

A CURRICULAR SURVEY OF THE MISSISSIPPI JUNIOR  
COLLEGES WITH A COMPARISON OF NATIONAL  
TRENDS IN JUNIOR COLLEGE CURRICULA

by

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## PURPOSE AND PROCEDURE

This study has been undertaken to ascertain through survey of research studies the history, needs, and functions of the junior college in our educational system. A brief review of literature follows, covering the different objectives and functions of the junior college.

The second part of this study was made to determine the offerings of the public and private junior colleges of Mississippi. A questionnaire was sent to the eleven public and ten private junior colleges of Mississippi. Data thus obtained appear in the tables throughout this study.

A third part of this research included a study of the course and curricular offerings as set up in the catalogs of the junior colleges of Mississippi cooperating in this survey. The curricular offerings of these colleges were compared with the curricular offerings of the 279 junior colleges studied by Hollingsworth and Bells in 1930, as reported by Bells. (8)

## THE HISTORY, NEEDS, AND FUNCTIONS OF THE JUNIOR COLLEGE

### History

The early history and development of our educational system in the United States has an important bearing upon the place of the junior college in that system. The American plan of education had its origin in three distinct attitudes toward education held by the early colonists. In the New England colonies the education of the young for membership in the church and preparation of the ministry for the church received serious attention almost from the first. In 1642 laws were enacted requiring children to be taught to read and write and to know the principles of religion. In 1647 Latin grammar schools were required to be established in the larger towns to prepare boys for college. The great emphasis in these early high schools and academies was preparation for college entrance.

In the middle colonies the attitude toward education was not so definite. The people were a conglomerate group coming from England, Holland, and Denmark. They were of various religious denominations and as a result were indifferent to education except in their own groups. Private schools and academies for the preparation of boys for

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college were established. In the southern colonies where the settlers were largely of English stock and had come to America for gain and adventure, there was no urge for general education. The English plan of tutors and select private schools for the children of the wealthy families was followed. The great emphasis of early education was the preparation of the few for university training in the professions. "While new forces about 1880--philanthropic, political, social and economic--combined to produce conditions which made the state, rather than the church, control of education seem both desirable and possible," (5) yet college preparatory courses have been the dominant motive in our high schools and academies almost to the present time.

A brief resume of the origin, history, and development of the junior college will assist us in understanding its relative place in American education. President William Rainey Harper of the University of Chicago, called the "father of the junior college," first used the term in 1896. The first junior college was established at Joliet, Illinois, in 1902. Since 1915 the junior college has experienced rapid growth (7). In 1935 there were 521 junior colleges with an enrollment of 107,807 students. In 1936 the number of junior colleges had dropped to 519 with an enrollment of 122,514 students. The increase in enrollment

from 1935 to 1936 was 13.6 per cent. Since 1933 the number of junior colleges has increased 27 per cent and the enrollment has increased 142 per cent. Two-hundred-fourteen or 41 per cent of the junior colleges are public institutions, and 306 or 59 per cent of them are private. Public junior colleges have 67 per cent of the enrollment. Mississippi has 21 junior colleges, 11 of which are public and ten are private. California with 85 junior colleges, 38 of which are public, leads in the number of junior colleges. Other states having a number of junior colleges are Texas, Iowa, Oklahoma, North Carolina, Missouri, and Illinois. These states are named in the order according to the number of junior colleges each has--California having the largest number and Mississippi having the smallest number in this list (6).

#### Need for the Junior College

Just as in 1890 philanthropic, political, social, and economic forces produced conditions which made the state responsible for education, so today these same forces are producing conditions which make it desirable, yes, mandatory that our plan of education take into account the man in the street, and the man on the farm. A few of the indications that education must reach farther than preparation for college entrance are found in the large numbers of unemployed, in the seriousness and prevalence of crime, in the

improper use of leisure time, in school elimination, and in broken homes and divorce.

A research study of the American Youth Commission estimates that 4,700,000 young people between the ages of 16 and 24 "are unemployed, not in school and seeking work," and 300,000 are "unemployed, not in school, and not seeking work." Before there was a change in the relief program, 2,875,000 of the youth listed above were on relief. In 1935 not more than 60 per cent of the youth of high school age were actually in school. According to the opinion of the American Youth Commission the 40 per cent who should be but are not in school "constitute not only an employment but an educational problem." Eighty-five out of every 100 young people beyond the high school age are not attending higher institutions of learning (24).

Educational people cannot fail to be disturbed by the facts regarding crime. The murder rate has increased in this country 350 per cent since 1900. The school bill of the nation is approximately \$2,000,000,000 annually while the crime bill is \$18,000,000,000. At Sing Sing prison 25 per cent of the new admissions during one year were high school graduates. The most frequent age of beginning crime is 19 years (1). Sixty per cent of the crime is committed by persons less than 25 years of age (10). This situation suggests an important function of education, namely, the

training of our youth in the proper use of leisure time. Byrnes MacDonald, Deputy Police Commissioner of New York City has recognized the importance of the proper use of leisure time as a measure in crime prevention by establishing a recreation program which includes play streets, indoor centers and play grounds for the children in the poorer districts of New York City. The American Youth Commission referred to above has placed harmful environmental influences as one of the major causes of youthful delinquency. One thousand cases revealed that only 13 per cent of the delinquents had reasonably wholesome homes and 93.4 per cent reported harmful use of leisure time, 75 per cent had never belonged to any supervised club and 84 per cent were retarded in school. Lack of proper recreational facilities is believed to be not only one of these contributing causes of delinquency but also of despair and mental illness among young people. One writer (20) raises the question, "are you willing to leave the management of leisure to people who degrade life for the sake of profit?" The country looks to our educational system for leadership. In many fields it has supplied this leadership. The need for recreational leadership should be recognized and supplied by our schools. Athletic activities for the capable few has had its emphasis in our schools and play for the mass of the student body in the form of intra-mural athletics has received some



attention, but it should have increased emphasis and this type of activity should go beyond the school to meet the need not only of the 40 per cent of the youth of high school age not in school, but also the many past high school age. In this latter group there are those who wish to "go places" and those who have "settled down" but need a wholesome form of recreation to attain a well-balanced life.

