges, employed the largest number of men and women in this field or more than a fifth of the junior college faculties. Other States with large staffs in junior-college work include Texas (567),

Illinois (490), Missouri (421), Iowa (346), Mississippi (346), North Carolina (316), Oklahoma (247), Kansas (211), Virginia (208), and Kentucky (205). The remaining States employ fewer than 200 each with a median number of 50. The detail by States is presented in summary H.

Without doubt there are included in column 5 a number of high-school teachers whose primary work is in secondary education but who do give more or less instruction on the college level. Only a careful study of junior college faculties would reveal these conditions.

JUNIOR COLLEGE ENROLLMENTS, 1934

(Columns 6 and 7)

Students in the 441 junior colleges studied totaled 49,110 men and 45,707 women, or 94,817 students. Two-thirds of these students attended colleges located west of the Mississippi River, although less than one-third (30.5 percent) of the population of the United States is in that area; considering land area, however, this section represents 71 percent of the United States. The California junior colleges attracted nearly 30 percent (27,577) of all junior-college students. Another 30 percent (28,765) attended colleges in Texas, Illinois, Missouri, Mississippi, and Kansas (rank order). Still another 30 percent (28,248) were in colleges located in Oklahoma, Iowa, Michigan, North Carolina, Kentucky, Minnesota, Georgia, New Jersey, Arkansas, Tennessee, Utah, Virginia, West Virginia, and Louisiana. The remaining 10 percent (10,227) attended junior colleges located in the remaining 28 States and the District of Columbia and these States are mainly in the West and North.

By inspection of summary D, it is evident that two-thirds of the junior college students are enrolled in the public junior colleges, while the denominational, and independent institutions selected for study enroll about half as many.

Grand totals.—Considering all types of junior colleges mentioned in this bulletin (including tables 2, 3, and 4) there were 102,477 men and women attending 535 institutions of the junior college type. This figure includes 2,050 Negro students (table 2), 3,432 students in 15 branch junior colleges (table 3) which are in reality merely divisions of universities and colleges and not independent institutions even though they occupy separate campuses, and 2,178 students in 57 miscellaneous small institutions listed in table 4. Enrollments are further analyzed in summary D by types of junior colleges, summary E for public junior colleges, summary F for independent institutions, summary G by denominations, and summary H by States.

Summary D.—ENROLLMENTS AND GRADUATES, 1934

Nature of junior college	Number of junior colleges	ENROLLMENTS, 1934			Graduates, 1934, men and women
		Men	Women	Total	
Public.....	190	36,538	28,035	64,573	11,000
Denominational.....	153	8,714	12,060	20,774	4,492
Independent.....	98	3,858	5,612	9,470	1,763
Subtotal ¹	441	49,110	45,707	94,817	17,255
Negro (table 2).....	22	663	1,387	2,050	529
Branch (table 3).....	15	2,074	1,358	3,432	338
Miscellaneous (table 4).....	57	1,021	1,157	2,178	514
Grand total.....	635	52,868	49,609	102,477	18,636

¹ The main part of this study is based on these 441 junior colleges.

² This is an inclusive figure, but does not include divisions of universities, since statistics of "lower divisions" properly belong with those of the parent institution; nor does it include some 15 normal schools which are sometimes listed with junior colleges.

Summary E.—PUBLIC JUNIOR COLLEGES, 1934—Number, enrollments graduates, Tuition

State	Number of public junior colleges	ENROLLMENTS OF STUDENTS IN COLLEGE CURRICULA			Tuition (average)
		Men	Women	Graduates, 1934	
1	2	3	4	5	6
California.....	36	14,399	11,741	4,174	0
Iowa.....	27	1,011	912	380	96
Texas.....	19	2,889	2,586	716	98
Oklahoma.....	17	1,700	1,225	663	41
Mississippi.....	11	1,563	1,380	703	9
Kansas.....	10	1,659	1,373	722	14
Illinois.....	8	3,609	1,949	482	42
Michigan.....	9	1,458	1,066	694	60
Missouri.....	7	1,238	937	513	46
Minnesota.....	7	1,228	918	477	36
New Jersey.....	6	1,346	807	0
Georgia.....	6	840	582	283	35
Arkansas.....	5	881	611	264	70
Utah.....	3	653	436	120	70
7 States—2 each ¹	14	1,460	1,285	593	0
4 States—1 each ²	4	585	402	216	84
Canal Zone.....	1	39	25	180
Total.....	190	36,538	28,035	11,000

¹ Includes Arizona, Colorado, Louisiana, Nebraska, New Mexico, North Dakota, and Washington.

² Includes Florida, Montana, North Carolina, West Virginia; does not include Idaho or Tennessee where the junior college is a branch of the State university.

Summary F.—98 INDEPENDENT JUNIOR COLLEGES

Type	Number of colleges	ENROLLMENTS, 1934			Graduates, June 1934
		Men	Women	Total	
1	2	3	4	5	6
Men's colleges.....	16	1,065	0	1,065	349
Women's colleges.....	44	0	3,428	3,428	883
Coadeducational.....	38	2,793	2,184	4,977	631
Total.....	98	3,858	5,612	9,470	1,763

Summary G.—DENOMINATIONAL JUNIOR COLLEGES, 1934

Denominational bodies (arranged by size of total enrollments in junior colleges)	Number of States in which located	Number of colleges	ENROLLMENTS			Graduates, 1934
			Men	Women	Total	
1	2	3	4	5	6	7
Baptist.....	15	31	2,164	3,980	6,144	1,404
Methodist.....	17	31	1,827	2,618	4,445	967
Roman Catholic.....	19	33	842	1,769	2,611	585
Presbyterian.....	9	14	948	998	1,946	456
Lutheran.....	11	15	853	640	1,493	393
Christian.....	3	5	347	784	1,131	270
Y. M. C. A.....	4	4	512	158	670	20
Swedenborgian.....	2	2	381	222	603	117
Latter-Day Saints.....	2	2	292	216	508	83
Seventh-Day Adventist.....	3	3	234	126	360	17
Protestant Episcopal.....	4	4	57	284	341	58
Brethren.....	2	2	84	61	145	45
Mennonite.....	3	3	42	58	100	14
Nazarene.....	1	1	38	55	93	17
Reformed.....	1	1	40	36	76	23
Friends.....	1	1	24	34	58	8
Congregational.....	1	1	29	21	50	15
Total.....	140	163	8,714	12,060	20,774	4,493

¹ 39 different States and the District of Columbia.

GRADUATES, 1934

(Column 8)

In 1934 there were 18,636 men and women graduates from 535 junior colleges (summary D). Of this number, 17,255 were trained in the 441 institutions listed in table 1.

The publicly controlled junior colleges trained 59 percent of all junior-college graduates; denominational colleges, 24 percent; privately controlled independent colleges, 10 percent; Negro colleges, 3 percent; and miscellaneous small institutions, 4 percent (summary D).

Of all public junior-college graduates, 38 percent were trained in California alone (summary E).

Of graduates from the private independently controlled colleges, half were women from women's colleges (summary F).

Of the denominational-college graduates, more than half (2,371) were from Baptist institutions (1,404) and Methodist colleges (967) (summary G).

Three States graduated more than 1,000 students each—California 4,383, Texas 1,261, and Missouri 1,133 (summary H).

If we take the total number of junior-college students who were graduated in June 1934 and divide by the total enrollment for that year, the result indicates that 18 percent of the students enrolled were graduated. This procedure, however, has limitations, since some of the institutions are still too young to have graduates, yet enroll varying numbers of students.

**Summary H.—441 JUNIOR COLLEGES BY STATES, 1934—STAFF,
ENROLLMENTS, AND GRADUATES**

State	Number of junior colleges	Staff	ENROLLMENT, 1934			Gradu- ates, June 1934
			Men	Women	Total	
1	2	3	4	5	6	7
Alabama.....	2	26	192	0	192	23
Arizona.....	2	38	343	333	676	188
Arkansas.....	8	131	955	859	1,814	338
California.....	49	1,609	15,091	12,486	27,577	4,383
Colorado.....	6	78	247	456	703	132
Connecticut.....	6	123	80	379	459	115
Delaware.....	0					
District of Columbia.....	7	141	0	304	304	91
Florida.....	3	43	249	152	401	106
Georgia.....	42	157	1,236	993	2,229	505
Idaho.....	3	39	283	199	482	41
Illinois.....	25	490	5,012	2,870	7,882	857
Indiana.....	5	56	348	126	474	154
Iowa.....	37	346	1,371	1,628	2,999	662
Kansas.....	16	211	1,807	1,592	3,399	790
Kentucky.....	15	205	801	1,670	2,471	363
Louisiana.....	6	97	330	532	862	147
Maine.....	2	30	0	127	127	28
Maryland.....	4	80	168	122	290	143
Massachusetts.....	9	184	179	657	836	217
Michigan.....	12	187	1,688	1,208	2,896	747
Minnesota.....	10	170	1,382	949	2,331	542
Mississippi.....	20	346	1,829	2,073	3,902	868
Missouri.....	24	421	2,205	2,880	5,085	1,133
Montana.....	1	15	146	235	381	59
Nebraska.....	4	48	148	185	333	42
Nevada.....	0					
New Hampshire.....	1	23	0	194	194	56
New Jersey.....	9	163	1,429	752	2,181	28
New Mexico.....	2	34	334	125	459	80
New York.....	6	149	81	268	349	110
North Carolina.....	19	316	1,264	1,325	2,589	727
North Dakota.....	2	41	198	168	366	106
Ohio.....	3	49	553	294	847	113
Oklahoma.....	20	247	1,737	1,362	3,099	697
Oregon.....	2	26	89	111	200	22
Pennsylvania.....	5	106	183	192	375	96
Rhode Island.....	0					
South Carolina.....	3	45	122	243	365	114
South Dakota.....	3	41	61	139	200	46
Tennessee.....	8	162	521	1,011	1,532	318
Texas.....	36	567	4,407	4,090	8,497	1,261
Utah.....	4	89	725	486	1,211	151
Vermont.....	1	23	67	69	136	18
Virginia.....	11	208	102	984	1,086	261
Washington.....	8	84	473	375	848	159
West Virginia.....	5	86	519	429	948	104
Wisconsin.....	4	51	116	80	196	84
Wyoming.....	0					
Canal Zone.....	1	6	39	25	64	0
Total.....	441	7,787	49,110	45,707	94,817	17,255

DORMITORIES AND LIVING QUARTERS

(Column 9)

About half of the junior colleges provide residence halls or dormitories which actually house about one-third of the students enrolled; the remaining two-thirds of the students live either at home with their parents or in rooming houses located off campus.

Of the public junior colleges, 30 out of 190, or 16 percent, maintain dormitories; of the denominational junior colleges, 130 out of 153, or 85 percent, maintain dormitories; and of the independent junior colleges, 64 out of 98, or 66 percent, maintain dormitories.

Few of the *public* junior colleges make any housing provisions for their students, unless the institution is State-supported with an independent campus, in which case dormitories are usually provided. When a junior college is a part of the public-school system in a community, the students, with few exceptions, live at home. One of the features of a public junior college is that a student may live at home under the guidance of his parents and at the same time avoid paying the high cost of board and room, which generally makes up the largest item on the student budget.

The majority of the *denominational* junior colleges provide dormitories or residence halls, since they aim to supervise the life of the college student.

