The junior college is the most rapidly multiplying educational institution in the country, and it is predicted that all college students will spend their first two years there by the end of this century. Reasons given for the increasing popularity of these schools include ease of entry, low cost, the opportunity for a second chance, small classes, teaching-oriented rather than research-oriented faculty, two-year technical and vocational programs, proximity of campuses to home, and the chance for students to try out college life with the option after two years to terminate or to transfer for further education. (MC)
More and more high school students are taking a new look at the two-year college.
tered around the asphalt parking lot.

"I suppose these funny buildings look like chicken coops," she said, "but we love them."

The remark was unexpected—and significant. That same day students at a nearby campus (Boston University) were rioting in front of some very imposing buildings. They had, in fact, locked the president out of his office. Simultaneously, other four-year colleges across the land were being assaulted by strikes, marches, sit-ins, pickets, protests and pitched battles with police. Massachusetts Bay was not only completely quiet at that moment, but, interestingly enough, it had never had a riot. Come to think of it, I'd never heard of any junior college that had. I asked my guide why.

"I don't know much about other places, but I guess we have a different attitude about college here," she said, "You see, I flunked out of the university I was at. I just couldn't get with it. Then I got a second chance—at Mass Bay.

At present only nineteen percent of those in elementary school go through college. The rest drop out along the way for a variety of reasons: money, grades, or the feeling that our educational system doesn't hold the answer to their needs. Among those who actually enter regular colleges, the drop-out rate is close to fifty percent! Many leave because of the usual financial or scholastic reasons, but many also leave because of a general disillusionment with what they expected to get out of college.

A look at those drop-out rates suggests that the old four-year college system, which might have been adequate for another, less complex age, is not enabling an inordinately large percentage of qualified students to reach their chance but the kind of education that is relevant to their particular requirements.

In California, almost eighty percent of all freshmen and sophomores are in junior colleges. Experts predict that by the end of this century virtually all college students will be spending their first two years in them. By then, it is forecast, most universities will have become "arsenals of specialization" reserved for juniors, seniors and graduate students. One state university being built in Florida has already announced plans to accept no freshmen or sophomores; it will cater only to upperclassmen.

Why has a brand of schooling that has been on the market for years suddenly become the most popular item on the educational shelf? Teachers, students and officials in many parts of the country give the following reasons:

EASE OF ENTRY. On the theory that anyone who wants higher education should be given a chance,
a second chance

the doors of junior (or community) colleges open at a wider angle than other schools. This does not mean that the student will necessarily stay in or graduate (about a fifth flunk out the first year), but it does mean he has the opportunity to try. For example, Edward Hart, a sophomore at Massachusetts Bay, who was recently elected a member of that school’s Student Council, said: “When I finished high school, I had such mediocre grades that no four-year college would touch me. But Mass Bay took me, and since I’ve been here, I’ve learned to study. Now I’m in line to transfer to any number of four-year colleges.” His experience underlines an interesting fact: so successful are some students in junior college that for the first time they develop an appetite for learning. Statistics show that about one-third of all two-year college students go on to regular colleges.

Many junior colleges will take anyone with a reasonable chance of getting a passing grade. The entry system works well with “late bloomers,” those young persons who through lack of maturity or motivation do not do well in their high school years but turn into satisfactory students later on.

COST. The average cost for a resident student last year (1967) at a private four-year college, according to a Department of Health, Education and Welfare survey, was $2,570. At a public college it was $1,640. The price for both types is rising from three to five percent a year. It is estimated that only one out of four families today can meet even the lowest level of such costs. On the other hand cost for the public two-year college is low; tuition averages only a little more than $200 across the country. In some states (New York and California) there is no tuition at all. And because students are usually within commuting distance and can live at home, the cost of this kind of education is within the reach of most families.

for instance, takes approximately three hundred students each year who have failed in other colleges. “About sixty-four percent of our salvages are successful,” says its dean, Ross Toole. “That is, they are able to graduate from here and go on to four-year colleges if they want to.” He cited the case of a nineteen-year-old boy who had dropped out of West Point for scholastic reasons and was discouraged to the point of giving up all further study. But somehow he was persuaded to try South Texas, where he spent two years and made the dean’s list. He eventually went on to Louisiana State University, from which he graduated with honors.