The increasing divorce rate has called attention to the need for instruction in wholesome family living. Census statistics show that out of every six marriages, there is one divorce (23). According to the latest statistics of the Marital Relations Institute of New York a marriage in the United States has now only 65 chances in 100 of remaining married more than one year. More than 100,000 children are affected each year by the divorce of parents. The results of a questionnaire indicate the attitude of college young people toward free-for-all, in-and-out of matrimony to the questions "Do you feel that marriage is still a woman's best career," and "If and when you marry do you expect the partnership to be for life" the answers were, yes. It would appear that the business of the junior college would be to determine the causes of divorce on the one hand and the highest objective of marriage on the other, and be guided by the conclusions in planning such courses as "Mental Hygiene" and the "Happy Family" (11).

With this brief review of the socio-economic predicament we find ourselves in today, we are prone to agree with the former President Calvin Coolidge in his suggestion of the needs of the country. Coolidge said, "We do not need more material development, we need more spiritual development. We do not need more intellectual power, we need more character. We do not need more government, we need more culture. We do not need more law, we need more religion. We do not need more of the things that are seen, we need more of the things that are unseen" (10).

President Roosevelt's telegram to the Department of Superintendence of the National Education Association meeting in St. Louis, February, 1936, indicated the responsibility of the schools in modern recolt. The telegram in part was as follows: "I wish to express deep conviction that in the hands of America's teachers resides the destiny of our country to a far greater degree than in the hands of any other group. During times like these when changes are wide spread and rapid....schools and colleges have an unusual responsibility to bring to the people an understanding of these changes in order that modification in governmental practices may be made rapidly enough to keep government abreast of the demands for social and economic progress. May I also exhort you to approach your tasks of the training of the citizenship of this country in a

thoroughly realistic fashion" (26).

What is the relation of the junior college to this problem of training the young people in a "thoroughly realistic fashion" for the active wholesome citizenship in this democracy of ours? To answer this question intelligently, it is necessary to define democracy and the junior college. Bode's (17) ideals of democracy are as follows: (a) "The fullest possible expression of the native capacity of the individual, (b) that democracy is a larger and more vital thing than any set mode of conduct through which it may have found expression in the past, and (c) that this expression of native capacity must come through cooperation based on a mutual recognition of interests and through progressive modification of institutions and practices." Bode defines a democracy as "a social organization that aims to promote cooperation among its members and with other groups on the basis of mutual recognition of interests."

The junior college may be defined as that level of education between secondary education and the university which seeks to pick up the program of educating the youth where the high school leaves off; preparing those who will enter the professions for their university training; giving those who will not go beyond their 14th year in formal education such further opportunity for the exercise of tool subjects in the acquisition and the expression of knowledge,

exposure to culture and training in the vocation as will promote social intelligence; and provide such leadership in the local community for adult education and activity as will make the junior college the cultural center for the community. The junior college may well be thought of as the gyroscope of democracy.

The attainment of the ideals of democracy for a large majority of our young people can best be reached through the practical activities of the junior college. Mumford says, "the end of all practical activity is culture; a maturing mind, a ripening character, an increasing sense of mastery and fulfillment, a higher integration of all one's powers in a social personality, a larger capacity for intellectual interests and emotional enjoyment for more complex and subtle states of mind. In part, the interests of culture are served directly by participation in workaday activity, and in part they emerge from it" (17). If the attainment of the ideals of democracy for the majority of our young people is to be reached through the activity of the junior college, what then should be the functions of this part of the American educational system?

#### Functions of the Junior College

The major objective of the junior college is the development of the individual in all his powers--physical, intellectual, emotional, and spiritual--at a cost within

reach of the largest possible number (23). "What our leading statesmen have said throughout all the history of this country is as true today as it has ever been; a free people can remain free only when they know well the great principles and causes upon which their happiness depends" (26). Other objectives, aims, or functions of the junior college, some of which are the means of attaining the major objective, may be outlined as preparatory, terminal, guidance, popularizing college education and community leadership. To fully realize the objective of the junior college and its weaknesses, the principles of curricular reorganization and the future need to be considered.

#### Preparatory Functions

As preparatory the junior college should provide a program of study which would enable the highly intelligent student to enter the junior year in the university to continue his preparation for a profession without loss of time. There appears to be some field for offering preparatory curricula in engineering; however, this is scarcely justified except in a school having an enrollment of over 200 students and unless it meets the problem of a large elimination of engineering students, particularly in the first year, in a more positive and constructive manner than has the four year college of engineering (16). Through the academic curricula the student should be prepared for advanced work leading to

a career of scholarship in research or teaching. The student should receive training in conducting research study so that when he comes to the upper division of college work and graduate study he may proceed without going through the laborous trial and error method. The great opportunity of the junior college, says Lall, is to develop a new curriculum "heavily weighted with the new humanities such as geography, physical science, biology, anthropology, economics, politics, sociology, history, literature, and the fine arts. With this an integrated core of subject matter in a curriculum for all students, their additional specialized studies will be grounded in meaning...." (18).

#### Terminal Function

A second type of offering is the terminal curriculum. It should include (a) vocational preparation--a definite preparation for office positions on a higher level of responsibility and service than is offered in the high school, (b) semi-vocational preparation which includes studies and practice in the semi-vocational lines--areas in which both training and experience are necessary for success (15). There is a need for two year technical courses as evidenced by conditions in the industrial field. This latter type of training can best be offered by the larger junior colleges with enrollment of 200 students. Advantages of offering both preparatory and terminal technical curricula

are that it facilitates the transfer of students from one curriculum to another and, second, from the standpoint of economy and atmosphere (16). With a larger enrollment in a particular course the occupational or technical atmosphere can best be had.