Two-thirds of the independent junior colleges provide residence halls. The remainder are day schools which do not maintain dormitories; many of these, however, provide hot lunches at noon, since students who attend classes in the morning do not return home until evening.

TITLES OR DEGREES CONFERRED

(Column 10)

Associate in arts.—As yet there is no universal agreement as to the award to be made to students who satisfactorily complete the 2 years of junior-college work. *Associate in Arts*, or *Associate of Arts*, is granted as a "title" by many junior colleges, and as a "degree" by a few, while others make use of a variety of titles or else award a "diploma" or a "certificate" when the work is completed. A few make no special award of any kind.

The title *Associate in Arts* originally represented a sort of compromise to satisfy those who believed a degree should be offered for the completion of junior-college work. This title (not degree) has been conferred on students of the University of Chicago since 1900. In the University of Chicago at present the requirements for the college certificate and the title of *Associate in Arts*—

. . . are stated solely in terms of educational attainments, and not at all in terms of course credits or residence requirements. These attainments are measured by examinations which may be taken by the student whenever he is prepared to take them, at any scheduled examination period. Each student must pass seven examinations, of which five are specifically required and two are elective.¹

¹ Boucher, Chauncey S: *The Chicago College Plan*. University of Chicago Press, 1935.

In California, it is recommended in the Carnegie Report on State Higher Education for June 24, 1932, that—

The practice of granting the title of Associate in Arts has sufficient precedent for its extension. In 1928, 22 American public junior colleges and 50 private junior colleges awarded this title or degree. The title has been in use since 1891.

An investigation of the title or degree of Associate in Arts or Associate of Arts was made in 1933 by the Association of American Colleges²—

For many years the degree was given by —— to those who completed extension courses of college grade offered to the public, for the same amount of credits as were then required for the bachelor of arts. It is found that several standard colleges are conferring this degree or title on the basis of 2 years' work, and that probably 40 percent of the junior colleges of the country also make use of the Associate of Arts degree. The knowledge of these practices may lead to a clarification of this situation and possibly to the adoption of some other degree.

In column 10 are indicated the individual junior colleges which make use of this title or degree for the completion of 2 years of work. In addition this title is used by certain universities and colleges whose students complete the work of the "lower division", or the first 2 years of a 4-year curriculum:

Athens College for Young Women, Alabama.
 George Washington University, District of Columbia.
 University of Chicago, Illinois.
 University of Louisville, Kentucky.
 Northeastern University, Massachusetts.
 University of Minnesota, Minnesota.
 Culver-Stockton College, Missouri.
 Lindenwood College, Missouri.
 St. Louis University, Missouri.

Other titles and degrees awarded by different junior colleges are shown in column 10 as abbreviated below. When a dash (-) appears in column 10 information is not available. Changes in awards are frequent, and the A. A. title is under consideration in a number of institutions that have not previously awarded it.

A. A.	Associate in Arts, or Associate of Arts.
A. E. or A. Ed.	Associate in Education.
A. F. A.	Associate in Fine Arts.
A. L. A.	Associate in Liberal Arts.
A. S.	Associate in Science.
A. Sc.	Associate in Science.
A. Eng.	Associate in Engineering.
A. Mus.	Associate in Music.
A. Rel.	Associate in Religion.
B. B. A.	Bachelor of Business Administration.

² Bulletin, March 1933, p. 7.

B. S.	Bachelor of Science.
B. S. in Com.	Bachelor of Science in Commerce.
B. S. in Ed.	Bachelor of Science in Education.
B. S. in Eng.	Bachelor of Science in Engineering.
B. S. in Phar.	Bachelor of Science in Pharmacy.
B. Th.	Bachelor of Theology (2-year).
Certif.	Certificate of completion of work.
L. I.	Licentiate in Instruction.

In a study by Doak S. Campbell³, it is pointed out that the number and variety of titles, diplomas, and certificates granted in junior colleges are rather appalling. He lists 49 different titles, each of which is granted by at least one junior college. Twenty-six different kinds were found in public and 41 in private junior colleges. He concludes:

It seems clear that this condition calls strongly for concerted action on the part of junior colleges to simplify their practice and agree upon a small number of titles that can be made to have meaning to the educational public as well as to the public in general Historically, the title of Associate in Arts claims priority. It has been used consistently from the very beginning of the junior-college movement. And although it is used in only 134, or 34.5 percent, of the junior colleges reporting, it has a strong claim to become the title for general use just as the Bachelor of Arts is used in 4-year colleges.

At the Fifteenth Annual Meeting of the American Association of Junior Colleges in 1935 the committee on Academic Costume and Certificates of Graduation made in part the following report:

The exact wording of the certificate of graduation is prescribed by law in certain States and this, therefore must be observed locally. Where no legal form is prepared, this committee recommends that such a form as the following be used:

(Name of institution)

This is to certify that..... has satisfactorily
Name of student
 completed the in this college and is granted
Name of course of study
 this diploma and is hereby recognized as an Associate in.....
Arts or other department

In testimony whereof we have affixed our signatures this day
 of June nineteen hundred and

For the Trustees

For the Faculty

.....

 In case the institution does not grant the title of Associate in Arts, that part of the certificate will, of course, be omitted.

³ Graduation Titles and Academic Costumes, Junior College Journal, April 1934.

SUMMER SESSIONS

(Column 11)

Less than a third (29 percent) of the junior colleges operate summer sessions, and the majority of these are found in Texas (30), Mississippi (12), California (10), Kentucky (10), Illinois (9), Georgia (8), Missouri (7), Arkansas (6), and in 23 other States (42).

Only 48 of the publicly controlled junior colleges operate summer schools, and these are located principally in Texas, Mississippi, California, Arkansas, and Georgia.

The length of the sessions varies considerably, the longer sessions occurring more frequently in the South, particularly in the junior colleges of Texas, Mississippi, and Missouri. The length of sessions by types of institutions is presented in summary I.

Few studies have been made concerning summer work in the junior colleges, but the fact that by the end of the 7-year period (1927-34) there were four times as many junior colleges open in the summer, is evidence of increased interest on the part of the colleges, and demand on the part of the students.

Summary I.—SUMMER SESSIONS, 1934

Type of junior college	Number of States where located	Number of colleges	Number of summer sessions by lengths of term					
			6 weeks	8 weeks	9 weeks	10 weeks	11 weeks	12 weeks
1	2	3	4	5	6	7	8	9
State.....	7	13	7	1	3			
City or district.....	9	35	15	6	3	5	1	2
Private.....	14	25	8	4	3	2	1	5
Denominational.....	16	16	14	2	5	10	3	7
Roman Catholic.....	13	13	16	2				9
Total.....	51	134	60	14	12	20	5	23

TUITION

(Column 12)

Tuition rates in column 12 are indicated for local resident students. Often there are two rates—one for local students and one for “non-residents” or those who do not live in the State or city in which the college is located. Nonresident students are usually charged additional amounts varying from \$20 to \$50 and sometimes more, depending on the institution, its facilities, government, or whether or not nonresidents are admitted at all. Nonresident tuitions are indicated in the footnotes.

Tuitions are least in the publicly controlled junior colleges which depend on local taxes for support. (See summary E.) Tuition is free in 71 of these institutions; varies up to \$100 in 69 others; is \$100

in 31 colleges; and from \$105 to \$200 in the remainder. The free schools are for the most part in California, Kansas, Mississippi, and Oklahoma.

Of the church colleges, only 15 charge tuition rates higher than \$150; 5 maintain "flat rates" varying from \$300 to \$400 covering all expenses of instruction and living.

The highest rates are charged in the independent junior colleges where rates are from \$150 up per year in 29 of these colleges. Flat rates of \$347 to \$1,800 (median \$1,075) per year covering all expenses are charged in 28 independent colleges; an asterisk (*) in the column indicates a flat rate.

Only one-sixth of the junior colleges, however, charge tuition rates which exceed \$150 per year. The majority of these are located in the Eastern Atlantic States, although there are a number in California, Illinois, and Missouri whose rates are high.

BOARD AND ROOM

(Column 13)

Board and room charges indicated for each junior college in column 13 are minimum dormitory rates for 9 months. When "h" appears in the column it is an indication that dormitories are not provided and that students live at home or in boarding houses; the asterisk (*) indicates that a flat rate is charged which includes all expenses of tuition, board, and room.

In 189 junior colleges, most of the students live at home with their parents while attending college. These institutions are located mainly in California, Illinois, Iowa, Kansas, Michigan, Missouri, and Texas, with a scattering in other States. Students who are residents of these States, therefore, have the advantage of obtaining a college education for the first 2 years at a minimum expense.

Rooms in the junior-college dormitories or residence halls vary in price as in the 4-year colleges and universities, with the type of accommodations offered rather than by type of institution. As a general rule, the cheaper student rooms are comfortable even if they lack some features to be desired. The more expensive rooms are better located, have better exposures, are often arranged in suites, are larger, and sometimes are provided with connecting baths. Any appearance of luxury is generally due to furnishings which a student may provide according to his means.

Meals are usually provided if residence halls are maintained. In one recent study³ the junior colleges were asked to characterize the

³National Survey of the Education of Teachers. U. S. Office of Education, Bulletin 1933, no. 10, vol. V, pt. III, p. 181. Washington, D. C., 1935.

appearance of their dining halls, with the idea of securing institutional impressions concerning the nature of the dining rooms. The question asked was whether the appearance and service of the college dining hall was most like: (1) A metropolitan hotel, (2) a commercial restaurant, (3) a mess hall, or (4) a boarding house. While no attempt was made to secure exact information, the returns from 74 junior colleges gave a fair picture of the general atmosphere of junior-college dining halls: Like a metropolitan hotel, 22 percent; a commercial restaurant, 20 percent; a mess hall, 23 percent; a boarding house, 35 percent.

Rates for board and room in the independent junior colleges are generally much higher than in other types of junior colleges; the "flat rate" in 28 institutions includes all expenses of tuition, board, room, and incidentals.

Summaries for board and room are not included here since costs for individual institutions are detailed, and costs in the junior colleges are not unlike costs in the 4-year colleges and universities. A recent study is available concerning the degree-granting institutions.⁴ This study reveals that "The cost of board and room varies in different sections of the United States according to climatic conditions and other factors. In publicly controlled institutions in the East, the average minimum is \$313, annually; in the Midwest, \$240; in the West, \$233; and in the South, \$197." Since these figures are for 9 months of college, a student may expect to pay from \$20 to \$40 per month for meals and lodging in college.

MINIMUM EXPENSES NECESSARY FOR FRESHMAN YEAR

(Column 14)

The figures printed in column 14 indicate the amount of money necessary for a student to attend each junior college for 1 college year of 9 months. These figures represent minimum amounts that every student must provide; they include only the essentials and few if any of the "extras." The figures are basic and each student must estimate for himself and add to the figures whatever amounts he desires or can afford for clothing, amusements, and "college life" apart from that sponsored by the college. In the summary below, minimum expenses include tuition, board, room, and other necessities that "all students pay"; expenses of students who live at home have been omitted. From this summary it will be seen that minimum costs in the average junior college where the student lives in the dormitory are less than \$400 per year, everything included. Where the student lives at home, his only expense is for tuition and books.

⁴ Greenleaf, Walter J. *The Cost of Going to College*. U. S. Office of Education, Pamphlet No. 52.

