TERMINAL EDUCATION IN THE JUNIOR COLLEGES OF KANSAS

by

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INTRODUCTION

The Problem

The growth of the junior college movement has been recognized as one of the most pretentious in our educational history. In 1915, there were 19 public and 55 private junior colleges in the United States with an enrollment of 2,363 students. The junior college enrollment in the United States had reached, by 1948, a total of 446,734 students in 328 private and 324 public junior colleges. All but 88 of these 652 junior colleges were accredited by one or more of the official accrediting agencies. Although 51 per cent of the junior colleges listed in 1948 were private junior colleges, the public junior colleges had 75 per cent of the students enrolled.[1]

The change of emphasis from a preparatory to a terminal function in the American junior colleges has been the primary purpose of this report. Several surveys have been made concerning the terminal function. One author used the term "finishing school".[2] The study by Knox of Missouri junior colleges indicated that 8 out of 10 students dropped out of junior college before graduating.[3] The study revealed the inadequate offering as follows:

> While these courses are terminal in nature and content, there is still inadequate provision of courses in

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1 Jesse Bogue, American Junior Colleges, p. 10.
2 Gladys S. Matthew, Texas Outlook, 14:33-34, May, 1930.
3 William F. Knox, Peabody Journal of Education, 14: 251-259, March, 1937.

> sociology, economics, current American problems, and international relations, planned to develop social intelligence. Modern literature receives scant attention; there is a scarcity of offerings in fields of music and art. There is little evidence that the junior colleges are providing training for better home membership and no evidence. . . (of) any serious attempt to prepare young men and young women for an effective participation in adult life as consumers. Does the junior college dare not to shift emphasis from the traditional preparatory courses to needed terminal courses?[4]

The writer's primary objective has been to determine, by review of literature, questionnaires, junior college enrollment trends, curricular offerings, and survey of catalogues, the extent to which Kansas junior colleges have met this terminal function.

Purpose of Study

In this report, it was the writer's purpose to study Kansas public and private junior colleges from the following viewpoints: (1) the number of students who were enrolled; (2) the number of students who continued their education beyond junior college; (3) the number of students who did not continue beyond the freshman year; (4) the number of students enrolled as special students or adults; (5) the number of students enrolled in course offerings listed as preparatory and semiprofessional or terminal; and (6) the number of students who completed requirements for the elementary teachers' certificate.

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4 Knox, Loc. cit.

Table 1. Distribution of enrollments in Kansas junior colleges from 1941 to 1950.

Date	Freshman	Sophomore	Others	Total	Number of schools
1941	3437	1982	617	6036	22
1942	2870	1588	698	5156	22
1943	2536	996	606	4138	21
1944	1097	384	1246	2727	20
1945	1476	482	977	2874	20
1946	1848	502	635	3131	21
1947	3930	968	847	5745	21
1948	3374	1937	770	6113	22
1949	2891	1756	745	5392	22
1950	2574	1677	1225	5407	22

PROCEDURE

A questionnaire was used in securing part of the data for this report. The deans of Kansas junior colleges were contacted by letter requesting that information on the questionnaire be returned in an enclosed stamped self-addressed envelope. Ten public junior colleges and six private junior colleges cooperated in the questionnaire study. Four public and two private junior colleges failed to cooperate. Printed materials in the form of catalogues, books, directories,

and bulletins were also used in gathering necessary information.

Definition of Terms

The following terms were used in writing this report:

Public Junior Colleges. These junior colleges are supported by taxation and controlled by boards of education from municipal, county, or in connection with high schools. In some instances, they are part of a college or university. (This is the definition most commonly found in catalogues or bulletins of public junior colleges).

Private Junior Colleges. These junior colleges are supported by a denomination, religious order, or church with a self-perpetuating board of trustees, either all or part elected from the group in control. In some instances, this board is subject to a commission, general board, or supervisory group from denominational headquarters. (This information is given in the catalogues or bulletins, usually published each year).

Preparatory. This term is used to denote curricula offered in preparation for senior college or university.[5]

Semiprofessional. This is a term used in describing curricula taught as subject matter without instruction as to methods of presentation, ordinarily requiring a course

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5 Carter V. Good, Dictionary of Education, p. 179.

of training approximately two years in length.[6]

Terminal. This term is used to distinguish between curricula offerings which are usually completed in one or two years of training for students who cannot continue their formal education beyond junior college.[7]

The Junior College Journal. This is the official organ of the American Association of Junior Colleges. This journal is published monthly, September to May, inclusive.

The Directory. This is a publication of the Junior College Journal as the annual January number until 1952 when a change was ordered by the board of directors at the 1951 annual convention. Since 1952, the Directory is printed as a separate publication.

American Junior College. This is a publication of the American Association of Junior Colleges by the executive secretary. Information for this report was taken from the 1948 edition. This publication was to be compiled and distributed approximately every two years. However, the 1950 edition was not available for this report. An order was placed in January of 1952 but was unavailable and the writer was advised that it would be late in the year before the publication would be off the press for circulation.

Catalogue or Bulletin. These are terms used to denote annual or biannual publications from each junior college as

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6 Ibid., p. 367.
7 Ibid., p. 179.

to the organization, policy, admittance and graduation requirements, curricula offered, fees, faculty personnel, and students registered the previous year.

Vocational Education. This is a program to assist students to develop successfully in the vocations served.[8]

Adult Education. Any purposeful effort, not a major pursuit toward self development without legal compulsion is adult education.[9]

Materials Used

From the Annual Junior College Directory for each year, 1941 to 1950, the number of sophomores and freshmen have been noted and recorded in Table 1. In Tables 2 and 3, comparison of private and public junior colleges has been made. Notation was made as to which of the junior colleges, either private or public, had the larger percent of freshmen returning. From the Directory each year, the number of special or adult matriculants was recorded as were others in attendance. A comparison of regular students and those registered for part time as special students or adults was made.

The date of organization and the source of control for the junior colleges in Kansas were tabulated in Table 4 of this report. The same table also presents the total number graduated since organization and, in some cases, the total

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8 Walter S. Monroe, Encyclopedia of Educational Research, p. 584.

9 Ibid., p. 23.

matriculants since organization.

Table 2. Distribution of enrollments in Kansas private junior colleges from 1941 to 1950.