One of the most successful students at Massachusetts Bay, both socially and scholastically, was a young man who had flunked out of a liberal arts college in the Midwest. “He really made a mess of things,” said John F. McKenzie, the community college president. “We admitted him not on his record but..."
Bay took me, and since I've been here, I've learned to study. Now I'm in line to transfer to any number of four-year colleges." His experience underlines an interesting fact: so successful are some students in junior college that for the first time they develop an appetite for learning. Statistics show that about one-third of all two-year college students go on to regular colleges.

Many junior colleges will take anyone with a high school diploma or even those "over eighteen who can benefit from further education." In Pasadena, Texas, for example, James Godbe, of the San Jacinto Junior College faculty, sums up the policy as follows: "If you have a high school diploma, we'll accept you regardless of your grades. We give everybody a chance. Even if you don't have a high school diploma, we'll admit you if you take a GED (graduate equivalency diploma) test and

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OPPORTUNITY FOR A SECOND CHANCE. So many students have been able to undo earlier scholastic failures after they reach two-year colleges that it's difficult to overemphasize the "second chance" value of such schools. South Texas Junior College, in Houston, Texas, where he spent two years and made the dean's list. He eventually went on to Louisiana State University, from which he graduated with honors.

One of the most successful students at Massachusetts Bay, both socially and scholastically, was a young man who had flunked out of a liberal arts college in the Midwest. "He really made a mess of things," said John F. McKenzie, the community college president. "We admitted him not on his record but on his potential. After two years, however, the young man had done so well that he was accepted at Amherst, one of the East's most difficult colleges, where he continued his high record of achievement."

Not all students do well, of course. Especially when they get (continued on page 160)
A.
the idea that junior colleges are as easy to get through as they are to get into. Lisa, an attractive eighteen-year-old brunette, had been an honors student in high school. But the sudden independ-
ence of college life at Massachusetts Bay was too much for her. "Someone took the handcuffs off her. Today wasn't mature enough to cope with it," commented a faculty member. "She spent most of her time in the student lounge instead of in class and never went right out of school. She flunked the first semester with four D's." At present Lisa is trying hard to get back in, and it looks as though the school will give her a second chance. But her case makes clear an important fact: although junior colleges are permissive in their entry rules, getting a degree is no cakewalk.

Teaching. One of the important reasons why students who have failed elsewhere succeed in junior colleges is the close contact between students and faculty. On the whole, classes are smaller. The big impersonal lecture courses of many universities, with teachers addressing hundreds, even thousands of students through microphones, is almost unknown at two-year colleges. Furthermore, each faculty member at a school like Massachusetts Bay has his own office where he is readily available to students who want to drop by. And the faculty is not caught up in the publish-or-perish syndrome of the large universities. "If you get an altogether different kind of faculty member," says President McKenzie, "He's not interested seeking but teaching in research and writing as well. Here at Mass Bay the faculty is selected solely because they're good teachers and have some rapport with young people. For this reason I think you'll find some of the best teaching today in junior colleges."

Teachers agree with him. Arthur Winters, an associate professor at New York's famous vocational junior college, the Fashion Institute of Technology, who was once
sions (including medical technicians), data processing, electronics, textile design, cosmetology, secretarial and merchandising.

The undecided student. Many high school students don't know whether they want to go to college or not. Rather than commit themselves for three years and then drop out if they decide it's not for them, they can go to junior college and see how it works out. If the results are positive, they can transfer to a four-year college. If not, they can at least emerge with an associate degree.

The junior college is not new. An American invention, it first appeared in a private school in the nineteenth century. By 1900, there were eight. One year later, the first public junior college was opened in Joliet, Illinois. Growth remained slow for the next fifty years, and it is only in the last decade that rapid acceleration began. Today there are at least 850.