Number of junior colleges:	<i>Minimum expense 9 months</i>
26 (13 are located in Mississippi)	\$100-\$199.
57 (North Carolina, 8; Texas, 7; Georgia, 5; Kansas, 5; Kentucky, 5)	\$200-\$299.
52 (Texas, 9; 3 each in California, Iowa, Kansas, Kentucky, Minnesota, North Carolina, and Virginia)	\$300-\$399.
33 (Tennessee, 4; Iowa, 3; Missouri, 3)	\$400-\$499.
16 (Virginia, 3)	\$500-\$599.
12 (Texas, 2)	\$600-\$699.
13 (Illinois, 3; Missouri, 3)	\$700-\$799.
6 (Massachusetts, 2)	\$800-\$899.
7 (Connecticut, 2)	\$900-\$999.
26 (District of Columbia, 5; Massachusetts, 4; California, 4; New York, 3) (all are women's colleges except 3 for men)	\$1,000 and over.

TYPICAL EXPENSES OF FRESHMEN

(Column 15)

Figures printed in column 15 represent for each institution the "amount a typical economical freshman spends in 9 months." That is, the figures do not represent minimum costs, but include certain amounts which are estimated by the colleges as representative of general freshman expense. For this reason the figures in column 15 are not as reliable as those in column 14, but are included to give a clue to the amount of money necessary for a student to attend a junior college and live as the other students live without making too many sacrifices. The difference between figures in column 14 and those in column 15 represents the difference between "strict economy" and "enough."

JUNIOR COLLEGES

Table 1.—141 JUNIOR COLLEGES FOR WHITE STUDENTS

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (0 MONTHS)				
					Men	Women					Tuition (local resident students) (*-flat rate)	Board and room (h-live at home)	Minimum necessary freshman year	Amount spent by average freshman	
ALABAMA															
Marion Institute, Marion.....	1842	1918	Pvt.	15	153		23	176	A. A./A. S.	12	\$250 (*)	\$795	\$945		
St. Bernard College, St. Bernard.....	1892	1924	R. C.	11	39			60		0		350			
ARIZONA															
Gila College, Thatcher.....	1898	1926	Dist.	14	1	8	69	0		0		75			
Phoenix Junior College, Phoenix.....	1920	1920	Dist.	24	342	325	129	0		0		50			
ARKANSAS															
Agricultural and Mechanical College, Mag- dolia.....	1909	1925	State	20	208	127	64	325	0	6	116	160	175		
Arkansas Polytechnic College, Russellville	1909	1928	State	22	345	163	100	300	A. A.	6	150	175	250		
Central College, Conway.....	1892	1922	Bapt.	17	156	37	37	140	A. A.	0	189	324	375		
El Dorado Junior College, El Dorado	1925	1925	City	9	50	45	43	0	0	6	h	112	125		
Fort Smith Junior College, Fort Smith.....	1928	1928	City	16	42	24	10	0		0	100	300	300		
Jonesboro College, Jonesboro.....	1924	1926	Bapt.	15	50	70	22	82	L. I./A. A.	12	98	300	400		
Little Rock Junior College, Little Rock.....	1927	1927	City	23	236	252	57	0	0	8	150	375	400		
Missionary Baptist College, Sheridan.....	1919	1919	Bapt.	9	24	22	15	0	A. A./L. I.	15	135	235	235		
CALIFORNIA															
Antelope Valley Junior College, Lancaster.....	1929	1929	City	6	99	16	7	0		0	h	50	50		
Armstrong Junior College, Berkeley.....	1918	1932	Pvt.	28	83	82	12	0	B. B. A.	6	270	450	550		
Bakersfield Junior College, Bakersfield.....	1913	1913	City	53	444	384	104	40	A. A.	0	190	200	300		
Brawley Junior College, Brawley.....	1924	1924	City	13	49	40	18	0	A. A.	0	h	300	300		
California Polytechnic School, San Luis Obispo.....	1903	1927	State	35	210		47	350	0	0	250	300	300		
California School of Mechanical Arts and Wilmington School, San Francisco.....	1895	1930	Pvt.	12	72		17	20	A. A.	0	288	318	318		
Central Junior College, El Centro.....	1922	1922	City	24	70	63	20	0	A. A.	0	h	4	4		

JUNIOR COLLEGES

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates: June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)				
					Men	Women					Tuition (local residents) (* = flat rate)	Board and room (h = live at home)	Minimum necessary freshman year	Amount spent by average freshman	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
COLORADO—Continued															
Grand Junction Junior College, Grand Junction.	1925	1925	State	8	100	100	40	0	A. A.	0	\$75	h	\$300	\$300	
Southern Colorado Junior College, Pueblo.	1933	1933	Pvt.	20	41	33	0	0	A. A.; A. Sc.	0	180	h	250		
Trinidad State Junior College, Trinidad.	1925	1925	State	13	39	35	19	0	A. A.	0	75	h			
CONNECTICUT															
Edgewood Park Junior College, Greenwich.	1932	1932	Pvt.	35		83	27	50	A. A.	0	(*)	\$875	925	1,025	
Junior College of Connecticut, Bridgeport.	1927	1927	Pvt.	10	80	65	37	0	A. A.	0	360	h	400		
Larson Junior College, New Haven (reorganized as a senior college in 1935).	1911	1934	Pvt.	22		75	13	35		6	360	600	900	1,000	
Marot Junior College, Thompson.	1905	1923	Pvt.	11		29	14	100		0	(*)	(*)	1,200	1,280	
Miss Porter's School, Farmington.	1843	1914	Pvt.	24		33	13	200		0	(*)	(*)	1,800	1,850	
Mount St. Joseph Junior College, West Hartford (reorganized as a senior college in 1935).	1932	1932	R. C.	21		94	11	30		6	200	300	500	550	
DISTRICT OF COLUMBIA															
Chevy Chase School.	1903	1927	Pvt.	17		33	8	85		0	400	1,000	1,500	1,500	
Fairmont School and Junior College.	1899	1924	Pvt.	19		64	19	86		0	(*)	(*)	1,500	1,600	
Georgetown Visitation Convent.	1798	1920	R. C.	25		47	25	100		0	250	1,400	900	1,100	
Gunston Hall.	1882	1916	Pvt.	19		35	8	25		0	375	825	1,360		
Helton Arms School and Junior College.	1901	1927	Pvt.	24		40	7	20		0	400	1,100	1,300	1,400	
Innescliffa Seminary.	1905	1922	R. C.	11		35	11	150		6	200	380	625		
Mount Vernon Seminary.	1875		Pvt.	26		49	13	100		0	(*)	(*)	1,500	1,600	
FLORIDA															
Falmer College, De Funiak Springs.	1907	1907	Presb. Ch. U. S.	14	22	14	7	90		0	100	270	420		
Ringling Junior College, Sarasota.	1931	1931	Pvt.	10	37	78	26	160		0	150	340	525	550	
St. Petersburg Junior College, St. Petersburg.	1927	1927	City.	19	190	60	73	0		0	120	h	140		

GEORGIA

Abraham Baldwin Agricultural College, Tifton.....
 Andrew College, Cuthbert.....
 Brewton Parker Institute, Mount Vernon.....
 Gordon College, Barnesville.....
 Junior College of Augusta, Augusta.....
 Middle Georgia College, Cochran.....
 Norman Junior College, Norman Park.....
 North Georgia College, Dahlonega.....
 Reinhardt College, Waleska.....
 South Georgia State College, Douglas.....
 West Georgia College, Carrollton.....
 Young L. G. Harris College, Young Harris.....

IDAHO

Boise Junior College, Boise.....
 Coeur d'Alene Junior College, Coeur d'Alene.....
 Ricks College, Rexburg.....

ILLINOIS

Blackburn College, Carlinville.....
 Chicago Christian College, Chicago.....
 Danville Junior College, Danville.....
 Emerson Junior College, Chicago.....
 Ferry Hall, Lake Forest.....
 Frances Shimer Junior College, Mount Carroll.....
 Herzl Junior College, West Side, Chicago.....
 (formerly Medill Junior College).
 Illinois Military School, Abingdon (Junior college discontinued in 1935).
 Joliet Junior College, Joliet.....
 La Salle-Peru-Oglesby Junior College, La Salle.....
 Lincoln College, Lincoln.....
 Lyons Township Junior College, La Grange.....
 Malmckrodt College, Wilmette.....
 Monticello Seminary, Godfrey (Monticello College in 1936).
 Morgan Park Junior College, Chicago.....
 Morton Junior College, Cicero.....
 North Park College, Chicago.....
 Oak Park Junior College, Oak Park.....
 Peoples Junior College, Chicago.....
 Quincy College, Quincy.....
 Roosevelt Military Academy, Aledo.....

Year	State	11	85	14	172	12	0	162	182	330
1933	M. E. Co.	13	70	47	110	0	100	196	296	250
1854	Bapt.	12	65	25	175	0	63	113	185	450
1905	Pvt.	8	127	104	253	0	100	270	425	200
1892	Co.	19	182	19	160	0	40	144	162	300
1929	State	20	187	38	180	6	63	180	300	325
1940	Bapt.	13	40	60	160	6	36	162	225	300
1873	State	16	51	79	85	6	36	144	180	200
1883	M. E. Co.	8	136	39	225	0	36	144	200	250
1907	State	13	123	149	160	6	36	162	212	400
1933	State	13	170	157	0	11	45	157	212	400
1886	M. E. Co.	11	170	157	0	11	45	157	212	400
1932	P. E.	13	57	55	12	7	120	230	385	400
1933	Pvt.	8	36	34	0	5	105	h	130	250
1888	L. D. S.	18	190	110	0	29	60	140	220	250
1857	Pvt.	15	156	106	207	62	125	(*)	225	850
1931	Pvt.	15	65	52	0	0	200	h	250	1,285
1933	Pvt.	6	62	45	0	0	150	h	740	930
1934	Pvt.	14	42	20	60	2	150	(*)	1,200	850
1869	Pvt.	14	20	80	175	25	0	(*)	700	850
1853	Pvt.	22	80	80	175	25	0	(*)	700	850
1934	City	23	480	157	0	0	0	h	700	850
1927	Pvt.	5	20	9	100	4	0	(*)	700	850
1901	Twp.	28	169	129	0	90	60	h	700	850
1924	Twp.	25	123	116	0	87	25	h	700	850
1929	Presb.	12	40	52	24	35	140	210	380	410
1929	City	16	121	98	0	73	100	h	380	410
1918	R. C.	11	19	11	0	11	60	h	380	410
1917	Pvt.	19	39	20	175	0	0	(*)	750	850
1933	Pvt.	12	97	81	0	0	150	h	218	450
1924	Twp.	46	598	254	186	0	0	h	25	450
1891	Swed. Ev.	39	332	184	110	105	150	h	420	450
1933	Pvt.	12	47	49	0	2	60	h	145	450
1933	Pvt.	20	297	118	0	40	100	h	145	450
1860	R. C.	19	133	0	200	0	120	280	400	450
1924	Pvt.	12	10	0	120	7	0	(*)	650	800

See footnotes at end of table.