Date	Freshman	Sophomore	Others	Total	Number of schools
1941	398	198	246	842	8
1942	277	180	229	686	8
1943	310	119	73	502	8
1944	302	103	92	397	7
1945	263	119	223	605	7
1946	280	107	217	641	7
1947	414	171	338	893	7
1948	535	304	207	1073	8
1949	610	396	237	1143	8
1950	460	358	296	1082	8

From the American Junior College, published in 1948, Table 7 was made, giving the enrollments for 1946 and 1947. This table also lists the number of students in the various preparatory courses according to each junior college listed. The offerings in terminal or semiprofessional curricula for the junior colleges of Kansas are listed in Table 8. A comparison of course offerings as to preparatory or terminal was made showing those which are more in demand.

Table 3. Distribution of enrollments in Kansas public junior colleges from 1941 to 1950.

Date	Freshman	Sophomore	Others	Total	Number of schools
1941	3039	1784	371	5194	14
1942	2593	1408	469	4410	14
1943	2226	877	533	3636	13
1944	895	281	1154	2330	13
1945	1213	363	754	2269	13
1946	1528	395	418	2490	14
1947	3516	797	509	4852	14
1948	2839	1633	563	5040	14
1949	2381	1360	508	4249	14
1950	2114	1319	929	4325	14

The catalogues from the fourteen public and eight private junior colleges have been studied as to curricula offered and the number of students enrolled for each year. These catalogues gave the history of the college, graduating requirements, admission policies, course descriptions, faculty qualifications, and indicated whether operated as public or private schools.

RELATED STUDIES

Junior college groups and leaders in various areas of the United States have published materials dealing with ter-

minal education. Some of the more important related literature in the field has been used in this report. The librarians of the University of Texas, the University of California, the University of Colorado, the University of Southern California, and the University of Kansas were cooperative in lending terminal education loan packages for use in connection with this problem.

The study made by Bogue of ten New England junior colleges in 1940 as reported to the Tenth Annual Meeting of the American Association of Junior Colleges indicated a real need for terminal courses.

> The private junior colleges of New England offer a wide variety of curricula. Some junior colleges are almost exclusively terminal in nature; others specialize in one or two fields, such as business or homemaking. An unstandardized follow-up of graduates of ten New England colleges over a period, 1932-1939, showed that, of 3,105 cases, 1,607 students continued their education, while 1,489 students did not transfer.[10]

The junior college had a great opportunity in the State of Utah according to a report by Millikin:

> It can popularize the "cultural" in college work by bringing the college closer to the people, and the field of semiprofessional work is hardly touched as yet. Questionnaires checked by 5,588 parents of high school graduates revealed a very definite desire for junior colleges. Of further interest is the tabulation of replies as to the type of course which the parents would be interested in having the junior college offer. Business and commerce ranked first, followed by college preparatory, home economics, elemen-

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10 Jesse P. Bogue, "Graduates of New England Junior Colleges", Junior College Journal, 10:580-581, May, 1940.

tary engineering, mechanical, agriculture, normal, music, art, and other courses.[11]

A summary of reasons for adoption of the 6 - 4 - 4 plan at Meridian, Mississippi, was given by McCaskill in a bulletin from Secondary School Principals.

> In both preparatory and terminal education an attempt is made to build an integrated four-year program. Terminal courses offered include home-making, stenography, salesmanship, bookkeeping, accounting, commercial art, design, drafting, music, journalism, and recreational work. Others will be added as needs appear and facilities permit.[12]

In the October, 1950, issue of the Junior College Journal, a new curricula was mentioned for the junior colleges of Connecticut. The following terminal courses were offered: business, engineering, medical secretary, and dental secretary. The report of the Citizens Committee in Kansas City, Missouri, and of a committee of educators in making a survey of St. Louis, Missouri, was reported by Carpenter.

> Both committees agree on the obligation of the municipality to extend junior college education to all high school graduates; both emphasize the need of offering a greater amount of work of terminal or semi-professional character in such fields as secretarial training, library clerical work, drafting, agriculture, aeronautics, and the like, as well as of offering terminal cultural courses; both stress the importance of planning vocational and general education as two phases of one educational program, each complementing, not supplementing the other; and both suggest plans of organization.[13]

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11 Bruce E. Millikin, "Need of Public Junior Colleges in Utah", Junior College Journal, 1:344-356, March, 1931.

12 J. L. McCaskill, "Problems in Evolving a Junior College Curriculum to Meet Community Needs", Proceedings of the Department of Secondary School Principals, Bulletin No. 81, pp. 143-147, March, 1939.

13 W. W. Carpenter, "A Tale of Two Cities", Junior College Journal, 10:257-259, January, 1940.

Four challenges were suggested by MacKay in reporting the two-fold purpose of the educational program of the state of New Mexico.

> (1) It must be recognized by the profession, by leaders, and the citizens of the state. (2) It must formulate a curriculum which will furnish for some students the general social and vocational program desired, for others a preparatory program. Temporarily at least, the junior college must continue to offer training courses for rural teachers. (3) It must give the state, and in particular the locality, a type of service peculiar to its cultural, recreational, and employment needs. (4) It must assist with adult education.[14]

Following a historical sketch of the growth of the junior college movement in Missouri, Coursault suggested three important functions of the junior college. The first and third of these functions should, eventually, coincide.

> (1) To give terminal curricula of the general cultural type; (2) to give terminal curricula for special callings for which adequate training can be given in two years; and (3) to prepare students for advanced work.[15]

In a discussion of junior colleges, the President of Columbia University, Nicholas Murray Butler, said:

> These institutions are doing a service of the highest importance. Doubtless, a large majority of their graduates will not wish to go forward to a university career, but they will have received a sound training up to 18 or 19 years of age, and they will be ready to enter upon a lifework of usefulness and competent service to society.[16]

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14 Donald William MacKay, "Four Challenges of the Junior College", Junior College Journal, 5:342-345, April, 1935.

15 J. H. Coursault, "Junior Colleges in Missouri", Junior College Journal, 1:471-478, May, 1931.

16 Nicholas Murray Butler, "The Junior College", Report of Columbia University for 1940, Columbia University Bulletin of Information, December 21, 1940, pp. 26-28.