Although all these two-year institutions are classified as junior colleges and grant "associate" rather than baccalaureate degrees, the public often confuses them with community colleges; the two terms are often used interchangeably. Whatever the name, they all fall into three categories—a far smaller number—those private, public and speciality (which may be either public or private).

The private ones may be residential or not, coeducational or not. Speciality schools—such as those junior colleges which were set up originally to serve specific professions or occupations. In this category are agricultural and technical schools. The Fashion Institute of Technology, Milwaukee's Institute of Technology, and various agricultural and technical schools. Most of these, however, are fast becoming more general in nature, and in addition to the usual liberal arts and sciences program, a range of vocational courses from shorthand and physical therapy to management engineering.

The largest group by far, and moment it opened its doors, there was no doubt about its success. In its first year the school attracted 419 students. Many more were soon clamoring to get in, but there was no room. The college looked for larger quarters. It found them in the unused Raytheon plant. But this too was rapidly outgrown. Today thousands of students are being turned away because present facilities cannot accommodate them.

By now, of course, the state has been willing to put up the community college, and in the case of Massachusetts Bay has set aside $30,000,000 to build a new school. In five years, when this is completed, it will have an enrollment of 7,500 students, almost six times the present number. Meanwhile, Massachusetts Bay has already opened eleven other community colleges and has plans for even more.

President McKenzie, like other educators, believes that the junior college must resist the temptation to "upgrade" itself in a four-year college, and that it can meet many of the pressing needs of the community which four-year colleges cannot. "When we cannot remain aloof from the people around us," he insists.

To this end, he runs his school on a round-the-clock, round-the-
calendar basis—for both young people and adults. When he learned, for example, that the area had an acute nursing shortage, he immediately arranged for community colleges to train nurses, affiliating the program with leading Boston hospitals. Moreover, since the school is close to the nation's greatest concentration of electronic firms (along route 128), Massachusetts Bay has also set up a number of courses to train technicians for this industry. The whole curriculum, in fact, has grown so that it includes, in addition to the usual liberal arts and sciences program, a range of vocational courses from shorthand and physical therapy to management engineering.

None of this curriculum is pur-
Specialty schools—a far smaller number—are those junior colleges which were set up originally to serve specific professions or occupations. In this category are New York's Fashion Institute of Technology, Milwaukee's Institute of Technology, and various agricultural and technical schools. Most of these, however, are fast becoming comprehensive, with much broader curriculums in the liberal arts and sciences. Together, the private and specialty schools comprise about fifteen percent of the total of junior colleges.

The largest group by far, and the fastest-growing, are the public ones, which constitute the other eighty-five percent. Most states are planning eventually to have one within driving distance of every built-up area. Already every state has at least one such school where students have a choice of pursuing vocational, technical, or liberal arts courses.

The Massachusetts story may be considered typical. Eight years ago, this state had no community colleges at all. The president of Dallas' community colleges earns $35,000 a year and is the highest-paid public official in the county.

Training and jobs. Perhaps the most important function of junior colleges is in vocational training, in some cases in specialty schools, like Dean Marion K. Brandriss of the Fashion Institute of Technology, believes that two-year colleges should not be expected to turn out graduates who need no further training. "They are not taught to do an excavation or a job in an isolated manner," he says. "They are taught to think and to work as part of a team." When a team is formed, it may consist of people who have different backgrounds and skills. The team leader must be able to direct and motivate the group, as well as to coordinate their efforts. The team must also be able to adapt to changes in the environment, as well as to solve problems that arise.

Accordingly, in 1961, state educational officials asked John F. McKenzie, a Harvard graduate and ex-dean of Boston University, to start a community college—Massachusetts Bay. Since the need for this kind of school, however, was not new, the state did not give its maximum support. The start was therefore tentative. An abandoned Boston University building in a poor section of the city was made available, and both students and teachers rolled up their sleeves and literally moved in furniture and books. From the

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