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates: June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local residents) (*=flat rate)	Board and room (h=live at home)	Minimum necessary freshman year	Amount spent by average freshman
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ILLINOIS—Continued														
South Side City Junior College, Chicago.....	1934	1934	City.....	36	882	682	0	0	A. A.	6	0	h	\$163	\$200
Springfield Junior College, Springfield.....	1929	1929	R. C.....	16	102	76	62	0	A. A.	0	\$150	h	160	
Thornton Junior College, Harvey.....	1927	1927	Twp.....	9	83	53	46	0		0	140	h	170	420
Wright City Junior College, North Side, Chicago.....	1934	1934	City.....	39	1,153	480	0	0			175	h	390	
INDIANA														
Concordia College, Fort Wayne.....	1839	1921	Luth.....	12	76		40	250		0	0	\$100	160	
Gary Junior College, Gary.....	1932	1932	Pvt.....	16	90	87	15	0		0	150	h	170	
Kokomo Junior College, Kokomo.....	1932	1932	Pvt.....	6	22	21	6	0		9	144	h	150	
Saint Joseph's College, Collegville.....	1891	1924	R. C.....	12	130		57	270		0	150	250	390	
Vincennes University, Vincennes.....	1806	1924	Pvt.....	10	30	18	36		A. A.	6	100	h		
IOWA														
Albia Junior College, Albia.....	1927	1927	Dist.....	7	39	35	20	0		0	90	h		
Bloomfield Junior College, Bloomfield.....	1928	1928	City.....	7	28	14	9	0		0	116	h		
Boone Junior College, Boone.....	1927	1927	Dist.....	7	39	24		0		0	100	h		
Britt Junior College, Boone.....	1930	1930	R. C.....	12	89		13	75		0	100	250	350	
Britt Junior College, Britt.....	1927	1927	City.....	8	9		13	0		0	80	h		
Burlington Junior College, Burlington.....	1920	1921	City.....	12	84	61	43	0		0	100	h	125	
Centerville Junior College, Centerville.....	1930	1930	State.....	7	24	22	11	0		0	120	h	190	
Chariton Junior College, Chariton.....	1927	1927	Dist.....	7	17	27	0	0		0	105	h	250	300
Charlinda Junior College, Charlinda.....	1923	1923	City.....	5	39	36	15	0		0	80	h	200	275
Creston Junior College, Creston.....	1928	1928	State.....	13	48	55	28	0		0	100	144	200	
Eagle Grove Junior College, Eagle Grove.....	1928	1928	City.....	11	34	35	17	0		0	100	h	150	
Elkader Public Junior College, Elkader.....	1929	1929	Dist.....	11	20	24	12	0		0	100	h		
Ellsworth Junior College, Iowa Falls.....	1905	1929	City.....	15	52	51	22	0		0	100	h		
Emmetsburg Junior College, Emmetsburg.....	1930	1930	Dist.....	5	20	9	6	0		0	100	h	125	
Estherville Junior College, Estherville.....	1924	1924	Dist.....	7	30	30	10	0	A. A.	0	100	h	150	150
Fort Dodge Junior College, Fort Dodge.....	1922	1922	City.....	9	68	67	24	0		0	100	h	115	

1895	1914	L. D. S.	106	54	208	A. A.	0	125	243	433	500
1896	1921	Dan. Luth.	18	2	104		0	70	130	245	260
1916	1921	Pvt.	6	8	0		0	80	126	225	275
1928	1928	Dist.	11	12	0		0	80	h	115	
1899	1922	Presb.	7	38	0		100	180	300	350	
1927	1927	Dist.	7	20	0		0	108			
1927	1927	City	8	9	0		0	100			
1917	1918	City	9	21	0		0	100	h	115	
1928	1918	City	9	112	0		0	90	h	115	
1928	1928	R. C.	9	27	45		0	100	350	500	525
1918	1928	R. C.	14	17	120		6	90	310	470	500
1929	1929	State	7	66	0		0	100	h	125	
1892	1928	Ref.	11	21	0		0	100	h	225	
1927	1927	State	10	23	0		0	100	h	225	
1925	1925	R. C.	12	70	0		0	100	230	400	400
1926	1922	City	6	37	0		0	54	h		
1926	1926	City	7	19	0		0	90			
1927	1927	State	8	24	0		0	100			
1903	1920	Luth.	15	137	180		0	100	200	320	375
1927	1927	City	10	44	0		0	100	h	120	
1923	1923	City	5	28	0		0	90	h		
1926	1926	City	9	20	0		0	100	h	115	
1926	1926	City	9	22	0		0	100			
1922	1922	City	17	127	0		0	0	h		
1914	1918	F. Meth.	14	35	180		0	80	180	280	300
1923	1923	City	15	170	0		0	0	h	150	
1924	1924	R. C.	10	52	30	A. A.	8	45	300	400	425
1927	1927	City	15	165	0		0	10	h		
1919	1919	Dist.	17	146	0		0	10	h		
1892	1926	City	7	24	25		0	75	150	210	225
1919	1919	City	9	93	0		0	10	h		
1908	1925	Menon	7	11	80		0	80	132	225	250
1858	1922	Pvt.	7	28	18	A. A.	0	100	175	275	300
1928	1928	City	16	242	0		0	10			
1925	1925	City	21	196	0		0	10			
1923	1923	City	9	65	0		0	72			
1923	1923	City	14	240	0		0	70			
1923	1923	City	19	190	0		0	0			
1893	1923	Ev. Luth.	14	50	190	A. A.	0	100	150	275	350
1854	1916	Bapt.	18	149	125		0	115	360	405	450
1907	1923	Bapt.	14	134	275		6	75	145	235	250
1922	1922	Pvt.	9	46	180		11	0	h	50	
1889	1916	Bapt.	19	87	253		0	80	180	300	

KANSAS

KENTUCKY

See footnotes at end of table.

JUNIOR COLLEGES

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local resident students) (* = flat rate)	Board and room (h = live at home)	Minimum necessary freshman year	Amount spent by average freshman
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
KENTUCKY—Continued														
Lees College, Jackson.....	1883	1925	Presb.	14	123	108	21	100		6	\$100	\$150	\$250	\$300
Lindsey-Wilson Junior College, Columbia.....	1903	1923	M. E. So	11	68	140	44	150		7	72	126	225	275
Mount St. Joseph Junior College, St. Joseph.....	1874	1925	R. C.	8		93	10	200		6	(*)	300	300	600
Nazareth Junior College, Nazareth.....	1814	1921	Pvt.	27		123	26	300		6	150	300	600	
Paducah Junior College, Paducah.....	1932	1932	Pvt.	8	60	48	24	0		0	150	h		
Pikeville Junior College, Pikeville.....	1889	1919	Presb.	27	212	246	53	160		6	75	130	240	250
St. Catherine Junior College, St. Catherine.....	1822	1931	R. C.	11	39	58	7	100	A. A.	6	100	200	335	350
St. Mary's College, St. Mary.....	1821	1927	Pvt.	10			11	75		6	60	240	450	
Sacred Heart Junior College, Louisville.....	1924	1924	R. C.	8		223	14			6	100	550	700	
Sue Bennett College, London.....	1896	1921	M. E. So	10	74	129	30	120		6	64	135	210	
Villa Madonna College, Covington.....	1921	1921	R. C.	11		61			A. B./B. S. in Ed.		100	h	125	
LOUISIANA														
De La Salle Normal School, Lafayette.....	1923	1928	Pvt.	8	40		8	80		12	90	360	490	
Dodd College, Shreveport.....	1927	1927	Pvt.	27		116	20	60	A. A.	0	(*)	(*)	347	647
Normal College and Academy of Sacred Heart, Grand Coteau.....	1821	1917	R. C.	12		37	20	63		0	100	170	315	
Northeast Center of Louisiana State University, Monroe (formerly Ouachita Parish Junior College).....	1831	1931	Co.	22	200	226	74	0		0	0	h	40	
Southeastern Louisiana College, Hammond.....	1925	1930	State	20	90	127	19	0		0	20	180	220	240
St. Vincent's Junior College, Shreveport.....	1868	1922	R. C.	8		26	6	50		6	90	270	400	
MAINE														
Nasson College, Springvale (senior college since April 1933). Westbrook Seminary and Junior College, Portland.....	1912	1912	Pvt.	8		60	28	100		0	150	310	510	
	1831	1925	Pvt.	22		67		100			250	350	650	725

JUNIOR COLLEGES

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			Amount spent by average freshman	
					Men	Women					Tuition (local residents) (*=flat rate)	Board and room (live at home)	Minimum necessary freshman year		
	3	3		5	6	7	8	9	10	11	12	13	14	15	
MISSISSIPPI															
All Saints College, Vicksburg.....	1909	1909	P. E.	16	70	25	9	70		0	\$100	\$384	\$500	\$700	
Bennett Academy, Mathison.....	1886	1929	M. E.	16	67	61	45	80		0	50	108	168	250	
Clarke Memorial College, Newton.....	1906	1922	Bapt. M. Soc.	9	184	144	16	250		12	16	100	190	180	
Copiah Lincoln Junior College, Wesson.....	1915	1928	State, Co.	24	201	166	64	375		0	0	90	170	180	
East Central Junior College, Decatur.....	1914	1928	State, Co.	17	83	84	100	188		10	32	108	116	140	
East Mississippi Junior College, Scooba.....	1927	1927	Dist.	13	6	6	35	170		6	0	96	141	177	
Grenada College, Grenada.....	1851	1932	M. E. So.	11	123	123	38	200		0	100	170	270		
Gulf Park College, Gulfport.....	1921	1921	Pvt.	26	122	64	39	200		10	350	490	1,060		
Harrison-Stone-Jackson Junior College, Perkinson.....	1915	1925	Co.	16	90	90	21	200		0	0	121	139		
Hillman College, Clinton.....	1853	1910	Pvt.	14	143	140	62	60		0	90	180	280	350	
Hinds Junior College, Raymond.....	1917	1922	Co.	22	117	126	59	200		10	10	113	146		
Holmes Junior College, Goodman.....	1926	1926	State, Co.	16	192	200	93	230		10	25	113	157		
Jones County Junior College, Ellisville.....	1911	1927*	Co.	41	3	69	24	240		10	15.5	126	141	166	
Mississippi Synodical College, Holly Springs.....	1883	1916	Presb.	16	52	68	27	100		6	80	220	300	375	
Northwest Mississippi Junior College, Senatobia.....	1915	1926	Dist.	11	169	149	70	113		6	40	126	138	158	
Pearl River Junior College, Poplarville.....	1922	1922	State, Co.	17	99	74	50	0	A. A.	6	0	126	126	150	
Southwest Mississippi Junior College, Summit.....	1929	1929	Dist.	12	110	104	42	140	A. A.	6	10	108	135	150	
Sunflower County Junior College, Moorhead.....	1912	1926	Co.	21	191	165	104	300		10	10	131	131	150	
Tupelo Junior College, Tupelo.....	1913	1934	Pvt.	12	43	56	0	92		8	99	261	360	450	
Whitworth College, Brookhaven.....	1858	1927	M. E. So.	16	28	188	17	150	A. A., A. S.	6	100	242	420	450	
MISSOURI															
Central Wesleyan College, Warrenton.....	1864	1930	M. E.	7	70	69	14	124	A. A.	10	125	216	325	325	
Christian College, Columbia.....	1851	1913	Chris.	28	13	13	67	250	A. A./A. Mus.	0	250	450	700	700	
Conception College, Conception.....	1883	1933	R. C.	13	28	28	17	70		0	100	280	425	425	
Cotley College, Nevada.....	1884	1912	Pvt.	15	15	15	20	100	A. A.	0	125	300	445	445	