Of paramount importance in the terminal curriculum are cultural and social education. "If the recently made suggestion that a four year college course should train a man to be a producer of culture is valid, then graduation from a junior college course of study should train another man to become a consumer of culture. Both in turn should be equipped to instruct others to recognize culture and to participate therein" (4). A democracy can only be operated on a basis of a high degree of intelligence. Evidence of a need for a high level of mass intelligence is indicated by such problems and movements as we are confronted with today, namely, the Townsend Plan for old age pensions, the power of one individual over the masses, the demand for inflation through printing press money. A diversity of instruments, agencies, and parties is essential to the preservation of a democracy. However, such a diversity may become a danger also. Confusion may become so great that there is no really effective public opinion. Social intelligence on the part of the masses is essential to the success of a democracy. This should be a guiding principle in building a terminal

curriculum for the junior college (3).

#### Guidance Function

Education is guidance (14). There are specific phases of guidance in addition to that received by students through the subjects he studies which should be given consideration by the junior college. The junior college should be the clearing house, so to speak, for education. It should point the way for the student toward a continuance of formal training for a profession or complete it at the junior college level dependent upon his capabilities (21). "If we are to maintain a democracy the individual must have a way to get to the kind of place that his capacities fit him for" (5). In other words the junior college, through its guidance functions should help students realize a successful school career and the good life. However, the philosophy of the guidance program should be to help the student help himself. To be able to give guidance it is necessary to obtain a complete understanding of the student's ability, history, previous school record, family life, and ambitions if possible (27). This information should assist one in giving guidance in planning the educational program, choice of vocation, leadership, and leisure occupation.

#### Popularizing Education

The junior college had its beginning in the desire for democratization of educational opportunity. There are



increasing numbers of young people desiring to go to college, but the distance from the seat of learning and the cost of living away from home are barriers which must be overcome to satisfy that desire. Out of these problems grew the junior college to bridge the gap between secondary education and the university or training for intelligent citizenship.

Many proposals have been made for the solution of the problems of the unemployed youth and some experiments have been conducted, but it has been pointed out that the continuance of the education of the unemployed youth is the most economical from the standpoint of cash and social costs. It is estimated that one year of high school for a boy costs \$100 and that it is approximately the same for junior college. One year in a civilian conservation corps costs \$1000. It is also pointed out that schools have been accustomed to economy in handling large groups while the army operates with little regard for expense. Schools have been freed from indoctrination. If the funds now available to the civilian conservation corps were turned over to education, it would enable schools to reach a larger proportion of the unemployed youth than the civilian conservation corps now reaches (2). Therefore from the standpoint of serving larger numbers of our youth at this level of education and from the standpoint of economy and efficiency the junior college should receive larger public support.

### Community Leadership

A fifth function of the junior college should be to assume cultural leadership in the community. In this modern and complex age it is essential, as has been stated that we have an intelligent citizenship. With such new problems as conservation of natural resources and social security, great benefit can be obtained through adult group study under the leadership of faculty members of the junior college. Not only should the junior college assume leadership in the study of social and economic problems, but also in such cultural branches as music, art, and literature. The junior college should be an important source in the enrichment of community life (9).

### Points of Weakness

The place of the junior college in American education may also be indicated by observing its weaknesses and deterrents to growth. John W. Studebaker, United States Commissioner of Education pointed out some of the weaknesses of education in general before the meeting of the Department of Superintendence of the American National Education Association in St. Louis. These weaknesses apply as well to the junior college as to any other level of education. Mr. Studebaker listed these weaknesses as follows: "(a) Too much authoritarianism in the class room. Democracy like charity begins at home. (b) Have yet to clarify meaning of

the word 'teach' when it is applied to the controversial, to social philosophy. (c) Tendency to avoid relating teaching to the present day world and its problems. (d) Failure to plan the educative process for the community as a whole." (26).

Weaknesses more especially characteristic of the junior college are the attempt at too large a curricular offering and the tendency of the junior college failing to rise above the high school level when the two institutions are closely associated (4). However, it is suggested that the weakest link in our educational structure today is the period including the last two years of high school and the first two years of college. The primary cause listed for this weakness is that too much concern is given to college entrance requirements. If these four years could "be unified about a plan of study which would give a basis of judgment about and intelligent attitudes toward the major problems of life, as the student would be affected by them as an individual, as a citizen, and as a member of society, we would multiply the opportunity for the creation of informed public opinion. This is the major educational task for the next decade." (3)

#### Guiding Principles for Curricular Reorganization

When we consider reorganization of the junior college curriculum there are certain factors which should be kept

in mind. The central factor, to which all others must contribute, is the student. The very soul of education "...the pupil himself is far more important and sacred than any mass of information he may ever accumulate....He and his activities, experiences, and interests compose the curriculum. He is the curriculum and all subjects, courses, knowledges, and information are justifiable only if they contribute directly and definitely to his development." (19) Other factors which must be considered in order to carry out this philosophy of curricular reorganization would include, (a) characteristics of the geographic area served (16), (b) what are the problems on which the student himself desires assistance? (c) what suggestions do the graduate students have? (d) what are the observations of the specialists, (12), (e) what are the prospects of future demands of society and industry? (20), (25).

#### Future Tasks of the Junior College

What is the future in education. It is said that "unemployment must be taken up largely by expansion of services such as teaching health, recreation, and the fine arts, rather than in material production where science is reducing the labor factor." (20) The sort of progress we make in the future will be determined by the sort of education that is given to the masses. If our education stresses the material side of culture we will have an unbalanced civilization.

However, if a humanizing and socializing education is provided, fundamental adjustments such as those of the individual and groups to one another more than adjustments of the individuals to the physical nature, then we may expect a balanced society. The well-rounded curriculum of social education aims not only at producing engineers, physicians, lawyers, and teachers, but primarily intelligent citizens.