In discussing the papers concerning junior colleges which were presented at the Junior College Conference in November, 1926, Seashore declared:

> If we are to educate for democracy, we must reach down and give a shorter education than that of college, one which is fitted to the actual needs of the second tier of educated people in America, the small merchants, the farmers. . .the crafts and tradesmen, and all their wives. . .But the idea that the junior college shall be merely a feeder for the senior college or the professions, I think, stands in the way of the best interests of education for democracy.[17]

Ricciardi cited the following as evidence of the need for terminal courses:

> ...not more than 50 per cent of the high school graduates have the credits required to enter higher educational institutions.

He also stressed the importance of wise guidance in building adequate terminal courses.[18]

The problem of terminal education was designated by Harbeson as "most significant and most difficult in the junior college today." He stated that, "The junior college is satisfying one-fourth to one-third of the present enrollment of the college preparatory group." He also said, "The terminal group consists of 70 to 75 per cent of the enrollment which resents need for a different type of education." His closing statement was: "This need cannot be met short of junior college for

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17 Carl E. Seashore, "The Junior College", Problems in Education: Western Reserve University Centennial Conference, pp. 60-61.

18 Nicholas Ricciardi, "The Need for Terminal Courses in the Junior College", California Quarterly of Secondary Education, 3:145-154, January, 1928.

the terminal student."[19]

Nine recommendations, made to guide the faculty of Chanute Junior College in setting up terminal courses, were formulated after a study of non-academic courses and curricula actually being offered in other junior colleges. These recommendations were formulated by Bass and published in 1940.[20] A study by Wellemeyer and Walker showed a tremendous interest by students in vocational or terminal courses in the public junior colleges of Kansas.

> The students themselves show an immediate interest in completion courses. . . Our curriculum study shows an undeniable trend toward a more liberal attitude in the development of new courses. . . The terminal function will become, in all probability, one of the most important features in the development of the junior college curriculum in the next decade.[21]

In discussing the generally recognized functions of the junior college, with special commendation of the terminal, citizenship and vocational function, Allen reported of New York freshmen:

> The failure of 54.2 per cent of the freshmen entering liberal arts colleges of New York State to receive degrees, the failure of a large number of high school graduates to enter any college, and the overcrowding of postgraduate classes and emergency collegiate centers further point the need for establishing junior colleges with two-year terminal curricula.[22]

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19 John W. Harbeson, "Meeting the Needs of Terminal Students at the Junior College Level", School Review, 49:577-587, October, 1940.

20 W. W. Bass, "Non-academic Courses and Curricula", Junior College Journal, 10:429-433, April, 1940.

21 J. E. Wellemeyer and Earl Walker, The Public Junior College in Kansas, 21-22.

22 John S. Allen, "Functions of the Junior College", New York State Education, 25:201-203, 256, December, 1937.

The trend of more students in attendance at junior colleges with the same attitude being present now as in 1940 was expressed by Hollinshead from his visit of over fifty junior colleges in twenty-four states.

> With a vastly enlarged school and college population preparing for a vastly more complicated economy. . . the needs for most students would seem to be general education closely integrated to the life experiences of the student, and an occupational training to train for a semiprofessional job.[23]

The question was answered in the affirmative, asserting that the needs of youth cannot wait for important educational organization, by Sorensen and Moe who maintained that:

> The greater emphasis should probably be placed on the terminal courses which will be taken by those students who are completing their formal education in the junior college.[24]

An editorial which considered the need for occupational life among youth between the ages of 18 and 24 as one outstanding demand upon the educational forces of the country was written by Davis.

> Junior college administrators must meet the challenge to break away from the limitations of traditional academic ideals, to make scientific studies of the needs and opportunities of youth, and to offer such terminal courses as experiment justifies.[25]

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23 Byron S. Hollinshead, Junior College Terminal Education, A report submitted to the General Education Board of New York, June, 1940.

24 R. R. Sorensen and Floyd B. Moe, "Should Junior Colleges Be Encouraged to Develop in Minnesota Under Our Present Plan of Educational Organization?", Minnesota Journal of Education, 19:34203, April, 1939.

25 Jesse B. Davis, "A Challenge to the Public Junior College," Junior College Journal, 7:225-226, February, 1937.

One solution for the problem of unemployed youth was that of caring for them in junior colleges. According to Bells, this seemed advisable since:

> The junior college comes closer to meeting the real needs than any other alternative that is open. . . and comes nearer to preparing them (students) to take their places later in the economic life of the community if they have the opportunity to select from a variety of the so-called semiprofessional courses. . The junior college also comes closer to preparing young people to take their places in the political and social life of the future if they have the opportunity to profit by broad courses in social citizenship rather than depending upon the extreme specialization necessary in our universities.[26]

Inappropriate curricular choices by approximately 25 per cent of junior college graduating classes in Mississippi public junior colleges was held to be a matter of no minor import by Walker.

> In January, 1934, 1,992 students in Mississippi public junior colleges were asked whether they planned to continue their studies after being graduated from the junior college. Fifty-six per cent so planned. A check one year later on 534 sophomores who had indicated that they expected to go on showed that only 300 actually did so. Such facts are held to indicate vividly the necessity of careful guidance of students at the time they select the curricula they will study.[27]

Hill noted that the University of California accepts this view, observing that it was essential to offer completion courses of many kinds for the 70 per cent of the students en-

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26 Walter Crosby Bells, "The Junior College and the Youth Problem," Madelpian Review, 15:9-13, November, 1935.

27 Kirby P. Walker, "A Check on Student Expectations," Junior College Journal, 6:345-346, April, 1936.

rolled who do not go on for additional formal training.[28]

The junior college is a salvaging institute. According to Bells,

> The junior college is a salvaging institute. In states where unrecommended high school graduates cannot enter the university, it gives another chance to the bright student academically who may have been slumbering.[29]

The university has been for mature men and women, while the junior college was chiefly concerned with the student as a developing individual. Bells cited the attitude of Dr. W. L. Smith, President of Washington and Lee University, who said:

> What the American freshman usually gets during the critical and formative first year of campus life is: (1) individual indifference, neglect and contempt; (2) organized enmity, tyranny and cruelty; (3) the poorest, least trained and cheapest teachers; (4) the most crowded classes and laboratories and the least individual attention and guidance; and (5) the most rigid and wholesome discipline and dismissal by faculty officers.[30]