Year	College Name	City	1922	1917	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	1890	1889	1888	1887	1886	1885	1884	1883	1882	1881	1880	1879	1878	1877	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859	1858	1857	1856	1855	1854	1853	1852	1851	1850	1849	1848	1847	1846	1845	1844	1843	1842	1841	1840	1839	1838	1837	1836	1835	1834	1833	1832	1831	1830	1829	1828	1827	1826	1825	1824	1823	1822	1821	1820	1819	1818	1817	1816	1815	1814	1813	1812	1811	1810	1809	1808	1807	1806	1805	1804	1803	1802	1801	1800	1799	1798	1797	1796	1795	1794	1793	1792	1791	1790	1789	1788	1787	1786	1785	1784	1783	1782	1781	1780	1779	1778	1777	1776	1775	1774	1773	1772	1771	1770	1769	1768	1767	1766	1765	1764	1763	1762	1761	1760	1759	1758	1757	1756	1755	1754	1753	1752	1751	1750	1749	1748	1747	1746	1745	1744	1743	1742	1741	1740	1739	1738	1737	1736	1735	1734	1733	1732	1731	1730	1729	1728	1727	1726	1725	1724	1723	1722	1721	1720	1719	1718	1717	1716	1715	1714	1713	1712	1711	1710	1709	1708	1707	1706	1705	1704	1703	1702	1701	1700	1699	1698	1697	1696	1695	1694	1693	1692	1691	1690	1689	1688	1687	1686	1685	1684	1683	1682	1681	1680	1679	1678	1677	1676	1675	1674	1673	1672	1671	1670	1669	1668	1667	1666	1665	1664	1663	1662	1661	1660	1659	1658	1657	1656	1655	1654	1653	1652	1651	1650	1649	1648	1647	1646	1645	1644	1643	1642	1641	1640	1639	1638	1637	1636	1635	1634	1633	1632	1631	1630	1629	1628	1627	1626	1625	1624	1623	1622	1621	1620	1619	1618	1617	1616	1615	1614	1613	1612	1611	1610	1609	1608	1607	1606	1605	1604	1603	1602	1601	1600	1599	1598	1597	1596	1595	1594	1593	1592	1591	1590	1589	1588	1587	1586	1585	1584	1583	1582	1581	1580	1579	1578	1577	1576	1575	1574	1573	1572	1571	1570	1569	1568	1567	1566	1565	1564	1563	1562	1561	1560	1559	1558	1557	1556	1555	1554	1553	1552	1551	1550	1549	1548	1547	1546	1545	1544	1543	1542	1541	1540	1539	1538	1537	1536	1535	1534	1533	1532	1531	1530	1529	1528	1527	1526	1525	1524	1523	1522	1521	1520	1519	1518	1517	1516	1515	1514	1513	1512	1511	1510	1509	1508	1507	1506	1505	1504	1503	1502	1501	1500	1499	1498	1497	1496	1495	1494	1493	1492	1491	1490	1489	1488	1487	1486	1485	1484	1483	1482	1481	1480	1479	1478	1477	1476	1475	1474	1473	1472	1471	1470	1469	1468	1467	1466	1465	1464	1463	1462	1461	1460	1459	1458	1457	1456	1455	1454	1453	1452	1451	1450	1449	1448	1447	1446	1445	1444	1443	1442	1441	1440	1439	1438	1437	1436	1435	1434	1433	1432	1431	1430	1429	1428	1427	1426	1425	1424	1423	1422	1421	1420	1419	1418	1417	1416	1415	1414	1413	1412	1411	1410	1409	1408	1407	1406	1405	1404	1403	1402	1401	1400	1399	1398	1397	1396	1395	1394	1393	1392	1391	1390	1389	1388	1387	1386	1385	1384	1383	1382	1381	1380	1379	1378	1377	1376	1375	1374	1373	1372	1371	1370	1369	1368	1367	1366	1365	1364	1363	1362	1361	1360	1359	1358	1357	1356	1355	1354	1353	1352	1351	1350	1349	1348	1347	1346	1345	1344	1343	1342	1341	1340	1339	1338	1337	1336	1335	1334	1333	1332	1331	1330	1329	1328	1327	1326	1325	1324	1323	1322	1321	1320	1319	1318	1317	1316	1315	1314	1313	1312	1311	1310	1309	1308	1307	1306	1305	1304	1303	1302	1301	1300	1299	1298	1297	1296	1295	1294	1293	1292	1291	1290	1289	1288	1287	1286	1285	1284	1283	1282	1281	1280	1279	1278	1277	1276	1275	1274	1273	1272	1271	1270	1269	1268	1267	1266	1265	1264	1263	1262	1261	1260	1259	1258	1257	1256	1255	1254	1253	1252	1251	1250	1249	1248	1247	1246	1245	1244	1243	1242	1241	1240	1239	1238	1237	1236	1235	1234	1233	1232	1231	1230	1229	1228	1227	1226	1225	1224	1223	1222	1221	1220	1219	1218	1217	1216	1215	1214	1213	1212	1211	1210	1209	1208	1207	1206	1205	1204	1203	1202	1201	1200	1199	1198	1197	1196	1195	1194	1193	1192	1191	1190	1189	1188	1187	1186	1185	1184	1183	1182	1181	1180	1179	1178	1177	1176	1175	1174	1173	1172	1171	1170	1169	1168	1167	1166	1165	1164	1163	1162	1161	1160	1159	1158	1157	1156	1155	1154	1153	1152	1151	1150	1149	1148	1147	1146	1145	1144	1143	1142	1141	1140	1139	1138	1137	1136	1135	1134	1133	1132	1131	1130	1129	1128	1127	1126	1125	1124	1123	1122	1121	1120	1119	1118	1117	1116	1115	1114	1113	1112	1111	1110	1109	1108	1107	1106	1105	1104	1103	1102	1101	1100	1099	1098	1097	1096	1095	1094	1093	1092	1091	1090	1089	1088	1087	1086	1085	1084	1083	1082	1081	1080	1079	1078	1077	1076	1075	1074	1073	1072	1071	1070	1069	1068	1067	1066	1065	1064	1063	1062	1061	1060	1059	1058	1057	1056	1055	1054	1053	1052	1051	1050	1049	1048	1047	1046	1045	1044	1043	1042	1041	1040	1039	1038	1037	1036	1035	1034	1033	1032	1031	1030	1029	1028	1027	1026	1025	1024	1023	1022	1021	1020	1019	1018	1017	1016	1015	1014	1013	1012	1011	1010	1009	1008	1007	1006	1005	1004	1003	1002	1001	1000	999	998	997	996	995	994	993	992	991	990	989	988	987	986	985	984	983	982	981	980	979	978	977	976	975	974	973	972	971	970	969	968	967	966	965	964	963	962	961	960	959	958	957	956	955	954	953	952	951	950	949	948	947	946	945	944	943	942	941	940	939	938	937	936	935	934	933	932	931	930	929	928	927	926	925	924	923	922	921	920	919	918	917	916	915	914	913	912	911	910	909	908	907	906	905	904	903	902	901	900	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Table 1. 441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates; June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local residents) (* = flat rate)	Board and room (h = live at home)	Minimum necessary freshman year	Amount spent by average freshman
1	7	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW MEXICO														
Eastern New Mexico Junior College, Portales	1934	1934	State	19	114	125	0	0	A. A.	6	\$50	h	\$180	
New Mexico Military Institute, Roswell	1898	1914	State	15	220		80	550		0	200	\$450	975	
NEW YORK														
A. M. Chesebrough Seminary North Chilliarcliff Junior College, Briarcliff Manor	1867	1921	F. Meth	15	40	24	15	217		0	100	180	335	\$400
Collegiate School of Packer Collegiate Institute, Brooklyn	1903	1931	Pvt	33		50	16	80		0	(*)	(*)	1,600	
Concordia Collegiate Institute, Bronxville	1881	1918	Pvt	29		138	55	0		0	350	h		
Knox School, Cooperstown	1902	1921	Ev. Luth	13	41		16	182		0	100	270	410	550
Mason Collegiate School, Tarrytown	1896	1921	Pvt	40		25	8	165		0	300	1,350	1,800	2,000
NORTH CAROLINA														
Belmont Abbey College, Belmont	1882	1924	R. C	14	70		18	125		6	100	300	450	465
Biltmore Junior College, Asheville	1927	1927	City	7	92	49	48	0		0	100	h		
Bolling Springs Junior College, Bolling Springs	1905	1928	Bapt	10	47	37	24	135		0	100	125	225	235
Campbell College, Buies Creek	1887	1928	Bapt	24	188	124	77	275	A. A	0	103	144	250	
Ebenezer Mitchell Junior College, Misenheimer	1888	1928	M. E.	20	20	37	24	110		0	18	108	160	
Lees-McRae College, Banner Elk	1900	1929	Presb	11	112	66	60			0	(*)	350	350	
Louisburg College, Louisburg	1802	1918	M. E. So	20	61	66	30	210	A. A	0	85	220	338	
Mars Hill College, Mars Hill	1856	1921	Bapt	25	247	196	101	315		12	86	180	275	315
Mitchell College, Statesville	1856	1924	Presb	9	14	76	37	75		0	80	200	295	325
Montreat Normal School and Junior College, Montreat	1916	1933	Presb	15		71	17	300		0	100	125	235	
Oak Ridge Military Institute, Oak Ridge	1852	1933	Pvt.	17	63	0	48	200		0	(*)	600	600	675
Peece, A Junior College for Women, Raleigh	1872	1917	Presb.	20		125	37	125		0		370	495	620