(C) Social education aims at producing "...the fully rational and social men who can help build a culture which embodies in the highest degree the true, the good, the beautiful....A socialized education is one which the studies of history, anthropology, sociology, politics, economics, and ethics have a center place in the curriculum and are supported on the one side with language study and on the other with natural sciences....Right social information is necessary for right social action and so for true progress..

..The school of the future...should pay more attention to the education of the emotions, particularly the nobler emotions as these are quite as important in a transmission and safe guarding of culture as is the critical intelligence.

...This then is the final task of social education--the education and socialization of the emotions." (8)

## SUMMARY OF LITERATURE STUDY

The major emphasis in secondary and higher education up to the last few years has been preparation for the professions. Thus a large majority of the youth have not received adequate preparation. Education is functional in nature and as such it should meet the immediate needs of the individual and should prepare him for the world in which he lives. (22) Educators and others have recognized the need of a new phase of education which would make our educational system complete so as to meet the needs of all groups.

There is a place for the junior college in meeting the need of this new phase of education: first, since junior colleges are more numerous and more widely distributed, a larger number of young people out of high school may receive some collegiate training; second, preparation for a profession may be obtained with less cost to the student; third, the student who is not interested or does not have the native intelligence to qualify him for the profession may be of service to the community in cultural and educational leadership. In order that these objectives may be realized the weaknesses of the junior college should be determined and corrected and principles of progress should be established.

## PRESENTATION OF DATA

The State of Mississippi has eleven junior colleges located according to the districting plan of the state department of education with each section of the state, except the northeast, having a public junior college. The public junior colleges are supported by tax levies in the counties comprising the junior college district, and by fees paid by the individual student.

There are ten private junior colleges in Mississippi. They are church and privately owned institutions. These junior colleges are quite well distributed over the state. However, three junior colleges, one co-educational and two for women, are located in the northeast section of the state. These institutions depend to a large extent upon student tuition and fees for their support.

As has been indicated in the discussion of method, a questionnaire was sent to the junior colleges of Mississippi to determine the number of students actually enrolled in the various subjects. The questionnaires were returned from all eleven public junior colleges and from five of the ten private junior colleges. The information returned on the questionnaire was tabulated and summarized. Table 1. on pages 23 and 24 shows the number of students enrolled in

Table 1. Number of Students Enrolled in Mississippi Public Junior Colleges by Colleges and Departments, in 1934-1935 in Academic Subjects.

Academic	Coplin-Lynch	Sunflower	Hinds	East Mississippi	Pearl River	Holmes	Southwest Mississippi	Northwest Mississippi	East Central Mississippi	Perkinson	Jones County	Total Enrollment	Average Enrollment
English	264	279	219	150	196	255	143	86	189	167	306	2235	203
Public Speaking	6	2	34	0	7	42	1	0	5	0	4	101	9.18
Ancient Languages	0	0	8	0	1	2	0	0	0	0	0	11	1
Modern Languages	112	152	89	26	89	103	68	20	31	60	66	871	79.18
Social Sciences	331	273	315	178	228	214	153	110	308	150	407	2614	237.63
Natural Sciences	145	118	129	68	100	62	67	35	93	118	107	1180	101.81
Mathematics	101	159	109	98	87	79	60	51	32	118	77	970	88.18



Table 1. Continued.

Psychology	80	103	12	83	17	1	63	0	8	22	101	460	41.81
Religion	0	28	56	0	0	0	2	0	0	0	0	83	7.54
Physical Education	187	51	104	4	39	187	13	2	119	0	0	645	59.63

The average enrollment in history is 150.91. The average enrollment in sociology, economics, and government is 86.82. Seven public junior colleges and one private junior college do not offer sociology.

Mississippi public junior colleges by colleges and departments in academic courses. The largest average enrollment is in social sciences with English a close second, natural science having about half as many students as English. The average enrollment in public speaking and religious subjects is about one-twelfth of that in English. The large enrollment in social sciences is accounted for by history being a required study and the popularity of sociology and political government which are new in the junior college curriculum. The small enrollment in religious courses is accounted for by only three out of eleven public junior colleges offering credit in religious courses.

Table 2. on page 26 shows the number of students enrolled in public junior colleges by colleges and departments in non-academic studies. There is not as great a range in average enrollment between non-academic courses as between academic courses. Commerce has the largest enrollment, education second, home economics third, while agriculture has half as many enrolled as home economics and about a fourth as many as commerce or education.

Tables 3. and 4. on pages 27-29 give the data showing the number of students enrolled in five private junior colleges of Mississippi by colleges and departments in academic and non-academic courses. In the private

Table 2. Number of Students Enrolled in Mississippi Public Junior Colleges by Colleges and Departments in Non-Academic Subjects.

Non-academic	Copiah-Lincoln	Sunflower	Hinds	East Mississippi	Pearl River	Holmes	Southwest Mississippi	Northwest Mississippi	East Central Mississippi	Perkinson	Jones County	Total Enrollment	Average Enrollment
Agriculture	1	41	61	28	41	28	8	0	0	35	2	240	21.81
Art	0	0	0	0	0	0	0	0	0	0	7	7	.53
Commerce	95	142	87	74	70	156	85	16	88	75	64	929	84.45
Education	108	35	30	68	125	119	50	59	134	37	150	915	83.18
Home Economics	75	61	34	28	26	40	27	30	48	24	82	457	41.54
Music	21	0	8	0	1	38	7	3	12	14	47	145	13.18

Table 3. Number of Students Enrolled in Mississippi Private Junior Colleges by Colleges and Departments in Academic Subjects.

Academic	Osif Park	Whitmore	Wood	All Saints	Millman	Total Enrollment	Average Enrollment
English	167	149	87	23	47	473	94.6
Public Speaking	0	53	19	14	0	91	18.2
Ancient Languages	0	0	0	0	0	0	
Modern Languages	134	80	22	17	22	275	55
Social Sciences	174	57	100	17	59	406	81.2*
Natural Sciences	59	73	45	6	18	179	35.8

\*The average enrolled in history is 49.6, and 31.6 enrolled in sociology, economics, and government.