The picture painted by Smith was very black and, surely, the situation has been not as crucial as pictured. However, it would seem quite probable that the junior college was in a better position to give individual attention; therefore, the need for more terminal courses in the junior college has been imperative. Three areas to be covered in a terminal program, according to Dotson, were: general education, vocational education, and community service.[31] Reasons cited for the

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28 Merton E. Hill, "Junior College Developments in California", Junior College Journal, 6:333-338, April, 1936.
29 Walter Crosby Bells, The Junior College, p.
30 Ibid., p.
31 George E. Dotson, The Terminal Education Program in the Junior College, p. 4.

latter were:

> If junior colleges are to become colleges of the community in the real sense, they must take a more receptive attitude toward the various implications involved. They cannot continue to maintain an aloof and superior attitude toward what is commonly known throughout the country as adult education. Many prefer to leave this area to others in much the same manner as the traditionalists have chosen to avoid the responsibilities and obligations of terminal education-- and for much the same reasons.[32]

According to Conant, there is a need for more two-year institutions to help equalize the opportunity for higher education:

> ...To meet the growing demands for increased equality of educational opportunity at the collegiate level, I suggest that we need a very considerable increase in the number of two-year community colleges so that advance education may be widely available throughout the nation....
>
> The community college should be the center for adult education. We Americans pride ourselves on the flexibility of our social and economic life. Yet, individuals may get stuck in unsuitable jobs. We must provide some training opportunities for people who may not have picked the right educational channel in earlier life... Unless we are equipped locally to handle youth training programs, we may well have to repeat the experince of the Nineteen Thirties....[33]

TERMINAL EDUCATION IN THE JUNIOR COLLEGES OF KANSAS

Philosophy

In addressing the graduating class of Central College on June 2, 1952 at McPherson, Kansas the speaker, Dr. Russell Cooper

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32 Loc. Cit.
33 James B. Conant, Our College System: A Re-evaluation. From the New York Times, June 4, 1950.

said,"Young people, you are to be congratulated because in your age group only one in ten reaches this achievement."[34]

In the spring of 1936, Wilson made the following suggestions regarding terminal education in Kansas:

> The fact that in Kansas only one junior college graduate in four receives higher education demonstrates the need for a greater offering of orientation and terminal courses. The increase from 14 to 17 per cent in vocational offerings over a period of 10 years is so slight that the need for further development is obvious.[35]

In giving attention to the philosophy of the junior college, a review of its functions is in order. These functions have been listed by Whitney:

> 1. Popularizing function. To give the advantage of college education of a general nature to high school graduates who could not otherwise secure it for geographical or economic reasons; and to give similar benefits to mature residents of the community.
>
> 2. Preparatory function. To give two years of work locally, equivalent to that given in the freshman and sophomore years of standard universities, which will adequately prepare students for upper division specialization in the university.
>
> 3. Terminal function. To give specific preparation by vocational courses for specific occupations on the semiprofessional level, qualifying students who finish them for immediate place in a definite life occupation.
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> 4. Guidance function. This assumes a scientific interest in the individual traits and ability and the personal welfare of young students, in training them to think, in organizing their studies effectively, in

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34 Russell Cooper, Dean of the Division of Arts and Sciences, University of Minnesota, Minneapolis, Minnesota.

35. Karl M. Wilson, "Vocational Objectives in the Junior College", Junior College Journal, 6:358-359, April, 1936.

> supervising their teaching, and in making the college experience of each profitable to him to an optimum degree.[36]

These four functions have been emphasized by Eells who for many years served as executive secretary of the American Association of Junior Colleges.[37] While in this position, Eells prepared three monographs. These monographs were prepared with the help of several junior college administrators interested in the terminal function of the junior college. His study was under the direction of the Commission on Terminal Education of the American Association of Junior Colleges. (The members of this commission are listed in the Appendix).

Terminal education is an attempt to provide qualified individuals in the various vocations. One of the fields of terminal education in Kansas is elementary school teaching. Courses for elementary teachers are found in nearly all Kansas junior colleges. In 1951, there were 118 graduated with 60-hour elementary certificates from sixteen Kansas junior colleges.

A study by Mangum made in 1928 in which he examined 101 junior colleges in 24 states cited that 72 of them listed teacher training courses:

> That these teacher training courses represent a serious attempt on the part of the junior college to provide real professional training is evident from the fact that 35 different education courses

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36 F. L. Whitney, The Junior College in America, p. 46.
37 Walter Crosby Eells, The Junior College, p. 191.

> were listed by all 72 schools as a part of teacher training curriculum. In one year, 38 junior colleges of Texas furnished 1000 teachers for Texas schools.[38]

From a survey made by authorities of vocational education, Bennett estimated that approximately 190,000 are entering these occupations each year, but only a small per cent received their training in junior colleges. Bennett reported as follows:

> On a detailed analysis of occupations by states, it is estimated that to supply the need in 28 semiprofessions which were studied, 190,000 new recruits would be required annually, and to maintain such a number of graduates would require an enrollment of 471,000 students.[39]

One of the outstanding studies of terminal education was made at San Francisco Junior College. The co-ordinator for this study was Phebe Ward who made the following comment on the nature of terminal education:

> What is the junior college to do for such students in terms of the specific nature of education which they should develop? Here, there are two main areas which seem essential in order to meet the needs of the terminal student....namely, training him for an occupation and educating him for personal adequacy.[40]

Education for personal development of the student should be the goal of all educational institutions. It would seem that any terminal program should seek to develop these personal qualities: (1) ability to think critically; (2) ability

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38 W. A. Mangum, Teacher Training in the Junior College, p. 203.

39 G. V. Bennett, Vocational Education on the Junior College Level, p. 134.

40 Phebe Ward, Terminal Education in the Junior College, p. 17.

to express ideas; (3) ability to appreciate aesthetic values; (4) social adaptability; (5) a philosophy of life; and (6) worthy use of leisure time.

In an address to the Graduate Division of the Kansas State Teachers' College at Pittsburg, Kansas, Reynolds reviewed four general conditions in solving the problem of terminal education:

> (1) It must be free---both as to tuition and curriculum development. No junior college can justify rigid, inflexible college entrance requirements of the traditional type. (2) It must contribute to the occupational competency of youth. (3) It must be conducted in such a manner as to merit community-wide cooperation. (4) Its vocational courses must be organized in accordance with a thorough and comprehensive survey of the employment possibilities in the area served.[41]

The Program

The two-year dietetics program as outlined by Hodden is a good example of terminal education.