Pineland Junior College, Salemburg	1924	1924	1924	16	80	75	17	90				6	110	212	397	430	
Presbyterian Junior College for Men, Maxton	1929	1929	1929	10								0					
Rutherford College, Rutherford College	1853	1900	1900	16	60	40	23	175				0	75	135	225	250	
St. Genevieve Junior College, Asheville	1912	1930	1930	32	45	45	8	40				0	100	400	570	630	
St. Mary's School and Junior College, Raleigh	1842	1925	1925	20		113	23	200				0	123	442	700	775	
Weaver College, Weaverville (closed) 1934—see Brevard College, Wingers	1872	1912	1912	12	95	60	23	108	A. A.			0	60	184	244	269	
Wingate College, Wingers	1896	1923	1923	12	125	145	110	155	A. A.		9	108	184		290		
NORTH DAKOTA																	
North Dakota School of Forestry, Bottineau	1906	1906	1906	11	38	28	10	16	A. A.		0	36	h				
North Dakota State School of Science, Wahpeton	1907	1907	1907	30	160	140	96	106			0	42	180				
OHIO																	
Dayton Y. M. C. A. Junior College, Dayton	1925	1925	1925	29	350	126	10	0			0	160	h			375	
Rio Grande College, Rio Grande	1876	1929	1929	11	164	130	91	24			11	90	210		325		
Urbana Junior College, Urbana	1850	1923	1923	9	49	38	12	24			0	40	280		425		
OKLAHOMA																	
Altus Junior College, Altus	1927	1927	1927	12	63	23	4	0			0	72	h				
Bacone Junior College, Bacone	1881	1927	1927	21	37	26	23				0	100	180		350		
Bartlesville Junior College, Bartlesville	1926	1926	1926	8	13	11	11	0			0	100	h				
Bristow Junior College, Bristow	1932	1932	1932	11	58	12		0			0	72	h		97		
Cameron State School of Agriculture, Lawton	1909	1927	1927	24	362	268	133				0	0	144		175	190	
Connors State Agricultural College, Warner	1908	1927	1927	16	170	130	64	150			0	0	144		165		
Eastern Oklahoma College, Willburton	1909	1927	1927	12	120	112	75	92			0	0	135		175	200	
Monte Cassino Junior College, Tulsa	1926	1931	1931	12		70	1				0	200	400		635		
Murray State School of Agriculture, Tishomingo	1909	1924	1924	20	190	120	77	3	A. S.		0	0	144		175	200	
Muskogee Junior College, Muskogee	1920	1920	1920	7	36	43	24	0			0	0	h		60		
Northeastern Oklahoma Junior College, Miami	1876	1924	1924	13	147	165	76	48			0	0	135		200	275	
Oklahoma Military Academy, Claremore	1919	1923	1923	16	103		44	274			0	63	216		490	562	
Oklahoma Presbyterian College, Durant	1896	1910	1910	8		41	10	133			0	0	162		275	305	
Oklmulgee Junior College, Okmulgee	1926	1926	1926	15	101		36	0	A. A.		0	100	h				
Poteau Junior College, Poteau	1932	1932	1932	8	18	18	0	0			0	96	h		125		
Sapulpa Junior College, Sapulpa	1932	1933	1933	5	23	12	13	0			0	100	h				
Seminole Junior College, Seminole	1931	1931	1931	8	25	28	0	0			0	50	h				
University Preparatory School and Junior College, Tonkawa	1902	1920	1920	23	230	176	76	0	A. A.		0	0	h				
Wetumka Junior College, Wetumka	1932	1932	1932	3	27	24	16	0			0	75	h				
Woodward Junior College, Woodward	1932	1932	1932	7	30	30	14	0			0	65	h		80		

JUNIOR COLLEGES

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates; June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local resident students) (*=flat rate)	Board and room (h=live at home)	Minimum necessary freshman year	Amount spent by average freshman
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15
OREGON														
Oregon Institute of Technology, Portland	1920	1931	Y. M. C. A.	10	89	20	5	130	B. S. (Eng.)	9	\$150	\$225	\$425	
St. Helen's Hall Junior College, St. Helen's Hall	1869	1932	P. E.	16	91	91	17	8		0	150	400	380	
PENNSYLVANIA														
Alliance College, Cambridge Springs	1912	1924	Pvt.	9	31	46	11	140		0	75	225	350	\$375
Ogontz School, Ogontz School	1850	1928	Pvt.	31	56	56	26	225		0	(*)	1,800	1,800	
Penn Hall School and Junior College, Chambersburg	1906	1928	Pvt.	30	81	26	19	80		0	275	725	1,000	1,200
Beranton-Keystone Junior College, La Plume	1868	1934	Pvt.	12	71	64	0	164		0	266	500	777	
Williamsport Dickinson Seminary, Williamsport	1848	1929	M. E.	24	15	160	40	200	A. A.	0	100	250	360	410
SOUTH CAROLINA														
Anderson College, Anderson	1911	1927	Bapt.	28	100	58	60	200		0	0	135	250	250
Textile Industrial Institute, Spartanburg	1906	1928	M. E. So. Wes. Meth.	6	7	25	14	90		0	82	135	236	250
SOUTH DAKOTA														
Freeman Junior College, Freeman	1900	1927	Menon.	9	6	24	2	59		0	90	144	260	275
Notre Dame Junior College, Mitchell	1912	1923	R. C.	20	15	65	20	75		0	110	180	290	
Westington Springs College, Westington Springs	1887	1918	F. Meth.	12	40	50	24	68	A. A., A. Com., A. Ed., etc.	9	140	190	330	350

JUNIOR COLLEGES

Table 1.—441 JUNIOR COLLEGES FOR WHITE STUDENTS—Continued

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local resident students) (* = flat rate)	Board and room (h = live at home)	Minimum necessary freshman year	Amount spent by average freshman
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UTAH														
Dixie College, St. George	1911	1923	State	24	111	88	51	0	A. A./A. B.	0	\$65	\$162	\$275	\$260
Snow Junior College, Ephraim	1888	1917	State	17	132	76	69	0		0	70	h	210	300
Weber College, Ogden	1889	1922	State	30	410	272		0	A. A.	6	76	180	286	400
Westminster College, Salt Lake City	1875	1914	Presb.	18	72	50	31	105		0	80	260	400	500
VERMONT														
Green Mountain Junior College, Poultney	1834	1930	M. E.	23	67	69	18	200		0	250	325	600	700
VIRGINIA														
Arlington Hall School for Girls, Ballston (D. C.)	1927	1927	Pvt.	17		35	12	125		0	475	400	938	1,060
Averett College, Danville	1859	1914	Bapt.	22	186	186	40	132		9	100	360	550	550
Blackstone College for Girls, Blackstone	1892	1915	M. E. S.	20	187	187		200		0	100	400	515	550
Eastern Manonite School, Harrisonburg	1917	1921	Menon.	17	25	23	12	150		0	100	220	330	350
Marion College, Marion	1873	1912	Luth.	13	22	70	20	100		0	85	300	350	400
Shenandoah College, Dayton	1875	1922	U. Breth.	12	55	24	16	135		0	125	200	350	
Southern College, Petersburg	1863		Pvt.	17		45		45		0	(*)	800	800	800
Southern Seminary and Junior College, Buena Vista	1867	1923	Pvt.	16		46	8	100		0	100	600	750	800
Stratford College, Danville	1852	1930	Pvt.	20	38	38	6	100		0	(*)	700	735	800
Stollins College, Bristol	1917	1917	Pvt.	24	152	152	41	225		0	100	500	600	800
Virginia Interment College, Bristol	1884	1912	Bap.	30	258	258	106	240	A. A.	6	150	450	550	600
WASHINGTON														
Centralia Junior College, Centralia	1925	1925	City	8	33	32	13	0		0	110	h	165	
Clark County Junior College, Vancouver	1933	1933	Pvt.	6	20	20	1	0	Cert.	0	110	h	110	
Grays Harbor Junior College, Aberdeen	1930	1930	Pvt.	8	88	88	34	0		0	150	h	161	

Mount Vernon Junior College, Mount Vernon.	1926	Dist.	8	55	45	30	0	100	h	108	400
Pacific Lutheran College, Portland.	1894	Luth.	19	104	128	43	100	108	170	325	400
St. Martin's College, Lacey	1895	R. C.	23	81	6	6	200	75	270	368	400
Spokane Junior College, Spokane.	1913	Pvt.	12	92	62	32	0	150	h	175	
Yakima Valley Junior College, Yakima.	1928	Pvt.	12	92	62	32	0	150	h	175	
WEST VIRGINIA											
Alderson-Broaddus Junior College, Phillippi.	1832	Bapt.	16	80	74	0	130	100	145	320	370
Birmingham College, Blount Co. (Va.)	1920	Bapt.	12	129	30	27	102	120	250	400	450
Greenbrier Junior College, Lewisburg	1812	Pvt.	18	163	163	17	110	150	525	800	800
Kanawha Junior College, Charleston	1932	Pvt.	23	153	104	24	0	120	h	275	375
Potomac State School, Keyser	1902	State.	17	157	58	36	128	60	200	275	375
WISCONSIN											
Concordia College, Milwaukee	1881	F.v. Luth.	15	47	50	45	300	100	100	200	
Edgewood Junior College of the Sacred Heart, Madison.	1881	R. C.	12	20	20	14	20	150	370	545	
Salvatorian Seminary, St. Nazianz.	1909	R. C.	11	27	96	10	96	150	150	350	
St. Lawrence College, Mount Calvary	1871	R. C.	13	42	15	15	165	50	200	265	
CANAL ZONE											
Canal Zone Junior College, Balboa Heights.	1933	Natl.	6	39	25	0	0	180	h	200	

¹ Nonresidents pay \$20.
² Nonresidents pay \$150.
³ Nonresidents pay \$180.
⁴ Nonresidents pay \$36.
⁵ Nonresidents pay \$72.
⁶ Nonresidents pay \$200.
⁷ Nonresidents pay \$65.
⁸ Nonresidents pay \$50.
⁹ Nonresidents pay \$100.
¹⁰ Nonresidents pay \$130.
¹¹ Nonresidents pay \$136.
¹² Nonresidents pay \$175.
¹³ Nonresidents pay \$75.
¹⁴ Nonresidents pay \$48.
¹⁵ Nonresidents pay \$40.
¹⁶ Nonresidents pay \$45.

JUNIOR COLLEGES

Table 2—NEGRO JUNIOR COLLEGES

Institution and location	Year established	Year of becoming a junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			
					Men	Women					Tuition (local residents) (* = flat rate)	Board and room (h = live at home)	Minimum necessary freshman year	Amount spent by average freshman
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Oakwood College, Huntsville.....	1898	1917	S. D. A.	13	22	22	14	142			\$36	\$144	\$180	\$200
Stillman Institute, Tuscaloosa.....	1876	1928	Presb.	12	25	30	17	100			36	87	137	137
ARKANSAS														
Dunbar Junior College, Little Rock.....	1929	1929	City.....	7	47	97	32			8	54	h	75	86
FLORIDA														
Edward Waters College, Jacksonville.....	1872	1926	A. M. E.	11	52	25	23	450			18	90	118	132
Florida Normal and Industrial Institute, St. Augustine.....	1892	1933	Pvt.....	9	8	116	96	200		7	21	126	165	
GEORGIA														
Fort Valley Normal and Industrial School, Fort Valley.....	1895	1927	P. E.....	7	35	45	25	214		6	32	136	196	225
Georgia Normal and Agricultural College, Albany.....	1903	1917	State.....	21	42	68	46	175		5	30	117	150	170
State Teachers & Agricultural College, Forsyth.....	1902	1930	State.....	12	20	42	14	104		6		144	150	
KENTUCKY														
Lincoln Institute, Lincoln Ridge.....	1912	1930	Pvt.....	5	21	25	7	150			(*)	135	155	1200
LOUISIANA														
Louisiana Normal and Industrial Institution, Grambling.....	1905		State.....	14	20	40	23	190		6		108	113	143

JUNIOR COLLEGES

MISSISSIPPI

Southern Christian Institute, Edwards.....

NORTH CAROLINA

Barber-Scotia Junior College, Concord.....
Kittrell College, Kittrell.....

SOUTH CAROLINA

Voorhees Normal and Industrial School,
Denmark.....

TENNESSEE

Swift Memorial College, Rogersville.....

TEXAS

Butler College, Tyler.....
Houston Colored Junior College, Houston.....
Jarvis Christian College, Hawkins.....
Mary Allen Seminary, Crockett.....
Paul Quinn College, Waco.....
St. Phillips Junior College, San Antonio.....

WEST VIRGINIA

Storer College, Harpers Ferry.....