Table 3. Continued

Mathematics	20	44	27	5	0	96	19.2
Psychology	15	14	37	6	18	90	18
Religion	7	71	29	14	31	152	30.4
Physical Education	0	113	20	0	1	134	26.8

Table 4. Number of Students Enrolled in Mississippi Private Junior Colleges by Colleges and Departments of Non-Academic Subjects.

Non-academic	Gulf Park	Whitmore	Wood	All Saints	Hillman	Total Enrollment	Average Enrollment
Agriculture	0	0	1	0	0	1	.02
Art	63	11	13	10	0	97	19.4
Commerce	66	133	28	4	16	252	50.4
Education	0	19	40	13	19	90	18
Home Economics	28	46	6	0	0	80	16
Music	57	26	21	1	20	124	24.8

junior colleges there is a larger average enrollment in English than in other courses. The position of social science and English is reversed as compared to the enrollment in these courses in the public junior colleges. Modern language assumes a more important place, being third highest in the number of students enrolled whereas with the public junior colleges they rank fifth. There is also greater interest in religious subjects and public speaking. As in the public junior colleges the largest enrollment among the non-academic courses is in commerce; however, there is a greater interest in music and art and less in home economics and agriculture.

Table 5. on page 31 shows the students' plans following graduation for those students in attendance at public junior colleges in Mississippi. There were a total of 2,703 students enrolled in the public junior colleges of Mississippi. Fifty-five and five-tenths per cent plan to attend a four year college, nearly one-fourth (25.3 per cent) were undecided about which college to attend, over one-fourth (27.3 per cent) wanted to teach, 32 per cent planned to enter some other occupation, 21.3 per cent were undecided about an occupation, and 8.2 per cent did not wish to continue in school. The 8.2 per cent who did not wish to continue in school, and the 25.3 per cent who had not decided as to the college to attend constitute the problem of

Table 5. Public Junior College Students' Interest Data.

	Copiah-Lincoln	Sunflower	Hinds	East Mississippi	Pearl River	Holmes	Southwest Mississippi	Northwest Mississippi	East Central Mississippi	Perkinson	Jones County	Total	Per Cent of Total
Attend College	187	225	163	106	74	159	111	66	139	113	194	1436	51.5
Undecided Which College	60	46	44	37	121	55	31	19	87	43	102	655	23.5
No More School	24	22	12	15	12	11	8	2	13	8	20	147	5.2
Undecided About Occupation	63	60	56	42	71	44	33	26	60	50	92	605	21.3
Want to Teach	83	92	71	56	66	81	46	28	73	44	120	760	27.3
Students Choosing Vocation Other Than Teaching	121	139	89	57	72	98	72	33	49	69	94	891	32.
Total Enrollment	326	356	284	199	235	243	172	110	311	180	347	2783	



guidance for the junior college.

Table 6. on page 33 shows the students' plans following graduation for those students in attendance at private junior colleges in Mississippi. There is a total of 419 students enrolled in these private junior colleges which reported on this questionnaire. Fifty-seven and two-tenths per cent of the private junior college students plan to continue into the four year college. This is 5.7 per cent more than in the public junior colleges. Thirty-eight and eight-tenths per cent, or 15.3 per cent more than in the public junior colleges, were undecided about which college to attend. Twenty-four and eight-tenths per cent plan to teach, or 2.5 per cent more than in the public junior colleges. Twenty-seven and six-tenths per cent plan to enter some occupation other than teaching. This is 4.4 per cent less than in the public junior colleges. Twenty-two and one-tenth per cent, .2 per cent less than in the public junior colleges, were undecided about which occupation to enter. Four per cent, as compared with 2.3 per cent in the public junior colleges, did not wish to continue in school. Indications according to these data are that the private junior colleges give guidance more effectively than do the public junior colleges.

Table 7. on page 34 and continued on page 35 contains data from the catalog study of the junior colleges of

Table 6. Private Junior College Students' Interest Data, 1934-1935.

	Gulf Park	Whitmore	Wood	All Salts	Hillman	Total	Per Cent Of Total
Attend Senior College	0	117	67	15	31	230	57.2
Undecided Which College	0	33	19	9	12	163	39.8
No More School	0	6	6	0	5	17	4.0
Undecided About Occupation	0	46	11	13	23	93	22.1
Wants to Teach	0	39	44	6	15	104	24.8
Students Choosing Vocation Other Than Teaching	0	67	37	3	9	116	27.6
Total Enrollment	121*	158	145	33	83	419	

\*Gulf Park total enrollment is not totalled with the other junior colleges as data on students' plans were not made available.

Table 7. Public Junior College Catalogue Study of Curricula Offerings by Departments, in semester hours 1934-1935, in Academic Subjects.

Academic	Copiah-Lincoln	Sunflower	Hinds	East Mississippi	Pearl River	Southwest Mississippi	Northwest Mississippi	East Central Mississippi	Perkinston	Jones County	Total	Average	Hollingsworth-Bills (1930) 278 Colleges
English	12	18	18	12	12	12	12	12	12	12	130	13.0	20.3
Public Speaking	2	3	6	0	3	0	0	0	0	0	14	1.4	6.2
Ancient Languages	0	12	12	12	0	0	0	0	0	0	36	3.6	10.9
Modern Languages	24	24	24	12	24	24	12	12	24	24	204	20.4	35.5
Social Sciences													
History	12	12	12		12	12	12	12	12	12			
Other Sciences	18	12	14		18	9	18	18	6	18			
Total	30	24	26	12	30	21	30	30	18	30	230	23.0	29.0
Natural Sciences	23	27	22	24	40	20	12	16	32	32	242	24.2	36.1

Table 7. Continued

Mathematics	15	9	13	12	12	15	13	13	13	13	18	123	12.3	17.0
Psychology	6	9	6	6	6	6	0	0	3	6	48	4.8	4.8	5.9
Religion	0	4	6	0	0	2	0	0	0	0	12	1.2	1.2	6.0
Physical Education	4	0	4	2	6	2	4	3	0	0	25	2.5	2.5	5.0

Mississippi. For comparison, data from the Hollingsworth-Bells study of 279 junior colleges are also included. (7)

Table 7. shows the semester hours offered by departments and colleges in academic courses for the public junior colleges. The average offering is given and in a column beside it, the average offering for Hollingsworth-Bells study of 279 junior colleges is given.