> The graduates of the two-year dietetics training program in technical institutes and junior colleges fill vital roles in the hospitals and various food services in certain sections of the United States. These graduates do not replace the professional trained dietition but are able to relieve them of some of the more time-consuming routine tasks. It is recognized that the program in both the junior college and the institute has two well defined objectives. These are:
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> 1. Terminal education for many graduates who cannot for various reasons complete a four year curriculum.

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[41] J. W. Reynolds, "The Junior College and Industrial Education", Industrial Education Magazine, 41:230-236, November, 1939.

2. Two years of transferable credit for those who eventually will complete a regular 4-year curriculum.[42]

Information secured from the questionnaires indicated that commerce or business education courses which were terminal in nature are greatly in demand. Some of these courses were of varied length and enabled a person to become gainfully employed. In answering the questionnaire sent to Dodge City Junior College, Dean Crawford said, "We cannot furnish secretarial and office personnel fast enough." In the city of McPherson with one senior college and one junior colleges, these schools were called repeatedly during the year for this type of help by business houses, professional offices, and the employment agency.

Industrial arts, farm shop, welding, woodwork, and other courses of this nature have been provided in nearly every junior college in Kansas. This was especially true of most municipal junior colleges. Central College in McPherson constructed a building in 1947 which houses over forty thousand dollars worth of industrial arts equipment.

From our survey, mention was made by several junior colleges of courses in designing, home economics, family life, religious education, photography, and pre-nursing. These courses have been the goal for curricula as a terminal func-

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42 Ann L. Hodden, The Two Year Dietetics Training Program in the Technical Institutes and Junior Colleges, p. 51.

tion in the thinking of Kansas junior college administrators. Enrollment in semiprofessional or terminal curricula have been listed in Tables 8, 9, and 10.

America must be interested in the "Last Chance" curriculum as suggested by Stoddard:

> Beyond secondary education lies a new curriculum which is not the same as the first two years of college, nor is it the manual work of the trade school. The terminal program of the junior college illustrates the trend.....
>
> I should estimate that three-fourths of all American youth, given a rich elementary and secondary schooling, could profit by one or two additional years of formal education. Hence, the problem of general tertiary education is to take a new hold on knowledge --to enlist the enthusiasm of youth in clarifying certain principles and habits that will be good over the years.[43]

Enrollment

The average enrollment per year for Kansas junior colleges over the 10 year period, 1941 to 1950, was 4,672 in both public and private schools (Table 1). According to Table 4, only 53 per cent of the Kansas junior college graduates reported in 1945-1946 continued their formal education. Since the organization of junior colleges in Kansas, 51 per cent of graduates continued formal education up to 1945-1946. Information from the reporting junior colleges of Kansas indicated that only 20 per cent of matriculants graduated from

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43 George D. Stoddard, Tertiary Education, p. 36.

junior colleges. This information reveals that up to the school year 1946-1947 only one out of five who enrolled in Kansas junior colleges completed graduation.

Ratio of First Year Students to the Total Enrollment. Dodge City Junior College reported that for the three-year period, 1950-1952, only 40 per cent of the freshman classes returned for the sophomore year. In 1950, according to Table 5, 53 per cent of the freshmen returned as sophomores in the public junior colleges of Kansas. The highest percentage of returning freshmen were at Coffeyville Junior College with 70 per cent, while Independence Junior College was low with 23 per cent of freshmen returning.

In 1950, in the private junior colleges of Kansas, 57 per cent of the freshmen returned as sophomores. St. Johns of Winfield was high with 82 per cent while Sacred Heart of Wichita was low with 31 per cent of freshmen returning.

In 1951, as shown in Table 6, 56 per cent of all freshmen returned as sophomores in Kansas public junior colleges. Independence Junior College was high with 75 per cent and Dodge City Junior College was low with 40 per cent of freshmen returning.

In private schools in 1951, 50 per cent of the freshmen returned as sophomores with Ursuline Junior College of Paola high with 100 per cent and Central Junior College of McPherson low with 31 per cent.

Table 5 shows that 1,359 freshmen did not return to

Table 4. Report of graduates, matriculants, and continuing sophomores through 1945-46.

School	Graduated 1945-46	Continued in 4-year college	Total graduated since organization	Continued formal education	Date organized	Total matriculants
Arkansas City	58				1922	5454
Chanute	19	13	483	175	1936	
Coffeyville	28				1923	9965
Dodge City	43	24	417		1935	2043
Eldorado	31	18	976	400	1927	
Ft. Scott	20				1919	
Garden City	1	1	566	234	1919	
Highland	7	3	240	91	1920	
Hutchinson	46	20	1337	900	1928	
Independence	15	8	888	352	1925	4839
Kansas City	171		1738		1923	
Parsons	32	14	1416		1923	
Pratt	6	6	149		1938	
Central	19		537		1914	
Hesston	5		235		1915	875
Sacred Heart	14		286		1945	1028
St. Johns	67		695	450	1922	1810
Ursuline	12		250	125	1924	2000
Total	594	107	5345	2727		

Table 5. Enrollment in 1950 with per cent who returned the second year and per cent who continued their education in state or private schools.

School	Freshman	Sophomore	% Freshmen returning	% Sophomores who go to senior college	% Sophomores who go to state schools	% Sophomores who go to private schools
Arkansas City	140	74	58	58	42	16
Chanute*						
Coffeyville	278	127	70	32	31	1
Dodge City	187	57	49	50	48	2
Eldorado	169	43	38			
Ft. Scott	167	101	62			
Garden City*						
Highland*						
Hutchinson	301	169	48	36	35	
Independence	203	86	23			
Iola	1	44	85	34		
Kansas City	166	91	46			
Parsons*						
Pratt*						
Central	56	32	48	32	2	30
Friends Bible	24	15	60	20	5	15
St. Johns	148	122	82	36	2	34
Sacred Heart	49	11	31	80	12	68
Ursuline	30	19	70	23	5	18
Miltonvale	20	11	50	30	10	20
Hesston*						
St. Joseph*						

* No report made. Blanks represent failure to include necessary information.

junior colleges in the state of Kansas in 1950 and that 1,133 freshmen did not return in 1951 (Table 6). This meant that approximately one out of every two who enrolled as freshmen failed to continue in Kansas junior colleges in 1950-1951.