College Name	1875	1900	Disc.	7	17	19	8	77	A. A.	21	113	150	160
Southern Christian Institute, Edwards	1875	1900	Disc.	7	17	19	8	77	A. A.	21	113	150	160
Barber-Scotia Junior College, Concord	1887	1930	Presb.	12	106	27	27	170		50	125	203	225
Kittrell College, Kittrell	1886	1930	A. M. F.	15	90	17	17	450		40	130	180	200
Voorhees Normal and Industrial School, Denmark	1897		Epis.	28	19	21	6	235		25	113	137	158
Swift Memorial College, Rogersville	1883	1929	Presb.	9	14	42	9	125		45	108	200	
Butler College, Tyler	1905	1918	Bapt.	11	21	50	13	225		36	134	180	
Houston Colored Junior College, Houston	1927	1927	City	14	63	267	58	100		100	h		
Jarvis Christian College, Hawkins	1910	1922	Disc.	14	59	43	24	207		27	108	157	
Mary Allen Seminary, Crockett	1886	1925	Presb.	11	40	101	20	145		31	108	150	200
Paul Quinn College, Waco	1881	1923	A. M. F.	9	45	47	22	100	A. A.	36	108	174	
St. Phillips Junior College, San Antonio	1898	1927	P. F.	7	7	66	13	50		45	90	152	
Storer College, Harpers Ferry	1807	1921	Pvt.	15	26	25	15	150		54	144	219	225

1 Self help. 2 Reorganized. Now Houston College for Negroes with "lower division" a branch of University of Houston.

JUNIOR COLLEGES

Table 3—BRANCH JUNIOR COLLEGES WITH PARENT INSTITUTIONS

Institution and location	Year established	Year of becoming junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Titles or degrees offered	Summer session (weeks)	EXPENSES (9 MONTHS)			Amount spent by average freshman	
					Men	Women					Tuition (local resident students)	Board and room (h = live at home)	Minimum necessary freshman year		
1	3	3	4	5	8	7	8	9	10	11	12	13	14	15	
CALIFORNIA															
Fresno Junior College, Fresno—Fresno State College.	1910	1910	Dist.	14	153	151	55	0			0	h	\$300	\$400	
San Jose Junior College, San Jose—San Jose State College.	1928	1928	Dist.	42	539	343	90	0	A. A.		\$13	h			
COLORADO															
Fort Lewis School, Hesperus—Colorado Agricultural College, Fort Collins.	1911	1911	State	11	47	49	0	125			30	\$170	235	250	
GEORGIA															
Emory Junior College, Valdosta—Emory University.	1928	1928	M. E. So.	11	59	0	0	48			150	255	465		
Emory Junior College, Oxford—Emory University.															
IDAHO															
Southern Branch University of Idaho, Pocatello—University of Idaho, Moscow.	1901	1915	State	52	510	373	96	250	B. S. in Phar.		54	216	280	325	
MISSOURI															
St. Mary's Institute, O'Fallon—St. Louis University.	1878	1923	R. C.	7		28	3	110	A. A.	6					

PENNSYLVANIA

Bucknell Junior College, Wilkes-Barre—
Bucknell University, Lewisburg.
Erie Junior College, Erie—University of
Pittsburgh.
Johnstown Junior College, Johnstown—
University of Pittsburgh.

TENNESSEE

Junior College, Martin—University of Ten-
nessee, Knoxville.

TEXAS

Houston Junior College, Houston—Univer-
sity of Houston.
Houston Colored Junior College—Univer-
sity of Houston.

UTAH

Branch Agricultural College, Cedar City—
Utah State Agricultural College, Logan.

VIRGINIA

Norfolk Division William and Mary, Nor-
folk—College of William and Mary,
Williamsburg.

1833	1833	Bapt.	12	123	41	0	0	0	0	300	h	330	300
1928	1928	Pvt.	17	84	31	0	0	6	308	325	h	325	308
1927	1927	Pvt.	17	51	60	0	0	8	300	340	h	340	300
1927	1927	State	17	63	57	35	96	12	0	275	133	275	300
1835	1835	City											
1835	1835	City											
1897	1913	State	23	169	102	59	0		60	250	135	250	350
1930	1930	State	17	276	123	0	0		150		h		

¹ University of Houston organized in 1935.

JUNIOR COLLEGES

Table 4.—MISCELLANEOUS UNCLASSIFIED JUNIOR COLLEGES

Institution and location	Reason why college is omitted from main study	Established	Year of becoming a Junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Number of years of college work offered	Weeks in summer session	EXPENSES 9 MONTHS			
						Men	Women					Tuition (local resident students) (*=flat rate)	Board and room (live at home)	Minimum necessary for freshman year	Amount spent by average freshman
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ALABAMA															
John H. Sneed Seminary, Boaz	Pending													\$150	\$150
Southern Union College (Negro), Wadley	Small	1922	1922	Conv.	5	7	13	0	70	2	0	\$48	\$40	\$150	
CALIFORNIA															
Beniah College, Upland	Small	1920	1920	Breth. Chr	10	11	13	6	15	2	0	96	117	257	285
California Concordia College, Oakland	Small	1906	1920	Laith.	7	16	0	5	72	2	0	100	120	235	313
Maccurds College, Los Angeles	Pending			Pvt.											
San Francisco Junior College, San Francisco	Pending	1935	1935	City											
San Rafael Junior College, San Rafael	Small	1927	1927	Pvt.	3	7	0	2	40	2		500	700	1,300	1,300
CONNECTICUT															
Connecticut College of Commerce, New Haven	Pending	1929		Pvt.	19				0	2		225			
Weylister Junior College, Milford	1-year	1927		Pvt.	5	0	0		25	1		300	800		
FLORIDA															
Miami Junior College, Miami	Small	1932	1932	Pvt.	5	10	0	1	100	2		(*)	(*)	600	650
Palm Beach Junior College, Palm Beach	Pending	1934													
GEORGIA															
Armstrong Junior College, Savannah	Pending	1935	1935	City											
Bowdon College, Bowdon	Pending	1857	1933	Pvt.	11	36	34	9	40	2	12	48	126	200	220
Cox College, Atlanta	Pending	1843	1933	Pvt.	16	60	88	13	250	2	0	120	210	240	300
Georgia Military College, Milledgeville	Pending	1879	1931	City	15			32	150	2		135	259	495	495
ILLINOIS															
Elgin Junior College, Elgin	Small	1856	1916	Pvt.	6	21	13	14	6	3	0	200			

JUNIOR COLLEGES

State	College Name	Year	Religion	8	25	50	15	50	100	130	200	300	475
IOWA	Cherokee Junior College, Cherokee	1929	R. C.	8	25	50	15	50	100	130	200	300	475
	Des Moines Catholic College, Des Moines	1922	R. C.	7	36	34	9	90		106			
KANSAS	Miltonvale Wesleyan College, Miltonvale	1909	Wes. Meth.	5	1	10	4	39	72	60		152	160
	Northwest Kansas Junior College, Highland		Pvt.										
	St. Joseph's Junior College, Mays Tabor College, Hillsboro (closed 1934-35)	1931 1935?	Menon.	11	25 28	16	8		102	70		200	
LOUISIANA	Holy Cross Normal School, New Orleans	1879	R. C.	15				150	435	(*)			500
MARYLAND	Mount St. Agnes Junior College, Mount Washington												
MAINE	Ricker Junior College, Houlton	1847	Bapt.	11	32	9	41	40	280	100		450	
MASSACHUSETTS	Cambridge School of Liberal Arts, Cambridge	1934	Pvt.	14	19	17	0	0	1	200		220	
	Garland School (women), Boston												
	Springfield Junior College, Springfield	1917	City	7	8	14	0	0	1	170			
MINNESOTA	Bethany Lutheran College, Mankato	1911	Ev. Luth.	8	8	9	5	200	150	70		315	350
	Cresier College, Onamia	1928	R. C.	9	17	0	9	65	200	50		275	315
	St. Mary's Hall, Faribault	1926	P. E.	0	0	0	0	85	(*)	(*)		850	
MISSISSIPPI	Chickasaw Junior College, Pontotoc												
MISSOURI	Okolona Industrial School, Okolona	1932	P. E.	15	17	21	0	96	90	25		135	135
	Piney Woods School, Piney Woods	1930	Pvt.	14	26	13	10	280	126	18		150	
	Wood Junior College, Mathiston												
MONTANA	Northwest Junior College, Kansas City	1930	City	14	91	120	172	0	1	50			
NEW HAMPSHIRE	Great Falls Junior College, Great Falls	1932	R. C.	11	0	48	0	50	300	100			500
	Stonleigh College, Rye												

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JUNIOR COLLEGES

Table 4.—MISCELLANEOUS UNCLASSIFIED JUNIOR COLLEGES—Continued

Institution and location	Reason why college is omitted from main study	Established	Year of becoming a junior college	Legal control	Total staff	COLLEGE STUDENTS, 1933-34		Junior college graduates, June 1934	Dormitory capacity	Number of years of college work offered	Weeks in summer session	EXPENSES—9 MONTHS			
						Men	Women					Tuition (local resident students) (*=flat rate)	Board and room (h=live at home)	Minimum necessary for freshman year	Amount spent by average freshman
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NEW JERSEY															
Drake Junior College, Jersey City	Pending	1932	1932	Pvt.	14	5	0	0	25	2	0	\$450	\$800	\$1,400	\$1,450
Mercer Junior College, Princeton	Small														
The College of South Jersey, Camden	Pending														
NEW MEXICO															
Spanish-American Normal School, El Rito	1-year	1909	1934	State	15	9	15		160	1	0	10	72	130	145
NEW YORK															
Bennett School, Millbrook	Pending	1891	Pend.	Pvt.			50	0	50		0	1,400	inc.	inc.	1,600
Cazenovia Seminary, Cazenovia	Pending														
Highland Manor Junior College, Tarrytown	Small	1920	1925	Pvt.	4		12	1	15	2	0	400	800	1,200	1,200
NORTH CAROLINA															
Brevard College (formerly Weaver College), Bravard	Pending		1935	M. E. So.											
Concordia College, Conover	Small	1889			5	21	5	5	80	2	0	40	135		
Immanuel Lutheran Junior College (Negro), Greensboro	Small	1903	1931	Evan. Luth. Evan. Luth.	7	17	9	9	120	2	0	36	95	130	150
Palmer Memorial Institute, Sedalia	Pending	1901	1928	Pvt.	14	23	28	10	128	2	0	50	149	213	275
Pfeiffer Junior College, Misenheimer	Pending														
OKLAHOMA															
Capitol Hill Junior College, Oklahoma City	Pending														
Chandler Junior College, Chandler	1-year	1933	1933	City	5	9	6	0	0	1	0	75	110	210	200
Drumright Junior College, Drumright	1-year	1934	1934	State	5	18	12	0	0	1	0	75	h	h	
Holdenville Junior College, Holdenville	1-year	1933	1933	Dist.	3	8	11	0	0	1	0	100	h	h	
Klova County Junior College, Hobart	1-year	1934	1934	City	8	26	23	0	0	1	0	72	h	h	

Table 5.—UNIVERSITIES AND COLLEGES WITH JUNIOR-COLLEGE DIVISIONS IN 1934-35

Parent institution	Name of junior college division and location	Year inaugurated
ALABAMA		
Athens College for Young Women	Junior College Division Athens ^{1 2}	1932
Birmingham Southern College	Lower Division, Birmingham	1934
CALIFORNIA		
College of the Pacific	The Junior College, Stockton ¹	1934
Fresno State College ³	Fresno Junior College, Fresno	1910
San Jose State College ³	San Jose Junior College, San Jose	1928
Stanford University	Lower Division, Palo Alto	1920
University of California	Lower Division, Berkeley	
University of Southern California	Junior College, Los Angeles ¹	
COLORADO		
Colorado Agricultural College	Fort Lewis School, Hesperus ⁴	1911
University of Denver	Junior College, Denver ¹	1929
DISTRICT OF COLUMBIA		
George Washington University	Junior College, Washington ^{1 2}	1930
Washington Missionary College	Junior College, Washington ¹	1933
FLORIDA		
University of Florida	Junior College, Gainesville	1934
GEORGIA		
Brenau College	Junior College, Gainesville	
Emory University	Junior College Division, Atlanta	
	Emory Junior College, Oxford ⁴	
	Emory Junior College, Valdosta ⁴	1928
University of Georgia	Junior College Division, Athens	
IDAHO		
University of Idaho	University Junior College, Moscow ¹	1929
	Southern Branch, Pocatello ⁴	1915
ILLINOIS		
University of Chicago	The College, Chicago ^{1 2}	1930
IOWA		
Cornell College	Lower College, Mount Vernon ¹	1933
KENTUCKY		
University of Louisville	———, Louisville ²	1933
MARYLAND		
Goucher College	Lower Division, Baltimore	1934
John Hopkins University	College of Arts and Science, Baltimore ¹	1927
St. Mary's University	Junior College, Roland Park ¹	

¹ Has separate dean in charge.² Awards the A. A. title for completion of 2 years' college work.³ Formerly State Teachers College; name changed September 1935.⁴ Located on separate campus away from parent institution; dean in charge.