The average number of semester hours offered in all academic subjects is from 1.1 to 15.1 semester hours less than the average for the 279 junior colleges studied by Hollingsworth and Bells. The Mississippi public junior colleges offer one less semester hour in psychology. The public junior colleges also offer 4.8 semester hours credit less in public speaking than the junior colleges studied by Hollingsworth and Bells. This is accounted for partially by six of the ten junior colleges not offering public speaking. The public junior colleges offer 4.8 semester hours credit less in religious subjects than the junior colleges reported upon by Hollingsworth and Bells. This difference in offerings in public speaking and religious studies is especially significant since the offerings by the Mississippi public junior colleges are small, with an average of 1.4 and 1.2 semester hours for public speaking and religious subjects respectively. The average offering

of physical education in the Mississippi junior colleges is 2.5 and 2.6 for the public and private colleges respectively. This is 2.5 semester hours less than that offered by the junior colleges of the Hollingsworth-Sells study. Only one private college and seven public colleges offer courses in physical education.

Table 8, on page 38 gives the data showing the semester hours offered in the non-academic studies by departments and colleges. The average offering for the Mississippi junior colleges and the 279 junior colleges of the Hollingsworth-Sells study is given.

The Mississippi junior colleges offer more semester hours in all vocational courses than the junior colleges of the Hollingsworth-Sells studies except in education. In this subject the latter junior colleges offer an average of 3.4 semester hours more. In art and music the Mississippi junior colleges offer 5.7 and 6.2 semester hours less respectively.

Table 9, on pages 39 and 40 shows the semester hours offered in academic studies by private junior colleges; for comparison the average offering is given with the Hollingsworth-Sells average at the right.

The average offering of academic subjects is from 4.4 to 12.5 semester hours less for the private junior colleges except that in public speaking; 2.2 semester hours more are

Table 8. Public Junior College Catalogue Study of Curricula Offerings by Departments of Non-Academic Subjects.

Non-academic	Copiah-Lincoln	Gulfport	Hinds	East Mississippi	Pearl River	Southwest Mississippi	Northwest Mississippi	East Central Mississippi	Perkinston	Jones County	Total	Average	Hollingsworth-Kille (1930) 279 Colleges
Agriculture	0	18	34	18	18	18	18	18	18	8	153	16.3	3.9
Art	0	0	0	0	3	0	0	0	0	0	9	.9	6.6
Commerce	34	44	16	28	24	28	18	19	30	13	257	26.7	6.6
Education	6	6	6	6	9	6	12	12	3	6	72	7.2	10.6
Home Economics	14	12	12	18	18	12	12	12	13	16	139	13.9	9.8
Music	10	16	24	12	0	0	0	0	43	12	116	11.6	17.8

Table 9. Private Junior College Catalogue Study  
of Curricular Offerings by Departments  
of Academic Subjects.

Academic	Oolt Park	Milmore	Wood	All Saints	Hillman	Total	Average	Hollingsworth- Hills (1930) 279 Colleges
English	14	12	16	12	12	66	13.2	20.3
Public Speaking		24	4	2	12	42	6.4	6.2
Ancient Languages	3	18	0	12	0	33	6.5	10.9
Modern Languages	24	24	12	18	12	90	18.0	36.5
Social Sciences								
History	12		12	12	12			
Other Sciences	8		12	7	6			
Total	20	12	24	19	18	93	18.6	29.0
Natural Sciences	8	22	30	8	20	93	17.6	36.1



Table 9. Continued.

Mathematics	6	14	14	15	6	53	11.6	17.0
Psychology	0	6	6	3	6	30	6.0	6.9
Religion	4	12	8	0	8	58	6.4	6.0
Physical Education	0	14	0	0	0	14	2.3	6.0

offered than by the junior colleges of the Hollingsworth-Bells study. Only one private junior college of Mississippi offers work in physical education.

Table 10, on page 48 shows the semester hours offered in non-academic studies by private junior colleges. The average offering is given for the private junior colleges of Mississippi and for the Hollingsworth-Bells study.

When comparing the semester hours offered in non-academic courses by the Mississippi private junior colleges with the junior colleges of the Hollingsworth-Bells study, table 10, shows that no agricultural courses are offered by the former while the latter average 3.0 semester hours. The Mississippi junior colleges offer 9.6 semester hours more in exercises, 2.3 semester hours more in music, but 4.6 less in education, 2 less in art and 2.2 less in home economics than the junior colleges of the Hollingsworth-Bells study.

Tables 11, and 12, on pages 43 and 44 show guidance and extra-curricular activities of the public and private junior colleges of Mississippi. According to this part of the catalog study one junior college has a program of scientific placement of students through a program of intelligence tests, achievement tests, personality tests, and remedial training. This school also has controlled participation in extra-curricular activities by the use of the point scale, freshman week for the purpose of orienting first year

Table 10. Private Junior College Catalogue Study  
of Curricular Offerings by Departments,  
of Non-Academic Subjects.

Non-Academic	Gulf Park	Whitmore	Wood	All Saints	Hillman	Total	Average	Hollingsworth SIS (1930) 279 Colleges
Agriculture	0	0	0	0	0	0	0	3.8
Art		18	3	2	0	23	4.6	6.6
Commerce		34	24	6	12	76	15.2	6.6
Education		6	6	12	6	30	6	10.9
Home Economics		24	18	0	2	53	7.6	9.8
Music	12	38½			50	100.8	20.1	17.8

Table 11. Public Junior Colleges Offering Guidance and Having a Program of Extra-Curricular Activities, 1934-1935.