Ratio of Total Enrollment to Those Who Continue Beyond Junior College. In 1950, 43 per cent of the sophomores continued their education from public junior colleges of Kansas to universities and state schools (Table 5). Only 7 per cent of the graduates from private colleges continued their training in universities or state senior colleges.

Sophomores, in 1951, going on from Kansas junior colleges to universities or senior colleges were 38.5 per cent. Eldorado Junior College was high with 48 per cent and Arkansas City Junior College was low with 34 per cent of sophomores continuing formal education in state schools (Table 6). Arkansas City Junior College was the highest of the public junior colleges for sophomores going on to private senior colleges. Arkansas City Junior College reported 10 per cent while the average for all public junior colleges was 4 per cent.

Sophomores, in 1951, going on to universities or senior colleges from private junior colleges were 38 per cent. Ursuline, as the highest, reported 53 per cent and Friends Bible College at Haviland was low with 20 per cent of sophomores continuing formal education. Only 3 per cent of private junior college sophomores continued on to universities or

state schools with Miltonvale Wesleyan College high at 5 per cent.

By studying the percentage of sophomores who did not go on to universities or senior colleges in 1950 (Table 5) and by referring to Table 1, it would seem that 1,019 students did not continue formal education from Kansas junior colleges in 1950.

Analysis of Enrollments in Terminal Education by Curricula and Courses. As shown in Table 7, courses listed as preparatory in order of preference are: liberal arts, engineering, commerce, ministerial, education, nursing, home economics, medical, legal, dental, and agriculture. For the same period, curricula listings in the terminal area, as shown in Table 8, according to preference, are: commerce (general), secretarial, elementary education, home economics, engineering, woodwork, journalism, agriculture, advertising, art, industrial arts, aviation, salesmanship, and general education.

In Table 9, courses listed in order of preference as terminal or semiprofessional are: general education, elementary education (60-hour certificate), commercial, industrial arts, pre-nursing, farm shop, designing, art, religious education, printing, family life, medical technology, auto mechanics, and radio. All but three reporting schools have graduates in elementary education, education, commerce, and industrial arts. In several schools, up to 40 per cent of the graduating class entered elementary teaching.

Table 6. Enrollment in 1951 with per cent who returned the second year and per cent who continued their education in state or private schools.

School	Freshman	Sophomore	% Freshmen returning	% Sophomores who go to senior college	% Sophomores who go to state schools	% Sophomores who go to private schools
Arkansas City	100	82	45	34	24	10
Chanute*						
Coffeyville	225	189	64			
Dodge City	114	58	40	34	33	1
Eldorado	120	47	50	48	44	4
Ft. Scott	99	92				
Garden City*						
Highland*						
Hutchinson	347	148	50	35	33	2
Independence	120	90	75			
Iola	96	99	76	14		
Kansas City	291	149	50			
Parsons*						
Pratt*						
Central	61	22	31	48	1	47
Friends Bible	27	15	45	20	5	15
St. Johns	173	148	87	42	3	39
Sacred Heart	21	19	3[illegible]	43	4	3[illegible]
Ursuline	43	32	100	53	1	52
Miltonvale	27	10	45	20	5	15

* No report made.
Blanks represent failure to include necessary information.

Table 7. Preparatory curricula offered in 1946-1947.

School	Enrollment, 1946-47	Liberal arts	Agriculture	Commerce	Dental	Engineering	Home economics	Legal	Medical	Ministerial	Nursing	Pharmacy	Teaching
Arkansas City	295					53			7				
Chanute	219	28	3	37	1		4	6		1			9
Coffeyville	622	80	2	89	12	205	41	10	9	2	5		18
Dodge City	175	105		15		30	4	4					10
Eldorado	346	128	4	35	5	135	8	4	3	3	10	2	10
Ft. Scott	217	157	2	10	2	8	4	3	2	2	10	1	15
Garden City	108	82	1	10		8		2	2			2	1
Highland	113	27	1	12		13	1	2	9	1		2	10
Hutchinson	501												
Independence	337	50	2	13		75	2	6	3				
Kansas City	980												
Parsons	349												
Pratt	114												
Central	97	25		8	1	5			7	13	1		10
Hesston	76	57							2	12	3		3
Sacred Heart*	101	38		11			6				17		15
St. Johns	250	34		92		5			3	83	23		7
Ursuline	66												
Totals	4,866	811	15	332	21	337	70	37	47	117	70	7	98

* Operated for women only, all others are coeducational schools.
Blank spaces indicate information which was not available.

Table 8. Semiprofessional or terminal curricula offered in 1946-1947.

	General	Aviation	General commercial	Salesmanship	Secretarial	Home ec.	Teaching (elem.)	Woodworking	Architecture	Engineering	Industrial arts	Art	Journalism	Advertising	Agriculture
Arkansas City															
Chanute	30		50		3	4	12	3	1	53	3	1		1	1
Coffeyville		15	45	9	43	12	25	5	5	14		9	15		
Dodge City			10		15	4	10						5		
Eldorado			No report on terminal curricula												
Ft. Scott			No report on terminal curricula												
Garden City			No report on terminal curricula												
Highland					6		8			*					
Hutchinson			No report on terminal curricula												
Independence					6			4	7	3		3	5		
Kansas City			No report on terminal curricula												
Parsons			No report on terminal curricula												
Pratt			No report on terminal curricula												
Central			5				10								
Hesston					*		*								
St. Johns			19		73		7								
Ursuline	*		*		*	*	*					*	*		

* Courses offered but no notation as to number enrolled.
Blank spaces represent courses not offered.

Table 9. Semiprofessional or terminal courses offered and number completed in 1950.

School	Elementary education	Commercial	Industrial arts	Farm shop	Pre-nursing	Designing	Art	Religious education	Printing	Family life	Medical technology	General education	Auto radio
Arkansas City	*	*	*	*									*
Chanute						No report							
Coffeyville	*	*	*	*	*	*	*						
Dodge City	4	*											*
Eldorado	3	6			6								
Ft. Scott	9	5	4		2					2			
Garden City						No report							
Highland						No report							
Hutchinson	*	*	*										*
Independence	*	*	*	*								*	
Iola	*	*	*										*
Kansas City	12	125	15		*	*						*	
Parsons						No report							
Pratt						No report							
Central	24	7	4	3									
Friends Bible									*				
St. Johns	34	14											
Sacred Heart	*	*			*						*	*	
Ursuline	6	4			2		2						
Miltonvale													

* Courses offered without notation of number who finished.
Blank spaces represent failure to offer the courses.