Table 5.—UNIVERSITIES AND COLLEGES WITH JUNIOR-COLLEGE DIVISIONS IN 1934-35—Continued

Parent institution	Name of junior college division and location	Year inaugurated
MASSACHUSETTS		
Boston College.....	Lower Division, Chestnut Hill ¹	1930
Northeastern University.....	Junior College, Boston ^{1 2}	1931
MICHIGAN		
Albion College.....	Lower Division, Albion.....	1926
Olivet College.....	Junior College Division, Olivet.....	1934
MINNESOTA		
University of Minnesota.....	General College, Minneapolis ^{1 2}	1932
MISSOURI		
Culver-Stockton College.....	———, Canton ²	
Lindenwood College.....	Junior College, St. Charles ^{1 2}	
St. Louis University.....	Lower Division, St. Louis.....	
	St. Mary's Institute, O'Fallon ^{2 4}	1923
NEBRASKA		
University of Nebraska.....	Junior Division, Lincoln.....	
NEW MEXICO		
University of New Mexico.....	Lower Division, Albuquerque.....	
OHIO		
University of Akron.....	General College, Akron.....	1935
University of the City of Toledo.....	Junior College, Toledo ¹	1922
OKLAHOMA		
Phillips University.....	Junior College, Enid ¹	1931
OREGON		
Oregon State Agricultural College.....	———, Corvallis ¹	1932
University of Oregon.....	Lower Division, Eugene ¹	1928
Willamette University.....	Lower Division, Salem.....	1928
PENNSYLVANIA		
Bucknell University.....	Lower Division, Lewisburg ¹	
	Bucknell Junior College, Wilkes-Barre. ⁴	1933
Pennsylvania State College.....	Du Bois Undergraduate Center, Du Bois. ⁴	1935
	Fayette Undergraduate Center, Uniontown ⁴	1934
	Hazleton Undergraduate Center, Hazleton. ⁴	1934
	Schuylkill Undergraduate Center, Pottsville. ⁴	1934
University of Pittsburgh.....	Erie Junior College, Erie ^{4 2}	1928
	Johnstown Junior College, Johnstown. ⁴	1927

¹ Has separate dean in charge.

² Awards the A. A. title for completion of 2 years' college work.

⁴ Located on separate campus away from parent institution; dean in charge.

Table 5.—UNIVERSITIES AND COLLEGES WITH JUNIOR-COLLEGE DIVISIONS IN 1934-35—Continued

Parent institution	Name of junior college division and location	Year inaugurated
TENNESSEE		
Tennessee Polytechnic Institute.....	Lower Division, Cookeville ¹	1934
University of Tennessee.....	Lower Division, Knoxville.....	1934
	Junior College, Martin ⁴	1927
UTAH		
University of Utah.....	Lower Division, Salt Lake City ¹	1932
Utah State Agricultural College.....	The Junior College, Logan ¹	
	Branch Agricultural College, Cedar City ⁴	1913
VIRGINIA		
College of William and Mary.....	Norfolk Division of William and Mary, Norfolk ⁴	1930
Hollins College.....	The Lower College, Hollins.....	1934
WASHINGTON		
University of Washington.....	Lower Division, Seattle ¹	
WEST VIRGINIA		
Bethany College.....	Lower Division, Bethany.....	
West Virginia University.....	Lower Division, Morgantown.....	1929

¹ Has separate dean in charge.

⁴ Located on separate campus away from parent institution; dean in charge.

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More than 3,900 titles listed.

CALIFORNIA JUNIOR COLLEGE MENTAL-EDUCATIONAL SURVEY. Walter C. Eells. Sacramento, California State printing office, 1930. 61 p. (California State department of education, bulletin no. J-3.)

Concerns the administration of psychological examinations to more than 10,000 junior college students.

A CRITICAL STUDY OF THE STATED PURPOSES OF THE JUNIOR COLLEGE. Doak S. Campbell. Nashville, Tenn., George Peabody college for teachers, 1930. 126 p. (Contribution to education, no. 70.)

Concerns 404 junior colleges in 1929.

GOOD REFERENCES ON THE JUNIOR COLLEGE. Walter C. Eells. U. S. Office of Education, 1935. Bibliography no. 31.

THE JUNIOR COLLEGE. Walter C. Eells. Boston, Mass., Houghton, Mifflin company, 1931. 833 p.

This book concerns the history, standards, functions, organization, and administration of the junior college in the United States.

THE JUNIOR COLLEGE JOURNAL. Vol. I-VI, 1930-36. Stanford University press, Stanford University, California. 6 v.

Published monthly from October to May, inclusive. A directory of junior colleges is published in each January issue. Proceedings of the annual meeting of the Junior College Association is published in the May issue.

THE JUNIOR COLLEGE LIBRARY. Ermine Stone. Chicago, Illinois, American library association, 1932. 98 p.

Concerns the administration of the junior college library.

THE MODESTO JUNIOR COLLEGE SURVEY. Jesse B. Sears. Modesto, California Board of education, 1932. 260 p.

A general survey of various phases of junior college education.

A NEW TYPE OF COLLEGE TRAINING. Los Angeles Junior College, Los Angeles, Calif., Board of education, 1932. 48 p.

Describes the semiprofessional training offered.

PUBLIC JUNIOR COLLEGE LEGISLATION IN THE UNITED STATES. John A. Clement and Vivian T. Smith. Urbana, University of Illinois, 1932. 61 p. (University of Illinois Bureau of educational-research. Bulletin, no. 61.)

Summarizes legal and semilegal provisions for the publicly controlled junior colleges in the United States.

STATE HIGHER EDUCATION IN CALIFORNIA. Carnegie Foundation for the Advancement of Teaching. Sacramento, California State printing office, 1932. 82 p.

Recommendations of the commission of seven appointed to make a general survey of higher education in California.

STATISTICS OF CALIFORNIA JUNIOR COLLEGES. California State department of education, Sacramento, Calif., 1935. 38 p. (Its Bulletin no. 22, Nov. 15, 1934.)

The annual bulletin presents data covering personnel and finances.

STATUS OF THE JUNIOR COLLEGE INSTRUCTOR. John T. Wahlquist. Washington, U. S. Government Printing Office, 1931. 29 p. (Office of education. Pamphlet no. 20.)

Concerns 1,236 instructors in 127 junior colleges.

ABBREVIATIONS USED IN THIS BULLETIN

A. A.....	Associate in Arts title or degree.
A. E.....	Associate in Education.
A. Ed.....	Associate in Education.
Ad.....	Adventist Church.
Ad. Chris.....	Adventist Christian Church.
A. F. A.....	Associate in Fine Arts.
A. L. A.....	Associate in Liberal Arts.
A. M. A.....	American Missionary Association.
A. M. E.....	African Methodist Episcopal Church.
A. S.....	Associate in Science.
A. Sc.....	Associate in Science.
A. Eng.....	Associate in Engineering.
A. Mus.....	Associate in Music.
A. Rel.....	Associate in Religion.
B. B. A.....	Bachelor of Business Administration.
B. S.....	Bachelor of Science.
B. S. in Com.....	Bachelor of Science in Commerce.
B. S. in Ed.....	Bachelor of Science in Education.
B. S. in Eng.....	Bachelor of Science in Engineering.
B. S. in Phar.....	Bachelor of Science in Pharmacy.
B. Th.....	Bachelor of Theology (2-year).
Bapt.....	Baptist Church.
Breth.....	Brethren Church.
C.....	City or municipal government.
Certif.....	Certificate of completion of work.
Chris.....	Christian Church.
Chris. Ref.....	Christian Reformed Church.
Ch. Breth.....	Church of the Brethren.
Ch. of God.....	Church of God.
Ch. Christ.....	Church of Christ.
Ch. N. Jeru.....	Church of New Jerusalem.
Co.....	County government.
Coed.....	Undergraduate student body composed of men and women.
Cong.....	Congregational Church.
Disc.....	Disciples Church.
Dist.....	District government.
Evan.....	Evangelical Church.
Evan. Luth.....	Evangelical Lutheran Church.
Ev. Syn.....	Evangelical Synod of North America.
F. Bapt.....	Free Baptist Church.
F. Meth.....	Free Methodist Church.
Fr.....	Society of Friends.
h.....	Resident students live at home.
Jewish.....	Jewish Congregations.
K. C.....	Knights of Columbus.
L. D. S.....	Letter-Day Saints.

L. I.	Licentiate in Instruction.
Luth.	Lutheran Church.
Menon.	Menonite Church.
M. E.	Methodist Episcopal Church.
M. E. So.	Methodist Episcopal Church South.
M. P.	Methodist Protestant Church.
Morav.	Moravian Church.
Natl.	National or Federal Government.
Naz.	Nazarene Church.
No. Bapt.	Northern Baptist Church.
Pvt.	Private corporation; independent of church or state.
Pil. Hol.	Pilgrim Holiness Church.
P. E.	Protestant Episcopal Church.
Presb.	Presbyterian Church.
Ref.	Reformed Church of America.
Ref. Presb.	Reformed Presbyterian Church.
R. C.	Roman Catholic Church.
S. D. A.	Seventh-Day Adventist Church.
S. D. Bapt.	Seventh-Day Baptist Church.
St.	State government.
Swed'b.	Swedenborgian Church.
Swed. Evan.	Swedish Evangelical Church.
Ter.	Territorial government.
Twp.	Township government.
U. Breth.	United Brethren Church.
U. Luth.	United Lutheran Church.
U. Presb.	United Presbyterian Church.
Unit.	Unitarian Church.
Undenom.	Undenominational.
Wes. Meth.	Wesleyan Methodist Church.
Y. M. C. A.	Young Men's Christian Association.