Public Junior Colleges	Extra-curricular activities.													
	Dramatics	Literary & Debate	Athletics	Attendance relig. serv. required	Y.W.C.A.	Y.M.C.A.	Orchestra glee club or band	Student government	Freshman week	Controlled participation in act.	Remedial training	Personality tests	Achievement tests	Intelligence tests
Hinds	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Copiah-														
Lincoln														
East Missis-														
sippi														
Southwest														
Pearl River														
Sunflower														
Perkinson														
Northwest														
East Central														
Jones														

o o indicates that no reference is made in the catalog to this item.  
 x indicates colleges offering guidance and extra-curricular activities.

Table 12. Private Junior Colleges Giving Guidance and Having a Program of Extra-Curricular Activities. 1924-1935.

Private Junior Colleges	Extra-curricular activities.					
	Dramatics	Literary & Debate	Athletics	Attendance religious service required	Y.N.C.A.	Y.N.C.A.
Wood	X	X	X	X	X	X
Whitworth	X	X	X	X	X	X
Hillman	X	X	X	X	X	X
All Saints	X	X	X	X	X	X
Gulf Park	X	X	X	X	X	X
Student government	O	X	O	O	O	O
Freshman week	X	X	O	O	O	O
Controlled participation in activities	O	X	O	O	O	O
Remedial training	O	X	O	O	O	O
Personality tests	O	X	O	O	O	O
Achievement tests	O	X	O	O	O	O
Intelligence tests	X	X	O	O	O	O
Orchestra glee club or band	X	X	X	O	X	X

\* O indicates that no reference is made in the catalog to this item.  
 X indicates colleges offering guidance and extra-curricular activities.

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students, student participation in school government and extra-curricular activities. All junior colleges have extra-curricular activities. One school indicated having a vocational guidance director. Three of the colleges have student participation in school government. All junior colleges require attendance upon religious services on the Sabbath except that one private school does not mention this subject in the catalog.

FINDINGS FROM QUESTIONNAIRE  
AND CATALOG STUDY

Table 13. on pages 47 and 48 gives a summary of the data gathered from the questionnaire and catalog study. The enrollment and curricular offerings indicate that the academic curriculum is above criticism except that there is some question of a need for ancient languages in the junior college and that public speaking, religion and physical education require greater emphasis.

Ancient Language

The average enrollment in ancient languages is 1 in public junior colleges while there are no students enrolled in these studies in the private junior colleges. The average offerings are 3.6 semester hours in public junior colleges, 6.5 semester hours in private junior colleges, and 10.9 semester hours in the Hollingsworth-Bells study. (See table 13. on page 47.)

From the standpoint of student interest as indicated by enrollment there is little demand for ancient languages in the junior college curriculum.

Public Speaking

There are approximately twice as many students taking public speaking in the private junior colleges as in the public junior colleges. The latter offer an average of 1.4

Table 15. Average Enrollment and Curricular Offerings, in Semester Hours, by Departments, in Mississippi Junior Colleges and Average Offerings in 279 Junior Colleges, Per Cent of Colleges Offering, Average for Colleges Offering, Any in Hollinsworth-Bells Study, (1930).

Academic	Hollinsworth-Bells Study (1930)					Average for colleges offering any.
	Public junior college enrollments	Private junior college enrollments	Public junior college offerings.	Private junior college offerings.	Average for 279 junior college offerings.	
English	203.0	94.6	13.0	13.2	20.3	80.3
Public speaking	9.18	13.2	1.4	3.4	6.2	8.5
Ancient lang.	1.0	0	3.6	6.5	10.9	19.7
Modern lang.	79.13	53.0	20.4	19.0	35.5	36.1
Social sciences	237.63	81.2	26.2	19.2	29.0	29.1
Natural sciences	101.91	35.8	24.9	17.6	36.1	37.1
Mathematics	88.18	19.2	12.3	11.0	17.0	17.5



Table 13. Continued.

Psychology	41.81	18.0	4.8	.0	5.9	90	6.8
Religion	7.84	30.4	1.8	6.4	6.0	45	13.4
Physical Education	53.53	26.8	2.5	2.8	5.9	61	8.2

Non-Academic							
Agriculture	21.21	.02	15.3	0	3.8	16	23.0
Art	.63	19.4	.9	4.6	6.6	44	14.8
Commerce	24.47	20.4	26.7	15.8	6.6	43	14.8
Education	83.13	18	7.2	6	10.6	65	16.4
Home Economics	41.54	16	13.9	7.8	9.8	47	20.8
Music	13.18	24.8	11.6	20.1	17.8	57	31.1

semester hours in this course while the former offer an average of 8.4 semester hours as compared to an average offering of 6.2 semester hours in 279 junior colleges studied by Hollingsworth and Bells in 1930. (See table 13. on page 47). When measured by the Hollingsworth-Bells study the public junior colleges of Mississippi are deficient in their emphasis of public speaking while there is a tendency toward over-emphasis by the private junior colleges. However, this is not the case when compared with the 73 per cent of the 279 junior colleges which offered this course. (See table 13. on page 47).

#### Religion

Public junior colleges have an average of 7.54 students enrolled in religion as compared to 30.4 enrolled in private junior colleges. The offerings are 1.2 semester hours in public junior colleges, while the average in the Hollingsworth-Bells study showed an average of six semester hours. (See table 13., page 47). The public junior colleges of Mississippi do not place as great an emphasis upon religious courses as do the 279 junior colleges of the Hollingsworth-Bells study, while the private junior colleges slightly exceed it in emphasis.