Table 10. Semiprofessional or terminal courses offered and number completed in 1951.

School	Elementary education	Commercial	Industrial arts	Farm shop	Pre-nursing	Designing	Art	Religious education	Printing	Family life	Medical technology	General education	Auto mechanics	Radio
Arkansas City	*	*	*									*		
Chanute						No report								
Coffeyville	*	*	*	*	*	*	*						*	
Dodge City	6	*												
Eldorado	7	7	*		6									
Ft. Scott	9	5	4						2					
Garden City						No report								
Highland						No report								
Hutchinson	*	*												
Independence	*	*	*	*										
Iola						No report								
Kansas City	18	125	15											
Parsons						No report								
Pratt						No report								
Central	4	6	3	2										
Friends Bible								*						
St. Johns	55	12			4									
Sacred Heart	*	*			*					*	*			
Ursuline	19	4			2		2				1			
Miltonvale							2							

* Courses offered without notation of number who finished.
Blank spaces represent courses not offered.
Two private schools, St. Joseph, Hays, Kansas, and Hesston College, Hesston, Kansas, did not return the questionnaire.

The preference for semiprofessional or terminal courses remained the same in 1951 as in 1950 (Table 10). However, in 1951, more junior colleges were graduating teachers in elementary education.

From 1941 to 1950, a period of 10 years, enrollment of special students was 18 per cent of the total enrollment in all Kansas junior colleges. This means that during this period some 5,400 individuals have enrolled in one or more courses either as adults or special part time students in the junior colleges of Kansas.

In Table 1, 58 per cent of the enrollment is freshmen; 24 per cent, sophomores; and 18 per cent special students. In 1944, as shown in Table 1, there were 1,246 special students in Kansas junior colleges while there were only 384 sophomores graduating. In fact, the special students outnumbered the freshmen in 1944. In 1950 there were nearly as many special or adult students as graduating sophomores; in fact, 1,225 special students as compared to 1,677 sophomores.

In comparing the public and private junior colleges in Tables 2 and 3, the private schools have had an average per year of 215.8 special students, while the public junior colleges have had an average enrollment of 570.8 special students per year. This comparison indicated that the public junior colleges were serving more adults than the private junior colleges.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Only 30 per cent of all matriculants continued on to graduation. In 1950, 47 per cent of freshmen from public junior colleges and 43 per cent from private junior colleges failed to continue in school. In 1951, 44 per cent of public and 50 per cent of private junior college freshmen did not enroll as sophomores in Kansas junior colleges.

2. Junior college sophomores who did not continue formal education in 1950 were 51.5 per cent for private junior colleges and 65 per cent for public junior colleges. For the year ending in 1951, 67.5 per cent of public junior college sophomores and 62 per cent of private junior college sophomores did not continue formal training.

3. The average enrollment for private junior colleges was 98.5 and for public junior colleges it was 333 students each year for the ten year period, 1941 to 1950.

4. The private junior college curriculum was constructed around denominational needs, with more courses offered in the field of religious education. In 1950, only 5 per cent of those graduated from private junior colleges continued formal education at state schools. In 1951, only 3 per cent of those graduated from private junior colleges continued in state schools.

5. An average of 838 have enrolled each year as special

students in Kansas junior colleges. Each private junior college had an average of 27 special students each year for the ten year period, 1941 to 1950. The average for public junior colleges for the same period was 36 special students per year.

6. The courses offered as semiprofessional or terminal, according to the number enrolled, were: commerce (general), secretarial, elementary education, home economics, engineering, woodwork, journalism, agriculture, advertising, art, industrial arts, aviation, salesmanship, and general education.

7. The junior colleges operated as public schools had a greater enrollment in semiprofessional or terminal courses than private junior colleges. The public junior colleges had more enrolled in the vocational type courses and had more participation from the community in adult education courses.

8. There are more students enrolled in preparatory courses than in terminal courses in Kansas junior colleges. Private schools have stressed preparatory courses more than terminal courses.

9. Many elementary teachers were prepared by the junior colleges of Kansas. The private junior colleges supplied a greater number from their limited enrollments than did the public junior colleges.

Recommendations

1. The writer would urge a series of workshops for private and public junior college administrators in Kansas. These workshops would afford an opportunity to consider the philosophy and program of junior colleges.

2. A study should be made of the 50 per cent of freshmen who do not continue as sophomores in Kansas junior colleges.

3. There should be a more effective educational guidance program in Kansas junior colleges.

4. Special courses should be offered at Kansas State College on junior college curricula, instruction, and administration.

5. There should be adequate reference material on the subject of terminal education in the library at Kansas State College.

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Garden City Junior College
Highland Junior College

Hutchinson Junior College
Independence Junior College
Iola Junior College
Kansas City Junior College
Parsons Junior College
Pratt Junior College
Central College
Friends Bible College
Sacred Heart College
St. Johns College
St. Joseph College
Miltonvale Wesleyan College
Hesston College
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APPENDIX

SUGGESTED PROCEDURE FOR MAKING THE SURVEY IN THE COMMUNITY[1]

I. BECOME FAMILIAR WITH THE SURVEY FIELD.
   1. Study Available reports of surveys.
      (1) Analyze available reports for suggested survey techniques that are applicable to the local situation.
      (2) Consider surveys made by agencies, states, cities, and vocational divisions of state departments of education.
   2. Consult junior colleges for information.
      (1) Secure information from other junior colleges concerning their surveys and their terminal curricula.
      (2) Confer with instructors who are already training students in similar programs.

II. PLAN THE DETAILED ORGANIZATION OF THE SURVEY.
   1. Decide upon the basic conception of the survey.
      (1) Consider the survey as a technique for developing and maintaining a curriculum, not merely as a preliminary look at the community.
      (2) Think of the survey as a plan for keeping the community contacts organized on a continuous basis making it for the purpose of developing one curriculum at a time --not as a mass of noses in the community.
   2. Select the field in which the survey is to be made.
      (1) Plan to work in the field of one occupation (and allied occupations) for which training is contemplated.
      (2) Include all of the occupations in the local community gradually by means of many surveys.
   3. Set up the purposes of the survey.
      (1) Define the primary purposes of the survey in terms of developing the terminal curriculum including establishing the need and securing the necessary information for organization and development.
      (2) Phrase the secondary purposes in terms of the detailed information required for the development of the curriculum --that is, extent and nature of the need; number of trainees who can be placed annually; specific employers who

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1 Phebe Ward, Terminal Education in the Junior College. New York: Harper and Brothers, 147-152, 1947.

will hire them; job qualification descriptions, and analyses; outline of course content; instructional material to be developed; suggestions for general education; job orders; testing; counseling; selecting; etc.