#### Social Science

The average enrollment in social science is 237.63 in public junior colleges, and 81.2 in private junior coll

Of the 237.63 students enrolled in social sciences 150.81 are in history and 86.82 in sociology, economics, and political government. The division in private junior colleges is 49.6 students enrolled in history and 31.6 enrolled in sociology, economics, and political government. Public junior colleges offer an average of 26.2 semester hours in social sciences. Private junior colleges offer an average of 16.2 semester hours as compared to an average of 29 semester hours offered by the junior colleges in the Hollingsworth-Bells study. The division of the offering in social science is 12 semester hours for history and 11 semester hours in other social science courses by public junior colleges, 12 semester hours in history and 6.6 in other social sciences by private junior colleges, 15.5 semester hours in history and 19.5 semester hours in other social science courses by junior colleges of the Hollingsworth-Bells study. (See table 13. on page 47).

There is a better division between the semester hours offered in history and other social science courses by the public junior colleges than by the private junior colleges; however, neither group places as much emphasis upon sociology, economics and political government as the junior colleges studied by Hollingsworth and Bells.

#### Physical Education

The average offering in physical education in public

and private junior colleges is 2.5 and 2.8 respectively. However, only one private and seven public junior colleges offer physical education. The junior colleges of the Hollingsworth-Bells study offer an average of five semester hours credit in this course which is approximately twice the offering in physical education by the junior colleges in Mississippi. (See table 13., page 47).

#### Commerce

The enrollment and curricular offerings indicate that the non-academic curriculum does not adequately meet present day needs; however, the commerce curriculum in both public and private junior colleges is quite well developed and the enrollment of students in this department is strong.

The average enrollment in commerce is 84.45 for public junior colleges and 50.4 for private junior colleges. Offerings in commerce are considerably larger in public and private junior colleges as compared to the offerings in the Hollingsworth-Bells study. The offerings are 25.7, 15.2, and 6.6 semester hours respectively. (See table 13., page 47). While the offerings in commerce by the junior colleges in Mississippi exceed considerably the offerings by the colleges of the Hollingsworth-Bells study, this part of the curriculum is not emphasized too strongly. In the Hollingsworth-Bells study only 48 per cent of the 279 junior colleges offered studies in commerce and the average

offering for this 48 per cent was 14.8 semester hours. (See table 13. on page 48).

#### Agriculture

Private junior colleges apparently are not in the field of agriculture with only one college offering to organize classes in this subject upon sufficient demand from the students. The average number of students enrolled in agricultural courses in public junior colleges is 21.61. The public junior colleges offer an average of 15.3 semester hours in agriculture as compared to 3.9 semester hours in the Hollingsworth-Bells study. (See table 13., page 48).

Mississippi is essentially an agriculture state and the junior colleges should give considerable attention to the training of the future farmers of this state by having a curriculum developed along this line.

#### Home Economics

Public junior colleges have an average enrollment of 41.54 in home economics as compared to 16 in the private junior colleges. Offerings are much larger in public junior colleges than either in private junior colleges or colleges of the Hollingsworth-Bells study. The offerings are 13.9, 7.6, 9.8 respectively. As in commerce, less than half of the junior colleges studied by Hollingsworth and Bells offered home economics courses. The average for those offering this type of work was 20.8 semester hours which is almost three

times as much as offered by the private junior colleges and one-half as much as that offered by the public junior colleges. (See table 13., page 48).

#### Art

The average enrollment in art is .63 in public junior colleges as compared to 10.4 in private junior colleges. Only two public junior colleges offer any work in art. The average offering is .9 semester hours as compared to 4.6 semester hours offered in private junior colleges, and 6.6 semester hours offered by the junior colleges of the Hollingsworth-Bells study. (See table 13., page 48). As judged by the offering the Mississippi junior colleges need to give greater emphasis to the development of their curriculum in art.

#### Music

In music public junior colleges had an enrollment of 13.18, and private junior colleges had 24.0 students enrolled. Public junior colleges offer an average of 11.6 semester hours, private junior colleges offer 20.1 semester hours, and the average in the Hollingsworth-Bells study was 17.3 semester hours. Fifty-seven per cent of the junior colleges of the Hollingsworth-Bells study offered music. Of these the average offering in music was 31.1 semester hours. Judged by these facts the public junior colleges should give greater attention to their curricular offering in music.

(See table 13., page 48).

#### Education

In the public junior colleges there are approximately four and one-half times as many students enrolled in education as in the private junior colleges. The average offering is 7.2 and 6 semester hours respectively as compared to 10.6 semester hours for the 279 junior colleges studied by Hollingworth and Bells. However, the 279 junior colleges offering courses in education have an average offering of 16.4. According to this study the Mississippi junior colleges should provide for a larger offering in education. (See table 13., page 48).

#### Guidance and Extra Curricular Activities

According to the catalog study, one school, namely Whitworth College, a church school, is outstanding in its services to students in giving guidance. This school gives a number of tests which are helpful in educational, vocational, and psychological guidance (guidance in personality development). Most schools have a number of extra-curricular activities; however, only one has a system of controlled participation in these activities. (See tables 11. and 12. on pages 43 and 44).

## CONCLUSIONS

These conclusions are based upon the study of the literature in this field, and the findings growing out of the questionnaire and catalog study.

1. The academic curricula of Mississippi junior colleges are open to very little criticism. However, the need of ancient languages at this level of education is doubtful. Also, public speaking, religion, social science courses, other than history, and physical education require greater emphasis.

2. Of the non-academic courses commerce has an adequate place in the curriculum. Both the public and private junior colleges of Mississippi are deficient in their curricular offering of education, home economics, and art. The public junior colleges do not give sufficient emphasis to music.

3. A definite program of guidance and controlled participation in extra-curricular activities is lacking in the majority of junior colleges in Mississippi.

Finally, if the junior college is going to bridge the gap between the high school and university or the adult working world, it must not only offer training to meet the entrance requirements of the university but also meet the needs of training for intelligent citizenship. In meeting



the requirements for university entrance, additional training in language, mathematics, and science will be provided above that received in high school. In meeting the requirements of intelligent citizenship there will be provided a minimum of language and mathematics, and a generous training in the social sciences, and vocational subjects. To function fully and completely as a junior college, guidance for the student and community leadership in citizenship and culture must not be neglected.

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