4. Determine the type, scope, territory, and methods.
   (1) Use the purposes of the survey as the criteria for determining the type, scope, territory, and methods.
   (2) Utilize the type of survey that lends itself best to the local situation in terms of the desired results, remembering that the single curriculum survey of one occupation will achieve more meaningful results than a community wide gathering of statistics. Concentrate upon making useful contacts and gaining pertinent information for training purposes, limiting the contacts to those that the instructor or coordinator can make.
   (3) Limit the territory to the potential placement area even though the constituency may be nation-wide.
   (4) Employ the methods that are most effective in the local situation, featuring personal interviews and group conferences rather than mailed questionnaires. Use checklists as a means of recording interviews, inserting the entries immediately after the interview; and resort to self-administered questionnaires only when the placement area is too widespread for the use of interviews. After the initial interviews, organize an advisory committee (composed of representatives of labor, employers, and community organizations), using as committee members those people who seemed most interested and helpful during the interviews.

5. Organize a plan for the survey procedure.
   (1) Draw up a plan for the survey work, particularly in reference to the field work and to the relationship of the people who are participating in the survey.

III. CARRY OUT THE SURVEY PLANS.

1. Conduct the field work.
   (1) Make the contacts in the community by means of personal interviews, the number depending upon the purposes.
   (2) Hold conference meetings whenever group conferences can be utilized to advantage, especially advisory-committee meetings and occu-

pational -or community-group meetings.

2. Record, summarize, and interpret the data.
   (1) Keep an accurate record of the data collected during the interviews and meetings, employing checklists and master charts to provide a running summary.
   (2) Summarize the findings in terms of their relation to the survey purposes, avoiding elaborate summaries.
   (3) Interpret the data in relation to training needs and curriculum development. But beware of presenting a mere recital of a massive "counting of noses!"

IV. MAKE RECOMMENDATIONS BASED UPON THE FINDINGS.
   1. Prepare brief written recommendations.
      (1) Summarize the findings in terms of evidences of need for training, immediacy of the need, employers' assurances of placements, working conditions in the occupation investigated, and other pertinent data.
      (2) Outline recommendations concerning the organization of the proposed training program, content of courses, instructional material to be developed, necessary supplies and equipment, plans for a continuous survey, assistance needed in developing the curriculum, and public relations programs to be established.
   2. Submit the recommendations to the administration.
      (1) Present the recommendations for approval before planning all of the program in detail.
      (2) Plan to include the recommendations in the report.

V. PREPARE A REPORT OF THE SURVEY.
   1. Determine the most effective form.
      (1) Decide how detailed the report should be, taking into account the availability of time, money and help.
      (2) Plan for a mimeographed or printed booklet that can be released rather than a circulating typewritten copy.
   2. Provide for the necessary finances and assistance.
      (1) Don't try to produce a booklet without the required money, as well as writing and typing services.
      (2) Interest the administration in the value of the report.

3. Write the survey.
   (1) Secure the services of an interested faculty member who understands and appreciates the survey technique.
   (2) Make ample information available for the report.
4. Provide the necessary charts and illustrations.
   (1) Make organization charts showing findings and relationships of the personnel, the methods, the results.
   (2) Secure illustrations of the territory, instructional materials, and other materials of interest.
5. Supervise the production of the report.
   (1) Secure some one's services for the editing.
   (2) Supervise the typing and mimeographing (or printing).
6. Make the report available.
   (1) Plan the distribution carefully to make the most of the available copies, remembering the faculty's interest.
   (2) Mail copies to interested people, particularly in exchange for reports. (Try to eliminate charges).

VI. PLAN EFFECTIVE USES OF THE SURVEY FINDINGS.
1. Formulate a plan of action.
   (1) Plan to establish a curriculum on a basis of the findings, including organizing the curricula, developing instructional material, selecting instructors, securing supplies and equipment, recruiting and testing trainees, carrying on a publicity program, and utilizing the advisory committee. (Or abandon or postpone establishing the curriculum if the need has not been established.)
   (2) Follow through with the plans to justify the time and money allocated to the survey, making necessary changes when the need arises.
   (3) Make constant use of the survey information in planning the courses, developing instructional material, selecting the instructors, planning the counseling, developing the selection program, following up job-order leads, developing co-operative work programs, following up the students, evaluating and revising the curriculum, and securing the co-operative work programs, following the students, evaluating and

revising the curricula, and securing the co-operation of the community.

2. Arrange for a continuous survey.
   (1) Make arrangements for continuing the survey providing teacher-time and necessary expenses.
   (2) Keep the contacts in the field alive in order to be alert to changing job requirements, job orders, need for additional training, and necessary revisions of the curriculum.

COMMISSION ON TERMINAL EDUCATION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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Doan S. Campbell
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Questionnaire for partial requirement for Master's Degree
on the subject, THE JUNIOR COLLEGE AND TERMINAL EDUCATION.

Please check the following courses which are terminal in nature on the Junior College level.

	Completed Course in		
	1950	1951	1952
Elementary Education	_____	_____	_____
Commercial (Sec. Sc.-Book-keeping, etc.)	_____	_____	_____
Industrial Arts	_____	_____	_____
Farm Shop	_____	_____	_____
Pre-Nursing	_____	_____	_____
Designing	_____	_____	_____
Drawing -Art	_____	_____	_____
Any other courses of terminal nature. Please list below.			
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

School_____

Signature_____

Enrollment and drop-outs for period 1950-52.

	1950	1951	1952
College Sophomore			
College Freshman			
What % of College freshmen returned?			
What % of college sophomores went on to senior college?			
% of junior college graduates who go on to university or state colleges.			
% of junior college graduates who go on to church-affiliated school			

Remarks_____

_____

_____

_____

School_____

Signature_____